



**FEMA**



# National Fire Academy

**R0354 – 21<sup>st</sup> Century Training for Fire and EMS Training Officers**

**Version: May 2015**

**Quarter:**

**ACE Credit: In the upper division baccalaureate degree category, three semester hours in fire science, instructional methodology, education or communications.**

**IACET Continuing Education Units: Pending**

**Length of Course: 6 Days (41 contact hours, Sunday – Friday)**

**Prerequisite: Yes**

**Curriculum: Training Programs**

**Training Specialist: Woody Stratton**

**Instructor:**

**Instructor email/phone:**

**Classroom: J-**

**Meeting Time: 8 AM – 5 PM**

## Table of Contents

Course Description	Course Resources
Primary and Secondary Audience	Evaluation Procedures
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Grading Rubrics

## Course Description (Catalog)

R0354 – *21<sup>st</sup> Century Training for Fire and EMS Training Officers*. This six-day course seeks to improve the 21st century training skills of training officers in a fire/EMS organization. Specifically, students will formulate a plan to integrate innovative methods, technologies and safety measures into their fire and EMS training programs.

The students themselves will model and demonstrate many of the course concepts and then make decisions as to whether and how these concepts could be integrated into a local training program brought to class by each student. For example, students will learn about emerging roles for students and instructors through a lesson taught using these same concepts.

As the course progresses, students develop justifications for making the case for change in their training program and within their organization. The course promotes ideas for change and innovation as a method to move fire service training into the 21st century. Students' final presentations focus on how they can market these changes as return on investments to the senior staff in their organization, including the fire chief.

In keeping with 21st century training, the computer is the primary platform from which students will receive and process learning materials, activities and resources. The class is also highly interactive with opportunities to share and learn from others. The NFA will provide the students with a stationary computer during class; however, students must bring their own portable computer for evening assignments.

### **Student Qualifications (Primary and Secondary Audience)**

The audience for the course includes (but is not limited to):

Training officers with coordination and management responsibilities for training functions in their organization. Applicants must have completed a basic instructor training program at a local, state, or national organization.

### **Course Scope (Goal)**

Students will formulate a plan to integrate innovative teaching methods and training technologies into fire and EMS training programs, addressing contemporary fire service issues and challenges.

Scope of this course. The class will participate in an on-line discussion site with evening assignments during the course. Students will work individually on a course or lesson plan that they have brought from their organization, and determine the methods needed to improve the plan using the concepts presented during the class. Each student will make a short presentation to the class on their course or plan on the last day of class.

### **Course Objectives (Course Learning Outcomes – TLOs)**

After successfully completing this course, you will be able to accomplish the following:

- Describe the course units and completion requirements and will review traditional instructional concepts.
- Analyze various contemporary instructional strategies for integration into their training courses.
- Assess various contemporary fire service training issues and topics, as well as develop strategies for incorporation into the design and delivery of their training programs.
- Determine methods for enhancing firefighter safety during training and on-scene operations through the use of media and technology.

- Evaluate various contemporary training technologies for integration into their fire training course.
- Using lessons learned previously in this course regarding learning strategies, fire service challenges, safety and training technologies, formulate justifications for the incorporation of contemporary fire service training methods and technologies in their training programs.
- Given an individual lesson plan or program, successfully present their proposal for improvement to fire department's senior management staff.

### **Course Delivery Method**

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#). This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this six-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

## Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

### Day 1

#### UNIT 1: COURSE OVERVIEW AND INSTRUCTOR BASICS

- I. NFA Orientation Video
- II. Objectives
- III. Course Administration  
Large Group Activity 1.1  
Technology Bingo-Part 1  
Small Group Activity 1.2  
Technology Bingo-Part 2
- IV. Course Overview
- V. Pre-course Assignment  
Small Group Discussion/Activity 1.3  
Review of Traditional Instructor Basics
- VI. Video/Discussion  
“A Vision of Students Today”  
Small Group Activity 1.4  
Assessment of Training Program Needs and Sources of Information
- VII. Summary

### Day 2

#### UNIT 2: CONTEMPORARY INSTRUCTIONAL STRATEGIES

- I. Unit Introduction
- II. Moving Toward Student -centered Instruction  
Individual Activity 2.1  
Technology Learning Matrix
- III. Student Centered Learning Environment
- IV. Flipping the Classroom
- V. Summary

#### UNIT 3: CONTEMPORARY FIRE SERVICE TRAINING ISSUES AND CHALLENGES

- I. Enabling Objectives
- II. Collaboration
- III. Overview
- IV. Generational Learning  
Individual Activity 3.1  
Generational Learning Styles  
Small Group Activity 3.2  
Intergenerational Training

### Day 3

- Small Group/Role Play Activity 3.3
  - Exploring Generational Groups
- Individual Activity 3.4
  - Developing Intergenerational Training
- Large Group Interactive Activity 3.5
  - Contemporary Fire Service Training Issues
- V. Firefighter Safety: a Contemporary Training Issues
- Small Group Activity 3.6
  - Developing Safe Training Programs
- V. Summary

#### **UNIT 4: ENSURING SAFETY IN TRAINING THROUGH INNOVATION**

- I. Enabling Objectives
- II. Introduction to Safety Considerations
- III. Training and Safety Culture
- IV. Safety during Training
- V. Planning for Safety during Training
- Small Group Activity 4.1
  - Building Safety into the Plan of Instruction

### Day 4

- VI. Training for Safe Incident Scene Operations
- VII. Using Simulation Software to Maximize Safety
- Individual and Small Group Activity 4.2
  - Simulation Software
- VIII. Other Media and Technologies
  - for Enhancing and Promoting Safety
- Small Group Activity 4.3 (optional)
  - Innovative Media and Technologies
- VIII. Summary

#### **UNIT 5: CONTEMPORARY TRAINING TECHNOLOGIES**

- I. Objectives
- II. Overview
- Individual or Class Activity 5.1
  - Individual Assessment – Innovative Method
- III. What is eLearning?
- Facilitated Discussion/Presentation Activity 5.2
  - What is eLearning?
- Small Group Activity 5.3
  - Technology Buckets
- IV. History of Technology in the Classroom
- V. Trends in Technology for Organizational Use

## Day 5

Individual/Small Group Class Activity 5.4  
Assessment of Course or Class  
Instructor-Led Demonstration/Discussion  
Activity 5.5 (Optional)  
Fire Service Examples of Contemporary Training  
VI. Summary

### **UNIT 6: JUSTIFYING CONTEMPORARY FIRE SERVICE TRAINING**

I. Overview  
II. Video  
“Pep Talk From Kid President”  
Activity 6.1 Individual or Discussion  
Organization Assessment  
III. Demonstration  
Completed example of class project  
Activity 6.2 Discussion/Large Group  
Structuring the Justification  
Activity 6.3 Large group  
Instructor Needs  
Activity 6.4 Small Group Activity  
Peer Review of presentation  
Summary

## Day 6

### **UNIT 7: MAKING THE CASE FOR CHANGE**

Large Group Activity 7.1  
Student presentation  
I. Course Summary  
II. Video: “Kid President’s Pep Talk to  
Teachers and Students!”  
Course Evaluation

## **Course Resources (Instructional Materials)**

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

### **Required Readings**

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

### **Suggested Reading/Resources**

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

### **Required Resources (Course Textbook)**

Student Manual.

### **Supplemental Resources (Supplemental Course Textbook)**

None.

## **Grading Methodology (Evaluation Procedures)**

A minimum final grade of at least 70 percent is required to pass this course.

<b>Numerical Score</b>	<b>Letter Grade</b>
100-90	A
89-80	B
79-70	C
69 or below	F

## **Required Reading Assignments**

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

## **Suggested Readings**

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

## **Course Outline**

### **Unit 1: Course Overview and Instructor Basics (Day 1)**

#### **Objectives**

#### **Terminal Objective**

At the completion of this unit, students will be able to describe the course units and completion requirements and will review traditional instructional concepts.

#### **Enabling Objectives**

Students will:

- 1.1 Identify the course rationale and development.
- 1.2 Identify course units.
- 1.3 Identify course completion requirements.
- 1.4 Review the basic concepts of the Learning Domains, Bloom's Taxonomy and Kirkpatrick's Evaluation.
- 1.5 Describe the importance of Webb's Depth of Knowledge concepts.
- 1.6 Describe the steps in the Instructional System Design Model and Universal Design for Learning Model methods of course development.
- 1.7 Students will assess the current methodologies and format of their existing training program.



## **Unit 2: Contemporary Instructional Strategies (Day 2)**

### **Objectives**

#### **Terminal Objective**

Students will analyze various contemporary instructional strategies for integration into their training courses.

#### **Enabling Objectives**

Students will:

- 2.1 Compare and contrast the concept of student-centered learning versus instructor-centered training.
- 2.2 Evaluate the concept of student-centered learning versus instructor-centered training.
- 2.3 Examine contemporary instructional strategies.
- 2.4 Explore the concept of the flipped classroom.

## **Unit 3: Contemporary Fire Service Training Issues and Challenges (Day 2)**

### **Objectives**

#### **Terminal Objective**

Students will assess various contemporary fire service training issues and topics, as well as develop strategies for incorporation into the design and delivery of their training programs.

#### **Enabling Objectives**

Students will:

- 3.1 Identify the impact of multi-generational learning on fire service training.
- 3.2 Prioritize contemporary issues facing today's fire service and the impact on fire service training.
- 3.3 Formulate strategies for overcoming contemporary fire service training issues and challenges.
- 3.4 Identify the magnitude and scope of firefighter deaths and injuries during training.

- 3.5 Identify methods of reducing personal and organizational liability related to safety during training.
- 3.6 Research and apply the applicable standards of care, statutory requirements, safety related documents and agency policies as they relate to training safety.

#### **Unit 4: Ensuring Safety in Training through Innovation (Day 3)**

##### **Objectives**

##### **Terminal Objective**

Students will determine methods for enhancing firefighter safety during training and on-scene operations through the use of media and technology.

##### **Enabling Objectives**

Students will be able to:

- 4.1 Develop methods of reducing personal and organizational liability related to safety during training by developing a safety action plan.
- 4.2 Determine instructional methodologies and technologies that can enhance the safety of the training exercises and on-scene operations.
- 4.3 Apply safety considerations to an existing training program.

#### **Unit 5: Contemporary Training Technologies (Day 4)**

##### **Objectives**

##### **Terminal Objective**

Students will evaluate various contemporary training technologies for integration into their fire training course.

##### **Enabling Objectives**

Students will:

- 5.1 Assess their experience and attitudes regarding technology use.
- 5.2 Assess the benefits and challenges of using technology in fire service training.

- 5.3 Explore various training technology tools for use in fire service training.
- 5.4 Explore electronic learning (eLearning) as a teaching strategy.
- 5.5 Formulate plans or strategies to incorporate contemporary training technologies and electronic learning into their training courses.

## **Unit 6: Justifying Contemporary Fire Service Training (Day 5)**

### **Objectives**

#### **Terminal Objective**

Using lessons learned previously in this course regarding learning strategies, fire service challenges, safety and training technologies, students will formulate justifications for the incorporation of contemporary fire service training methods and technologies in their training programs.

#### **Enabling Objectives**

Students will:

- 6.1 Evaluate the needs of the organization for which they will be implementing the contemporary training programs within their organization.
- 6.2 Assess potential organizational challenges to the implementation of contemporary technologies and tools and devise a means for overcoming them.
- 6.3 Given an individual lesson plan or program, students will be able to successfully present their proposal for improvement to fire department's senior management staff.
- 6.4 Evaluate the needs of trainers and instructors who will be implementing the contemporary training programs within their organization.

## **Unit 7: Making the Case for Change (Individual Presentations) (Day 6)**

### **Objectives**

#### **Terminal Objective**

Given an individual lesson plan or program, students will be able to successfully present their proposal for improvement to fire department's senior management staff.

## **Policies**

### **Class Attendance and Cancellation Policy**

#### **Attendance**

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

#### **Student Substitutions**

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

#### **Cancellations or No-Shows**

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

#### **Course Failure**

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

#### **Student Code of Conduct Policy**

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends.

#### **Writing Expectations**

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should

be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

### **Citation and Reference Style**

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

### **Late Assignments**

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a “0” grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

### **Netiquette**

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- **Technology Limitations.** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note.** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), ☺ .

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

### **Grading**

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

[http://www.usfa.fema.gov/training/nfa/admissions/student\\_policies\\_campus\\_information.html](http://www.usfa.fema.gov/training/nfa/admissions/student_policies_campus_information.html)

### **Academic Honesty**

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- withholding of stipend or forfeiture of stipend paid,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.

## Grading Rubrics

### EVENING ASSIGNMENTS

#### Day 1 Evening Assignment - Discussion Board Question

Traditional emergency services training commonly use instructional methods that are instructor focused. How can student centered instruction be used in emergency services training? Do you think student centered instruction would be more or less effective than traditional training methods? Why or why not? In your response consider concepts such as Bloom's Taxonomy, Kirkpatrick's Evaluation levels, Universal Design for Learning and Depth of Knowledge concepts.

General Instructions for the Online Discussion Board:

1. Go to <http://21stcentury.boards.net>.
2. You will see "General Board." Click there and you should see "Discussion Question Day One." Subsequent questions will be posted later in the course. To reply to this question, click on the reply box on the top right corner.
3. Please be sure and put your name on your postings (first and last).
4. This is not simply an assignment board; it is a discussion forum. For that reason, you are required to post your own response, as well as read the responses of others and respond to at least two (2) of them.
5. Student comments will be graded on their substance and thoughtfulness and should reflect appropriate application of technology and content. Each posting should add value to the discussion. Adding value to the discussion would include things like an example, posting a web site, asking question of his or her fellow classmates, giving a personal example, bringing in something from the videos or podcasts, or from some outside reading to support his or her opinion.

## Day 1 Evening Assignment - Discussion Board Question

### GRADING SHEET

(15 points)

**Student name:**

**Date:**

**Score:**

Students shall participate in an on-going discussion board during the class. There will be two (2) discussion questions. The instructor is expected to facilitate discussions between student and student, and groups of students.

The role of the instructor is not to answer every comment or question but to frame issues and extend the discussions through leading and directed questions.

Student comments will be graded on their substance and thoughtfulness, and should reflect appropriate application of technology and content. Each posting should add value to the discussion. Adding value to the discussion would include things like an example, posting a web site, asking question of his/her fellow classmates, giving a personal example, bringing in something from the videos or podcasts, or from some outside reading to support his/her opinion.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the final scores may account for some random answers.

<b>Points</b>	<b>Adjectival Rating</b>
---------------	--------------------------

15-14 Rich in content, full of thought, insight and analysis.

- Clear connections to course content and real-life situations.
- New ideas, new connection with depth and detail.
- All required postings early throughout the entire discussion.
- Few grammatical errors or spelling errors.

13-12 Substantial information, thought, insight, and analysis.

- New ideas but no connection to real-life situations.
- New ideas or connections lack depth and/or detail.
- All required postings but some not in time for others to read or respond.
- Several grammatical or spelling errors.



11-10 Generally competent information but thin and commonplace.

- Limited if any connections, vague, general.
- Few if any new ideas or connections.
- Rehash postings of others.
- All required postings, but last minute.
- Obvious grammatical and spelling errors that interfere with understanding.

9-0 Rudimentary and superficial responses.

- No connections made.
- No new ideas.
- Some or all required postings missing.
- Understanding impossible due to grammatical and spelling errors.

## Day 2 Evening Assignment - Critique of Training Program for Student-Centered Approach

### Purpose

To review the traditional course to determine the appropriateness of student-centered learning concepts.

### Directions

1. You should critique your traditional lesson plan or course based upon the training topics and issues discussed in class.
2. Address the following:
  - a. Is student-centered learning a factor in the training program or course that you are looking to improve?
  - b. Can the course or program become a student-centered learning experience?
  - c. What are the action steps that can be taken to make the program more student-centered?
  - d. What are the benefits?
  - e. What are the challenges?

Please use the following worksheet to complete this assignment. Submit this worksheet to your instructor tomorrow morning. Your instructor will be using the rubric on the following pages as a guide to evaluate your responses.

 [Day 2 Evening Assignment Worksheet](#)

## Day 2 Evening Assignment - Critique of Training Program for Student-Centered Approach

### GRADING SHEET

(20 POINTS)

**Student name:**

**Date:**

**Score:**

Students shall complete this activity individually and refer to their own organization to complete this assignment. Students should write a response using multiple paragraphs, not to be caught up on the space provided on the form. The written presentation will display articulation and analysis of the issue.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the final scores may account for some random answers.

<b>Points</b>	<b>Adjectival Rating</b>
---------------	--------------------------

20-18 Consistently does all of the following:

- Analyzes the program based upon the application of topics and issues discussed in class, mainly student-centered instruction.
- Articulates specific methods for incorporating student-centered instruction into their program.
- Analyzes and clearly articulates the benefits and challenges of student-centered instruction as a part of their program.
- Articulates specific and appropriate justifications if student-centered learning is not applicable to their course or program.

17-15 Does most or many of the following:

- Analyzes the program based upon the application of topics and issues discussed in class, mainly student-centered instruction.
- Articulates methods for incorporating student-centered instruction into their program, but not with specifics.
- Analyzes and articulates the benefits and challenges of student-centered instruction as a part of their program, but not with clarity.
- Articulates justifications if student-centered learning is not applicable to their course or program but not with specificity and appropriateness.

14-12 Does most or many of the following:

- Briefly analyzes the program based upon the application of topics and issues discussed in class, mainly student-centered instruction.
- Articulates few methods for incorporating student-centered instruction into their program, but not with specifics.
- States the benefits and challenges of student-centered instruction as a part of their program, without analysis and clarity.
- Lists justifications if student-centered learning is not applicable to their course or program but not with analysis, specificity and appropriateness.

11-0 Essentially incomplete or does not turn in assignment

## Day 3 Evening Assignment

### Part 1: Critique of Training Program for Appropriateness to Targeted Generational Groups

Review your program or course, considering the following:

1. For what generation is this program or course targeted?
2. Do the teaching methodologies used in the course or program apply to the generations for which it is being taught?
3. What modifications can be made to ensure that the program or course is designed to meet the needs of the various generations involved?
4. What steps should be taken to make it more inter-generational friendly?
5. Please use the following worksheet to complete this assignment. Submit this worksheet to your instructor tomorrow morning. Your instructor will be using the rubric on the following pages as a guide to evaluate your responses.

 [Day 3 Evening Assignment Worksheet](#)

## Day 3 Evening Assignment

### Part 1: Critique of Training Program for Appropriateness to Targeted Generational Groups

#### GRADING SHEET

(20 POINTS)

**Student name:**

**Date:**

**Score:**

Students shall complete this activity individually and refer to their own organization to complete this assignment. Students should write a response using multiple paragraphs, not to be caught up on the space provided on the form. The written presentation will display articulation and analysis of the issue.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the final scores may account for some random answers.

<b>Points</b>	<b>Adjectival Rating</b>
---------------	--------------------------

20-18 Consistently does all of the following:

- Analyzes the program based upon the application of topics and issues discussed in class, mainly intergenerational training.
- Articulates specific modifications to the program for learning styles of all generations.
- Articulates specific and appropriate steps that could be taken to meet the needs of all generations.

17-15 Does most or many of the following:

- Analyzes the program based upon the application of topics and issues discussed in class, mainly intergenerational training.
- Articulates modifications to the program for learning styles of all generations, but not with specifics.
- Analyzes and articulates the steps that could be taken to meet the needs of all generations, but not with clarity.

14-12 Does most or many of the following:

- Briefly analyzes the program based upon the application of topics and issues discussed in class, mainly intergenerational training.
- Articulates few modifications to the program for learning styles of all generations, but not with specifics.
- States the steps that could be taken to meet the needs of all generations, without analysis and clarity.

11-0 Essentially incomplete or does not turn in assignment

## Day 4 Evening Assignment - Critique of Training Program for Safety Considerations

1. Using the training curriculum brought to the class, perform a safety audit to determine if you have considered standards of care, safety regulations, made special notes for safety considerations that could include the use of a safety officer, responder rehabilitation/hydration station, pre-entry safety briefing, personal accountability system, EMS personnel standing by and so on.
2. Please use the following worksheet to complete this assignment. Submit this worksheet to your instructor tomorrow morning. Your instructor will be using a rubric as a guide to evaluate your responses to the categories of safety considerations.

 [Day 4 Evening Assignment Worksheet](#)

3. For each category listed below write a brief statement of how you have addressed each category in your plan of instruction or intend to address it upon your return home as a result of the discussions and materials covered in this unit.
  - a. Safety analysis.
  - b. Safety regulations – Occupational Safety and Health Administration and others.
  - c. Consensus standards – National Fire Protection Association and others.
  - d. Agency Standard Operating Procedures or Standard Operating Guides. (If agency does not have SOG/SOP for this course, discuss what could be developed)
  - e. Safety needs listed in plan of instruction.



**Day 4 Evening Assignment - Critique of Training Program for Safety Considerations**

**GRADING SHEET**

**(20 POINTS)**

**Student name:**

**Date:**

**Score:**

Students shall complete this activity individually and refer to their own organization to complete this assignment. Students should write a response using multiple paragraphs, not to be caught up on the space provided on the form. The written presentation will display articulation and analysis of the issue.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the final scores may account for some random answers.

<b>Points</b>	<b>Adjectival Rating</b>
---------------	--------------------------

20-18 Consistently does all of the following:

- Articulates safety guidelines.
- Cites and follows regulations.
- Cites and follows standards.
- Cites and follows SOPs or SOGs.
- Clearly defines and spells out safety needs.

17-15 Does most or many of the following:

- Meets safety guidelines, but may need refinement.
- Cites regulations, partially followed.
- Cites standards, partially followed.
- Cites SOPs or SOGs, partially followed.
- Meets some safety needs, requirements refinement.

14-12 Does most or many of the following:

- Lists safety guidelines, have questions.
- Considers safety, but not referenced to regulations.
- Considers safety, but not reference to a standard.
- Considers safety, but no reference to SOPs or SOGs.
- No specific safety needs highlighted.

11-0 Essentially incomplete or does not turn in assignment

## Day 5 Evening Assignment — Student Presentations

### Purpose

Students should be able to market their innovative programs changes and improvements to their department's chief officers and senior staff.

### Directions

1. Deliver a five to ten minute presentation to the class marketing your newly revised lesson plan or course.
2. The audience for this presentation will be the senior staff of your organization, including the chief.
3. In their presentation, students should include:
  - a. The topic, length of class, audience.
  - b. The format it is presently in.
  - c. The changes made to make the class more contemporary.
  - d. What is needed to make the changes.
  - e. Benefits of the changes.
  - f. Obstacles and challenges to the changes.
4. In addition, they should present methods and means for overcoming any challenges and meeting the needs required for the program improvement.
5. Students will be graded on the innovative nature of their adaptations and the innovative nature of their presentation. The grading rubric for this activity is on the following pages.

## Day 5 Evening Assignment — Student Presentations

### GRADING SHEET

(25 POINTS)

**Student name:**

**Date:**

**Score:**

Students shall complete this activity individually and refer to their own organization to complete this assignment. Students should write a response using multiple paragraphs, not to be caught up on the space provided on the form. The written presentation will display articulation and analysis of the issue.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the final scores may account for some random answers.

<b>Points</b>	<b>Adjectival Rating</b>
---------------	--------------------------

25-23 Consistently does all of the following:

- Information is presented in a logical and interesting sequence.
- Student demonstrates full knowledge by answering all questions with explanations.
- Student's graphics explain and reinforce text and presentation.
- Presentation has no misspellings or grammatical errors.
- Maintains good eye contact, uses clear voice.

22-20 Does most or many of the following:

- Information is presented in a logical sequence.
- Answers questions, but without elaboration or explanation.
- Graphics relate to text and presentation.
- Very few misspellings or grammatical errors.
- Maintains eye contact but frequently returns to notes, uses clear voice.

19-17 Does most or many of the following:

- Information is not clearly organized.
- Unable to answer questions.
- Occasionally uses graphics that rarely support text and presentation.
- Presentation has multiple misspellings and/or grammatical errors.
- Student occasionally uses eye contact, mostly reads presentation.

16-0 Essentially incomplete or does not turn in assignment

- No organization to presentation.
- Unable to answer questions.
- No graphics.
- Reads report.
- No eye contact.
- Does not speak clearly so that the audience can understand.

## **Instructor Biography**