



Emergency Services Management (2020)

Course Plan

Course Details

Certification:	Fire Officer 4
CTS Guide:	Fire Officer 4 CTS Guide (2020)
Description:	This course provides the skills and knowledge needed for the Fire Officer 4 to safely, effectively, and competently develop a comprehensive emergency operations plan (EOP).
Designed For:	Personnel preparing to pursue Fire Officer 4 certification or anyone who performs the duties of a Fire Officer 4 within their agency.
Prerequisites:	Meet one of the following requirements: <ul style="list-style-type: none">• Meet the education requirements of OSFM Chief Fire Officer or Fire Officer 3 certification• Currently in the position of, or acting as, a Chief Fire Officer or higher FO4B: Community Leadership and Strategic Planning (SFT) I-400: Advanced Incident Command System for Command and General Staff-Complex Incidents (SFT or FEMA)
Standard:	Complete all required activities and formative tests. Complete all summative tests with a minimum score of 80%.
Hours (Total):	54 hours (31 lecture / 22 application / 1 testing)
Maximum Class Size:	25
Instructor Level:	SFT Fire Officer 4 Registered Instructor
Instructor/Student Ratio:	1:25 – discussion
Restrictions:	None
SFT Designation:	CFSTES

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Required Resources

Instructor Resources

To teach this course, instructors may use:

- One of the following textbooks with accompanying tool kit and test bank:
 - *Chief Officer: Principles and Practice* (Jones & Bartlett Learning, 3rd edition, 2019)
 - *Chief Officer* (IFSTA, 4th edition, 2019)

Reference manual options:

- *Chief Fire Officer's Desk Reference* (Jones & Bartlett Publishers, current edition)
- *Chief Fire Officer's Desk Reference* (IAFC, current edition)
- *Managing Fire and Emergency Services* (ICMA Publications, current edition)

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
- A printed copy of the Fire Officer 4 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	Unit Total
Unit 1: Introduction			
Topic 1-1: Orientation and Administration	0.50	0.0	
Topic 1-2: Fire Officer 4 Certification Process	0.25	0.0	
Topic 1-3: Definition of Duty for a Fire Officer 4	0.25	0.0	
Unit 1 Totals	1.0	0.0	1.0
Unit 2: Emergency Services Management			
Topic 2-1: Developing a Comprehensive Emergency Operations Plan	30.0	21.0	
Unit 2 Totals	30.0	22.0	52.0
Formative Assessments			
Determined by AHJ or educational institution	0.0	1.0	1.0
Summative Assessment			
Determined by AHJ or educational institution	0.0	1.0	0.0
Course Totals	31.0	23.0	54.0

Fire Officer 4 is a graduate-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 level 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 4 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 4 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer 4 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 4 certification
 - OSFM Fire Officer 3 certification
3. Identify the course work required for Fire Officer 4 certification
 - Fire Officer 4A: Human Resource Management
 - Fire Officer 4B: Community Leadership and Strategic Planning
 - Fire Officer 4C: Emergency Services Management
 - Fire Service Labor/Management Relations (SFT)
 - I-400 – Advanced ICS (SFT or FEMA)
4. Identify the exams requirements for Fire Officer 4 certification
 - Not applicable
5. Identify the task book requirements for Fire Officer 4 certification
 - Fire Officer 4 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 4 certification
 - A minimum of one year full-time paid or two years' volunteer or part-time paid experience working at the Fire Officer 3 level in a recognized fire agency
7. Identify the position requirements for Fire Officer 4 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 4 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 participants 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 4

Terminal Learning Objective

At the end of this topic, a student, given NFPA 1021 standards, will be able to describe the emergency service delivery roles and responsibilities of a Fire Officer 4 in accordance with national standards.

Enabling Learning Objectives

1. Describe how to develop plans for major disasters

Discussion Questions

1. Determined by instructor

Activities

1. Determined by instructor

CTS Guide Reference: CTS 1-1

Unit 2: Emergency Services Management

Topic 2-1: Developing a Comprehensive Emergency Operations Plan

Terminal Learning Objective

At the end of this topic a student, given agency and community risk, vulnerability, and capability data, will be able to further develop a comprehensive emergency operations plan (EOP) plan and operate at a major incident to integrate with other agencies' actions, provide for the safety and protection of members, and effectively mitigate the incident's impact on a community.

Enabling Learning Objectives

1. Interpret
 - Local, state, and federal laws, statutes, regulations, resources, and ordinances
 - AHJ policies and procedures
 - Contractual and mutual-aid agreements
 - Jurisdictional responsibilities
 - City and county EOP responsibilities
 - Department operations center
 - District operations center
 - Community risk analyses
 - Fire
 - Natural hazards (floods, earthquakes, etc.)
 - Hostile events (active shooter, civil disturbance, etc.)
 - HazMat
 - Other
2. Evaluate major incident plans
 - Physical and geographic characteristics
 - Demographics
 - Target hazards
 - Specific hazard/risk frequency and severity matrix
 - Low frequency / high risk
 - High frequency / high risk
 - High frequency / low risk
 - Low frequency / low risk
 - Emergency resource directory (ERD)
3. Implement an EOP
 - Emergency Operation Center (EOC) activation
 - Interagency planning and coordination
4. Access and evaluate intelligence/data to forecast incident potential
 - Incident situation status
 - Incident progression
 - Incident management levels
 - National

- State
 - Regional
 - Local
- Current resource availability and capacity
- Next operational period needs
- 5. Request resources
 - Incident Management Teams (IMT)
 - Delegation of authority
 - Appoint Line Officer
 - Other specialized resources
- 6. Coordinate and manage incident efforts
 - Use incident management systems
 - Agency administrator role
 - Interface with IMT
 - Coordinate MACS (Multi-agency Coordination System) and GACCs (Geographic Area Coordination Center) efforts
 - Coordinate with adjoining EOCs and OES
 - Evaluate communications systems
 - Interpersonal
 - Interagency
 - Infrastructure
 - Continuously monitor incident progress and mitigation through termination and recovery period

Discussion Questions

1. What are the risk-specific annexes in your organization's comprehensive emergency operations plan?
2. How would you obtain non-fire resources for incident support?
3. How is a comprehensive EOP integrated into the community?
4. How do you coordinate with city, county, state, and federal organizations?
5. On what types of major incidents is your agency the lead and when does it support another lead agency?

Application

1. Evaluate and update or revise your agency EOP using agency and community risk, vulnerability, and capability data so that the organization integrates with other agencies' actions, provides for the safety and protection of members, and mitigates the impact to the community. (Fire Office 4 Task Book JPRs 13 and 14)
2. Operate at a simulated major incident so that actions are integrated with other agencies' actions, the safety and protection of members is provided for, and the incident's impact on a community is effectively mitigated. Write a brief report documenting your actions during the drill and include any other incident-related documents to show completion.

Instructor Notes

1. You may need to provide an example of a comprehensive disaster plan.

2. You may develop or adopt several additional activities based on the ELOs to support the JPR.

CTS Guide Reference: CTS 5-1, CTS 5-2

How to Read a Course Plan

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

Emergency Services Management Activities

Instructions

- These activities are designed to help you complete your Fire Officer 4 Certification Task Book.
- To determine the assignment parameters, meet with your fire chiefⁱ 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 a Comprehensive Emergency Operations Plan (Topic 2-1)

Task and Deliverable: Evaluate and update or revise your agency EOP using agency and community risk, vulnerability, and capability data so that the organization integrates with other agencies' actions, provides for the safety and protection of members, and mitigates the impact to the community. (Fire Officer 4 Task Book JPRs 13 and 14.)

Task: Operate at a simulated major incident so that actions are integrated with other agencies' actions, the safety and protection of members is provided for, and the incident's impact on a community is effectively mitigated.

Deliverable: Write a brief report documenting your actions during the drill and include any other incident-related documents to show completion.

ⁱ If you are already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.