



Course Description

Explores human behavior as it relates to fire and mass casualties, while also addressing a historical review of human behavior in fire, building design, fire department operations, and evacuation procedures involving specific groups, such as large populations and persons with disabilities. Students also examines current and past research on human behavior, life safety education, and building design to determine interaction of these areas in emergency situations.

Course Textbook

There is no textbook for this course. Your readings will come from PDF articles included in each unit of the course.

Bukowski, R. W. (n.d.). Emergency egress strategies for buildings. *United States Department of Commerce*. Retrieved from fire.nist.gov/bfrlpubs/fire07/PDF/f07054.pdf

Fahy, R. F., Proulx, G., & Aiman, L. (2009). *'Panic' and human behaviour in fire* (NRCC-51384). Retrieved from <http://tkolb.net/FireReports/PanicInFire09.pdf>

Federal Emergency Management Agency, United States Fire Administration, National Fire Data Center. (1997). *Socioeconomic factors and the incidence of fire*. Retrieved from <http://www.usfa.fema.gov/downloads/pdf/statistics/socio.pdf>

Fire Analysts and Research Division National Fire Protection Association. (1990). *Analysis report on fire fighter fatalities* (EMW-88-C-2868). Retrieved from http://www.usfa.fema.gov/downloads/pdf/publications/ff_fat89.pdf

Kuligowski, E. D. (2008). *Modeling human behavior during building fires*. Retrieved from <http://www.fire.nist.gov/bfrlpubs/fire09/PDF/f09018.pdf>

Mawson, A. R. (2005). Understanding mass panic and other collective responses to threat and disaster. *Psychiatry*, 68(2), 95-113. Retrieved from <http://search.proquest.com/docview/220706229?accountid=33337>.

The Society of Fire Protection Engineers. (2000). *A research agenda for fire protection engineering*. Retrieved from http://www.sfppe.org/Portals/sfppepub/docs/pdfs/technical-resources/sfppe_research_agenda.pdf

United States Fire Administration, National Fire Data Center. (2006). Fire and the older adult. *Homeland Security*. Retrieved from <https://www.usfa.fema.gov/downloads/pdf/statistics/fa-300.pdf>

Course Learning Outcomes

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

1. Create a system that integrates human behavior factors into life safety planning and practice using applied knowledge from course.
2. Explain how psychology and sociology factors influence behavior.
3. Demonstrate how current computer systems model functions.
4. Locate and analyze current human-related fire research.
5. Explain how socioeconomic factors play a role in fire incidence.
6. Discuss the relationship between human behavior in fire and evacuation from buildings
7. Describe how panic affects human behavior in fires.

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 Unit Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lessons:** Each unit contains a Unit Lesson, which discusses the unit material.
3. **Reading Assignments:** This course uses articles instead of a textbook. Each unit contains Reading Assignments from one or more articles. Suggested Readings are provided in the Units II, IV and VIII Study Guides to aid students in their course of study. The readings themselves are not provided in the course, but students are encouraged to read the resources listed if the opportunity arises as they have valuable information that expands upon the lesson material.
4. **Learning Activities (Non-Graded):** These Non-Graded Learning Activities are provided in Units I and III-VIII to aid students in their course of study.
5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. **Unit Assessments:** This course contains six Unit Assessments, one to be completed at the end of Units I-IV, VI, and VII. Assessments are composed of multiple-choice questions and written response questions.
7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I, II, V, and VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit I, II, V, and VIII Assignments. Specific information about accessing these rubrics is provided below.
8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
9. **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.

Unit Assignments

Unit I Article Critique

Using the internet or other resources:

1. Use apa.org and asanet.org to research and select two articles or documents that address how psychology and sociology influence human behavior. You may select one article for psychology and another for sociology, or you may select two articles and address both psychology and sociology. Regardless, you will submit only one assignment to address both articles you selected.
2. In the first paragraph, provide an overview of the articles.
3. In the second paragraph, discuss how sociology and psychology influence human behavior.
4. In the third paragraph, provide more specific details of the articles.

5. In the fourth paragraph, provide at least two examples of how you have experienced or been exposed to these two concepts influencing behavior.
6. In the fifth paragraph, include a summary or conclusion.

Your completed assignment must be at least one to two pages and include a cover page.

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

Unit II Essay

Examine three fires that have occurred in your home town over the past year that you believe could be attributed to socioeconomic factors. In a 500 word essay, describe the fires, and discuss two socioeconomic factors that you believe most contributed to these fires, and why. (You may have the same two for each fire, or two different factors for each fire.) Discuss what you would do as a fire-service personnel to reduce similar fires in the future.

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

Unit V Article Critique

Research and select an article related to one of the following:

- a live fire training evolution that resulted in fire fighter injuries,
- a live fire training evolution that resulted in a fire fighter fatality,
- a commercial structure fire that resulted in fire fighter injuries,
- a commercial structure fire that resulted in a fire fighter fatality,
- a high-rise fire that resulted in fire fighter injuries, and
- a high-rise fire that resulted in a fire fighter fatality.

Complete a critique of the article. Your completed article critique must include a separate paragraph for each of the following:

- a brief introduction and overview of the article,
- a description of the fire situation/environment the fire fighters are working in,
- a description of how the article relates to the other course information,
- a description of how psychology and/or sociology factors may influence fire fighter behavior while working at a fire emergency, and
- a discussion of your personal thoughts on how the fire behavior could have affected the human behavior of fire fighters.

The completed assignment should be no more than two pages in length, and should include the article link or reference. CSU requires that students use the APA format in writing course papers; therefore, the APA rules for formatting, quoting, paraphrasing, citing, and listing of sources must be followed.

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

Unit VIII PowerPoint Presentation

Human Behavior Fire Research Project

Develop a PowerPoint presentation on one of the following topics:

- Human behavior/factors for public fire safety educators in your departments. Target Audience: Fire Safety Educators in your department.
- Model behavior for fires at a nursing home. Target Audience: Employees of a nursing home in your jurisdiction.
- Considerations of designing a fire drill for college dormitory residents. Target Audience: Dormitory Resident Assistants for a local college/university in your jurisdiction.

Once you have chosen your topic, your presentation should also incorporate:

- how psychology and sociology factors influence the human behavior within your topic;
- how socioeconomic factors may influence your topic;
- how human behavior affects evacuation and rescue procedures for you topic; and
- what aspects of panic does your topic audience need to be aware of?

Use the list of research documents located in Suggested Reading, as well as research documents you find on your own as sources for your presentation.

Your PowerPoint presentation:

- Should have at least 10 slides not including a title slide and a reference slide.
- Be creative. Use photos, graphs, etc.
- Must be specific to your department or your jurisdiction.

Click [here](#) for a PowerPoint tutorial if you need guidance in creating effective PowerPoint presentations.

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

Unit VIII Research Paper

Research a historic fire where there was a large loss of life. Your research should include the specific behavior of the occupants once they were alerted to the fire. Were there issues with the number or locations of exits? Did the majority of occupants exit through one exit? Your paper should be four pages and follow APA format.

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 email your professor. Responses to your post will be addressed or emailed 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

Unit Assessments (6 @ 6%)	= 36%
Unit I Article Critique	= 14%
Unit II Essay	= 14%
Unit V Article Critique	= 14%
Unit VIII PowerPoint Presentation	= 11%
Unit VIII Research Paper	= 11%
Total	= 100%

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.

Unit I	Introduction to Human Behavior
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> Learning Activities (Non-Graded): See Study Guide
Read:	<input type="checkbox"/> Internet Reading: See Study Guide
Submit:	<input type="checkbox"/> Assessment <input type="checkbox"/> Article Critique
Notes/Goals:	

Unit II	Socioeconomic Factors Related to Fire Incidents
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> Internet Reading: See Study Guide for link <input type="checkbox"/> Suggested Reading: See Study Guide
Submit:	<input type="checkbox"/> Assessment <input type="checkbox"/> Essay
Notes/Goals:	

Unit III	Older Adults Fire-Related Behavior
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> Learning Activities (Non-Graded): See Study Guide
Read:	<input type="checkbox"/> Internet Reading: See Study Guide for link
Submit:	<input type="checkbox"/> Assessment
Notes/Goals:	

Unit IV	The Process of Human Behavior in Fire and Evacuations from Buildings
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> Learning Activities (Non-Graded): See Study Guide
Read:	<input type="checkbox"/> Internet Reading: See Study Guide for link <input type="checkbox"/> Suggested Reading: See Study Guide
Submit:	<input type="checkbox"/> Assessment
Notes/Goals:	

Unit V	Fire Fighter Behavior at Fire Incidents
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> Learning Activities (Non-Graded): See Study Guide
Read:	<input type="checkbox"/> Internet Reading: See Study Guide for link
Submit:	<input type="checkbox"/> Article Critique
Notes/Goals:	

Unit VI	Panic and Human Behavior in Fire
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> Learning Activities (Non-Graded): See Study Guide
Read:	<input type="checkbox"/> Internet Reading: See Study Guide for link
Submit:	<input type="checkbox"/> Assessment
Notes/Goals:	

Unit VII	Modeling Human Behavior During Building Fires
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> Learning Activities (Non-Graded): See Study Guide
Read:	<input type="checkbox"/> Internet Reading: See Study Guide for link
Submit:	<input type="checkbox"/> Assessment
Notes/Goals:	

Unit VIII	Fire and Human Behavior Research
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> Learning Activities (Non-Graded): See Study Guide
Read:	<input type="checkbox"/> Internet Reading: See Study Guide for link <input type="checkbox"/> Suggested Reading: See Study Guide
Submit:	<input type="checkbox"/> PowerPoint Presentation <input type="checkbox"/> Research Paper
Notes/Goals:	