



Administration and Community Risk Reduction (2020)

Course Plan

Course Details

Certification:	Fire Officer 2
CTS Guide:	Fire Officer 2 CTS Guide (2020)
Description:	This course provides the skills and knowledge needed for a Fire Officer 2 to safely, effectively, and competently execute routine administrative functions, collect incident response data, and prepare concise reports; cooperate with allied organizations, address citizen concerns, and implement a community risk reduction program; describe fire inspection procedures, conduct pre-incident planning, secure incident scenes, and determine fire origin and cause; and develop and implement a project or program to support organizational change.
Designed For:	Personnel preparing to pursue Fire Officer 2 certification or anyone who performs the duties of a Fire Officer 2 within their agency.
Prerequisites:	Meet one of the following requirements: <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) Fire Officer 2A: Human Resource Management (SFT)
Standard:	Complete all required activities and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	54 hours (17.5 lecture / 23.5 application and testing (in class) / 13.0 application (CTB work, outside of class))
Maximum Class Size:	25
Instructor Level:	SFT Fire Officer 2B 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 and Emergency Services Company Officer* (IFSTA, 6th edition, 2019)
 - *Fire Officer: Principles and Practice* (Jones & Bartlett, 4th edition, 2020)
- *California Fire Inspector's Guide* (California Fire Chiefs Association, current edition)

Optional reference resources:

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

Online Instructor Resources

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>

- None

Student Resources

To participate in this course, students need:

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

Facilities, Equipment, and Personnel

Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
 - Writing board or paper easel chart
 - Markers, erasers
 - Amplification devices
 - Projector and screen
 - Laptop or tablet with presentation or other viewing software
 - Internet access with appropriate broadband capabilities

Time Table

Segment	Lecture	Application (Classroom)	Application (Hybrid - JPRS)	Unit Total
Unit 1: Introduction				
Topic 1-1: Orientation and Administration	0.5	0.0	0.0	
Topic 1-2: Fire Officer 2 Certification Process	0.5	0.0	0.0	
Topic 1-3: Definition of Duty for a Fire Officer 2	0.5	0.0	0.0	
Unit 1 Totals	1.5	0.0	0.0	1.5
Unit 2: Administrative Functions				
Topic 2-1: Executing Routine Administrative Functions	0.5	0.5	0.0	
Topic 2-2: Collecting Incident Response Data	0.5	0.5	0.5	
Topic 2-3: Preparing a Concise Report	0.5	0.5	0.5	
Unit 2 Totals	1.5	1.5	1.0	4.0
Unit 3: Community and Government Relations				
Topic 3-1: Cooperating with Allied Organizations	0.5	0.5	0.0	
Topic 3-2: Addressing Citizen Concerns	1.0	0.5	1.0	
Topic 3-3: Implementing a Community Risk Reduction Program	1.0	1.0	1.0	
Unit 3 Totals	2.5	2.0	2.0	6.5
Unit 4: Fire Inspection and Investigation				
Topic 4-1: Describing Fire Inspection Procedures	1.0	1.0	0.0	
Topic 4-2: Pre-incident Planning	1.0	2.0	2.0	
Topic 4-3: Securing Incident Scenes	1.0	1.0	0.0	
Topic 4-4: Determining Cause and Origin	1.0	2.0	1.0	
Unit 4 Totals	4.0	6.0	3.0	13.0
Unit 5: Project or Program Development				
Topic 5-1: Developing Plans for Organizational Change	2.0	2.0	3.0	
Topic 5-2: Explaining the Impact of Laws and Regulations	1.0	1.0	1.0	
Topic 5-3: Explaining Management Components of the Organization	1.0	1.0	0.5	
Topic 5-4: Developing a Project or Divisional Budget	1.0	1.0	1.0	
Topic 5-5: Describing the Purchasing Process	1.0	1.0	0.5	

Topic 5-6: Implementing a Policy or Procedure	1.0	2.0	2.0	
Topic 5-7: Preparing a Media Release	1.0	1.0	0.0	
Unit 5 Totals	8.0	9.0	8.0	25.0
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				
	17.5	23.5	13.0	54.0

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

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

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

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

Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor’s responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

1. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Officer 2 Certification Process

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer certification track
 - Fire Officer 2 (formerly Company Officer)
 - Fire Officer 3 (formerly Chief Fire Officer)
 - Fire Officer 4 (formerly Executive Chief Fire Officer)
2. Identify the prerequisites for Fire Officer 2 certification
 - Candidate has completed one of the following prerequisites
 - 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 standards will be able to identify the prerequisite qualifications and administration, community and government relations, and fire inspection and investigation duties of a Fire Officer 2, in accordance with national, state, and local standards.

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

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

Unit 2: Administrative Functions

Topic 2-1: Executing Routine Administrative Functions

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 4-3

Topic 2-2: Collecting Incident Response Data

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: CTS 4-6

Topic 2-3: Preparing a Concise Report

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: CTS 11-5

Unit 3: Community and Government Relations

Topic 3-1: Cooperating with Allied Organizations

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 10-2

Topic 3-2: Addressing Citizen Concerns

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. Provide common citizen concern scenarios for Application 2.

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

Topic 3-3: Implementing a Community Risk Reduction Program

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

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

Unit 4: Fire Inspection and Investigation

Topic 4-1: Describing Fire Inspection Procedures

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 5-1

Topic 4-2: Pre-incident Planning

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

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

Instructor Notes

1. None

CTS Guide Reference: CTS 5-2

Topic 4-3: Securing Incident Scenes

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: CTS 5-3

Topic 4-4: Determining Origin and Cause

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: CTS 12-1

Unit 5: Project or Program Development

Topic 5-1: Developing Plans for Organizational Change

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: CTS 11-6

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 4-1

Topic 5-3: Explaining Management Components of the Organization

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 4-5

Topic 5-4: Developing a Project or Divisional Budget

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

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

Topic 5-5: Describing the Purchasing Process

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

CTS Guide Reference: CTS 11-3

Topic 5-6: Implementing a Policy or Procedure

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

1. None

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

Topic 5-7: Preparing a Media Release

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference: CTS 11-4

How to Read a Course Plan

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

Course Details

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

Required Resources

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

Unit

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

Topics

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

Terminal Learning Objective

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

Enabling Learning Objectives

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

Discussion Questions

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

Application

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

Instructor Notes

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

CTS Guide Reference

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

Skill Sheet

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

Administration and Community Risk Reduction Activities

Instructions

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

Activities

Executing Routine Administrative Functions (Topic 2-1)

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

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

Collecting Incident Response Data (Topic 2-2)

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

Deliverable: Collect incident response data including turnout time.

Preparing a Concise Report (Topic 2-3)

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

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

Cooperating with Allied Organizations (Topic 3-1)

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

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

Addressing Citizen Concerns (Topic 3-2)

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

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

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

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

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

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

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

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

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

Describing Fire Inspection Procedures (Topic 4-1)

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

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

Pre-incident Planning (Topic 4-2)

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

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

Securing Incident Scenes (Topic 4-3)

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

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

Determining Origin and Cause (Topic 4-4)

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

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

Developing Plans for Organizational Change (Topic 5-1)

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

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

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

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

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

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

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

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

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

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

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

Describing the Purchasing Process (Topic 5-5)

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

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

Implementing a Policy or Procedure (Topic 5-6)

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

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

Preparing a Media Release (Topic 5-7)

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

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