Course Description

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.

Course Textbook


Course Learning Outcomes

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

1. Describe aspects of community risk reduction to include risk reduction education.
2. Explain the fundamental aspects of codes and standards.
3. Examine the inspection and plan review process.
4. Describe the fire prevention research involved with the fire investigation process.
5. Analyze the impact that historical and social influences have on the fire prevention master planning process.
6. Describe economic and governmental influences on fire prevention.
7. Explain the effects of departmental influences on fire prevention programs and activities.
8. Discuss strategies for fire prevention.

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 Lessons**: 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.
4. **Discussion Boards**: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
5. **Unit Assignments**: Students are required to submit for grading Unit Assignments in each unit. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each Unit Assignment. 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.

Unit Assignments

Unit I Project
You have been tasked by the fire marshal to address a recent increase in residential fires. Your assignment is to develop a checklist for conducting voluntary home safety inspections. Consider what you should be looking for when conducting these inspections: improper storage of flammable or combustible liquids, presence of smoke detectors, or egress issues. Your inspection form should have enough detail that if given to an engine company, the crew would be able to perform the home inspection with ease.

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

Unit II Project
Develop a one- to two-page fire inspection form for commercial occupancies. Keep in mind, these type of structures will most likely have some sort of fire protection system such as a fire alarm or sprinkler system.

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

Unit II Research Paper
You have been assigned by the fire chief to write a research paper that will be used to persuade the city council to adopt a local fire sprinkler ordinance that will require all new commercial buildings to install a fire sprinkler system. Your paper should be one to two pages in length and include resources to support your position on the need for buildings to be equipped with automatic fire sprinkler systems.

Your paper should follow APA style. Remember to use the CSU Online Library to complete your research for this assignment.

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

Unit III Research Paper
Research and write a one- to two-page paper about two historic fires that resulted in changes to the fire code. Fires that generally resulted in large life loss have driven the need for changes in the code. Make sure to include the cause of the fire and any contributors that resulted in any fire deaths.

Your paper should follow APA style. Remember to use the CSU Online Library to complete your research for this assignment.

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

Unit IV Case Study
To prepare for this assignment, you will need to review the case study on pages 120-121 of your textbook. Analyze the information from the case study, and be sure to address the following information in your response to the case study:

1. What kind of local research would be helpful in targeting efforts where they will do some good?
2. What kind of challenges does it present to give the fire commissioner data that would indicate the fire problem is much higher in another neighborhood of May?
3. What type of search could be done to identify materials already available for the target audience?
4. What is the value of research for fire prevention efforts and in this case in particular?

Your case study should be at least two pages in length and in APA style. A minimum of two references are required.

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

Unit IV Essay

Insurance Service Office rating is very important to the fire service in terms of showing effectiveness of a fire department. Write a one-page paper explaining the ISO grading scale and what is measured as part of the grading process.

Your essay should follow APA style.

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

Unit V Case Study

To prepare for this assignment, you will need to review the case study on pages 165-166 of your textbook. Analyze the information from the case study, and be sure to address the following information in your response to the case study:

1. How could an understanding of the historical influence on fire prevention efforts be used to aid the fire marshal’s defense of code compliance inspections?
2. Given the case study, explain how significant fires might be used to support efforts in any local jurisdiction.
3. Explain how previous national planning efforts have helped shape modern fire prevention efforts.

Your case study should be at least two pages in length and in APA style. A minimum of two references are required.

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

Unit VI PowerPoint Presentation

Develop a PowerPoint presentation explaining some of the agencies that are involved in fire prevention. You should consider both private and governmental organizations. Your presentation should be a minimum of 10 slides.

Your PowerPoint should follow APA style.

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

Unit VI Essay

Write a one-page essay on how culture influences peoples’ attitudes toward fire and fire prevention. For instance, in some cultures having a fire in your home is looked at as a shameful event. In other cultures, it is accepted as just an unpreventable event. Give specific examples of the different cultures and their attitudes toward having a fire in their home or business.

Your essay should follow APA style.

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

Unit VII Essay

Your fire department is facing large budget cuts. It has been suggested that the fire prevention budget be eliminated and line firefighters assigned to perform fire inspections while on duty. Write a one-to-two-page essay that either supports this concept or offers an alternative solution.

Your essay should follow APA style.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.
Unit VIII PowerPoint Presentation

Use the material you have learned from this course to put together a PowerPoint presentation explaining fire prevention and what is involved in fire prevention activities. For the purpose of this presentation, assume you will be presenting to a recruit class of firefighters who will be assigned fire prevention duties as their main job when not responding to fires or other emergencies.

Your presentation should be a minimum of 10 slides.

Your PowerPoint should follow APA style.

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

Unit VIII Case Study 1

To prepare for this assignment, you will need to review the case study on page 238 of your textbook. Analyze the information from the case study, and be sure to address the following information in your response to the case study:

1. Given the information presented, what measures portray risk reduction and loss reduction in the Porth case study?
2. What inferences can be made from the comparison between Porth and the other comparable jurisdictions in the Service Effort and Accomplishment (SEA) report? What dangers are there to these comparisons?
3. What conclusions can be drawn from the comparison of Porth’s fire loss statistics to state and national trends over the same period of time?

Your case study should be at least two pages in length and in APA style. A minimum of two references are required.

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

Unit VIII Case Study 2

To prepare for this assignment, you will need to review the case study on page 255 of your textbook. Analyze the information from the case study, and be sure to address the following information in your response to the case study:

1. Describe the advantages to using paid and volunteer staff for life safety and fire prevention programs and the problems that might occur between newly hired staff in Christmas Valley and the neighboring jurisdiction, where code compliance inspections were previously done by emergency responders.
2. What qualifications might be necessary for these staff members and how would you go about finding out about state or national training requirements or certifications?
3. How would you go about developing a training program for life safety and fire prevention staff? Whose support would be necessary, and how would it be funded?

Your case study should be at least two pages in length and in APA style. A minimum of two references are required.

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) Discussion Board, (2) Assessment (Written Response), and (3) 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 Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

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 Discussion Boards, 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.

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

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<td>Essays (3 @ 6%)</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.

### Unit I
**Risk and Loss Reduction Educational Programs**

**Review:**
- Unit Study Guide

**Read:**
- Chapter 1: Concepts of Fire Prevention
- Chapter 2: Risk- and Loss-Reduction Educational Programs

**Discuss:**
- **Discussion Board Response**: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment**: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Project** by Tuesday, 11:59 p.m. (Central Time)

*Notes/Goals:*

### Unit II
**Understanding Codes, Standards, and the Plans Review Process**

**Review:**
- Unit Study Guide

**Read:**
- Chapter 3: Concepts in Code Enforcement
- Chapter 4: The Plan Review Process: Engineering Elements in Prevention

**Discuss:**
- **Discussion Board Response**: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment**: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Project** by Tuesday, 11:59 p.m. (Central Time)
- **Research Paper** by Tuesday, 11:59 p.m. (Central Time)

*Notes/Goals:*

### Unit III
**Fire Investigations and Arson**

**Review:**
- Unit Study Guide

**Read:**
- Chapter 5: Fire, Arson, and Explosion Investigations

**Discuss:**
- **Discussion Board Response**: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment**: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Research Paper** by Tuesday, 11:59 p.m. (Central Time)

*Notes/Goals:*
## Course Schedule

### Unit IV: Fire Prevention and Master Planning

**Review:**
- Unit Study Guide

**Read:**
- Chapter 6: Research in Fire Prevention
- Chapter 7: Planning for Life Safety and Fire Prevention

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Essay** by Tuesday, 11:59 p.m. (Central Time)
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit V: Historical Influences on Fire Prevention

**Review:**
- Unit Study Guide

**Read:**
- Chapter 8: Historical Influences on Fire Prevention

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Case Study** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

### Unit VI: Fire Department Culture toward Fire Prevention

**Review:**
- Unit Study Guide

**Read:**
- Chapter 9: Social and Cultural Influences on Fire Prevention
- Chapter 11: Governmental and Departmental Influences on Fire Prevention

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **PowerPoint Presentation** by Tuesday, 11:59 p.m. (Central Time)
- **Essay** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
### Unit VII: Factors Affecting Fire Prevention

**Review:**
- Unit Study Guide

**Read:**
- Chapter 10: Economic Influences on Fire Prevention

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Essay by Tuesday, 11:59 p.m. (Central Time)

### Unit VIII: Organizing Fire Prevention Programs

**Review:**
- Unit Study Guide

**Read:**
- Chapter 12: Evaluating Fire Prevention Programs
- Chapter 13: Organizing Fire Prevention Programs: Staffing, Training, and Funding Options for Prevention Programs

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time)
- Case Study 1 by Tuesday, 11:59 p.m. (Central Time)
- Case Study 2 by Tuesday, 11:59 p.m. (Central Time)

### Notes/Goals: