

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: FFP 2740

COURSE TITLE: Fire Service Course Delivery

PREREQUISITE(S): None

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

This course is designed for students seeking the State Fire Company Officer I Certification as well as credit hours toward the pursuit of an AS degree in Fire Science Technology. This course draws from numerous recognized authorities in exploring the methods and mechanics of imparting information within the adult learning process. This course emphasizes techniques that provide a wide variety of applications within the instructional setting. Students will learn the purpose and types of training necessary in fire department operations. In addition, selection criteria for specific types of instruction will be presented as well as correct utilization of training equipment, (i.e., slide projectors, overheads, computer-projector units, props, etc.).

SUGGESTED TEXT(S): IFSTA Fire Service Instructor Training; Current Edition

IMPLEMENTATION DATE: Summer Term, 1992 (923)

REVIEW OR MODIFICATION DATE: February 16, 2002
Fall Term, 2003 (20041)
Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	<u>CONTACT HOURS PER TOPIC</u>
I. Orientation	3
A. Course Objectives	
B. Motivation	
C. Preview of Course	
II. The Learning/Teaching Process	3
A. Definitions of Learning and Teaching	
B. Steps in Learning Process	
C. Steps in Teaching Process	
D. Relationship Between Teaching and Learning	
III. The Learning Climate	6
A. Analyzing Classroom Situations and Positive Learning Climates	
B. Describe Negative Learning Climates	
IV. Methods of Instruction	3
A. Discussion of the Positive/Negative Aspects of the Various Methods of Instruction	
V. Oral Communications	6
A. Factors that Affect the Speaker/Listener Relationship	
B. Identification of 4 Liabilities that Contribute to an Interesting Manner	
C. Assignment of a 5-Minute Presentation by each student	
VI. Critique	3
A. Learning to Give Both Positive and Negative Feedback to Student	
B. Methods for Giving Suggestions for Improvements	
VII. Lesson Plans	3
A. Development of Lesson Plans/Instructor Guides	
B. Writing Performance Standards	

COURSE TOPICS (CONTINUED)	<u>CONTACT HOURS PER TOPIC</u>
VIII. Training Aids	3
A. Determining the Need for and Selection of Training Aids	
B. Effective Use of Training Aids	
IX. Testing and Evaluation	3
A. Selection of Type of Written Test to use	
B. Preparing Written Test	
C. Preparing Skills Check List for Practical Testing	
X. Practice Teaching	6
A. Presentation of Student Prepared Lessons	
B. Critique of Students Presentations	

PROGRAM TITLE: Fire Science Technology
 COURSE TITLE: Fire Service Course Delivery
 CIP NUMBER: 0743.020100

LIST PERFORMANCE STANDARD ADDRESSED:

NUMBER(S): TITLES(S):

24.0 WRITE REPORTS -- The student will be able to:

- 24.01 Identify the types of report forms used by the authority have jurisdiction at a specific level of responsibility.
- 24.02 Given the report forms and all the pertinent information, complete the reports used by the authority having jurisdiction at a specific level of responsibility.
- 24.03 Given a record keeping system for the officer's area of responsibility, demonstrate: (a) how to maintain the system,
(b) how to transmit reports to superior officers.

34.0 DEMONSTRATE KNOWLEDGE AND SKILLS RELATED TO CLASSROOM INSTRUCTION, EVALUATION, AND MANAGEMENT -- The student will be able to:

- 34.01 Define the following terms and relate the concepts of these terms to fire service instructional activities: (a) Course objectives, (b) Course outline, (c) Feedback, (d) Four-step method, (e) Instructional materials, (f) Instructor, (g) Job, (h) Job breakdown sheet (i) Key points, (j) Lesson plan, (k) Level of instruction, (l) Materials needed, (m) Methods of instruction, (n) Minimum acceptable standard, (o) Motivation, (p) Occupational analysis, (q) Performance levels, (r) Progress Chart, (s) Student.
- 34.02 Specifically locate the position of Instructor I within the table of organization, identifying superiors and describing the instructor's role within the organization.
- 34.03 Describe and classify the instructor's responsibility to each of the following: (a) The fire service, (b) The administration, (c) The student.
- 34.04 Describe Equal Opportunity and Affirmative Action programs as they relate to fire service instruction.
- 34.05 Describe safety responsibilities and practices as they relate to fire service instruction.
- 34.06 Demonstrate in a teaching situation the ability to speak in an easily understood manner having the following characteristics: (a) A clear, effectively pitched and well modulated voice, (b) Speech that is reasonably free from language errors, (c) A style reasonably free from mannerisms that materially detract from the teaching effort.
- 34.07 Describe the following four elements of communication: (a) Encoding, (b) Transmitting, (c) Receiving, (d) Decoding.
- 34.08 Describe how the following student/instructor factors influence the teaching learning process: (a) Attitude, (b) Experience, (c) Knowledge, (d) Education, (e) Personality, (f) Physical, condition (fatigue, illness, etc.).
- 34.09 Describe the laws and principles of learning.
- 34.10 Describe at least two means of dealing with each of the following types of student: (a) Daydreamer, (b) Fast learner, (c) Shy or timid student, (d) Sidetracker or staller, (e) Slow, learner, (f) Troublemaker or "wise guy."

LIST PERFORMANCE STANDARD ADDRESSED: (CONTINUED)

NUMBER(S): TITLES(S):

- 34.11 Demonstrate the proper use of the following types of teaching aids and demonstration devices generally employed in training programs: (a) Audio/visual equipment, (b) Projectable instructional materials, (c) Non-projectable instructional materials.
- 34.12 Describe how to organize a teaching/learning setting in an indoor or outdoor facility with regard to: (a) Adequate lighting, (b) Freedom from distraction, (c) Heating, cooling and ventilation, (d) Noise control, (e) Seating, (f) Use of audio/visual equipment and teaching aids, (g) Use of existing classroom facilities such as the chalkboard and bulletin board.
- 34.12 Describe how to organize a teaching/learning setting as a drill ground or other outdoor facility with regard for:
 (a) Ability for learners to see and hear all of the instructional effort, (b) Audible and visible distraction, (c) Inclement weather, (d) Visual aid limitation.
- 34.14 Identify and describe the following components of a lesson plan: (a) Job title or topic, (b) Level of instruction, (c) Behavioral objectives or performance objectives, (d) Instructional materials needed, (e) References, (f) Preparation step (motivation), (g) Presentation step, (h) Application step, (i) Lesson summary, (j) Evaluation step, (k) Assignment.
- 34.15 Describe methods for conducting a lesson using the: (a) Conference method, (b) Discussion method, (c) Demonstration method, (d) Illustration method, (e) Lecture method, (f) Individualized instruction method.
- 34.16 Given the assignment to teach a fire service subject, demonstrate ability to effect changes in student behavior by utilizing a lesson plan as a technique that employs the following four steps: (a) Preparation (motivation), (b) Presentation, (c) Application, (d) Testing.
- 34.17 Describe how to adjust the presentation to ensure class continuity and student interest when the class is interrupted by an unscheduled event.
- 34.18 Describe the benefit of evaluating his/her own performance during an instructional activity.
- 34.19 Identify how to evaluate student performance in order to provide feedback regarding possible revisions in lesson plans or materials.
- 34.20 Demonstrate knowledge of the administration and grading of oral, written, and performance tests that may be required for student evaluation.
- 34.21 Describe procedures for reducing student failure rates by the following methods: (a) Bringing about an improved performance, (b) Providing individual instruction to improve manipulative skill performance, (c) Tutoring a student to improve technical knowledge.
- 34.22 Describe the benefits and purpose of training records and report forms, including progress and achievement reports, and demonstrate the ability to complete said forms.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	SEMESTER CREDIT HOURS (CC): <u>3</u>
COURSE PREFIX AND NUMBER: <u>FFP 2740</u>	CONTACT HOURS (NCC): _____
COURSE TITLE: <u>Fire Service Course Delivery</u>	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)

<input type="checkbox"/> AA Elective	<input checked="" type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input checked="" type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____	<input type="checkbox"/> PSAV	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

<input type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4
INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

Section 5		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Define course objectives, course outline, feedback, four-step method, instructional materials and instructor as it relates to fire service instructional activities	Exam
•	Identify and write report(s) forms used by the authority of jurisdiction at a specific level of responsibility	Exam
•	Demonstrate in a teaching situation the ability to speak in an easily understood manner having the following characteristics: a clear, effectively pitched and well-modulated voice; speech that is reasonably free from language errors; a style reasonably free from mannerisms that materially detract from the teaching effort; and present a teaching scenario utilizing the course objectives	Demonstrate knowledge
•	Demonstrate knowledge of Equal Opportunity and Affirmative Action programs	Exam

Section 5 (Continued)

Section 5		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Describe the four (4) elements of communication: Encoding; Transmitting; Receiving; and Decoding	Exams
•	Demonstrate how the following student/instructor factors influence the teaching learning process: Attitude; Experience; Knowledge; Education; Personality; Physical condition (fatigue, illness, etc).	Demonstrate Knowledge
•	Identify the above factors that influence teaching learning process	Exam
•	Describe laws and principles of learning	Exam
•	Describe types of learners	Exam
•	Demonstrate proper use of teaching aids (Audio/visual equipment; Projectable instructional materials; non-projectable instructional methods	Demonstrate Knowledge
•	Identify and describe the components of a lesson plan: Job title or topic; Level of instruction; "Behavioral objectives or performance objectives; Instructional materials needed; Referenced; Preparation step (motivation); Presentation step; Application step; Lesson summary; Evaluation step; Assignment	Exam
•	Describe how to adjust the presentation to ensure class continuity and student interest when the class is interrupted by an unscheduled event	Exam
•	Choose one of the following methods to conducting a lesson: Conference method; Discussion method; Demonstration method (Illustration method); Lecture method; Individualized instruction method	Demonstrate Knowledge

Section 6

Name of Person Completing This Form: Dr. Deborah Mertz/Kenneth M. Ellison Date: 10/9/2007