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

From: Caryn Petty, Deputy State Fire Marshal III (Specialist)

SUBJECT/AGENDA ACTION ITEM:
Fire Officer Series Curriculum Review

Recommended Actions:
Information Only.

Background Information:

State Fire Training updated the Fire Officer series in alignment with the National Fire Protection Association (NFPA) 1021: Standard for Fire Officer Professional Qualifications (2020) to ensure effective leadership in California fire agencies.

The curriculum update occurred as a philosophical shift in SFT training and education instructional delivery, grounded in a more experiential on-the-job training methodology. This new model was designed to provide focused face-to-face instruction, coupled with independent reading, research, and task book-based application. The intent was that candidates would be provided the opportunity to engage in their certification task book concurrent with their coursework completion. This change was widely accepted by stakeholders and approved by the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS).

Since the implementation of the curricula, unforeseen challenges have arisen, warranting an additional SFT review.

Analysis/Summary of Issues:
Initial challenges identified are as follows:

1. Hybrid/Cohort versus Distance Education

The newly implemented methodology requires a hybrid cohort delivery that is outside the established parameters of SFT course registration and delivery.

Issue:

Distance Education is a specific synchronous electronic delivery platform option available only to the Accredited Academies, requiring an application, a detailed course outline, and demonstrated course delivery expertise and experience by the Registered Instructor prior to Distance Education approval. Hybrid/cohort education falls within the realm of Distance Education delivery but is currently undefined, resulting in an absence of standardized delivery methods.

Proposed Solution:

1. SFT has amended the existing Distance Education Application to create a Hybrid/Cohort Delivery-specific Application for the Fire Officer courses. This document will be completed by all prospective hosts/Registered Instructors and attached to the Course Request WebForm upon submission for review prior to course approval.
2. Complete Distance Education (remote, synchronous) course instruction will remain only accessible to the Accredited Academies. Non-Accredited entities shall not be permitted to deliver classroom instruction via Distance Education.

2. Instructional Delivery Standardization

The newly implemented methodology lacks specific guidance for Registered Instructors regarding instructional delivery standards and compliance.

Issue(s):

The Fire Officer series Course Plans do not provide specificity regarding instructional and course delivery standards.

The current course delivery timeline guidance conflicts with fire agency shift schedules, making attendance challenging.

Proposed Solution:

1. SFT will revise the existing Fire Officer Series Changes document to develop a Fire Officer Curriculum – Instructional Delivery Informational Bulletin for each curriculum track. These documents will outline the specific requirements and parameters for delivering the Fire Officer courses, as well as a Recommended Teaching Order for each course, and will be posted with the respective courses on the Professional Certifications (CFSTES) webpage.
2. SFT will explore universal online platforms for digital document submittal (portfolio), such as textbook provider Learning Management Systems (Navigate, etc.), Google Classroom, Canvas For All, etc. Instructor email remains considered.

3. Terminology

The Fire Officer courses were created with the intent of hybrid/cohort delivery, an instructional methodology term not captured in the SFT procedures or Course Plan templates.

Issue:

Standard SFT Course Plan terminology does not lend to the Fire Officer courses given the new hybrid/cohort methodology. The terminology used in the Course Plans and course Time Tables does not provide enough specificity regarding the intended course delivery method (classroom, activity, application, or hybrid/cohort). There will be no change to overall course hours.

Additionally, instructor assignments at the community colleges require varied instructional hour designations. Example: “Classroom” may constitute “Lecture Hours,” while “Application” or “Activity” may constitute “Lab Hours” or “Homework”, resulting in differentiation of staff hour allotment and compensation.

Proposed Solution:

1. Amend existing Time Tables to include an additional column specific to Hybrid/Cohort or Task Book time to more clearly designate intended delivery methodology. This designation would provide a clearer definition of the instructor's time requirements and offer specific guidance.
2. SFT seeks to establish a Work Group comprised of stakeholders and prior cadre members (Company Officer, Chief Fire Officer, and Executive Chief Fire Officer) to address the terminology and Time Tables in the current Course Plans. See draft example.

Summary

SFT is proposing a pause on course scheduling and Registered Instructor application reviews pending implementation of these efforts to ensure system-wide delivery compliance.

[ATTACHMENTS]

- Hybrid/Cohort – Fire Officer Series Course Delivery Application, draft
- Fire Officer Course Delivery Information Bulletin, draft
- Fire Officer 2A Course Plan and Time Table, draft amendment example



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: <ul style="list-style-type: none">• 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 – Classroom 24 application – JPR/Hybrid / 4 testing)
Maximum Class Size:	25
Instructor Level:	SFT Fire Officer 2A Registered Instructor
Instructor/Student Ratio:	1:25
Restrictions:	None
SFT Designation:	CFSTES

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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

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

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Time Table

Segment	Lecture	Application (Classroom)	Application (Hybrid - 16 JPRS)	Unit Total
Unit 1: Introduction				
Topic 1-1: Orientation and Administration	1.0	0.0	0.0	
Topic 1-2: Fire Officer 2 Certification Process	1.0	1.0	0.0	
Topic 1-3: Definition of Duty for a Fire Officer 2	1.0	0.0	0.0	
Topic 1-4: Introduction to Leadership	1.0	1.0	0.0	
Topic 1-5: Effective Communication	1.0	2.0	0.0	
Unit 1 Totals	5.0	5.0	0.0	10.0
Unit 2: Human Resource Management				
Topic 2-1: Applying Human Resource Policies and Procedures	1.0	0.0	2.0	
Topic 2-2: Creating a Professional Development Plan	2.0	2.0	1.0	
Topic 2-3: Evaluating and Maximizing Employee Performance	2.0	2.0	2.0	
Topic 2-4: Recommending Action for Employee Support	2.0	2.0	2.0	
Topic 2-5: Coordinating Routine Tasks and Responsibilities	1.0	0.0	3.0	
Topic 2-6: Directing Unit Employees During a Training Evolution	1.0	0.0	2.0	
Unit 2 Totals	9.0	6.0	12.0	27.0
Unit 3: Health and Safety				
Topic 3-1: Being Physically and Medically Fit	1.0	1.0	1.0	
Topic 3-2: Implementing Safety Measures and Regulations	1.0	1.0	2.0	
Topic 3-3: Conducting an Accident Investigation	2.0	2.0	2.0	
Unit 3 Totals	4.0	4.0	5.0	13.0
Formative Assessments				
Determined by AHJ or educational institution	0.0	2.0	0.0	2.0
Summative Assessment				
Determined by AHJ or educational institution	0.0	2.0	0.0	2.0
Course Totals	18.0	15.0	17.0	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.

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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
 - Current national and international trends and developments related to fire service organization, management, and administrative principles
 - 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
 - Who is the audience?
 - Individual
 - Small group
 - Large group
 - What is the context?
 - What is the message?
 - Written
 - Emails
 - Memos
 - Staff reports
 - Special report, white papers, concept papers, position papers
 - Non-verbal
 - Facial expression
 - Eye contact
 - Body language
 - Vocalizations (sighing, deep breaths, etc.)
2. Identify when to use oral vs. written communication
3. Identify common communication styles
 - Styles
 - Visual
 - Auditory
 - 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

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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
 - Correct errors during this phase
 - Have personnel practice evolution sets and reps to achieve proficiency
 - 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 activities 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.



Hybrid/Cohort – Fire Officer Series

Distance Education

Course Delivery Application

Overview

State Fire Training (SFT) enables the delivery of Fire Officer courses in a Distance Education Hybrid/Cohort format. The same standards of course quality shall be applied to any portion of a course conducted through hybrid/cohort as are applied to traditional classroom courses.

SFT defines Distance Education courses as:

1. Those courses in which the entire content of the course can be communicated between the instructor and the student electronically (online course) with direct, real-time engagement. This is permitted only at Accredited Regional Training Programs (ARTPs) or Accredited Local Academies (ALAs).

SFT defines Distance Education Hybrid/Cohort courses as:

1. Those courses that require both classroom attendance, independent work, and the use of electronic communication (hybrid/cohort course).

Distance Education Course Delivery Requirements

Course Delivery Requirements

1. A host provider may deliver a Hybrid/Cohort (Distance Education) Fire Officer course only after submitting the Hybrid/Cohort Application and receiving approval from SFT.
2. The host provider shall provide a course outline (clearly identifying the content of each section), teaching methodology, and instructional timeframe to determine approval.
3. Course segments requiring psychomotor skills training, activities, and/or psychomotor skills testing shall be conducted in person.
4. The host provider shall provide SFT access to monitor any/all delivered portions of any course.

Instructor Requirements

1. Registered Instructors/Fire Academy Instructors who deliver SFT courses through Hybrid/Cohort Distance Education must provide proof of completed formalized training in the course's delivery platform, if used (i.e. Canvas, Blackboard, etc.).

Host Requirements

1. The host provider and Registered Instructor shall maintain staff development records for all instructors who teach in the hybrid/cohort method.

Application Process

1. Applicant attaches the completed Hybrid/Cohort Application and supporting documentation to the submitted Course Request WebForm.

2. State Fire Training conducts an application review.

- If the applicant does not meet the eligibility requirements, SFT issues a denial.
- If the applicant meets the requirements for Distance Education Hybrid/Cohort course delivery, SFT will issue an approval and schedule the course.

Supplemental Questions

The applicant shall answer the following questions on agency/host provider letterhead:

1. Provide a detailed description of how the lecture/didactic portions of the course will be delivered.
2. The host provider shall provide verification of student participation in accordance with State Fire Training procedures for the delivery of a hybrid/cohort course.

Course Outline

EXAMPLE:

[Host Provider] is applying to deliver the [Course Name] through distance education via hybrid/cohort. Below is the course outline for each Unit and Topic in the course plan. The delivery time, teaching methodology (C - classroom or A - application), and detailed notes are provided in the table below.

Topic (TLO/ELO)	Course Content	Time Requirement	Delivery C – Classroom	Notes
			A - Application	
Unit 2: Topic 2-1	Developing Plans for Providing an Employee Accommodat ion	1:00 Hours – Lecture 2:00 Hours – Application TOTAL: 3:00 Hours	C – In-person, on campus A -	<u>Lecture:</u> Students will participate in an Instructor- led classroom-based class. <u>Application:</u> Asynchronous individual student completion outside of class in alignment with task book sign off requirements. <u>Student will create a memo for employee accommodation using AHJ policies, procedures, and bargaining unit agreement(s) to identify provisions, recommend solutions, and justify requested accommodations.</u> <u>Textbooks:</u>

			<ul style="list-style-type: none">- Per Instructor direction- <i>Pocket Guide to the Firefighters Procedural Bill of Rights Act</i> (California Public Employee Relations, current edition)- Printed copy of Fire Officer 3 Certification Task Book (2020) <p><u>The Learning Objectives here are aligned with NFPA 1021 (2020) and NFPA 1140 (2022) which are found in the CTS Guide.</u></p> <p>This Topic and assignment align with CTS 2-6.</p>
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STATE OF CALIFORNIA, NATURAL RESOURCES AGENCY
DEPARTMENT OF FORESTRY AND FIRE PROTECTION
OFFICE OF THE STATE FIRE MARSHAL – STATE FIRE TRAINING
Hybrid/Cohort Course Delivery Application
(REV. 01/26)

Identification

Host Provider: _____

Requester: _____

Phone (Mobile): _____

Email: _____

Course: _____

Submission Requirements

Applications and supporting documents shall be submitted a minimum of four (4) weeks prior to the intended course date. Applications submitted less than four (4) weeks prior to the course start date will not be considered.

Documentation

1. Completed Application
2. Course outline (clearly identifying the content of each section), teaching methodology (classroom or application), instructional timeframe, and complete details of the delivery plan
3. Supplemental Questions

Authority

As the authorized representative of the above host provider, I understand and agree to abide by the procedures and requirements of State Fire Training (SFT) in the *State Fire Training Procedures Manual (current edition)*. By signing this agreement, I am authorizing SFT staff to audit the delivery of courses delivered in a hybrid/cohort method as deemed appropriate for the purposes of quality improvement. All students will be notified in advance that SFT shall have access to the class and their information.

Registered Instructors selected by the host provider to deliver curriculum in a hybrid/cohort format must be qualified to teach the subject matter.

I understand that failure to comply with any of the terms listed above may void this agreement and result in the loss of the privilege of delivering courses in this format.

Applicant Signature: _____ **Date:** _____



Fire Officer (FO) Series Significant Changes and Course Delivery Guidelines

Issued: April 2025

OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) Officer Series Registered Instructors on changes in the delivery and format of the updated Fire Officer curriculum. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

SIGNIFICANT CHANGES

1. Course names have been changed to align with NFPA terminology:
 - Fire Officer 4 (formerly Executive Chief Fire Officer)
 - Fire Officer 3 (formerly Chief Fire Officer)
 - Fire Officer 2 (formerly Company Officer)
2. All FO courses fill three general categories:
 - “A” courses: Human Resources
 - “B” courses: General Administrative Functions
 - “C” courses: Emergency Incident Management
3. Each track consists of three separate 54-hour, 3-unit courses to align with higher education semester unit requirements at community colleges, Cal-Poly Humboldt, and other institutions:
 1. FO4 A, B, and C = 9 total semester units of graduate-level learning outcomes
 2. FO3 A, B, and C = 9 total semester units of bachelor/upper division level learning outcomes
 3. FO2 A, B, and C = 9 total semester units of associate/lower division level learning outcomes
 4. The minimum timeframe for conducting a 54-hour course is seven days, but it is not recommended (see Delivery Changes below).
4. In addition to NFPA 1021, “C” courses have additional standards integrated into the curriculum.
 - FO2C contains NFPA 1143 Wildfire Officer I and NWCG S-200 Initial Attack IC standards.
 - FO3C contains NFPA 1143 Wildfire Officer II and NWCG S-300 Extended Attack IC standards.
 - FO4C is geared towards the ICS Agency Administrator position.
5. Course activities are focused on the Certification Task Book (CTB) Job Performance Requirements (JPRs).
 - Each course is approximately one-third lecture/discussion and two-thirds CTB activities/application. Including designated Classroom and Hybrid/Cohort time.

- CTBs may be initiated at the first class for that series (e.g., FO 2A, FO3A, FO4A).
 - Instructors should discuss all topics in the Course Plan before assigning the CTB activity.
 - Student activities/applications are designed to be conducted both in and outside of class as designated in the course Time Table.
 - Instructors should give feedback on course activities (refer to Best Practice Guidance below).
 - “C” courses may contain their own scenario task sheets which are required for CTB completion.
6. Specific changes to each course and instructor requirements can be found in their respective Implementation Plans and within the Course Plans available on the SFT website.

DELIVERY CHANGES

1. “A” and “B” courses are designed to be taught over a semester or a minimum of two weeks, **not** as a single week-long block (e.g., Monday through Friday from 08:00-17:00).
2. Allow gap time between lecture sessions for students to produce quality activity products. See below for a sample “A” or “B” 54-hour course schedule:

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Application (Hybrid- JPRs)	Lecture	Application (Hybrid- JPRs)	Lecture
Afternoon	Application (Classroom)	Application (Hybrid- JPRs)	Application (Classroom)	Application (Hybrid- JPRs)	Application (Classroom)
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Application (Hybrid- JPRs)	Lecture	Application (Hybrid- JPRs)	Assessment
Afternoon	Application (Classroom)	Application (Hybrid- JPRs)	Application (Classroom)	Application (Hybrid- JPRs)	

3. Task book activities should align student interests with agency needs to meet Fire Chief priorities.
 - Ideally, career students should be able to complete task book activities on duty because they meet employee development and agency goals by completing real work that furthers the organization’s strategic direction.
 - Students should meet—separately or as a group—to discuss their agency’s needs with their supervisor(s) to best align task book activities with specific organizational goals, gaps, and needs.
 - Instructors should teach each topic’s terminal and enabling learning objectives before students begin the corresponding task book activity.
 - Instructional reputation derives from how well instructors prepare students to complete and document course activities in their portfolio.

4. Instructor requirements for availability and feedback:
 - Establish office hours or virtual availability to support students with their activities between course sessions.
 - At a minimum, provide feedback on each activity with grades, symbols, and comments. Provide numeric grades if required by an academic institution.
 - If student activities are not graded, the minimum instructor feedback on activity documents is:
 - A minus (-) sign where student products are below standard or improvement is needed
 - A check (✓) sign where the student meets the basic standard
 - A plus (+) sign where the student exceeds the standard
 - Provide feedback on portfolios through written comments on overall portfolio quality by the final class session of the course.
5. “C” courses should follow the “crawl, walk, run” methodology, with initial incident scenarios starting out relatively simple and gradually increasing complexity as students learn and practice new lecture/discussion material.
6. “C” courses are designed to be delivered in-person, with lectures in the mornings and incident-based task book/simulation activities in the afternoon for the first few days, followed by complex scenarios as students master fundamental skills.
7. See below for a sample “C” 54-hour course schedule:

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Lecture	Lecture	Lecture	Lecture
Afternoon	Scenarios (Classroom)	Scenarios (Classroom)	Scenarios (Classroom)	Scenarios (Classroom)	Scenarios (Classroom)
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Scenarios (Classroom)	Lecture	Assessment	
Afternoon	Scenarios (Classroom)	Scenarios (Classroom)	Scenarios (Classroom)		

- Break students into rotating groups for scenarios
 - IC and overhead
 - Dispatch and radio voices for other units
 - Role players and/or disruptors
 - Peer evaluators with task book scenario task sheets
8. FO3C suggested scenario (sets and reps) progression:
 - Begin with 1-2 alarm all-risk scenarios, always starting at the top of the scenario task sheet and continuing to advance to more complex scenarios.

- Transition with an all-risk, multi-operational period, greater alarm scenario of moderate complexity.
 - Progress to more complex, extended attack wildland and WUI scenarios.
9. FO4C scenario(s) should focus on how a student's agency will use their emergency plan to interface with and delegate to a formal Incident Management Team (IMT) within their jurisdiction for a complex incident. The final scenario should be delivered in conjunction with a local multi-agency tabletop drill where an outside IMT is activated under AHJ delegation.

BEST PRACTICES

1. Instructors should be in the role of facilitator, mentor, and coach. The end state is that students have completed the course activities and gathered the collective documents into a portfolio package that verifies JPRs so their Fire Chief (or designee) can sign off their certification task book.
2. Courses should be taken in order (A, B, then C). Deliver courses in cohorts, or as part of promotional academies, to ensure consistency and build relationships between student peers and their superiors that align task book activities with organizational needs.
3. Ideally, students can obtain certification prior to promotion or operating in acting positions because their very first day on the job could include a significant event. This ensures they understand the position competencies and aligns with the CICC practice of being qualified prior to assuming the position.
4. SFT encourages team teaching and/or using SMEs as guest lecturers to provide a comprehensive base of understanding with fundamental skills.
5. To ensure absorption of the lecture and discussion, instructors should plan to integrate classroom and hybrid/cohort activity applications accordingly. Instructors should allow sufficient time/days for students to produce a quality product.



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: <ul style="list-style-type: none">• 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 – Classroom 24 application – JPR/Hybrid / 4 testing)
Maximum Class Size:	25
Instructor Level:	SFT Fire Officer 2A Registered Instructor
Instructor/Student Ratio:	1:25
Restrictions:	None
SFT Designation:	CFSTES

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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

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

Time Table

Segment	Lecture	Application (Classroom)	Application (Hybrid - 16 JPRS)	Unit Total
Unit 1: Introduction				
Topic 1-1: Orientation and Administration	1.0	0.0	0.0	
Topic 1-2: Fire Officer 2 Certification Process	1.0	1.0	0.0	
Topic 1-3: Definition of Duty for a Fire Officer 2	1.0	0.0	0.0	
Topic 1-4: Introduction to Leadership	1.0	1.0	0.0	
Topic 1-5: Effective Communication	1.0	2.0	0.0	
Unit 1 Totals	5.0	5.0	0.0	10.0
Unit 2: Human Resource Management				
Topic 2-1: Applying Human Resource Policies and Procedures	1.0	0.0	2.0	
Topic 2-2: Creating a Professional Development Plan	2.0	2.0	1.0	
Topic 2-3: Evaluating and Maximizing Employee Performance	2.0	2.0	2.0	
Topic 2-4: Recommending Action for Employee Support	2.0	2.0	2.0	
Topic 2-5: Coordinating Routine Tasks and Responsibilities	1.0	0.0	3.0	
Topic 2-6: Directing Unit Employees During a Training Evolution	1.0	0.0	2.0	
Unit 2 Totals	9.0	6.0	12.0	27.0
Unit 3: Health and Safety				
Topic 3-1: Being Physically and Medically Fit	1.0	1.0	1.0	
Topic 3-2: Implementing Safety Measures and Regulations	1.0	1.0	2.0	
Topic 3-3: Conducting an Accident Investigation	2.0	2.0	2.0	
Unit 3 Totals	4.0	4.0	5.0	13.0
Formative Assessments				
Determined by AHJ or educational institution	0.0	2.0	0.0	2.0
Summative Assessment				
Determined by AHJ or educational institution	0.0	2.0	0.0	2.0
Course Totals	18.0	15.0	17.0	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.

Draft

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
 - Current national and international trends and developments related to fire service organization, management, and administrative principles
 - 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
 - Who is the audience?
 - Individual
 - Small group
 - Large group
 - What is the context?
 - What is the message?
 - Written
 - Emails
 - Memos
 - Staff reports
 - Special report, white papers, concept papers, position papers
 - Non-verbal
 - Facial expression
 - Eye contact
 - Body language
 - Vocalizations (sighing, deep breaths, etc.)
2. Identify when to use oral vs. written communication
3. Identify common communication styles
 - Styles
 - Visual
 - Auditory
 - 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

Draft

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
 - Correct errors during this phase
 - Have personnel practice evolution sets and reps to achieve proficiency
 - 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 activities 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.



Hybrid/Cohort – Fire Officer Series

Distance Education

Course Delivery Application

Overview

State Fire Training (SFT) enables the delivery of Fire Officer courses in a Distance Education Hybrid/Cohort format. The same standards of course quality shall be applied to any portion of a course conducted through hybrid/cohort as are applied to traditional classroom courses.

SFT defines Distance Education courses as:

1. Those courses in which the entire content of the course can be communicated between the instructor and the student electronically (online course) with direct, real-time engagement. This is permitted only at Accredited Regional Training Programs (ARTPs) or Accredited Local Academies (ALAs).

SFT defines Distance Education Hybrid/Cohort courses as:

1. Those courses that require both classroom attendance, independent work, and the use of electronic communication (hybrid/cohort course).

Distance Education Course Delivery Requirements

Course Delivery Requirements

1. A host provider may deliver a Hybrid/Cohort (Distance Education) Fire Officer course only after submitting the Hybrid/Cohort Application and receiving approval from SFT.
2. The host provider shall provide a course outline (clearly identifying the content of each section), teaching methodology, and instructional timeframe to determine approval.
3. Course segments requiring psychomotor skills training, activities, and/or psychomotor skills testing shall be conducted in person.
4. The host provider shall provide SFT access to monitor any/all delivered portions of any course.

Instructor Requirements

1. Registered Instructors/Fire Academy Instructors who deliver SFT courses through Hybrid/Cohort Distance Education must provide proof of completed formalized training in the course's delivery platform, if used (i.e. Canvas, Blackboard, etc.).

Host Requirements

1. The host provider and Registered Instructor shall maintain staff development records for all instructors who teach in the hybrid/cohort method.

Application Process

1. Applicant attaches the completed Hybrid/Cohort Application and supporting documentation to the submitted Course Request WebForm.

2. State Fire Training conducts an application review.

- If the applicant does not meet the eligibility requirements, SFT issues a denial.
- If the applicant meets the requirements for Distance Education Hybrid/Cohort course delivery, SFT will issue an approval and schedule the course.

Supplemental Questions

The applicant shall answer the following questions on agency/host provider letterhead:

1. Provide a detailed description of how the lecture/didactic portions of the course will be delivered.
2. The host provider shall provide verification of student participation in accordance with State Fire Training procedures for the delivery of a hybrid/cohort course.

Course Outline

EXAMPLE:

[Host Provider] is applying to deliver the [Course Name] through distance education via hybrid/cohort. Below is the course outline for each Unit and Topic in the course plan. The delivery time, teaching methodology (C - classroom or A - application), and detailed notes are provided in the table below.

Topic (TLO/ELO)	Course Content	Time Requirement	Delivery C – Classroom	Notes
			A - Application	
Unit 2: Topic 2-1	Developing Plans for Providing an Employee Accommodat ion	1:00 Hours – Lecture 2:00 Hours – Application TOTAL: 3:00 Hours	C – In-person, on campus A -	<u>Lecture:</u> Students will participate in an Instructor- led classroom-based class. <u>Application:</u> Asynchronous individual student completion outside of class in alignment with task book sign off requirements. <u>Student will create a memo for employee accommodation using AHJ policies, procedures, and bargaining unit agreement(s) to identify provisions, recommend solutions, and justify requested accommodations.</u> <u>Textbooks:</u>

			<ul style="list-style-type: none">- Per Instructor direction- <i>Pocket Guide to the Firefighters Procedural Bill of Rights Act</i> (California Public Employee Relations, current edition)- Printed copy of Fire Officer 3 Certification Task Book (2020) <p><u>The Learning Objectives here are aligned with NFPA 1021 (2020) and NFPA 1140 (2022) which are found in the CTS Guide.</u></p> <p>This Topic and assignment align with CTS 2-6.</p>
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STATE OF CALIFORNIA, NATURAL RESOURCES AGENCY
DEPARTMENT OF FORESTRY AND FIRE PROTECTION
OFFICE OF THE STATE FIRE MARSHAL – STATE FIRE TRAINING
Hybrid/Cohort Course Delivery Application
(REV. 01/26)

Identification

Host Provider: _____

Requester: _____

Phone (Mobile): _____

Email: _____

Course: _____

Submission Requirements

Applications and supporting documents shall be submitted a minimum of four (4) weeks prior to the intended course date. Applications submitted less than four (4) weeks prior to the course start date will not be considered.

Documentation

1. Completed Application
2. Course outline (clearly identifying the content of each section), teaching methodology (classroom or application), instructional timeframe, and complete details of the delivery plan
3. Supplemental Questions

Authority

As the authorized representative of the above host provider, I understand and agree to abide by the procedures and requirements of State Fire Training (SFT) in the *State Fire Training Procedures Manual (current edition)*. By signing this agreement, I am authorizing SFT staff to audit the delivery of courses delivered in a hybrid/cohort method as deemed appropriate for the purposes of quality improvement. All students will be notified in advance that SFT shall have access to the class and their information.

Registered Instructors selected by the host provider to deliver curriculum in a hybrid/cohort format must be qualified to teach the subject matter.

I understand that failure to comply with any of the terms listed above may void this agreement and result in the loss of the privilege of delivering courses in this format.

Applicant Signature: _____ **Date:** _____



Fire Officer (FO) Series Significant Changes and Course Delivery Guidelines

Issued: April 2025

OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) Officer Series Registered Instructors on changes in the delivery and format of the updated Fire Officer curriculum. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

SIGNIFICANT CHANGES

1. Course names have been changed to align with NFPA terminology:
 - Fire Officer 4 (formerly Executive Chief Fire Officer)
 - Fire Officer 3 (formerly Chief Fire Officer)
 - Fire Officer 2 (formerly Company Officer)
2. All FO courses fill three general categories:
 - “A” courses: Human Resources
 - “B” courses: General Administrative Functions
 - “C” courses: Emergency Incident Management
3. Each track consists of three separate 54-hour, 3-unit courses to align with higher education semester unit requirements at community colleges, Cal-Poly Humboldt, and other institutions:
 1. FO4 A, B, and C = 9 total semester units of graduate-level learning outcomes
 2. FO3 A, B, and C = 9 total semester units of bachelor/upper division level learning outcomes
 3. FO2 A, B, and C = 9 total semester units of associate/lower division level learning outcomes
 4. The minimum timeframe for conducting a 54-hour course is seven days, but it is not recommended (see Delivery Changes below).
4. In addition to NFPA 1021, “C” courses have additional standards integrated into the curriculum.
 - FO2C contains NFPA 1143 Wildfire Officer I and NWCG S-200 Initial Attack IC standards.
 - FO3C contains NFPA 1143 Wildfire Officer II and NWCG S-300 Extended Attack IC standards.
 - FO4C is geared towards the ICS Agency Administrator position.
5. Course activities are focused on the Certification Task Book (CTB) Job Performance Requirements (JPRs).
 - Each course is approximately one-third lecture/discussion and two-thirds CTB activities/application. Including designated Classroom and Hybrid/Cohort time.

- CTBs may be initiated at the first class for that series (e.g., FO 2A, FO3A, FO4A).
 - Instructors should discuss all topics in the Course Plan before assigning the CTB activity.
 - Student activities/applications are designed to be conducted both in and outside of class as designated in the course Time Table.
 - Instructors should give feedback on course activities (refer to Best Practice Guidance below).
 - “C” courses may contain their own scenario task sheets which are required for CTB completion.
6. Specific changes to each course and instructor requirements can be found in their respective Implementation Plans and within the Course Plans available on the SFT website.

DELIVERY CHANGES

1. “A” and “B” courses are designed to be taught over a semester or a minimum of two weeks, **not** as a single week-long block (e.g., Monday through Friday from 08:00-17:00).
2. Allow gap time between lecture sessions for students to produce quality activity products. See below for a sample “A” or “B” 54-hour course schedule:

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Application (Hybrid- JPRs)	Lecture	Application (Hybrid- JPRs)	Lecture
Afternoon	Application (Classroom)	Application (Hybrid- JPRs)	Application (Classroom)	Application (Hybrid- JPRs)	Application (Classroom)
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Application (Hybrid- JPRs)	Lecture	Application (Hybrid- JPRs)	Assessment
Afternoon	Application (Classroom)	Application (Hybrid- JPRs)	Application (Classroom)	Application (Hybrid- JPRs)	

3. Task book activities should align student interests with agency needs to meet Fire Chief priorities.
 - Ideally, career students should be able to complete task book activities on duty because they meet employee development and agency goals by completing real work that furthers the organization’s strategic direction.
 - Students should meet—separately or as a group—to discuss their agency’s needs with their supervisor(s) to best align task book activities with specific organizational goals, gaps, and needs.
 - Instructors should teach each topic’s terminal and enabling learning objectives before students begin the corresponding task book activity.
 - Instructional reputation derives from how well instructors prepare students to complete and document course activities in their portfolio.

4. Instructor requirements for availability and feedback:
 - Establish office hours or virtual availability to support students with their activities between course sessions.
 - At a minimum, provide feedback on each activity with grades, symbols, and comments. Provide numeric grades if required by an academic institution.
 - If student activities are not graded, the minimum instructor feedback on activity documents is:
 - A minus (-) sign where student products are below standard or improvement is needed
 - A check (✓) sign where the student meets the basic standard
 - A plus (+) sign where the student exceeds the standard
 - Provide feedback on portfolios through written comments on overall portfolio quality by the final class session of the course.
5. “C” courses should follow the “crawl, walk, run” methodology, with initial incident scenarios starting out relatively simple and gradually increasing complexity as students learn and practice new lecture/discussion material.
6. “C” courses are designed to be delivered in-person, with lectures in the mornings and incident-based task book/simulation activities in the afternoon for the first few days, followed by complex scenarios as students master fundamental skills.
7. See below for a sample “C” 54-hour course schedule:

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Lecture	Lecture	Lecture	Lecture
Afternoon	Scenarios (Classroom)	Scenarios (Classroom)	Scenarios (Classroom)	Scenarios (Classroom)	Scenarios (Classroom)
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Lecture	Scenarios (Classroom)	Lecture	Assessment	
Afternoon	Scenarios (Classroom)	Scenarios (Classroom)	Scenarios (Classroom)		

- Break students into rotating groups for scenarios
 - IC and overhead
 - Dispatch and radio voices for other units
 - Role players and/or disruptors
 - Peer evaluators with task book scenario task sheets
8. FO3C suggested scenario (sets and reps) progression:
 - Begin with 1-2 alarm all-risk scenarios, always starting at the top of the scenario task sheet and continuing to advance to more complex scenarios.

- Transition with an all-risk, multi-operational period, greater alarm scenario of moderate complexity.
 - Progress to more complex, extended attack wildland and WUI scenarios.
9. FO4C scenario(s) should focus on how a student's agency will use their emergency plan to interface with and delegate to a formal Incident Management Team (IMT) within their jurisdiction for a complex incident. The final scenario should be delivered in conjunction with a local multi-agency tabletop drill where an outside IMT is activated under AHJ delegation.

BEST PRACTICES

1. Instructors should be in the role of facilitator, mentor, and coach. The end state is that students have completed the course activities and gathered the collective documents into a portfolio package that verifies JPRs so their Fire Chief (or designee) can sign off their certification task book.
2. Courses should be taken in order (A, B, then C). Deliver courses in cohorts, or as part of promotional academies, to ensure consistency and build relationships between student peers and their superiors that align task book activities with organizational needs.
3. Ideally, students can obtain certification prior to promotion or operating in acting positions because their very first day on the job could include a significant event. This ensures they understand the position competencies and aligns with the CICC practice of being qualified prior to assuming the position.
4. SFT encourages team teaching and/or using SMEs as guest lecturers to provide a comprehensive base of understanding with fundamental skills.
5. To ensure absorption of the lecture and discussion, instructors should plan to integrate classroom and hybrid/cohort activity applications accordingly. Instructors should allow sufficient time/days for students to produce a quality product.