

Las Positas College
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Course Outline for FST 75A

FIRE INSTRUCTOR IA

Effective: Spring 2019

I. CATALOG DESCRIPTION:

FST 75A — FIRE INSTRUCTOR IA — 2.00 units

Methods and techniques to help fire service personnel select, develop, and organize materials for in-service training programs. This is the first of a two-course series, designed for Company Officers and personnel preparing for a Training Officer Position. Topics include: Occupational Analysis, course outline, concepts of learning, levels of instruction, behavioral objectives, lesson-plan development, psychology of learning and instructor evaluation. Student teaching demonstrations are required of all. This is a State of California Fire Marshal, State Fire Training CFSTES (California State Fire Service Training and Education System) course approved by the California State Fire Board. A certificate will be issued upon successful completion of the course. The course satisfies one of the component requirements for the certification track of "Level I Fire Instructor" and one of the component requirements for the certification track of "Company Officer."

2.00 Units Lecture

Prerequisite

FST 50 - Fire Protection Organization
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

- Fire Technology

	<u>MIN</u>
Lecture Hours:	36.00
Total Hours:	36.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

- A. FST50

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

- A. Identify instructional terms and concepts associated with vocational education;
- B. Apply a variety of identified methods and techniques for training fire personnel;
- C. Select, develop, organize, and utilize instructional materials appropriate for teaching manipulative lesson plans;
- D. Demonstrate the use of supplementary instructional aids;
- E. Apply the major principles of learning through teaching demonstrations utilizing manipulative lesson plans.

V. CONTENT:

- A. Orientation and Administration
 - 1. Introduction to Occupational Analysis
 - 2. CFSTES Certification Tracks
 - a. "Level I Fire Instructor" Certification
 - b. "Company Officer" Certification
- B. Reasons for Fire Instructor 1A
 - 1. In Service training
 - 2. Academy Training
 - 3. Public Relations Activities
 - 4. Fire Prevention
 - 5. Training Officer's Role
- C. Instructor Qualities and Responsibilities
 - 1. Desirable vs. Undesirable Qualities
 - 2. Communication Skills
- D. Course Development and Terminology Overview
 - 1. Instructional Terms

- E. Psychology of Learning
 - 1. Student Learning
 - a. Cognitive
 - b. Psychomotor
 - c. Affective
 - 2. Learning Influences
 - 3. Learning through the Senses
 - 4. Edward Thorndike's "Laws of Learning"
 - 5. Handling Trouble Makers
- F. Utilization of Occupational Analysis
 - 1. Fire Service Occupational Analysis
 - 2. Organization of Occupational Analysis
 - a. Block
 - b. Unit
 - c. Task
 - d. Job
 - 3. Coding within the Occupational Analysis
- G. Course Outline Development
- H. Job Breakdown Development
 - 1. Presentation
 - a. Operations
 - b. Key Points
- I. Presenting the Instruction
 - 1. The Learning Environment
 - 2. Laws of Learning
 - 3. Methods of Instruction
 - 4. Individualized Instruction
- J. Four Step Method of Instruction
 - 1. Preparation
 - 2. Presentation
 - 3. Application
 - 4. Evaluation
- K. Manipulative Lesson Plan Components
- L. Levels of Instruction
 - 1. Level I – Basic Knowledge
 - 2. Level II – Competent
 - 3. Level III – Highly Proficient
- M. Student Behavioral Objectives
 - 1. Conditions
 - 2. Behavior
 - 3. Standards
 - 4. Instructor Accountability and Liability
- N. Manipulative Lesson Plan Development
 - 1. Vocational Teaching Process
 - 2. Lesson Plan Format
- O. Identifying the Impact of EEO and AA
 - 1. Constitutional Amendments Affecting Personal Rights
 - 2. Title VII of the Civil Rights Act of 1964
 - 3. Equal Employment Opportunity Commission
 - 4. Affirmative Action
 - 5. Americans with Disabilities Act of 1992
- P. Methods of Manipulative Lesson Plan Delivery
 - 1. Demonstration Method
 - 2. Application Step
 - 3. Safety
 - 4. Evaluation
- Q. Methods Used to Evaluate Teaching Demonstrations
 - 1. Value Judgments
- R. Student Demonstration of Evaluation Techniques
- S. Student Demonstration of Student-Developed In-Service Programs

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. Student teaching demonstrations
- D. Power point presentations
- E. Group exercises
- F. Audio-visual aids

VII. TYPICAL ASSIGNMENTS:

A. Student will be required to develop two separate "Manipulative Lesson Plans" for evaluation. The first can be a topic of personal choice and the other on a "Fire Service" related topic. B. Students will be required to present to class as a whole, both of their "Lesson Plans", utilizing proper instructional techniques. C. Students shall complete two state format evaluation forms of other students teaching demonstrations.

VIII. EVALUATION:

Methods/Frequency

- A. Exams/Tests
- B. Quizzes
- C. Home Work
- D. Other
 - 1. Methods
 - a. Short quizzes (CFSTES required quizzes)
 - b. Skills demonstration
 - c. Final examination (CFSTES State Certification Final)
 - d. Satisfactory completion of developed "Manipulative Lesson Plans"

IX. TYPICAL TEXTS:

1. - *Fire Instructor-IA Workbook.*, State Fire Marshal's Office, 1997.
2. - *Fire and Emergency Service Instructor.* 7th ed., IFSTA, 2006.

X. OTHER MATERIALS REQUIRED OF STUDENTS: