



# Human Resource Management (2020)

## Course Plan

### Course Details

<b>Certification:</b>	Fire Officer 3
<b>CTS Guide:</b>	Fire Officer 3 CTS Guide (2020)
<b>Description:</b>	This course provides the skills and knowledge needed for a Fire Officer 3 to safely, effectively, and competently develop plans for providing employee accommodation and hiring procedures; establish minimum staffing requirements; apply California FBOR requirements; encourage participation in professional development; develop a continuing education and training program, promotion procedures and programs, proposals for improving employee benefits; evaluate toxic exposure and behavioral health policies and procedures; develop a measurable accident and injury prevention program.
<b>Designed For:</b>	Personnel preparing to pursue Fire Officer 3 certification or anyone who performs the duties of a Fire Officer 3 within their agency.
<b>Prerequisites:</b>	Meet one of the following requirements: <ul style="list-style-type: none"><li>• Meet the education requirements of an OSFM Company Officer or Fire Officer 2</li><li>• Currently in the position of Chief Fire Officer (acting does not apply)</li></ul>
<b>Standard:</b>	Complete all required activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours (Total):</b>	54 hours (17 lecture / 19 application and testing (in class) / 18 application (CTB time, outside of class))
<b>Maximum Class Size:</b>	25
<b>Instructor Level:</b>	SFT Fire Officer 3A Registered Instructor
<b>Instructor/Student Ratio:</b>	1:25
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	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:
  - *Chief Officer: Principles and Practice* (Jones & Bartlett Learning, 3<sup>rd</sup> edition, 2019)
  - *Chief Officer* (IFSTA, 4th edition, 2019)
- *Manager's Guide to the California Firefighters Bill of Rights Act* (Martin J. Mayer and Kevin Johnson, 3<sup>rd</sup> edition, Morris Publishing, ISBN: 0981767281)
- *NFPA 1582: Standard on Comprehensive Occupational Medical Program for Fire Departments* (current edition) – Physical fitness standards (Topic 2-2)
- *Pocket Guide to the Firefighters Procedural Bill of Rights Act* (California Public Employee Relations, current edition)
- Title VII of the Civil Rights Act of 1964 (<http://www.eeoc.gov/laws/statutes/titlevii.cfm>) (Topic 2-2)

### 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 3 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	Task Book	Unit Total
<b>Unit 1: Introduction</b>				
Topic 1-1: Orientation and Administration	1.0	0.0	0.0	
Topic 1-2: Fire Officer 3 Certification Process	1.0	2.0	0.0	
Topic 1-3: Definition of Duty for a Fire Officer 3	0.50	0.0	0.0	
<b>Unit 1 Totals</b>	<b>2.5</b>	<b>2.0</b>	<b>0.0</b>	<b>4.5</b>
<b>Unit 2: Managing Personnel</b>				
Topic 2-1: Developing Plans for Providing an Employee Accommodation	1.0	2.0	2.0	
Topic 2-2: Developing Hiring Procedures	1.5	1.0	2.0	
Topic 2-3: Establishing Minimum Staffing Requirements	1.0	2.0	2.0	
Topic 2-4: Applying the Requirements of the FBOR	1.0	1.0	1.50	
<b>Unit 2 Totals</b>	<b>4.5</b>	<b>6.0</b>	<b>7.50</b>	<b>18.0</b>
<b>Unit 3: Professional Development</b>				
Topic 3-1: Encouraging Participation in Professional Development	1.5	1.0	1.50	
Topic 3-2: Developing an Ongoing Continuing Education and Training Program	1.0	1.0	2.0	
Topic 3-3: Developing Promotion Procedures and Programs	1.5	1.0	1.0	
<b>Unit 3 Totals</b>	<b>4.0</b>	<b>3.0</b>	<b>4.50</b>	<b>11.5</b>
<b>Unit 4: Employee Benefits</b>				
Topic 4-1: Developing Proposals for Improving Employee Benefits	0.50	1.0	1.0	
<b>Unit 4 Totals</b>	<b>0.50</b>	<b>1.0</b>	<b>1.0</b>	<b>2.5</b>
<b>Unit 5: Employee Health, Wellness, and Safety</b>				
Topic 5-1: Evaluating Toxic Exposure Policies and Barriers	2.0	1.0	1.50	
Topic 5-2: Evaluating Behavioral Health Policies and Barriers	2.0	1.0	1.50	
Topic 5-3: Developing a Measurable Accident and Injury Prevention Program	1.5	1.0	2.0	
<b>Unit 5 Totals</b>	<b>5.5</b>	<b>3.0</b>	<b>5.0</b>	<b>13.5</b>
<b>Formative Assessments</b>				
Determined by AHJ or educational institution	<b>0.0</b>	<b>2.0</b>	<b>0.0</b>	<b>2.0</b>
<b>Summative Assessment</b>				
Determined by AHJ or educational institution	<b>0.0</b>	<b>2.0</b>	<b>0.0</b>	<b>2.0</b>
<b>Course Totals</b>	<b>17.0</b>	<b>19.0</b>	<b>18.0</b>	<b>54.0</b>

Fire Officer 3 is an upper 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 3 Certification Process

### Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 3 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 3 certification
  - Candidate has completed one of the following prerequisites
    - OSFM Fire Officer 2 certification
    - OSFM Company Officer certification
    - OSFM Fire Officer certification
    - Appointment to the rank of Chief Fire Officer or Fire Officer 3
3. Identify the course work required for Fire Officer 3 certification
  - Fire Officer 3A: Human Resource Management
  - Fire Officer 3B: Finance and Administration
  - Fire Officer 3C: Command of Expanding Incidents
  - I-300 ICS-300: Intermediate ICS for Expanding Incidents (CalEMA/CalOES, CDF/CAL FIRE, FEMA, FIREScope, NFA, NWCG, or SFT)
  - Behavioral Health and Cancer Awareness 3A: Organizational Leader (2020)
4. Identify the exams requirements for Fire Officer 3 certification
  - Not applicable
5. Identify the task book requirements for Fire Officer 3 certification
  - Fire Officer 3 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 3 certification
  - A minimum of two years' full-time paid or four years' volunteer of part-time paid experience working at the Fire Officer 2 level in a recognized California fire agency.
7. Identify the position requirements for Fire Officer 3 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 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:
  - Spreadsheets
  - Memos
  - Staff reports
  - Incident-related documents (IAP, ICS-225 Evaluation Form, etc.)

**Discussion Questions**

1. Which SFT Fire Officer 3 Task Book (2020) job performance requirements are associated with this course?
2. When would you use a memo versus a staff report?

**Application**

1. Determined by instructor

**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.

## Topic 1-3: Definition of Duty for a Fire Officer 3

### Terminal Learning Objective

At the end of this topic a student, given NFPA 1021 standards will be able to identify the prerequisite qualifications and human resource management and health and safety duties of a Fire Officer 3, in accordance with national, state, and local standards.

### Enabling Learning Objectives

1. Identify the prerequisite qualifications of a Fire Officer 3
  - Fire Officer Level II 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
  - The ability to research, use evaluative methods, analyze data, communicate orally and in writing, and motivate employees
    - Written communication methods
      - Email vs. memo vs. staff report
        - Special report, white papers, concept papers, position papers
2. Identify general prerequisite knowledge of California fire law
  - Workers' compensation
  - Civil service system
  - Equal Employment Opportunity (EEO) laws and protected classes
  - Public records and open meetings laws
  - Conflicts of interests and ethics
  - Fire fighter workplace laws and regulations
3. Identify the human resource management duties of an NFPA Fire Officer III
  - Establishing procedures for hiring, assigning, maintaining AHJ-approved continuing education requirements, promoting, and encouraging professional development of employees
4. Identify the health and safety duties of an NFPA Fire Officer III
  - Developing, managing, and evaluating a departmental health and safety program

### Discussion Questions

1. Do Fire Officer 3s interact as leaders, collaborators, or followers?
2. What is the difference between leadership and management?
3. How does a Fire Officer 3 in a new position assess the needs of the organization and keep pace with emerging trends?

### Application

1. Determined by instructor

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 1-1

## Unit 2: Managing Personnel

### Topic 2-1: Developing Plans for Providing an Employee Accommodation

#### Terminal Learning Objective

At the end of this topic a student, given an employee need and applicable law and requirements, will be able to develop a plan for providing an employee accommodation, including adequate information to justify the requested change(s).

#### Enabling Learning Objectives

1. Interpret AHJ policies and procedures
  - Agency-specific
  - Departmental/internal
  - Collective bargaining agreements
2. Evaluate legal requirements for reasonable accommodations
3. Conduct research as needed to develop plans for providing employee accommodation and communicate results orally and in writing
  - FIRE (facts, issues, requirements, evaluation)

#### Discussion Questions

1. What are some typical reasonable accommodation requests faced by Fire Officer 3s?
2. What different entities would you need to interact with while developing a plan for reasonable accommodation?

#### Application

1. Develop a plan for providing an employee accommodation, given an employee need, the requirements, and applicable law, so that adequate information is included to justify the requested benefit improvement. Create a memo that lists considerations (including AHJ policies, procedures, and employee's bargaining unit agreement), identifies provisions, recommends solutions, and includes adequate information to justify the requested accommodations. (Fire Officer 3 Task Book, JPR 6)

#### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-6

## Topic 2-2: Developing Hiring Procedures

### Terminal Learning Objective

At the end of this topic a student, given AHJ policies and legal requirements, will be able to develop procedures for hiring employees, ensuring a valid and reliable process.

### Enabling Learning Objectives

1. Interpret applicable regulations and standards; policies and procedures; and federal, state/provincial, and local laws
2. Evaluate hiring practices to ensure employees hired reflect community demographics
3. Describe hiring procedure components
  - Job description/minimum qualifications
  - Physical abilities testing
  - Recruitment
  - Written test
  - Oral interview
  - Background checks
  - Psychological exams
  - Medical exams
  - Administrative interview
4. Evaluate hiring procedures to ensure validity
  - Job task analysis (knowledge, skills, abilities)
  - Essential job-related functions
  - Protected classifications
  - Demographics of workforce/community served
5. Communicate hiring procedures to appointing authority orally and in writing

### Discussion Questions

1. How would a Fire Officer 3 determine whether their AHJ's hiring procedures have a disparate impact on a particular classification?
2. How could a department market itself in the community to attract potential candidates and achieve workforce parity?

### Application

1. Develop or evaluate procedures for hiring employees, given AHJ policies and legal requirements, so that the process is valid and reliable. Are your hiring procedures fair and valid? Is the process clearly explained? Does it require revision? What is one thing that could be improved? Prepare a memo to communicate your findings. (Fire Officer 3 Task Book, JPR 2)

### Instructor Notes

1. See *NFPA 1582: Standard on Comprehensive Occupational Medical Program for Fire Departments* (current edition) – Physical fitness standards
2. See Title VII of the Civil Rights Act of 1964  
(<http://www.eeoc.gov/laws/statutes/titlevii.cfm>)

**CTS Guide Reference:** CTS 2-2

## **Topic 2-3: Establishing Minimum Staffing Requirements**

### **Terminal Learning Objective**

At the end of this topic a student, given available human resources; policies and procedures; federal, state, and provincial laws; and rules and regulations, will be able to establish minimum staffing requirements so that AHJ job-related credentials are maintained.

### **Enabling Learning Objectives**

1. Determine minimum staffing requirements of the AHJ
2. Interpret and apply policies and procedures
  - To maximize efficiency
  - To ensure a fair and impartial process
3. Identify available human resources
4. Determine how available human resources can best meet operational needs
  - Qualifications/training
  - Experience
  - Specialized skills
5. Identify factors to consider when assigning personnel to positions/duties
  - Departmental needs
  - Work environment
  - Assignments
    - Emergency response
    - Administrative duties
    - Special projects
  - Professional development
    - Sworn and non-sworn staff
6. Relate interpersonally, both orally and in writing, when assigning personnel

### **Discussion Questions**

1. How does a Fire Officer 3 work to integrate civilian and sworn staff?
2. How does a Fire Officer 3 ensure a fair and equitable process when making personnel assignments?
3. What are the benefits and/or fallbacks to bidding versus rotation?

### **Application**

1. Establish minimum staffing requirements, given available human resources; policies and procedures; federal, state, and provincial laws; and rules and regulations, so that AHJ job-related credentials are maintained. Prepare a memo that outlines an organizational review (evaluating the AHJ's org chart and position assignments to ensure maximum effectiveness) and recommendations for improvement. (Fire Officer 3 Task Book, JPR 1)

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-1

## **Topic 2-4: Applying the Requirements of the California FBOR**

### **Terminal Learning Objective**

At the end of this topic a student, given the California Firefighters Procedural Bill of Rights Act (FBOR) and AHJ policies and procedures, will be able to apply the requirements of the FBOR so that administrative investigations of fire fighters are conducted in accordance with the FBOR and AHJ policies and procedures.

### **Enabling Learning Objectives**

1. Describe the disciplinary process as it relates to the FBOR
2. Describe the notification and interrogation process required by the FBOR
3. Describe the protection of basic rights offered by the FBOR
4. Describe how the FBOR reduces risk and civil and criminal liability
5. Prepare for administrative investigations
6. Communicate orally and in writing

### **Discussion Questions**

1. How has your agency implemented the requirements of the FBOR?
2. How does a Fire Officer 3 ensure their subordinates are complying with the FBOR?
3. How does the FBOR affect the Fire Officer 3's supervisory duties?

### **Application**

1. Apply the requirements of the California Fire Fighter Procedural Bill of Rights Act (FBOR), given the FBOR and AHJ policies and procedures, so that administrative investigations of fire fighters are conducted in accordance with the FBOR and AHJ policies and procedures. Prepare a memo that outlines how the FBOR applies to an employee disciplinary/adverse action scenario. (Fire Officer 3 Task Book, JPR 8)

### **Instructor Notes**

1. Refer to the *Pocket Guide to the Firefighters Procedural Bill of Rights Act*.

**CTS Guide Reference:** CTS 2-8

## Unit 3: Professional Development

### Topic 3-1: Encouraging Participation in Professional Development

#### Terminal Learning Objective

At the end of this topic a student, given a professional development model, will be able to describe methods to facilitate and encourage employees to participate in professional development to achieve their personal and professional goals.

#### Enabling Learning Objectives

1. Describe interpersonal and motivational techniques
2. Develop and/or apply a professional development model
  - National FESHE model
  - State Fire Training
    - Professional certification tracks (CFSTES)
    - Continuing education (FSTEP)
    - California Incident Command Certification System (CICCS)
  - AHJ or interagency models
3. Describe goal setting techniques
4. Evaluate personal and professional goals
5. Evaluate employee potential
  - Performance reviews
  - Qualifications
  - Areas of skills or interests
6. Counsel employees on professional development
  - Goals for individual development
  - Organizational needs and succession planning
  - Opportunities for continuing education/career growth
  - Involvement with professional and community organizations

#### Discussion Questions

1. How can you best align an employee's professional development with organizational needs?
2. Does your current performance evaluation process create pathways for encouraging professional development?

#### Application

1. Describe methods to facilitate and encourage employees to participate in professional development, given a professional development model, so that employees achieve their personal and professional goals. Prepare a presentation that promotes AHJ professional development opportunities (including employer programs and employee incentives). (Fire Officer 3 Task Book, JPR 4)

#### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-4

## **Topic 3-2: Developing an Ongoing Continuing Education and Training Program**

### **Terminal Learning Objective**

At the end of this topic a student, given organizational training requirements, will be able to develop an ongoing continuing education and training program, giving employees of the organization appropriate training to meet the mission of the organization.

### **Enabling Learning Objectives**

1. Describe organizational mission and goals
2. Define needs assessment components
  - Evaluation of requirements
  - Evaluation of outcomes
  - Reoccurring proficiency training
  - One-time certification training
  - Mandated training
  - Skills assessment
3. Describe the training program development process
  - Identify current training program elements
  - Perform an education training program needs assessment
  - Perform a gap analysis between current training program and needs assessment results
  - Identify resources required to close recognized gap
    - Human, technological, educational
  - Make recommendations for improvement
4. Perform needs assessment
5. Communicate ongoing education training program results orally and in writing

### **Discussion Questions**

1. What technology does your department have available to assist in creating an ongoing education and training program?
2. Which external entities could you collaborate with to enhance your education and training program?

### **Application**

1. Develop an ongoing continuing education and training program, given organizational training requirements, so that employees of the organization are given appropriate training to meet the mission of the organization. Write a staff report that includes a gap/needs analysis of training and education needs. Identify existing AHJ resources (internal and external), other agency or vendor options, or create something new. Develop a plan to close the gap that includes a timeline and cost to develop/implement/train. (Fire Officer 3 Task Book, JPR 7)

### **Instructor Notes**

1. Reference the National Fire Academy and SFT websites for training and education opportunities.

**CTS Guide Reference:** CTS 2-7

## **Topic 3-3: Developing Promotion Procedures and Programs**

### **Terminal Learning Objective**

At the end of this topic a student, given applicable policies and legal requirements, will be able to develop procedures and programs for promoting employees, ensuring a valid, reliable, job-related, and nondiscriminatory process.

### **Enabling Learning Objectives**

1. Interpret applicable
  - Regulations and standards
  - Policies and procedures
  - Federal, state/provincial, and local laws
2. Evaluate promotion practices to ensure employees promoted reflect community demographics
3. Describe promotion procedure components
  - Job description/minimum qualifications
  - Written test
  - Performance assessment/practical exam
  - Oral interview
  - Administrative interview
4. Evaluate promotion procedures to ensure validity
  - Job task analysis (knowledge, skills, abilities)
  - Essential job-related functions
  - Consistent with appropriate position/classifications
  - Protected classifications
  - Demographics of workforce/community served
5. Describe how to coordinate with stakeholders
  - Labor groups
  - Employee organizations
  - Hiring authority
  - External stakeholders
6. Communicate promotion procedures orally and in writing
7. Encourage professional development and succession planning
8. Mentor employees

### **Discussion Questions**

1. How does a Fire Officer 3 encourage participation in the promotion process?
2. What methods could you use to ensure validity and reliability in your promotion procedures?
3. What are some current industry best practices for promotion procedures?

### **Application**

1. Develop procedures and programs for promoting employees, given applicable policies and legal requirements, so that the process is valid and reliable, job-related, and nondiscriminatory. Evaluate your AHJ's current promotional process. Is the process valid and reliable, job-related, and nondiscriminatory? Is the process clearly explained? Does

it require revision? What is one thing that could be improved? Prepare a memo to communicate your findings. (Fire Officer 3 Task Book, JPR 3)

**Instructor Notes**

1. See Title VII of the Civil Rights Act of 1964  
(<http://www.eeoc.gov/laws/statutes/titlevii.cfm>)

**CTS Guide Reference:** CTS 2-3

## Unit 4: Employee Benefits

### Topic 4-1: Developing Proposals for Improving Employee Benefits

#### Terminal Learning Objective

At the end of this topic a student, given a need in the organization, will be able to develop a proposal for improving an employee benefit or for a new employee benefit, including adequate information to justify the requested benefit improvement.

#### Enabling Learning Objectives

1. Describe the organization's benefit program
  - Types of benefits available (monetary and non-monetary)
2. Conduct research as needed to develop a benefit improvement proposal
  - Review/analyze current benefits
  - Gather information regarding proposed benefits
3. Communicate orally and in writing as needed to develop a benefit improvement proposal
  - Collaborate with Human Resources department and affected employee groups
  - Create new benefit proposal including justification and cost/benefit analysis

#### Discussion Questions

1. What is your agency's current benefit program? What could be improved?
2. Is your organization recruiting and retaining the desired employees? Why or why not?
3. Are you getting the desired job performance from your employees? Why or why not?

#### Application

1. Develop a proposal for improving an existing employee benefit or creating a new employee benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement. Write a staff report that identifies areas for improvement, describes the improvement, and identifies associated costs and recommended process for implementation. (Fire Officer 3 Task Book, JPR 5)

#### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-5

## Unit 5: Employee Health, Wellness, and Safety

### Topic 5-1: Evaluating Toxic Exposure Policies and Procedures

#### Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, will be able to evaluate AHJ toxic exposure policies and procedures so that applicable federal, state, and local laws and regulations are incorporated, industry best practices and standards are implemented, barriers are addressed, and AHJ field practices align with policies and procedures to manage toxic exposure.

#### Enabling Learning Objectives

1. Describe a Fire Officer 3's responsibility to effect change to protect employee health, wellness, and safety
  - Moral
  - Ethical
  - Personal
  - Legal
2. Identify internal and external barriers to managing toxic exposure
  - Cultural
  - Behavioral
  - Operational/logistical
    - Budget
    - Staffing
    - Equipment, facilities, supplies, and apparatus
    - Policy
    - Public perceptions
    - Politics and governing bodies
    - Risk management
    - Field exposure
      - Live fire
      - Hazardous Materials
      - Training
      - Diesel exhaust
3. Identify AHJ toxic exposure policies and procedures
4. Identify applicable federal, state, and local laws and regulations
5. Identify applicable industry standards and best practices
  - Centers for Disease Control
  - The American Conference on Government and Industrial Hygienists
  - NFPA standards
6. Identify changes to laws, regulations, standards and best practices to remain current, effective, and compliant in cancer mitigation
7. Describe how to analyze policies and procedures
  - Compare policy and procedures, best practices, and actual field practices

- Identify gaps and possible solutions
- Identify resources and methods for overcoming barriers and effecting change
  - Training and accountability
  - Communication
  - Partnerships (internal and external)
  - Policies, programs, and procedures
  - Advocacy
- 8. Propose recommendations for improvement
  - Communicate
  - Advocate
- 9. Develop measures and mechanisms to monitor compliance

**Discussion Questions**

1. What are your AHJ's current policies and procedures for minimizing and mitigating toxic exposure?
2. How do they compare to the laws and regulations?
3. What changes or new policies and procedures can you implement to increase legal compliance and minimize and mitigate exposure?
4. What barriers do you experience when implementing new policies and procedures within your AHJ?
5. How can clearly communicating leader's intent lead to cultural change within your organization?
6. What is your AHJ's current relationship with risk management? How can that relationship impact your ability to implement change and care for members?

**Application**

1. Evaluate AHJ toxic exposure policies and procedures, given AHJ policies and procedures, so that applicable federal, state, and local laws and regulations are incorporated, industry best practices and standards are implemented, barriers are addressed, and AHJ field practices align with policies and procedures to manage toxic exposure. Write a memo that identifies any gaps in policy or practice and recommend changes to close the gaps. (Fire Officer 3 Task Book, JPR 23)

**Instructor Notes**

1. None

**CTS Guide:** CTS 7-2

## Topic 5-2: Evaluating Behavioral Health Policies and Procedures

### Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, will be able to evaluate behavioral health policies and procedures so that applicable federal, state, and local laws and regulations are incorporated, industry best practices and standards are implemented, barriers are addressed, and AHJ field practices align with policies and procedures to appropriately manage behavioral health concerns.

### Enabling Learning Objective

1. Describe the Fire Officer 3's moral, ethical, personal, and legal responsibility to effect change, communicate, and protect member behavioral health
  - Management, supervisory, and employee awareness
    - Shared responsibility
  - Resources
    - Internal
    - External
  - Processes to access assistance
2. Identify cultural, behavioral, traditional barriers to maintaining behavioral wellness
  - Employee barriers
    - Stigma and lack of cultural acceptance
    - Lack of awareness (self and others)
    - Lack of education and training
    - Difficulty accessing resources
  - Organizational barriers
    - Financial and budgetary
    - Staffing issues
    - Policy gaps or lack of enforcement
    - Gaps in laws, regulations, and standards
    - Lack of programs and resources
    - Leadership attitudes and culture
    - Lack of education and training
    - Lack of equipment, facilities, and supplies
  - External barriers
    - Public perceptions
    - Politics and governing bodies
    - Risk management/human resources
    - Failure to include different job functions or allied agencies
3. Identify applicable federal, state, and local behavioral health laws and regulations
4. Identify applicable industry behavioral health standards, resources, and best practices
  - NFPA standards
  - Life safety initiatives
  - Referrals to resources
5. Identify changes to laws, regulations, standards, and best practices to remain current, effective, and compliant

6. Describe how to analyze policies and procedures
7. Describe resources and methods for overcoming barriers and effecting change
  - Education and training
    - Employees
    - Leaders
    - Families
    - Public
  - Policies, programs, and procedures
  - Policy enforcement and accountability
  - Funding
    - Grants and scholarships
  - Communication
  - Partnerships (internal and external)
    - Among job functions and allied agencies
    - Labor
    - Funding sources
    - Community partnerships
    - Industry partnerships
    - Research partners
    - Public health
    - Risk management
  - Advocacy
  - Resources
    - Wellness program supplies
    - Instructors
    - Calm spaces
    - Therapy animals
    - Peer and/or group counseling
    - Employee Assistance Programs (EAP)
8. Identify, propose, and implement strategies to improve effectiveness of and compliance with policies and procedures
9. Develop measures and mechanisms to monitor compliance

**Discussion Questions**

1. What policies and procedures already exist in your AHJ regarding behavioral health?
2. To what degree are those policies being used and enforced?
3. How do gaps in knowledge and understanding of behavioral health issues create barriers to wellness?
4. What is the relationship between official policy, barriers to wellness behaviors, and field acceptance and engagement?

**Application**

1. Evaluate behavioral health policies and procedures, given AHJ policies and procedures, so that applicable federal, state, and local laws and regulations are incorporated, industry best practices and standards are implemented, barriers are addressed, and AHJ

field practices align with policies and procedures to appropriately manage behavioral health concerns. Write a memo that identifies any gaps in policy or practice and recommend changes to close the gaps. (Fire Officer 3 Task Book, JPR 24)

**Instructor Notes**

1. Consider creating activities for the course that encourage relaxation and mindfulness.

**CTS Guide:** CTS 7-3

## **Topic 5-3: Developing a Measurable Accident and Injury Prevention Program**

### **Terminal Learning Objective**

At the end of this topic a student, given relevant local, state, and national data, will be able to develop a measurable accident and injury prevention program and evaluate results to determine program effectiveness.

### **Enabling Learning Objectives**

1. Interpret policies and procedures
2. Interpret applicable codes, standards, and laws
3. Describe how to develop a measurable accident and injury prevention program
  - Analyze agency injury/illness data to look for patterns or trends
  - Compare agency data with local/state/national statistics
  - Look for alignment, spikes, and gaps
  - Evaluate accepted safety practices
  - Establish acceptable thresholds
  - Communicate accident and injury prevention program recommendations orally and in writing
4. Use evaluative methods to determine ongoing accident and injury prevention program effectiveness
  - Continuously identify gaps and provide recommendations for improvement

### **Discussion Questions**

1. How does your agency's accident and injury/illness prevention program align with its overall health, safety, and wellness goals.
2. How can you determine whether an accident and injury prevention program is effective and compliant with applicable law?
3. Do you think that incentive or punitive accident and injury prevention programs are more effective in improving program effectiveness? Why or why not?

### **Application**

1. Develop a measurable accident and injury prevention program, given relevant local and national data, so that the results are evaluated to determine effectiveness of the program. Write a memo that evaluates your agency's current program against agency accident/injury data and recommends a change or improvement to the accident/injury program. (Fire Officer 3 Task Book, JPR 22)

### **Instructor Notes**

1. None

**CTS Guide Reference:** CTS 7-1

## 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 3 Certification Task Book.
- To determine the assignment parameters, meet with your fire 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

#### Developing Plans for Providing an Employee Accommodation (Topic 2-1)

**Task:** Develop a plan for providing an employee accommodation, given an employee need, the requirements, and applicable law, so that adequate information is included to justify the requested benefit improvement. (Fire Officer 3 Task Book, JPR 6)

**Deliverable:** Create a memo that lists considerations (including AHJ policies, procedures, and employee's bargaining unit agreement), identifies provisions, recommends solutions, and includes adequate information to justify the requested accommodations.

#### Developing Hiring Procedures (Topic 2-2)

**Task:** Develop or evaluate procedures for hiring employees, given AHJ policies and legal requirements, so that the process is valid and reliable. (Fire Officer 3 Task Book, JPR 2)

**Deliverable:** Are your hiring procedures fair and valid? Is the process clearly explained? Does it require revision? What is one thing that could be improved? Prepare a memo to communicate your findings.

#### Establishing Minimum Staffing Requirements (Topic 2-3)

**Task:** Establish minimum staffing requirements, given available human resources; policies and procedures; federal, state, and provincial laws; and rules and regulations, so that AHJ job-related credentials are maintained. (Fire Officer 3 Task Book, JPR 1)

**Deliverable:** Prepare a memo that outlines an organizational review (evaluating the AHJ's org chart and position assignments to ensure maximum effectiveness) and recommendations for improvement.

### **Applying the Requirements of the California FBOR (Topic 2-4)**

**Task:** Apply the requirements of the California Fire Fighter Procedural Bill of Rights Act (FBOR), given the FBOR and AHJ policies and procedures, so that administrative investigations of fire fighters are conducted in accordance with the FBOR and AHJ policies and procedures. (Fire Officer 3 Task Book, JPR 8)

**Deliverable:** Prepare a memo that outlines how the FBOR applies to an employee disciplinary/adverse action scenario.

### **Encouraging Participation in Professional Development (Topic 3-1)**

**Task:** Describe methods to facilitate and encourage employees to participate in professional development, given a professional development model, so that employees achieve their personal and professional goals. (Fire Officer 3 Task Book, JPR 4)

**Deliverable:** Prepare a presentation that promotes AHJ professional development opportunities (including employer programs and employee incentives)?

### **Developing an Ongoing Continuing Education and Training Program (Topic 3-2)**

**Task:** Develop an ongoing continuing education and training program, given organizational training requirements, so that employees of the organization are given appropriate training to meet the mission of the organization. (Fire Officer 3 Task Book, JPR 7)

**Deliverable:** Write a staff report that includes a gap/needs analysis of training and education needs. Identify existing AHJ resources (internal and external), other agency or vendor options, or create something new. Develop a plan to close the gap that includes a timeline and cost to develop/implement/train.

### **Developing Promotion Procedures and Programs (Topic 3-3)**

**Task:** Develop procedures and programs for promoting employees, given applicable policies and legal requirements, so that the process is valid and reliable, job-related, and nondiscriminatory. (Fire Officer 3 Task Book, JPR 3)

**Deliverable:** Evaluate your AHJ's current promotional process. Is the process valid and reliable, job-related, and nondiscriminatory? Is the process clearly explained? Does it require revision? What is one thing that could be improved? Prepare a memo to communicate your findings.

### **Developing Proposals for Improving Employee Benefits (Topic 4-1)**

**Task:** Develop a proposal for improving an existing employee benefit or creating a new employee benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement. (Fire Officer 3 Task Book, JPR 5)

**Deliverable:** Write a staff report that identifies areas for improvement, describes the improvement, and identifies associated costs and recommended process for implementation.

### **Evaluating Toxic Exposure Policies and Procedures (Topic 5-1)**

**Task:** Evaluate AHJ toxic exposure policies and procedures, given AHJ policies and procedures, so that applicable federal, state, and local laws and regulations are incorporated, industry best practices and standards are implemented, barriers are addressed, and AHJ field practices align with policies and procedures to manage toxic exposure. (Fire Officer 3 Task Book, JPR 23)

**Deliverable:** Write a memo that identifies any gaps in policy or practice and recommend changes to close the gaps.

### **Evaluating Behavioral Health Policies and Procedures**

**Task:** Evaluate behavioral health policies and procedures, given AHJ policies and procedures, so that applicable federal, state, and local laws and regulations are incorporated, industry best practices and standards are implemented, barriers are addressed, and AHJ field practices align with policies and procedures to appropriately manage behavioral health concerns. (Fire Officer 3 Task Book, JPR 24)

**Deliverable:** Write a memo that identifies any gaps in policy or practice and recommend changes to close the gaps.

### **Developing a Measurable Accident and Injury Prevention Program (Topic 5-3)**

**Task:** Develop a measurable accident and injury prevention program, given relevant local and national data, so that the results are evaluated to determine effectiveness of the program. (Fire Officer 3 Task Book, JPR 22)

**Deliverable:** Write a memo that evaluates your agency's current program against agency accident/injury data and recommends a change or improvement to the accident/injury program.