

FRS 206

Fire Officer II

180 clock hours
8 credit hours

Course	Title	Lecture/Skill		Total	Fractional Credit
FRS 2061	Emergency Medical Technician	62	88	150	6.0
FRS 2062	Managing Company Tactical Operations Decision Making	14	0	14	1.0
FRS 2063	Instructional Techniques for Company Officers	14	2	16	1.0

62	88	6
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Course Description

This basic Emergency Medical Technician Course covers all knowledge aspects of trauma care as outlined by national standards, created by federal guidelines, considered to be the responsibilities of ambulance operations.

Training involves typical anatomy and physiology; patient assessment; care for respiratory and cardiac emergencies; control of bleeding; application of dressing and bandages; treatment for traumatic shock; care for fractures, dislocations, sprains and strains; medical emergencies; emergency childbirth; burns and heat emergencies; environmental emergencies; principles of vehicle rescue; transportation of patients and general operations of ambulance systems.

Prerequisites: Consent of Instructor

Corequisite:

Task List

1.	Identify the human systems, including anatomy, physiology and an introduction and practice in patient assessment.
2.	Identify the basic mechanics of respiration; signs of airway obstruction and respiratory arrest, maintaining an open airway, pulmonary resuscitation; variations for children and infants and special considerations for the laryngectomies.
3.	Identify the basics of circulation, signs and symptoms of cardiac arrest.
4.	Demonstrate the procedure of cardiopulmonary resuscitation by one rescuer and two rescuers.
5.	Demonstrate the use of airways, suction equipment, resuscitation devices and airway adjuncts.
6.	Describe signs, symptoms, prevention and shock, prevention of shock and treatment of shock.
7.	Identify signs of internal bleeding; external bleeding and demonstrate procedures of bleeding control.
8.	Identify indicators and contra-indicators relative to the use of pneumatic anti-shock garments (PASG) and provide for practice in their application.
9.	Identify the physiology of the skin and types of wounds and demonstrate the care of wounds.
10.	Demonstrate and practice the application of dressings and bandages.
11.	Identify anatomy and physiology of musculoskeletal systems and definitions and types of fractures and dislocations.
12.	Demonstrate the techniques of care for fractures and dislocations, sprains and strains.
13.	Identify the signs and symptoms of injury to the pelvis and hip and demonstrate the emergency care for pelvic and hip injury.
14.	Identify anatomy and physiology of the nervous system; signs and symptoms of spinal fractures; general rules of care for patients with spinal injuries; signs of skull fractures; care for skull, brain, face and neck injuries and practice of immobilization using extrication collars and splint devices.
15.	Identify functions of the abdomen, genitalia and the chest including techniques of care for these areas.
16.	Describe the signs and symptoms of poisoning, bites and stings; heart attach; stroke and dyspnea and the care for medical emergencies relative to these conditions.
17.	Describe the signs and symptoms and techniques of care for diabetic, abdominal distress, and substance abuse emergencies including seizures.
18.	Identify relative anatomy, physiology and emergency care for emergency childbirth.
19.	Identify components of assessing the newborn, care for premature infants, and pediatric emergencies.
20.	Identify the degree and classification of burns and care for each classification.
21.	Recognize and identify hazardous materials and precautionary procedures.
22.	Identify signs and symptoms and correct techniques for heat emergencies, hypothermia and water related emergencies.
23.	Describe considerations when dealing with infants, children, elderly and disadvantaged patients.
24.	Identify procedures to deal with abnormal behavior and substance abuse patients.
25.	Describe dealing with death and near death situations as an EMT.
26.	Identify, demonstrate, and practice the procedures for lifting and transfer of patients.

27.	Identify and practice the principles of patient triage.
28.	Identify procedures of patient extrication from vehicles.
29.	Identify the components of ambulance operations.
30.	Identify the components of reports and documents associated with emergency care.
31.	Identify the legal aspects of emergency care.
32.	Identify the communications process associated with the operations of an emergency medical services system.
33.	Identify communicable disease transmission and the universal precautions associated with Bloodborne and airborne diseases.
34.	Provide for in-hospital observations and training.
35.	Provide for field observation of emergency medical care as a member of an ambulance crew.

Instructor Equipment List

Old FRT Number: 500 / FRT 155

14	0	1
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Course Description

This course is designed to meet the needs of Fire Officers and Crew Leaders with responsibilities to manage the operations of one or more companies in structural firefighting operations. The course components of this curriculum include preparation for response, decision-making and tactical operations. The foundation of the course is an extensive use of simulation to provide application of concepts and the development of skill.

Prerequisites: Consent of Instructor

Corequisite: None

Task List

1.	Identify the need to follow a logical thought process for decision-making and action planning.
2.	Identify the three parts of the command sequence.
3.	Identify the outcomes that follow from each of the three steps of the command sequence.
4.	Identify the three incident priorities and the order in which they must be accomplished.
5.	Describe the three phases of size-up and their relationship to the problem identification.
6.	Describe the factors that affect size-up.
7.	Given a simulated structural fire incident, demonstrate the ability to conduct an effective size-up, identify the problems presented, and communicate critical information as a part of a concise size-up report.
8.	Given a structural fire scenario, demonstrate the ability to develop a strategy using command sequence.
9.	Using the command sequence, demonstrate the ability to develop a strategy using the command sequence.
10.	Identify three methods of implementing an action plan.
11.	Demonstrate the ability to use effective communications to assign tactical objectives.
12.	Given a scenario with identified strategies and tactics, determine the acceptable assignments to implement the action.
13.	Define the need for management system to be used at emergency incidents and demonstrate how ICS can be applied as an effective emergency management system.
14.	Define the five ICS functions, Command Staff positions and Staging.
15.	Define the role of the Incident Commander (IC) and the importance of the CO as initial IC.
16.	Given a scenario, establish an effective ICS organization to manage the initial phase of the incident.

Instructor Equipment List

Projector screen

Chalkboard/Marker board or Flip Chart

Slide projector

Audiotape Player

(Stand Course Media:	Module 1	Slides	1-1 to 1-45
	Module 2	Slides	2-1 to 2-117
	Module 3	Slides	3-1 to 3-53
	Module 4	Slides	4-1 to 4-53
	Module 5	Slides	5-1 to 5-88
	Module 6	Slides	6-2 to 6-109)

(Module 2: Audiotape)

Old FRT Number: 820 / FRT 156

Lecture	Skill	Fractional Credit
14	2	1

Course Description

Designed for company officers and other fire or rescue service personnel with the responsibility for conducting periodic company level or small unit training. Instructional Techniques for Company Officers introduces the participant to basic instructional concepts and techniques. Course emphasis is on those teaching principles and techniques applicable to fire and rescue service training. Topics include: effective communication, teaching from lesson plans, methods of instruction with emphasis on skills training and adult learning.

Prerequisites: FRS 101 – FRS 203 or Consent of Inst. **Corequisite:**

Task List

1.	Define the following terms and relate the concepts these terms have to the fire service instructional activities. <ol style="list-style-type: none"> 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
2.	Describe how to organize a teaching/learning setting in an indoor or outdoor facility with regard to: <ol style="list-style-type: none"> a. Adequate lighting b. Freedom from distraction c. Heating, cooling and ventilation d. Noise control e. Seating f. Use of audiovisual equipment and teaching aids g. Use of existing classroom facilities such as the chalkboard and bulletin board
3.	Describe how to organize a teaching/learning setting at a drill ground or other outdoor facility with regard for: <ol style="list-style-type: none"> a. Ability for learners to see and hear all of the instructional effort b. Audible and visible distractions c. Inclement weather d. Visual aid limitations

4.	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
5.	Describe techniques for conducting a lesson using the following methods: a. Conference b. Discussion c. Demonstration d. Illustration e. Lecture f. Individualized instruction
6.	Demonstrate ability to effect changes in student behavior given an assignment to teach fire service subject, utilizing a lesson plan and a technique that employs the following four steps: a. Preparation (motivation) b. Presentation c. Application d. Testing
7.	Describe how to adjust the presentation given in the assigned presentation to ensure class continuity and student interest when the class is interrupted by an unscheduled event.
8.	Describe at least two means of dealing with each of the following types of students: a. Daydreamer b. Fast learner c. Shy or timid student d. Sidetracker or staller e. Slow learner f. Troublemaker or “wise guy”
9.	Demonstrate the proper use of audiovisual equipment, teaching aids, and demonstration devices generally employed in training programs, including: a. Audiovisual equipment b. Projectable instructional materials c. Non-projectable instructional materials
10.	Describe the value of evaluating self-performance during an instructional activity.

Instructor Equipment List

Projector screen
Chalkboard or Marker board
Overhead projector
Slide projector
TV/VCR

Old FRT Number: 860 / FRT 157