

Topic 10-2: Recommendations

Terminal Learning Objective

At the end of this topic a student, given recommendations from experienced EMTF/EMPFs, will be able to apply those lessons to future assignments to increase deployment success.

Enabling Learning Objectives

1. Identify key components of deployment success
 - Prepare for the arduous nature of fireline assignments
 - Hiking uneven terrain
 - Extreme weather conditions
 - Heavy equipment
 - Limited rest/sleep
 - Take care of pre-deployment preparations
 - Family needs
 - Personal needs
 - Financial needs
 - Anticipate MEDL expectations of an EMTF/EMPF
 - Be physically prepared
 - Arrive ready to go
 - Complete given assignments
 - Be prepared to extend an assignment (spike camp/coyote)
 - Pursue additional training and education that enhance EMTF/EMPF preparation for wildland incident settings
 - Brush up on rural/wilderness EMS skills
 - Complete recommended air operations and fireline leadership courses
 - Purchase and study GPS navigation, compass, and map reading equipment
 - Be familiar with radio equipment and frequency use
 - Bring appropriate equipment and supplies to the incident
 - ALS/BLS packs (with two-weeks of supplies)
 - Personal protection and care
 - Know your home agency communication/contact requirements
 - Cell phone
 - Base Camp/OES representative/agency representative

Discussion Questions

1. What is the best advice you have received from another EMTF/EMPF?
2. How can you be better prepared for your next EMTF/EMPF assignment?

Application

1. Determined by instructor

Instructor Notes

1. None

Unit 11: Case Studies

Topic 11-1: Case Studies

Terminal Learning Objective

At the end of this topic a student, given case study data from actual fires, will be able to integrate “lessons learned” to be mentally prepared to handle emergencies on the fireline.

Enabling Learning Objectives

1. Describe the Dutch Creek Incident (Shasta-Trinity National Forest – July 25, 2008)
 - Traumatic fatal injury
 - Seriousness of injury
 - Treatment decisions
 - Transportation decisions
 - Who is in charge
2. Describe the Border #14 Incident (12-CA-MVU-007686 – July 20, 2012)
 - Heat related injuries (heat exhaustion)
 - Awareness of individual limitations
 - Work/rest cycles
 - Hydration during firefighting operations
 - Delaying treatment leading to further medical complications
3. Describe Chihuahua3 Fire (11-CA-MVU-011073 – October 2, 2011)
 - Firefighter collapsed, altered level of consciousness
 - OTC medications (Benadryl)
 - Physical preparedness
 - Adequate nutrition
 - Pre-response hydration
4. Describe Interagency Hotshot Crew (IHC) Heat Related Illness (Angeles National Forest USFS – June 8, 2014)
 - Heat related illness
 - Leg cramps
 - Ice chest submersion (arms)
 - Hyponatremia (imbalance of water to salt)
 - Electrolytes intake with water (monitor adequate replacement)
 - Consider rhabdomyolysis

Discussion Questions

1. Why is it important for an EMTF/EMPF to review previous incidents requiring medical assistance?

Application

1. Determined by instructor

Instructor Notes

1. Case studies can be introduced in any order.

Topic 11-2: Field Exercise (Optional)

Terminal Learning Objective

At the end of this topic a student, given background information and applicable reference material, will be able to evaluate an incident within an incident, so that the scope of the rescue is determined, the number of victims is identified, resource needs are communicated to supervisory personnel, the treatment plan is established and initiated, medical care is coordinated with other resources assisting with extraction, and the rescue is affected quickly and safely.

Enabling Learning Objectives

1. Using an instructor supplied scenario, apply Incident Within an Incident (IWI) procedure on a simulated incident
 - Report the emergency
 - Formulate a treatment and extraction plan
 - Execute the plan (either with available resources or simulate if some are not available)

Discussion Questions

1. Determined by instructor

Application

1. Field exercise with standard ALS or BLS equipment

Instructor Notes.

1. Provide scenarios from personal experience or other sources.

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 the course plan 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 course 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.