

Justice Institute of British Columbia COURSE OUTLINE

Course Code:	FOCP122
Course Title:	Emergency Scene Management II
Prerequisite Courses:	FOCP112 Emergency Scene Management I, CMD110 Incident Command System Level 100, and CMD120 Incident Command
School:	School of Public Safety & Security
Division/Academy/Centre:	Fire & Safety Division
Previous Course Code & Title:	F160 Emergency Scene Management II
Course First Offered:	2009

# of Credits:	2.0
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Course Description:

This course prepares students to manage a major incident requiring multiple officers who report to the commander. Students learn how to lead multi-unit operations and deploy assigned resources in this context. This course explores advanced tactics/fire dynamics, primary command and control, ventilation, large volume structure and big box fires, Hazmat incidents, and high-rise fires.

Course Goal(s): Learners will be able to effectively manage a major emergency scene requiring multi-unit operations.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Exercise precautions to avoid injury of self, others and the environment;
2. Demonstrate the responsibilities of the incident commander at large volume structure and big box fires, Hazmat incidents and high-rise fires;
3. Develop Incident Action Plans, given a large volume structure or big box fire, a Hazmat incident, or a high-rise fire;
4. Conduct a post-incident analysis.

Course Topics/Content:

- Advanced tactics/fire dynamics
- Command & control
- Extreme fire behaviour
- Ventilation
- Managing emergency scene multi-unit operations:
 - Large volume structure and big box fires
 - Hazmat incidents
 - High-rise fires
- Post-incident analysis

Text and Resource Materials:

Required: National Fire Protection Association & International Association of Fire Chiefs. (2008). *Structural Firefighting, Strategy and Tactics*. Sudbury, MA. Jones and Bartlett.

Recommended:

National Fire Protection Association & International Association of Fire Chiefs. (2010). *Fire Officer Principles and Practice, 2nd Edition*. Sudbury, MA. Jones and Bartlett.

Brannigan, Francis L. & Corbett, Glenn P. (2008). *Brannigan's Building Construction for the Fire Service (4th Ed)*. Sudbury, MA: Jones and Bartlett Publishers.

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other: This course is a required course in the Fire Officer Certificate.				

Equivalent Course(s) within the JIBC:

None

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab	14			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	28			

Comments on Delivery Methods:

This is a four day face-to-face offering using a variety of delivery methods such as lecture, role play and simulation. Specifically, the high-rise component of the course utilizes Praxis simulation software and is held either in the Dr. Donald B. Rix Public Safety Simulation Building on the New Westminster campus, or delivered virtually. This course is offered at various locations throughout BC.

Course Grading System:

	Letter Grades	X	Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	60%
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Evaluation Activities and Weighting:

Final Exam	30%	Assignments	15%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	55%	Discussions	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

This course is one of five required courses for certification to NFPA 1021 Fire Officer II Professional Qualifications. Students are evaluated to the NFPA1021 through a final exam and simulated fire scene scenarios.

End-of-course practical evaluations (i.e., simulated fire scene scenarios) are 1.5 hours in length. Evaluations are individually scheduled and take place on one of the three (3) calendar days following course completion.

Students must receive 60% on each evaluation component to successfully complete the course. In addition, all evaluation components (i.e., final written exam, PIA assignment, and the simulation) must be completed in order to pass. Students who are unsuccessful in their first attempt in an examination will be allowed one re-write. If successful in the re-write, the candidate will achieve certification, but will only be awarded the passing grade for the course. If the student is unsuccessful in their second attempt, he/she will not be permitted to re-take the examination until he/she has taken the course again.

Other Course Guidelines, Procedures and Comments:

[Fire & Safety Division Accreditation Policies and Operational Guidelines](#) and then click on documents.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.