Community Relations & Fire and Life Safety Education
Course Plan

Course Details

Certification:	Fire Marshal
CTS Guide:	Fire Marshal CTS Guide (March 2018)
Description:	This course provides an overview of the knowledge and skills needed to manage community relations and fire and life safety education programs including developing relationships; presenting safety proposals; creating media communication strategies and policies and participating in media interviews; creating a collaborative fire and life safety education partnership; managing a fire and life safety education strategy, an organizational awareness campaign, and reports; and implementing and evaluating fire and life safety programs.
Designed For:	A current or future fire marshal pursuing SFT certification or anyone seeking an overview of community relations or fire and life safety education program management.
Prerequisites:	None
Standard:	Complete all activities and formative tests.
	Complete all summative tests with a minimum score of 80%.
Hours:	Lecture: 8:30
	Activities: 7:00
	Testing: 2:00
Hours (Total):	17:30
Maximum Class Size:	30
Instructor Level:	Primary Instructor
Instructor/Student Ratio:	1:30
Restrictions:	None
SFT Designation:	CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need:
- *Fire and Life Safety Educator* (1st edition)
  - Marsha Giesler
  - Delmar Cengage Learning
  - ISBN: 13-978-1-4283-0541-0
- **OR**
- *Fire and Life Safety Educator* (3rd edition)
  - IFSTA
  - Fire Protection Publications
  - ISBN: 978-087939396-0

Online Instructor Resources

The following instructor resources are available online at
http://osfm.fire.ca.gov/training/resources
- Activity 2-2: Identifying Community Groups
- Activity 2-3: Creating and Presenting Safety Proposals
- Activity 2-4: Identifying Media Methods
- Activity 3-2: Identifying Fire Safety Issues
- Activity 3-2: Fire Department Annual Fire Incident Summary
- Activity 3-3: Managing an Organizational Awareness Campaign
- Activity 3-6: Evaluating a Fire and Life Safety Program
- Coffee Break Training
  - PDF documents (5 total)

Student Resources

To participate in this course, students need one of the following (determined by instructor):
- *Fire and Life Safety Educator* (1st edition)
  - Marsha Giesler
  - Delmar Cengage Learning
  - ISBN: 13-978-1-4283-0541-0
- *Fire and Life Safety Educator* (3rd edition)
  - IFSTA
  - Fire Protection Publications
  - ISBN: 978-087939396-0

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:
- Standard classroom equipped for 30 students
- Whiteboard or easel pads with appropriate writing implements
- Projector with appropriate laptop connections
- Wifi/Internet access

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Activities

1. To be determined by the instructor

Topic 1-2: Fire Marshal Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the different levels of certification in the Fire Marshal certification track
   - Fire Marshal (standalone certification)

2. Identify the courses required for Fire Marshal certification
   - Fire Marshal 1A: Administration and Professional Development
   - Fire Marshal 1B: Community Relations & Fire and Life Safety Education
   - Fire Marshal 1C: Fire Investigation Program Management
   - Fire Marshal 1D: Community Risk Reduction Program Management
   - Fire Marshal 1E: Regulatory Programs Management
   - Chief Fire Officer 3A: Human Resource Management
   - Instructor I: Instructional Methodology
   - Statutes and Regulations
   - G290 Basic Public Information Officer Course
3. Identify any other requirements for Fire Marshal certification
   - International Code Council (ICC) Fire Inspector II certification
4. Describe the capstone task book process
   - Complete all prerequisites and course work
   - Submit application and fees to request capstone task book
   - Complete all job performance requirements included in the task book
   - Must have identified evaluator verify individual task completion via signature
   - Must have Fire Chief or authorized representative verify task book completion via signature
   - Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
   - Complete course work
   - Schedule online capstone test
   - Schedule skills evaluation test

Discussion Questions
1. Do you have any questions about the requirements for SFT Fire Marshal certification?

Activities
1. To be determined by the instructor

Unit 2: Community Relations

Topic 2-1: Community Relations Roles and Responsibilities

Terminal Learning Objective
At the end of this topic, a student, given an overview of the Fire Marshal's community relations roles, will be able to articulate the importance of community leadership as it relates to the fire service.

Enabling Learning Objectives
1. Identify the role of the Fire Marshal as a community leader
   - Authority figure
   - Subject matter expert

- Economic vitality
  - Stimulate
  - Stifle
- Community vision
- Liaison
- Problem solver

2. Identify the responsibilities of the Fire Marshal in developing effective community relations
   - Planning legislative and regulatory activities
   - Understanding the importance of community leadership
   - Receiving and evaluating public feedback
   - Responding to inquiries and complaints
   - Communicating public problems
   - Identifying the need for and preparing community outreach programs
   - Conveying messages to the community
   - Proposing code changes
   - Testifying at hearings
   - Marketing the fire prevention bureau
   - Serving as a bridge between government and the community by sharing community needs with government official and education the community about government mandates during the enforcement process
3. Articulate the importance of community leadership as it relates to the fire service and fire and life safety

Discussion Questions
1. What types of community relations issues do most fire agencies face?
2. What community groups in your jurisdiction can you utilize to convey a message to the public?
3. What types of issues might require the Fire Marshal to testify before a city or county council?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS N/A

Topic 2-2: Developing Relationships with Community Groups

Terminal Learning Objective
At the end of this topic, a student, given a description of local groups and organizational policies for relationships with community groups, attendance at community meetings, and participation at community events, will be able to develop relationships with community groups to establish a schedule for ongoing contact.

Enabling Learning Objectives
1. Identify community demographics
2. Identify formal and informal community leaders

3. Identify community groups
4. Identify opportunities for community interaction
   - Community meetings
     - o Public meetings (fire board, city council, etc.)
     - o Civic groups (Kiwanis, Rotary, Boy Scouts, etc.)
     - o Special interest groups
   - Community events (street fairs, cultural celebrations, parades, etc.)
   - Fire prevention week
   - Volunteerism
   - Social media
5. Describe the value of creating meaningful relationships with community groups
   - Fosters community support for fire services
   - Establishes and maintains ongoing contacts
   - Strengthens communication
   - Creates fund-raising and philanthropic opportunities
   - Promotes fire and life safety education
   - Keeps your "enemies" close
6. Describe community and civic issues
7. Describe effective customer service methods
8. Describe organizational policies for community relations
9. Use verbal and written communication skills

Discussion Questions
1. Who are the formal and informal community leaders in your jurisdiction?
2. What are positive ways to use social media to interact with the community?
3. What types of community engagement does your agency current participate in?

Activities
1. Activity 2-2: Identifying Community Groups

CTS Guide Reference: CTS 4-1

Topic 2-3: Presenting Safety Proposals

Terminal Learning Objective

At the end of this topic, a student, given a list of groups with shared concerns, an understanding of relevant safety measures, and effective presentation tips and techniques, will be able to present safety proposals to community groups that justify the safety proposal, explain issues, and state the solutions, impacts, and benefits.

Enabling Learning Objectives
1. Describe organizational policies for community relations
   - Informing organizational personnel/hierarchy before the public
   - Coordination with liaisons and public information officers
   - Coordination with other organizations/jurisdictions that address similar issues
     - o Utilize joint information system
   - Selecting appropriate venues

2. Describe how to develop and present effective presentations
   - Develop
     - Research issue in context
     - Utilize five-step public education process
       - Conduct risk analysis
       - Develop community partnerships
       - Create intervention strategy
       - Implement strategy
       - Evaluate results
     - Draft proposal
   - Present
     - Explain the issue or need
     - Describe proposed solutions, impacts, and benefits
     - Solicit and receive feedback
     - Create community buy-in
     - Follow up as needed
3. Use verbal and written communication skills
4. Develop and present effective safety proposal presentations

Discussion Questions
1. Why is community buy-in important?
2. How would you present an inspection fee increase proposal to your Chamber of Commerce?

Activities
1. Activity 2-3: Creating and Presenting Safety Proposals

Instructor Notes
1. Utilize the Coffee Break Training – A Five-step Process material in the *Community Relations & Fire and Life Safety Education Student Supplement* for this topic.

CTS Guide Reference: CTS 4-2

Topic 2-4: Creating Media Communication Strategies and Policies

Terminal Learning Objective

At the end of this topic, a student, given a list of media outlets such as newspaper, radio, web pages, television, and social media; characteristics of local media including deadlines; and resources to provide media with accurate information, will be able to create media communication strategies and policies that disseminate consistent and accurate prevention information in an understandable manner.

Enabling Learning Objectives
1. Identify media outlets
   - Visual
   - Print
   - Digital
   - Social

2. Describe methods of disseminating information to the media
   - Develop contacts with media groups
   - Identify best media outlet for intended audience
   - Understand editorial calendars and publication cycles/deadlines
3. Describe media needs
   - Contact person for your organization
   - Clear and concise content
   - Format appropriate to media type
4. Describe organizational policies and practices for media relations
   - Who can release information to the media
   - Confidentiality requirements (HIPPA, juveniles, etc.)
   - Interagency coordination if applicable
5. Maintain a constructive relationship with media groups
   - Goal to transition from being an information provider to an information resource
6. Provide written and verbal information

Discussion Questions
1. What media methods does your bureau use to communication with the community?
   - Do you feel these methods are effective?
2. What are the benefits of developing positive media relationships?

Activities
1. Activity 2-4: Identifying Media Methods

CTS Guide Reference: CTS 4-3

Topic 2-5: Participating in Media Interviews

Terminal Learning Objective
At the end of this topic, a student, given information about organizational goals and prevention practices and strategies, and knowledge of interview techniques, will be able to participate in media interviews to disseminate consistent and accurate information in an understandable manner.

Enabling Learning Objectives
1. Describe interview methodology and techniques
   - Presence
     - Appropriate uniform/dress and grooming
     - Eye contact
     - Follow directions for camera placement
   - Message
     - Clear and concise
     - Who, what, where, when, why, how
     - Incorporate public education
     - Follow up as information changes
   - Techniques
     - Crisis communications

      o   Speaking in 6-10 second segments
2. Describe organizational policies and practices for media relations
3. Use verbal and written communication skills
4. Demonstrate proper interview techniques

Discussion Questions
1. Who can be excluded from an emergency incident?

Activities
1. To be determined by instructor

Instructor Notes
1. Material from this topic is covered in depth in the G290 Basic Public Information Officer course. Keep this brief.

CTS Guide Reference: CTS 4-4

Unit 3: Fire and Life Safety Education

Topic 3-1: Managing a Comprehensive Fire and Life Safety Education Strategy

Terminal Learning Objective

At the end of this topic, a student, given a planning process and relevant information, will be able to manage a comprehensive fire and life safety education strategy that includes program goals, design, resources, implementation, and evaluation methods.

Enabling Learning Objectives
1. Identify the role of the Fire Marshal in fire and life safety education
   - Community leadership and interaction
   - Program development
     - o Safety proposal presentations
     - o Safety reports
2. Identify fire and life safety education issues
3. Describe fire and life safety program issues
   - Collect and evaluate data/feedback
   - Evaluate all-risk community concerns
   - Identify and prioritize problems
   - Establish goals and objectives
   - Determine budget and resource constraints
   - Identify solutions and alternatives
   - Establish collaborative partnerships with community groups, businesses, and other governmental agencies
   - Educate personnel on their roles
4. Describe community risks
5. Identify community resources
6. Describe cost/benefit analysis methods
7. Design and apply program strategy
8. Select program components

9. Interact with community groups, partnerships, and collaborative efforts

Discussion Questions
1. What are some of the most effective ways to reach the public with an educational message?
2. How would you select the personnel who will present a fire and life safety education program?
3. Why is it important to familiarize and educate agency personnel on their role within the education program strategy?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 7-1

Topic 3-2: Creating a Collaborative Fire and Life Safety Education Partnership

Terminal Learning Objective
At the end of this topic, a student, given a description of local community groups, a list of fire and injury priorities, and organizational policies for community partnerships, will be able to create a collaborative fire and life safety education partnership that mitigates a specific fire or injury priority.

Enabling Learning Objectives
1. Identify stakeholders with shared concerns and resources
2. Describe team development dynamics
3. Facilitate meetings
4. Motivate partners to achieve goals
5. Manage and maintain teamwork

Discussion Questions
1. What stakeholders would you involve in a burn prevention campaign?
2. What stakeholders would you involve in a national Neighbors Night Out event?
3. When dealing with multiple stakeholders, how do you select a leader?

Activities
1. Activity 3-2: Identifying Fire Safety Issues

CTS Guide Reference: CTS 7-2

Topic 3-3: Managing an Organizational Awareness Campaign

Terminal Learning Objective
At the end of this topic, a student, given fire and life safety education goals and policies, will be able to manage an awareness campaign within the organization that informs members of their role within the organization's fire and life safety education strategy.

Enabling Learning Objectives
1. Identify organizational mission statement, goals, policies, and education strategy
2. Develop an awareness campaign
3. Disseminate information within the organization
4. Implement market strategy

Discussion Questions
1. What are the most effective ways to communicate the roles and responsibilities of a fire and life safety education campaign within your organization?

Activities
1. Activity 3-3: Managing an Organizational Awareness Campaign

CTS Guide Reference: CTS 7-3

Topic 3-4: Managing Fire and Life Safety Education Reports

Terminal Learning Objective
At the end of this topic, a student, given relevant information, will be able to manage fire and life safety education report(s) for policy makers that describe educational strategies, goals, objectives, activities, impact, budgets, and outcomes.

Enabling Learning Objectives
1. Recognize the policy process of the organization
2. Evaluate educational activities and outcomes
3. Generate and compile reports (to develop FLS education report)
   - Incident records management
   - Inspection violations reports
   - NFIRS (National Fire Incident Reporting System)
   - PCR (patient care report) injuries and fatalities
   - Personnel hours
4. Interpret data

Discussion Questions
1. What tools are available to identify or define fire and/or life safety concerns for developing fire and life safety education reports?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 7-4

Topic 3-5: Implementing a Comprehensive Fire and Life Safety Program

Terminal Learning Objective
At the end of this topic, a student, given a systematic development process, will be able to implement a comprehensive fire and life safety program that includes program goals, objectives, design, resources, and evaluation methods.

Enabling Learning Objectives
1. Describe program administration issues
2. Describe community concerns
3. Identify available resources
4. Select program components
5. Stimulate interest among community groups
6. Establish partnerships and collaborative efforts
7. Solicit feedback

Discussion Questions
1. What challenges might you face during implementation?
   - How would you address them?

Activities
1. To be determined by instructor

CTS Guide Reference: CTS 7-6

Topic 3-6: Evaluating Fire and Life Safety Programs

Terminal Learning Objective
At the end of this topic, a student, given data to indicate risk reduction and loss reduction, will be able to evaluate fire and life safety programs in order to report measurable interpretations of educational efforts.

Enabling Learning Objectives
1. Describe evaluation instruments
   - Identify loss reduction
   - Identify risk reduction
2. Describe survey policies and procedures
3. Apply evaluation practices and procedures
   - Measure outcomes against goals and objective and interpret results
   - Solicit feedback from participants
   - Determine program modification needs

Discussion Questions
1. How will you measure the outcomes specified in the program goals and objectives?
2. Why is it important to have an evaluation method in place before you start a program?
3. How would you redirect a campaign if it weren't meeting your objectives?

Activities
1. Activity 3-6: Evaluating a Fire and Life Safety Program

CTS Guide Reference: CTS 7-5

Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	0:30		
Activity 1-1: Determined by instructor		0:00	
Topic 1-2: Fire Marshal Certification Process			
Lecture	0:30		
Activity 1-2: Determined by instructor		0:00	
Unit 1 Totals	**1:00**	**0:00**	**1:00**
Unit 2: Community Relations			
Topic 2-1: Community Relations Roles and Responsibilities			
Lecture	1:00		
Activity 2-1: Determined by instructor		0:00	
Topic 2-2: Developing Relationships with Community Groups			
Lecture	1:00		
Activity 2-2: Identifying Community Groups		0:30	
Topic 2-3: Presenting Safety Proposals			
Lecture	0:30		
Activity 2-3: Creating and Presenting Safety Proposals		2:00	
Topic 2-4: Creating Media Communication Strategies and Policies			
Lecture	0:30		
Activity 2-4: Identifying Media Methods		0:30	
Topic 2-5: Participating in Media Interviews			
Lecture	0:30		
Activity 2-5: Determined by instructor		0:00	
Unit 2 Totals	**3:30**	**3:00**	**6:30**
Unit 3: Fire and Life Safety Education			
Topic 3-1: Managing a Comprehensive Fire and Life Safety Education Strategy			
Lecture	1:00		
Activity 3-1: Determined by instructor		0:00	

Segment	Lecture Time	Activity Time	Total Unit Time
Topic 3-2: Creating a Collaborative Fire and Life Safety Education Partnership			
Lecture	0:30		
Activity 3-2: Identifying Fire Safety Issues		1:30	
Topic 3-3: Managing an Organizational Awareness Campaign			
Lecture	0:30		
Activity 3-3: Managing an Organizational Awareness Campaign		1:30	
Topic 3-4: Managing Fire and Life Safety Education Reports			
Lecture	0:30		
Activity 3-4: Determined by instructor		0:00	
Topic 3-5: Implementing a Comprehensive Fire and Life Safety Program			
Lecture	1:00		
Activity 3-5: Determined by instructor		0:00	
Topic 3-6: Evaluating Fire and Life Safety Programs			
Lecture	0:30		
Activity 3-6: Evaluating a Fire and Life Safety Program		1:00	
Unit 3 Totals	**4:00**	**4:00**	**8:00**
Lecture, Activity, and Unit Totals:	**8:30**	**7:00**	**15:30**

Course Totals

Segment Type	Time
Total Lecture Time (LT)	8:30
Total Activity Time (AT)	7:00
Total Testing Time (TT)	2:00
Total Course Time	**17:30**