Volunteer Firefighter Course Objectives Check-Off Packet

CANDIDATE NAME (Please Print)	
CHARTER	CHARTER #

VOLUNTEER FIREFIGHTER COURSE OBJECTIVES

THIRTY-SIX (36) HOUR CERTIFIED TRAINING COURSE FOR VOLUNTEER FIREFIGHTERS
STATE OF OHIO – FIRE INSTRUCTOR'S DISCLAIMER

The State of Ohio Certified Volunteer Firefighter course is an **introductory, awareness-level course** designed to introduce the student to the basic elements of fire ground safety and support operations and to provide them with the knowledge, skills, and abilities, (KSAs) to assist in firefighting support operations with their fire departments. The Ohio Volunteer Firefighter certification is a stand-alone certificate specific to the State of Ohio which **does not meet the minimum "Standard for Fire Fighter Professional Qualifications"** established by the National Fire Protection Association (NFPA) 1001 as a qualifying level of public safety responder for trained firefighters.

As an **awareness-level course**, the Ohio Volunteer Firefighter course is intended to be a foundation upon which firefighters can begin to build their training portfolio. Due to the 36-hour time constraint as set forth in section 4765.55 of the Ohio Revised Code (R.C.), the Ohio Volunteer Firefighter course limits exposures to hazardous environments as described in the Ohio Administrative Code (O.A.C.). The course **does not permit student participation** in any instruction involving the type of hazardous environments in which their fire department may operate. Prohibited activities include environments which are considered to be "Immediately Dangerous to Life or Health" (IDLH), including but not limited to, hot zone operations at uncontrolled fires or hazardous materials releases involving fixed structures, mobile equipment, or outdoor areas as well as operation of emergency vehicle apparatus.

Due to the limitations of the Ohio Volunteer Firefighter course, firefighters certified to the Volunteer Firefighter level shall be provided the additional training necessary to participate in fire department activities that exceed the training provided in the Volunteer Firefighter course. **The fire chief or the authority having jurisdiction (AHJ) is responsible to provide additional proper training in these expanded areas if the firefighter is expected to function safely within an IDLH environment or operate emergency vehicle apparatus.** The fire chief acknowledges that he or she shall assume all the risk and liability for deviating from any of the state and/or nationally recognized standards for firefighting.

All of the course objectives in the Ohio Volunteer Firefighter course are approved by the Executive Director, with advice and counsel of the Firefighter and Fire Safety Inspector Training Subcommittee.

STUDENT NAME – PRINT	STUDENT NAME – SIGNATURE **X**	DATE
FIRE CHIEF SIGNATURE **X**	FIRE DEPARTMENT	DATE

VOLUNTEER FIREFIGHTER COURSE OBJECTIVES CHECK-OFF PACKET

Each of the Volunteer Firefighter course objectives shall be completed by the student, initialed by the Certified Lead Instructor, and verified by the Program Director. The Fire Charter Training Program shall retain written or electronic files with documentation that demonstrates each student receiving a certificate of completion met the Volunteer Firefighter course objectives in accordance with Chapter 4765-24 of the O.A.C.

CHARTER #	COURSE ID	
COURSE START DATE	COURSE END DATE	PROGRAM DIRECTOR INITIALS

TOPIC	FIRE SERVICE ORGANIZATION, HISTORY, MISSION, & SAFETY	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Describe the culture and mission of the fire service.			
	2. Describe the roles and responsibilities of a firefighter.			
	3. Describe the roles within the fire department.			
	4. Outline the organization of the fire department.			
	5. Discuss the roles of other agencies as they relate to the fire department.			
	6. Explain a fire department's standard operating procedures, rules, and regulations as they apply to firefighters.			
	7. Describe the organization of the fire service.			
	8. Describe the history of the fire service.			
	9. List the main types of job-related firefighter fatalities, injuries, and illnesses.			
	10. Discuss the fire service safety standards, regulations and initiatives developed to improve firefighter safety and health.			
	11. Describe the safety practices to observe on the training ground.			
	12. Outline the safety considerations for working in and around the fire station.			

TOPIC	COMMUNICATIONS	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Explain the steps in processing an emergency incident.			
	2. Describe the procedures for handling non-emergency calls.			
	3. Describe the procedures for handling emergency calls.			
	4. Describe the principles of effective radio communications.			
	5. Describe when to use plain language and when the use of ten-codes can complicate radio communications.			
	6. Discuss the purpose of size-up and progress reports.			
	7. Recognize routine radio traffic, emergency traffic, and emergency evacuation signals.			
Psychomotor:	1. Send and receive messages over the fire department radio.			

TOPIC	FIRE BEHAVIOR	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Describe the chemistry of fire, including the elements of fire and the products of combustion.			
	2. Explain how fires spread by conduction, convection, and radiation.			
	3. Define flow path; describe how it influences the growth of a building fire.			
	4. Discuss the methods of extinguishment.			
	5. Explain the four classes of fire.			
	6. Explain the various stages of the burning process.			
	7. Explain the signs, causes, effect, and prevention of flashover.			
	8. Explain the signs, causes, effect, and prevention of backdrafts.			

TOPIC	BUILDING CONSTRUCTION	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Describe the characteristics of materials used in the construction of buildings.			
	2. Explain the five classifications of construction types.			
	3. Describe the hazards related to building construction.			
	4. Discuss the hazards associated with buildings under construction or demolition.			
	5. Describe the factors that increase the chance of building collapse.			

TOPIC	PERSONAL PROTECTIVE EQUIPMENT	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Explain the conditions that require personal protective equipment.			
	2. Identify each component of the personal protective equipment.			
	3. Discuss the uses and limitation of personal protective equipment.			
	4. Describe the steps for donning of personal protective equipment			
	5. Describe the steps for doffing of personal protective equipment.			
Psychomotor:	1. Don a full ensemble of personal protective clothing and prepare for use within one minute.			
	2. Doff the full ensemble of personal protective clothing and prepare for reuse.			

TOPIC	SELF-CONTAINED BREATHING APPARATUS	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Describe the steps for donning personal protective equipment, including SCBA.			
	2. Describe the steps for doffing personal protective equipment, including SCBA.			
	3. Explain the conditions that require respiratory protection.			
	4. Explain the relationship between oxygen content and life safety.			
	5. Discuss the uses and limitation of SCBA.			
	6. Identify each component of the SCBA.			
	7. Identify various alarms (i.e., low air, no motion, etc.).			
	8. Discuss breathing techniques while wearing the SCBA.			
	9. Summarize the indications for and emergency procedures used with SCBA.			
	10. Recognize the physical requirements of the SCBA wearer.			
	11. Describe the circumstances under which a breathing cylinder must be replaced and the methods used when changing a cylinder.			
	12. Describe nonemergency exit indicators and techniques.			
Psychomotor:	1. Don a full ensemble of personal protective clothing and SCBA correctly and begin breathing air within two minutes.			
	2. Doff a full ensemble of personal protective clothing and SCBA, prepare for reuse.			
	3. Demonstrate the ability to control breathing.			
	4. Replace a depleted air cylinder with a full air cylinder.			

TOPIC	RESPONSE SAFETY	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Discuss the safety considerations for riding fire apparatus.			
	2. Explain the importance of remaining seated with seat belts fastened in reducing the possibility of serious injury or death if involved in an accident.			
	3. Discuss safe driving practices.			
	4. Explain the potential hazards involved in operating on emergency scenes including vehicle traffic, utilities, and environmental conditions.			
	5. Describe the proper procedures for dismounting the apparatus in traffic.			
	6. Explain the procedures for safe operation at emergency scenes.			
	7. Identify protective equipment available for member's safety at designated emergency and work zones.			
	8. Discuss the importance of situational awareness on the emergency scene for firefighter safety and survival.			
Psychomotor:	1. Demonstrate correctly mounting and dismounting an apparatus when simulating response to an incident.			

TOPIC	FORCIBLE ENTRY	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Describe the situations and circumstances that require forcible entry into a structure.			
	2. List the general safety considerations when using forcible entry tools.			
	3. List the general carrying considerations that apply to all tools.			
	4. List the four categories of forcible entry tools; describe the tools in each category.			
	5. Describe the basic construction and operation of typical doors and windows.			
	6. Describe the techniques necessary to force entry through the various types of doors and windows.			
	7. Discuss the dangers associated with forcing entry though doors and windows.			
	8. Describe the characteristics, capabilities, and limitations, of the various forcible entry tools.			
	9. List the considerations to be taken prior to forcing entry into a structure, e.g. check incident address.			
Psychomotor:	1. Demonstrate how to carry, operate, and use hand and power tools to force entry through doors and windows using assorted methods and tools.			

TOPIC	FIREFIGHTER SURVIVAL	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Define personnel accountability system.			
	2. Describe how to apply a risk/benefit analysis to an emergency incident.			
	3. List the common hazards to firefighters; explain safe practices to ensure firefighter survival.			
	4. Describe how to initiate emergency communication procedures (MAYDAY).			
	5. Explain firefighter survival procedures.			
	6. Describe air management procedures.			
	7. Explain the importance of the rehabilitation process.			
Psychomotor:	1. Demonstrate initiating a MAYDAY call for emergency assistance.			

TOPIC	GROUND LADDERS	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Identify ladder parts and construction materials.			
	2. List the types of ground ladders.			
	3. Describe the hazards and safety considerations for using ground ladders.			
	4. Discuss the proper placement of ground ladders.			
	5. Describe the process for lifting and moving ladders.			
	6. Discuss the procedures to be followed when working from a ladder.			
	7. Describe the criteria for selecting the appropriate ladder and safe location for placement.			
	8. Describe how to remove ladders from apparatus.			
	9. Describe how to lift ladders.			
	10. Describe the various ladder carries.			
	11. Describe the approaches to securing a ladder.			
	12. Describe ladder climbing considerations.			
	13. Describe considerations when dismounting a ladder.			
	14. Describe how to descend a ladder.			
Psychomotor:	1. Demonstrate the ability to remove a ladder from fire apparatus, carry a ladder, place a ladder, raise a ladder, extend a ladder, lock the flies, ensure stability, climb and dismount a ladder, descend a ladder, and lower a ladder.			

TOPIC	SEARCH AND RESCUE	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Discuss essential size-up and situational awareness activities necessary for firefighter safety.			
	2. Describe the search safety guidelines in a structure fire.			
	3. Explain the two types of searches.			
	4. Describe the various search methods and marking systems.			
	5. Describe various victim removal methods including various drags and carries.			
	6. Explain the methods used to assist a victim down a ladder.			

TOPIC	HOSELINE DEPLOYMENT	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Describe the types of fire hose and hose couplings.			
	2. Describe basic hose rolls used by fire departments.			
	3. Discuss causes and prevention of fire hose damage, and the procedures for noting a defective hose and removing it from service.			
	4. Discuss the inspection, care, and maintenance of fire hose.			
	5. Discuss causes and prevention of fire hose damage, and the procedures for noting a defective hose and removing it from service.			
	6. Identify the hose appliances and tools used in conjunction with hose and nozzles to complete hose layouts.			
	7. Describe the various hose loads used for attack lines.			
	8. Describe the techniques and precautions to be followed when advancing and operating attack lines.			
	9. Describe the procedures for extending a section of hose, controlling a loose hoseline and replacing a burst section of hose.			
	10. Classify and discuss each type, design, operation, nozzle pressure effects, and flow capabilities of nozzles.			
	11. Describe the extinguishing properties of water.			
	12. Discuss the principles of fire streams.			
	13. Explain offensive versus defensive fire attack strategies.			
	14. Describe the criteria for determining hoseline selection, nozzle selection and entry decisions.			
	15. Describe the methods for making interior direct, indirect, and combination attacks on a structure fire.			
	16. Explain the principles of exposure protection.			
Psychomotor:	1. Demonstrate how to couple and uncouple various hand line connections.			
	2. Demonstrate the various hose rolls.			
	3. Operate various nozzles from closed to open positions and adjust stream patterns along with flow rates.			
	4. Demonstrate how to advance a hose load; operate charged and uncharged lines 1-½ inch (38mm) diameter or larger hose line from apparatus.			
	5. Demonstrate the ability to prevent water hammer when shutting down nozzles.			
	6. Demonstrate how to operate a charged attack line from a ladder.			
	7. Demonstrate how to extend hose lines.			
	8. Demonstrate how to replace burst hose sections.			
	9. Demonstrate how to drain and pick up hose.			

TOPIC	HORIZONTAL VENTILATION	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Describe the reasons for ventilation, the considerations that affect the decision to ventilate, and the effects on fire behavior.			
	2. Define horizontal ventilation.			
	3. Explain the two types of horizontal ventilation.			
Psychomotor:	1. Demonstrate the ability to transport and operate ventilation tools, equipment, and ladders.			
	2. Demonstrate the procedures for safely breaking window glass, door glass, and removing obstructions.			
	3. Perform negative pressure horizontal ventilation for a simulated fire (use of smoke machine or paper streamers is acceptable).			
	4. Perform positive pressure horizontal ventilation for a simulated fire (use of smoke machine or paper streamers is acceptable).			

TOPIC	VERTICAL VENTILATION	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Define vertical ventilation.			
	2. Discuss safety considerations when ventilating a structure.			
	3. Describe the basic indicators of potential roof collapse.			
	4. Describe vertical ventilation techniques.			

TOPIC	OVERHAUL	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Define overhaul.			
	2. Discuss health and safety considerations during overhaul.			
	3. Discuss how to determine where overhaul is to be conducted.			
	4. List the types of tools and methods used to expose hidden fires.			
	5. Discuss the signs of arson and the preservation of evidence; coordination with fire investigations.			

TOPIC	SALVAGE	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Discuss the purpose of property conservation and its value to the public.			
	2. Discuss the safety considerations to be taken during salvage operations.			
	3. List the tools necessary to conduct salvage operations.			
	4. Describe the use of salvage covers to protect building contents.			
	5. Describe the proper folding, rolling, and spreading of salvage covers.			
	6. Discuss the option of protecting building contents by moving them to a safe location.			
	7. Describe how to stop the flow from a sprinkler to minimize water damage to a structure and its contents.			
Psychomotor:	1. Demonstrate the ability to cluster furniture.			
	2. Demonstrate steps to deploy covering materials.			
	3. Demonstrate how to roll and fold salvage covers for reuse.			

TOPIC	WATER SUPPLY	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Describe municipal water supply systems.			
	2. List the types of fire hydrants and the characteristics of each type.			
	3. Explain fire hydrant operation, including the shutting down of a hydrant.			
	4. Describe water hammer and the effects on the water distribution system, hose, and fire personnel.			
	5. Discuss issues adversely affecting fire hydrant water supply or pressure.			
	6. Describe rural water supply sources.			
	7. Discuss the steps required to attach a soft sleeve hose to a fire hydrant.			
	8. Discuss the three types of hose lays used to connect a water supply source and an attack engine.			
	9. Describe the three basic hose loads commonly used for loading supply hose.			
	10. Describe the different techniques used to carry and advance supply hose.			
	11. Explain the steps necessary to connect to a standpipe or sprinkler system fire department connection.			
Psychomotor:	1. Operate a fire hydrant.			
	2. Make a soft sleeve hydrant connection.			
	3. Make a hydrant connection for a forward hose lay.			
	4. Make a hydrant connection for a reverse hose lay.			
	5. Demonstrate steps to connect and place hard suction hose for drafting operation.			
	6. Demonstrate two types of hose loads.			
	7. Demonstrate a working hose drag and shoulder carry.			
	8. Connect a supply fire hose to a fire department connection.			

TOPIC	EXTINGUISHERS	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Discuss the methods of fire extinguishment.			
	2. List the classifications of fire.			
	3. Explain the classification, rating and labeling of fire extinguishers.			
	4. Discuss the variety of extinguishing agents and their properties.			
	5. Describe the types of fire extinguishers and the characteristics of each type.			
	6. Describe how to select the appropriate portable fire extinguishers.			
	7. Discuss safety considerations when using portable fire extinguishers.			
	8. Explain how to transport a portable fire extinguisher.			
	9. Describe basic fire extinguisher operation.			
	10. Discuss inspection and care of portable fire extinguishers.			
Psychomotor:	1. Select an appropriate extinguisher based on the size and type of fire.			
	2. Demonstrate how to safely carry a portable extinguisher.			
	3. Demonstrate how to safely approach a fire with a portable fire extinguisher.			
	4. Using a stored-pressure water extinguisher, extinguish an incipient Class A fire.			
	5. Using a dry chemical (ABC) fire extinguisher, extinguish a flammable liquid fire.			

TOPIC	SCENE SAFETY	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. List the properties, principles, and safety concerns for electricity, gas, and water systems.			
	2. Explain the methods for utility disconnect and associated dangers.			
	3. Describe the use of required safety equipment.			
Psychomotor:	1. Demonstrate utility control.			

TOPIC	ROPES AND KNOTS	DATE	STUDENT INITIAL	INST. INITIAL
Cognitive:	1. Describe the types of rope and the distinct functions of each type.			
	2. Describe the materials from which rope is made.			
	3. Describe the types of rope construction.			
	4. Describe the components of a rope maintenance program.			
	5. Explain the reasons for placing rope out of service.			
	6. Identify the parts of a rope and the considerations when tying a knot.			
	7. Discuss types and usages of fire service knots, hitches, and bends.			
	8. Describe hoisting methods for tools and equipment.			
Psychomotor:	1. Demonstrate tying the following knots: safety, clove hitch, bowline.			
	2. Demonstrate hoisting tools and equipment using ropes and the correct knot.			

ADVISING NOTE:
*Maximum 36 hours are required in classroom and practical. Homework, reading assignments, and examinations are not included in the 36 hours. The objectives listed above shall be completed by the student and initialed and verified by the program director. Some objectives may cover part or all of a particular section NFPA 1001 Firefighter I standard. We encourage all firefighters to complete the additional 124 hour Firefighter 1 Transition course to meet the NFPA 1001 Firefighter 1 standard. The volunteer firefighter training course shall commence and end within a consecutive twelve month period.

We attest that the fire training objectives listed above have been met and that all information provided is true and accurate to the best of our knowledge. We hereby give permission to the Ohio Department of Public Safety, Division of Emergency Medical Services to verify any of the above information.

STUDENT (Print Name)	
STUDENT (Signature) **X**	DATE
LEAD INSTRUCTOR (Print Name)	
LEAD INSTRUCTOR (Signature) **X**	DATE
PROGRAM DIRECTOR (Print Name)	
PROGRAM DIRECTOR (Signature) **X**	DATE