

Program of Instruction

Course Syllabus

Course Title: Instructor I

Course Duration: 40 Hours

Program: Fire Officer

Course Prerequisites: None

Course Description: The Instructor I course is designed to give the student the knowledge and ability to teach from prepared materials which are predominantly skills oriented. Areas covered include issues relating to today's Emergency Services Instructor, the learning process, methods of instruction, using lesson plans, communication skills, safety in training, technology in training, and evaluating the learning process.

Course Requirements:

Pre-Course Work (to be completed prior to arriving):

- Complete vocabulary assignment posted in Online Classroom
- Reading assignments for day 1

Course Work (completed during class):

- Daily reading assignments
- Complete activities
- Complete course deliverables required for evaluation
- Meet mastery on Performance Evaluation Checklists
- Achieve a score more than 70% on end of course written exam

On-Line Course Evaluation Questionnaire

- Complete the course evaluation questionnaire emailed on the last day of class to access the course completion certificate

Post-Course Work (completed after class):

- None

Required Textbook: Fire and Emergency Services Instructor: Principles and Practices, 3rd Edition, 2020. Jones & Bartlett Publishers, ISBN: 978-1-284-17233-1

If possible, please purchase the textbook at the vendor of your choice prior to the start of the class.

A limited number of textbooks are available through the IFSI Library for loan during class. Please call 217-333-8925 or email fsi-library@illinois.edu for more information.

Reading Assignments:

Day 1: Chapters 1,2

Day 2: Chapters 3,4,5

Day 3: Chapters 6,7,8

Required Equipment:

- Duty Uniform or Business Casual dress
- Laptop computer with Microsoft Office compatible software (word processing, spreadsheet, & presentation/power point software recommended) and WIFI capability.
- USB flash drive (over 1GB recommended)

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 20% 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 20% refer to "True Emergences" 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 always mindful of safety. Conduct judged to be unsafe shall be grounds for dismissal from the course.

Academic Integrity Policy: IFSI has the responsibility for maintaining academic integrity 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.

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 Curriculum/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 accommodations can be made.

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

Course Content

Chapter: 1

Title: Today's Fire and Emergency Services Instructor

Terminal Learning Objective:

At the conclusion of this chapter the student will identify the roles and responsibilities of the Instructor I, as they pertain to the Fire Service.

Chapter: 2

Title: The Learning Process

Terminal Learning Objective:

At the conclusion of this chapter the student will explain the domains of learning and the learning environment, as it pertains to the Fire Service.

Chapter: 3

Title: Methods of Instruction

Terminal Learning Objective:

At the conclusion of this chapter the student will explain the Methods of Instruction available and how they apply to the Fire Service.

Chapter: 4

Title: Communication Skills

Terminal Learning Objective:

At the conclusion of this chapter the student will explain different communication skills and how they can be used.

Chapter: 5

Title: Using Lesson Plans

Terminal Learning Objective:

At the conclusion of this chapter the student will explain how to use a lesson plan when teaching.

Chapter: 6

Title: Technology in Training

Terminal Learning Objective:

At the conclusion of this chapter the student will identify the various forms of technology available for use when teaching in the Fire Service.

Chapter: 7

Title: Training Safety

Terminal Learning Objective:

At the conclusion of this chapter the student will explain the need for safety during training in the fire service.

Chapter: 8

Title: Evaluating the Learning Process

Terminal Learning Objective:

At the conclusion of this chapter the student will explain the importance of evaluating the learning process as it pertains to the Fire Service.

Reference List: (Listed in alphabetical order)

Fire and Emergency Services Instructor: Principles and Practices, 3rd Edition, 2020. Jones & Bartlett Publishers, ISBN: 978-1-284-17233-1

NFPA 1041, Standard on Fire and Emergency Services Instructor Professional Qualifications, 2019 Edition

Course Schedule – 5 Day Format

PRIOR TO DAY ONE

Assignment:

Read Chapter 1 and 2 in preparation for discussion and review during Day 1 of classroom instruction.

DAY ONE

Event

Duration

Review Course Syllabus

3 Hours

Chapter 1 – Today’s Emergency Service Instructor

- Qualities of an Instructor
- Levels of Fire and Emergency Services Instructors
- Roles and Responsibilities of the Fire and Emergencies Instructor I
- The Roles of an Effective Instructor
- Setting Up the Learning Environment
- The Instructor’s Role in the Future of the Department
- The Instructor’s Role in Succession Planning
- Instructor Credentials and Qualifications
- Issues of Ethics in the Training Environment
- The Law as it applies to Fire and Emergency Services Instructors
- Managing Multiple Priorities as an Instructor
- Professional Development
- The Next Generation
- Summary of Instructor I Duties

Activity: Chapter 1 Quiz

Activity: Impromptu Speeches

2 Hours

Lunch

Chapter 2 – The Learning Process

3 Hours

- The Interactive Process of Learning
- What is Adult Learning?
- The Laws and Principles of Learning
- Learning Skills for Adult Learners
- Maslow’s Hierarchy of Needs
- Learning Domains
- Learner Characteristics
- Student Centered Learning
- Motivation and Learning
- Learning Disabilities
- Disruptive Students

Activity: Chapter 2 Quiz

Activity: Review Cognitive and Psychomotor Presentation Guidelines

Activity: Assign Student Presentation Materials

Assignment:

Review Practical Activity Guide – Descriptive Speeches

Read Chapter 3, 4 and 5 in preparation for discussion and review during Day 2 of classroom instruction.

DAY TWO

Event

Duration

Chapter 3 – Methods of Instruction

2.5 Hours

- Methods of Instruction
- Enhanced Instructional Methods
- Lesson Presentations Skills and Techniques
- Managing Disruptive Behavior
- Transitioning Between Methods of Instruction
- Audience and Department Culture
- The Learning Environment
- Teamwork and Self-Actualization
- Demographics in the Learning Environment

Activity: Chapter 3 Quiz

Chapter 5 – Using Lesson Plans

1 Hour

- Why Use a Lesson Plan?
- Understanding Learning Objectives
- Parts of a Lesson Plan
- Instructional Preparation
- Adapting Versus Creating a Lesson Plan

Activity: Chapter 5 Quiz

Lunch

Activity: Descriptive Speeches – Non-Fire Service

2 Hours

Chapter 4 – Communication Skills

1.5 Hours

- The Basic Communication
- Nonverbal Communication
- Verbal Communication
- Audience Analysis
- Written Communications

Activity: Chapter 4 Quiz

Activity: Request for Resources and Scheduling

1 Hour

Assignment:

Review Practical Activity Guide – How To Speeches

Read Chapter 6,7,8 in preparation for discussion and review during Day 3 of classroom instruction.

DAY THREE

<u>Event</u>	<u>Duration</u>
Activity: Video Presentation	0.5 Hour
Chapter 7 – Safety in Training	1.5 Hours
<ul style="list-style-type: none">• The 16 Fire Fighter Life Safety Initiatives• Leading by Example• Safety in the Learning Environment• Hand-on Training Safety• Safety Policies and Procedures for Training• Influencing Safety Through Training• Live Fire Training• Developing a Safety Culture• Legal Considerations	
Activity: Chapter 7 Quiz	
Activity: Training Record and Attendance Report	1 Hour
Chapter 6 – Technology in Training	1.5 Hours
<ul style="list-style-type: none">• Technology-Based Instruction• Multimedia Applications in Instruction• Maintaining Technology• Troubleshooting Common Multimedia Problems	
Activity: Chapter 6 Quiz	
Lunch	
Chapter 8 – Evaluating the Learning Process	1.5 Hours
<ul style="list-style-type: none">• Legal Considerations for Testing• Purposes and Types of Tests• Standard Testing Procedures• Proctoring Tests• Written Test Items• Cheating During an Exam• Grading Student Oral, Written, and Performance Tests	
Activity: Chapter 8 Quiz	
Activity: Evaluate a Student Using a Skill Sheet	2 Hours
Activity: How to Speeches – Non-Fire Service	

DAY FOUR

<u>Event</u>	<u>Duration</u>
Activity: Instructor Cognitive Presentation Demonstration	0.5 Hours
Activity: Presentations (Practical)	3.5 Hours
Lunch	
First Responder Resiliency and Mental Health Awareness	
Activity: Presentations continued (Practical)	4 Hours

DAY FIVE

<u>Event</u>	<u>Duration</u>
Activity: Presentations (Practical)	7 Hours
Written Exam	1 Hour

Course Schedule – 4 Day Format

PRIOR TO DAY ONE

Assignment:

Read Chapter 1 and 2 in preparation for discussion and review during Day 1 of classroom instruction.

DAY ONE

Event

Duration

Review Course Syllabus

4Hours

Chapter 1 – Today’s Emergency Service Instructor

- Qualities of an Instructor
- Levels of Fire and Emergency Services Instructors
- Roles and Responsibilities of the Fire and Emergencies Instructor I
- The Roles of an Effective Instructor
- Setting Up the Learning Environment
- The Instructor’s Role in the Future of the Department
- The Instructor’s Role in Succession Planning
- Instructor Credentials and Qualifications
- Issues of Ethics in the Training Environment
- The Law as it applies to Fire and Emergency Services Instructors
- Managing Multiple Priorities as an Instructor
- Professional Development
- The Next Generation
- Summary of Instructor I Duties

Activity: Chapter 1 Quiz

Activity: Impromptu Speeches

2 Hours

Lunch

Chapter 2 – The Learning Process

4 Hours

- The Interactive Process of Learning
- What is Adult Learning?
- The Laws and Principals of Learning
- Learning Skills for Adult Learners
- Maslow’s Hierarchy of Needs
- Learning Domains
- Learner Characteristics
- Student Centered Learning
- Motivation and Learning
- Learning Disabilities
- Disruptive Students

Activity: Chapter 2 Quiz

Assignment:

Review Practical Activity Guide – Descriptive Speeches

Read Chapter 3, 4 and 5 in preparation for discussion and review during Day 2 of classroom instruction.

DAY TWO

<u>Event</u>	<u>Duration</u>
Chapter 3 – Methods of Instruction	3 Hours
<ul style="list-style-type: none">• Methods of Instruction• Enhanced Instructional Methods• Lesson Presentations Skills and Techniques• Managing Disruptive Behavior• Transitioning Between Methods of Instruction• Audience and Department Culture• The Learning Environment• Teamwork and Self-Actualization• Demographics in the Learning Environment	
Activity: Chapter 3 Quiz	
Chapter 5 – Using Lesson Plans	2 Hours
<ul style="list-style-type: none">• Why Use a Lesson Plan?• Understanding Learning Objectives• Parts of a Lesson Plan• Instructional Preparation• Adapting Versus Creating a Lesson Plan	
Activity: Chapter 5 Quiz	
Lunch	
Activity: Descriptive Speeches – Non-Fire Service	2 Hours
Chapter 4 – Communication Skills	2 Hours
<ul style="list-style-type: none">• The Basic Communication• Nonverbal Communication• Verbal Communication• Audience Analysis• Written Communications	
Activity: Chapter 4 Quiz	
Activity: Request for Resources and Scheduling	1 Hour

Assignment:

Review Practical Activity Guide – How To Speeches

Read Chapter 6,7,8 in preparation for discussion and review during Day 3 of classroom instruction.

DAY THREE

<u>Event</u>	<u>Duration</u>
Activity: Video Presentation	0.5 Hour
Chapter 7 – Safety in Training	2.5 Hours
<ul style="list-style-type: none">• The 16 Fire Fighter Life Safety Initiatives• Leading by Example• Safety in the Learning Environment• Hand-on Training Safety• Safety Policies and Procedures for Training• Influencing Safety Through Training• Live Fire Training• Developing a Safety Culture• Legal Considerations	
Activity: Chapter 7 Quiz	
Activity: Training Record and Attendance Report	1 Hour
Chapter 6 – Technology in Training	2 Hours
<ul style="list-style-type: none">• Technology-Based Instruction• Multimedia Applications in Instruction• Maintaining Technology• Troubleshooting Common Multimedia Problems	
Activity: Chapter 6 Quiz	
Lunch	
Chapter 8 – Evaluating the Learning Process	2 Hours
<ul style="list-style-type: none">• Legal Considerations for Testing• Purposes and Types of Tests• Standard Testing Procedures• Proctoring Tests• Written Test Items• Cheating During an Exam• Grading Student Oral, Written, and Performance Tests	
Activity: Chapter 8 Quiz	
Activity: Evaluate Student Using Skill Sheet	
Activity: How to Speeches – Non-Fire Service	2 Hours

DAY FOUR

<u>Event</u>	<u>Duration</u>
Activity: Instructor Cognitive Presentation Demonstration	0.5 Minutes
Activity: Presentations (Practical)	4.5 hours
Lunch	
First Responder Resiliency and Mental Health Awareness	
Activity: Presentations (Practical)	4 Hours
Written Exam	1 Hour
