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Course Outline for FST 75A

FIRE INSTRUCTOR IA

Effective: Fall 2008

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:

	<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:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Home Work
4. Other:
 - a. Methods
 1. Short quizzes (CFSTES required quizzes)
 2. Skills demonstration
 3. Final examination (CFSTES State Certification Final)
 4. Satisfactory completion of developed "Manipulative Lesson Plans"

B. **Frequency**

1. Frequency

- a. Quizzes will be given at start of each class session
- b. Homework will be assigned from each class session

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: