COURSE OUTLINE
Fire and Emergency Services Safety and Survival

Course Description
FS 110. Fire and Emergency Services Safety and Survival. 3 hours credit. This course will enable the student to understand the concepts of risk management and mitigation as they pertain to the emergency services. The student will take an in-depth look at the 16 life safety initiatives established by the fire and emergency services.

Required Materials
For complete material(s) information, refer to https://bookstore.butlercc.edu

Butler-assessed Outcomes
The intention is for the student to be able to:
1. Identify and explain the 16 life safety initiatives.
2. Explain the concepts of risk management and mitigation as they pertain to emergency services.
3. Define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability and personal responsibility.

Learning Outcomes
Taken from the National Fire Academy FESHE Model Curriculum
1. Explain the need for enhancements of personal and organizational accountability for health and safety.
2. Define how the concepts of risk management affect strategic and tactical decision-making.
3. Describe and evaluate circumstances that might constitute an unsafe act.
4. Explain the concept of empowering all emergency services personnel to stop unsafe acts.
5. Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications.
6. Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers.
7. Explain the vital role of local departments in national research and data collection systems.
8. Illustrate how technological advancements can produce higher levels of emergency services safety and survival.
9. Explain the importance of investigating all near-misses, injuries and fatalities.
10. Discuss how incorporating the lessons learned from investigations can support cultural change throughout the emergency services.
11. Describe how obtaining grants can support safety and survival initiatives.
12. Formulate an awareness of how adopting standardized policies for responding to emergency scenes can minimize near-misses, injuries and deaths.
13. Explain how the increase in violent incidents impacts safety for emergency services personnel when responding to emergency scenes.
14. Recognize the need for counseling and psychological support for emergency services personnel, their families, as well as, identify access to local resources and services.
15. Describe the importance of public education as a critical component of life safety programs.
16. Discuss the importance of fire sprinklers and code enforcement.
17. Explain the importance of safety in the design of apparatus and equipment.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical thinking skills
- Critical thinking - By researching case studies involving line-of-duty deaths and near-miss incidents within the fire and emergency services community, the student will gain a greater understanding of the need of cultural change along with personal and organizational responsibility pertaining to safety and survival within the fire and emergency services.

Major Summative Assessment Task(s)

These learning outcomes and the Learning PACT skills will be demonstrated by:
1. Completing a written report in response to a case study related to a fire and emergency service line-of-duty death or a near-miss incident. The student will identify which of the 16 life safety initiatives were factors within the case study and formulate a response of corrective actions the organization could have implemented to minimize the overall effects of the incident.

Skills or Competencies

Actions that are essential to achieve the course outcomes:
1. Understand the concepts of the 16 life safety initiatives
2. Use risk management skills

Learning Units

I. Fire and emergency services culture
   A. History of the fire and emergency services culture
   B. Organizational culture
   C. Individual role in culture and behavior
   D. History of line-of-duty deaths and injuries statistics
   E. Nature of the problem

II. National context, health and safety
   A. NFPA, OSHA
   B. Medical and fitness standards
   C. Data collection
   D. Research and investigation
III. Training, equipment, and response
   A. Training, certification, and credentialing
   B. Apparatus and equipment
   C. Emergency response
   D. Violent incidents
   E. Emerging technologies

IV. Organizational health and safety profile
   A. Personal and organizational accountability
   B. Present culture and behavior
   C. Internal investigations
   D. Profile analysis
   E. Grants

V. Risk management
   A. Concepts and practices
   B. Unsafe acts
   C. Empowerment definition

VI. Prevention
   A. Home sprinklers
   B. Code enforcement
   C. Public education/fire and life safety
   D. Counseling and psychological support

Learning Activities
Activities will include, but not be limited to, class discussions, lectures, classroom exercises, course projects and field trips.

Grade Determination
The student will be graded on learning activities and assessment tasks. The student will be evaluated through written exams, job performance requirements, and other methods of evaluation at the discretion of the instructor.