

Program of Instruction

Course Syllabus

Course Title: Fire and Life Safety Educator I

Course Duration: 40 hours

Program: Prevention

Course Prerequisites: None

Required for National Certification: None

Course Description:

This course is designed for firefighters, officers, and non-commissioned fire department staff pursuing a certification as a Fire and Life Safety Educator. This course is designed to train and equip students in fire prevention topics and life safety education presentation. Topics include understanding community risk reduction and how it impacts the community, managing community education programs, understanding the learning methods for as well as delivering and adapting educational activities to specific audience needs, public relations, cultural competence, professionalism, and evaluation and assessment.

Summary of Directions

Pre-Course Work: None

Course Work: Textbook reading assignments

Participate in all drills and scenarios

Pass final exam with a score of 70% or higher

Pass all skill evaluations

Post-Course Work: None

Required Textbook:

Fire and Life Safety Educator, 4th Edition, IFSTA, 2022

The student will be given a textbook at the start of class.

References:

NFPA 1030, 2024 Edition; *Standard for Professional Qualifications for Fire Prevention Program Positions*, Fire Life Safety Educator I, Chapter 9

Reading Assignments:

As outlined under daily schedules.

*Students are to read chapter content as well as review end of chapter questions and key terms.

Course Policies:

Attendance Policy: IFSI requires students to attend (100%) or make up all course content that leads to certification. Students are expected to attend on time and to remain in class for the duration of the course. Students **MUST COMPLETE** all portions of a certification course, both classroom and practical, to be eligible to receive their certification. If a student misses any portion of class with an accumulated absence of 10% or less of scheduled class time, it will be the student's responsibility to arrange the make-up of the missed course content with the instructor(s) or program manager. The student must make up the specific course content that s/he missed, not just the hours. Make-ups are limited to 20% of scheduled class time. Make-ups must be documented on the class roster. If a student's absence is greater than 10% refer to "True Emergencies" section of the IFSI Examination Policy.

Safety Policy: Students shall understand and follow all instructions pertaining to operational safety, as stated by instructors or as written in course materials. Instructors and students shall be mindful of safety at all times. Conduct judged to be unsafe shall be grounds for dismissal from the course.

Academic Integrity Policy: IFSI has the responsibility for maintaining academic integrity so as to protect the quality of the education provided through its courses, and to protect those who depend upon our integrity. It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. Any violation of the code of conduct is grounds for immediate dismissal from the course. **The utilization of Artificial Intelligence (AI) tools, such as ChatGPT, DALL-E, or any other form of AI, is restricted from use unless under the guidance of the lead instructor for this course.**

Grading Policy: Decisions regarding certificates of course completion shall be made solely by the lead instructor of the course. All grading of exams shall be conducted by the Testing Office. All grading of practical exercises shall be based upon the standards set by the regulatory agency referenced in the course material and IFSI.

Retesting: If a student fails to pass an exam, retesting takes place on set dates at regional sites across the state. More information is provided in the course completion e-mail and on the IFSI website.

American Disabilities Act: As guaranteed in the Vocational Rehabilitation Act and in the American Disabilities Act, if any student needs special accommodations, they are to notify their instructor and provide documentation as soon as possible so arrangements can be made to provide for the student's needs. If arrangements cannot be made at the class site, the student will test at an alternative time and place where the special accommodation can be made.

Evaluation Strategy: Students will be evaluated with an end of course exam and performance evaluation checklists.

Course Content:

Module 1: Getting Started

Terminal Learning Objective:

At the conclusion of this module, the student shall be able to describe the knowledge, skills, and abilities required to perform their public education duties.

General knowledge covered includes: human behavior during fire; personal image and professionalism; fire behavior; firefighter PPE; organizational structure, function and operation

Module 2: Community Risk Reduction

Terminal Learning Objective:

At the conclusion of this module, the student shall be able to understand community risk reduction and how it impacts the community.

General knowledge covered includes: injury causes/prevention; current homeland security topics; escape planning

Module 3: Administration

Terminal Learning Objective:

At the conclusion of this module, the student shall be able to manage community education programs per AHJ guidelines and risk reduction best practices.

General knowledge covered includes: current fire protection systems and devices; emergency reporting

Module 4: Delivering Educational Activities

Terminal Learning Objective:

At the conclusion of this module, the student shall be able to deliver educational activities.

General knowledge covered includes: accessibility; people-first language; social and cultural trends

Module 5: Education and Implementation

Terminal Learning Objective:

At the conclusion of this module, the student will deliver educational content using effective communication, cultural competence, legal guidelines, and program evaluation.

Course Schedule

DAY ONE

<u>Event</u>	<u>Duration</u>
Introduction	1 hour
Module 1 – Getting Started	2 hours
Student resources, forms, policies & procedures	2 hours
Small group discussions:	2 hours
Discuss resource information, partner organizations, CRR plan	
Review resource & partner mapping template	
Discuss audience types, targeted populations, outreach for fire and life safety issues for presentations, etc.	
Review Illini Village FD CRR Plan	
Discuss events examples	
Reading Assignment	1 hour
Chapters 1-6, 8, 11, and 12	

DAY TWO

<u>Event</u>	<u>Duration</u>
Module 2 – Community Risk Reduction	1.5 hours
Module 3 – Administration	1 hours
Small group discussions:	2 hours
Discuss Fire and Life Safety Activity Report form	
Discuss various presentation tools	
Review use of pre-activity requirements, calendar template, activity requests, annual event calendar	
Student Activities	3.5 hours
Drill 1 – Document Activities (9.3.1, 9.3.2)	
Drill 2 – Maintain Work Schedule (9.3.3)	
Drill 3 – Community Resources & Partners (9.3.4, 9.4.1)	
Reading Assignment	
Review Chapters 1, 3, 5, and 8	

DAY THREE

<u>Event</u>	<u>Duration</u>
Module 4 – Delivering Educational Activities	1 hour
Small group discussions:	2 hours
Review educational presentation methods, needs of varying audiences, equipment and related resources	
Review SOP 1002-IFSI Village Community Outreach	
Review Form 12-Instructor Eval Form	
Student Activities	5 hours
Drill 4 – Select Materials & Present a Lesson Plan Safely (9.5.1, 9.5.2, 9.5.3)	
Drill 5 – Adapt a Lesson Plan (9.5.4)	
Drill 8 – Instructor and Program Delivery Education (9.6.3)	
Reading Assignment	
Review Chapters 4-6, and 12	

DAY FOUR

<u>Event</u>	<u>Duration</u>
Module 5 – Education and Implementation	1 hour
Small group discussions:	3 hours
Review SOP 1001-IFSI Village Release of Public Information	
Review SOP 1002-IFSI Village Community Outreach	
Discuss possible scoring tools, grading scales, and scoring procedures	
Student Activities	4 hours
Drill 6 – Disseminate Public Educational Information (9.5.5, 9.5.6, 9.5.7)	
Drill 7 – Administer and Score Evaluation (9.6.1, 9.6.2)	
Reading Assignment	
Review Chapter 7 and all key terms	

DAY FIVE

Event

Final Exam (100 questions)

Practical Skills Evaluations (randomized 25% of JPRs)

<https://www.randomizer.org/>**Duration**

2 hours

6 hours

Resiliency

First Responders experience unavoidable stress and traumatic events in the course of their vocation. If these challenges are not dealt with in a productive manner they can lead to emotional and behavioral health problems. Since many of the current ways to deal with these challenges revolve around assistance and treatment after the event, the Illinois Fire Service Institute has sought to change the fire service culture relative to mental health and resiliency by adding training to many of its courses. Follow the QR code below for resources.

