

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
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OHIO FIRE AND EMS INSTRUCTOR TRAINING PROGRAM - OVERVIEW

The Ohio Fire and EMS Instructor Training Program is composed of education standards approved and adopted by the State Board of Emergency Medical, Fire, and Transportation Services (EMFTS) and the Executive Director of the Division of EMS with the advice and counsel of the firefighter and fire safety inspector training committee of the EMFTS Board.

The instructor training program for fire service certificates to teach shall only be offered by a Chartered fire training program authorized to teach the appropriate instructor classification. The "Fire Service Training Module" and "Live Fire Training Awareness Module" of an instructor training program for fire service certificates shall be taught by a certified fire instructor trainer, appointed by the program director, under the auspices of a chartered fire training program. The instructional methodology portion of an instructor training program for fire service certificates shall be taught by either a fire instructor trainer, fire safety inspector instructor trainer, or EMS instructor trainer, appointed by the program director, under the auspices of a chartered fire training program. The program director is responsible for ensuring compliance with all requirements set forth in chapters 4765-21 and 4765-24 of the Ohio Administrative Code.

The instructor training program for EMS certificates to teach may only be offered by an accredited training program authorized by the EMFTS Board to teach EMS instructor courses and taught by an instructor trainer appointed by the institution's program director. The program director is responsible for ensuring compliance with all requirements set forth in chapters 4765-7 and 4765-18 of the Ohio Administrative Code.

COURSE CONTENT

FIRE INSTRUCTOR (Must be completed in the order listed below)

CANDIDATE CONTACT HOURS: 60

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

ASSISTANT FIRE INSTRUCTOR (Must be completed in the order listed below)

CANDIDATE CONTACT HOURS: 18

Fire Service Training Module	4 hours
Live Fire Training Awareness Module	4 hours
Supervised Teaching	10 hours

FIRE SAFETY INSPECTOR INSTRUCTOR (Must be completed in the order listed below)

CANDIDATE CONTACT HOURS: 60

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

EMS INSTRUCTOR

CANDIDATE CONTACT HOURS: 60

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

ASSISTANT EMS INSTRUCTOR

CANDIDATE CONTACT HOURS: 18

EMS Training Module	8 hours
Supervised Teaching	10 hours

NOTE: An individual who holds at least a baccalaureate degree in education may receive credit toward becoming an EMS instructor for the 40 hours of instruction of adult students and basic teaching techniques. All other requirements for instructor certification must be met. Credit shall not be given for completion of the instructional methods examination. These individuals shall be directed to the Division of EMS for prior approval.

An individual who holds at least a baccalaureate degree in education may receive credit toward becoming a fire instructor or fire safety inspector instructor for the 40 hours of instruction of adult students and basic teaching techniques. All other requirements for instructor certification must be met. Credit shall not be given for completion of the instructional methods examination. These individuals shall be directed to the Division of EMS for prior approval.

The Division of EMS and the Executive Director of the EMFTS Board shall consider relevant education, training, or service completed as a member of the armed forces of the United States, the Ohio national guard, the Ohio military reserve, the Ohio naval militia, or the national guard of any other state or a reserve component of the armed forces of the United States in determining whether an instructor candidate has met the educational requirements for a certificate to teach.

INSTRUCTION OF ADULT STUDENTS AND BASIC TEACHING TECHNIQUES

INSTRUCTOR PREPARATION

ROLES AND RESPONSIBILITIES

1. State the purpose and goals of an Instructor Training Program.
2. Define instructor roles.
3. Describe the professional attributes of an instructor.
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.
5. Describe sources for locating relevant educational and research materials.
6. Explain the need for a class evaluation instrument and the role of student feedback in the improvement of the instructor and course material.

ADMINISTRATIVE ISSUES

1. Identify resources at the local level for obtaining information on policies and procedures for Fire Services/EMS education training programs.
2. Identify resources at the State level for obtaining information on policies and procedures for Fire Services/EMS education training programs.
3. Discuss the importance of understanding the policies and procedures for Fire Services/EMS education training programs.
4. Discuss the financial sources and considerations of Fire/EMS training.
5. Discuss the importance of proper training record keeping, using appropriate policies and procedures to meet local and State requirements.
6. Discuss the importance of program record keeping relative to legal accountability and program accreditation.

ETHICS

1. Define ethics and describe attributes of an ethical instructor.
2. Describe ways in which ethics can be incorporated into a curriculum of learning.

LEGAL ISSUES

1. Define liability, negligence, and the standard of instruction.
2. Identify the areas of legal liability for the instructor, the educational institution, or the department.
3. Identify risk management considerations for the student, instructor, and educational institution.
4. Define procedures for notification to Risk Management/Safety Committee for the prevention and management of any and all accidents occurring during the training.
5. Explain the importance in assuring confidentiality, including the Family Educational Rights and Privacy Act (FERPA).
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.
7. Explain legal considerations regarding copyright and intellectual property issues.

PRINCIPLES OF LEARNING AND CLASSROOM MANAGEMENT

LEARNING ENVIRONMENT

1. State the importance of a positive learning environment.
2. Identify factors that affect learning.
3. Name factors that contribute to a stimulating atmosphere.
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.

CLASSROOM MANAGEMENT

1. Explain the importance of a physical environment that is conducive to learning such as:
 - 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.
3. Identify unacceptable classroom behaviors.
4. Discuss possible causes of behavior problems.
5. Discuss evaluation tools or mechanisms for measuring the following student behaviors:
 - 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.

LEARNER CHARACTERISTICS

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

DOMAINS OF LEARNING

1. Identify and discuss the following learning domains: cognitive, affective, and psychomotor.
2. Give examples of behaviors that exemplify the three domains of learning.
3. Identify the domain of learning and level of depth for a correctly written objective.
4. List classroom activities which fall within each of the three domains of learning.

INSTRUCTIONAL PLANNING AND DESIGN

STANDARDS AND OBJECTIVES

1. Define and describe standard, objective, and performance agreement.
2. Identify and describe the parts of an objective using an established format such as:
 - 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.

PLANNING INSTRUCTION

1. Describe the following components of an instructional model:
 - 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.
3. List and describe the items to consider when evaluating an intended audience.
4. Discuss the use of a specific curriculum in planning objectives, strategies, and evaluation.
5. Discuss the use of cognitive, affective, and psychomotor objectives in the preparation of the instructional model.
6. Given a supplied instructional model, the candidate will evaluate it for completeness.

LESSON PLAN DEVELOPMENT

1. Discuss the process of aligning objectives of the curriculum with the specific objectives of the lesson plan.
2. Discuss how to use a lesson plan to present course content.
3. Define and discuss the components of a typical lesson plan format.
 - a. Preparation (Step 1)
 - i. Topic
 - ii. Audience
 - iii. Level of instruction (Volunteer Firefighter [VFF], FFI, FFII, FSI, EMR, EMT, AEMT, 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:
 - 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.
6. Given a standard, audience characteristics and a lesson plan format, the candidate will create a lesson plan to include:
 - 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:
 - a. Traditional lecture, discussion
 - b. Role playing, scenario
 - c. Collaborative
 - d. Distributed/Distance learning
2. Discuss the characteristics of effective communications.
3. Describe various questioning techniques to solicit candidate responses.

PSYCHOMOTOR SKILLS FACILITATION

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.
2. List and discuss skill lesson presentation, including skill introduction, skill explanation, instructor demonstration, correction through practice and coaching, and skill repetition and mastery.
3. Discuss how cognitive and affective knowledge integrates with psychomotor abilities in the performance of skills.
4. Identify the importance of insuring that all participants in a practical scenario perform their given tasks in a method which emphasizes safety.
5. Describe and define the importance of safely providing practical training in the low, medium, and high risk environments.
6. Discuss the importance of identifying and defining budgetary needs of training sessions.
7. Demonstrate proper facilitation technique when demonstrating Fire Services or EMS skills.
8. Given a prepared lesson plan, the candidate will create a skill scenario which enhances realism.

MULTIMEDIA and INSTRUCTIONAL RESOURCES

1. Discuss the need to identify and acquire the training resources needed to effectively deliver instruction.
2. Identify resource materials that can serve as stimulation and motivation for the student learner.
3. Discuss the attributes of using multimedia in the classroom.
4. Compare multimedia tools and identify their advantages and disadvantages.
5. Discuss the selection of appropriate multimedia tools for audience and lesson plan content, such as:
 - 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.
7. Describe a classroom configuration for common instructional styles, such as:
 - 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.

TESTING AND EVALUATION

1. State the need to evaluate students.
2. Discuss the methods of objective, clear, and relevant evaluation feedback which will allow the individual to make efforts to modify behavior.
3. Describe the importance of timely evaluation feedback, to include test results.
4. Discuss the effectiveness of the evaluation tool.
5. Identify the need for maintaining the security of all testing materials.
6. Identify the following classification of tests:
 - a. True/False
 - b. Multiple Choice
 - c. Matching
 - d. Short Answer
 - e. Essay
7. Identify and discuss alternative forms of evaluation including:
 - a. Videotaping
 - b. Computer-generated test banks
 - c. Computer-based testing
8. Identify the construction of scenario practical examinations.
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.
10. Define the appropriate method for the administration of oral, written, or practical testing.
11. Define the appropriate method for the grading of oral, written, or practical testing.
12. Demonstrate the ability to use 3 types of feedback appropriately.

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.
2. The candidate will create appropriate evaluation instruments to assess the cognitive, affective, and psychomotor learning objectives as in the created lesson plan.

APPENDIX

OHIO FIRE AND EMS INSTRUCTOR TRAINING PROGRAM

- EMS Training Module
- Fire Service Training Module – Form EMS 1109
- Live Fire Training Awareness Module – Form EMS 1110
- Fire Safety Inspector Training Module – Form EMS 0202

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

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, textbooks, 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.



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FIRE SERVICE TRAINING MODULE

STUDENT COURSE CONTACT HOURS

4 hours

TARGET AUDIENCE

Successful completion of the Fire Service Training Module is required for certification as a Fire Instructor or Assistant Fire Instructor in accordance with Ohio Administrative Code (O.A.C.) rules 4765-21-03, 4765-21-07, and 4765-24-15.

ROLES AND RESPONSIBILITIES

STUDENT CONTACT HOURS

1 hour

1. Explain the roles and responsibilities of the authorizing official and program director as they relate to program management and compliance with Ohio rule and law.
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 I, Firefighter II, Hazard Recognition Officer, and Fire Safety Inspector candidates.

FIRE CURRICULUM AND FIRE STANDARDS

STUDENT CONTACT HOURS

45 minutes

1. Describe the importance of the Ohio Revised Code 4765.55 as it pertains to fire service training.
2. Discuss O.A.C. chapters 4765-20, 4765-21, 4765-22, 4765-23, 4765-24, and 4765-25 as they pertain to fire service training.
3. Discuss the national standards for firefighter training, i.e., NFPA 1072, NFPA 1001, NFPA 1002, NFPA 1031, NFPA 1403, and NFPA 1451 as they relate to Ohio fire service training.

FIRE COURSE PREPARATION AND MANAGEMENT

STUDENT CONTACT HOURS

1.5 hours

1. Review the current curricula for Volunteer Firefighter, Firefighter I, Firefighter II, Hazard Recognition Officer, and Fire Safety Inspector providers.
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 student 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 TEST AND EVALUATION

STUDENT CONTACT HOURS

45 minutes

1. Describe the importance of the chartered fire training 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 testing.
4. Provide an overview of the Practical Skills Evaluator Course.



LIVE FIRE TRAINING AWARENESS MODULE

COURSE DESCRIPTION

This course is designed to provide fire instructors and assistant fire instructors with an overview of NFPA 1403, *Standard on Live Fire Training Evolutions*. The course addresses the dangers associated with conducting live fire training evolutions and how to conduct these evolutions in a safe and compliant manner.

PREREQUISITES

1. Student shall have successfully completed the 40 hours of instruction of adult students and basic teaching techniques and have passed the instructor methodology written examination as set forth in the "Ohio Fire and EMS Instructor Curriculum" or
2. Student shall be enrolled in an Assistant Fire Instructor Course through an Ohio chartered fire training program.

CERTIFICATION

Successful course completion fulfills the live fire training awareness module requirement for fire instructors and assistant fire instructors as set forth in Ohio Administrative Code (O.A.C.) rules 4765-24-15 (A)(3) and 4765-21-03 (B)(6).

CONTACT TIME

Lecture (Face-to-Face): 4 hours

ATTENDANCE POLICY

100% attendance required with no make-up opportunities

ADDITIONAL MATERIALS

- Provided by instructors
 - Case histories
 - NIOSH reports

COURSE CONTENT

Module 1 – NFPA 1403 Chapters 1, 2, and 3	1.0 hour
• Introduction and overview	
Module 2 – NFPA 1403 Chapter 4	1.25 hours
• General	
Module 3 – NFPA 1403 Chapters 5, 6, 7, and 8	1.0 hour
• 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	0.75 hours
• 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	

COURSE OBJECTIVES

Module 1 – Introduction and Overview

Terminal Learning Objectives (TLO) At the conclusion of this module, participants will be able to describe the purpose, scope and application of the NFPA 1403 standard to provide a process for conducting live fire training in safe facilities that minimizes health and safety hazards.

Enabling Learning Objectives (ELO)

ELO 1-1: Provide overview of NFPA 1403.

ELO 1-2: Describe the purpose, scope and application of NFPA 1403.

ELO 1-3: Explain the referenced publications applicable to NFPA 1403.

ELO 1-4: Review key definitions used in NFPA 1403.

Module 2 – NFPA 1403 Chapter 4 General

Terminal Learning Objectives (TLO) At the conclusion of this module, participants will be able to describe the various considerations regarding live fire training including: safety practices, permits required, student prerequisites, safety officer, extreme weather, Instructor-in-Charge and Instructors, Fire Control Team, personal protective clothing, communication, emergency medical services, water supply, fuel materials, parking / staging, visitors and spectators, and pre-burn plan / briefing.

Enabling Learning Objectives (ELO)

ELO 2-1: Describe the safety practices that must be followed during live fire training evolutions including impact of extreme weather.

ELO 2-2: Describe the prerequisites of a student in live fire training evolutions.

ELO 2-3: Describe the role and responsibilities of Instructor-in-Charge, Safety Officer, and Fire Control Team (Ignition Officer and Observer) for live fire training evolutions.

ELO 2-4: Describe the appropriate personal protective clothing for live fire training evolutions.

ELO 2-5: Discuss communication plan including evacuation plan as well as basic life support emergency medical services and reporting functions for live fire training evolutions.

ELO 2-6: Discuss the rate and duration of water flow necessary for each live fire training evolution including backup lines and reserves.

ELO 2-7: Recognize the fuel materials that are allowed in live fire training evolutions per 1403.

ELO 2-8: Identify all parking / staging areas as well as visitor / spectator areas needed for live fire training evolutions to ensure safety of equipment and those people not participating in evolutions.

ELO 2-9: Review pre-burn plan / briefing.

Module 3 – NFPA 1403 Chapters 5, 6, 7 and 8

Terminal Learning Objectives (TLO) At the conclusion of this module, participants will learn about what it takes to adequately prepare an acquired structure to ensure all hazards such as structural deficiencies; hazardous containers, hazardous environmental conditions, and debris have been removed and / or eliminated. In addition, participants will learn about how to ensure gas-fired and non-gas-fired live fire training structures are inspected and tested for structural integrity prior to and after completing live fire training evolutions. Finally at the conclusion of this module, participants will learn about how to safely integrate exterior live training props in the evolutions.

Enabling Learning Objectives (ELO)

ELO 3-1: Describe how to prepare an acquired structure for the live fire training evolution including hazards, utilities, and exits.

ELO 3-2: Describe how to inspect and test gas-fired live fire training structures prior to and after completing evolutions for safe conditions.

ELO 3-3: Describe how to inspect and test non-gas-fired live fire training structures prior to and after completing evolutions for safe conditions.

ELO 3-4: Describe how to integrate exterior props safely in live fire training evolutions.

Module 4 – NFPA 1403 Chapter 9 and Annexes

Terminal Learning Objectives (TLO) At the conclusion of this module, participants will be able to describe the records and reports that must be maintained on all live fire training evolutions. In addition, participants will review the additional information that is included in the annexes of NFPA 1403.

Enabling Learning Objectives (ELO)

ELO 4-1: Discuss required records and reports that must be maintained on live fire training evolutions.

ELO 4-2: Discuss how the NFPA 1403 annex materials apply to appropriate requirements in the standard including use of checklists, responsibilities of personnel, heat exhaustion and heat stroke, and additional references.



FIRE SAFETY INSPECTOR TRAINING MODULE

Student Course Contact Hours: 8 Hours

Target Audience: Candidates who have successfully completed the fire safety inspector instructor course must complete this module as outlined in Ohio Administrative Code (O.A.C.) 4765-24-16.

Roles and Responsibilities

Student Contact Hours: 60 minutes

1. Explain the roles and responsibilities of the fire program director / coordinator as they relate to program management and compliance with Ohio rule and law.
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.

Curriculum and Standards

Student Contact Hours: 30 minutes

1. Describe the importance of the Ohio Revised Code 4765.55 as it pertains to fire service training.
2. Discuss the O.A.C. Chapters 4765-20, 4765-21, 4765-22, 4765-23, 4765-24, and 4765-25 as it pertains to fire service training.
3. Discuss the national standards for firefighter training, i.e., NFPA 1072, NFPA 1001, and NFPA 1031 as they relate to Ohio fire service training.

Course Preparation and Management

Student Contact Hours: 60 minutes

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 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 safety inspector instructor during increased hazard exposure so the student understands the importance of applicable safety standards and practices.
6. Describe the requirements for the national incident management system.

Introduction to Ohio Fire Code

Student Contact Hours: 120 minutes

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 as it relates to the Ohio Fire Code.

Introduction to Ohio Building Code**Student Contact Hours: 120 minutes**

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 fire code to be created and / or modified.
4. Discuss the role 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 Ohio Laws and Administrative Rules**Student Contact Hours: 60 minutes**

1. Discuss the statues that give fire inspectors their authority.
2. Discuss the statues 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 Test and Evaluation**Student Contact Hours: 30 minutes**

Describe the importance of the chartered fire training program's security as it pertains to testing, quizzes, and practical testing processes.