



**DEPARTMENT OF FORESTRY AND FIRE PROTECTION
OFFICE OF THE STATE FIRE MARSHAL
Statewide Training and Education Advisory Committee**

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Date: January 11, 2019

Attachment 1

To: Ronny J. Coleman, Chairman
Statewide Training and Education Advisory Committee
c/o State Fire Training

From: Andrew Henning, Chief, State Fire Training

SUBJECT/AGENDA ACTION ITEM:

Fire Fighter 2 Prerequisite Update

Recommended Actions:

Approve changes to Fire Fighter 2 Prerequisite

Background Information:

The 2013 edition of Fire Fighter 2 curriculum was approved by STEAC in January 2014 and by SBFS in February 2014. The previous update to the Fire Fighter 2 curriculum, was in 2001. The 2013 curriculum update reflected the 2013 edition of *NFPA 1001: Standard for Fire Fighter Professional Qualifications*.

The current prerequisite for the Fire Fighter 2 course requires Fire Fighter 1 certification.

Analysis/Summary of Issue:

There are several departments and colleges that are wanting to provide Fire Fighter 2 course prior to staff/students obtaining Fire Fighter 1 certification requirements. This is done with a Fire Fighter 2 course immediately following the Fire Fighter 1 course or some other time prior to Fire Fighter 1 Certification.

SFT is proposing to change the Fire Fighter 2 prerequisite to "Meet the educational requirements for Fire Fighter 1." This will allow colleges and departments to teach the Fire Fighter 2 curriculum at the completion of the instruction of the Fire Fighter 1 course.

At this point in time, SFT does not support combining the Fire Fighter 1 and Fire Fighter 2 courses into one standalone course (i.e. teach Fire Fighter 1 and 2 ladder skills at the same time). SFT will be asking the 2019 Fire Fighter 1/2 cadre to evaluate if a combined course could be a delivery option.

This proposal was presented to the Steering Committee at the December 13, 2018 committee meeting. The steering committee supports the concept, and saw no negative consequences.

**CALIFORNIA
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TRAINING

Fire Fighter II

Course Plan

Course Details

Certification:	Fire Fighter II
CTS Guide:	Fire Fighter II Certification Training Standards Guide
Description:	This course provides the skills and knowledge needed for the entry level professional fire fighter to perform his/her duties safely, effectively, and competently. The curriculum is based on the 2013 edition of <u>NFPA 1001 Standard for Fire Fighter Professional Qualifications</u> . The five overarching themes of the California State Fire Fighter II curriculum are: general knowledge germane to the profession, fire department communications, fireground operations, rescue operations, and prevention, preparedness, and maintenance.
Designed For:	Fire Fighter I
Prerequisites:	Meet the educational requirements for Fire Fighter I
Corequisites:	None
Standard:	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%. Complete all mandatory skills testing.
Hours:	Lecture: 42:00 Activities/Skills: 70:00 Testing: 8:00
Hours (Total):	120:00
Maximum Class Size:	50
Instructor Level:	Training Instructor 1A and 1B
Instructor/Student Ratio:	1:50 (Lecture); 1:10 (Skills)
Restrictions:	None
SFT Designation:	CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need:

- Fundamentals of Fire Fighter Skills (Includes Instructor's Toolkit DVDs) (Jones and Bartlett Learning, Third Edition, ISBN: 978-1-4496-7085-6), or:
- Essentials of Fire Fighting and Fire Department Operations (Stowell, Frederick M., Murnane, Lynne, Brady Publishing, a division of Pearson Education, Sixth Edition, ISBN: 978-013-3140804), or:
- Fire Engineering's Handbook for Fire Fighter I and Fire Fighter II (Includes Instructor Guide and Sample Skills Drills DVDs) (Corbett, Glenn, PennWell Corporation, First Edition, ISBN: 978-1-59370-135-2)

Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/instructorscorner.php>:

- Skill sheets

Student Resources

To participate in this course, students need:

- Fundamentals of Fire Fighter Skills (Includes Instructor's Toolkit DVDs) (Jones and Bartlett Learning, Third Edition, ISBN: 978-1-4496-7085-6), or:
- Essentials of Fire Fighting and Fire Department Operations (Stowell, Frederick M., Murnane, Lynne, Brady Publishing, a division of Pearson Education, Sixth Edition, ISBN: 978-013-3140804), or:
- Fire Engineering's Handbook for Fire Fighter I and Fire Fighter II (Includes Instructor Guide and Sample Skills Drills DVDs) (Corbett, Glenn, PennWell Corporation, First Edition, ISBN: 978-1-59370-135-2)
- Structural personal protective equipment

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

- **Appliances and tools:** 1 ½-inch fog nozzle, 2 ½ - 1 1/8 -inch straight tip nozzle, foam nozzle, foam proportioning device, foam concentrate or simulated foam, double female fittings, double male fittings, plug and cap, hose clamps, hose jacket, hose roller, hose strap, rope, or chain, nozzle selection as determined by AHJ, reducer or increaser (fittings), Siamese, spanner wrenches, and gated wye
- **Hose:** 1 ½- or 1 ¾-inch fire hose (300 foot minimum), 2 ½- or 3-inch fire hose (500 foot minimum), large diameter hose (LDH) (300 foot minimum), hard suction (intake) hose

and strainer, hose and nozzles capable of flowing a minimum of 95 GPM, and soft suction hose

- **Hand tools:** Bolt cutters, crowbar/pry bar, flat head axe, halligan tool, hand saw, hydrant wrench, K-tool, pick-head axe, pike pole (8 feet), flashlight, and sledgehammer
- **Ladders:** 10-foot folding ladder, 14-foot combination ladder, 14-foot roof ladder, 24-foot extension ladder, 35-foot extension ladder, and two straight ladders
- **Power tools:** Electric and gasoline powered fan, chain saw, gasoline powered circular saw, and a generator
- **Protective equipment/clothing:** Full set of protective clothing for structural fire fighting for each trainee, including bunker pants, bunker coat, bunker boots, gloves, helmet, hood, and face piece, self-contained breathing apparatus with charged air cylinder, (one extra fully charged air cylinder), personal alert safety system (P.A.S.S.), safety harness, manufacturer-approved cleaning agent (for SCBA), manufacturer-approved cleaning equipment (for SCBA), and manufacturer-approved sanitizing agent (for SCBA)
- **Rope:** Safety line, various lengths and diameters of synthetic rope, and various lengths of 1-person or 2-person life safety rope
- **Salvage equipment/materials:** Brooms, buckets, tubs, mops, objects to cover, salvage covers, squeegees, and water vacuums
- **Simulation equipment/materials:** Burn building as recommended in NFPA 1403: Standard on Live Fire Training, wood roof props, smoke-generating equipment, training tower, minimum of two stories in height, and flammable liquids and gas fire props
- **Extrication/rescue equipment/materials:** Blanket, vehicle stabilization equipment, electrical connectors, electrical (extension) cords, electrical power supply (portable or mounted), long spine board, shoring material, short spine board, KED, or equivalent, stokes basket, sked, or equivalent, stretcher, tubular webbing (20-foot), vehicle, reciprocating saw, and hydraulic extrication equipment
- **Other supplies/equipment needed:** Apparatus or hose testing device, fire hydrant, pitot tube and gauge, thermal imaging camera, portable radios, fuel and supplies for power equipment, cleaning supplies and equipment, portable lighting equipment, minimum of two apparatuses equipped with pump and two separate water supplies

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, 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. What is a formative test? What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Fire Fighter II Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Fire Fighter certification track, the courses and requirements for Fire Fighter II certification, and be able to describe the certification task book process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Fighter II certification track
 - Fire Fighter II

Fire Fighter II

2. Identify the courses required for Fire Fighter II
 - Fire Fighter II
3. Identify any other requirements for Fire Fighter II
4. Describe the certification task book process
 - Complete all prerequisites and course work
 - Submit fees and request certification task book
 - Complete all job performance requirements included in the task book
 - Must have identified evaluator verify individual task completion via signature
 - Must have Fire Chief or authorized representative verify task book completion via signature
 - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training

Discussion Questions

1. How many levels are there in the Fire Fighter II certification track? What are they?

Activities

1. To be determined by the instructor.

Topic 1-3: General Knowledge Requirements

Terminal Learning Objective

At the end of this topic, a student, given an assignment, will be able to identify and describe the role and responsibilities of a Fire Fighter II within the organization, determine the need for command, and organize and coordinate activities using the incident management system until command is transferred.

Enabling Learning Objectives

1. Describe the responsibilities of the Fire Fighter II in performing assigned duties in conformance with applicable NFPA standards and other safety regulations and AHJ procedures
2. Identify the role of a Fire Fighter II within the organization
3. Determine the need for command
4. Describe the responsibilities of the Fire Fighter II in assuming and transferring command within the incident management system
 - Size-up
 - Arrival report
 - Initial strategies and tactics or initial incident action plan (IAP)
 - Assign resources
 - Implement the incident command system
 - Complete transfer of command briefing
5. Organize and coordinate the incident management system until command is transferred
6. Function within an assigned role in the incident management system

Discussion Questions

1. When should a fire fighter assume command of an incident?
2. How does command enhance fire fighter safety?

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3. What are three responsibilities of the initial incident commander?
4. When transferring command, what are some key pieces of information to communicate?

Activities

1. Using a simulated incident, ask students to complete an initial size up and establish command with a transfer of command.

CTS Guide Reference:

CTS 1-1

Unit 2: Fire Department Communications

Topic 2-1: Completing Incident Reports

Terminal Learning Objective

At the end of this topic, a student, given report forms, guidelines, and information, will be able to complete a basic incident report that completely and accurately records all pertinent information.

Enabling Learning Objectives

1. Identify content requirements for basic incident reports
2. Describe the purpose and usefulness of accurate reports
3. Discuss the consequences of inaccurate reports
4. Describe how to obtain necessary information
5. Identify the required coding procedures
6. Determine necessary codes
7. Proofread reports
8. Operate fire department computers or other equipment necessary to complete reports

Discussion Questions

1. What is National Fire Incident Reporting System (NFIRS)?
2. What are the uses of NFIRS?
3. What is the importance of accurate incident reporting?

Activities

1. Using the simulation completed in topic 1-3, ask students to complete a basic incident report.

CTS Guide Reference:

CTS 2-1

Topic 2-2: Basic Company Communications

Terminal Learning Objective

At the end of this topic, a student, given fire department communications equipment, fire department standard operating procedures, and a team, will be able to communicate the need for team assistance in a manner that consistently informs the supervisor, follows department standard operating procedures, and safely accomplishes the assignment.

Enabling Learning Objectives

1. Describe standard operating procedures for alarm assignments

Fire Fighter II

2. Describe fire department radio communication procedures
3. Operate fire department radio communications equipment

Discussion Questions

1. What is the importance of radio discipline?
2. What does a standard first alarm assignment consist of?

Activities

1. To be determined by the instructor.

CTS Guide Reference

CTS 2-2

Unit 3: Fireground Operations

Topic 3-1: Extinguishing an Ignitable Liquid Fire

Terminal Learning Objective

At the end of this topic, a student, given an assignment, an attack line, personal protective equipment, a foam proportioning device, a nozzle, foam concentrate, and a water supply, will be able to operate as a member of a team, extinguish an ignitable liquid fire, select the correct type of foam concentrate for the given fuel and conditions, apply a properly proportioned foam stream to the surface of the fuel to create and maintain a foam blanket, extinguish the fire, prevent reignition, maintain team protection, and face hazards until the team successfully retreats to a safe haven.

Enabling Learning Objectives

1. Discuss methods by which foam prevents or controls a hazard
2. List principles by which foam is generated
3. Identify causes for poor foam generation and corrective measures
4. Describe the difference between hydrocarbon and polar solvent fuels and the concentrates that work on each
5. Identify the characteristics, uses, and limitations of fire fighting foams
6. Discuss the advantages and disadvantages of using fog nozzles versus foam nozzles for foam application
7. Describe foam stream application techniques
8. List hazards associated with foam use
9. Describe methods to reduce or avoid hazards
10. Prepare foam concentrate supply for use
11. Assemble foam stream components
12. Demonstrate various foam application techniques
13. Approach and retreat from spills as part of a coordinated team

Discussion Questions

1. What are some limitations of foam use?
2. What are some hazards of foam use?
3. What are the advantages and disadvantages of smooth bore, fog, and foam nozzles for foam application?

Activities

1. To be determined by the instructor.

Instructor Notes

1. FSTEP Fire Control 4A, State Fire Training

CTS Guide Reference:

CTS 3-1

Topic 3-2: Controlling a Flammable Gas Cylinder Fire

Terminal Learning Objective

At the end of this topic, a student, given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools, will be able to operate as a member of a team, control a flammable gas cylinder fire, maintain crew integrity, identify contents, identify safe havens prior to advancing, close any open valves, and extinguish flames only when leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.

Enabling Learning Objectives

1. Identify characteristics of pressurized flammable gases
2. List elements of a gas cylinder
3. Describe effects of heat and pressure on closed cylinders
4. Describe boiling liquid expanding vapor explosion (BLEVE) signs and effects
5. Discuss methods for identifying contents
6. Discuss how to identify safe havens before approaching flammable gas cylinder fires
7. Describe water stream usage and demands for pressurized cylinder fires
8. Discuss what to do if the fire is prematurely extinguished
9. Identify valve types and their operation
10. Discuss alternative actions related to various hazards and when to retreat
11. Execute effective advances and retreats
12. Apply various techniques for water application
13. Assess cylinder integrity and changing cylinder conditions
14. Operate control valves
15. Choose effective procedures when conditions change

Discussion Questions

1. What safety precautions should be taken in the anticipation of a BLEVE?
2. What changes in conditions might occur during fire impingement on a gas cylinder?

Activities

1. To be determined by the instructor.

Instructor Note

1. FSTEP Fire Control 4B, State Fire Training

CTS Guide Reference:

CTS 3-3

Topic 3-3: Coordinating an Interior Attack Line

Terminal Learning Objective

At the end of this topic, a student, given attack lines, personnel, personal protective equipment, and tools, will be able to coordinate an interior attack line for a team's accomplishment of an assignment at a structure fire, establish crew integrity, select attack techniques for the given level of the fire (e.g., attic, grade level, upper levels, or basement), communicate attack techniques to the attack teams, maintain constant team coordination, continuously evaluate fire growth and development, communicate or manage search, rescue, and ventilation requirements, report hazards to the attack teams, and apprise incident command of changing conditions.

Enabling Learning Objectives

1. Describe nozzle and hose selection for fire attack given different fire situations
 - 1 ½-, 1 ¾-, or 2 ½-inch hand line
 - Smooth bore selection versus fog
 - Bundle versus preconnect
 - Wyed line versus single lines
 - Special use nozzles
2. Describe adapter and appliance selection used for specific fireground situations
3. Identify dangerous building conditions created by fire and fire suppression activities
 - Conditions and signs preceding flashover
 - Anticipating rapid fire development
 - Reading smoke (volume, velocity, density, and color)
4. Describe indicators of building collapse
5. Describe the effects of fire and fire suppression activities on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, and lath and plaster
6. Apply search and rescue and ventilation procedures
 - Vent
 - Enter
 - Isolate
 - Search
7. List indicators of structural instability
8. Describe different suppression approaches and practices for various types of structural fires
 - Single-family
 - Multi-family
 - Commercial
 - High-rise
9. Discuss the association between specific tools and special forcible entry needs
 - Forcible entry size up
 - Lock recognition

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- Accurate tool selection
- 10. Evaluate and forecast a fire's growth and development
- 11. Assemble a team
- 12. Choose attack techniques for various levels of a fire
 - Attic
 - Grade level
 - Upper levels
 - Basement
- 13. Select tools for forcible entry
- 14. Incorporate search and rescue and ventilation procedures in the completion of the attack team efforts
- 15. Determine developing hazardous building or fire conditions

Discussion Questions

1. What are some considerations for line selection and placement?
2. Why is reading smoke essential for fire fighter safety?
3. What are some indicators of a below grade or basement fires and what are some appropriate tasks to complete?

Activities

1. Given simulated incidents, ask students to compose a safety briefing prior to entry.
2. Given simulated incidents, ask students to identify appropriate strategies and tactics for initial operations.

CTS Guide Reference:

CTS 3-2

Topic 3-4: Protecting Evidence of Fire Cause and Origin

Terminal Learning Objective

At the end of this topic, a student, given a flashlight and overhaul tools, will be able to note and protect evidence of fire cause and origin from further disturbance until investigators arrive on the scene.

Enabling Learning Objectives

1. Identify methods to assess origin and cause
2. List types of evidence
3. Describe different means to protect various types of evidence
4. Identify the roles and relationships of the Fire Fighter II, criminal investigators, and insurance investigators in fire investigations
5. Discuss the effects and problems associated with removing property or evidence from the scene
6. Locate the fire's origin area
7. Recognize probable causes
8. Protect the evidence

Discussion Questions

1. What is the importance of area of origin preservation?

2. Why is it important to determine the area of origin prior to initiating overhaul operations?
3. What are some indicators of point of origin?
4. What are some ways to protect potential evidence?

Activities

1. To be determined by the instructor.

CTS Guide Reference:

CTS 3-4

Unit 4: Rescue Operations

Topic 4-1: Vehicle Extrication

Terminal Learning Objective

At the end of this topic, a student, given stabilization and extrication tools, a vehicle, and personal protective equipment, will be able to extricate a victim entrapped in a motor vehicle, stabilize the vehicle, disentangle the victim without further injury, and manage hazards, as a member of a team.

Enabling Learning Objectives

1. Describe the fire department's role at a vehicle accident
2. Discuss points of strength and weakness in auto body construction
3. Discuss the dangers associated with vehicle components and systems
 - Conventional
 - Alternative fuel
4. Analyze the uses and limitations of hand and power extrication equipment
5. Discuss safety procedures when using various types of extrication equipment
6. Operate hand and power tools used for forcible entry and rescue as designed
7. Use stabilization tools and equipment
8. Choose and apply appropriate techniques for moving or removing vehicle roofs, doors, seats, windshields, windows, steering wheels or columns, and the dashboard

Discussion Questions

1. What are some safety concerns associated with alternative fuel vehicle extrication?
2. How is modern vehicle construction different from older vehicle construction and what challenges do each present?
3. What safety precautions should be taken when working on modern vehicles?
4. What level of personal protective equipment should be used during vehicle extrication?

Activities

1. To be determined by the instructor.

Instructor Note

1. FSTEP Auto Extrication, State Fire Training

CTS Guide Reference:

CTS 4-1

Topic 4-2: Assisting in Rescue Operations

Terminal Learning Objective

At the end of this topic, a student, given standard operating procedures, necessary rescue equipment, and an assignment, will be able to assist rescue operation teams, follow procedures, recognize and retrieve rescue items in the time prescribed by the AHJ, and complete the assignment.

Enabling Learning Objectives

1. Discuss the fire fighter's role at a technical rescue operation and the hazards associated with each
 - Rope
 - Trench
 - Confined space
 - Structural collapse
 - Water and ice rescue
 - Wilderness search and rescue
 - Industrial machinery
2. Describe types and uses for rescue tools
3. Discuss rescue practices and goals
4. Identify and retrieve various types of rescue tools
5. Establish public barriers
6. Assist rescue teams when assigned

Discussion Questions

1. What types of technical rescue operations might a fire fighter find themselves operating within?
2. What level of personal protective equipment is appropriate for each type of technical rescue?
3. What are some specific hazards associated with each type of technical rescue?
4. Why is operational discipline important during technical rescue incidents?
5. What are some mandatory reporting agencies?
6. What are some allied agencies that may be used at technical rescue incidents?

Activities

1. To be determined by the instructor.

CTS Guide Reference:

CTS 4-2

Unit 5: Prevention, Preparedness, and Maintenance

Topic 5-1: Performing a Fire Safety Survey at a Private Dwelling

Terminal Learning Objective

At the end of this topic, a student, given survey forms and procedures, will be able to perform a fire safety survey in a private dwelling, identify fire and life safety hazards,

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recommend hazard corrections to the occupant, and refer unresolved issues to the proper authority.

Enabling Learning Objectives

1. Discuss organizational policy and procedures
2. List common causes of fire and their prevention
3. Describe the importance of a fire safety survey and public fire education programs to fire department public relations and the community
4. Identify referral procedures
5. Complete forms
6. Recognize hazards
7. Match findings to preapproved recommendations
8. Effectively communicate findings to occupants or referrals

Discussion Questions

1. What is the importance of conducting fire safety surveys at private dwellings?
2. What are some essential items to inspect during fire safety surveys at private dwellings?

Activities

1. To be determined by the instructor.

CTS Guide Reference:

CTS 5-1

Topic 5-2: Presenting Fire Safety Information

Terminal Learning Objective

At the end of this topic, a student, given prepared materials, will be able to present accurate fire safety information to station visitors or small groups and answer or refer questions.

Enabling Learning Objectives

1. Describe types of informational materials and how to use them
2. Identify basic presentation skills
3. Discuss departmental standard operating procedures for giving fire station tours
4. Document presentations
5. Use prepared materials

Discussion Questions

1. What types of presentations might a fire fighter have to provide?
2. Why is it important to make your presentations age-appropriate?

Activities

1. Ask students to prepare and present a fire safety information presentation for an assigned age group.

CTS Guide Reference:

CTS 5-2

Topic 5-3: Preparing Preincident Surveys

Terminal Learning Objective

At the end of this topic, a student, given forms, necessary tools, and an assignment, will be able to prepare a preincident survey that records required occupancy information, note items of concern, and include accurate sketches or diagrams.

Enabling Learning Objectives

1. Identify the sources of water supply for fire protection
2. Describe the fundamentals of fire suppression and detection systems
3. Identify common symbols used in diagramming construction features, utilities, hazards, and fire protection systems
4. Discuss departmental requirements for a preincident survey and form completion
5. Discuss the importance of accurate diagrams
6. Identify the components of fire suppression and detection systems
7. Sketch the site, buildings, and special features
8. Detect hazards and special considerations to include in the preincident sketch
9. Complete all related departmental forms

Discussion Questions

1. What are the essential elements of a preincident plan?
2. What is the importance of an accurate preincident plan?
3. Why is it important to update preincident plans on a regular basis?

Activities

1. Given a building, ask students to develop a preincident plan.

CTS Guide Reference:

CTS 5-3

Topic 5-4: Maintaining Power Equipment

Terminal Learning Objective

At the end of this topic, a student, given tools and manufacturer instructions, will be able to maintain power plants, power tools, and lighting equipment, keep equipment clean and maintained according to manufacturer and departmental guidelines, record maintenance, and place equipment in a ready state or report it otherwise.

Enabling Learning Objectives

1. Discuss manufacturer and departmental guidelines for maintaining equipment and its documentation
2. Identify types of cleaning methods
3. Describe correct use of cleaning solvents
4. Discuss problem-reporting practices
5. Select correct tools
6. Follow guidelines
7. Operate power plants, power tools, and lighting equipment
8. Complete recording and reporting procedures

Discussion Questions

1. Why is it important to properly maintain power equipment?

2. What is the importance of following manufacturer guidelines for maintenance?

Activities

1. To be determined by the instructor.

CTS Guide Reference:

CTS 5-4

Topic 5-5: Performing Annual Hose Service Test

Terminal Learning Objective

At the end of this topic, a student, given an apparatus or hose testing device, a marking device, pressure gauges, a timer, record sheets, and related equipment, will be able to perform an annual service test on fire hose, follow procedures, evaluate the condition of the hose, remove any damaged hose from service, and record the results.

Enabling Learning Objectives

1. Describe the procedure for safely conducting hose service testing
2. Identify indicators that may require a hose to be removed from service
3. Discuss recording procedures for hose test results
4. Operate hose testing equipment and nozzles
5. Record results

Discussion Questions

1. What is the proper personal protective equipment for hose testing?
2. How often is hose testing conducted?
3. What pieces of equipment are used in conjunction with hose testing?
4. Why is hose testing important?

Activities

1. To be determined by the instructor.

CTS Guide Reference

CTS 5-5

Fire Fighter II

Time Table

Segment	Lecture Time	Activity/Skills Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1		00:00	
Topic 1-2: Fire Fighter II Certification Process			
Lecture	00:30		
Activity 1-2		00:00	
Topic 1-3: General Knowledge Requirements			
Lecture	3:00		
Activity 1-3		1:00	
Unit 1 Totals	4:00	1:00	5:00
Unit 2: Fire Department Communications			
Topic 2-1: Completing Incident Reports			
Lecture	1:00		
Activity 2-1		1:00	
Topic 2-2: Basic Company Communications			
Lecture	1:00		
Activity 2-2		00:00	
Unit 2 Totals	2:00	1:00	3:00
Unit 3: Fireground Operations			
Topic 3-1: Extinguishing an Ignitable Liquid Fire			
Lecture	4:00		
Activity 3-1		00:00	
Skills		8:00	
Topic 3-2: Controlling a Flammable Gas Cylinder Fire			
Lecture	3:00		
Activity 3-2		00:00	
Skills		5:00	
Topic 3-3: Coordinating an Interior Attack Line			
Lecture	6:00		
Activity 3-3		2:00	
Skills		40:00	
Topic 3-4: Protecting Evidence of Fire Cause and Origin			
Lecture	2:00		
Activity 3-4		00:00	

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Segment	Lecture Time	Activity/Skills Time	Total Unit Time
Unit 3 Totals	15:00	55:00	70:00
Unit 4: Rescue Operations			
Topic 4-1: Vehicle Extrication			
Lecture	8:00		
Activity 4-1		00:00	
Skills		8:00	
Topic 4-2: Assisting in Rescue Operations			
Lecture	3:00		
Activity 4-2		00:00	
Skills		1:00	
Unit 4 Totals	11:00	9:00	20:00
Unit 5: Prevention, Preparedness, and Maintenance			
Topic 5-1: Performing a Fire Safety Survey at a Private Dwelling			
Lecture	1:00		
Activity 5-1		00:00	
Topic 5-2: Presenting Fire Safety Information			
Lecture	1:00		
Activity 5-2		1:00	
Skills		1:00	
Topic 5-3: Preparing Preincident Surveys			
Lecture	5:00		
Activity 5-3		1:00	
Topic 5-4: Maintaining Fire Equipment			
Lecture	2:00		
Activity 5-4		00:00	
Topic 5-5: Performing Annual Hose Service Test			
Lecture	1:00		
Activity 5-5		00:00	
Skills		1:00	
Unit 5 Totals	10:00	4:00	14:00
Lecture, Activity, and Unit Totals:	42:00	70:00	112:00

Number of Students	50	1
Total Lecture Time (LT)	42:00	42:00
Total Activity/Skills Time (AT)	70:00	18:00
Total Testing Time (TT)	8:00	2:00

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Total Course Time	120:00	62:00
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Note: Skills and activity time will vary depending on the number of students in the program. It is important to remember that the suggested skill hours are for up to 50 students. The following is a breakdown of what a program might look like if there were fewer students. These are just estimates, times may need to be adjusted based on student abilities.

40 – 50 Students	70 hours
30 – 40 Students	53 hours
20 – 30 Students	35 hours
1 – 20 Students	18 hours

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