

OHIO DEPARTMENT OF PUBLIC SAFETY
DIVISION OF EMERGENCY MEDICAL SERVICES



OHIO FIRE AND EMS INSTRUCTOR CURRICULUM

Ohio Department of Public Safety
Division of Emergency Medical Services
1970 West Broad Street
P.O. Box 182073
Columbus, Ohio 43218-2073

OHIO FIRE SERVICES AND EMS INSTRUCTOR TRAINING PROGRAM

OVERVIEW

The Ohio Fire and EMS Instructor Training Program is composed of education standards approved and adopted by the Emergency Medical, Fire, and Transportation Services (EMFTS) Board. The instructor training program may only be offered by a Fire Charter training program or an EMS accredited institution when taught by a certified Instructor Trainer appointed by the institution's Program Director.

This course guide is intended to provide a user friendly reference for the conduct of an instructor course. When possible, each standard has been correlated to National Fire Protection Association (NFPA) standard 1041 and 2002 National Guidelines For Educating EMS Instructors published by the National Highway Traffic Safety Administration (NHTSA).

It is the responsibility of the sponsoring institution's Program Director and Instructor Trainer to ensure all course content is compliant with the provisions of 4765 of the Ohio Administrative Code (O.A.C.). O.A.C. chapters 4765-11 and 4765-21 contain the rules pertaining to Firefighter and Fire Safety Inspector education. O.A.C. Chapter 4765-18 contains rules pertaining to EMS education. A complete version of Chapter 4765 of the Ohio Revised Code (R.C.) and the provisions of O.A.C. 4765 is located at the following URL: www.ems.ohio.gov

PRE-REQUISITES

FIRE INSTRUCTOR CANDIDATE

- Possess a current firefighter certificate in good standing;
- In the preceding 7 years, have at least 5 years of experience as a certified firefighter;
- Pass instructor knowledge examination at the firefighter II level; and
- Comply with rule O.A.C. 4765-21-03.

ASSISTANT FIRE INSTRUCTOR CANDIDATE

- Possess a current firefighter certificate in good standing;
- In the preceding 7 years, have at least 5 years of experience as a certified firefighter;
- Pass instructor knowledge examination at the firefighter I or II (FFI or FFII) level; and
- Comply with rule O.A.C. 4765-21-03.

FIRE SAFETY INSPECTOR INSTRUCTOR CANDIDATE

- Possess a current fire safety inspector (FSI) certificate in good standing;
- In the preceding 7 years, have at least 5 years of experience as a certified fire safety inspector;
- Pass instructor knowledge examination at the fire safety inspector level; and
- Comply with rule O.A.C. 4765-21-03.

EMS INSTRUCTOR CANDIDATE

- Possess a certificate as an Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT), Paramedic, Registered Nurse (RN), or Physician Assistant (PA);
- In the preceding 7 years, have at least 5 years of experience as an EMR, EMT, AEMT, Paramedic, RN or PA;
- Pass the instructor knowledge examination at the level of certification within the last 3 years (RN and PA tests at Medic level);
- Pass the practical skills exams, administered under the auspices of the sponsoring institution, at the level of certification within the last 3 years (RN and PA tests at Medic level); and
- Comply with O.A.C. 4765-18-05.

ASSISTANT EMS INSTRUCTOR CANDIDATE

- Possess a certificate as a an EMR, EMT, AEMT, Paramedic, RN or PA;
- In the preceding 5 years, have at least 3 years of experience as a an EMR, EMT, AEMT, Paramedic, RN or PA;
- Pass the instructor knowledge examination at the level of certification within the last 3 years (RN and PA tests at Medic level);
- Pass practical skills exams, administered under the auspices of the sponsoring institution at the level of certification within the last 3 years (RN and PA tests at Medic level); and
- Comply with O.A.C. 4765-18-18.

COURSE CONTENT

FIRE INSTRUCTOR

Instruction of adult students and basic teaching techniques	40 hours
Fire Service Training Module	4 hours
Live Fire Training Awareness Module	4 hours
Supervised Teaching	10 hours
Instructional Methods Examination	2 hours

CANDIDATE CONTACT HOURS: 60

ASSISTANT FIRE INSTRUCTOR

Fire Service Training Module	4 hours
Live Fire Training Awareness Module	4 hours

CANDIDATE CONTACT HOURS: 8

FIRE SAFETY INSPECTOR INSTRUCTOR

Instruction of adult students and basic teaching techniques	40 hours
Fire Inspector Training Module	8 hours
Supervised Teaching	10 hours
Instructional Methods Examination	2 hours

CANDIDATE CONTACT HOURS: 60

EMS INSTRUCTOR

Instruction of adult students and basic teaching techniques	40 hours
EMS Training Module	8 hours
Supervised Teaching	10 hours
Instructional Methods Examination	2 hours

CANDIDATE CONTACT HOURS: 60

ASSISTANT EMS INSTRUCTOR

EMS Training Module	8 hours
Supervised Teaching	10 hours

CANDIDATE CONTACT HOURS: 18

NOTE: An individual who holds at least a baccalaureate degree in education may receive credit for the forty hours of instruction of adult students and basic teaching techniques. All other requirements for instructor certification must be met. These individuals should be directed to the Division of EMS for prior approval.

CERTIFICATION

Successful course completion fulfills the course requirement for certificates to teach as set forth in O.A.C. rules 4765-18-05, 4765-18-18, or 4765-21-03.

INSTRUCTION OF ADULT STUDENTS AND BASIC TEACHING TECHNIQUES

The NFPA standards are numerically identified in (red) following the course objective. The NHTSA standards are numerically identified by learning domain (Cognitive, Affective, and Psychomotor) and italicized in (blue) following the course objective.

INSTRUCTOR PREPARATION

ROLES AND RESPONSIBILITIES

1. State the purpose and goals of an Instructor Training Program. (4.1.1) (1)
2. Define instructor roles. (4.1.1) (2.C3)
3. Describe the professional attributes of an instructor. (3.3.1, 3.3.6) (2.A8)
4. Describe the relationship between the Fire Services and EMS Instructor and other course participants such as the student, assistant instructor, program director, program coordinator / director and program medical director. (1.3.4, 5.2.6) (2.A7)
5. Describe sources for locating relevant educational and research materials. (4.2.2) (2.C6)
6. Explain the need for a class evaluation instrument and the role of student feedback in the improvement of the instructor and course material. (5.5.3) (10.C8)

ADMINISTRATIVE ISSUES

1. Identify resources at the local level for obtaining information on policies and procedures for Fire Services / EMS education training programs. (5.2.5) (3.C3)
2. Identify resources at the State level for obtaining information on policies and procedures for Fire Services / EMS education training programs. (1.3.5) (3.C2)
3. Discuss the importance of understanding the policies and procedures for Fire Services / EMS education training programs. (1.3.5) (3.A1)
4. Discuss the financial sources and considerations of Fire / EMS training. (5.2.3, 5.2.4) (2.C3)
5. Discuss the importance of proper training record keeping, using appropriate policies and procedures to meet local and State requirements. (2.1, 4.2.1, 5.2.5) (2.C3)
6. Discuss the importance of program record keeping relative to legal accountability and program accreditation. (4.2.1, 4.2.5, 5.2.1, 5.2.5) (2.C3)

ETHICS

1. Define ethics and describe attributes of an ethical instructor. (4.1.1, 4.2.1, 5.1.1) (5.C5)
2. Describe ways in which ethics can be incorporated into a curriculum of learning. (4.1.1, 5.1.1) (5.C7)

LEGAL ISSUES

1. Define liability, negligence, and the standard of instruction. (4.1.1, 4.4.3) (4.C1)
2. Identify the areas of legal liability for the instructor, the educational institution, or the department. (4.1.1, 5.2.1) (4.C2)
3. Identify risk management considerations for the student, instructor, and educational institution. (4.4.2, 5.4.3) (4.C3)
4. Define procedures for notification to Risk Management / Safety Committee for the prevention and management of any and all accidents occurring during the training. (4.4.2, 5.4.3) (4.C3)
5. Explain the importance in assuring confidentiality, including the Family Educational Rights and Privacy Act (FERPA). (4.5.1, 4.5.2, 4.5.3, 5.2.5) (4.C4)
6. Identify applicable federal, state, and local laws that affect a Fire and EMS Instructor and educational institution such as sexual harassment, the Americans with Disabilities Act (ADA), and civil rights. (1.3.5) (4.C5)
7. Explain legal considerations regarding copyright and intellectual property issues. (1.3.5) (4.C6)

PRINCIPLES OF LEARNING AND CLASSROOM MANAGEMENT

LEARNING ENVIRONMENT

1. State the importance of a positive learning environment. (4.1.1, 4.4.2) (6.C1, 6.A1)
2. Identify factors that affect learning. (4.4.2, 4.4.5, 5.3.2, 5.4.2) (6.C3, 6.A2, 6.A3)
3. Name factors that contribute to a stimulating atmosphere. (4.3.2*) (6.C4, 6.A1)
4. Discuss planning considerations to create a positive learning environment including class size, scheduling, customizing the course, materials and equipment, facilities, and estimation of course cost. (4.3.2, 4.4.5, 5.2.2, 5.2.3, 5.2.4, 5.3.2, 5.3.3) (6.C1, 6.P1)

CLASSROOM MANAGEMENT

1. Explain the importance of a physical environment that is conducive to learning such as: (4.4.2) (11.C1, 11.C4)
 - a. Facility safety
 - b. Room design / setup
 - c. Lighting
 - d. Distractions
 - e. Room temperature
 - f. Special access areas
2. Discuss group dynamics and their effect on teaching and learning. (4.4.5) (11.C2, 11.C4)
3. Identify unacceptable classroom behaviors. (4.4.5) (19.C1)
4. Discuss possible causes of behavior problems. (4.4.5) (19.C3)
5. Discuss evaluation tools or mechanisms for measuring the following student behaviors: (4.4.5, 4.5.5) (12.C3)
 - a. Student punctuality, preparedness, and appropriate attire in the laboratory
 - b. Student attitude towards constructive skill performance evaluation
 - c. Student treatment of instructors, peers, and simulated laboratory session
 - d. Student willingness to learn and practice skills until mastery is achieved
6. Describe appropriate disciplinary action for unacceptable behavior. (4.4.5) (19.C5)

LEARNER CHARACTERISTICS

1. Define and describe "learning style" and learning preference." (4.4.5, 5.3.2, 5.5.2) (7.C1)
2. Define andragogy and pedagogy. (4.4.5, 5.3.2, 5.5.2) (8.C)
3. Describe characteristics of the adult learner. (4.4.5) (7.C2)
4. List and describe different learning styles present within adult students. (4.4.5) (7.C2)
5. Identify characteristics for each learning style. (4.4.5) (7.C)
6. Identify auditory, visual, tactile, and kinesthetic learning activities. (4.4.5) (7.C5)
7. Discuss how the instructor's own learning style will affect instruction. (4.4.5) (7.C7)
8. Discuss the importance of motivation in the classroom. (4.4.4, 4.4.5) (15.C1)
9. Describe techniques to build motivation in different types of students. (4.3.2, 4.4.5) (15.C5)

DOMAINS OF LEARNING

1. Identify and discuss the following learning domains: cognitive, affective, and psychomotor. (5.1, 5.3.1, 5.3.2) (8.C1, 18.C2.)
2. Give examples of behaviors that exemplify the three domains of learning. (5.3.1, 5.3.2) (8.C3, 18.C3)
3. Identify the domain of learning and level of depth for a correctly written objective. (5.3.1, 5.3.2) (8.C2)
4. List classroom activities which fall within each of the three domains of learning. (5.3.1, 5.3.2) (8.C5, 18.C4)

INSTRUCTIONAL PLANNING AND DESIGN

STANDARDS AND OBJECTIVES

1. Define and describe standard, objective, and performance agreement. (5.1, 5.3.1, 5.3.2) (9.C1)
2. Identify and describe the parts of an objective using an established format such as: (5.1, 5.3.1, 5.3.2) (9.C2, 9.P1)
 - a. Audience
 - b. Behavior
 - c. Condition
 - d. Degree
3. Given a standard, the candidate will select a Fire Services or EMS topic and write at least one objective for each domain of learning. (5.1, 5.3.1, 5.3.2) (9.P3)

PLANNING INSTRUCTION

1. Describe the following components of an instructional model: (4.1.1, 4.3.1, 4.3.2, 4.3.3, 5.1, 5.3.2, 5.3.3) (10.C2, 10.C4, 10.C7)
 - a. Needs assessment
 - b. Standards, goals, and objectives
 - c. Task analysis
 - d. Lesson plan
 - e. Evaluation instruments
2. Discuss the importance of an instructional model for planning and developing training programs and lesson plans. (4.1.1, 4.2.4, 4.3.2, 4.3.3, 5.1, 5.2.2, 5.3.2, 5.3.3) (9.A1)
3. List and describe the items to consider when evaluating an intended audience. (4.1.1, 4.5.1, 5.1, 5.5.1, 5.5.2) (10.C4)
4. Discuss the use of a specific curriculum in planning objectives, strategies, and evaluation. (4.1.1, 5.1) (10.C6)
5. Discuss the use of cognitive, affective, and psychomotor objectives in the preparation of the instructional model. (4.1.1, 4.4.1, 4.4.5, 5.1, 5.3.2) (9.C4)
6. Given a supplied instructional model, the candidate will evaluate it for completeness. (4.4.1, 4.3.1, 4.3.2, 4.4.3, 5.1, 5.3.1, 5.3.2, 5.3.3) (9.P4)

LESSON PLAN DEVELOPMENT

1. Discuss the process of aligning objectives of the curriculum with the specific objectives of the lesson plan. (4.1.1, 4.3.2, 4.3.3, 5.1, 5.3.1, 5.3.2, 5.3.3) (10.C6)
2. Discuss how to use a lesson plan to present course content. (4.1.1, 4.3.1, 4.3.3, 5.1, 5.3.1, 5.3.2, 5.3.3) (10.C7)
3. Define and discuss the components of a typical lesson plan format. (4.1.1, 4.3.1, 4.3.2, 4.3.3, 5.1, 5.3.1, 5.3.2, 5.3.3) (10.C2)
 - a. Preparation (Step 1)
 - i. Topic
 - ii. Audience
 - iii. Level of instruction (Volunteer Firefighter [VFF], FFI, FFII, FSI, EMR, EMT, AEM, Paramedic)
 - iv. Time frame
 - v. Prerequisites
 - vi. Behavioral objectives (cognitive, affective, psychomotor)
 - vii. Methods for determining the depth to which the content will be covered
 - viii. Materials and equipment
 - b. Presentation (Step 2)
 - i. Lesson outline
 - ii. Instructor notes and information
 - iii. References
 - c. Application (Step 3)
 - i. Student activities and assignments
 - ii. Laboratory performance
 - iii. Portfolio Skill sheets
 - d. Evaluation (Step 4)
 - i. Lesson summary
 - ii. Assignment(s)
4. Discuss methods to evaluate the effectiveness of lesson plans including: (5.3.2) (10.C8)
 - a. Formative evaluation strategies
 - b. Summative evaluation strategies
 - c. Written testing instruments
 - d. Practical skills demonstrations
5. Given an existing lesson plan, the candidate will adjust to the differences in audience learning styles and abilities and / or the instructional environment to meet the lesson objectives and ensure a safe learning environment is maintained. (4.1.1, 4.3.2, 4.4.3, 4.4.4, 4.4.5, 5.1, 5.3.1, 5.3.3) (10.P1, 10.P3)
6. Given a standard, audience characteristics and a lesson plan format, the candidate will create a lesson plan to include: (5.1, 5.3.1, 5.3.2) (10.P3)
 - a. Learning objectives
 - b. Lesson outline
 - c. Course materials
 - d. Instructional aids
 - e. Evaluation plan

INSTRUCTIONAL METHODS AND EVALUATION TECHNIQUES

TEACHING STRATEGIES

1. Describe the following instructional styles: (4.2.2, 5.4.2) (11.C.)
 - a. Traditional lecture, discussion
 - b. Role playing, scenario
 - c. Collaborative
 - d. Distributed / Distance learning
2. Discuss the characteristics of effective communications. (4.4.4, 5.4.2) (11.C1, 11.C4)
3. Describe various questioning techniques to solicit candidate responses. (4.4.3, 5.4.2) (14.C4)

PSYCHOMOTOR SKILLS FACILITATION (5.2, 5.4.3)

1. List and discuss the steps and logistics in planning and setting up practical skill applications for students, including instructors, evaluators, victims, equipment, and facilities. (4.2.2) (13.C8)
2. List and discuss skill lesson presentation, including skill introduction, skill explanation, instructor demonstration, correction through practice and coaching, and skill repetition and mastery. (4.4.2) (17.C3, 17.C4, 17.C5)
3. Discuss how cognitive and affective knowledge integrates with psychomotor abilities in the performance of skills. (5.4.2) (17.C2)
4. Identify the importance of insuring that all participants in a practical scenario perform their given tasks in a method

- which emphasizes safety. (5.4.3) (17.C3, 17.P1)
- 5. Describe and define the importance of safely providing practical training in the low, medium, and high risk environments. (5.4.3)
- 6. Discuss the importance of identifying and defining budgetary needs of training sessions. (5.2.3, 5.2.4)
- 7. Demonstrate proper facilitation technique when demonstrating Fire Services or EMS skills. (4.4.2, 5.4.2) (17.C3, 17.P1)
- 8. Given a prepared lesson plan, the candidate will create a skill scenario which enhances realism. (4.4.2, 5.4.2) (17.P4)

MULTIMEDIA and INSTRUCTIONAL RESOURCES

- 1. Discuss the need to identify and acquire the training resources needed to effectively deliver instruction. (4.2.2, 4.2.3, 5.2.4) (10.C2)
- 2. Identify resource materials that can serve as stimulation and motivation for the student learner. (4.2.2) (11.C5)
- 3. Discuss the attributes of using multimedia in the classroom. (4.3.3*, 5.3.2, 5.4.2) (11.A3)
- 4. Compare multimedia tools and identify their advantages and disadvantages. (4.4.2, 5.3.3, 5.4.2) (11.C3)
- 5. Discuss the selection of appropriate multimedia tools for audience and lesson plan content, such as: (4.4.2, 4.4.6, 4.4.7, 5.3.3, 5.4.2) (11.A3)
 - a. Audio systems and handheld devices
 - b. Videotapes and DVDs
 - c. Electronic image board
 - d. Computer presentation and projection devices
 - e. Audience response system
 - f. Instructional simulators and models
 - g. Computer-based training, intranet, and internet tools
 - h. Distance education and online learning
- 6. Explain the importance of a contingency plan when including the use of multimedia in the lesson plan. (4.4.4, 5.4.2) (11.C3)
- 7. Describe a classroom configuration for common instructional styles, such as: (4.4.2) (11.C3, 11.C4, 11.C5)
 - a. Lecture
 - b. Discussion
 - c. Small group
 - d. Demonstration, simulation
 - e. Multimedia, movies, video
 - f. Scenario, role-playing
- 8. Given an existing lesson plan, the candidate will select an appropriate instructional style, teaching strategy and instructional resource and / or multimedia tool. (4.4.1, 4.4.3, 4.4.7, 5.3.3, 5.4.2) (11.P1)

TESTING AND EVALUATION

- 1. State the need to evaluate students. (5.5.2) (12.A1, 12.A2)
- 2. Discuss the methods of objective, clear, and relevant evaluation feedback which will allow the individual to make efforts to modify behavior. (4.5.5) (12.C1, 12.C2)
- 3. Describe the importance of timely evaluation feedback, to include test results. (4.5.5) (14.C2)
- 4. Discuss the effectiveness of the evaluation tool. (5.5.2) (12.C3, 12.C6, 12.C7)
- 5. Identify the need for maintaining the security of all testing materials. (4.5.2, 4.5.3) (12.C5)
- 6. Identify the following classification of tests: (4.5.1, 5.5.2) (12.P1)
 - a. True / False
 - b. Multiple Choice
 - c. Matching
 - d. Short Answer
 - e. Essay
- 7. Identify and discuss alternative forms of evaluation including: (5.5.2) (12.C3)
 - a. Videotaping
 - b. Computer-generated test banks
 - c. Computer-based testing
- 8. Identify the construction of scenario practical examinations. (5.5.2) (12.C3)
- 9. Discuss and demonstrate mechanisms for evaluating student psychomotor skill performance, including step-by-step practice, supervised practice, end-product evaluation, and problems associated with over-learning. (4.5.2, 5.5.2) (17.C3, 12.P2)
- 10. Define the appropriate method for the administration of oral, written, or practical testing. (4.5.2, 5.5.2) (12.C3)
- 11. Define the appropriate method for the grading of oral, written, or practical testing. (4.5.3, 4.5.4, 5.5.2) (12.C3)
- 12. Demonstrate the ability to use 3 types of feedback appropriately. (4.5.5) (12.P1, 12.P2)

CAPSTONE REQUIREMENTS

1. The candidate will create a lesson plan covering a Fire Services or EMS standard and conduct a presentation using the created lesson plan that involves the utilization of multiple instructional styles, teaching methods, multimedia, and psychomotor demonstration. (5.4.2) (11.P1,11.P2)
2. The candidate will create appropriate evaluation instruments to assess the cognitive, affective, and psychomotor learning objectives as in the created lesson plan. (5.5.2) (12.P1,12.P3)

APPENDIX A

OHIO FIRE SERVICES AND EMS INSTRUCTOR TRAINING PROGRAM

CONTENTS

- Fire Service Training Module
- Live Fire Training Awareness Module
- Fire Safety Inspector Training Module

The Chartered or Accredited institution must maintain course records which demonstrate that each candidate issued a certificate of completion met all entrance requirements and successfully completed all components of the state approved course. Course records may be audited by the Division of EMS.

FIRE SERVICE TRAINING MODULE
INSTRUCTOR TRAINING SPECIFIC TO THE FIELD OF FIREFIGHTING
CANDIDATE COURSE CONTACT: 4 HOURS

TARGET AUDIENCE

Fire instructor or assistant fire instructor candidates who must complete this module as outlined in O.A.C. rules 4765-11-15, 4765-21-03, and 4765-21-05.

ROLES AND RESPONSIBILITIES

1. Explain the roles and responsibilities of the fire program director / coordinator as they relate to program management and compliance with R.C. and O.A.C.
2. Explain the roles and responsibilities of the Fire Instructor, Assistant Fire Instructor, and guest lecturers as they relate to supervision, instruction, and records management.
3. Describe the importance of professional development through continuing education, conference offering, and formal academic coursework.
4. Discuss and outline the initial certification application requirements for Volunteer Firefighter, Firefighter I, Firefighter II, and Fire Safety Inspector candidates.

FIRE CURRICULUM AND FIRE STANDARDS

1. Describe the importance of R.C. 4765.55 as it pertains to fire service training.
2. Discuss O.A.C. chapters 4765-11, 4765-20, 4765-21, 4765-22, and 4765-23 as they pertain to fire service training.
3. Discuss the national standards for firefighter training, i.e. NFPA 472, NFPA 1001, NFPA 1002, NFPA 1031, NFPA 1041, NFPA 1403, and NFPA 1451, as they relate to Ohio fire service training.

FIRE COURSE PREPARATION AND MANAGEMENT

1. Review the current curriculum for Volunteer Firefighter, Firefighter I, Firefighter II, and Fire Safety Inspector provider.
2. Discuss the procedures for organizing and preparing curriculum materials and resources for use in initial fire certification courses.
3. Identify training aids commonly accessible to fire instructors and discuss best practices, equipment costs, and equipment maintenance.
4. Identify various educational resources such as Firehouse, International Society of Fire Service Instructors, Ohio Society of Fire Service Instructors, online Web sites, texts, other print material, etc.
5. Explain the setting, planning, and safety of the fire instructor during increased hazard exposure so the candidate understands the importance of applicable safety standards and practices.
6. Describe the requirements for the National Incident Management System (NIMS).
7. Describe nonstructural and technical training evolutions.

FIRE TESTING AND EVALUATION

1. Describe the importance of the charter program's security as it pertains to testing, quizzes, and practical testing processes.
2. Compare the roles and responsibilities of a Skills Coordinator / Skills Evaluator, as related to fire testing procedures and protocols.
3. Discuss the policy and procedures for conducting the Ohio practical skills and written testing.
4. Discuss the Division of EMS ADA policy requirements.

LIVE FIRE TRAINING AWARENESS MODULE

CANDIDATE COURSE CONTACT: 4 HOURS

TARGET AUDIENCE

Fire instructor or assistant fire instructor candidates who must complete this module as outlined in O.A.C. rules 4765-11-15, 4765-21-03, and 4765-21-05.

COURSE DESCRIPTION

This course is designed to provide an overview of NFPA 1403, Standard on Live Fire Training Evolutions. This course reviews the aspects that fire instructors must consider when conducting live fire training evolutions in a safe and compliant manner. This course also presents information on legal considerations, training preparation, and building a culture of safety in fire service programs.

PRE-REQUISITES

1. Candidate shall hold a valid firefighter certificate, in good standing, issued under O.A.C. rule 4765-20-02.
2. Candidate shall have operated in the live fire training environment and have an understanding of all potential nuances and dangers the situation can present.

CERTIFICATION

Successful course completion fulfills the live fire training awareness course requirement for fire instructors and assistant fire instructors as set forth in the O.A.C. rules 4765-11-15(A)(3) and 4765-21-03(B)(7).

ATTENDANCE POLICY

100% attendance required with no make-up opportunities

ADDITIONAL MATERIALS

- Provided by instructors
 - Case Histories
 - National Institute for Occupational Safety and Health (NIOSH) reports

COURSE OBJECTIVES

Candidates shall be provided with:

- Information on the history of live fire training evolutions
- Review of live fire training evolution incidents
- Information on live fire training legal considerations
- Information on preparation and training of live fire evolution instructors
- Pre-requisites to becoming a live fire training instructor
- An overview of the fundamental elements of the NFPA 1403, Standard on Live Fire Training Evolutions, including how to use NFPA 1403
- An understanding of the impact of NFPA 1403 on live fire training
- Information on the effects of live fire training on firefighter physiology
- The fundamental elements of planning for live fire training

COURSE CONTENT

MODULE 1 – NFPA 1403 CHAPTERS 1, 2, AND 3

- Introduction and overview

MODULE 2 – NFPA 1403 CHAPTER 4

- General

MODULE 3 – NFPA 1403 CHAPTERS 5, 6, 7, AND 8

- Acquired structures
- Gas-Fired live fire training structures
- Non-Gas-Fired live fire training structures
- Exterior live fire training props

MODULE 4 – NFPA 1403 CHAPTER 9 AND ANNEXES

- Reports and records
- Annex A – Explanatory Materials
- Annex B – Live Fire Evolution Sample Checklist
- Annex C – Responsibilities of Personnel
- Annex D – Heat Exhaustion and Heat Stroke in Training
- Annex E – Informational Resources

FIRE SAFETY INSPECTOR TRAINING MODULE
INSTRUCTOR TRAINING SPECIFIC TO THE FIELD OF FIRE SAFETY INSPECTION
CANDIDATE COURSE CONTACT: 8 HOURS

TARGET AUDIENCE

Fire safety inspector instructor candidates who must complete this module as outlined in O.A.C. rule 4765-11-16.

ROLES AND RESPONSIBILITIES

1. Explain the roles and responsibilities of the fire program director / coordinator as they relate to program management and compliance with R.C. and O.A.C.
2. Explain the roles and responsibilities of the Fire Safety Inspector Instructor as they relate to supervision, instruction, and records management.
3. Describe the importance of professional development through continuing education, conference offering, and formal academic coursework.
4. Discuss and outline the initial certification application requirements for a Fire Safety Inspector candidate.

FIRE CURRICULUM AND FIRE STANDARDS

1. Describe the importance of R.C. 4765.55 as it pertains to fire service training.
2. Discuss O.A.C. chapters 4765-11, 4765-20, 4765-21, 4765-22, and 4765-23 as they pertain to fire service training.
3. Discuss the national standards for firefighter training, i.e. NFPA 472, NFPA 1001, NFPA 1031, and NFPA 1041 as they relate to Ohio fire service training.

FIRE COURSE PREPARATION AND MANAGEMENT

1. Review the current curriculum for Fire Safety Inspector provider.
2. Discuss the procedures for organizing and preparing curriculum materials and resources for use in initial fire safety Inspector certification courses.
3. Identify training aids commonly accessible to fire safety inspector instructors and discuss best practices, equipment costs, and maintaining equipment.
4. Identify various educational resources such as Firehouse, International Society of Fire Service Instructor, Ohio Society of Fire Service Instructors, online Web sites, texts, other print material, etc.
5. Explain the setting, planning, and safety of fire safety inspector instructor during increased hazard exposure so the candidate understands the importance of applicable safety standards and practices.
6. Describe the requirements for the National Incident Management System (NIMS).

INTRODUCTION TO OHIO FIRE CODE

1. Discuss the administration of the Ohio Fire Code.
2. Discuss the applicability of the Ohio Fire Code.
3. Explain the rules that allow for the fire code to be created and / or modified.
4. Discuss the rules that govern the role and responsibilities of the fire safety inspector.
5. Explain the use of the reference standards.
6. Describe the chapters, index, references standards, and table of contents.
7. Discuss the role of the International Code Council (ICC) as it relates to the Ohio Fire Code.

INTRODUCTION TO OHIO BUILDING CODE

1. Discuss the administration of the Ohio Building Code.
2. Discuss the applicability of the Ohio Building Code.
3. Explain the rules that allow for the building code to be created and / or modified.
4. Discuss the roles of the fire safety inspector and building inspector that allow them to conduct their job responsibilities.
5. Explain the use of the reference standards.
6. Describe the chapters, index, references standards, and table of contents.
7. Discuss the role of the International Code Council as it relates to the Ohio Building Code.

INTRODUCTION TO OHIO LAWS AND ADMINISTRATIVE RULES

1. Discuss the statutes that give fire inspectors their authority.
2. Discuss the statutes that authorize the fire code to be created.
3. Discuss the State of Ohio citations and appeal process.
4. Explain the roles of the Ohio Division of State Fire Marshal.

FIRE TESTING AND EVALUATION

1. Describe the importance of the charter program's security as it pertains to testing, quizzes, and practical testing processes.
2. Compare the roles and responsibilities of a Skills Coordinator / Skills Evaluator, as related to fire testing procedures and protocols.
3. Discuss the policy and procedures for conducting the Ohio practical skills and written testing.
4. Discuss the Division of EMS ADA policy requirements.

APPENDIX B

OHIO FIRE SERVICES AND EMS INSTRUCTOR TRAINING PROGRAM

CONTENTS

- EMS Training Module
- EMS Instructor Practical Pretest Examination

The Chartered or Accredited institution must maintain course records which demonstrate that each candidate issued a certificate of completion met all entrance requirements and successfully completed all components of the state approved course. Course records may be audited by the Division of EMS.

EMS TRAINING MODULE

INSTRUCTOR TRAINING SPECIFIC TO THE FIELD OF EMS

CANDIDATE COURSE CONTACT: 8 HOURS

TARGET AUDIENCE

EMS instructor or assistant EMS instructor candidates who must complete this module as outlined in O.A.C. rules 4765-18-05 and 4765-18-15.

EMS EDUCATION STANDARDS

1. Complete the EMS Instructor Orientation presentation provided by the Ohio Division of EMS. www.ems.ohio.gov
2. Explain the roles and responsibilities of the EMS program director / coordinator as they relate to program management and compliance with Ohio rule and law.
3. Compare the roles and responsibilities of a Medical Director for an EMS accredited institution, approved continuing education (CE) training program, and EMS patient care organization as they relate to course content, emergency procedures, and protocols.
4. Explain the roles and responsibilities of the EMS Instructor, Assistant EMS Instructor, and EMS Continuing Education Instructor as they relate to supervision, instruction, and records management.
5. Describe the importance of professional development through continuing education, conference offering, and formal academic coursework.
6. Review the current Scope of Practice for the Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT), and Paramedic provider.
7. Discuss the procedures for organizing and preparing curriculum materials for use in initial certification courses and refresher courses.
8. Identify various educational resource materials such as American Heart Association (AHA), NHTSA, Centers for Disease Control and Prevention (CDC), online Web sites, texts, other print material, etc.
9. Identify training aids commonly accessible to EMS instructors (manikins, simulators, moulage kits, etc.) and discuss best practices, equipment costs, and maintaining equipment.
10. Discuss governmental regulations on patient privacy and accountability, i.e. Health Insurance Portability and Accountability Act (HIPAA), ADA.
11. Discuss and outline the initial certification written and practical testing requirements for EMR, EMT, AEMT, and Paramedic candidates.
12. Discuss and outline the initial certification application requirements for EMR, EMT, AEMT, and Paramedic candidates.

EMS INSTRUCTOR PRACTICAL PRETEST EXAMINATION

REQUIRED SKILLS FOR THE EMS INSTRUCTOR PRACTICAL PRETEST EXAMINATION

The practical pretest examination shall be administered under the auspices of an accredited institution. The program director of the accredited institution sponsoring the EMS instructor training program may require the practical examination to be conducted by the sponsoring agency or may accept practical examinations performed by another accredited institution.

The practical pretest examination shall follow the National Registry guidelines and general rules of conduct as outlined in:

- the Emergency Medical Responder Psychomotor Examination Users Guide,
- the Emergency Medical Technician Psychomotor Examination Users Guide, or
- the Advanced Level Examination Coordinator Manual.

The users' guides and manual are available from the National Registry of Emergency Medical Technicians (NREMT) at www.nremt.org.

The accredited institution must maintain course records which demonstrate that each candidate issued a certificate of completion met all entrance requirements and successfully completed all components of the state approved course.

EMR	EMT	AEMT	PARAMEDIC
1. Patient Assessment Medical	1. Patient Assessment Medical	1. Patient Assessment Medical Advanced	1. Patient Assessment Trauma Advanced
2. Patient Assessment Trauma	2. Patient Assessment Trauma	2. Patient Assessment Trauma Advanced	2. Ventilatory Management –Adult
3. Bag-Valve-Mask (BVM) Ventilation of an Apneic Adult Patient	3. BVM Ventilation of an Apneic Adult Patient	3. Alternative Airway Device (Supraglottic Airway) of apneic adult	3. Alternative Airway Device (Supraglottic Airway)
4. Oxygen administration by Non-Rebreather Mask	4. Oxygen administration by Non-Rebreather Mask	4. Cardiac Arrest Management / AED	4. Dynamic Cardiology 5. Static Cardiology
5. Cardiac Arrest Management / Automated External Defibrillator (AED)	5. Alternative Airway Device (Supraglottic Airway) of pulseless & apneic adult	5. Intravenous (IV) Therapy 6. IV Bolus Medications	6. IV Therapy 7. IV Bolus Medications
6. Spinal Immobilization (Supine Patient)	6. Cardiac Arrest Management / AED	7. Spinal Immobilization (Supine Patient)	8. Spinal Immobilization (Supine Patient)
	7. Spinal Immobilization (Supine Patient)	8. Pediatric Intraosseous (I / O) infusion 9. Pediatric Respiratory Compromise	9. Pediatric I / O Infusion 10. Pediatric Ventilatory Management

INSTRUCTOR CANDIDATE NAME (PRINT)	EVALUATION DATE
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PUBLIC SPEAKING SKILLS	YES	NO	SMALL GROUP COMMUNICATION SKILLS	YES	NO
PREPARATION			1. Demonstrate understanding of facilitator role		
1. Determine the purpose of presentation			2. Facilitate a group dynamic		
2. Fulfill the purpose of presentation by;			3. Ask appropriate questions		
A. Selecting a suitable organizational pattern (sequence)			4. Encourage balanced participation		
B. Demonstrating careful choice of words			5. Demonstrate effective use of agendas		
C. Providing effective transitions			6. Demonstrate effective collaboration		
D. Providing internal summarization			7. Utilize idea generation techniques		
PRESENTATION			8. Manage conflict effectively		
3. Employ vocal variety in rate, pitch, and intensity			9. Recognize nonverbal factors unique to teams		
4. Articulate clearly			LISTENING SKILLS	YES	NO
5. Employ the level of language appropriate to the designated audience			ATTENDING		
6. Demonstrate nonverbal behavior that supports the verbal message			1. Recall basic ideas and details		
7. Use of appropriate speaking aids (visual, auditory)			2. Recognize main ideas		
INTERPERSONAL COMMUNICATION SKILLS	YES	NO	3. Listen attentively		
1. Phrase questions in order to obtain information			UNDERSTANDING		
2. Demonstrate understanding of an ability to contribute to a climate which is open, descriptive, supportive			4. Discriminate between statements of fact and statements of opinion		
3. Verbalize feelings in appropriate situations for disclosure			5. Distinguish between emotional and logical arguments		
4. Describe opposing points of view			6. Detect bias and prejudice present in an interaction		
5. Paraphrase information given by others			EVALUATING		
6. Effectively manage conflicts with others			7. Recognize discrepancies between the speaker's verbal and nonverbal messages		
7. Strive for consensus			CLASSROOM MANAGEMENT	YES	NO
SUBJECT KNOWLEDGE / EXPERTISE	YES	NO	1. Maintains control of class or lab		
1. Understanding material			2. Able to accommodate various student's learning styles		
2. Know limits of material in reference to audience			3. Treats students with respect		

COMMENTS

EVALUATOR SIGNATURE X	DATE
INSTRUCTOR CANDIDATE SIGNATURE X	DATE

The signature of the instructor candidate does not imply an agreement with the evaluation.

Note: This documentation must be maintained as a part of the candidate and / or course records and is subject to review by the Ohio Division of EMS.