



### **Course Description**

#### **FFP2720 | Company Officer | 3.00 Credits**

This course is designed to provide the student with an understanding of being a company officer through various areas of knowledge as well as solving the varied problems and situations they will be required to manage effectively in today ever-changing fire service. The curriculum includes a review of fire department organization and administration, management theory, leadership, communications, motivation and group dynamics. Prerequisite: FFP1000.

### **Course Competencies:**

**Competency 1:** The student will explore the theories and fundamentals of how and why fires start spread and how they are controlled by:

1. Summarizing the characteristics of water as a fire suppression agent.
2. Demonstrating other-than-water suppression agents and strategies.

### **Learning Outcomes:**

1. Critical thinking

**Competency 2:** The student will comprehend the concepts of building construction components and techniques related to fire and life safety by:

1. Distinguishing the classifications of major types of building construction as applicable with “model” building codes.
2. Interpreting the hazards and tactical considerations associated with the various types of building construction.
3. Analyzing the causes involved in the line of duty firefighter deaths related to structural firefighting and building collapse.

### **Learning Outcomes:**

1. Critical thinking

**Competency 3:** The student will comprehend the history and philosophy of fire prevention, including code enforcement, public information, organization and operation of a fire prevention bureau, utilization of fire codes, identification and correction of fire hazards, and the relationships of fire prevention with built-in fire protection systems, fire investigation, and fire and life-safety education by:

1. Analyzing the need, responsibilities, and importance of fire prevention as part of an overall mix of fire protection.
2. Identifying the laws, rules, codes, and other regulations relevant to fire protection of the authority having jurisdiction.
3. Describing training programs and media programs for fire prevention.
4. Describing the history and philosophy of fire prevention.
5. Discussing the major programs for public education.
6. Identifying the effective management methods of life and fire safety programs.

### **Learning Outcomes:**

1. Critical thinking
2. Information Literacy
3. Ethical Issues

**Competency 4:** The student will describe the features of the design and operation of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, and water supply for fire protection and portable fire extinguishers by:

1. Explaining why water is a widely used extinguishing agent and how water extinguishes fires.
2. Identifying the different types and components of sprinkler, standpipe, and foam systems.
3. Defining the benefits of residential sprinkler legislation in NFPA 13.
4. Identifying sprinkler design requirements for residential occupancies NFPA 13R.
5. Analyzing the different types of non-water-based fire suppression systems and how these extinguish the fire.
6. Describing the basic components of a fire alarm system.
7. Comparing defined differences in fire-resistant construction and the flame spread within building types.
8. Describing testing procedures used to establish ratings for fire resistance and flame spread.
9. Describing the hazards of smoke and the factors that can influence smoke movement in a building.
10. Recognizing the appropriate application of the different sprinkler-system designs and head types.
11. Explaining the operation and appropriate application for the different types of portable fire extinguishing systems.
12. Identifying portable fire extinguisher inspection and testing requirements for all extinguishers.

**Learning Outcomes:**

1. Critical thinking

**Competency 5:** The student will discuss fire protection; career opportunities in fire protection and related fields; philosophy and history of fire protection/service; fire loss analysis; organization, management, and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; and introduction to fire strategy and tactics by:

1. Explaining the components of the history and philosophy of the modern-day fire service.
2. Describing the fire service training requirements, standards, and laws associated with training and the value of higher education in the fire service.
3. Identifying local, regional, state, and national organizations that provide emergency response service and their interrelation with how they impact policies, rules, training, and laws.
4. Identifying fire protection and emergency service careers in both the public and the private sector.
5. Describing the scope, purpose, and organizational structure of fire and emergency services organizations.
6. Describing the common types of fire and emergency services facilities, equipment, and apparatus.
7. Comparing and contrasting effective management concepts for various emergency situations.

**Learning Outcomes:**

1. Communication
2. Social Responsibility
3. Ethical Issues

**Competency 6:** The student will examine the organization and management of a fire department and the relationship of government agencies to the fire service by:

1. Participating in the listing of employment opportunities in public safety as well as the prerequisites required to be considered for the positions in the field.
2. Identifying Public Safety career development practices.
3. Analyzing written and verbal communication skills and their importance in public safety.
4. Describing the concepts of span and control, effective delegation, and division of labor management principles and concepts.
5. Recognizing appropriate appraising and disciplinary actions and the impact on employee behavior.

6. Summarizing the history and development of management and supervision.
7. Describing methods of managing available resources.
8. Identifying roles and responsibilities of fire department personnel and management/leadership positions.
9. Comparing and contrasting effective versus ineffective supervision and management styles.
10. Analyzing safety needs for both emergency and non-emergency situations.
11. Defending the importance of ethics in the public safety work environment as they apply to supervisors.
12. Identifying the roles of company officers in current Incident Command/Management systems to include ICS, NIMS, and Unified Command.
13. Comparing business writing principles, report writing, and recording concepts through appropriate documentation.
14. Demonstrating the legal requirements for the fire department reports and forms using effective writing techniques.

**Learning Outcomes:**

1. Communication
2. Social Responsibility
3. Ethical Issues

**Competency 7:** The student will define risk evaluation and control procedures for fire stations, training sites, emergency vehicles, and emergency situations involving fire, EMS, hazardous materials, terrorism, and technical rescue by:

1. Analyzing the history of wellness and safety programs versus today.
2. Identifying occupational wellness and safety programs for the emergency services.
3. Describing the distinction between standards and regulations.
4. Identifying regulations and standards that impact health and safety programs.
5. Identifying the concepts of risk identification and risk evaluation.
6. Describing the components of an effective response safety plan to include fire stations and emergency response vehicles.
7. Describing the components of the pre-incident planning process.
8. Describing the considerations for safety while training.
9. Discussing the value of personal protective equipment.
10. Describing the components of the accountability system in emergency operations.
11. Defining incident priorities and how they relate to health and safety.
12. Describing the relationship of incident management to health and safety.
13. Describing the methods of controlling hazards associated with responding to EMS, hazmat, terrorism-related events, and technical rescue incidents.
14. Explaining the purpose and process for post-incident analysis.
15. Describe the components and value of critical incident stress management programs.
16. Describing the responsibilities of individual responders, supervisors, safety officers, incident commanders, safety program managers, safety committees, and fire department managers related to health and safety programs.
17. Describing the responsibility of a safety officer as established within the Incident Command System (ICS).
18. Identifying the components of a wellness/fitness plan.

**Competency 8:** The student will discuss the federal, state, and local laws that regulate emergency services, national standards influencing emergency services, standard of care, tort, liability, and a review of court cases by:

1. Identifying the different types of laws, their basic differences, and how the law functions in society.
2. Describing federal, state, and local laws that regulate or influence emergency services.
3. Explaining the role and purpose of national codes and standards concerning their legal influence on public safety.
4. Explaining legal decisions affecting the management, training, equipment, and response procedures of the fire service.

5. Demonstrating the organization and legal structure of the fire department.
6. Analyzing the legal duties of emergency service members to include liabilities and negligence.
7. Defining judgment and identifying areas of potential perception in the emergency service related to state and federal laws.
8. Analyzing the legalities of public safety employment entrance requirements, residency, grooming, and drug testing.
9. Discussing the scope of the Civil Rights Act.
10. Explaining the federal and state employment laws, including the basic intent of the Fair Labor Standards Act, Americans with Disabilities Act (ADA), and Family Medical Leave Act (FMLA).
11. Defining the at-will doctrine for employment.
12. Discussing the purpose of labor and employment laws.

**Learning Outcomes:**

1. Social Responsibility
2. Ethical Issues

**Competency 9:** The student will analyze the principles of fire control through the utilization of personnel, equipment, and extinguishing agents on the fire ground by:

1. Explaining the main components of pre-fire planning and identifying steps to complete a pre-fire plan review.
2. Explaining building construction and components and how they interrelate to pre-fire planning.
3. Identifying steps taken during size-up and recognizing the order in which they will occur at an incident.
4. Describing concepts for the effectiveness of fire ground communications.
5. Defining the main functions within an IMS system and how they interrelate during an incident.
6. Identifying concepts for managing resources for expanding incidents.

**Learning Outcomes:**

1. Communication
2. Critical thinking

**Competency 10:** The student will identify the fundamentals and technical knowledge needed for proper fire scene interpretations, including recognizing and conducting origin and cause, preservation of evidence and documentation, scene security, motives of the fire setter, and types of fire causes by:

1. Identifying the responsibilities of a firefighter when responding to the scene of a fire.
2. Explaining the implications of constitutional amendments as they apply to fire investigations.
3. Identifying key case law decisions that have affected fire investigations.
4. Defining the common terms used in fire investigations.
5. Assessing and comparing the major (USFA- NFPA) fire data collection systems, methods, and analytical techniques used to quantify and qualify the nation's fire loss experience.
6. Explaining how the basic elements of fire dynamics affect cause determination.
7. Describing how fire progression is affected by fire protection systems and building construction and design.
8. Discussing the basic principles of electricity as an ignition source.
9. Describing the process of conducting investigations using the scientific method.
10. Identifying the characteristics of an incendiary fire and common motives of the fire setter.
11. Comparing and contrasting local, state, or national fire data trends related to fire cause, property type, deaths, injuries, and dollar loss as a result of both accidental fires and arson.

**Learning Outcomes:**

1. Communication

2. Critical thinking
3. Information Literacy

**Competency 11:** The student will describe and discuss methods of instruction involved in planning and conducting an effective training program for adult learners by:

1. Defining various roles and characteristics of an instructor.
2. Explaining the responsibilities of an instructor.
3. Explaining the instructor's role in safety in the classroom.
4. Defining the four levels of evaluation.
5. Describing the elements of an effective training program.
6. Identifying questions that should be asked when planning a training program.

**Learning Outcomes:**

1. Communication
2. Critical thinking
3. Ethical Issues