DEPARTMENT OF FORESTRY AND FIRE PROTECTION
OFFICE OF THE STATE FIRE MARSHAL
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Date: April 11, 2025

To: Statewide Training and Education Advisory Committee
State Board of Fire Services

From: Mark Bisbee, SFT Battalion Chief (RA)
Allison L. Shaw, Editor, Sacramento State

SUBJECT/AGENDA ACTION ITEM:
Fire Officer 2 (2020) (formerly Company Officer (2014))

Recommended Actions:
First read of the updated Fire Officer 2 (2020) curriculum.

Background Information:
SFT updated the Fire Officer 2 curriculum in alignment with National Fire Protection Association (NFPA) 1021: Standard for Fire Officer Professional Qualifications (2020) and NFPA 1140: Standard for Wildland Fire Protection (2022). This curriculum was developed to ensure effective leadership in California fire agencies.

This update also proposes a philosophical shift in how SFT delivers management training and education. This curriculum is grounded in the NFPA requirements but incorporates significantly more experiential on-the-job training to prepare candidates before they move into an executive leadership role.

SFT plans to deliver the curriculum over a longer period of time (through on-ground or hybrid models) with focused face-to-face instruction combined with independent reading, research, and task book-based application. Candidates may open their certification task book when they begin their first course and will collaborate with their agency's leadership to complete task book assignments in conjunction with coursework.

This approach follows the Fire Officer 3 and 4 model already under review by STEAC and SBFS.

"The Department of Forestry and Fire Protection serves and safeguards the people and protects the property and resources of California."

Analysis/Summary of Issue:

Name Change
SFT changed the certification title from Company Officer to Fire Officer 2 to align with the NFPA standard on which it is based.

Fire Officer 2 (2020) Curriculum Launch
SFT will release the Fire Officer 2 (2020) curriculum on September 1, 2025.

Retirement of Company Officer (2014) Curriculum
Effective December 31, 2026, SFT will retire Company Officer (2014). On January 1, 2027, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

Candidates pursuing Company Officer certification using the 2014 task book must complete and submit their Company Officer Certification Task Book (2014) postmarked on or before December 31, 2026.

Candidates who do not meet this deadline will be required to meet the Fire Officer 2 (2020) certification requirements using the Fire Officer 2 (2020) Certification Task Book.

CTS Guide
SFT updated the 2014 CTS Guide to document how training standards align with NFPA 1021 (2020).
- Standards with content changes
    - 1-2: Using an Incident Management System to Organize Resources was removed. It was an OSFM addition and is adequately covered by other Topics.
    - 1-3: Implementing a Hazardous Materials Plan of Action was removed. It was an OSFM addition and is adequately covered by other Topics.
    - Section 8: Definition of Duties was added for Fire Officer II.
    - Section 8: Human Resource Management became Section 9 and all Topics within it changed from 8-# to 9-# numbers.
    - 8-2: Leadership and Communication was added to incorporate NWCG S-200 content.
    - 8-3: Awareness, Decision Making, and Risk was added to incorporate NWCG S-200.
    - 15-1: Definition of Duties for Wildland Fire Officer I was added.
    - 17-1: Ensuring Overall Readiness added based on NFPA 1140 paragraph 6.3.1
- Standards with title changes
    - "and Following" was removed from 2-5: Applying Human Resources Policies and Procedures.
    - "Supervising and" was removed from 2-6: Coordinating the Completion of Assignments.

- o "Members" changed to "Employees" in 2-3: Directing Unit Employees During a Training Evolution.
  - o "Members" changed to "Employees" in 2-4: Recommending Action for Employee-Related Problems.
  - o 3-1: Initiating Action to Address Community changed to 3-1: Implementing a Community Risk Reduction Plan.
  - o 7-2: Conducting an Initial Accident Review changed to 7-2: Conducting an Initial Accident Investigation.
  - o 7-3: Describing the Benefits of Wellness and Fitness Programs changed to 7-3: Explaining the Benefits of Being Physically and Medically Fit.
  - o 2-9: Performing and Reporting Job Evaluations changed to 9-2: Evaluating Employee Job Performance
  - o 9-1: Maximizing Member Performance changed to 9-1: Maximizing Employee Performance.
  - o "News" became "Media" in 11-4: Preparing a Media Release.
  - o "Concise" was added to 11-5: Preparing a Concise Report.
  - o 13-1: Identifying Elements of an Operational Plan to Mitigate an Incident changed to 13-1: Producing Operational Plans.
  - o 13-2: Writing a Report Identifying Service Demand Causes changed to 13-2: Preparing a Written Report.
  - o 14-1: Analyzing and Reporting on Member History changed to 14-1: Analyzing and Reporting on Employee History.
  - o 16-3: Providing for Emergency Medical Treatment changed to 16-3: Providing for First Aid or Medical Treatment.
  - o Added "of Assigned Personnel" to 16-4: Evaluating Job Performance of Assigned Personnel.
  - o 19-2: Developing Reports on Conditions changed to 19-2: Developing an Initial Report on Conditions.
  - o "Members" became "Employees" in 19-7: Updating Supervisors, Crew Employees, and Adjoining Personnel.
  - o 19-8: Providing for Assigned Resources' Needs changed to 19-8: Providing for Logistical Needs.
  - o "Resources" added to 19-9: Analyzing Incident Resource Needs.
  - o 19-10: Providing Information to the Replacement Incident Commander changed to 19-10: Transferring Command
- Standards with number/location changes
  - o 2-1: Explaining the Impact of the California Firefighters Procedural Bill of Rights changed to 2-7.
  - o 2-2: Assigning Emergency Tasks or Responsibilities changed to 2-1.
  - o 2-3: Assigning Nonemergency Tasks or Responsibilities changed to 2-2.
  - o 2-4: Directing Unit Members During a Training Evolution changed to 2-3.
  - o 2-5: Recommending Action for Member-Related Problems changed to 2-4.
  - o 2-6: Applying Human Resources Policies and Procedures changed to 2-5.
  - o 2-7: Coordinating the Completion of Assignments changed to 2-6.
  - o NFPA 1021 paragraphs 4.3.2 and 4.3.3 were separated into separate standards.

- o Fire Officer I and II sections used to be mixed within a category area (like Human Resource Management) and are now ordered sequentially with all FOI first followed by all FOII. This added Sections 8, 9, 10, 11, 12, 13, and 14.
- o Wildland Fire Officer I used to start at Section 8 and now starts at Section 15. This adds Sections 15, 16, 17, 18, and 19.

Course Plans
- Updated all courses to current course plan template.
- Removed "for Company Officers" from all course titles.
- Changed the order of topics for more logical teaching order
- Combined Fire Officer 2B: Administrative Functions for Company Officers (2014) **and** Fire Officer 2C: Fire Inspections and Investigation for Company Officers (2014) into one course called Fire Officer 2B: Administration and Community Risk Reduction (2020).
- Combined Fire Officer 2D: All-Risk Command Operations for Company Officers (2014) and Fire Officer 2E: Wildland Incident Operations for Company Officers (2014) into one course called Fire Officer 2C: Initial Incident Command (2020).

Fire Officer 2 (2020)	Hours	Company Officer (2014)	Hours
2A: Human Resource Management	54 hours (18 lecture + 32 application + 4 testing)	2A: Human Resource Management for Company Officers	40 hours (29 lecture + 7 application + 4 testing)
2B: Administration and Community Risk Reduction	54 hours (17.5 lecture + 32.5 application + 4 testing)	2B: General Administrative Functions for Company Officers	20 hours (13 lecture + 5 application + 2 testing)
		2C: Fire Inspections and Investigations for Company Officers	40 hours (29.5 lecture + 7 application + 3.5 testing)
2C: Initial Incident Command	54 hours (18 lecture + 32 application + 4 testing)	2D: All-Risk Command Operations for Company Officers	40 hours (17 lecture + 20 application + 3 testing)
		2E: Wildland Incident Operations for Company Officers	40 hours (24 lecture + 12 application + 4 testing)

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- Adjusted all course delivery times.
  - Expanded lecture times to account for deeper learning around on-the-job training not clearly specified in NFPA
    - Lecture components includes direct (synchronous) instructor-to-student interaction in the form of lectures, discussions, breakout sessions, and panels
  - Expanded application times to align activities with task book requirements creating a more practical and meaningful approach to learning application
    - Application components may include independent (asynchronous) activities including reading, research, study, interviews, and task book application assignments
  - Instructors are responsible for developing and implementing testing components
- Restructured activity assignments to align with task book job performance requirements enabling participants to begin working on task book assignments during their education (rather than after)
  - Participants will create products to submit to their fire chief or their superior for review, approval, and task book sign off
  - Application activities may be completed outside of structured classroom time and may take longer to complete than the "application" hours assigned to the course
- To accommodate a semester-long course delivery, SFT recommends that this course be available for hybrid delivery

Course Plan 2A (Human Resource Management)
- Changed the prerequisite for course enrollment:
  - Old (2104): Meet the educational requirements for Fire Fighter II or four (4) years as a career fire fighter or six (6) years as a volunteer fire fighter
  - New (2020): Meet one of the following requirements:
    - OSFM Fire Fighter II or Fire Fighter 2 certification
    - Currently in the position of Company Officer or Fire Officer 2 (acting does not apply)
- Changed course delivery time from 40 to 54 hours.
- Changed maximum enrollment from 32 to 25 students. The shift toward task book completion as the model for the Application activities increases the instructor workload.
- Changed the instructor-to-student ratio from 1:32 to 1:25 to match maximum enrollment.

Course Plan 2B (Administration and Community Risk Reduction)
- Combined Company Office 2B (2014) and 2C (2014) into one course.
- Changed the prerequisite for course enrollment:
  - Old (2104): Meet the educational requirements for Fire Fighter II or four (4) years as a career fire fighter or six (6) years as a volunteer fire fighter
  - New (2020): Meet one of the following requirements:
    - OSFM Fire Fighter II or Fire Fighter 2 certification

- Currently in the position of Company Officer or Fire Officer 2 (acting does not apply)
- Added FO2A: Human Resource Management (SFT) as a prerequisite. This course includes the foundational leadership and communication context for the certification and should be completed first.
- Changed course delivery time from 20 to 54 hours.
- Changed maximum enrollment from 32 to 25 students. The shift toward task book completion as the model for the Application activities increases the instructor workload.
- Changed the instructor-to-student ratio from 1:32 to 1:25 to match maximum enrollment.
- Restructured the content into four units: Administrative Functions, Community and Government Relations, Fire Inspection and Investigation, and Project or Program Development.
- Added Topic 3-3: Implementing a Community Risk Reduction Program to meet new NFPA 1021 requirement (4.3.1 / 5.3.1).
- Added new NFPA 1021 requirement (4.3.3) to Topic 3-2: Addressing Citizen Concerns
- Changed the instructor-to-student ratio from 1:32 to 1:25 to match maximum enrollment.

Course Plan 2C (Initial Incident Command)
- Combined Company Office 2D (2014) and 2E (2014) into one course.
- Incorporated training material from NWCG S-200 so that participants are prepared to initiate their NWCG Initial Attack Incident Commander without taking additional courses
- Changed the prerequisite for course enrollment:
    - Old (2104): Meet the educational requirements for Fire Fighter II or four (4) years as a career fire fighter or six (6) years as a volunteer fire fighter
    - New (2020): Meet one of the following requirements:
        - OSFM Fire Fighter II or Fire Fighter 2 certification
        - Currently in the position of Company Officer or Fire Officer 2 (acting does not apply)
- Added FO2A: Human Resource Management (SFT) as a prerequisite. This course includes the foundational leadership and communication context for the certification and should be completed first.
- Removed Hazardous Material Incident Commander (as offered by the California Specialized Training Institute) as a prerequisite. This is a battalion chief course and not really applicable here.
- Changed course delivery time from 40 to 54 hours.
- Changed maximum enrollment from 32 to 25 students. The shift toward task book completion as the model for the Application activities increases the instructor workload.
- Changed the instructor-to-student ratio from 1:32 to 1:25 to match maximum enrollment.

- Removed 1:10 instructor-to-student ratio for lab. There only needs to be one instructor for the course.
- Changed instructor requirements for the wildland content from SFT Command 1C Registered Instructor to Fire Officer 2C Registered Instructor.

Certification Task Book
- SFT updated the 2014 Fire Officer Certification Task Book to align with NFPA 1021 (2020) and NFPA 1140 (2022).
- A candidate may now initiate their task book upon enrollment in their first Fire Officer 2 course instead of completion of all courses.
- Changed Prerequisite requirements for Fire Officer 2 certification.
  - Old (2014): Candidate has completed one of the following prerequisites
    - OSFM Fire Officer 2 or Company Officer certification
    - Appointment to the rank of Chief Fire Officer or Fire Officer 3
  - New (2020): Candidate has completed one of the following prerequisites
    - OSFM Fire Fighter II or Fire Fighter 2 certification
    - Appointment to the rank of Company Officer or Fire Officer 2 (acting does not apply)
- Changed Experience requirements for Fire Officer 2 certification.
  - Old (2014): The candidate meets one of the following experience requirements.
    - Have a minimum of five years' full-time paid experience in a recognized fire agency in California as a Fire Fighter performing suppression duties. At least two years' of experience must be at the Officer level (Lieutenant or higher) or CAL FIRE rank of Fire Apparatus Engineer.
    - Have a minimum of ten years' part-time paid or volunteer experience in a recognized fire agency in California as a Fire Fighter performing suppression duties. At least four years' of experience must be at the Officer level (Lieutenant or higher) or CAL FIRE of rank Fire Apparatus Engineer.
  - New (2020): A minimum of two years' full-time paid or four years' volunteer of part-time paid experience working at the Fire Fighter II or 2 level in a recognized California fire agency
  - Justification for level change: Candidates need to be able to train and gain experience before they apply for a Fire Officer 2 position.
- Added Behavioral Health and Cancer Prevention 2A (SFT) as an Education requirement. Candidates should already have this from Fire Fighter 1 or 2, but will be required to pick it up here if they missed it during a lower-level certification.
- Removed Hazardous Material Incident Commander (CSTI) as an Education requirement. If a Fire Officer 2 encounters a hazmat incident that requires a hazmat IC, they will call for a Fire Officer 3. Removal is consistent with other states' Fire Officer 2 requirements.

Existing Registered Instructors

SFT will authorize existing Company Officer (2014) Registered Instructors who meet the following requirements to teach Fire Officer 2 (2020). SFT will update the SFT User Portal Acadis.

- Complete the required education to teach the 2020 curriculum (see table below)
- Review and sign the virtual SFT Officer Series Update web form by December 31, 2027

Fire Officer 2 (2020) Course	Instructor Registration Requirements to Teach 2020 Course
Fire Officer 2A: Human Resource Management	• CO2A: Human Resource Management for Company Officers
Fire Officer 2B: Administration and Community Risk Reduction	• CO2B: General Administrative Functions for Company Officers **and** • CO2C: Fire Inspections and Investigations for Company Officers
Fire Officer 2C: Initial Incident Command	• CO2D: All-Risk Command Operations for Company Officers **and** • CO2E: Wildland Incident Operations for Company Officers

In Process Instructor Candidates

Candidates actively pursuing Company Officer (2014) instructor registration must submit all documentation postmarked on or before June 30, 2027. Anyone who applies to teach Fire Officer 2 (2020) on or after June 30, 2027, will be required to meet the Fire Officer 2 (2020) requirements.

New Instructor Registration

New instructor candidates shall meet the following requirements:

Category	Requirement
Instructor Registration	Be an OSFM Registered Instructor
Certification	Company Officer (2014) **or** Fire Officer 2 (2020)
Education	• Fire Officer 2A: Human Resource Management (2020) **or** CO 2A: Human Resource Management for the Company Officer (2014) • Fire Officer 2B: Administration and Community Risk Reduction (2020) **or** CO 2B: Budget and Fiscal Responsibilities for Company Officers (2014) **and** CO 2C: General Administration Functions for Company Officers (2014) • Fire Officer 2C: Command of Initial Incidents (2020) **or** CO 2D: Command of Expanding All-Hazard Incidents (2014) **and** CO 2E: Wildland Incident Operations for Company Officers

	• ICS-200: ICS for Initial Incidents (CalEMA/CalOES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, or SFT)
Experience	• A minimum of two years' full-time paid or four years' volunteer or part-time paid experience working at the Fire Fighter II or 2 level in a recognized California fire agency (applies to all FO2 courses)
Chief's Letter	Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver FO2 curriculum.
Application	Submit an SFT Instructor Registration Application
Fee	Pay the registration fee (if applicable)

Fire Officer 2 (2020) Implementation Plan

OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) stakeholders on the updated Fire Officer 2 (2020) curriculum requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

The Fire Officer 2 (2020) curriculum is presented as a Certification Fire Service Training and Education System (CFSTES) series. SFT updated the certification training standard (CTS) guide, course plans, and certification task book based on the current National Fire Protection Association (NFPA) standards:

- NFPA 1021: Standard for Fire Officer Professional Qualifications (2020) and
- NFPA 1140: Standard for Wildland Fire Protection (2022).

IMPLEMENTATION

Candidates entering the SFT system should enroll in the 2020 Fire Officer 2 courses and comply with the most current Fire Officer 2 requirements.

New Curriculum	Hours
Fire Officer 2A: Human Resource Management (2020)	54 hours
Fire Officer 2B: Administration and Community Risk Reduction (2020)	54 hours
Fire Officer 2C: Command of Initial Incidents (2020)	54 hours

Fire Officer 2 (2020) Curriculum……………………………………………….…..……… **September 1, 2025**

Retirement of Company Officer (2014) Curriculum …………………………….. **December 31, 2026**
Effective December 31, 2026, SFT will retire Company Officer (2014). On January 1, 2027, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

Candidates pursuing Company Officer certification using the 2014 task book must complete and submit their Company Officer Certification Task Book (2014) postmarked on or before December 31, 2026.

Candidates who do not meet this deadline will be required to meet the Fire Officer 2 (2020) certification requirements using the Fire Officer 2 (2020) Certification Task Book.

INSTRUCTOR REQUIREMENTS

Instructor Registration………………………………………………………..…..… September 1, 2025
Instructors for the Fire Officer 2 (2020) curriculum must meet the SFT requirements for
Registered Instructor. Instructors must have appropriate education and practical experience
relating to the specific course content.

Existing Registered Instructors
SFT will authorize existing Company Officer (2014) Registered Instructors who meet the
following requirements to teach Fire Officer 2 (2020). SFT will update the SFT User Portal
Acadis.
- Complete the required education to teach the 2020 curriculum (see table below)
- Review and complete the SFT Officer Series Update web form by December 31, 2027

Fire Officer 2 (2020) Course	Instructor Registration Requirements to Teach 2020 Course
Fire Officer 2A: Human Resource Management	• CO2A: Human Resource Management for Company Officers
Fire Officer 2B: Administration and Community Risk Reduction	• CO2B: General Administrative Functions for Company Officers **and** • CO2C: Fire Inspections and Investigations for Company Officers
Fire Officer 2C: Initial Incident Command	• CO2D: All-Risk Command Operations for Company Officers **and** • CO2E: Wildland Incident Operations for Company Officers

In Process Instructor Candidates
Candidates actively pursuing Company Officer (2014) instructor registration must submit all
documentation postmarked on or before June 30, 2027. Anyone who applies to teach Fire
Officer 2 (2020) on or after June 30, 2027, will be required to meet the Fire Officer 2 (2020)
requirements.

New Instructor Registration
New instructor candidates shall meet the following requirements:

Category	Requirement
Instructor Registration	Be an OSFM Registered Instructor
Certification	Company Officer (2014) **or** Fire Officer 2 (2020)

Education	- Fire Officer 2A: Human Resource Management (2020) **or** CO2A: Human Resource Management for the Company Officer (2014) - Fire Officer 2B: Administration and Community Risk Reduction (2020) **or** CO2B: Budget and Fiscal Responsibilities for Company Officers (2014) **and** CO2C: General Administration Functions for Company Officers (2014) - Fire Officer 2C: Command of Initial Incidents (2020) **or** CO2D: Command of Expanding All-Hazard Incidents (2014) **and** CO2E: Wildland Incident Operations for Company Officers - ICS-200: ICS for Initial Incidents (CalEMA/CalOES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, or SFT)
Experience	A minimum of two years' full-time paid or four years' volunteer or part-time paid experience working at the Fire Fighter II or 2 level in a recognized California fire agency (applies to all FO2 courses)
Chief's Letter	Provide a letter signed by their Fire Chief or authorized designee that verifies qualification to deliver FO2 curriculum.
Application	Submit an SFT Instructor Registration Application
Fee	Pay the registration fee (if applicable)

POTENTIAL AGENCY IMPACTS

Fire agencies desiring to use the Fire Officer 2 (2020) curriculum as a requirement for their recruitment/promotion activities need to review the Fire Officer 2 (2020) curriculum requirements to be sure that all agency training needs are met. After review, fire agencies should update their job specifications and recruitment documentation to reflect these new courses and certification requirements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges, and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee / program sponsor, as appropriate. ARTPs should review the new Fire Officer 2 (2020) curriculum and discuss potential impacts with their advisory committees.

Fire Officer 2

(NFPA 1021: Fire Officer I/II and NFPA 1140: Wildland Fire Officer I)

Certification Training Standards Guide (2020)

California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Fire Officer 2

Certification Training Standards Guide (2020)

Publication Date: <mark>Month Year</mark>

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire Officer 2 (2020) certification:

- NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
- NFPA 1140: Standard for Wildland Fire Protection (2022)

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

Cover photo courtesy of Hung T. Vu, Special to the Record Searchlight, Redding, CA.

Published by State Fire Training.

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Acknowledgments

State Fire Training appreciates the hard work and accomplishments of those who built the solid foundation on which this program continues to grow.

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CAL FIRE

- Joe Tyler, Director
- Daniel Berlant, State Fire Marshal
- Chris Fowler, Chief of State Fire Training
- Mike Richwine, Chair, Statewide Training and Education Advisory Committee (STEAC); State Fire Marshal (Ret.), CAL FIRE

Cadre – 2024 Curriculum Update

- Mark Bisbee, Cadre Lead, Battalion Chief, Retired Annuitant, State Fire Training, CAL FIRE
- Allison L. Shaw, Editor, Sacramento State

How to Read a CTS Guide

Overview

A certification training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the certification's NFPA standard and identifies where each certification training standard is taught (course plan), tested (skill sheets), and validated (task book).

Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own agency or jurisdiction.

Format

Each certification training standard included in the CTS guide includes the following:

Section Heading
Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

Training Standard Title
The training standard title provides a general description of the performance requirement contained within the standard.

Authority
The CTS guide references each individual standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information shaded in gray.

Job Performance Requirements
This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.

Requisite Knowledge

This segment lists the knowledge that an individual must acquire to accomplish the job performance requirement.

Requisite Skills

This segment lists the skills that an individual must acquire to accomplish the job performance requirement.

Content Modification

This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

Cross Reference

This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).

Fire Officer I

Section 1: Definition of Duties

1-1: Definition of Duties for Fire Officer I

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualification (2020)
   - Paragraph 4.2, 4.3, 4.4, 4.5, 4.6, 4.7

Job Performance Requirements
There are no job performance requirements identified for this training standard.

Requisite Knowledge
1. Identify how to utilize human resources to accomplish assignments in accordance with safety plans and in an efficient manner including evaluating employee performance and supervising personnel during emergency and nonemergency work periods
2. Identify how to deal with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury prevention, and fire prevention education programs
3. Identify how to perform general administrative functions and implement departmental policies and procedures at the unit level
4. Identify how to conduct inspections to identify hazards and address violations, conduct pre-incident plans, perform a fire investigation to determine area of origin and preliminary cause, secure the incident scene, and preserve evidence
5. Identify how to supervise emergency operations and deploy assigned resources in accordance with the local emergency plan
6. Identify how to integrate health and safety plans, policies, procedures, and standards into daily activities as well as the emergency scene, including determining appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned employees

Requisite Skills
1. None

Content Modification

Block	Modification	Justification
RK1	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK6	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 1-3 Fire Officer 2B (2020) • Topic 1-3 Fire Officer 2C (2020) • Topic 1-3	N/A	N/A

Section 2: Human Resource Management

2-1: Assigning Emergency Tasks or Responsibilities

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.2.1

Job Performance Requirements
Assign tasks or responsibilities to unit employees, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

Requisite Knowledge
1. Describe verbal communications during emergency incidents
2. Describe characteristics of leadership
3. Describe techniques used to make assignments under stressful situations
4. Describe methods of confirming understanding

Requisite Skills
1. Condense instructions for frequently assigned unit tasks based on training and standard operating procedures

Content Modification

Block	Modification	Justification
JPR	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 5-1	N/A	Fire Officer 2 (2020) • JPR 1

2-2: Assigning Nonemergency Tasks or Responsibilities

Authority
1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
    - Paragraph 4.2.2

Job Performance Requirements
Assign tasks or responsibilities to unit employees, given an assignment under nonemergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

Requisite Knowledge
1. Describe verbal communications under nonemergency situations
2. Describe characteristics of leadership
3. Describe techniques used to make assignments under routine situations (Topic 2-5)
4. Describe methods of confirming understanding

Requisite Skills
1. Issue instructions for frequently assigned unit tasks based on department policy (Topic 2-5)

Content Modification

Block	Modification	Justification
JPR	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 1-4 (RK2) • Topic 1-5 (RK1, RK4) • Topic 2-5 (RK3, RS1)	N/A	Fire Officer 2 (2020) • JPR 2

2-3: Directing Unit Employees During a Training Evolution

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.2.3

Job Performance Requirements
Direct unit employees to perform a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed.

Requisite Knowledge
1. Describe verbal communication techniques to facilitate learning

Requisite Skills
1. Distribute issue-guided directions to unit employees during training evolutions

Content Modification

Block	Modification	Justification
JPR	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.
RS1	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 2-6	N/A	Fire Officer 2 (2020) • JPR 3

2-4: Recommending Action for Employee-Related Problems

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.2.4

Job Performance Requirements
Recommend action for employee-related problems, given an employee with a situation requiring assistance and employee assistance policies and procedures, so that the situation is identified and the actions taken are within established policies and procedures.

Requisite Knowledge
1. Describe the signs and symptoms of employee-related problems (such as behavioral health issues)
2. Describe causes of stress in emergency services personnel
3. Describe adverse effects of stress on the performance of emergency service personnel
4. Describe AHJ's employee assistance policies and procedures

Requisite Skills
1. Recommend a course of action for an employee in need of assistance

Content Modification

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK1	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK4	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RS1	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 2-4	N/A	Fire Officer 2 (2020) • JPR 4

2-5: Applying Human Resources Policies and Procedures

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.2.5

Job Performance Requirements
Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.

Requisite Knowledge
1. Interpret human resource policies, procedures, applicable laws, and legal concepts

Requisite Skills
1. Communicate and relate interpersonally

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 1-5 (RS1) • Topic 2-1 (RK1)	N/A	Fire Officer 2 (2020) • JPR 5

2-6: Coordinating the Completion of Assignments

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.2.6

Job Performance Requirements
Coordinate the completion of assigned tasks and projects by employees, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and employees are assigned to specific tasks and both supervised during and held accountable for the completion of the assignments.

Requisite Knowledge
1. Describe principles of supervision
2. Describe principles leadership
3. Describe basic human resource management

Requisite Skills
1. Plan
2. Set priorities

Content Modification

Block	Modification	Justification
JPR	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 1-4 (RK2) • Topic 2-5 (RK1, RK2, RS1, RS2)	N/A	Fire Officer 2 (2020) • JPR 6

2-7: Explaining the Impact of the California Firefighters Procedural Bill of Rights

Authority
1. Office of the State Fire Marshal

Job Performance Requirements
Explain the impact of the California Firefighters Procedural Bill of Rights Act (FBOR), given the FBOR, as it applies to the Fire Officer 2 so that risk and civil and criminal liability are reduced.

Requisite Knowledge
1. Describe the Fire Officer 2 role in the disciplinary process per the FBOR
2. Describe the protection of basic rights offered by the FBOR
3. Describe the components of the notification and interrogation process

Requisite Skills
1. Apply FBOR processes at the Fire Officer 2 level

Content Modification

Block	Modification	Justification
CTS	Added new certification training standard.	This is a California-specific law that exceeds the NFPA standard.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 2-3	N/A	Fire Officer 2 (2020) • JPR 7

Section 3: Community and Government Relations

3-1: Implementing a Community Risk Reduction Plan

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.3.1

Job Performance Requirements
Implement a community risk reduction (CRR) plan at the unit level, given an AHJ CRR plan and policies and procedures, so that a community need is addressed.

Requisite Knowledge
1. Describe community demographics and service organizations
2. Describe verbal and nonverbal communication
3. Describe the role and mission of the department and its CRR plan

Requisite Skills
1. Demonstrate familiarity with public relations
2. Communicate

Content Modification

Block	Modification	Justification
RS1	Added "demonstrate".	NFPA did not provide a verb.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 3-3	N/A	Fire Officer 2 (2020) • JPR 8

3-2: Initiating Action to Address Citizen Concerns

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.3.2

Job Performance Requirements
Initiate action to answer a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with.

Requisite Knowledge
1. Describe the value of interpersonal relationships
2. Describe verbal and nonverbal communication methods

Requisite Skills
1. Demonstrate familiarity with public relations
2. Communicate

Content Modification

Block	Modification	Justification
RK1	Added "the value of".	Added for context.
RK2	Added "methods".	Added to context.
RS1	Added "demonstrate".	NFPA did not provide a verb.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 3-2	N/A	Fire Officer 2 (2020) • JPR 9

3-3: Responding to a Public Inquiry

Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.3.3

Job Performance Requirements

Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.

Requisite Knowledge

1. Describe written and oral communication techniques

Requisite Skills

1. Relate interpersonally
2. Respond to public inquiries

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020)	N/A	Fire Officer 2 (2020)
• Topic 3-2		• JPR 10

Section 4: Administration

4-1: Explaining the Impact of Laws and Regulations

Authority
1. Office of the State Fire Marshal

Job Performance Requirements
Explain the impact of laws and regulations, given local, state, and federal laws and regulations pertaining to fire service supervisors, so that administrative tasks are conducted in a manner that reduces risk and civil and criminal liability.

Requisite Knowledge
1. Identify local laws and regulations
2. Identify state laws and regulations
3. Identify federal laws and regulations

Requisite Skills
1. Apply local laws and regulations
2. Apply state laws and regulations
3. Apply federal laws and regulations

Content Modification

Block	Modification	Justification
CTS	Added a new certification training standard.	

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 5-2	N/A	Fire Officer 2 (2020) • JPR 11

4-2: Recommending Changes to and Implementing Departmental Policies

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.4.1
2. Office of the State Fire Marshal

Job Performance Requirements
Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit employees.

Requisite Knowledge
1. Describe written and oral communication methods
2. Describe AHJ procedure for recommending policy changes

Requisite Skills
1. Relate interpersonally
2. Communicate change in a positive manner

Content Modification

Block	Modification	Justification
JPR	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.
RK1	Added "methods".	Added for context.
RK2	Added new knowledge component.	Need to know the official channels/process to make a positive difference.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 5-6	N/A	Fire Officer 2 (2020) • JPR 12

4-3: Executing Routine Administrative Functions

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.4.2
2. Office of the State Fire Marshal

Job Performance Requirements
Execute routine unit-level administrative functions, given forms and record-management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures.

Requisite Knowledge
1. Interpret administrative policies and procedures
2. Describe the value of the AHJ's record management system

Requisite Skills
1. Communicate

Content Modification

Block	Modification	Justification
RK2	Changed "records management" to "Describe the value of the AHJ's record management system".	Changed for context. The student needs to know the *why*.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 2-1	N/A	Fire Officer 2 (2020) • JPR 13

4-4: Preparing Budget Requests

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
    *   Paragraph 4.4.3

Job Performance Requirements
Prepare a properly formatted budget request, given a unit level need, so that the request is in the proper format and supported with data.

Requisite Knowledge
1. Interpret budget request policies and procedures
2. Describe revenue sources
3. Describe the budget process

Requisite Skills
1. Communicate

Content Modification

Block	Modification	Justification
RK1	Added "budget request".	Added to narrow scope.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 5-4	N/A	Fire Officer 2 (2020) • JPR 14

4-5: Explaining Components of the Organization

Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.4.4

Job Performance Requirements

Explain the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization.

Requisite Knowledge

1. Describe the organizational structure of the department
2. Describe the functions of management

Requisite Skills

1. Communicate verbally in a clear and concise manner

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020)	N/A	Fire Officer 2 (2020)
• Topic 5-3		• JPR 15

4-6: Collecting Incident Response Data

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.4.5

Job Performance Requirements
Explain the need and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate.

Requisite Knowledge
1. Describe the agency's records management system

Requisite Skills
1. Communicate

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020)	N/A	Fire Officer 2 (2020)
• Topic 2-2		• JPR 16

Section 5: Inspection and Investigation

5-1: Describing Fire Inspection Procedures

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.5.1
2. Office of the State Fire Marshal

Job Performance Requirements
Describe the procedures of the AHJ for conducting fire inspections, given any of the following occupancies (assembly, educational, health care, detention and correctional, residential, mercantile, business, industrial, storage, unusual structures, mixed occupancies), so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated.

Requisite Knowledge
1. Describe occupancies according to the current California Fire Code
2. Describe inspection procedures
3. Describe fire detection, alarm, and protection systems
4. Identify fire and life safety hazards
5. Describe markings and identification systems for hazardous materials

Requisite Skills
1. Communicate
2. Apply the appropriate codes and standards

Content Modification

Block	Modification	Justification
RK1	Added a new knowledge item.	Students need to know the CA definitions not just NFPA definitions.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 4-1	N/A	Fire Officer 2 (2020) • JPR 17

5-2: Identifying Features that Prevent or Contribute to Fire Spread

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.5.2

Job Performance Requirements
Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy and the policies and forms of the AHJ, so that a pre-incident plan for any of the following occupancies (assembly, educational, institutional, residential, business, industrial, manufacturing, storage, mercantile, special properties, mixed occupancies) is developed.

Requisite Knowledge
1. Describe fire behavior factors within different occupancies
2. Describe building construction types and features
3. Describe inspection and incident reports
4. Describe detection, alarm, and suppression systems
5. Interpret applicable codes, ordinances, and standards

Requisite Skills
1. Use evaluative methods
2. Communicate

Content Modification

Block	Modification	Justification
RK1	Added "factors within different occupancies".	Added to narrow scope.
RK2	Added "types and features".	Added for grammar.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 4-2	N/A	Fire Officer 2 (2020) • JPR 18

5-3: Securing Incident Scenes

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.5.3

Job Performance Requirements
Direct unit level personnel to secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.

Requisite Knowledge
1. Identify types of evidence
2. Describe the importance of fire scene security
3. Describe the importance of evidence preservation

Requisite Skills
1. Issue instruction for securing an incident scene

Content Modification

Block	Modification	Justification
RK3	Added "the importance of".	Students need to why evidence preservation is important, not just how to do it.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 4-3	N/A	Fire Officer 2 (2020) • JPR 19

Section 6: Emergency Service Delivery

6-1: Developing an Initial Action Plan

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.6.1
2. Office of the State Fire Marshal

Job Performance Requirements
Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.

Requisite Knowledge
1. Describe the elements of a size-up
2. Describe standard operating procedures for emergency operations
3. Describe how to forecast fire behavior
4. Describe the components of the ICS 201 Incident Briefing form

Requisite Skills
1. Analyze emergency scene conditions
2. Activate the local emergency plan, including localized evacuation procedures
3. Allocate resources
4. Communicate orally

Content Modification
Block	Modification	Justification
RK3	Added "how to forecast".	Added for context.
RK4	Added a new knowledge component.	This is a CA fire service industry standard.

Cross Reference
Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 4-1	N/A	Fire Officer 2 (2020) • JPR 20

6-2: Implementing an Action Plan

Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.6.2
2. Office of the State Fire Marshal

Job Performance Requirements

Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.

Requisite Knowledge

1. Describe standard operating procedures
2. Describe resources available for the mitigation of fire and other emergency incidents
3. Describe AHJ's incident management system
4. Describe scene safety risk management considerations
5. Describe personnel accountability systems
6. Describe transfer of command procedures

Requisite Skills

1. Implement an incident management system
2. Communicate orally
3. Manage scene safety
4. Supervise and account for assigned personnel under emergency conditions

Content Modification

Block	Modification	Justification
RK3	Added "AHJ's".	Added for context.
RK4	Added "risk management considerations".	Added to narrow scope.
RK7	Added a new knowledge item.	Common industry practice for a Fire Officer 2.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 4-2	N/A	Fire Officer 2 (2020) • JPR 21

6-3: Developing and Conducting a Post-Incident Analysis

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.6.3

Job Performance Requirements
Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.

Requisite Knowledge
1. Describe the elements of a fire or rescue-related post-incident analysis
2. Identify basic building construction
3. Identify basic fire protection systems and features
4. Identify basic water supply
5. Identify basic fuel loading
6. Describe fire growth and development
7. *Describe* departmental procedures relating to dispatch response tactics and scene operations
8. Identify the source of any emergency operations controlling authority, including EMS protocols, if applicable
9. Identify customer service methods

Requisite Skills
1. Write reports
2. Communicate
3. Evaluate skills

Content Modification

Block	Modification	Justification
RK7	Added "scene".	Added to clarify "operations".
RK9	Added "methods".	Added for context.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020)	N/A	Fire Officer 2 (2020)
• Topic 6-3		• JPR 22

Section 7: Health and Safety

7-1: Applying Safety Regulations

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.7.1

Job Performance Requirements
Apply safety regulations at the unit level, given safety policies, procedures, and standards, so that required reports are completed, in-service training is conducted, and employee responsibilities are conveyed.

Requisite Knowledge
1. Identify the most common causes of personal injury and accident to employees
2. Interpret safety policies and procedures
3. Describe basic workplace safety
4. Describe the components of an infectious disease control program
5. Describe maintenance of personal protective equipment in accordance with Chapter 7 of NFPA 1851

Requisite Skills
1. Identify safety hazards and exposures
2. Communicate
3. Complete documentation necessary for exposure reporting and tracking

Content Modification

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK1	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 3-2	N/A	Fire Officer 2 (2020) • JPR 23

7-2: Conducting an Initial Accident Investigation

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.7.2

Job Performance Requirements
Conduct an initial accident investigation, given an incident and investigation process, so that the incident is documented and reports are processed in accordance with policies and procedures of the AHJ.

Requisite Knowledge
1. Describe procedures for conducting an accident investigation
2. Interpret safety policies and procedures

Requisite Skills
1. Communicate
2. Conduct interviews

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 3-3	N/A	Fire Officer 2 (2020) • JPR 24

7-3: Explaining the Benefits of Being Physically and Medically Fit

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 4.7.3

Job Performance Requirements
Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service safety and wellness trends and agency policies, so that the need to participate in wellness and fitness programs is explained to employees.

Requisite Knowledge
1. Describe national death and injury statistics, suicide prevention initiatives, fire service safety and wellness initiatives
2. Interpret agency policies

Requisite Skills
1. Communicate

Content Modification

Block	Modification	Justification
JPR	Added "safety and wellness".	Added to narrow scope.
JPR	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 3-1	N/A	Fire Officer 2 (2020) • JPR 25

Fire Officer II

Section 8: Definition of Duties

8-1: Definition of Duty for Fire Officer II

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.2, 5.3, 5.4, 5.5, 5.6, 5.7

Job Performance Requirements
There are no job performance requirements identified for this training standard.

Requisite Knowledge
1. Identify how to evaluate employee performance
2. Identify how to deal with inquiries of allied organizations in the community and projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships and delivering safety, injury prevention, and fire prevention education programs
3. Identify how to prepare a project or divisional budget, news releases, and policy changes
4. Identify how to conduct fire investigations to determine origin and preliminary cause
5. Identify how to supervise multi-unit emergency operations, conduct pre-incident planning, and deploy assigned resources
6. Identify how to review injury, accident, and health exposure reports, identify unsafe work environments or behaviors, and take approved action to prevent reoccurrence

Requisite Skills
1. None

Content Modification

Block	Modification	Justification
RK1	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 1-3 Fire Officer 2B (2020) • Topic 1-3 Fire Officer 2C (2020) • Topic 1-3	N/A	N/A

8-2: Leadership and Communication

Authority
1. Office of the State Fire Marshal

Job Performance Requirements
Lead and communicate, given an incident, so that incident objectives are met, and errors and accidents are minimized.

Requisite Knowledge
1. Describe "leadership"
2. Describe the foundations of leadership
3. Describe command presence
4. Describe the leadership environment
5. Describe leadership styles
6. Describe leader's intent
7. Describe communication responsibilities

Requisite Skills
1. Lead
2. Communicate

Content Modification

Block	Modification	Justification
CTS	Added new standard.	Added to meet NWCG S200 training requirements.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 2-1	N/A	Fire Officer 2 (2020) • JPR 26

8-3: Awareness, Decision Making, and Risk

Authority

1. Office of the State Fire Marshal

Job Performance Requirements

Manage risk through effective situational awareness and decision-making, given an incident, so that incident objectives are met, and risks are minimized.

Requisite Knowledge

1. Describe situational awareness (SA)
2. Describe the decision-making cycle
3. Describe the risk management process
4. Use situational awareness
5. Make decisions
6. Manage risk

Requisite Skills

1. Use situational awareness
2. Make decisions
3. Manage risk

Content Modification

Block	Modification	Justification
CTS	Added new standard.	Added to meet NWCG S200 training requirements.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 2-2	N/A	Fire Officer 2 (2020) • JPR 27

Section 9: Human Resource Management

9-1: Maximizing Employee Performance

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.2.1
2. Office of the State Fire Marshal

Job Performance Requirements
Initiate actions that maximize employee performance and/or to correct unacceptable performance, given human resource policies and procedures, so that employee and/or unit performance improves or the issue is referred to the next level of supervision.

Requisite Knowledge
1. Interpret human resource policies and procedures
2. Identify performance problem indicators
3. Describe concepts of organizational behavior
4. Describe concepts of organizational culture
5. Describe principles of group dynamics
6. Describe principles of interpersonal dynamics
7. Describe different leadership styles
8. Describe types of power dynamics

Requisite Skills
1. Communicate
2. Solve problems
3. Increase teamwork
4. Counsel employees

Content Modification

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK2	Replaced "problem identification" with "Identify performance problem indicators".	Revised for grammar.
RK8	Added "dynamics".	Added to narrow scope.
RS4	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020)	N/A	Fire Officer 2 (2020)
• Topic 2-3		• JPR 28

9-2: Evaluating Employee Job Performance

Authority
1. NFPA 1021 Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.2.2

Job Performance Requirements
Evaluate the job performance of assigned employees, given personnel records and evaluation forms, so that each employee's performance is evaluated accurately and reported according to human resource policies and procedures.

Requisite Knowledge
1. Interpret human resource policies and procedures
2. Identify job descriptions
3. Describe the objectives and procedures of an employee evaluation program
4. Describe common errors in evaluating

Requisite Skills
1. Communicate
2. Plan and conduct evaluations

Content Modification

Block	Modification	Justification
JPR	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.
RK3	Added "and procedures".	Participants need to know how to execute the process.
RK3	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 2-3	N/A	Fire Officer 2 (2020) • JPR 29

9-3: Creating a Professional Development Plan

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.2.3

Job Performance Requirements
Create a professional development plan for an employee of the organization, given the requirements for promotion, so that the individual acquires the necessary knowledge, skills, and abilities to be eligible for the examination for the position.

Requisite Knowledge
1. Describe how to develop a professional development guide and job shadowing

Requisite Skills
1. Communicate

Content Modification

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020)	N/A	Fire Officer 2 (2020)
• Topic 2-2		• JPR 30

Section 10: Community and Government Relations

10-1: Supervising Multi-Unit Implementation of a Community Risk Reduction Program

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.3.1

Job Performance Requirements
Supervise multi-unit implementation of a community risk reduction (CRR) program, given an AHJ CRR plan, policies, and procedures, so that community needs are addressed.

Requisite Knowledge
1. Describe community demographics and service organizations
2. Describe verbal and non-verbal communication methods
3. Describe the role and mission of the department and its CRR plan

Requisite Skills
1. Demonstrate familiarity with public relations
2. Supervise
3. Communicate

Content Modification

Block	Modification	Justification
RK2	Added "methods".	Added for context.
RS1	Added "demonstrate".	NFPA did not provide a verb.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 3-3	N/A	Fire Officer 2 (2020) • JPR 31

10-2: Explaining the Benefits of Cooperating with Allied Organizations

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.3.2

Job Performance Requirements
Explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clearly explained.

Requisite Knowledge
1. Describe agency mission and goals
2. Describe the types and functions of external agencies in the community

Requisite Skills
1. Develop interpersonal relationships
2. Communicate

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 3-1	N/A	Fire Officer 2 (2020) • JPR 32

Section 11: Administration

11-1: Developing a Policy or Procedure

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.4.1

Job Performance Requirements
Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution.

Requisite Knowledge
1. Interpret policies and procedures
2. Describe the problem identification process

Requisite Skills
1. Communicate in writing
2. Solve problems

Content Modification

Block	Modification	Justification
RK2	Added "process".	Added to narrow scope.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 5-6	N/A	Fire Officer 2 (2020) • JPR 33

11-2: Developing a Project or Divisional Budget

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.4.2

Job Performance Requirements
Develop a project or divisional budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.

Requisite Knowledge
1. Identify supplies and equipment necessary for ongoing or new projects
2. Identify repairs to existing facilities
3. Identify new equipment, apparatus maintenance, and personnel costs
4. Describe the appropriate budgeting system

Requisite Skills
1. Allocate finances
2. Relate interpersonally
3. Communicate

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 5-4	N/A	Fire Officer 2 (2020) • JPR 34

11-3: Describing the Purchasing Process

Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.4.3

Job Performance Requirements

Describe the process of purchasing, including soliciting and awarding bids, given established specifications and AHJ policies and procedures, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, state/provincial, and local laws and regulations.

Requisite Knowledge

1. Interpret purchasing laws, policies, and procedures

Requisite Skills

1. Use evaluative methods
2. Communicate

Content Modification

Block	Modification	Justification
JPR	Added "AHJ policies and procedures".	Required to complete the task.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 5-5	N/A	Fire Officer 2 (2020) • JPR 35

11-4: Preparing a Media Release

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.4.4

Job Performance Requirements
Prepare a media release, given an event or topic, so that the information is accurate and formatted correctly.

Requisite Knowledge
1. Interpret policies and procedures
2. Describe the format used for media releases by various media outlets, including the use of social media in accordance with AHJ policies and procedures

Requisite Skills
1. Communicate

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020)	N/A	Fire Officer 2 (2020)
• Topic 5-7		• JPR 36

11-5: Preparing a Concise Report

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.4.5
2. Office of the State Fire Marshal

Job Performance Requirements
Prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details, such as trends, variances, or other related topics, so that the information required for the AHJ is accurate and documented.

Requisite Knowledge
1. Describe how to use a data processing system to obtain information
2. Describe how to prepare and submit a report

Requisite Skills
1. Communicate in writing
2. Interpret data

Content Modification

Block	Modification	Justification
RK1	Added "to obtain information".	Added to context.
RK2	Added a new knowledge item.	There wasn't enough of a knowledge base to work with. Needed more scope.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 2-3	N/A	Fire Officer 2 (2020) • JPR 37

11-6: Developing Plans for Organizational Change

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.4.6

Job Performance Requirements
Develop a plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a supportive manner.

Requisite Knowledge
1. Describe the process for planning and implementing change

Requisite Skills
1. Communicate clearly

Content Modification

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020)	N/A	Fire Officer 2 (2020)
• Topic 5-1		• JPR 38

Section 12: Inspection and Investigation

12-1: Determining Origin and Cause

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.5.1

Job Performance Requirements
Determine the area of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and/or sketches, to determine if arson is suspected so that law enforcement action is taken.

Requisite Knowledge
1. Identify indications of arson
2. Identify common causes of fire
3. Describe methods to preserve and protect the general area of origin
4. Describe basic cause and origin determination
5. Describe fire growth and development
6. Describe how to document preliminary fire investigative procedures

Requisite Skills
1. Investigate a fire scene
2. Identify the general area of origin
3. Implement procedures to preserve and protect potential sources of ignition within that general area of origin
4. Communicate

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2B (2020) • Topic 4-4	N/A	Fire Officer 2 (2020) • JPR 39

Section 13: Emergency Service Delivery

13-1: Producing Operational Plans

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.6.1

Job Performance Requirements
Produce operational plans, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720; and AHJ-approved safety procedures, so that required resources and their assignments are obtained, plans are carried out in compliance with NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720, and approved safety procedures resulting in the mitigation of the incident.

Requisite Knowledge
1. Interpret standard operating procedures
2. Interpret national, state/provincial, and local information resources available for the mitigation of emergency incidents
3. Describe an incident management system
4. Describe a personnel accountability system

Requisite Skills
1. Implement an incident management system
2. Communicate
3. Supervise and account for assigned personnel under emergency conditions
4. Serve in command staff and unit supervision positions within the Incident Management System

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020)	N/A	Fire Officer 2 (2020)
• Topic 2-6		• JPR 40

13-2: Developing and Conducting a Post-Incident Analysis

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.6.2

Job Performance Requirements
Develop and conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the approved forms are completed and processed.

Requisite Knowledge
1. Describe the elements of a fire- or rescue-related post-incident analysis
2. Identify basic building construction
3. Identify basic fire protection systems and features
4. Identify basic water supply
5. Describe basic fuel loading, fire growth and development, and departmental procedures relating to dispatch response
6. Describe strategy tactics and operations
7. Identify sources of any emergency operations controlling authority, including EMS protocols if applicable
8. Describe customer service methods

Requisite Skills
1. Write reports
2. Communicate
3. Evaluate skills

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 6-3	N/A	Fire Officer 2 (2020) • JPR 41

13-3: Preparing a Written a Report

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.6.3

Job Performance Requirements
Prepare a written report, given incident reporting data from the jurisdiction, so that the major causes for service demands are identified for various planning areas within the organization's service area.

Requisite Knowledge and Skills
1. Describe methods of analyzing data

Requisite Skills
1. Write clearly
2. Interpret response data correctly to identify the reasons for service demands

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 2-5	N/A	Fire Officer 2 (2020) • JPR 42

Section 14: Health and Safety

14-1: Analyzing and Reporting on Employee History

Authority
1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
   - Paragraph 5.7.1
2. Office of the State Fire Marshal

Job Performance Requirements
Analyze an employee's accident, injury, or health exposure history, given a case study, so that a report including action taken and recommendations made is prepared for a supervisor.

Requisite Knowledge
1. Identify the causes of unsafe acts; health exposures; or conditions that result in accidents, injuries, occupational illnesses, or deaths
2. Describe requirements for reporting and receiving information related to health exposures
3. Identify HIPPA requirements

Requisite Skills
1. Communicate
2. Interpret accident, injury, occupational illness, or death reports

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK3	Added new knowledge item.	Added to remind participants that confidential information must be protected by law.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 3-3	N/A	Fire Officer 2 (2020) • JPR 43

Wildland Fire Officer I

Section 15: Definition of Duties

15-1: Definition of Duties for Wildland Fire Officer I

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.1.1, 6.2.1, 6.4.1, 6.5.1

Job Performance Requirements
There are no job performance requirements identified for this training standard.

Requisite Knowledge
1. Describe the authority and responsibility of cooperating jurisdictional agencies, formal and informal agreements between jurisdictional agencies, the incident management system used by the jurisdiction, and the Wildland Fire Fighter I role within that system
2. Describe how to lead and supervise human resources to accomplish assignments in a safe and efficient manner
3. Describe how to collect AHJ dispatch information, assemble assigned resources, travel to designated location, and check in
4. Describe how to supervise a single resource involved in wildland fire suppression, and when first on scene, assume command of initial attack incident, until relieved

Requisite Skills
1. None specified

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 1-3 Fire Officer 2C (2020) • Topic 1-3	N/A	N/A

Section 16: Human Resource Management

16-1: Evaluating Assigned Personnel

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.2.2

Job Performance Requirements
Evaluate assigned personnel, given AHJ personnel performance standards, so that employees are capable of safely performing assigned tasks and individuals not meeting the standards are identified and that corrective actions are taken.

Requisite Knowledge
1. Interpret AHJ personnel policies and procedures
2. Describe performance standards
3. Describe evaluation methods

Requisite Skills
1. Observe, evaluate, counsel, and document personnel as to fitness for duty in accordance with AHJ policies and procedures

Block	Modification	Justification
JPR	Changed "members" to "employees".	"Member" implies union membership and is not reflective of all California fire service employees.
RK3	Added "methods".	Added to narrow scope.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 2-3	N/A	Fire Officer 2 (2020) • JPR 44

16-2: Verifying Personnel Qualifications

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.2.3

Job Performance Requirements
Verify the qualifications of assigned personnel, given an assignment or task, so that individuals firefighter qualifications are appropriate, deficiencies are identified and reported, and corrective action is taken.

Requisite Knowledge
1. Interpret AHJ qualifications standards

Requisite Skills
1. Assess personnel qualifications for assignment in accordance with agency policies and procedures

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 2-3 Fire Officer 2C (2020) • Topic 2-	N/A	Fire Officer 2 (2020) • JPR 45

16-3: Providing for First Aid or Medical Treatment

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.2.4

Job Performance Requirements
Provide for first aid or medical treatment, given an injured or ill firefighter and AHJ policies and procedures, so that treatment is provided, appropriate notifications are made, and required administrative reports are completed.

Requisite Knowledge
1. Interpret AHJ accident and illness reporting procedures

Requisite Skills
1. Write reports
2. Communicate in writing

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 5-4	N/A	Fire Officer 2 (2020) • JPR 46

16-4: Evaluating Job Performance of Assigned Personnel

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.2.5

Job Performance Requirements
Evaluate job performance of assigned personnel, given AHJ standards, so that the information is provided to the individual being evaluated and all required forms are completed.

Requisite Knowledge
1. Describe basic performance evaluation methods

Requisite Skills
1. Communicate in writing
2. Use administrative communication skills

Block	Modification	Justification
RK1	Added "methods".	Added to narrow scope.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2A (2020) • Topic 2-3 Fire Officer 2C (2020) • Topic 6-1	N/A	Fire Officer 2 (2020) • JPR 47

Section 17: Preparedness

17-1: Ensuring Overall Readiness

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.3.1

Job Performance Requirements
Ensure overall readiness of assigned crew, vehicle, and equipment, given AHJ standards, policies, and procedures, so that operational readiness is maintained.

Requisite Knowledge
1. Describe crew needs
2. Describe equipment readiness
3. Interpret AHJ standards, policies, and procedures

Requisite Skills
1. Assess
2. Make decisions
3. Communicate verbally and in writing

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020)	N/A	Fire Officer 2 (2020)
• Topic 2-3		• JPR 48

Section 18: Mobilization

18-1: Obtaining Complete Information from Dispatch

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.4.2

Job Performance Requirements
Obtain complete information from AHJ dispatch, given AHJ standard operating procedures, so that travel route, assignment, time needed, and point of contact are determined.

Requisite Knowledge
1. Describe AHJ dispatch, travel, accident, and equipment breakdown procedures

Requisite Skills
1. None specified

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020)	N/A	Fire Officer 2 (2020)
• Topic 3-1		• JPR 49

Section 19: Suppression

19-1: Evaluating an Incident

Authority
1. Office of the State Fire Marshal

Job Performance Requirements
Evaluate an incident based on its complexity, given an incident, so that current incident needs are met and incident potential is projected and communicated.

Requisite Knowledge
1. Identify elements of incident dynamics to determine proper resourcing
2. Describe Type 4 incident characteristics
3. Describe incident command responsibilities
4. Describe leadership responsibilities in a dynamic environment

Requisite Skills
1. Demonstrate principles of command to effectively manage an incident including risk assessment, data-driven and evidence-based tactical decision making, and command presence

Block	Modification	Justification
CTS	Added a new certification training standard.	These are general principles of incident dynamics of command needed for a strong operational foundation.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 2-7	N/A	Fire Officer 2 (2020) • JPR 50

19-2: Formulating an Incident Action Plan

Authority
2. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.2
3. Office of the State Fire Marshal

Job Performance Requirements
Size up an incident to formulate an incident action plan, given a wildland fire, available resources, and an ICS 201 Incident Briefing form, so that incident objectives are set and strategies and tactics are applied according to AHJ policies and procedures.

Requisite Knowledge
2. Describe size-up procedures
3. Interpret fire behavior
4. Describe resource availability and capability
5. Describe suppression priorities

Requisite Skills
6. Identify values at risk
7. Set incident objectives
8. Select correct wildland suppression strategies

Block	Modification	Justification
JPR	Added "and an ICS 201 Incident Briefing form".	This is the only form that applies across agencies.
RK2	Added "incident".	Added to narrow scope.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 3-2 (RK1) • Topic 4-1 (RK2, RK3, RK4, RS1, RS2, RS3)	N/A	Fire Officer 2 (2020) • JPR 51

19-3: Developing an Initial Report on Conditions

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.3

Job Performance Requirements
Develop an initial report on conditions, given incident information and AHJ policies and procedures, so that required incident information is communicated to the AHJ communications center and updated as needed.

Requisite Knowledge
1. Interpret AHJ incident information requirements
2. Describe size-up procedures

Requisite Skills
1. Identify and communicate relevant incident information

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 3-2	N/A	Fire Officer 2 (2020) • JPR 52

19-4: Establishing an Incident Command Post

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.4

Job Performance Requirements
Establish an incident command post (ICP), given AHJ policies and procedures, so that the location is identified and communicated to personnel.

Requisite Knowledge
1. Describe factors affecting appropriate ICP locations

Requisite Skills
1. Establish an ICP

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020)	N/A	Fire Officer 2 (2020)
• Topic 3-3		• JPR 53

19-5: Deploying Resources to Suppress a Wildland Fire

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
    *   Paragraph 6.5.5

Job Performance Requirements
Deploy resources to suppress a wildland fire, given an assignment, personnel, equipment, and AHJ policies and procedures, so that appropriate suppression actions are taken and safety of personnel is ensured.

Requisite Knowledge
1. Describe fireline location and construction techniques
2. Describe ignition procedures
3. Identify capabilities of firefighting equipment and personnel
4. Identify radio communications capabilities and protocols
5. Describe techniques for the proper and safe deployment of the assigned resources

Requisite Skills
1. Assess and assign personnel and equipment

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 5-3	N/A	Fire Officer 2 (2020) • JPR 54

19-6: Maintaining Incident Records

Authority

1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.6

Job Performance Requirements

Maintain incident records, given AHJ policies and procedures and applicable forms, so that information is documented.

Requisite Knowledge

1. Describe AHJ incident documentation procedures

Requisite Skills

1. None

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020)	N/A	Fire Officer 2 (2020)
• Topic 6-2		• JPR 55

19-7: Evaluating Incident Conditions

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.7

Job Performance Requirements
Evaluate incident conditions, given a wildland fire, so that progress, changes in fuels, topography, weather, fire behavior, personnel safety, and other significant events are identified and communicated to the supervisor and to assigned and adjoining personnel.

Requisite Knowledge
1. Interpret intermediate wildland fire behavior

Requisite Skills
1. Collect wildland fire weather, fuels, and topographic information

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020)	N/A	Fire Officer 2 (2020)
• Topic 5-5		• JPR 56

19-8: Updating Supervisors, Crew Employees, and Adjoining Personnel

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.8

Job Performance Requirements
Communicate with supervisors, crew employees, and adjoining personnel, given, a wildland fire incident, so that progress, changes in conditions, fire behavior, and other significant events are current.

Requisite Knowledge
1. Interpret wildland fire behavior
2. Describe other hazards and factors related to the wildland fire environment

Requisite Skills
1. Communicate

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 5-5	N/A	Fire Officer 2 (2020) • JPR 57

19-9: Providing for Logistical Needs

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.9

Job Performance Requirements
Provide for the logistical needs of assigned resources, given a wildland fire, assigned resources, and AHJ policies and procedures, so that personnel and equipment needs are met in accordance with agency policies.

Requisite Knowledge
1. Describe short- and long-term needs as determined by the incident

Requisite Skills
1. Identify logistical needs

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 5-4	N/A	Fire Officer 2 (2020) • JPR 58

19-10: Analyzing Incident Resource Needs

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.10

Job Performance Requirements
Analyze incident needs, given assigned resources and incident status, so that additional resources needed are ordered or excess resources are identified and released in accordance with AHJ policies and procedures.

Requisite Knowledge
1. Interpret AHJ policies and procedures related to resource ordering and release

Requisite Skills
1. Make decisions

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 5-2	N/A	Fire Officer 2 (2020) • JPR 59

19-11: Transferring Command

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.11
2. Office of the State Fire Marshal

Job Performance Requirements
Provide incident information to the incoming replacement incident commander, given a wildland fire and an ICS 201 Incident Briefing form, so that the transfer of command is completed and the new incident commander has the necessary information to operate.

Requisite Knowledge
1. Interpret AHJ policies and procedures for transfer of command

Requisite Skills
1. Communicate verbally and in writing
2. Document

Block	Modification	Justification
JPR	Added "an ICS 201 Incident Briefing form".	This is the only form that applies across agencies.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 5-8	N/A	Fire Officer 2 (2020) • JPR 60

19-12: Deploying Resources to Mop Up a Wildland Fire

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.12

Job Performance Requirements
Deploy resources to mop up a wildland fire, given a wildland fire, personnel, equipment, and AHJ policies and procedures, so that appropriate mop-up actions are taken.

Requisite Knowledge
1. Interpret wildland fire behavior
2. Describe environmental factors
3. Describe resource capability

Requisite Skills
1. Conduct a risk assessment

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 5-7	N/A	Fire Officer 2 (2020) • JPR 61

19-13: Completing Wildland Fire Suppression Operations

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.13

Job Performance Requirements
Complete wildland fire suppression operations, given a wildland fire that has been controlled and mopped up in accordance with AHJ policies and procedures, so that the fire area is extinguished and resources are returned to service.

Requisite Knowledge
1. Interpret AHJ policies and procedures for demobilization and termination of the incident

Requisite Skills
1. Make decisions

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020)	N/A	Fire Officer 2 (2020)
• Topic 5-7		• JPR 62

19-14: Responding to Requests for Incident Information

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.14

Job Performance Requirements
Respond to requests for incident information, given AHJ policies and procedures, so that response is accurate, within the policies, and provided in a time-sensitive manner.

Requisite Knowledge
1. Interpret agency policies and procedures for release of incident information

Requisite Skills
1. Communicate verbally and in writing

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020)	N/A	Fire Officer 2 (2020)
• Topic 5-6		• JPR 63

19-15: Completing Personnel Time and Equipment Use Records

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.15

Job Performance Requirements
Complete personnel time and equipment use records, given AHJ policies, procedures, and related forms, so that the information is accurate and in compliance with standards established by the AHJ.

Requisite Knowledge
1. Describe basic wildland fire business management practices
2. Interpret AHJ policies and procedures for proper record keeping

Requisite Skills
1. Communicate in writing

Block	Modification	Justification
RK1	Added "practices".	Added to narrow scope.

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020) • Topic 6-1	N/A	Fire Officer 2 (2020) • JPR 64

19-16: Preparing Final Incident Reports

Authority
1. NFPA 1140: Standard for Wildland Fire Protection (2022)
   - Paragraph 6.5.16

Job Performance Requirements
Prepare final incident reports, given an extinguished wildland fire, and AHJ policies and procedures, so that the reports are complete, accurate, and submitted on time.

Requisite Knowledge
1. Interpret AHJ incident reporting policies and procedures

Requisite Skills
1. Fill out forms

Block	Modification	Justification

Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 2C (2020)	N/A	Fire Officer 2 (2020)
• Topic 6-2		• JPR 65

Human Resource Management (2020)

Course Plan

Course Details

Certification: Fire Officer 2

CTS Guide: Fire Officer 2 CTS Guide (2020)

Description: This course provides the skills and knowledge needed for a Fire Officer 2 to safely, effectively, and competently apply human resource policies and procedures, create a professional development plan, evaluate and maximize employee performance, recommend action for employee support, coordinate routine tasks and responsibilities, direct employees during a training evolution, understand the value of physical and medical fitness, implement safety measures and regulations, and conduct an accident investigation.

Designed For: Personnel preparing to pursue Fire Officer 2 certification or anyone who performs the duties of a Fire Officer 2 within their agency.

Prerequisites: Meet one of the following requirements:
- OSFM Fire Fighter 2 certification (any version)
- Currently in the position of Company Officer or Fire Officer 2 (acting does not apply)

Standard: Complete all required activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours (Total): 54 hours

(18 lecture / 32 application / 4 testing)

Maximum Class Size: 25

Instructor Level: SFT Fire Officer 2A Registered Instructor

Instructor/Student Ratio: 1:25

Restrictions: None

SFT Designation: CFSTES

Table of Contents

Required Resources

Instructor Resources

To teach this course, instructors need:
- One of the following textbooks with accompanying tool kit and test bank:
    - *Fire Officer: Principles and Practice* (Jones & Bartlett Learning, 4th edition, 2021)
    - *Fire and Emergency Services Company Officer* (IFSTA, 6th edition, 2019)
- NFPA 1851: Standard on Selection, Care, and Maintenance of Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting (current edition)
- *Pocket Guide to the Firefighters Procedural Bill of Rights Act* (California Public Employee Relations, current edition)

Optional resources:
- The following textbooks for reference purposes:
    - *Human Resource Management for the Fire and Emergency Service* (Jones & Bartlett, 2020)
    - *Fire and Emergency Services Administration: Management and Leadership Practices* (Smelby, Jones & Bartlett, 2021)
- *Fire Officer: Principles and Practice includes Navigate Preferred Access: Principles and Practice* (Ward, Jones & Bartlett, 2020)

Online Instructor Resources

The following instructor resources are available online at https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications
- None

Student Resources

To participate in this course, students need:
- Required textbook chosen by the instructor
- *Pocket Guide to the Firefighters Procedural Bill of Rights Act* (California Public Employee Relations, current edition)
- A printed copy of the Fire Officer 2 Certification Task Book (2020)
- Access to a computer and printer

Facilities, Equipment, and Personnel

Facilities
The following facilities are required to deliver this course:
- Standard learning environment or facility, which may include:
    - Writing board or paper easel chart
    - Markers, erasers
    - Amplification devices

- o Projector and screen
- o Laptop or tablet with presentation or other viewing software
- o Internet access with appropriate broadband capabilities

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	1.0	0.0	
Topic 1-2: Fire Officer 2 Certification Process	1.0	1.0	
Topic 1-3: Definition of Duty for a Fire Officer 2	1.0	0.0	
Topic 1-4: Introduction to Leadership	1.0	2.0	
Topic 1-5: Effective Communication	1.0	2.0	
Unit 1 Totals	**5.0**	**5.0**	**10.0**
Unit 2: Human Resource Management			
Topic 2-1: Applying Human Resource Policies and Procedures	1.0	2.0	
Topic 2-2: Creating a Professional Development Plan	2.0	4.0	
Topic 2-3: Evaluating and Maximizing Employee Performance	2.0	4.0	
Topic 2-4: Recommending Action for Employee Support	2.0	4.0	
Topic 2-5: Coordinating Routine Tasks and Responsibilities	1.0	2.0	
Topic 2-6: Directing Unit Employees During a Training Evolution	1.0	2.0	
Unit 2 Totals	**9.0**	**18.0**	**27.0**
Unit 3: Health and Safety			
Topic 3-1: Being Physically and Medically Fit	1.0	2.0	
Topic 3-2: Implementing Safety Measures and Regulations	1.0	3.0	
Topic 3-3: Conducting an Accident Investigation	2.0	4.0	
Unit 3 Totals	**4.0**	**9.0**	**13.0**
Formative Assessments			
Determined by AHJ or educational institution	**0.0**	**2.0**	**2.0**
Summative Assessment			
Determined by AHJ or educational institution	**0.0**	**2.0**	**2.0**
Course Totals	**18.0**	**36.0**	**54.0**

Fire Officer 2 is a lower division level program. For every hour of teaching time, students should anticipate two hours of outside work (reading, research, assignments, etc.).

The courses are designed to align with an academic calendar, spread across a semester or delivered in a hybrid model with onsite or synchronous classes and periods of independent or asynchronous work in between.

Time in class can include discussing, preparing for, and reviewing or presenting activities, but the time to complete activities will take place outside of the classroom.

Activities may take longer to complete than the 1:2-hour time ratio documented in the course plan as the activities are intended to meet task book sign off requirements.

Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.

4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
   - Restroom locations
   - Food locations
   - Smoking locations
   - Emergency procedures
2. Identify classroom requirements
   - Start and end times
   - Breaks
   - Electronic device policies
   - Special needs and accommodations
   - Other requirements as applicable
3. Review course syllabus
   - Course objectives
   - Calendar of events
   - Course requirements
   - Student evaluation process
   - Assignments
   - Activities
   - Required student resources
   - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide: None

Topic 1-2: Fire Officer 2 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 2 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer certification track
   - Fire Officer 2 (formerly Company Officer)
   - Fire Officer 3 (formerly Chief Fire Officer)
   - Fire Officer 4 (formerly Executive Chief Fire Officer)
2. Identify the prerequisites for Fire Officer 2 certification
   - Candidate has completed one of the following prerequisites
     - OSFM Fire Fighter 2 certification (any version)
     - Appointment to the rank of Company Officer or Fire Officer 2 (acting does not apply)
3. Identify the course work required for Fire Officer 2 certification
   - Fire Officer 2A: Human Resource Management (2020) **or** Company Officer 2A: Human Resource Management for Company Officers (2014)
   - Fire Officer 2B: Administration and Community Risk Reduction (2020) **or** Company Officer 2B: General Administrative Functions for Company Officers (2014) **and** Company Officer 2C: Fire Inspections and Investigations for Company Officers (2014)
   - Fire Officer 2C: Initial Incident Command (2020) **or** Company Officer 2D: All-Risk Command Operations for Company Officers (2014) **and** Company Officer 2E: Wildland Incident Operations for Company Officers (2014) and S-200 Initial Attack Incident Commander (NWCG)
   - ICS-200.B: Incident Command System for Single Resources and Initial Action Incidents (FEMA)
   - S-290: Intermediate Wildland Fire Behavior (NWCG – in person course only)
   - Instructor I: Instructional Methodology (SFT)
   - Behavioral Health and Cancer Prevention 2A (SFT)
4. Identify the exams requirements for Fire Officer 2 certification
   - Not applicable
5. Identify the task book requirements for Fire Officer 2 certification
   - Fire Officer 2 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 2 certification
   - A minimum of two years' full-time paid or four years' volunteer of part-time paid experience working at the Fire Fighter 2 level in a recognized California fire agency
7. Identify the position requirements for Fire Officer 2 certification
   - None
8. Describe the certification task book process
9. Describe the certification testing process
   - Not applicable
   - All formative and summative testing is completed in individual courses

10. Describe how to develop a course assignment portfolio
- Course assignments are designed to meet Task Book requirements
- Meet with Fire Chief or authorized designee to determine assignment parameters and discuss expectations for JPR sign off
    - Task book activities should fulfill the JPRs while meeting AHJ needs and advancing the participant's agency
    - Activities should ideally be completed within the work environment
- Describe how to develop effective portfolio documentation such as:
    - Spreadsheets
    - Memos
    - Staff reports
    - Incident-related documents (IAP, ICS-225 Evaluation Form, etc.)

Discussion Questions
1. Which SFT Fire Officer 2 Task Book (2020) job performance requirements are associated with this course?
2. When would you use an email versus a memo?

Application
1. Have students print their Fire Officer 2 Certification Task book and initiate a conversation with their Fire Chief or authorized designee.

Instructor Notes
1. Make sure students understand expectations for task book sign offs and course assignment submissions.
2. Be prepared to provide quality feedback on all submitted assignments.

CTS Guide: None

Topic 1-3: Definition of Duty for a Fire Officer 2

Terminal Learning Objective

At the end of this topic a student, given NFPA 1021 and 1140 will be able to identify the prerequisite qualifications and human resource management and health and safety duties of a Fire Officer 2, in accordance with national, state, and local standards.

Enabling Learning Objectives

1. Identify the prerequisite qualifications of a Fire Officer 2
   - Fire Officer Level I certification as defined in NFPA 1021
   - The ability to describe
     - o Current national and international trends and developments related to fire service organization, management, and administrative principles
     - o Public and private organizations that support the fire and emergency services and the functions of each
2. Identify the prerequisite knowledge of a Wildland Fire Officer I
   - Authority and responsibility of cooperating jurisdictional agencies
   - Formal and informal agreements between jurisdictional agencies
   - The incident management system used by the jurisdiction and the Wildland Fire Officer I role within that system
3. Identify the human resource management duties of an NFPA Fire Officer I and II and Wildland Fire Officer I
   - Utilize human resources to accomplish assignments in accordance with safety plans and in an efficient manner including evaluating employee performance and supervising personnel during emergency and nonemergency work periods
   - Evaluate employee performance
   - Lead and supervise human resources to accomplish assignments in a safe and efficient manner
4. Identify the health and safety duties of an NFPA Fire Officer I and II
   - Integrate health and safety plans, policies, procedures, and standards into daily activities as well as the emergency scene, including determining appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned employees
   - Review injury, accident, and health exposure reports, identify unsafe work environments or behaviors, and take approved action to prevent reoccurrence

Discussion Questions

1. What four professional standards are embedded in Fire Officer 2 training?
   - NFPA Fire Officer I, NFPA Fire Officer II, NFPA Wildland Fire Officer I, NWCG S-200
2. What are a Fire Officer 2's health and safety responsibilities?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 1-1, CTS 8-1, CTS 15-1

Topic 1-4: Introduction to Leadership

Terminal Learning Objective

At the end of this topic a student, given leadership concepts and characteristics, will be able to initiate the transition from peer to Fire Officer 2 so that positive leadership behaviors are implemented.

Enabling Learning Objectives

1. Describe leadership characteristics
   - Positive vs. negative traits
   - Difference between leadership, management, and supervision
   - Transition from buddy (peer) to boss (Fire Officer 2)
2. Describe different leadership styles
   - Task-oriented vs. relationship-oriented
   - Laissez faire vs. autocratic
3. Describe situational leadership
   - Incident
     - Leader's intent (task, purpose, end state)
   - Administrative
     - FIRE it out (Facts, Issues, Requirements, Evaluation)
   - Methods of confirming task completion
4. Describe organizational behavior concepts and how they impact:
   - Individuals
   - Groups
   - Organizations
5. Describe fire service organizational design and its effect on performance
   - Physical environment
   - Organizational culture and climate
   - Organizational change
6. Describe principles of interpersonal dynamics
   - How a person's facial expressions, body language, and physical mannerisms impact communication
7. Describe principles of group dynamics
   - Managing a diverse workforce for optimal performance
   - Managing team conflict
   - Creating team climate and group emotional tone
8. Describe conflict resolution techniques
   - Healthy workplace conflict
   - Personal triggers and their impact on the conflict cycle
   - Neutrality and active listening skills
   - Shifting from position-based stance to interest-based perspective
   - Reaching workable solutions through shared agreement
9. Describe types of power dynamics
   - Followers must acquiesce to being led

- Formal vs. informal leaders
- Co-opting opposition

Discussion Questions

1. How does organizational culture shape the identity of the organization and shared identity among participants?
2. What is the difference between leadership and management?
3. What changes when you promote to the Fire Officer 2 position?

Application

1. Have students work in small groups to develop a list of traits, characteristics, and qualities for the best possible leader. Each group will present their "dream leader" and discuss.

Instructor Notes

1. For this course, students need to mentally "be" in the role of a Fire Officer 2, even if they don't hold that position on the job (yet).

CTS Guide Reference: CTS 2-2, CTS 2-6

Topic 1-5: Effective Communication

Terminal Learning Objective

At the end of this topic a student, given communication methods, styles, and skills, will be able to communicate effectively in the Fire Fighter 2 role so that messages are appropriately conveyed in context to diverse audiences.

Enabling Learning Objectives

1. Describe communication methods
   - Oral
     - o Who is the audience?
       - ▪ Individual
       - ▪ Small group
       - ▪ Large group
     - o What is the context?
     - o What is the message?
   - Written
     - o Emails
     - o Memos
     - o Staff reports
     - o Special report, white papers, concept papers, position papers
   - Non-verbal
     - o Facial expression
     - o Eye contact
     - o Body language
     - o Vocalizations (sighing, deep breaths, etc.)
2. Identify when to use oral vs. written communication
3. Identify common communication styles
   - Styles
     - o Visual
     - o Auditory
     - o Kinesthetic
   - How you relay messages vs. how people best receive messages
4. Identify positive communication skills
   - Clear and concise language
   - Minimal jargon
   - Active listening
   - Read the room
   - Tone matches audience and topic
   - Eye contact/personal approach
5. Describe benefits of positive communication skills
   - Determine facts
   - Evaluate and analyze data
   - Motivate employees
   - Build trust

- Inspire and empower others
6. Describe barriers to effective communication
   - Emotional state
   - Levels of trust
   - Tone and tenor
   - Interrupting, one-upping, over-talking
   - Personal insecurities
7. Identify methods for confirming understanding
8. Describe how to communicate with or through the media
   - Public vs. confidential information
   - Fact-focused messaging
   - Professional conduct
9. Communicate and relate interpersonally

Discussion Questions
1. How is nonemergency communication different from emergency communication?
2. How does the transition from Buddy to Boss impact communication?
3. How can you use non-verbal cues to confirm understanding?
4. How does a one-on-one employee counseling differ from a media interview?

Application
1. Have students work in small groups to practice communication techniques for different audiences, contexts, and messages. Groups will present their case to the class for feedback.

Instructor Notes
1. For the Application, develop multiple scenarios or one large scenario that requires multiple communication methods and styles.
2. ELO7 – This is not a PIO course, but every employee should be able to interact with the media in a professional manner.

CTS Guide Reference: CTS 2-2, CTS 2-5

Unit 2: Human Resource Management

Topic 2-1: Applying Human Resources Policies and Procedures

Terminal Learning Objective

At the end of this topic a student, given an administrative situation requiring action, will be able to apply human resource policies and procedures so that policies and procedures are followed.

Enabling Learning Objectives

1. Define and identify differences between:
    - Policies
    - Procedures
    - Rules
    - Regulations
    - Laws
2. Interpret human resource policies, procedures, applicable laws, and legal concepts
3. Describe how to apply administrative procedures, including:
    - Transfers
    - Promotions
    - Compensation/employee benefits
    - Sick leave
    - Vacation
    - Requests for pay or benefits while acting in a temporary position
    - Change in employee benefits
    - Commendations
    - Disciplinary actions
    - Reasonable accommodations
    - Grievances

Discussion Questions

1. Which human resource policies and procedures apply to you as a Fire Officer 2?
2. What is your role as a Fire Officer 2 in your organization regarding the application of these procedures?
3. Does your organization have unwritten policies set by past practice? If so, how do those intersect with written policies and procedures?

Application

1. Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed. Write a memo on agency letterhead that includes the administrative situation requiring action; specific policies, procedures HR rules, and laws that apply; and recommendation(s) for appropriate action. (Fire Officer 2 Task Book, JPR 5)

Instructor Notes

1. For the Application scenario, chose any administrative procedure from ELO 3, other than disciplinary actions.

CTS Guide Reference: CTS 2-5

Topic 2-2: Creating a Professional Development Plan

Terminal Learning Objective

At the end of this topic a student, given the requirements for promotion, will be able to create a professional development plan for an employee of the organization so that the individual acquires the necessary knowledge, skills, and abilities to be eligible for the examination for the position.

Enabling Learning Objectives

1. Describe how to develop a professional development guide and job shadowing
2. List professional development options, such as:
   - Job shadowing
   - Mentoring
   - Continuing education
3. Communicate

Discussion Questions

1. What are your professional goals and how would you accomplish them?
2. How would you prepare a professional development plan for an employee of your organization?

Application

1. Have students create a professional development plan for their own career advancement that prepares them with the necessary knowledge, skills, and abilities to be eligible for their next desired position examination. Submit the written plan. (Fire Officer 2 Task Book, JPR 30)

Instructor Notes

1. None

CTS Guide Reference: CTS 9-3

Topic 2-3: Evaluating and Maximizing Employee Performance

Terminal Learning Objective

At the end of this topic a student, given personnel records, evaluation forms, and human resource policies and procedures, will be able to evaluate assigned employees' job performance and maximize employee performance or correct unacceptable performance so that each employee's performance is evaluated and reported according to human resource policies and procedures and employee and/or unit performance improves or the issue is referred to the next level of supervision.

Enabling Learning Objectives

1. Interpret human resource policies and procedures
2. Identify job descriptions
3. Describe how to verify personnel qualifications
   - Appropriate to task
   - Identify and report deficiencies
   - Take corrective action (if needed)
4. Describe the objectives and procedures of an employee evaluation program
5. Describe evaluation methods
6. Describe common errors in evaluating
7. Identify performance problem indicators
8. Conduct an employee evaluation
   - Describe performance standards
   - Plan and conduct evaluations
   - Solve problems
   - Counsel employees
     - Identify difference(s) between routine employee performance contact and FBOR process
9. Describe the Fire Officer 2's role in the disciplinary process per the FBOR
10. Describe the protection of basic rights offered by the FBOR
11. Describe components of the notification and interrogation process
12. Apply FBOR processes at the Fire Officer 2 level
13. Communicate
14. Increase teamwork

Discussion Questions

1. What is the purpose of a performance evaluation?
2. How would you evaluate an employee's adherence to organizational values?
3. What roles do interpersonal and group dynamics play in employee performance?
4. What type of information can you gather from nonverbal communication and how does that translate into observable behaviors?
5. How has your agency implemented the California Firefighters Procedural Bill of Rights Act?
6. How does FBOR impact a Fire Officer 2's supervisory duties?

Application

1. Evaluate assigned employees' job performance, given sample personnel records and agency or ICS evaluation forms, so that each employee's qualifications are verified, and performance is evaluated and reported according to human resource policies and procedures. Work in pairs to review results and simulate a job performance discussion, taking turns playing the roles of supervisor and subordinate. Submit a completed ICS 225 or AHJ evaluation form. (Fire Officer 2 Task Book, JPR 29, 44, 45, 47)

2. Initiate actions that maximize employee performance or correct unacceptable performance, given FBOR and human resource policies and procedures, so that employee and/or unit performance improves, or the issue is referred to the next level of supervision. Document a job performance discussion and submit it with a performance improvement plan that complies with FBOR so that risk and liability are reduced. (Fire Officer 2 Task Book, JPR 7 and 28)

Instructor Notes

1. None

CTS Guide Reference: CTS 2-7, CTS 9-1, CTS 9-2, CTS 16-1, CTS 16-2, CTS 16-4

Topic 2-4: Recommending Action for Employee Support

Terminal Learning Objective

At the end of this topic a student, given an employee with a situation requiring assistance and employee assistance policies and procedures, will be able to recommend action for employee-related problems so that the situation is identified and the actions taken are within established policies and procedures.

Enabling Learning Objectives

1. Describe causes of stress in emergency services personnel
   - Emergency responder trauma
   - Separation from family and friends for chunks of time
   - Sleep deprivation
   - Physical, mental, and psychological stress
   - Acute, chronic, and delayed stress
2. Describe adverse effects of stress on:
   - Health
   - Finances
   - Family
   - Job performance
3. Describe signs and symptoms of additional problems, such as:
   - Behavioral health issues
   - Substance abuse
   - Relationship(s) and social interactions
   - Addiction
   - Grief or loss
4. Describe AHJ's employee assistance policies, procedures, and programs
5. Identify other supportive organizations and programs
   - International Association of Firefighters (IAFF)
   - Firefighter Behavioral Health Alliance
   - National Fall Firefighters Foundation (NFFF)
   - National Volunteer Fire Council (NVFC)
   - State or locally sponsored peer support programs
6. Recommend a course of action and follow up for an employee in need of assistance

Discussion Questions

1. As a Fire Officer 2, what are your responsibilities in terms of identifying and assisting employees in need of support?
2. What are some restrictions in your role as a Fire Officer 2 in this area?

Application

1. Recommend a course of action for an employee in need of support, given an employee with a situation requiring assistance and employee assistance policies, procedures, and programs so that the situation is identified and the actions taken meet AHJ requirements. Submit a memo documenting an employee discussion and plan of action. (Fire Officer 2 Task Book, JPR 4)

Instructor Notes
1. Provide sample scenarios for the Application.
2. Review current SFT cancer awareness and behavioral health course plans to promote alignment across all coursework.

CTS Guide Reference: CTS 2-4

Topic 2-5: Coordinating Routine Tasks and Responsibilities

Terminal Learning Objective

At the end of this topic a student, given a list of nonemergency projects and tasks and the job requirements of subordinates at a station or other work location, will be able to assign and coordinate the completion of tasks, responsibilities, and projects by employees so that assignments are prioritized; instructions are complete, clear, and concise; safety considerations are addressed; desired outcomes are conveyed; a plan to complete each assignment is developed; and employees are assigned to specific tasks and supervised and held accountable for completing their assignments.

Enabling Learning Objectives

1. Describe principles of supervision
2. Describe basic human resource management
3. Describe techniques used to make assignments under routine situations
4. Describe how to coordinate assignment completion
   - Set priorities
   - Create assignment plans
   - Assign tasks
   - Provide instructions for frequently assigned unit tasks based on department policy
   - Monitor progress and accountability

Discussion Questions

1. What communication methods are involved in assigning tasks?
2. What methods would you use to monitor project and assignment completion?
3. What considerations would you use when delegating assignments?

Application

1. Assign and coordinate routine tasks and responsibilities, given an assignment and personnel, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed. Design a written plan for routine tasks (at your agency, with your staff) that includes assignment prioritization, steps to complete assignments, specific employee assignments, and methods to ensure accountability for completion. Work in small groups to roll play the assignment briefing. Submit your written plan. (Fire Officer 2 Task Book, JPR 2 and 6)

Instructor Notes

1. None

CTS Guide Reference: CTS 2-2, CTS 2-6

Topic 2-6: Directing Unit Employees During a Training Evolution

Terminal Learning Objective

At the end of this topic a student, given a company training evolution and training policies and procedures, will be able to direct unit employees to perform a training evolution so that the evolution is performed in accordance with safety plans, efficiently, and as directed.

Enabling Learning Objectives

1. Describe communication techniques to facilitate learning
   - Frame task in context to overall operations
   - Break evolution down in manageable tasks
   - Demonstrate and describe evolution tasks
   - Have personnel walk through evolution and describe actions
     - o Correct errors during this phase
   - Have personnel practice evolution sets and reps to achieve proficiency
     - o Develop muscle memory
   - Have personnel perform evolution in real time
   - Perform final evaluation and give feedback
2. Distribute clear and concise directions to unit employees during training evolutions
   - Task instructions
   - Safety requirements

Discussion Questions

1. How do adults best learn a new kinesthetic task?
2. What is muscle memory and why is it important on the fire ground?

Application

1. Direct unit employees to perform a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed. Submit AHJ evolution evaluation forms. (Fire Officer 2 Task Book, JPR 3)

Instructor Notes

1. This is covered comprehensively in Fire and Emergency Service Instructor 1; this should be a brief review more than an intensive lesson.
2. Students should complete this Application at their agency outside of class and submit the documentation as part of their task book portfolio.

CTS Guide Reference: CTS 2-3

Unit 3: Health and Safety

Topic 3-1: Being Physically and Medically Fit

Terminal Learning Objective

At the end of this topic a student, given current fire service safety and wellness trends and agency policies, will be able to explain the benefits of being physically and medically capable of performing assigned duties and functioning effectively during peak physical demand activities so that the need to participate in wellness and fitness programs is explained to employees.

Enabling Learning Objectives

1. Describe national death and injury statistics and suicide prevention initiatives
2. Describe fire service safety and wellness initiatives and programs
3. Interpret agency policies
4. Communicate

Discussion Questions

1. What are the criteria for physical and mental fitness after an employee returns from sick or medical leave?
2. How is on-going physical and mental fitness measured in your agency?
3. What are some common hazards that endanger fire fighter health and safety?
4. How would you motivate your employees to fully engage in being physically and medically fit?

Application

1. Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service safety and wellness trends and agency policies, so that the need to participate in wellness and fitness programs is explained to employees. Give an in-class presentation (minimum 5 comprehensive PowerPoint slides) that demonstrates the value of fire service health, safety, and wellness programs. (Fire Officer 2 Task Book, JPR 25)

Instructor Notes

1. Refer to IAFF's Fire Service Joint Labor Management Wellness/Fitness Initiative.
2. Refer to the National Fallen Firefighters Foundation's 16 Firefighter Life Safety Initiatives.
3. Review current SFT cancer awareness and behavioral health course plans to promote alignment across all coursework.
4. Students may present in small groups but must submit individual presentation documentation for their task book portfolios.

CTS Guide Reference: CTS 7-3

Topic 3-2: Implementing Safety Measures and Regulations

Terminal Learning Objective

At the end of this topic a student, given safety policies, procedures, and standards, will be able to implement safety regulations and measures at the unit level so that required reports are completed, in-service training is conducted, and employee responsibilities are conveyed.

Enabling Learning Objectives

1. Identify the most common causes of personal injury and accident to employees
2. Interpret safety policies and procedures
   - AHJ
   - Cal OSHA
   - IIPP (Illness and Injury Prevention Program)
3. Describe basic workplace safety
   - Individual responsibilities
   - Fire Officer 2 responsibilities
   - Management responsibilities
4. Describe the components of key health and safety programs
   - Infectious disease control
   - Cancer prevention
   - Behavioral health
5. Describe how to maintain personal protective equipment in accordance with Chapter 7 of NFPA 1851
6. Identify safety hazards and exposures
7. Communicate
8. Complete necessary documentation for reporting and tracking exposure(s)

Discussion Questions

1. What are some of the laws that apply to health and safety?
2. Is your agency proactive or reactive in terms of safety? In what ways?
3. What are some ways that you can improve employee safety at the company level?

Application

1. Implement safety regulations at the unit level, given safety policies, procedures, and standards, so that required reports are completed, in-service training is conducted, and employee responsibilities are conveyed. Submit a memo that outlines how you (as an FO 2) and your crew proactively support and maintain a safe work environment at the unit level. Include the following: Clean cab, station safety inspection intervals, PPE compliance, seat belt use, employee vaccinations, etc. (Fire Officer 2 Task Book, JPR 23)

Instructor Notes

1. Reference current applicable health and safety laws.

CTS Guide Reference: CTS 7-1

Topic 3-3: Conducting an Accident Investigation

Terminal Learning Objective

At the end of this topic a student, given an incident or case study and investigation process, will be able to conduct an initial accident investigation and analyze an employee's accident, injury, or health exposure history so that the incident is documented, a report including action taken and recommendations made is prepared for a supervisor, and reports are processed in accordance with AHJ policies and procedures.

Enabling Learning Objectives

1. Identify the causes of unsafe acts, health exposures, or conditions that result in accidents, injuries, occupational illnesses, or deaths
2. Describe procedures for conducting an accident investigation
   - Initial report
   - Follow-up report
   - Safety Committee review
   - Managerial review
   - External review
   - Other
3. Describe requirements for reporting and receiving information related to health exposures
4. Describe how to interpret and/or apply
   - Safety policies and procedures
   - Accident, injury, occupational illness, or death reports
   - HIPPA requirements
5. Communicate
6. Conduct interviews
7. Interpret reports

Discussion Questions

1. How does analyzing the risks associated with fire fighter duties help improve job related safety?
2. What information do you need to gather for an accident investigation?
3. What are some different ways to document an accident?
4. What is the Fire Officer 2's role in making recommendations for corrective action based on an accident, exposure, or injury?

Application

1. Conduct an initial accident investigation, given an incident and investigation process, so that the incident is documented, and reports are processed in accordance with policies and procedures of the AHJ. Submit a completed AHJ accident/injury documentation package. (Fire Officer 2 Task Book, JPR 24)
2. Analyze an employee's accident, injury, or health exposure report, given a case study, so that a report including action taken and recommendations made is prepared for a supervisor. Submit a memo that outlines corrective actions and recommendations. (Fire Officer 2 Task Book, JPR 43)

Instructor Notes
1. Use any agency's accident investigation policies as an example but have students use their own AHJ policies and documentation for the Applications.
2. Consider the impact of the California Firefighters Procedural Bill of Rights Act.
3. Provide comprehensive accident/injury scenarios for the Application.
4. Refer to Firefighter Close Calls for case studies.
5. Students will complete the accident/injury documentation package first. Then they will use another student's documentation package as the foundation for their memo in the second Application.

CTS Guide Reference: CTS 7-2, CTS 14-1

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses course plans as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer courses and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details
The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources
The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit
Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics
Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective
A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives
The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions
The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application
The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.
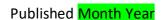
Instructor Notes
The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference
The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet
The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Human Resource Management Activities

Instructions

- These activities are designed to help you complete your Fire Officer 2 Certification Task Book.
- To determine the assignment parameters, meet with your supervisor and/or training chief to discuss their expectations for JPR sign off.
- The time needed to complete activities is built into the course time allotment but activates may be completed independently outside of the classroom.

Activities

Applying Human Resources Policies and Procedures (Topic 2-1)

Task: Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed. (Fire Officer 2 Task Book, JPR 5)

Deliverable: Write a memo on agency letterhead that includes the administrative situation requiring action; specific policies, procedures HR rules, and laws that apply; and recommendation(s) for appropriate action.

Creating a Professional Development Plan (Topic 2-2)

Task: Have students create a professional development plan for their own career advancement that prepares them with the necessary knowledge, skills, and abilities to be eligible for their next desired position examination. (Fire Officer 2 Task Book, JPR 30)

Deliverable: Submit the written plan.

Evaluating and Maximizing Employee Performance (Topic 2-3)

Task: Evaluate assigned employees' job performance, given sample personnel records and agency or ICS evaluation forms, so that each employee's qualifications are verified, and performance is evaluated and reported according to human resource policies and procedures. Work in pairs to review results and simulate a job performance discussion, taking turns playing the roles of supervisor and subordinate. (Fire Officer 2 Task Book, JPR 29, 44, 45, 47)

Deliverable: Submit a completed ICS 225 or AHJ evaluation form.

Task: Initiate actions that maximize employee performance or correct unacceptable performance, given FBOR and human resource policies and procedures, so that employee and/or unit performance improves, or the issue is referred to the next level of supervision. (Fire Officer 2 Task Book, JPR 7 and 28)

Deliverable: Document a job performance discussion and submit it with a performance improvement plan that complies with FBOR so that risk and liability are reduced.

Recommending Action for Employee Support (Topic 2-4)

Task: Recommend a course of action for an employee in need of support, given an employee with a situation requiring assistance and employee assistance policies, procedures, and programs so that the situation is identified and the actions taken meet AHJ requirements. (Fire Officer 2 Task Book, JPR 4)

Deliverable: Submit a memo documenting an employee discussion and plan of action.

Coordinating Routine Tasks and Responsibilities (Topic 2-5)

Task: Assign and coordinate routine tasks and responsibilities, given an assignment and personnel, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed. Design a written plan for routine tasks (at your agency, with your staff) that includes assignment prioritization, steps to complete assignments, specific employee assignments, and methods to ensure accountability for completion. Work in small groups to roll play the assignment briefing. (Fire Officer 2 Task Book, JPR 2 and 6)

Deliverable: Submit your written plan.

Directing Unit Employees During a Training Evolution (Topic 2-6)

Task: Direct unit employees to perform a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed. (Fire Officer 2 Task Book, JPR 3)

Deliverable: Submit AHJ evolution evaluation forms.

Being Physically and Medically Fit (Topic 3-1)

Task: Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service safety and wellness trends and agency policies, so that the need to participate in wellness and fitness programs is explained to employees. (Fire Officer 2 Task Book, JPR 25)

Deliverable: Give an in-class presentation (minimum 5 comprehensive PowerPoint slides) that demonstrates the value of fire service health, safety, and wellness programs.

Implementing Safety Measures and Regulations (Topic 3-2)

Task: Implement safety regulations at the unit level, given safety policies, procedures, and standards, so that required reports are completed, in-service training is conducted, and employee responsibilities are conveyed. (Fire Officer 2 Task Book, JPR 23)

Deliverable: Submit a memo that outlines how you (as an FO 2) and your crew proactively support and maintain a safe work environment at the unit level. Include the following: Clean cab, station safety inspection intervals, PPE compliance, seat belt use, employee vaccinations, etc.

Conducting an Accident Investigation (Topic 3-3)

Task: Conduct an initial accident investigation, given an incident and investigation process, so that the incident is documented, and reports are processed in accordance with policies and procedures of the AHJ. (Fire Officer 2 Task Book, JPR 24)

Deliverable: Submit a completed AHJ accident/injury documentation package.

Task: Analyze an employee's accident, injury, or health exposure report, given a case study, so that a report including action taken and recommendations made is prepared for a supervisor. (Fire Officer 2 Task Book, JPR 43)

Deliverable: Submit a memo that outlines corrective actions and recommendations.

Administration and Community Risk Reduction (2020)

Course Plan

Course Details

Certification:	Fire Officer 2
CTS Guide:	Fire Officer 2 CTS Guide (2020)
Description:	This course provides the skills and knowledge needed for a Fire Officer 2 to safely, effectively, and competently execute routine administrative functions, collect incident response data, and prepare concise reports; cooperate with allied organizations, address citizen concerns, and implement a community risk reduction program; describe fire inspection procedures, conduct pre-incident planning, secure incident scenes, and determine fire origin and cause; and develop and implement a project or program to support organizational change.
Designed For:	Personnel preparing to pursue Fire Officer 2 certification or anyone who performs the duties of a Fire Officer 2 within their agency.
Prerequisites:	Meet one of the following requirements: • OSFM Fire Fighter 2 certification (any version) • Currently in the position of Company Officer or Fire Officer 2 (acting does not apply) Fire Officer 2A: Human Resource Management (SFT)
Standard:	Complete all required activities and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	54 hours (17.5 lecture / 32.5 application / 4 testing)

Maximum Class Size: 25

Instructor Level: SFT Fire Officer 2B Registered Instructor

Instructor/Student Ratio: 1:25

Restrictions: None

SFT Designation: CFSTES

Table of Contents

Required Resources

Instructor Resources

To teach this course, instructors need:
- One of the following textbooks with accompanying tool kit and test bank:
    - *Fire and Emergency Services Company Officer* (IFSTA, 6th edition, 2019)
    - *Fire Officer: Principles and Practice* (Jones & Bartlett, 4th edition, 2020)
- *California Fire Inspector's Guide* (California Fire Chiefs Association, current edition)

Optional reference resources:
- *Fire and Emergency Services Administration: Management and Leadership Practices* (Jones & Bartlett, 3rd edition, 2021)
- *Management in the Fire Service* (Jones & Bartlett, 5th edition, 2016)
- *Fire Inspection and Code Enforcement,* (IFSTA, 9th edition, 2023)
- *Fire Inspector: Principles and Practice* (Jones & Bartlett, Revised/Enhanced edition, 2016)
- *Fire Investigator: Principles and Practice* (Jones & Bartlett, 6th edition, 2022)
- *Introduction to Fire Origin and Cause,* (IFSTA, 4th edition, 2013)

Online Instructor Resources

The following instructor resources are available online at https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications
- None

Student Resources

To participate in this course, students need:
- Required textbook chosen by the instructor
- *California Fire Inspector's Guide* (California Fire Chiefs Association, current edition)
- A printed copy of the Fire Officer 2 Certification Task Book (2020)
- Print or digital access to an agency program budget
- Access to a computer and printer

Facilities, Equipment, and Personnel

Facilities
The following facilities are required to deliver this course:
- Standard learning environment or facility, which may include:
    - Writing board or paper easel chart
    - Markers, erasers
    - Amplification devices
    - Projector and screen
    - Laptop or tablet with presentation or other viewing software
    - Internet access with appropriate broadband capabilities

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.5	
Topic 1-2: Fire Officer 2 Certification Process	0.5	0.0	
Topic 1-3: Definition of Duty for a Fire Officer 2	0.5	0.0	
Unit 1 Totals	**1.5**	**0.5**	**2.0**
Unit 2: Administrative Functions			
Topic 2-1: Executing Routine Administrative Functions	0.5	1.0	
Topic 2-2: Collecting Incident Response Data	0.5	1.0	
Topic 2-3: Preparing a Concise Report	0.5	1.0	
Unit 2 Totals	**1.5**	**3.0**	**4.5**
Unit 3: Community and Government Relations			
Topic 3-1: Cooperating with Allied Organizations	0.5	1.0	
Topic 3-2: Addressing Citizen Concerns	1.0	2.0	
Topic 3-3: Implementing a Community Risk Reduction Program	1.0	2.0	
Unit 3 Totals	**2.5**	**5.0**	**7.5**
Unit 4: Fire Inspection and Investigation			
Topic 4-1: Describing Fire Inspection Procedures	1.0	2.0	
Topic 4-2: Pre-incident Planning	1.0	2.0	
Topic 4-3: Securing Incident Scenes	1.0	2.0	
Topic 4-4: Determining Cause and Origin	1.0	2.0	
Unit 4 Totals	**4.0**	**8.0**	**12.0**
Unit 5: Project or Program Development			
Topic 5-1: Developing Plans for Organizational Change	2.0	4.0	
Topic 5-2: Explaining the Impact of Laws and Regulations	1.0	2.0	
Topic 5-3: Explaining Management Components of the Organization	1.0	2.0	
Topic 5-4: Developing a Project or Divisional Budget	1.0	2.0	
Topic 5-5: Describing the Purchasing Process	1.0	2.0	
Topic 5-6: Implementing a Policy or Procedure	1.0	2.0	
Topic 5-7: Preparing a Media Release	1.0	2.0	
Unit 5 Totals	**8.0**	**16.0**	**24.0**
Formative Assessments			
Determined by AHJ or educational institution	**0.0**	**2.0**	**2.0**
Summative Assessment			
Determined by AHJ or educational institution	**0.0**	**2.0**	**2.0**
Course Totals	**17.5**	**36.5**	**54.0**

Fire Officer 2 is a lower division level program. For every hour of teaching time, students should anticipate two hours of outside work (reading, research, assignments, etc.).

The courses are designed to align with an academic calendar, spread across a semester or delivered in a hybrid model with onsite or synchronous classes and periods of independent or asynchronous work in between.

Time in class can include discussing, preparing for, and reviewing or presenting activities, but the time to complete activities will take place outside of the classroom.

Activities may take longer to complete than the 1:2-hour time ratio documented in the course plan as the activities are intended to meet task book sign off requirements.

Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.

4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.
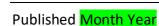
Enabling Learning Objectives

1. Identify facility requirements
   - Restroom locations
   - Food locations
   - Smoking locations
   - Emergency procedures
2. Identify classroom requirements
   - Start and end times
   - Breaks
   - Electronic device policies
   - Special needs and accommodations
   - Other requirements as applicable
3. Review course syllabus
   - Course objectives
   - Calendar of events
   - Course requirements
   - Student evaluation process
   - Assignments
   - Activities
   - Required student resources
   - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Officer 2 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 2 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer certification track
   - Fire Officer 2 (formerly Company Officer)
   - Fire Officer 3 (formerly Chief Fire Officer)
   - Fire Officer 4 (formerly Executive Chief Fire Officer)
2. Identify the prerequisites for Fire Officer 2 certification
   - Candidate has completed one of the following prerequisites
     o OSFM Fire Fighter 2 certification (any version)
     o Appointment to the rank of Company Officer or Fire Officer 2 (acting does not apply)
3. Identify the course work required for Fire Officer 2 certification
   - Fire Officer 2A: Human Resource Management (2020) **or** Company Officer 2A: Human Resource Management for Company Officers (2014)
   - Fire Officer 2B: Administration and Community Risk Reduction (2020) **or** Company Officer 2B: General Administrative Functions for Company Officers (2014) **and** Company Officer 2C: Fire Inspections and Investigations for Company Officers (2014)
   - Fire Officer 2C: Initial Incident Command (2020) **or** Company Officer 2D: All-Risk Command Operations for Company Officers (2014) **and** Company Officer 2E: Wildland Incident Operations for Company Officers (2014) and S-200 Initial Attack Incident Commander (NWCG)
   - ICS-200.B: Incident Command System for Single Resources and Initial Action Incidents (FEMA)
   - S-290: Intermediate Wildland Fire Behavior (NWCG – in person course only)
   - Instructor I: Instructional Methodology (SFT)
   - Behavioral Health and Cancer Prevention 2A (SFT)
4. Identify the exams requirements for Fire Officer 2 certification
   - Not applicable
5. Identify the task book requirements for Fire Officer 2 certification
   - Fire Officer 2 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 2 certification
   - A minimum of two years' full-time paid or four years' volunteer of part-time paid experience working at the Fire Fighter 2 level in a recognized California fire agency
7. Identify the position requirements for Fire Officer 2 certification
   - None
8. Describe the certification task book process
9. Describe the certification testing process
   - Not applicable
   - All formative and summative testing is completed in individual courses

10. Describe how to develop a course assignment portfolio
- Course assignments are designed to meet Task Book requirements
- Meet with Fire Chief or authorized designee to determine assignment parameters and discuss expectations for JPR sign off
  - Task book activities should fulfill the JPRs while meeting AHJ needs and advancing the participant's agency
  - Activities should ideally be completed within the work environment
- Describe how to develop effective portfolio documentation such as:
  - Spreadsheets
  - Memos
  - Staff reports
  - Incident-related documents (IAP, ICS-225 Evaluation Form, etc.)

Discussion Questions
1. Which SFT Fire Officer 2 Task Book (2020) job performance requirements are associated with this course?
2. When would you use an email versus a memo?

Application
1. Have students print their Fire Officer 2 Certification Task book and initiate a conversation with their Fire Chief or authorized designee.

Instructor Notes
1. Make sure students understand expectations for task book sign offs and course assignment submissions.
2. Be prepared to provide quality feedback on all submitted assignments.

CTS Guide: None

Topic 1-3: Definition of Duty for a Fire Officer 2

Terminal Learning Objective

At the end of this topic a student, given NFPA 1021 standards will be able to identify the prerequisite qualifications and administration, community and government relations, and fire inspection and investigation duties of a Fire Officer 2, in accordance with national, state, and local standards.

Enabling Learning Objectives

1. Identify the prerequisite qualifications of a Fire Officer 2
   - Fire Officer Level I certification as defined in NFPA 1021
   - The ability to describe
     - o Current national and international trends and developments related to fire service organization, management, and administrative principles
     - o Public and private organizations that support the fire and emergency services and the functions of each
2. Identify the administration duties of an NFPA Fire Officer I and II
   - Executing general administrative functions
   - Implementing departmental policies and procedures at the unit level
   - Preparing a project or divisional budget, news releases, and policy changes
3. Identify the community and government relations duties of an NFPA Fire Officer I and II
   - Dealing with inquiries of the community
   - Communicating the role, image, and mission of the department to the public
   - Delivering safety, injury prevention, and fire prevention education programs
   - Dealing with inquiries of allied organizations in the community
   - Projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships
   - Delivering safety, injury prevention, and fire prevention education programs
4. Identify the inspection and investigation duties of an NFPA Fire Officer I and II
   - Conducting inspections to identify hazards and address violations
   - Conducting pre-incident plans
   - Performing fire investigation to determine area of origin and preliminary cause
   - Securing the incident scene
   - Preserving evidence

Discussion Questions

1. What is your agency's role in building community partnerships to reduce risk?
2. What role does the Fire Officer 2 play in your agency's project or program budgeting?
3. What is the role of a Fire Officer 2 in inspections and investigations?

Application

1. Identify a community risk reduction issue or a unit-level problem or concern that you want to solve or address at the Fire Officer 2 level within your AHJ.

Instructor Notes

1. Students will use the issue, problem, or concern identified here as the foundation for developing a project plan. Most Application activities in the course will be components of the comprehensive project plan.

CTS Guide Reference: CTS 1-1, CTS 8-1

Unit 2: Administrative Functions

Topic 2-1: Executing Routine Administrative Functions

Terminal Learning Objective

At the end of this topic a student, given forms and record-management systems, will be able to execute routine unit-level administrative functions so that reports and logs are complete, and files are maintained in accordance with policies and procedures.

Enabling Learning Objectives

1. Identify routine administrative functions of a Fire Officer 2
   - Human resource and personnel management
   - Purchasing and financial reporting
   - Staff scheduling and timekeeping
   - Incident reports
   - Station and equipment supply and maintenance
   - Training, coaching, and mentoring
   - Community and interagency relations
   - Personnel health, wellness, and safety
   - Other as determined by AHJ
2. Interpret administrative policies and procedures
3. Describe the value of an AHJ record-management system
   - Data-informed decision making
   - User accessibility
   - Feedback on service levels
     - Turnout time
     - Travel time
     - Overall response time
   - Identify trends and patterns
     - Fire loss statistics and call volume and station reliability
4. Communicate

Discussion Questions

1. Why are administrative functions valuable to your organization?
2. Why is data collection so important to an organization?
3. Why is accurate incident reporting important to an organization?

Application

1. Execute routine unit-level administrative functions, given forms and record-management systems, so that the reports and logs are complete, and files are maintained in accordance with policies and procedures. Choose at least three routine administrative tasks and submit the AHJ documentation that demonstrates task completion. (Fire Officer 2 Task Book, JPR 13)

Instructor Notes

1. None

CTS Guide Reference: CTS 4-3

Topic 2-2: Collecting Incident Response Data

Terminal Learning Objective

At the end of this topic a student, given the goals and mission of the organization, will be able to explain the need for and benefits of collecting incident response data so that incident response reports are timely and accurate.

Enabling Learning Objectives

1. Describe the agency's records management system
2. Identify the types of incident response data collected by the AHJ
3. Describe the purpose and benefit of collecting accurate data
4. Communicate

Discussion Questions

1. What kinds of incident response data does your agency collect?
2. How can you use incident response data to justify organizational change?
3. How can inaccurate reports impact public records requests and legal proceedings?

Application

1. Explain the need and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate. Collect incident response data including turnout time. (Fire Officer 2 Task Book, JPR 16)

Instructor Notes

1. The data collected in Topic 2-2 will be analyzed and included in the Topic 2-3 report.

CTS Guide Reference: CTS 4-6

Topic 2-3: Preparing a Concise Report

Terminal Learning Objective

At the end of this topic a student, given fire department record(s) and a specific request for detail, such as trends, variances, or other related topics, will be able to prepare a concise report for transmittal to a supervisor so that the information required for the AHJ is accurate and documented.

Enabling Learning Objectives

1. Describe how to use a data processing system to obtain information
2. Describe how to prepare and submit a report
3. Communicate in writing
4. Interpret data

Discussion Questions

1. What types of reports might a Fire Officer 2 be responsible for preparing?
2. What kind of information would go into various kinds of reports?
3. Where would you go to gather information?

Application

1. Prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details, such as trends, variances, or other related topics, so that the information required for the AHJ is accurate and documented. Review turnout time benchmarks for your station or company, compare with NFPA 1710 or 1720, and prepare and submit a concise and accurate report that identifies NFPA compliance and/or gaps. (Fire Officer 2 Task Book, JPR 37)

Instructor Notes

1. Students will analyze and incorporate their Topic 2-2 data in their Topic 2-3 report.

CTS Guide Reference: CTS 11-5

Unit 3: Community and Government Relations

Topic 3-1: Cooperating with Allied Organizations

Terminal Learning Objective

At the end of this topic a student, given a specific problem or issue in the community, will be able to clearly explain the organizational benefits of cooperating with allied organizations so that the purpose for establishing cooperative external agency relationships is clearly explained.

Enabling Learning Objectives

1. Describe agency mission and goals
2. Describe the types and functions of external agencies in the community
   - Local
   - State
   - Federal
   - Private
3. Describe the potential benefits of interaction with the community emergency response team (CERT)
4. Develop interpersonal relationships
5. Communicate

Discussion Questions

1. What are some allied agencies in your community?
2. What are some challenges involved in partnering with external agencies?
3. How can you build constructive relationships with these agencies?

Application

1. Explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external stakeholder relationships is clearly explained. Develop a memo that identifies external/allied agencies who could help, what they can provide, how they can collaborate, and how to build the connection to solve/resolve/address your identified problem or issue. (Fire Officer 2 Task Book, JPR 32)

Instructor Notes

1. None

CTS Guide Reference: CTS 10-2

Topic 3-2: Addressing Citizen Concerns

Terminal Learning Objective

At the end of this topic a student, given policies and procedures, will be able to respond to a public inquiry and initiate action to answer a citizen's concern so that the inquiry is answered accurately and courteously, and the concern is addressed or referred to the correct individual in accordance with applicable policies and procedures.

Enabling Learning Objectives

1. Demonstrate familiarity with public relations
   - Identify community or organizational resources
2. Describe methods of responding to citizens' concerns
   - AHJ requirements for public records requests
3. Describe the value of interpersonal relationships
4. Describe communication methods and techniques
   - Written
   - Oral/verbal
   - Nonverbal
5. Respond to public inquiries
6. Relate interpersonally
7. Communicate

Discussion Questions

1. What type of citizens' concerns may be brought to the fire service?
2. How can the fire service deliver excellent customer service when responding to concerns?
3. How would you determine the level of response needed for an inquiry?
4. What happens if public request timelines are not met?

Application

1. Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures. Develop a memo that details your AHJ procedures for handling a public records request, including people, process, and timeline. (Fire Officer 2 Task Book, JPR 10)
2. Initiate action to answer a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with. Develop a memo that outlines how you will address the concern. Include facts, issues, requirements, and evaluation. (Fire Officer 2 Task Book, JPR 9)

Instructor Notes

1. Provide common citizen concern scenarios for Application 2.

CTS Guide Reference: CTS 3-2, CTS 3-3

Topic 3-3: Implementing a Community Risk Reduction Program

Terminal Learning Objective

At the end of this topic a student, given an AHJ community risk reduction (CRR) plan, policies, and procedures, will be able to coordinate the implementation of a CRR program so that community needs are addressed.

Enabling Learning Objectives

1. Describe community demographics and service organizations
2. Describe verbal and non-verbal communication methods
3. Describe the role and mission of the department and its CRR plan
4. Describe the role of public relations and its impact on the organization
5. Describe how to implement a CCR plan at the unit level
6. Describe how to supervise the multi-unit implementation of a CCR plan
7. Identify components of a Local Hazard Mitigation Plan (LHMP)
8. Demonstrate familiarity with public relations
9. Supervise and coordinate multi-unit implementation
10. Communicate

Discussion Questions

1. How do your community's demographics affect your service delivery?
2. What are some examples of community outreach programs and how do they impact service delivery?
3. What types of partnerships with community service organizations can enhance your service delivery?
4. How is coordinating a single-unit implementation different than a multi-unit implementation?

Application

1. Implement a community risk reduction (CRR) plan at the unit level, given an AHJ CRR plan and policies and procedures, so that a community need is addressed. Develop a memo that summarizes your implementation plan actions and evaluates results. (Fire Officer 2 Task Book, JPR 8)
2. Supervise multi-unit implementation of a community risk reduction (CRR) program, given an AHJ CRR plan, policies, and procedures, so that community needs are addressed. Develop a memo that summarizes your implementation plan actions and evaluates results. (Fire Officer 2 Task Book, JPR 31)

Instructor Notes

1. Students will implement their CCR plans on the job (outside of class). The deliverables for the course are a reflection on that process.

CTS Guide Reference: CTS 3-1, CTS 10-1

Unit 4: Fire Inspection and Investigation

Topic 4-1: Describing Fire Inspection Procedures

Terminal Learning Objective

At the end of this topic a student, given any of the following occupancies (assembly, educational, health care, detention and correctional, residential, mercantile, business, industrial, storage, unusual structures, mixed occupancies) will be able to describe the AHJ's procedures for conducting fire inspections so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated.

Enabling Learning Objectives

1. Describe occupancies according to the current California Fire Code
2. Describe inspection procedures
   - Occupancy owner (self) inspections (low-hazard business occupancies)
   - Company inspections (annual requirement for simple occupancies)
   - Specialized inspections (high-hazard or complex occupancies)
3. Describe protection systems
   - Fire detection
   - Alarm
   - Sprinkler and standpipe
   - Special hazard
4. Identify fire and life safety hazards
5. Identify life safety hazards
6. Describe markings and identification systems for hazardous materials
7. Apply the appropriate codes and standards
8. Describe wildland-urban interface inspection procedures
9. Communicate

Discussion Questions

1. What are the benefits of doing a fire company inspection?
2. How would you respond to a business owner who complains that a previous fire inspector did not enforce a violation?
3. What are the benefits and drawbacks of making an inspection appointment?
4. How would you deal with a technical question that you cannot answer on site?

Application

1. Describe the procedures of the AHJ for conducting fire inspections, given any of the following occupancies (assembly, educational, health care, detention and correctional, residential, mercantile, business, industrial, storage, unusual structures, mixed occupancies), so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated. Write a memo that describes the occupancies in your AHJ and the required inspection schedule for each type. (Fire Inspector 2 Task Book, JPR 17)

Instructor Notes

1. None

CTS Guide Reference: CTS 5-1

Topic 4-2: Pre-incident Planning

Terminal Learning Objective

At the end of this topic a student, given an occupancy and AHJ policies and forms, will be able to identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another so that a pre-incident plan for any of the following occupancies (assembly, educational, institutional, residential, business, industrial, manufacturing, storage, mercantile, special properties, mixed occupancies) is developed.

Enabling Learning Objectives

1. Describe the purpose of a pre-incident plan
2. Describe the pre-incident survey process
3. Describe fire behavior factors within different occupancies
4. Identify the five types of building construction (I-V)
5. Identify building construction features, including:
   - Fire walls
   - Fire barriers
   - Fire partitions
   - Fire doors
   - Vertical openings
   - Interior finishes
   - Roofing
   - Draft stops and smoke vents
6. Describe the impact of:
   - Detection systems
   - Alarm systems
   - Suppression systems
7. Describe inspection and incident reports and their impact on pre-incident planning
8. Interpret applicable codes, ordinances, and standards
9. Use evaluative methods
10. Communicate

Discussion Questions

1. Why is pre-incident knowledge so important?
2. When should a pre-incident plan be developed for an occupancy?
3. How does a building's size impact fire behavior?
4. How does a building's occupancy impact building construction type?
5. What are some typical violations related to construction features designed to limit fire spread?

Application

1. Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy and the policies and forms of the AHJ, so that a pre-incident plan for any of the following occupancies (assembly, educational, institutional, residential, business, industrial, manufacturing, storage, mercantile, special

properties, mixed occupancies) is developed. Create and submit a pre-incident plan for an occupancy in your AHJ. Use your AHJ forms and format and include building construction, fire protection systems and features, fuel loading, special hazards and safety concerns, utility control locations, ventilation systems, and water supplies. (Fire Inspector 2 Task Book, JPR 18)

Instructor Notes

1. None

CTS Guide Reference: CTS 5-2

Topic 4-3: Securing Incident Scenes

Terminal Learning Objective

At the end of this topic a student, given rope or barrier tape, will be able to direct unit-level personnel to secure an incident scene so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.

Enabling Learning Objectives

1. Describe the importance of fire scene security
   - AHJ responsibility and authority
   - Legal aspects
   - Investigation
   - Public safety
2. Describe the importance of evidence preservation
   - Protect area of origin
   - Chain of custody
   - Potential crime scene
   - Potential lawsuits
3. Identify types of evidence
   - Burn indicators within the structure or wildland area
   - Physical objects
4. Identify procedures for establishing perimeters at an incident scene
5. Issue instruction for securing an incident scene

Discussion Questions

1. Why is it important to maintain scene security?
2. How does destruction of evidence impact an investigation?

Application

1. Direct unit level personnel to secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction. Include a description of how you would secure the scene in your investigation report (see Topic 3-2). (Fire Officer 2 Task Book, JPR 19)

Instructor Notes

1. Students will submit one report that covers the Application for Topics 3-1 and 3-2.

CTS Guide Reference: CTS 5-3

Topic 4-4: Determining Origin and Cause

Terminal Learning Objective

At the end of this topic a student, given a fire scene, photographs, diagrams, pertinent data, and/or sketches, will be able to determine the area of origin and preliminary cause of a fire to determine if arson is suspected so that law enforcement action is taken.

Enabling Learning Objectives

1. Identify common causes of fire
2. Describe fire growth and development
3. Describe basic fire cause and origin determination
4. Identify the general area of origin
5. Describe methods to preserve and protect the general area of origin
6. Implement procedures to preserve and protect potential sources of ignition within that general area of origin
7. Investigate a fire scene
8. Describe how to document preliminary fire investigative procedures
   - Photographs
   - Diagrams/sketches
   - Pertinent data
9. Identify indications of arson
10. Communicate

Discussion Questions

1. What are common motives for arson?
2. What are the agency's legal obligations regarding determination of origin and cause?
3. What is the benefit of determining origin and cause?

Application

1. Determine the area of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and/or sketches, to determine if arson is suspected so that law enforcement action is taken. Submit an investigation report with supporting documentation using your AHJ forms and format. (Fire Inspector 2 Task Book, JPR 39)

Instructor Notes

1. Provide real or simulated fire scenes to fulfill the Application requirements.

CTS Guide Reference: CTS 12-1

Unit 5: Project or Program Development

Topic 5-1: Developing Plans for Organizational Change

Terminal Learning Objective

At the end of this topic a student, given an agency's change of policy or procedures, will be able to develop a plan to accomplish organizational change so that effective change is implemented in a supportive manner.

Enabling Learning Objectives

1. Describe the process for planning and implementing change
   - Identify problem
   - Develop a problem statement
   - Conduct needs analysis
   - Research solutions
   - Identify stakeholders
   - Identify potential cost (time, expenses, staff/resources)
   - Identify timeline
   - Identify opposition/challenges
   - Gather support
   - Use AHJ proposal/approval process
   - Measure progress/success
2. Communicate clearly

Discussion Questions

1. What organizational changes has your agency experienced?
2. What are some ways to minimize negative associations with change?
3. How can organizational change be tied to community service levels?

Application

1. Develop a project plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a supportive manner. Submit a memo with a clearly articulated problem statement (tied to the problem or concern identified in Topic 1-3) and a plan to address or resolve the problem or concern that aligns with your AHJ change implementation policies and procedures. The project plan should include the bulleted components from ELO 1. (Fire Officer 2 Task Book, JPR 38)

Instructor Notes

1. Student will develop their project plan throughout the course. It should be submitted as a final "capstone" project for the course.

CTS Guide Reference: CTS 11-6

Topic 5-2: Explaining the Impact of Laws and Regulations

Terminal Learning Objective

At the end of this topic a student, given local, state, and federal laws and regulations pertaining to fire service supervisors, will be able to explain the impact of those laws and regulations so that administrative tasks are conducted in a manner that reduces risk and civil and criminal liability.

Enabling Learning Objectives

1. Define:
   - Law
   - Regulation
   - Code
   - Standard
   - Local ordinance
   - Policy
   - Procedure
2. Identify requirements related to administrative roles, responsibilities, and tasks
   - Local
   - State
   - Federal
3. Interpret laws and regulations
   - Facts, Issues, Requirements, Evaluation (FIRE)

Discussion Questions

1. What is the difference between a law, a code, a regulation, and a standard?
2. Which state and federal laws and regulations pertain to the administrative role of a company officer?
3. How can these laws and regulations impact you on a personal level?

Application

1. Explain the impact of laws and regulations, given local, state, and federal laws and regulations pertaining to fire service supervisors, so that administrative tasks are conducted in a manner that reduces risk and civil and criminal liability. Submit a memo that analyzes the laws and regulations that impact your project plan (See Topic 2-1). (Fire Officer 2, JPR 11)

Instructor Notes

1. None

CTS Guide Reference: CTS 4-1

Topic 5-3: Explaining Management Components of the Organization

Terminal Learning Objective

At the end of this topic a student, given an organization chart, will be able to explain the purpose of each management component of the organization so that the explanation is current and accurate and clearly identifies the organization's purpose and mission.

Enabling Learning Objectives

1. Describe the organizational structure of a department
2. Describe the functions of management
   - Reporting relationships
   - Roles and responsibilities
     - o Primary
     - o Secondary

Discussion Questions

1. What are the responsibilities of each management component?
2. What is the relationship between authority and responsibility?
3. How does your organizational chart address span of control?
4. How does fiscal stability impact the organization's workload?

Application

1. Explain the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization. Submit a memo that identifies key stakeholders in developing and implementing your project plan and the roles they will play. (Fire Officer 2 Task Book, JPR 15)

Instructor Notes

1. None

CTS Guide Reference: CTS 4-5

Topic 5-4: Developing a Project or Divisional Budget

Terminal Learning Objective

At the end of this topic a student, given a unit-level need, budget schedules and guidelines concerning the budget's preparation, will be able to develop a project or divisional budget with a properly formatted budget request so that capital, operating, and personnel costs are determined, justified, and supported with data.

Enabling Learning Objectives

1. Describe AHJ budgeting system
   - Interpret budget request policies and procedures
   - Describe revenue sources
   - Describe differences between capital, personnel, and operating costs
2. Identify supplies and equipment necessary for budget items, which may include:
   - Ongoing projects (operating)
     - o Repairs to existing facilities (operating)
     - o Apparatus maintenance (operating)
   - New projects (capital, operating, and/or personnel)
     - o New equipment (capital or operating)
     - o Staff (personnel)
3. Describe the budget process and procedures for allocating finances
   - Initiating factor
     - o Mission
     - o Strategic plan
     - o Performance measures
     - o New project, program or initiative
   - Needs analysis
     - o Identify gaps
     - o Identify potential solutions
   - Proposal
     - o Cost
     - o Scope
     - o Schedule
     - o Justification
     - o Implementation plan
   - Presentation/stakeholder support
     - o Identify stakeholders
     - o Anticipate opposition/resistance
     - o Achieve buy in
   - Approval process
   - Allocate resources
   - Evaluation/review
4. Allocate finances
5. Relate interpersonally
6. Communicate

Discussion Questions
1. What are the costs associated with existing programs or implementing a new program?
2. What portions of the budget impact a Fire Officer 2?
3. What are the benefits associated with involving the Fire Officer 2 in budget planning?
4. What are alternative sources of funding?
5. How can a budget system be used as a planning tool and as a control device?

Application
1. Develop a project or divisional budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified. Submit a proposed budget and properly formatted budget for your project plan that aligns with your AHJ policies, procedure, and processes. (Fire Officer 2 Task Book, JPR 14 and 34)

Instructor Notes
1. None

CTS Guide Reference: CTS 4-4, CTS 11-2

Topic 5-5: Describing the Purchasing Process

Terminal Learning Objective

At the end of this topic a student, given established product or service specifications and AHJ purchasing policies and procedures, will be able to describe the purchasing process so that the needs of the organization are met with applicable federal, state/provincial, and local laws and regulations.

Enabling Learning Objectives

1. Interpret purchasing laws, policies, and procedures
   - Federal
   - State
   - Local
2. Identify purchasing forms needed
3. Describe the organizational purchasing process
4. Use evaluative methods
5. Communicate

Discussion Questions

1. What is the role of the Fire Officer 2 in the purchasing process?
2. What are the potential implications of failing to follow proper purchasing processes?

Application

1. Describe the process of purchasing, including soliciting and awarding bids, given established specifications and AHJ policies and procedures, to ensure competitive bidding so that the needs of the organization are met within the applicable federal, state/provincial, and local laws and regulations. Submit a memo that identifies the products or services needed to support your project plan and the AHJ processes and forms used to purchase them. (Fire Officer 2 Task Book, JPR 35)

Instructor Notes

1. None

CTS Guide Reference: CTS 11-3

Topic 5-6: Implementing a Policy or Procedure

Terminal Learning Objective

At the end of this topic a student, given an assignment, will be able to recommend changes to existing departmental policies and/or develop and implement a new departmental policy at the unit level so that the policy addresses the problem with a proposed solution and is communicated to and understood by unit employees.

Enabling Learning Objectives

1. Interpret policies and procedures
2. Describe the process for identifying problems
3. Describe AHJ procedures for recommending policy changes
4. Describe the procedure for developing new policies
5. Communicate orally and in writing
6. Solve problems

Discussion Questions

1. How does your organization implement new policies or change existing policies?
2. How would you deal with implementing controversial changes or changes that you do not agree with?
3. What potential conflicts may arise as a result of creating new policies and procedures?
4. How can these conflicts be anticipated and minimized?

Application

1. Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy addresses the problem with a proposed solution is communicated to and understood by unit employees. Submit a draft policy (revision, update, or new) in support of your project plan. (Fire Officer 2 Task Book, JPR 12 and 33)

Instructor Notes

1. None

CTS Guide Reference: CTS 4-2, CTS 11-1

Topic 5-7: Preparing a Media Release

Terminal Learning Objective

At the end of this topic a student, given an event or topic, will be able to prepare a media release so that the information is accurate and formatted correctly.

Enabling Learning Objectives

1. Interpret policies and procedures for preparing a news release
2. Describe the format used for media releases by various media outlets, including the use of social media in accordance with AHJ policies and procedures
3. Describe the components of a media release
4. Describe the benefits and liabilities associated with social media use
5. Communicate

Discussion Questions

1. What type of events might require the creation of a media release?
2. What are your agency's media release policies?
3. What would be appropriate and inappropriate information to include in a media release?

Application

1. Prepare a media release, given an event or topic, so that the information is accurate and formatted correctly. Submit a media release that announces, promotes, or highlights your project plan that aligns with AHJ policies and procedures. (Fire Officer 2 Task Book, JPR 36)

Instructor Notes

1. Bring sample media releases and templates for the students to use.

CTS Guide Reference: CTS 11-4

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses course plans as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer courses and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details
The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources
The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit
Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics
Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective
A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives
The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions
The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Administration and Community Risk Reduction Activities

Instructions

- These activities are designed to help you complete your Fire Officer 2 Certification Task Book.
- To determine the assignment parameters, meet with your supervisor and/or training chief to discuss their expectations for JPR sign off.
- The time needed to complete activities is built into the course time allotment but activates may be completed independently outside of the classroom.

Activities

Executing Routine Administrative Functions (Topic 2-1)

Task: Execute routine unit-level administrative functions, given forms and record-management systems, so that the reports and logs are complete, and files are maintained in accordance with policies and procedures. (Fire Officer 2 Task Book, JPR 13)

Deliverable: Choose at least three routine administrative tasks and submit the AHJ documentation that demonstrates task completion.

Collecting Incident Response Data (Topic 2-2)

Task: Explain the need and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate. (Fire Officer 2 Task Book, JPR 16)

Deliverable: Collect incident response data including turnout time.

Preparing a Concise Report (Topic 2-3)

Task: Prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details, such as trends, variances, or other related topics, so that the information required for the AHJ is accurate and documented. (Fire Officer 2 Task Book, JPR 37)

Deliverable: Review turnout time benchmarks for your station or company, compare with NFPA 1710 or 1720, and prepare and submit a concise and accurate report that identifies NFPA compliance and/or gaps.

Cooperating with Allied Organizations (Topic 3-1)

Task: Explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external stakeholder relationships is clearly explained. (Fire Officer 2 Task Book, JPR 32)

Deliverable: Develop a memo that identifies external/allied agencies who could help, what they can provide, how they can collaborate, and how to build the connection to solve/resolve/address your identified problem or issue.

Addressing Citizen Concerns (Topic 3-2)

Task: Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures. (Fire Officer 2 Task Book, JPR 10)

Deliverable: Develop a memo that details your AHJ procedures for handling a public records request, including people, process, and timeline.

Task: Initiate action to answer a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with. (Fire Officer 2 Task Book, JPR 9)

Deliverable: Develop a memo that outlines how you will address the concern. Include facts, issues, requirements, and evaluation.

Implementing a Community Risk Reduction Program (Topic 3-3)

Task: Implement a community risk reduction (CRR) plan at the unit level, given an AHJ CRR plan and policies and procedures, so that a community need is addressed. (Fire Officer 2 Task Book, JPR 8)

Deliverable: Develop a memo that summarizes your implementation plan actions and evaluates results.

Task: Supervise multi-unit implementation of a community risk reduction (CRR) program, given an AHJ CRR plan, policies, and procedures, so that community needs are addressed. (Fire Officer 2 Task Book, JPR 31)

Deliverable: Develop a memo that summarizes your implementation plan actions and evaluates results.

Describing Fire Inspection Procedures (Topic 4-1)

Task: Describe the procedures of the AHJ for conducting fire inspections, given any of the following occupancies (assembly, educational, health care, detention and correctional, residential, mercantile, business, industrial, storage, unusual structures, mixed occupancies), so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated. (Fire Inspector 2 Task Book, JPR 17)

Deliverable: Write a memo that describes the occupancies in your AHJ and the required inspection schedule for each type.

Pre-incident Planning (Topic 4-2)

Task: Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy and the policies and forms of the AHJ, so that a pre-incident plan for any of the following occupancies (assembly, educational, institutional, residential, business, industrial, manufacturing, storage, mercantile, special properties, mixed occupancies) is developed. (Fire Inspector 2 Task Book, JPR 18)

Deliverable: Create and submit a pre-incident plan for an occupancy in your AHJ. Use your AHJ forms and format and include building construction, fire protection systems and features, fuel loading, special hazards and safety concerns, utility control locations, ventilation systems, and water supplies.

Securing Incident Scenes (Topic 4-3)

Task: Direct unit level personnel to secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction. (Fire Officer 2 Task Book, JPR 19)

Deliverable: Include a description of how you would secure the scene in your investigation report (see Topic 3-2).

Determining Origin and Cause (Topic 4-4)

Task: Determine the area of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and/or sketches, to determine if arson is suspected so that law enforcement action is taken. (Fire Inspector 2 Task Book, JPR 39)

Deliverable: Submit an investigation report with supporting documentation using your AHJ forms and format.

Developing Plans for Organizational Change (Topic 5-1)

Task: Develop a project plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a supportive manner. (Fire Officer 2 Task Book, JPR 38)

Deliverable: Submit a memo with a clearly articulated problem statement (tied to the problem or concern identified in Topic 1-3) and a plan to address or resolve the problem or concern that aligns with your AHJ change implementation policies and procedures. The project plan should include the bulleted components from ELO 1.

Explaining the Impact of Laws and Regulations (Topic 5-2)

Task: Explain the impact of laws and regulations, given local, state, and federal laws and regulations pertaining to fire service supervisors, so that administrative tasks are conducted in a manner that reduces risk and civil and criminal liability. (Fire Officer 2, JPR 11)

Deliverable: Submit a memo that analyzes the laws and regulations that impact your project plan (See Topic 2-1).

Explaining Management Components of the Organization (Topic 5-3)

Task: Explain the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization. (Fire Officer 2 Task Book, JPR 15)

Deliverable: Submit a memo that identifies key stakeholders in developing and implementing your project plan and the roles they will play.

Developing a Project or Divisional Budget (Topic 5-4)

Task: Develop a project or divisional budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified. (Fire Officer 2 Task Book, JPR 14 and 34)

Deliverable: Submit a proposed budget and properly formatted budget for your project plan that aligns with your AHJ policies, procedure, and processes.

Describing the Purchasing Process (Topic 5-5)

Task: Describe the process of purchasing, including soliciting and awarding bids, given established specifications and AHJ policies and procedures, to ensure competitive bidding so that the needs of the organization are met within the applicable federal, state/provincial, and local laws and regulations. (Fire Officer 2 Task Book, JPR 35)

Deliverable: Submit a memo that identifies the products or services needed to support your project plan and the AHJ processes and forms used to purchase them.

Implementing a Policy or Procedure (Topic 5-6)

Task: Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy addresses the problem with a proposed solution is communicated to and understood by unit employees. (Fire Officer 2 Task Book, JPR 12 and 33)

Deliverable: Submit a draft policy (revision, update, or new) in support of your project plan.

Preparing a Media Release (Topic 5-7)

Task: Prepare a media release, given an event or topic, so that the information is accurate and formatted correctly. (Fire Officer 2 Task Book, JPR 36)

Deliverable: Submit a media release that announces, promotes, or highlights your project plan that aligns with AHJ policies and procedures.

Initial Incident Command (2020)

Course Plan

Course Details

Certification: Fire Officer 2

CTS Guide: Fire Officer 2 CTS Guide (2020)

Description: This course provides the skills and knowledge needed for a Fire Officer 2 to safely, effectively, and competently acquire foundational skills and carry out initial actions, initial incident action planning, incident operations, and post-incident activities at an initial Type 4 incident.

Designed For: Personnel preparing to pursue Fire Officer 2 certification or anyone who performs the duties of a Fire Officer 2 within their agency.

Prerequisites: Meet one of the following requirements:

- OSFM Fire Fighter 2 certification (any version)
- Currently in the position of Company Officer or Fire Officer 2 (acting does not apply)

Fire Officer 2A: Human Resource Management (SFT)

ICS-200.B: Incident Command System for Single Resources and Initial Action Incidents

S-290 Intermediate Fire Behavior (SFT-approved delivery model)

Standard: Complete all required activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours (Total): 54 hours

(18 lecture / 32 application / 4 testing)

Maximum Class Size: 25

Instructor Level: SFT Fire Officer 2C Registered Instructor

Instructor/Student Ratio: 1:25 (lecture)

Restrictions: None

SFT Designation: CFSTES

Table of Contents

Required Resources

Instructor Resources

To teach this course, instructors need:
- One of the following textbooks with accompanying tool kit and test bank:
  - *Fire and Emergency Services Company Officer* (IFSTA, 6th edition, 2019)
  - *Fire Officer: Principles and Practice* (Jones & Bartlett Learning, 4th edition, 2020)
- FIRESCOPE *Field Operations Guide ICS 420-1 (FOG Manual)*
- *Incident Response Pocket Guide* (NWCG, current edition)
- *S-200 Instructor Guide: Initial Attack Incident Commander* (NWCG)

Additional Resources (recommended):
- NFPA 1600: Standard on Continuity, Emergency, and Crisis Management (current edition)
- *Fireline Handbook* (NWCG (NFES 0065), current edition)
- *CAL FIRE Wildland Urban Interface Operating Principles*
- *S-200 Instructor Guide: Initial Attack Incident Commander* (NWCG, CD-ROM)
- Training.fsri.org – There are a lot of educational videos that support this course

Online Instructor Resources

The following instructor resources are available online at https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications
- None

Student Resources

To participate in this course, students need:
- Required textbook chosen by the instructor
- FIRESCOPE *Field Operations Guide ICS 420-1 (FOG Manual)*
- *Incident Response Pocket Guide* (NWCG, current edition)
- A printed copy of the Fire Officer 2 Certification Task Book (2020)
- Access to a computer and printer

Facilities, Equipment, and Personnel

Facilities
The following facilities are required to deliver this course:
- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart with markers, erasers, etc.
  - Projector, screen, amplification devices
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities
  - Scenario-based software

Time Table

Segment	Lecture	Application	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.5	0.5	
Topic 1-2: Fire Officer 2 Certification Process	0.5	0.0	
Topic 1-3: Definition of Duty for a Fire Officer 2	0.5	0.0	
Unit 1 Totals	**1.5**	**0.5**	**2.0**
Unit 2: Foundational Skills			
Topic 2-1: Leaderships and Communication	0.75	0.5	
Topic 2-2: Awareness, Decision Making, and Risk	0.75	0.5	
Topic 2-3: Ensuring Overall Readiness	0.5	1.0	
Topic 2-4: Verifying Personnel Qualifications	0.25	0.5	
Topic 2-5: Preparing a Written Report	0.25	0.5	
Topic 2-6: Producing Standard Operational Plans	0.5	2.0	
Topic 2-7: Incident Dynamics and Command Principles	1.0	1.0	
Unit 2 Totals	**4.0**	**6.0**	**11.0**
Unit 3: Initial Actions			
Topic 3-1: Obtaining Complete Information from Dispatch	0.25	0.5	
Topic 3-2: Sizing Up an Incident	0.75	1.5	
Topic 3-3: Establishing an Initial Incident Command Post	0.5	1.0	
Unit 3 Totals	**1.5**	**3.0**	**4.5**
Unit 4: Incident Action Planning			
Topic 4-1: Developing and Initial Action Plan	2.0	4.0	
Topic 4-2: Implementing an Incident Action Plan	2.0	4.0	
Unit 4 Totals	**4.0**	**8.0**	**12.0**
Unit 5: Incident Operations			
Topic 5-1: Assigning Emergency Tasks or Responsibilities	1.0	2.0	
Topic 5-2: Analyzing Incident Resource Needs	1.0	2.0	
Topic 5-3: Deploying Incident Resources	1.0	2.0	
Topic 5-4: Providing for Logistical Needs	0.5	1.0	
Topic 5-5: Evaluating Changing Incident Conditions	0.5	1.0	
Topic 5-6: Responding to Requests for Incident Information	1.0	2.0	
Topic 5-7: Completing Incident Operations	0.5	1.0	
Topic 5-8: Transferring Command	0.5	1.0	
Unit 5 Totals	**6.0**	**12.0**	**18.0**
Unit 6: Post-Incident Analysis			
Topic 6-1: Completing Personnel and Equipment Records	0.25	0.5	
Topic 6-2: Preparing Incident Documentation	0.25	0.5	

Topic 6-3: Developing and Conducting a Post-Incident Analysis	0.5	1.0	
Unit 6 Totals	**1.0**	**2.0**	**3.0**
Formative Assessments			
Determined by AHJ or educational institution	**0.0**	**2.0**	**2.0**
Summative Assessment			
Determined by AHJ or educational institution	**0.0**	**2.0**	**2.0**
Course Totals	**18.0**	**36.0**	**54.0**

Fire Officer 2 is a lower division level program. For every hour of teaching time, students should anticipate two hours of outside work (reading, research, assignments, etc.).

The courses are designed to align with an academic calendar, spread across a semester or delivered in a hybrid model with onsite or synchronous classes and periods of independent or asynchronous work in between.

Time in class can include discussing, preparing for, and reviewing or presenting activities, but the time to complete activities will take place outside of the classroom.

Activities may take longer to complete than the 1:2-hour time ratio documented in the course plan as the activities are intended to meet task book sign off requirements.

Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.

4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
   - Restroom locations
   - Food locations
   - Smoking locations
   - Emergency procedures
2. Identify classroom requirements
   - Start and end times
   - Breaks
   - Electronic device policies
   - Special needs and accommodations
   - Other requirements as applicable
3. Review course syllabus
   - Course objectives
   - Calendar of events
   - Course requirements
   - Student evaluation process
   - Assignments
   - Activities
   - Required student resources
   - Class participation requirements

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Officer 2 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 2 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer certification track
   - Fire Officer 2 (formerly Company Officer)
   - Fire Officer 3 (formerly Chief Fire Officer)
   - Fire Officer 4 (formerly Executive Chief Fire Officer)
2. Identify the prerequisites for Fire Officer 2 certification
   - Candidate has completed one of the following prerequisites
     o OSFM Fire Fighter 2 certification (any version)
     o Appointment to the rank of Company Officer or Fire Officer 2 (acting does not apply)
3. Identify the course work required for Fire Officer 2 certification
   - Fire Officer 2A: Human Resource Management (2020) or Company Officer 2A: Human Resource Management for Company Officers (2014)
   - Fire Officer 2B: Administration and Community Risk Reduction (2020) or Company Officer 2B: General Administrative Functions for Company Officers (2014) and Company Officer 2C: Fire Inspections and Investigations for Company Officers (2014)
   - Fire Officer 2C: Initial Incident Command (2020) or Company Officer 2D: All-Risk Command Operations for Company Officers (2014) and Company Officer 2E: Wildland Incident Operations for Company Officers (2014) and S-200 Initial Attack Incident Commander (NWCG)
   - ICS-200.B: Incident Command System for Single Resources and Initial Action Incidents (FEMA)
   - S-290: Intermediate Wildland Fire Behavior (NWCG – in person course only)
   - Instructor I: Instructional Methodology (SFT)
   - Behavioral Health and Cancer Prevention 2A (SFT)
4. Identify the exams requirements for Fire Officer 2 certification
   - Not applicable
5. Identify the task book requirements for Fire Officer 2 certification
   - Fire Officer 2 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 2 certification
   - A minimum of two years' full-time paid or four years' volunteer of part-time paid experience working at the Fire Fighter 2 level in a recognized California fire agency
7. Identify the position requirements for Fire Officer 2 certification
   - None
8. Describe the certification task book process
9. Describe the certification testing process
   - Not applicable
   - All formative and summative testing is completed in individual courses

10. Describe how to develop a course assignment portfolio
    - Course assignments are designed to meet Task Book requirements
    - Meet with Fire Chief or authorized designee to determine assignment parameters and discuss expectations for JPR sign off
        - Task book activities should fulfill the JPRs while meeting AHJ needs and advancing the participant's agency
        - Activities should ideally be completed within the work environment
    - Describe how to develop effective portfolio documentation such as:
        - Spreadsheets
        - Memos
        - Staff reports
        - Incident-related documents (IAP, ICS-225 Evaluation Form, etc.)

Discussion Questions
1. Which SFT Fire Officer 2 Task Book (2020) job performance requirements are associated with this course?
2. When would you use an email versus a memo?

Application
1. Have students print their Fire Officer 2 Certification Task book and initiate a conversation with their Fire Chief or authorized designee.

Instructor Notes
1. Make sure students understand expectations for task book sign offs and course assignment submissions.
2. Be prepared to provide quality feedback on all submitted assignments.
3. Throughout the course, use different incident scenarios (i.e., simple structure fire, hazmat, boat incident, vehicle incident, active shooter, etc.) to teach the topics. Students should repeat the incident processes (i.e., dispatch, size up, IAP, etc.) for each scenario type to practice their skills in different situations. The final scenario that incorporates all topics must be a multi-unit wildland or wildland/urban interface (WUI) fire to meet the embedded Wildland Fire Officer I (NFPA) and Initial Attack Incident Commander (NWCG) job performance requirements.

CTS Guide: None

Topic 1-3: Definition of Duty for a Fire Officer 2

Terminal Learning Objective

At the end of this topic a student, given NFPA 1021 and NFPA 1140 standards will be able to identify the prerequisite qualifications and emergency service delivery and wildland preparedness, mobilization, and suppression duties of a Fire Officer 2, in accordance with national, state, and local standards.

Enabling Learning Objectives

1. Identify the prerequisite qualifications of a Fire Officer 2
   - Fire Officer Level I certification as defined in NFPA 1021
   - The ability to describe
     - o Current national and international trends and developments related to fire service organization, management, and administrative principles
     - o Public and private organizations that support the fire and emergency services and the functions of each
2. Identify the prerequisite qualifications of a Wildland Fire Officer I
   - Authority and responsibility of coordinating jurisdictional agencies
   - Formal and informal agreements between jurisdictional agencies
   - Incident management system used by the jurisdiction
   - The Wildland Fire Officer I role with the incident management system
3. Identify the emergency services delivery duties of an NFPA Fire Officer I and II
   - Supervising single-unit and multi-unit emergency operations
   - Conducting pre-incident planning
   - Deploying assigned resources in accordance with the local emergency plan
4. Identify the wildland preparedness, mobilization, and suppression duties of an NFPA Wildland Fire Officer I
   - Mobilization
     - o Collect AHJ dispatch information
     - o Assemble assigned resources
     - o Travel to designated location
     - o Check in
   - Suppression
     - o Supervision of a single resource involved in wildland fire suppression
     - o Assume command of initiation attack incident until relieved (if first on scene)
5. Describe a Fire Officer 2's role in
   - Initial attack
     - o Incident Commander Type 4 (ICT4)
     - o Other overhead or operational positions
   - Extended attack
   - Major fire/incident
   - Statewide ordering and mobilization process

Discussion Questions

1. Why are NFPA Fire Officer I and II standards combined into one SFT certification?

2. Why are Wildland Fire Officer I and NWCG S200 Initial Attack Incident Commander standards included in SFT's Fire Officer 2 certification?

Application

1. Determined by instructor

Instructor Notes

1. None

CTS Guide Reference: CTS 1-1, CTS 8-1, CTS 15-1

Unit 2: Foundational Skills

Topic 2-1: Leadership and Communication

Terminal Learning Objective

At the end of this topic a student, given an incident, will be able to lead and communicate so that incident objectives are met, and errors and accidents are minimized.

Enabling Learning Objectives

1. Describe "leadership"
   - Providing purpose, direction, and motivation for incident personnel working to accomplish difficult tasks under dangerous, stressful circumstances
     - Take charge of assigned resources
     - Motivate firefighters with a "can do safely" attitude
     - Demonstrate initiative by taking action in the absence of orders
     - Communicate by giving specific instructions and asking for feedback
     - Supervise at the scene of action
2. Describe the foundations of leadership
   - Duty (how you value your job)
   - Respect (how you value others)
   - Integrity (how you value yourself)
3. Describe command presence
   - Competent
   - Composed
   - Decisive
   - Self-confident
   - Goal oriented
4. Describe the leadership environment
   - Team
     - All levels of followers within framework
     - Different skill mixes and unique personality traits
   - Leader
     - Honest understanding of strengths, weaknesses, capabilities, and limitations
   - Task
     - High consequences
     - Time compression
     - Special skill needs
5. Describe leadership styles
   - A situationally dependent method and process for assuring that tasks are understood, supervised, and accomplished
   - Directing
     - Autocratic
     - Followers have minimal opportunity for decision-making and feedback
   - Delegating

- - o Followers have moderate to high level of decision-making responsibility and moderate feedback opportunity
  - Participative
    - o Followers are expected to provide ideas and may have high levels of decision-making responsibility
6. Describe leader's intent
   - Provides basis for subordinates to exercise initiative when unexpected opportunities or barriers arise
   - Developed at all levels
   - Components
     - o Task = What is to be done?
     - o Purpose = Why it is to be done?
     - o End State = How it should look when done?
7. Describe communication responsibilities
   - Effective communication is best protection against errors and accidents in high-risk environments
   - Everyone (regardless of rank, rating, or position) has an obligation to communicate critical information
     - o Brief others as needed
     - o Debrief your actions
     - o Communicate hazards to others
     - o Acknowledge messages
     - o Ask if you don't know
8. Communicate
9. Lead

Discussion Questions
1. How is leader's intent communicated?
2. What leadership style would you use on a routine incident?
3. How is command presence communicated through behavior?

Application
1. Lead and communicate, given an incident, so that incident objectives are met, and errors and accidents are minimized. Submit a completed ICS 225 (Incident Personnel Performance Rating). (Fire Officer 2 Task Book, JPR 26)

Instructor Notes
1. Refer to Operational Leadership in the *IRGP*.
2. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 8-2

Topic 2-2: Awareness, Decision Making, and Risk

Terminal Learning Objective

At the end of this topic a student, given an incident, will be able to manage risk through effective situational awareness and decision-making so that incident objectives are met, and risks are minimized.

Enabling Learning Objectives

1. Describe situational awareness (SA)
   - Foundation of decision-making process
   - How well perception matches reality
   - Perception
     - Results from experiences, attitudes, and situational cues
   - Information gathering
     - Observation
     - Communication
     - Filtering and focusing
     - Distraction
   - First impressions
     - Establishes initial perception of incident
   - Feedback
     - Willingness to listen and act upon input
2. Describe the decision-making cycle
   - Recognize problem
   - Select option(s)
   - Decision point
   - Take action
   - Change
     - Update SA
     - Evaluate decisions
     - Adjust actions
3. Describe the risk management process
   - Assists in making operational decisions on an incident
     - Situation Awareness
     - Hazard assessment
     - Hazard control
     - Decision point
     - Evaluation
4. Use situational awareness
5. Make decisions
6. Manage risk

Discussion Questions

1. Why do personnel get injured on incidents?
2. How often should you update situational awareness?

3. What are the differences between a decision-making cycle and a risk management process?

Application

1. Manage risk through effective situational awareness and decision-making, given an incident, so that incident objectives are met, and risks are minimized. Document risks and implementation of the risk management process on an ICS 215A (Incident Action Plan Safety Analysis) form. (Fire Officer 2 Task Book, JPR 27)

Instructor Notes

1. Give students practice with "Go/No Go" decision-making scenarios.
2. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 8-3

Topic 2-3: Ensuring Overall Readiness

Terminal Learning Objective

At the end of this topic a student, given AHJ standards, policies, and procedures, will be able to ensure overall readiness of assigned crew, vehicle(s), and equipment to maintain operational readiness.

Enabling Learning Objectives

1. Interpret AHJ standards, policies, and procedures
   - Wildland or operational pre-plans
   - Inter-agency standards
     - *Field Operations Guide* (FIRESCOPE)
     - *Incident Response Pocket Guide* (NWCG)
2. Identify components of an initial Incident Command Kit
   - IRPG
   - NWCG Incident Organizer
   - ICS forms
   - Fire report
3. Describe crew needs and capabilities
   - Physical fitness
   - Attitude and mindset
   - Capabilities and qualifications
4. Describe vehicle and equipment readiness
   - Vehicle kind and type capability
   - Equipment suitability and service readiness
5. Assess and determine capabilities and readiness
   - Crew
   - Vehicle(s)
   - Equipment

Discussion Questions

1. What are some ways that you can assess capabilities?
2. More than any other factor, what determines the capabilities of a given resource?

Application

1. Ensure overall readiness of assigned crew, vehicle, and equipment, given AHJ standards, policies, and procedures, so that operational readiness is maintained. Submit applicable AHJ forms (i.e., daily vehicle and equipment check-off sheet, red card or CICCS qualifications card, unit staffing report, etc.). (Fire Officer 2 Task Book, JPR 48)

Instructor Notes

1. Discussion Question 2 – It's the people!

CTS Guide Reference: CTS 17-1

Topic 2-4: Verifying Personnel Qualifications

Terminal Learning Objective

At the end of this topic a student, given an assignment or task, will be able to verify the qualifications of assigned personnel so that individual fire fighter qualifications are appropriate, deficiencies are identified and reported, and corrective action is taken.

Enabling Learning Objectives

1. Interpret AHJ personnel policies, procedures, and qualifications standards
2. Describe qualification standards
    - CICCS (California Incident Command Certification System)
    - NWCG 310-1 (National Wildland Coordinating Group)
    - NFPA 1021, 1140, and 1500
    - Cal OES *Field Operations Guide*
        o Resource Types and Minimum Standards
3. Describe evaluation methods
    - Production standards
    - Readiness exercises
    - Skill drills
    - Arduous physical fitness standards
4. Assess personnel qualifications for assignment in accordance with AHJ policies and procedures
    - Training levels
    - Experience
    - Fatigue
    - Health and wellness

Discussion Questions

1. Does your organization follow the performance guidelines laid out in NFPA 1140 and 1500?
2. What relationship exists between physical fitness and fatalities?
3. What is the difference between qualifications and capabilities?
4. What process does your AHJ follow if someone is not qualified to operate their assigned equipment?

Application

1. Verify the qualifications of assigned personnel, given an assignment or task, so that individuals' firefighter qualifications are appropriate, deficiencies are identified and reported, and corrective action is taken. Submit a memo that documents your crew's qualification status and justifies your conclusion. (Fire Officer 2 Task Book, JPR 45)

CTS Guide Reference: CTS 16-2

Topic 2-5: Preparing a Written Report

Terminal Learning Objective

At the end of this topic a student, given incident reporting data from the jurisdiction, will be able to prepare a written a report so that the major causes for service demands are identified for various planning areas within the organization's service area.

Enabling Learning Objectives

1. Describe incident types
   - Single-family dwelling fires
   - Multiple-family dwelling fires
   - Commercial fires
   - Assembly fires
   - Mid-rise and high-rise fires
   - Multi-casualty incidents
   - Technical rescue
   - Hazardous materials incidents
   - Wildland/WUI
2. Describe how to interpret response data to identify reasons for service demands
3. Write clearly
4. Interpret response data correctly to identify reasons for service demands

Discussion Questions

1. What are some examples of community changes that would increase service demands?

Application

1. Prepare a written report, given incident reporting data from the jurisdiction, so that the major causes for service demands are identified for various planning areas within the organization's service area. Submit your written report. (Fire Officer 2 Task Book, JPR 42)

Instructor Notes

1. None

CTS Guide Reference: CTS 13-3

Topic 2-6: Producing Standard Operational Plans

Terminal Learning Objective

At the end of this topic a student, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720; and AHJ-approved safety procedures, will be able to produce operational plans so that required resources and their assignments are obtained, plans are carried out in compliance with NFPA standards and approved safety procedures, resulting mitigation of the incident.

Enabling Learning Objectives

1. Interpret standard operating procedures
2. Interpret national, state/provincial, and local information resources available for emergency incident mitigation
3. Describe an Incident Management System
4. Identify the components of:
   - NFPA 1600: Continuity, Emergency, and Crisis Management
   - NFPA 1700: Guide for Structural Fire Fighting
   - NFPA 1710: Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments
   - NFPA 1720: Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Volunteer Fire Departments
5. Describe a personnel accountability system
6. Identify special considerations that impact incident management
   - Social/political
   - Environmental
     - o Threatened and endangered species
     - o Resource values to be protected
   - Incident recovery
   - Cultural
   - Wildfire use
   - Fire environment (resistance to control)
     - o Fuels
     - o Weather
     - o Topography
   - Urban interface
   - Personnel welfare/fatigue
   - Contractors
   - Cost containment
   - Community risk reduction plan
7. Implement an incident management system
8. Communicate
9. Supervise and account for assigned personnel under emergency conditions
10. Serve in command staff and unit supervision positions within the IMS

Discussion Questions
1. What is the purpose of an operational plan?
2. What are the components of your department's operational plan?

Application
1. Produce operational plans, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720; and AHJ-approved safety procedures, so that required resources and their assignments are obtained, plans are carried out in compliance with NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720, and approved safety procedures resulting in the mitigation of the incident. Submit a proposed new or revised standard operating procedure or guideline using your AHJ format. (Fire Officer 2 Task Book, JPR 40)

Instructor Notes
1. None

CTS Guide Reference: CTS 13-1

Topic 2-7: Incident Dynamics and Command Principles

Terminal Learning Objective
At the end of this topic a student, given an incident, will be able to evaluate an incident based on its complexity so that current incident needs are met and incident potential is projected and communicated.

Enabling Learning Objectives
1. Identify elements of incident dynamics to determine proper resourcing including:
   - Incident type, size, and complexity
     - Type 5
     - Type 4
     - Type 3
   - Static vs. dynamic
   - Incident potential
2. Describe Type 4 incident characteristics
   - Incident usually limited to one operational period in the control phase
     - Mop-up may extend into multiple operational periods
   - Written incident action plan not required
     - Complete a documented operational briefing for all incoming resources
   - ICT4 manages ad hoc organization
     - ICS Command and General Staff positions are not activated
   - Primarily uses local resources
     - Single and multiple resources
     - Task forces and strike teams
3. Describe incident command responsibilities
   - All initial attack incident activities
     - Developing and implementing strategic decisions
     - Approving ordering and release of resources
     - Coordinating with other agencies, jurisdictions, and affected entities and organizations (including unified command)
4. Demonstrate principles of command to effectively manage an incident including risk assessment, data-driven and evidence-based tactical decision making, and command presence
   - Fundamentals of fire dynamics
   - Structure fire flow path, building construction, and geometry
   - Incident progression forecasting
   - Pre-incident planning
   - Emergency operations plans and procedures
   - Capabilities and resources including mutual aid
5. Describe leadership responsibilities in a dynamic environment
   - Maintain safety standards
   - Monitor incident conditions
   - Maintain span-of-control

- Monitor crew welfare
- Evaluate incident complexity
- Re-evaluate strategies, tactics, hazards

Discussion Questions
1. How are incidents typed?
2. What criteria is used to determine incident complexity?
3. How does incident complexity impact an Incident Commander's leadership?

Application
1. Evaluate an incident based on its complexity, given an incident, so that current incident needs are met and incident potential is projected and communicated. Submit an ICS 201 (Incident Briefing) form that projects incident potential. (Fire Officer 2 Task Book, JPR 50)

Instructor Notes
1. There are multiple Application activities that include submitting an ICS 201 form. Students do not need to complete all tasks on one form. They may submit multiple forms to accomplish these activities. Have students include the applicable Task Book JPR number(s) on each form.
2. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 19-1

Unit 3: Initial Actions

Topic 3-1: Obtaining Complete Information from Dispatch

Terminal Learning Objective

At the end of this topic a student, given AHJ standard operating procedures, will be able to obtain complete information from AHJ dispatch to determine travel route, assignment, time needed, and point of contact.

Enabling Learning Objectives

1. Identify common information collection points
   - Pre-dispatch
     - Weather
     - Fire behavior
     - Available resources
     - Incident history
     - Burning index
     - Energy release component
   - Initial dispatch
     - Incident name
     - Radio frequencies
     - Location and jurisdiction
     - Access
     - Resources responding
     - Hazards and risks
   - During incident
     - Briefings
     - Situational awareness
     - Unit log
     - Dispatch
     - Weather and fire behavior
   - Ongoing situational awareness and risk management
2. Describe AHJ procedures for:
   - Dispatch
     - Order and request number
     - Response mode (planned vs. immediate vs. initial attack)
     - Reporting location and ground contact
     - Radio frequencies
   - Travel
     - Response/routes
     - Configuration (single resource vs. strike team)
     - En route emergency procedures
       - Accidents
       - Equipment breakdown
     - Logistics

- Response timing
  - Initial alarm/attack
  - Immediate need
  - Planned need
3. Describe response to incidents occurring under different jurisdictional authorities
  - Local
  - State
  - Federal

Discussion Questions
1. What are the response-time expectations for planned need, immediate need, and initial alarm/attack dispatches?
2. What is the importance of the order and request number?
3. How do local resource requests differ from Cal OES resource requests?

Application
1. Obtain complete information from AHJ dispatch, given AHJ standard operating procedures, so that travel route, assignment, time needed, and point of contact are determined. Submit an initiated ICS 201 (Incident Briefing) or 214 (Activity Log) form that contains all appropriate dispatch information. (Fire Officer 2 Task Book, JPR 49)

Instructor Notes
1. Be familiar with federal, state, and local incident qualifications and mutual aid.
2. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 18-1

Topic 3-2: Sizing Up an Incident

Terminal Learning Objective

At the end of this topic a student, given incident information and AHJ policies and procedures, will be able to develop an initial report on conditions that communicates required incident information to the AHJ communications center and updates it as needed.

Enabling Learning Objectives

1. Interpret AHJ incident size-up requirements
2. Define "size up"
   - The continual evaluation of an incident to determine the course of action
3. Identify the purpose of size up actions
   - Develops a common operating picture
   - Provides basis for Plan of Action
4. Describe incident size up procedures
   - Location
   - Object
     o Structure
     o Vehicle
     o Wildland
   - Conditions
     o Incident size
     o Rate of spread
     o Immediate threats to life or property
     o Incident potential
   - Actions
     o Immediate actions being done by first-in unit
   - Assignments
     o Subsequent arriving units
     o Resources needed
   - Other considerations
     o Access
     o Terrain
     o Weather
     o Anticipated control problems
     o Cause (known, suspected)
     o Anticipated time of control
5. Identify and communicate relevant incident information
   - Initial radio report
   - Common operating picture
   - Resource request
   - Incident updates (CAN: conditions, actions, needs)

Discussion Questions

1. What elements go into a report on conditions?

Application
1. Develop an initial report on conditions, given incident information and AHJ policies and procedures, so that required incident information is communicated to the AHJ communications center and updated as needed. Submit an ICS 201 form that documents size-up conditions. (Fire Officer 2 Task Book, JPR 52)

Instructor Notes
1. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 19-3

Topic 3-3: Establishing an Initial Incident Command Post

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, will be able to establish an incident command post (ICP) and communicate its location to personnel.

Enabling Learning Objectives

1. Describe factors affecting appropriate initial ICP locations, potentially including:
   - Safety
   - Access to incoming resources
   - Communications needs
2. Establish an ICP

Discussion Questions

1. What is the difference between an initial ICP and an extended attack ICP?
2. What are some potential locations for an ICP?
3. Why is it important to establish an ICP?

Application

1. Establish an incident command post (ICP), given AHJ policies and procedures, so that the location is identified and communicated to personnel. Document the command post location on your ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 53)

Instructor Notes

1. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 19-4

Unit 4: Incident Action Planning

Topic 4-1: Developing an Initial Incident Action Plan

Terminal Learning Objective

At the end of this topic a student, given an incident, available resources, and an ICS 201 Incident Briefing form, will be able to develop an initial incident action plan so that incident objectives are set, strategies and tactics are applied, and resources are deployed according to AHJ policies and procedures.

Enabling Learning Objectives

1. Describe standard operating procedures for emergency incidents
   - Communications
     - o Face-to-face vs. radio
     - o Initial report
     - o Resource requests
     - o Condition updates
   - Company operations
   - Transfer of command
2. Describe components of the ICS 201 Incident Briefing form
3. Define incident priorities
   - Life
   - Property
   - Environment
4. Analyze emergency scene conditions and determine tactical priorities
   - Analyze hazards and risk
     - o Fire fighters
     - o Public
   - Interpret current and anticipated incident behavior
     - o Fuel, topography, current and predicted weather
     - o Estimate rates of spread
     - o Fire behavior within a structure
     - o Forecast incident progression
   - Identify values at risk
5. Describe how to assess resource availability and capability
   - Factors that impact the allocation of resources
   - Resource requests and assignments
   - Immediate support needs
6. Describe how to set incident objectives
   - Objectives define "box" around incident
   - Set SMART objectives (specific, measurable, attainable, realistic, timebound)
7. Describe how to select strategies and tactics
   - Strategies = actions taken to achieve incident objectives
   - Tactics = actions taken to accomplish incident strategies

- Tasks = a series of actions that needed to accomplish tactics
8. Identify decision points
   - A predetermined event or time that initiates a preplanned response
     - Geographic or location factor
     - Duration
     - Incident size or extent
9. Describe PACE planning (primary, alternate, contingency, emergency plans)
10. Describe how to activate the local emergency plan, including localized evacuation procedures
11. Complete ICS 201 Incident Briefing form

Discussion Questions
1. How do you determine tactical priorities?
2. What additional considerations are involved when supervising multiple companies?
3. Thinking of a previous experience, what made you switch from an offensive mode to a defensive mode?
4. What are some scene safety considerations?

Application
1. Develop an initial action plan, given size an incident, available resources, and an ICS 201 Incident Briefing form, so that incident objectives are set, strategies and tactics are applied, and resources are deployed according to AHJ policies and procedures. Submit a completed ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 20 and 51)

Instructor Notes
1. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 6-1, CTS 19-2

Topic 4-2: Implementing an Incident Action Plan

Terminal Learning Objective

At the end of this topic a student, given assigned resources, incident type, and a preliminary plan, will be able to implement an incident action plan at an emergency operation so that resources are deployed to mitigate the situation.

Enabling Learning Objectives

1. Describe AHJ standard operating procedures
2. Describe resources available for the mitigation of fire and other emergency incidents
3. Describe the AHJ's incident management system procedures
4. Describe scene safety and risk management considerations
5. Describe personnel accountability systems
6. Describe how to re-evaluate incident conditions
    - Objectives, strategies, tactics, tasks
    - Incident progression
    - Tactical actions vs. decision points/benchmarks
    - Resource needs
    - Logistical needs
    - Periodic updates
7. Describe transfer of command procedures
8. Implement an incident management system
9. Communicate orally
10. Manage scene safety
11. Supervise and account for assigned personnel under emergency conditions

Discussion Questions

1. Why must only one person be in charge of incident operations?
2. What is the span of control and how does it impact incident organization?
3. What is a Personal Accountability Report (PAR) and what is its purpose?
4. What is a life hazard?
5. What are considerations for evaluating an ongoing incident?
6. What are some key items to address during a transfer of command?

Application

1. Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation. Submit a completed ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 21)

Instructor Notes

1. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 6-2

Unit 5: Incident Operations

Topic 5-1: Assigning Emergency Tasks or Responsibilities

Terminal Learning Objective

At the end of this topic a student, given an assignment at an emergency incident, will be able to assign tasks or responsibilities to unit members so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

Enabling Learning Objectives

1. Describe verbal communications during emergency incidents
   - Briefings
   - Radio
   - Proxy
   - Face to face
2. Describe techniques used to make assignments under stressful situations
   - Leader's Intent
     - o Task
     - o Purpose
     - o End state
   - Clear text/simple language
   - Common terminology
   - Voice tone
   - Common operating picture
3. Describe methods of confirming understanding
   - Responses
     - o Body language
     - o Facial expressions
     - o Tone of voice
   - Limitations
     - o Radio communications can limit understanding
       - ▪ Multiple channels/messages
       - ▪ No body language or gestures
       - ▪ Voice distortion
   - Methods
     - o Repeat message back to sender
     - o Face-to-face communication preferred
       - ▪ Use body language or gestures
4. Condense instructions for frequently assigned unit tasks based on training and standard operating procedures

Discussion Questions

1. On an emergency scene, what are some common barriers to effective communication?
2. How would you overcome these obstacles?

Application

1. Assign tasks or responsibilities to unit employees, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed. Submit an ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 1)

Instructor Notes

1. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 2-1

Topic 5-2: Analyzing Incident Resource Needs

Terminal Learning Objective

At the end of this topic a student, given assigned resources and incident status, will be able to analyze incident needs to order additional resources or identify and release excess resources in accordance with AHJ policies and procedures.

Enabling Learning Objectives

1. Interpret AHJ policies and procedures related to resource ordering and release
2. Describe how to determine resource needs
    - Determine work to be done
    - Determine assigned and available resources
    - Compare tactical progress with incident objectives
3. Make resource decisions
    - Identify gaps and resources needed (Kind and Type)
    - Recommend a resource order

Discussion Questions

1. What is your department's policy on ordering resources?
2. What common errors can occur when ordering resources?
3. What is reflex time?

Application

1. Analyze incident needs, given assigned resources and incident status, so that additional resources needed are ordered or excess resources are identified and released in accordance with AHJ policies and procedures. Submit an ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 59)

Instructor Notes

1. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 19-10

Topic 5-3: Deploying Incident Resources

Terminal Learning Objective

At the end of this topic a student, given an assignment, personnel, equipment, and AHJ policies and procedures, will be able to deploy resources to manage an incident, taking appropriate actions and ensuring personnel safety.

Enabling Learning Objectives

1. Describe techniques for proper and safe deployment of assigned resources
2. Identify capabilities of firefighting equipment and personnel
3. Identify radio communications capabilities and protocols
4. Describe all-risk resource considerations
   - HazMat hot zones
   - Truck company placement (multi-story structure fire)
   - Downstream protection (water rescue)
   - Heavy equipment
   - Aircraft
   - Other (per AHJ)
5. Describe wildland tactical actions and guidelines
   - Fireline location and construction techniques
   - Ignition procedures
     o Authority for use
     o Qualifications
     o Go/no go checklist
6. Describe WUI tactical actions and guidelines
   - Structural triage
   - Structure defense tactical actions
     o Check and go
     o Prep and go
     o Prep and defend
     o Fire front following
     o Bump and run
     o Anchor and hold
     o Tactical patrol
7. Assess and assign personnel and equipment
   - Kind, type, availability

Discussion Questions

1. What is your agency's policy on firing operations? When do these apply?
2. What is your responsibility toward residents who refuse to evacuate?
3. How can wildland fire crews with hand tools be used in a WUI incident?
4. What are different ways aircraft be used on all-hazard incidents?

Application

1. Deploy resources to manage an incident, given an assignment, personnel, equipment, and AHJ policies and procedures, so that appropriate suppression actions are taken, and

safety of personnel is ensured. Submit an ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 54)

Instructor Notes

1. Use FIRESCOPE WUI structure defense documents as a resource here.
2. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 19-5

Topic 5-4: Providing for Logistical Needs

Terminal Learning Objective

At the end of this topic a student, given an incident, assigned resources, and agency policies and procedures, will be able to provide for the logistical needs of assigned resources so that personnel and equipment needs are met in accordance with AHJ policies and procedures.

Enabling Learning Objectives

1. Describe short- and long-term needs as determined by the incident
   - Initial action
     - Water supply
     - SCBA bottle refills
     - Drinking water
     - First aid or medical treatment (incident within an incident (IWI))
       - Interpret AHJ accident and illness reporting procedures
       - Describe how to use the ICS 206 Medical Plan form
       - Identify appropriate notifications and required reports
     - Rehabilitation area
     - Decontamination area
   - Extended operations
     - Relief resources
     - Lighting
     - Sanitation
     - Fuel for equipment
     - Meals
     - Sleeping provisions
2. Identify logistical support and service needs
   - Place consolidated resource request with adequate lead time
3. Write and communicate reports

Discussion Questions

1. What are the logistical needs for initial action incidents?
2. How do these logistical needs change for incidents that continue for an extended period?
3. Who do you contact if there is a need for medical care?
4. Define an incident within an incident. What are some examples?

Application

1. Provide for first aid or medical treatment, given an injured or ill firefighter and AHJ policies and procedures, so that treatment is provided, appropriate notifications are made, and required administrative reports are completed. Submit notation on an ICS 201 (Incident Briefing) or 214 (Activity Log) form. (Fire Officer 2 Task Book, JPR 46)
2. Provide for the logistical needs of assigned resources, given a wildland fire, assigned resources, and AHJ policies and procedures, so that personnel and equipment needs are met in accordance with agency policies. Submit notation on an ICS 201 (Incident Briefing) or 214 (Activity Log) form. (Fire Officer 2 Task Book, JPR 58)

Instructor Notes
1. This Application can be completed through Activity 3-1: Command an Initial Incident.
CTS Guide Reference: CTS 16-3, CTS 19-9

Topic 5-5: Evaluating Changing Incident Conditions

Terminal Learning Objective

At the end of this topic a student, given an incident, will be able to evaluate incident conditions, identifying progress, changes in fuels, topography, weather, fire behavior, personnel safety, and other significant events, and communicating these conditions to the supervisor and to assigned and adjoining personnel.

Enabling Learning Objectives

1. Describe on-going situational awareness
   - Everyone's responsibility
   - Criteria (based on incident and risk)
   - Update intervals
   - Communication requirements
2. Interpret intermediate wildland fire behavior
   - Evaluate wildland fire weather, fuels, and topographic information
   - Describe current and forecast fire behavior
   - Describe other hazards and factors related to the wildland fire environment
   - Describe how incident conditions change the plan of action
   - Describe how the above conditions affect personnel safety in an incident
     - LCES (lookouts, communications, escape routes, safety zones)
3. Collect wildland weather, fuels, and topographic information
   - Use belt weather kit or handheld weather device
   - Determine 1-hour fine dead fuel moisture
   - Forecast rate of spread factors within topographical features
4. Describe how to evaluate progress towards meeting incident objectives
   - Continuous cycle
   - Tactical progress
   - Decision/trigger points
   - Safety concerns
   - Incident complexity changes
   - Logistical needs/issues
   - Other concerns
5. Describe methods of communicating pertinent updated information
6. Communicate with supervisors, crew members, and adjoining personnel

Discussion Questions

1. How do you gather information on incident conditions?
2. Why is it important to revise your plan of action based on changing indicators?
3. How do you communicate changes in a plan of action?
4. What types of information needs to be communicated?

Application

1. Evaluate incident conditions, given a wildland fire, so that progress, changes in fuels, topography, weather, fire behavior, personnel safety, and other significant events are identified and communicated to the supervisor and to assigned and adjoining personnel.

Submit a weather observation report in a Fire Weather Observation Notebook. (Fire Officer 2 Task Book, JPR 56)

2. Communicate with supervisors, crew, and adjoining personnel, given an incident, so that progress, changes in conditions, incident behavior, and other significant events are current. Submit notation on an ICS 201 (Incident Briefing) or 214 (Activity Log) form. (Fire Officer 2 Task Book, JPR 57)

Instructor Notes

1. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 19-7, CTS 19-8

Topic 5-6: Responding to Requests for Incident Information

Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, will be able to respond to requests for incident information accurately, in accordance with policies, and in a time-sensitive manner.

Enabling Learning Objectives

1. Identify parties who might request incident information
   - Internal (AHJ)
     - o Superiors
     - o Governing/elected officials
   - External
     - o Media
     - o Public
     - o Allied organizations (PG&E, public works, law enforcement, etc.)
2. Interpret AHJ policies and procedures for release of incident information
3. Communicate verbally and in writing

Discussion Questions

1. In your organization, who is responsible for responding to information requests?
2. How does the intended audience shape the message?
3. What are the limitations on the information that can be shared?

Application

1. Respond to requests for incident information, given AHJ policies and procedures, so that response is accurate, within the policies, and provided in a time-sensitive manner. Complete an ICS 213 (General Message) form to respond to an internal request. (Fire Officer 2 Task Book, JPR 63)

Instructor Notes

1. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 19-14

Topic 5-7: Completing Incident Operations

Terminal Learning Objective

At the end of this topic a student, given an incident, personnel, equipment, and AHJ policies and procedures, will be able to deploy resources to mop up or overhaul a fire to extinguish the fire area and return resources to service.

Enabling Learning Objectives

1. Describe how to re-evaluate incident conditions
   - Wildland fire behavior as it applies to mop-up procedures
   - Environmental factors
     o Respirator needs
     o Decontamination needs
     o Falling or collapse hazards
   - Resource capability
     o Personnel fatigue
     o Equipment and apparatus condition
2. Conduct a risk assessment
3. Interpret AHJ policies and procedures for incident demobilization and termination
   - Determine resource demobilization priorities
4. Describe how to demobilize resources
   - Post-briefing with resources (AAR)
   - Work-Rest concerns
   - Ensure for safe travel
   - Logistics for next assignment
   - Inform dispatch and local management
5. Describe how to conduct an after-action review (AAR)
   - Informal discussion
   - Performed immediately after event by personnel involved
   - Involves exchanging ideas and observations, and focusing on improving proficiency
   - Intended for incident evaluation to sustain strengths and improve on weaknesses
     o Everyone should participate
     o Be open and honest about what transpired
     o Leaders enters discussion only when necessary to maintain focus
     o Focus on "what" not "who"
     o Respectful disagreement is okay
     o End on a positive note
   - Key questions:
     o What was planned?
     o What actually happened?
     o Why did it happen?
     o What can we do differently next time?
   - Some components may be included in a formal after-action report

Discussion Questions

1. What is the difference between a contained fire and a controlled fire?

2. What are some considerations for ensuring complete extinguishment?
3. What are some safety considerations during mop up?

Application

1. Deploy resources to mop up or overhaul a fire, given an incident, personnel, equipment, and AHJ policies and procedures, so that appropriate mop-up or overhaul actions are taken. Submit an ICS 214 (Activity Log) form. (Fire Officer 2 Task Book, JPR 61 and 62)

Instructor Notes

1. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 19-12, CTS 19-13

Topic 5-8: Transferring Command

Terminal Learning Objective

At the end of this topic a student, given a wildland fire and an ICS 201 Incident Briefing form, will be able to provide incident information to the incoming replacement incident commander to complete the transfer of command, ensuring the new incident commander has the necessary information to operate.

Enabling Learning Objectives

1. Describe considerations for transfer of command
   - Occurs on an incident where:
     - Complexity exceeds IC's certification or skill level (expanding incident)
     - Command transfers to an IC of equal or lower level (IC relief or incident winding down)
   - A factor in past fireline accidents and entrapments
   - All resource personnel need to know who the IC is at all times
   - Current IC is responsible for incident until transfer process is complete
   - Ensure good documentation in Incident Organizer and ICS 201
2. Interpret AHJ policies and procedures for transfer of command
3. Describe information to communicate during transfer of command
   - IRPG briefing checklist
4. Communicate verbally and in writing using appropriate documentation

Discussion Questions

1. How do transfer of command procedures vary by jurisdiction?
2. Why is comprehensive briefing important?
3. Which ICS role(s) would an outgoing initial Incident Commander fill after being relieved by the incoming Incident Commander?

Application

1. Provide incident information to the incoming replacement incident commander, given a wildland fire and an ICS 201 (Incident Briefing) form, so that the transfer of command is completed, and the new incident commander has the necessary information to operate. Submit a comprehensive ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 60)

Instructor Notes

1. Refer to the IRPG Briefing Checklist.
2. This Application can be completed through Activity 3-1: Command an Initial Incident.

CTS Guide Reference: CTS 19-11

Unit 6: Post-Incident Activities

Topic 6-1: Completing Personnel and Equipment Records

Terminal Learning Objective

At the end of this topic a student, given AHJ policies, procedures, standards, and related forms, will be able to complete personnel and equipment use records using the proper forms in compliance with standards established by the AHJ.

Enabling Learning Objectives

1. Describe AHJ business management practices
2. Interpret AHJ policies and procedures for proper record keeping
3. Describe how to complete personnel time records
4. Describe how to complete equipment use records
5. Describe how to evaluate the job performance of assigned personnel and provide feedback
   - Describe basic performance evaluation methods
   - Describe the procedures for using the ICS 225 Incident Personnel Performance Rating form
6. Use administrative communication skills

Discussion Questions

1. Why is personnel performance feedback important?
2. What forms should you use to record personnel time and equipment use?

Application

1. Evaluate job performance of assigned personnel, given AHJ standards, so that the information is provided to the individual being evaluated and all required forms are completed. Submit a completed ICS 225 (Incident Personnel Performance Information) form. (Fire Officer 2 Task Book, JPR 47)
2. Complete personnel time and equipment use records, given AHJ policies, procedures, and related forms, so that the information is accurate and in compliance with standards established by the AHJ. Complete and submit a Cal OES F-42 form. (Fire Officer 2 Task Book, JPR 64)

Instructor Notes

1. Refer to ICS 225 and F-42s as examples.

CTS Guide Reference: CTS 16-4, CTS 19-15

Topic 6-2: Preparing Incident Documentation

Terminal Learning Objective

At the end of this topic a student, given an all-risk incident and AHJ policies and procedures, will be able to prepare and maintain final incident reports that are complete, accurate, and submitted on time.

Enabling Learning Objectives

1. Interpret AHJ incident reporting policies and procedures
2. Describe the importance of complete, accurate, and timely incident documentation
   - Public record requests
   - Potential litigation (If it isn't written, it didn't happen.)
   - Process improvements
   - Cost recovery
   - Political and environmental issues
3. Describe AHJ incident documentation procedures
   - Components to include
     - Maps
     - ICS forms
     - Dispatch transcripts
     - Resource orders and tracking forms
     - Fire behavior analysis
     - Weather reports
     - Significant events
     - Trends
     - Other
   - Organizational methods
     - Sequential timeline
     - By geographic or functional area
   - Storage and dissemination methods
     - Records retention timeline
     - Retrievability

Discussion Questions

1. Who receives these reports in your jurisdiction?
2. What are important considerations for maintaining records?
3. Why are incident records important?

Application

1. Maintain incident records, given AHJ policies and procedures and applicable forms, so that information is documented. Assemble all incident records to submit as part of the incident final report. (Fire Officer 2 Task Book, JPR 55)
2. Prepare final incident reports, given an all-risk incident, and AHJ policies and procedures, so that the reports are complete, accurate, and submitted on time. Assemble all records, notes, maps, etc. developed throughout the course and use your AHJ incident summary format to provide an incident overview. (Fire Officer 2 Task Book, JPR 65)

Instructor Notes
1. This Application activity will be used as the introduction for the students' after-action report (Topic 6-3).

CTS Guide Reference: CTS 19-6, CTS 19-16

Topic 6-3: Developing and Conducting a Post-Incident Analysis

Terminal Learning Objective

At the end of this topic a student, given a multi-unit incident and post-incident analysis policies, procedures, and forms, will be able to develop and conduct a post-incident analysis so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.

Enabling Learning Objectives

1. Describe the elements of a fire or rescue-related post-incident analysis
   - Strategy and tactics
   - Safety issues
   - Significant events
   - Cause, effect, and impact
2. Describe contributing factors for various incidents
   - Building construction
   - Fire protection systems and features
   - Water supply
   - Fuel loading
   - Fire growth and development
   - Cause of accident
   - Mechanisms of injury
   - Human behavior
3. Describe departmental procedures relating to:
   - Community risk reduction
   - Preparedness and training
   - Dispatch
   - Response
   - Scene operations
   - Customer service
   - Conflict and miscommunication
4. Identify the source of any emergency operations controlling authority, including EMS protocols, if applicable
5. Identify gaps between policies, procedures, and actual practice
   - Steps to close gaps
   - Plans for improvement
6. Write reports
7. Communicate
8. Evaluate skills

Discussion Questions

1. Why do we conduct a post-incident analysis?
2. What are the differences between a "hot wash" and a post-incident analysis or after-action report?

Application

1. Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures. Submit a complete post-incident analysis memo. (Fire Officer 2 Task Book, JPR 22)
2. Develop and conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the approved forms are completed and processed. Submit a complete post-incident analysis memo. (Fire Officer 2 Task Book, JPR 41)

Instructor Notes

1. None

CTS Guide Reference: CTS 6-3, CTS 13-2

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses course plans as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer courses and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details
The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources
The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit
Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics
Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective
A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives
The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions
The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Initial Incident Command Activities

Instructions

- These activities are designed to help you complete your Fire Officer 2 Certification Task Book.
- To determine the assignment parameters, meet with your supervisor and/or training chief to discuss their expectations for JPR sign off.
- The time needed to complete activities is built into the course time allotment but activates may be completed independently outside of the classroom.

Activities: Pre-Incident Preparation

Ensuring Overall Readiness (Topic 2-3)

Task: Ensure overall readiness of assigned crew, vehicle, and equipment, given AHJ standards, policies, and procedures, so that operational readiness is maintained.

Deliverable: Submit applicable AHJ forms (i.e., daily vehicle and equipment check-off sheet, red card or CICCS qualifications card, unit staffing report, etc.). (Fire Officer 2 Task Book, JPR 48)

Verifying Personnel Qualifications (Topic 2-4)

Task: Verify the qualifications of assigned personnel, given an assignment or task, so that individuals' firefighter qualifications are appropriate, deficiencies are identified and reported, and corrective action is taken.

Deliverable: Submit a memo that documents your crew's qualification status and justifies your conclusion. (Fire Officer 2 Task Book, JPR 45)

Preparing a Written Report (Topic 2-5)

Task: Prepare a written report, given incident reporting data from the jurisdiction, so that the major causes for service demands are identified for various planning areas within the organization's service area.

Deliverable: Submit your written report. (Fire Officer 2 Task Book, JPR 42)

Producing Standard Operational Plans (Topic 2-6)

Task: Produce operational plans, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720; and AHJ-approved safety procedures, so that required resources and their assignments are obtained, plans are carried out in compliance with NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720, and approved safety procedures resulting in the mitigation of the incident.

Deliverable: Submit a proposed new or revised standard operating procedure or guideline using your AHJ format. (Fire Officer 2 Task Book, JPR 40)

Activities: Incident Operations

Instructor Notes
- Run multiple simulations throughout the course to expose students to different Type 4 scenarios.
- SFT encourages using computer-based static or dynamic simulators.
- Each student should perform as an initial attack Incident Commander on an incident that includes a wildland component.
- Each student should submit one ICS 201 (Incident Briefing) form from their IC incident. Subsequent actions should be documented on an ICS 214 (Activity Log) form.
- These Application activities can be completed through Activity 3-1: Command an Initial Incident.

Leadership and Communication (Topic 2-1)

Task: Lead and communicate, given an incident, so that incident objectives are met, and errors and accidents are minimized.

Deliverable: Submit a completed ICS 225 (Incident Personnel Performance Rating). (Fire Officer 2 Task Book, JPR 26)

Awareness, Decision Making, and Risk (Topic 2-2)

Task: Manage risk through effective situational awareness and decision-making, given an incident, so that incident objectives are met, and risks are minimized.

Deliverable: Document risks and implementation of the risk management process on an ICS 215A (Incident Action Plan Safety Analysis) form. (Fire Officer 2 Task Book, JPR 27)

Incident Dynamics and Command Principles (Topic 2-7)

Task: Evaluate an incident based on its complexity, given an incident, so that current incident needs are met and incident potential is projected and communicated.

Deliverable: Submit an ICS 201 (Incident Briefing) form that projects incident potential. (Fire Officer 2 Task Book, JPR 50)

Obtaining Complete Information from Dispatch (Topic 3-1)

Task: Obtain complete information from AHJ dispatch, given AHJ standard operating procedures, so that travel route, assignment, time needed, and point of contact are determined.

Deliverable: Submit an initiated ICS 201 (Incident Briefing) or 214 (Activity Log) form that contains all appropriate dispatch information. (Fire Officer 2 Task Book, JPR 49)

Sizing Up an Incident (Topic 3-2)

Task: Develop an initial report on conditions, given incident information and AHJ policies and procedures, so that required incident information is communicated to the AHJ communications center and updated as needed.

Deliverable: Submit an ICS 201 form that documents size-up conditions. (Fire Officer 2 Task Book, JPR 52)

Establishing an Initial Incident Command Post (Topic 3-3)

Task: Establish an incident command post (ICP), given AHJ policies and procedures, so that the location is identified and communicated to personnel.

Deliverable: Document the command post location on your ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 53)

Developing an Initial Incident Action Plan (Topic 4-1)

Task: Develop an initial action plan, given size an incident, available resources, and an ICS 201 Incident Briefing form, so that incident objectives are set, strategies and tactics are applied, and resources are deployed according to AHJ policies and procedures.

Deliverable: Submit a completed ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 20 and 51)

Implementing an Incident Action Plan (Topic 4-2)

Task: Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.

Deliverable: Submit a completed ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 21)

Assigning Emergency Tasks or Responsibilities (Topic 5-1)

Task: Assign tasks or responsibilities to unit employees, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

Deliverable: Submit an ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 1)

Analyzing Incident Resource Needs (Topic 5-2)

Task: Analyze incident needs, given assigned resources and incident status, so that additional resources needed are ordered or excess resources are identified and released in accordance with AHJ policies and procedures.

Deliverable: Submit an ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 59)

Deploying Incident Resources (Topic 5-3)

Task: Deploy resources to manage an incident, given an assignment, personnel, equipment, and AHJ policies and procedures, so that appropriate suppression actions are taken, and safety of personnel is ensured.

Deliverable: Submit an ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 54)

Providing for Logistical Needs (Topic 5-4)

Task: Provide for first aid or medical treatment, given an injured or ill firefighter and AHJ policies and procedures, so that treatment is provided, appropriate notifications are made, and required administrative reports are completed.

Deliverable: Submit notation on an ICS 201 (Incident Briefing) or 214 (Activity Log) form. (Fire Officer 2 Task Book, JPR 46)

Task: Provide for the logistical needs of assigned resources, given a wildland fire, assigned resources, and AHJ policies and procedures, so that personnel and equipment needs are met in accordance with agency policies.

Deliverable: Submit notation on an ICS 201 (Incident Briefing) or 214 (Activity Log) form. (Fire Officer 2 Task Book, JPR 58)

Evaluating Changing Incident Conditions (Topic 5-5)

Task: Evaluate incident conditions, given a wildland fire, so that progress, changes in fuels, topography, weather, fire behavior, personnel safety, and other significant events are identified and communicated to the supervisor and to assigned and adjoining personnel.

Deliverable: Submit a weather observation report in a Fire Weather Observation Notebook. (Fire Officer 2 Task Book, JPR 56)

Task: Communicate with supervisors, crew, and adjoining personnel, given an incident, so that progress, changes in conditions, incident behavior, and other significant events are current.

Deliverable: Submit notation on an ICS 201 (Incident Briefing) or 214 (Activity Log) form. (Fire Officer 2 Task Book, JPR 57)

Responding to Requests for Incident Information (Topic 5-6)

Task: Respond to requests for incident information, given AHJ policies and procedures, so that response is accurate, within the policies, and provided in a time-sensitive manner.

Deliverable: Complete an ICS 213 (General Message) form to respond to an internal request. (Fire Officer 2 Task Book, JPR 63)

Completing Incident Operations (Topic 5-7)

Task: Deploy resources to mop up or overhaul a fire, given an incident, personnel, equipment, and AHJ policies and procedures, so that appropriate mop-up or overhaul actions are taken.

Deliverable: Submit an ICS 214 (Activity Log) form. (Fire Officer 2 Task Book, JPR 61 and 62)

Transferring Command (Topic 5-8)

Task: Provide incident information to the incoming replacement incident commander, given a wildland fire and an ICS 201 (Incident Briefing) form, so that the transfer of command is completed, and the new incident commander has the necessary information to operate.

Deliverable: Submit a comprehensive ICS 201 (Incident Briefing) form. (Fire Officer 2 Task Book, JPR 60)

Activities: Post-Incident Activities

Completing Personnel and Equipment Records (Topic 6-1)

Task: Evaluate job performance of assigned personnel, given AHJ standards, so that the information is provided to the individual being evaluated and all required forms are completed.

Deliverable: Submit a completed ICS 225 (Incident Personnel Performance Information) form. (Fire Officer 2 Task Book, JPR 47)

Task: Complete personnel time and equipment use records, given AHJ policies, procedures, and related forms, so that the information is accurate and in compliance with standards established by the AHJ.

Deliverable: Complete and submit a Cal OES F-42 form. (Fire Officer 2 Task Book, JPR 64)

Preparing Incident Documentation (Topic 6-2)

Task: Maintain incident records, given AHJ policies and procedures and applicable forms, so that information is documented.

Deliverable: Assemble all incident records to submit as part of the incident final report. (Fire Officer 2 Task Book, JPR 55)

Task: Prepare final incident reports, given an all-risk incident, and AHJ policies and procedures, so that the reports are complete, accurate, and submitted on time.

Deliverable: Assemble all records, notes, maps, etc. developed throughout the course and use your AHJ incident summary format to provide an incident overview. (Fire Officer 2 Task Book, JPR 65)

Developing and Conducting a Post-Incident Analysis (Topic 6-3)

Task: Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.

Deliverable: Submit a complete post-incident analysis memo. (Fire Officer 2 Task Book, JPR 22)

Task: Develop and conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the approved forms are completed and processed.

Deliverable: Submit a complete post-incident analysis memo. (Fire Officer 2 Task Book, JPR 41)

Activity 3-1: Command an Initial Incident

Scenario: _____

Student: _____

Evaluator: _____

Date: _____

Time: _____

Evaluation Criteria	Observations
1. Initiate Command ☐ Obtain incident information from dispatch ☐ Collect initial resource response information ☐ Identify incident type and characteristics ☐ Initiate Incident Briefing (ICS 201) form	
2. Notice Conditions and Risk ☐ Develop and maintain situational awareness ☐ Size up incident	
3. Communicate ☐ Lead and communicate ☐ Develop and give clear and concise condition report ☐ Demonstrate command presence by clearly stating commander's intent ☐ Assign tasks or responsibilities to unit employees (provide briefing) ☐ Provides condition updates	
4. Incident Planning and Organization ☐ Forecast potential and identify priorities ☐ Develop incident objectives and PACE plans ☐ Develop an initial plan of action ☐ Organize incident using ICS ☐ Establish an incident command post (ICP) ☐ Consider logistical support	

5. **Deploy and Direct Resources** ☐ Determine and order incident resources ☐ Brief, deploy, and manage multiple resources ☐ Delegate decisions and actions based on priorities ☐ Track resources ☐ Provide for first aid or medical treatment ☐ Provide for the logistical needs of assigned resources	
6. **Establish Controls and Evaluate Progress** ☐ Evaluate incident progress and conditions ☐ Manage risk and safety	
7. **Note Changing Conditions and Update Plan** ☐ Update action plan (as needed) ☐ Respond to requests for incident information ☐ Communicates changes	
8. **Transfer, Transition, or Terminate Command** ☐ Brief incoming Incident Commander (transfer/transition) ☐ Deploy resources to mop up or overhaul a fire ☐ Conduct after action review (AAR) (terminate) ☐ Develop and maintain incident records	

Overall Observations:

Evaluator Signature:

Completion of this simulation fulfills Fire Officer 2 Task Book JPRs: 1, 20, 21, 26, 27, 46, 49, 50, 52, 51, 53, 54, 56, 57, 58, 59, 60, 61, 62, and 63.

Fire Officer 2

(NFPA 1021: Fire Officer I and II and NFPA 1140: Wildland Fire Officer I)

Certification Task Book (2020)

California Department of Forestry and Fire Protection
Office of the State Fire Marshal
State Fire Training

Overview

Authority

This certification task book includes the certification training standards set forth in the Fire Officer 2 Certification Training Standards Guide (2020) which is based on:

- NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
- NFPA 1140: Standard for Wildland Fire Protection (2022)

Published: Month Year

Published by: State Fire Training, PO Box 944246, Sacramento, CA 94244-2460

Cover photo courtesy of Hung T. Vu, Special to the Record Searchlight, Redding, CA.

Purpose

The State Fire Training certification task book is a performance-based document that identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required position, and has demonstrated the job performance requirements to obtain that certification.

Assumptions

A candidate may initiate a Fire Officer 2 certification task book at the beginning of their first Fire Officer 2 course.

Each job performance requirement (JPR) shall be evaluated after the candidate's fire chief initiates the task book.

An evaluator may verify satisfactory execution of a job performance requirement (JPR) through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

State Fire Training task books do not count towards the NWCG task book limit. There is no limit to the number of State Fire Training task books a candidate may pursue at one time if the candidate meets the initiation requirements of each.

It is the candidate's responsibility to routinely check the State Fire Training website for updates to an initiated task book. All State Fire Training issued updates to an initiated task book are required for task book completion.

A candidate must complete a task book within five years its initiation date. Otherwise, a candidate must initiate a new task book using the certification's current published version.

Roles and Responsibilities

Candidate

The candidate is the individual pursuing certification.

Initiation

The candidate shall:
1. Complete all Initiation Requirements.
- Please print or type.
2. Obtain their fire chief's signature as approval to open the task book.
- A candidate may not obtain evaluation signatures prior to the fire chief's initiation approval date.

Completion

The candidate shall:
1. Complete all Job Performance Requirements.
- Ensure that an evaluator initials, signs, and dates each task to verify completion.
2. Complete all Completion Requirements.
3. Sign and date the candidate verification statement under Review and Approval with a handwritten signature.
4. Obtain their fire chief's handwritten (not stamped) signature on the fire chief verification section.
5. Create and retain a physical or high-resolution digital copy of the completed task book

Submission

The candidate shall:
1. Submit a copy (physical or digital) of the completed task book and any supporting documentation to State Fire Training.
- See Submission and Review below.

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

Evaluator

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement (JPR).

An evaluator may verify satisfactory execution through the following methods:
- First-hand observation
- Review of documentation that verifies prior satisfactory execution

A qualified evaluator is designated by the candidate's fire chief* and holds an equivalent or higher-level certification. If no such evaluator is present, the fire chief shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements.

A task book evaluator may be, but is not required to be, a registered skills evaluator who oversees a State Fire Training certification exam.

A certification task book may have more than one evaluator.

All evaluators shall:
1. Complete a block on the Signature Verification page with a handwritten signature.
2. Review and understand the candidate's certification task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation or review.
- Do not evaluate any job performance requirement (JPR) until after the candidate's fire chief initiates the task book.
- Sign all appropriate lines in the certification task book with a handwritten signature or approved digital signature (e.g., DocuSign or Adobe Sign) to record demonstrated performance of tasks.

* For certification task books that do not require fire chief initiation, academy instructors serve as or designate evaluators.

Fire Chief

The fire chief is the individual who initiates (when applicable) and then reviews and confirms the completion of a candidate's certification task book.

A fire chief may identify an authorized designee already on file with State Fire Training to fulfill any task book responsibilities assigned to the fire chief. (See *State Fire Training Procedures Manual*, 4.2.2: Authorized Signatories.)

Initiation

The fire chief shall:
1. Review and understand the candidate's certification task book requirements and responsibilities.

- Verify that the candidate has met all Initiation Requirements prior to initiating the candidate's task book.
- Open the candidate's task book by signing the Fire Chief Approval verification statement with a handwritten (not stamped) signature.
- Designate qualified evaluators.

Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
- Ensure that all Job Performance Requirements were evaluated after the initiation date.
2. Confirm that the candidate meets the Completion Requirements.
3. Sign and date the Fire Chief verification statement under Review and Approval with a handwritten signature.
- If signing as an authorized designee, verify that your signature is on file with State Fire Training.

Submission and Review

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

To submit a completed task book, please send the following items to the address below:
- A copy of the completed task book (candidate may retain the original)
- All supporting documentation
- Payment

State Fire Training
Attn: Certification
PO Box 944246
Sacramento, CA 94244-2460

State Fire Training reviews all submitted task books.
- If the task book is complete, State Fire Training will authorize the task book and retain a digital copy of the authorized task book in the candidate's State Fire Training file.
- If the task book is incomplete, State Fire Training will return the task book with a notification indicating what needs to be completed prior to resubmission.

Completion of this certification task book is one step in the certification process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required for certification.

Initiation Requirements

The following requirements must be completed prior to initiating this task book.

Candidate Information

Name: _____

SFT ID Number: _____

Fire Agency: _____

Prerequisites

The candidate has completed one of the following prerequisites.

- OSFM Fire Fighter 2 certification (any version)
- Appointment to the rank of Company Officer or Fire Officer 2 (acting does not apply)

Rank	Appointment Date

Include documentation to verify prerequisite requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.

Education

SFT confirms that there is no coursework required to initiate this task book.

Fire Chief Approval

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's task book initiation requirements and to initiate State Fire Training task books. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements to open the task book documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____

Signature Verification

The following individuals have the authority to verify portions of this certification task book using the signature recorded below.

Please print except for the Signature line where a handwritten signature is required. Add additional signature pages as needed.

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Name: _____   **Name:** _____

Job Title: _____   Job Title: _____

Organization: _____   Organization: _____

Signature: _____   Signature: _____

Job Performance Requirements

The candidate must complete each job performance requirement (JPR) in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

When California requirements exceed or require revision to the NFPA standard, the corresponding Office of the State Fire Marshal-approved (OSFM) additions or revisions appear shaded in gray.

All JPRs must be completed within a California fire agency or State Fire Training Accredited Regional Training Program (ARTP).

For JPRs that are not part of a candidate's regular work assignment or are a rare event, the evaluator may develop a scenario or interview that supports the required task and evaluate the candidate to the stated standard.

Each JPR shall be evaluated after the candidate's fire chief initiates the task book.

Fire Officer I

Human Resource Management

1. Assign tasks or responsibilities to unit employees, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed. (NFPA 1021: 4.2.1) (CTS 2-1)

    Evaluator Signature: _____ Date Verified: _____

2. Assign tasks or responsibilities to unit employees, given an assignment under nonemergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed. (NFPA 1021: 4.2.2) (CTS 2-2)

    Evaluator Signature: _____ Date Verified: _____

3. Direct unit employees to perform a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed. (NFPA 1021: 4.2.3) (CTS 2-3)

    Evaluator Signature: _____ Date Verified: _____

4. Recommend action for employee-related problems, given an employee with a situation requiring assistance and employee assistance policies and procedures, so that the situation is identified and the actions taken are within established policies and procedures. (NFPA 1021: 4.2.4) (CTS 2-4)

    Evaluator Signature: _____ Date Verified: _____

5. Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed. (NFPA 1021: 4.2.5) (CTS 2-5)

    Evaluator Signature: _____ Date Verified: _____

6. Coordinate the completion of assigned tasks and projects by employees, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and employees are assigned to specific tasks and both supervised during and held accountable for the completion of the assignments. (NFPA 1021: 4.2.6) (CTS 2-6)

    Evaluator Signature: _____ Date Verified: _____

7. Explain the impact of the California Firefighters Procedural Bill of Rights Act (FBOR), given the FBOR, as it applies to the Fire Officer 2 so that risk and civil and criminal liability are reduced. (OSFM) (CTS 2-7)

    Evaluator Signature: _____ Date Verified: _____

Community and Government Relations

8. Implement a community risk reduction (CRR) plan at the unit level, given an AHJ CRR plan and policies and procedures, so that a community need is addressed (NFPA 1021: 4.3.1) (CTS 3-1)

    Evaluator Signature: _____ Date Verified: _____

9. Initiate action to answer a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with. (NFPA 1021: 4.3.2) (CTS 3-2)

    Evaluator Signature: _____ Date Verified: _____

10. Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures. (NFPA 1021: 4.3.3) (CTS 3-3)

    Evaluator Signature: _____ Date Verified: _____

Administration

11. Explain the impact of laws and regulations, given local, state, and federal laws and regulations pertaining to fire service supervisors, so that administrative tasks are conducted in a manner that reduces risk and civil and criminal liability. (OSFM) (CTS 4-1)

     Evaluator Signature: _____ Date Verified: _____

12. Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit employees. (NFPA 1021: 4.4.1) (CTS 4-2)

     Evaluator Signature: _____ Date Verified: _____

13. Execute routine unit-level administrative functions, given forms and record-management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures. (NFPA 1021: 4.4.2) (CTS 4-3)

     Evaluator Signature: _____ Date Verified: _____

14. Prepare a properly formatted budget request, given a unit level need, so that the request is in the proper format and supported with data. (NFPA 1021: 4.4.3) (CTS 4-4)

     Evaluator Signature: _____ Date Verified: _____

15. Explain the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization. (NFPA 1021: 4.4.4) (CTS 4-5)

     Evaluator Signature: _____ Date Verified: _____

16. Explain the need and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate. (NFPA 1021: 4.4.5) (CTS 4-6)

     Evaluator Signature: _____ Date Verified: _____

Inspection and Investigation

17. Describe the procedures of the AHJ for conducting fire inspections, given any of the following occupancies (assembly, educational, health care, detention and correctional, residential, mercantile, business, industrial, storage, unusual structures, mixed occupancies), so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated. (NFPA 1021: 4.5.1) (CTS 5-1)

     Evaluator Signature: _____ Date Verified: _____

18.   Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy and the policies and forms of the AHJ, so that a pre-incident plan for any of the following occupancies (assembly, educational, institutional, residential, business, industrial, manufacturing, storage, mercantile, special properties, mixed occupancies) is developed. (NFPA 1021: 4.5.2) (CTS 5-2)

        Evaluator Signature: _____ Date Verified: _____

19.   Direct unit level personnel to secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction. (NFPA 1021: 4.5.3) (CTS 5-3)

        Evaluator Signature: _____ Date Verified: _____

Emergency Service Delivery

20.   Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency. (NFPA 1021: 4.6.1) (CTS 6-1)

        Evaluator Signature: _____ Date Verified: _____

21.   Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation. (NFPA 1021: 4.6.2) (CTS 6-2)

        Evaluator Signature: _____ Date Verified: _____

22.   Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures. (NFPA 1021: 4.6.3) (CTS 6-3)

        Evaluator Signature: _____ Date Verified: _____

Health and Safety

23.   Apply safety regulations at the unit level, given safety policies, procedures, and standards, so that required reports are completed, in-service training is conducted, and employee responsibilities are conveyed. (NFPA 1021: 4.7.1) (CTS 7-1)

        Evaluator Signature: _____ Date Verified: _____

24. Conduct an initial accident investigation, given an incident and investigation process, so that the incident is documented and reports are processed in accordance with policies and procedures of the AHJ. (NFPA 1021: 4.7.2) (CTS 7-2)

    Evaluator Signature: _____ Date Verified: _____

25. Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service safety and wellness trends and agency policies, so that the need to participate in wellness and fitness programs is explained to employees.
    (NFPA 1021: 4.7.3) (CTS 7-3)

    Evaluator Signature: _____ Date Verified: _____

Fire Officer II

Definition of Duties

26. Lead and communicate, given an incident, so that incident objectives are met, and errors and accidents are minimized. (OSFM) (CTS 8-2)

    Evaluator Signature: _____ Date Verified: _____

27. Manage risk through effective situational awareness and decision making, given an incident, so that incident objectives are met, and risks are minimized. (OSFM) (CTS 8-3)

    Evaluator Signature: _____ Date Verified: _____

Human Resource Management

28. Initiate actions that maximize employee performance and/or to correct unacceptable performance, given human resource policies and procedures, so that employee and/or unit performance improves or the issue is referred to the next level of supervision.
    (NFPA 1021: 5.2.1) (CTS 9-1)

    Evaluator Signature: _____ Date Verified: _____

29. Evaluate the job performance of assigned employees, given personnel records and evaluation forms, so that each employee's performance is evaluated accurately and reported according to human resource policies and procedures. (NFPA 1021: 5.2.2) (CTS 9-2)

    Evaluator Signature: _____ Date Verified: _____

30. Create a professional development plan for an employee of the organization, given the requirements for promotion, so that the individual acquires the necessary knowledge, skills, and abilities to be eligible for the examination for the position. (NFPA 1021: 5.2.3) (CTS 9-3)

   Evaluator Signature: _____ Date Verified: _____

Community and Government Relations

31. Supervise multi-unit implementation of a community risk reduction (CRR) program, given an AHJ CRR plan, policies, and procedures, so that community needs are addressed. (NFPA 1021: 5.3.1) (CTS 10-1)

   Evaluator Signature: _____ Date Verified: _____

32. Explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clearly explained. (NFPA 1021: 5.3.2) (CTS 10-2)

   Evaluator Signature: _____ Date Verified: _____

Administration

33. Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution. (NFPA 1021: 5.4.1) (CTS 11-1)

   Evaluator Signature: _____ Date Verified: _____

34. Develop a project or divisional budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified. (NFPA 1021: 5.4.2) (CTS 11-2)

   Evaluator Signature: _____ Date Verified: _____

35. Describe the process of purchasing, including soliciting and awarding bids, given established specifications and AHJ policies and procedures, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, state/provincial, and local laws and regulations. (NFPA 1021: 5.4.3) (CTS 11-3)

   Evaluator Signature: _____ Date Verified: _____

36. Prepare a media release, given an event or topic, so that the information is accurate and formatted correctly. (NFPA 1021: 5.4.4) (CTS 11-4)

   Evaluator Signature: _____ Date Verified: _____

37. Prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details, such as trends, variances, or other related topics, so that the information required for the AHJ is accurate and documented.
(NFPA 1021: 5.4.5) (CTS 11-5)

Evaluator Signature: _____ Date Verified: _____

38. Develop a plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a supportive manner. (NFPA 1021: 5.4.6) (CTS 11-6)

Evaluator Signature: _____ Date Verified: _____

Inspection and Investigation

39. Determine the area of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and/or sketches, to determine if arson is suspected so that law enforcement action is taken. (NFPA 1021: 5.5.1) (CTS 12-1)

Evaluator Signature: _____ Date Verified: _____

Emergency Service Delivery

40. Produce operational plans, given an emergency incident requiring multi-unit operations; the current editions of NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720; and AHJ-approved safety procedures, so that required resources and their assignments are obtained, plans are carried out in compliance with NFPA 1600, NFPA 1700, NFPA 1710, and NFPA 1720, and approved safety procedures resulting in the mitigation of the incident. (NFPA 1021: 5.6.1) (CTS 13-1)

Evaluator Signature: _____ Date Verified: _____

41. Develop and conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the approved forms are completed and processed. (NFPA 1021: 5.6.2) (CTS 13-2)

Evaluator Signature: _____ Date Verified: _____

42. Prepare a written report, given incident reporting data from the jurisdiction, so that the major causes for service demands are identified for various planning areas within the organization's service area. (NFPA 1021: 5.6.3) (CTS 13-3)

Evaluator Signature: _____ Date Verified: _____

Health and Safety

43. Analyze an employee's accident, injury, or health exposure history, given a case study, so that a report including action taken and recommendations made is prepared for a supervisor. (NFPA 1021: 5.7.1) (CTS 14-1)

    Evaluator Signature: _____ Date Verified: _____

Wildland Fire Officer I

Human Resource Management

44. Evaluate assigned personnel, given AHJ personnel performance standards, so that employees are capable of safely performing assigned tasks and individuals not meeting the standards are identified and that corrective actions are taken. (NFPA 1140:6.2.2) (CTS 16-1)

    Evaluator Signature: _____ Date Verified: _____

45. Verify the qualifications of assigned personnel, given an assignment or task, so that individuals firefighter qualifications are appropriate, deficiencies are identified and reported, and corrective action is taken. (NFPA 1140: 6.2.2) (CTS 16-2)

    Evaluator Signature: _____ Date Verified: _____

46. Provide for first aid or medical treatment, given an injured or ill firefighter and AHJ policies and procedures, so that treatment is provided, appropriate notifications are made, and required administrative reports are completed. (NFPA 1140: 6.2.3) (CTS 16-3)

    Evaluator Signature: _____ Date Verified: _____

47. Evaluate job performance of assigned personnel, given AHJ standards, so that the information is provided to the individual being evaluated and all required forms are completed. (NFPA 1140: 6.2.4) (CTS 16-4)

    Evaluator Signature: _____ Date Verified: _____

Preparedness

48. Ensure overall readiness of assigned crew, vehicle, and equipment, given AHJ standards, policies, and procedures, so that operational readiness is maintained. (NFPA 1140: 6.3.1) (CTS 17-1)

    Evaluator Signature: _____ Date Verified: _____

Mobilization

49.   Obtain complete information from AHJ dispatch, given AHJ standard operating procedures, so that travel route, assignment, time needed, and point of contact are determined. (NFPA 1140: 6.4.2) (CTS 18-1)

        Evaluator Signature: _____ Date Verified: _____

Suppression

50.   Evaluate an incident based on its complexity, given an incident, so that current incident needs are met and incident potential is projected and communicated. (OSFM) (CTS 19-1)

        Evaluator Signature: _____ Date Verified: _____

51.   Size up an incident to formulate an incident action plan, given a wildland fire, available resources, and an ICS 201 Incident Briefing form, so that incident objectives are set and strategies and tactics are applied according to AHJ policies and procedures. (NFPA 1140: 6.5.2) (CTS 19-2)

        Evaluator Signature: _____ Date Verified: _____

52.   Develop an initial report on conditions, given incident information and AHJ policies and procedures, so that required incident information is communicated to the AHJ communications center and updated as needed. (NFPA 1140: 6.5.3) (CTS 19-3)

        Evaluator Signature: _____ Date Verified: _____

53.   Establish an incident command post (ICP), given AHJ policies and procedures, so that the location is identified and communicated to personnel. (NFPA 1140: 6.5.4) (CTS 19-4)

        Evaluator Signature: _____ Date Verified: _____

54.   Deploy resources to suppress a wildland fire, given an assignment, personnel, equipment, and AHJ policies and procedures, so that appropriate suppression actions are taken and safety of personnel is ensured. (NFPA 1140: 6.5.5) (CTS 19-5)

        Evaluator Signature: _____ Date Verified: _____

55.   Maintain incident records, given AHJ policies and procedures and applicable forms, so that information is documented. (NFPA 1140: 6.5.6) (CTS 19-6)

        Evaluator Signature: _____ Date Verified: _____

56.   Evaluate incident conditions, given a wildland fire, so that progress, changes in fuels, topography, weather, fire behavior, personnel safety, and other significant events are

identified and communicated to the supervisor and to assigned and adjoining personnel. (NFPA 1140: 6.5.7) (CTS 19-7)

Evaluator Signature: _____ Date Verified: _____

57.   Communicate with supervisors, crew employees, and adjoining personnel, given, a wildland fire incident, so that progress, changes in conditions, fire behavior, and other significant events are current. (NFPA 1140: 6.5.8) (CTS 19-8)

Evaluator Signature: _____ Date Verified: _____

58.   Provide for the logistical needs of assigned resources, given a wildland fire, assigned resources, and AHJ policies and procedures, so that personnel and equipment needs are met in accordance with agency policies. (NFPA 1140: 6.5.9) (CTS 19-9)

Evaluator Signature: _____ Date Verified: _____

59.   Analyze incident needs, given assigned resources and incident status, so that additional resources needed are ordered or excess resources are identified and released in accordance with AHJ policies and procedures. (NFPA 1140: 6.5.10) (CTS 19-10)

Evaluator Signature: _____ Date Verified: _____

60.   Provide incident information to the incoming replacement incident commander, given a wildland fire and an ICS 201 Incident Briefing form, so that the transfer of command is completed and the new incident commander has the necessary information to operate. (NFPA 1140: 6.5.11) (CTS 19-11)

Evaluator Signature: _____ Date Verified: _____

61.   Deploy resources to mop up a wildland fire, given a wildland fire, personnel, equipment, and AHJ policies and procedures, so that appropriate mop-up actions are taken. (NFPA 1140: 6.5.12) (CTS 19-12)

Evaluator Signature: _____ Date Verified: _____

62.   Complete wildland fire suppression operations, given a wildland fire that has been controlled and mopped up in accordance with AHJ policies and procedures, so that the fire area is extinguished and resources are returned to service. (NFPA 1140: 6.5.13) (CTS 19-13)

Evaluator Signature: _____ Date Verified: _____

63.   Respond to requests for incident information, given AHJ policies and procedures, so that response is accurate, within the policies, and provided in a time-sensitive manner. (NFPA 1140: 6.5.14) (CTS 19-14)

Evaluator Signature: _____ Date Verified: _____

64. Complete personnel time and equipment use records, given AHJ policies, procedures, and related forms, so that the information is accurate and in compliance with standards established by the AHJ. (NFPA 1140: 6.5.15) (CTS 19-15)

Evaluator Signature: _____ Date Verified: _____

65. Prepare final incident reports, given an extinguished wildland fire, and AHJ policies and procedures, so that the reports are complete, accurate, and submitted on time. (NFPA 1140: 6.5.16) (CTS 19-16)

Evaluator Signature: _____ Date Verified: _____

Completion Requirements

The following requirements must be completed prior to submitting this task book.

Education

The candidate has completed the following course(s).

- Fire Officer 2A: Human Resource Management (2020) **or** Company Officer 2A: Human Resource Management for Company Officers (2014)
- Fire Officer 2B: Administration and Community Risk Reduction (2020) **or** Company Officer 2B: General Administrative Functions for Company Officers (2014) **and** Company Officer 2C: Fire Inspections and Investigations for Company Officers (2014)
- Fire Officer 2C: Initial Incident Command (2020) **or** Company Officer 2D: All-Risk Command Operations for Company Officers (2014) **and** Company Officer 2E: Wildland Incident Operations for Company Officers (2014) and S-200 Initial Attack Incident Commander (NWCG)
- ICS-200.B: Incident Command System for Single Resources and Initial Action Incidents (FEMA)
- S-290: Intermediate Wildland Fire Behavior (Classroom Delivery Only - SFT, NWCG)
- Instructor I: Instructional Methodology (SFT)
- Behavioral Health and Cancer Prevention 2A (SFT)

Include documentation to verify education requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.

Experience

The candidate meets one of the following experience requirements.

- A minimum of two years' full-time paid or four years' volunteer of part-time paid experience working at the Fire Fighter 2 level in a recognized California fire agency

Agency	Experience	Start Date	End Date

* Time spent in an "acting" or "interim" role does not count towards meeting the Experience requirement.

Include documentation to verify experience requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.

Position

The candidate meets the qualifications for this level of certification. The position requirement is met when the applicant fulfills the role of the specific duties as defined by the Fire Chief.

Updates

The candidate has completed and enclosed all updates to this certification task book released by State Fire Training since its initial publication.

Number of enclosed updates: _____

Completion Timeframe

The candidate has completed all requirements documented in this certification task book within five years of its initiation date.

Initiation Date (see Fire Chief signature under **Initiation Requirements**): _____

Review and Approval

Candidate

Candidate (please print): _____

I, the undersigned, am the person applying for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection or revocation.

Signature: _____ Date: _____

Fire Chief

Candidate's Fire Chief (please print): _____

I, the undersigned, am the person authorized to verify the candidate's qualifications for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: _____ Date: _____