

Course Outline of Record

Los Medanos College

2700 East Leland Road

Pittsburg CA 94565

Course Title: Firefighter Safety and Survival

Subject Area/Course Number: FIRE-107

New Course OR Existing Course

Author(s): Ricky Hurtado

Subject Area/Course No.: Fire 107

Units: 3

Course Title: Firefighter Safety and Survival

Discipline(s): Fire Technology

Pre-Requisite(s): None

Co-Requisite(s): None

Advisories: Eligibility for ENGL-095

Catalog Description:

This course is designed for those seeking entry into, as well as those professionally employed in the fire service. This course is required by the California State Fire Training and Fire and Emergency Services Higher Education (FESHE) as it covers key topics to keep fire fighters safe in the course of their job. Topics include assessing fire dangers and handling common fire situations in the home and in the work place; risk abatement and personal preparation for unforeseen fire emergencies; and roles and responsibilities in educating the public on fire safety.

Schedule Description:

Are you seeking employment in the fire service or currently employed as a Fire Fighter? This course meets the new requirements mandated by California State Fire Training and Fire and Emergency Services Higher Education (FESHE) Initiative. This course will teach you how to reduce the risk of injuries, accidents and fatalities of a Fire Fighter. This course is required for the Fire Technology AS Degree.

Hrs/Mode of Instruction: Lecture: 54 Scheduled Lab: ____ HBA Lab: ____ Composition: ____ Activity: ____ Total Hours 54

Credit Credit Degree Applicable (DA)
 Credit Non-Degree (NDA)

Grading Pass/No Pass (P/NP)
 Letter (LR)
 Student Choice (SC)

Repeatability 0
 1
 2
 3

Last date of Assessment: _____

Cohort #: 2

Please apply for:

LMC General Education Requirement(s): None

Transfer to: CSU UC IGETC Area ____ CSU GE Area ____ C-ID Number FIRE 150

Course is Baccalaureate Level: Yes No

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Signatures:

Department Chair _____ Date _____
Librarian _____ Date _____
Dean (Technical Review) _____ Date _____
Curriculum Committee Chair _____ Date _____
President/Designee _____ Date _____
CCCCD Approval Date (Board or Chancellor's Office) _____ Date _____

STAND ALONE COURSE: YES NO

Course approved by Curriculum Committee as Baccalaureate Level: YES NO

LMC GE Requirement Approved by the Curriculum Committee: _____

FOR OFFICE OF INSTRUCTION ONLY. DO NOT WRITE IN THE SECTION BELOW.

Begin in Semester _____ Catalog year 20____/20____ Class Max: _____
Dept. Code/Name: _____ T.O.P.s Code: _____ Crossover course 1/ 2: _____
ESL Class: _____ Yes / No _____ DSPS Class: _____ Yes / No _____ Coop Work Exp: _____ Yes / No _____

- | | | | | | |
|------------|--|----------|--|-------------------|---|
| Class Code | <input type="checkbox"/> A Liberal Arts & Sciences | SAM Code | <input type="checkbox"/> A Apprenticeship | Remediation Level | <input type="checkbox"/> B Basic Skills |
| | <input type="checkbox"/> B Developmental Preparatory | | <input type="checkbox"/> B Advanced Occupational | | <input type="checkbox"/> NBS Not Basic Skills |
| | <input type="checkbox"/> C Adult/Secondary Basic Education | | <input type="checkbox"/> C Clearly Occupational | | |
| | <input type="checkbox"/> D Personal Development/Survival | | <input type="checkbox"/> D Possibly Occupational | | |
| | <input type="checkbox"/> E For Substantially Handicapped | | <input type="checkbox"/> E* Non-Occupational | | |
| | <input type="checkbox"/> F Parenting/Family Support | | | | |
| | <input type="checkbox"/> G Community/Civic Development | | | | |
| | <input type="checkbox"/> H General and Cultural | | | | |
| | <input type="checkbox"/> I Career/Technical Education | | <input type="checkbox"/> 1 One level below transfer | | |
| | <input type="checkbox"/> J Workforce Preparation Enhanced | | <input type="checkbox"/> 2 Two levels below transfer | | |
| | <input type="checkbox"/> K Other non-credit enhanced | | <input type="checkbox"/> 3 Three levels below transfer | | |
| | <input type="checkbox"/> Not eligible for enhanced | | | | |

**Additional criteria needed*

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Institutional Student Learning Outcomes:



General Education SLOs:

At the completion of the LMC general education program, a student will:

1. read critically and communicate effectively as a writer and speaker.
2. understand connections among disciplines and apply interdisciplinary approaches to problem solving.
3. think critically and creatively
4. consider the ethical implications inherent in knowledge, decision-making and action.
5. possess a worldview informed by diverse social, multicultural and global perspectives.



None

Program-Level Student Learning Outcomes (PSLOs):

- 1) Be academically prepared to obtain an entry-level position as a Firefighter in the Fire Service.
- 2) Apply critical thinking to research, evaluate, analyze and synthesize Fire Service information.
- 3) Demonstrate through written and oral communication skills a broad knowledge of Fire technology as it applies to a career in the Fire Service.
- 4) Explain and interpret Fire Service Terminology.
Demonstrate the skills and mechanical knowledge of Fire Service code and equipment.

Course-Level Student Learning Outcomes (CSLOs):

At the end of the course the student will be able to:

CSLO 1: Describe and explain the roles, responsibilities, and duties of a Fire Fighter. (PSLO 1, 4)

CSLO 2: Understand the importance of different safety techniques to prevent injuries, accidents and fatalities to Fire Fighters. (PSLO 2, 3, 4)

CSLO 3: Identify fire and other related hazards and implement an appropriate action for that emergency situation.

(PSLO 2, 3, 4)

Assessment Instruments:

	Discussion Exercises	Worksheets	Team project	Chapter Tests Final Chapter Test
CSLO 1	X	X	X	X
CSLO 2	X	X	X	X
CSLO 3	X	X	X	X

CSLO 1:

Discussion Exercises: Students are placed into teams of 5. Students then are given a topic related to the roles and responsibilities of a fire fighter. Students each take a turn leading the team and presenting their findings to class and/or online. This allows the professor to assess the students' ability to orally and in writing communicate the roles and responsibilities of a fire fighter using proper fire fighter terminology.

Worksheets: From the chapter readings students will complete worksheets that assess their knowledge of the roles and responsibilities of a fire fighter using proper fire fighter terminology.

Team Project: Students are provided a sheet of different topics related to the fire service and the roles and responsibilities of a fire fighter. They need to research and or visit a fire station and engage in community service in order to gather the required information to provide information on the various topics. This allows the professors to assess the students ability to work as a team member, organize materials, engage professionally in the community as they prepare their team project assignment that covers the roles and responsibilities of fire fighters.

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Chapter and Final Test: The chapter and final test have questions related to the roles and responsibilities of a fire fighter. These exams allow the professor to assess the student's knowledge of the roles and responsibilities of a fire fighter

CSLO 2:

Discussion Exercises: Students are placed in teams of 5. Students then are given a topic related to utilizing different safety techniques to prevent injuries, accidents and fatalities. Students each take a turn leading the team and presenting their findings to class and/or online. This allows the professor to assess the students ability to orally and in writing communicate the different safety techniques used to prevent injuries, accidents and fatalities

Worksheets: From the chapter readings students will complete worksheets that assess their knowledge of the different safety techniques to prevent injuries, accidents and fatalities.

Team Project: Students are provided a sheet of different topics related to the different safety techniques to prevent injuries, accidents and fatalities. They need to research and or visit a fire station and engage in community service in order to gather the required information to provide information on the various topics. This allows the professors to assess the student's ability to work as a team member, organize materials, engage professionally in the community as they prepare their team project assignment that covers the different safety techniques to prevent injuries, accidents and fatalities.

Chapter and Final Test: The chapter and final test have questions related to different safety techniques to use that prevent injuries, accidents and fatalities. These exams allow the professor to assess the students knowledge of the different safety techniques used to prevent injuries, accidents and fatalities.

CSLO 3:

Discussion Exercises: Students are placed in teams of 5. Students then are given a topic related to identifying fire hazards and implementing an appropriate action. Students each take a turn leading the team and presenting their findings to class and/or online. This allows the professor to assess the student's ability to orally communicate the fire hazards and how they would implement an appropriate action.

Worksheets: From the chapter readings students will complete worksheets that assess their knowledge of the fire hazards and implementing an appropriate action.

Chapter and Final Test: The chapter and final test have questions related to identifying fire hazards and implementing an appropriate action. These exams allow the professor to assess the students knowledge of the fire or other related hazards and implementing the appropriate action for that emergency situation.

Method of Evaluation/Grading:

A level student work is characterized by:

Answering 90% or above questions accurately on the worksheets, chapter tests and final test regarding the roles and responsibilities of a fire fighter, safety techniques to prevent injuries, accidents and fatalities and fire hazards including the appropriate course of action; in writing answer the discussion questions accurately, completely, clearly and with detail and orally presenting complete and comprehensive answers to the discussion questions within the 2 minutes related to the roles and responsibilities of a fire fighter, safety techniques to prevent injuries, accidents and fatalities and fire hazards including the appropriate course of action; documented consistent participation in the team project and each section fully and accurately completed related to the roles and responsibilities of a fire fighter and safety techniques to prevent injuries, accidents and fatalities.

C level student work is characterized:

Answering 70% to 79.4% or above questions accurately on the worksheets, chapter tests and final test regarding the roles and responsibilities of a fire fighter, safety techniques to prevent injuries, accidents and fatalities and fire hazards including the appropriate course of action; in writing answer the discussion questions accurately, and orally presenting partially complete answers to the discussion questions within the 2 minutes related to the roles and responsibilities of a fire fighter, safety techniques to prevent injuries, accidents and fatalities and fire hazards including the appropriate course of action; documented consistent participation in the team project and complete some of the sections

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accurately related to the roles and responsibilities of a fire fighter and safety techniques to prevent injuries, accidents and fatalities.

Possible grading structure:

Discussion Exercises	170 points
Worksheets	170 points
Scavenger Hunt Team Project	150 points
Chapter Tests/Final Exam	400 points
Total Points Possible	890 points

A = 90-100%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59% or below

Course Content:

Lecture Content:

- Cultural change and behavioral change within the emergency service:
 - a. Safety
 - b. Leadership
 - c. Supervision
 - d. Accountability
 - e. Personal responsibility
 - f. Personnel accountability and RIC.
- Enhancements of personal and organizational accountability for health and safety.
- Risk management
 - a. strategic decision-making
 - b. tactical decision-making.
- Circumstances that might constitute an unsafe act.
 - a. Not wearing personal protective equipment
 - b. Not using a seat belt
 - c. Working alone and not part of a team
 - d. Standardizing policies
- Emergency services personnel's responsibility to stop unsafe acts.
- National training standards
 - a. Professional development
 - b. Certifications,
 - c. Re-certifications
 - d. Qualifications
- Physical fitness
 - a. Medical evaluations
 - b. Physical fitness criteria for emergency services personnel throughout their careers.
- National research and data collection systems
- Technological equipment advancements
 - a. Higher levels of emergency services
 - b. Safety and survival.
 - c. Apparatus safety design
- Investigating
 - a. All near-misses, injuries and fatalities.
 - b. Lessons learned from investigations support cultural change throughout the emergency services.
- Obtaining grants
 - a. Obtaining
 - b. Types of grants

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- c. Use of grants
- Responding to violent emergency scenes
 - a. Mass casualties
 - b. Domestic violence
 - c. Terrorism
- Safe Practices
 - o Procedures for responding on apparatus
 - o Energized electrical equipment safety.
 - o Structural fire safety, structural collapse, and ventilation safety.
 - d. Vehicle fire safety and traffic control considerations and procedures.
 - e. Extinguishment safety and hoseline advancement.
 - f. General safety precautions for all emergencies.
 - g. Structural personal protective equipment and PASS device.
- Public education as a critical component of life safety programs.
 - a. Fire sprinklers and code enforcement.
 - b. Smoke detectors
 - c. Heat detectors
 - d. EDITH- exit drills in the home
- Counseling and psychological support
 - a. Emergency services personnel,
 - b. Their families,
 - c. Local resources and services.

Lab By Arrangement Activities (If Applicable): N/A

Instructional Methods:

- Lecture
- Lab
- Activity
- Problem-based Learning/Case Studies
- Collaborative Learning/Peer Review
- Demonstration/Modeling
- Role-Playing
- Discussion
- Computer Assisted Instruction
- Other (explain) _____

Textbooks:

- 1) IFSTA, Understanding and Implementation of the 16 Life Safety Initiatives, 1st edition, 2010
 - 2) IFSTA, Essential of Firefighting and Fire Department Operations, 6th edition, 2013
 - 3) California State Fire Training, Firefighter Survival Instructor/Student Manual, 2010
- Note:** Available online at State Fire Training for free