

Justice Institute of British Columbia COURSE OUTLINE

Course Code: FSCS130

Course Title: Fire Fighter Community Service

Prerequisite Courses:

- **Basic Fire Fighter Knowledge**
- **Intermediate Fire Fighter Knowledge**
- **Advanced Fire Fighter Knowledge**
- **ICS-100**
- **Basic Fire Fighter Skills**
- **Intermediate Fire Fighter Skills**
- **Advanced Fire Fighter Skills**

School: School of Public Safety & Security

Division/Academy/Centre: Fire & Safety Division

Previous Course Code & Title: N/A

Course First Offered: 2015

# of Credits:	0.5
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Course Description:

Gain the knowledge and skills needed to deliver sound public education within your community, and learn the how to conduct yourself professionally while acting as a representative of a Fire Department. Conduct thorough fire inspections, make assessments and prepare recommendations to ensure the risk of fire in a building is minimized. Complete a pre-incident survey and learn how to record accurate sketches or drawings.

Course Goal(s): The goal of this course is enable learners to develop additional knowledge and skills needed to meet the job performance requirements (JPRs) of the National Fire Protection Association (NFPA) 1001 *Standard for Fire Fighter Professional Qualifications* (2013 edition).

Learning Outcomes:

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

1. Perform a fire safety survey in an occupied structure. Recognize hazards, match findings to preapproved recommendations and effectively communicate these findings to the occupant.
2. Describe the steps involved in conducting a fire station tour.
3. Perform a public fire safety information presentation to station visitors and small groups.
4. Prepare a pre-incident survey by identifying the components of fire suppression and detection systems, sketch the site, buildings and special features; detect hazards and special considerations to include in the pre-incident sketch, and complete all related departmental forms.
5. Install and maintain a smoke alarm.

Course Topics/Content:

- **Fire Prevention**
- **Pre-Incident Planning**
- **Fire and Life Safety Education**

Text and Resource Materials:

International Association of Fire Chiefs, National Fire Protection Association. (2014). *Fundamentals of Fire Fighter Skills, Canadian 3rd Ed.* Burlington, MA: Jones & Bartlett Learning.

Recommended: N/A

Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC: N/A

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	3			
Simulation/Lab				
Praxis Exercise				
Practicum/Fieldwork	9			
Online				
Correspondence				
Total Class Hours	12			

Comments on Delivery Methods:

This course consists of 3 hours of lecture time followed by 9 hours of fieldwork which involves visiting various occupied buildings in order to complete fire inspections and pre-incident surveys. The student then delivers a lecture on fire safety to children from local elementary schools that are invited to the campus.

Course Grading System:

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

Passing Grade:	75%
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	100%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

This course meets International Fire Service Accreditation Congress (IFSAC) and National Board on Fire Service Professional Qualifications (Pro Board) criteria for accreditation.

Students are graded on the quality of 3 assignments. Assignments direct students to do the following:

1. Complete a pre-incident survey.
2. Conduct a fire inspection.
3. Develop and deliver a short lesson on fire safety to a small group.

Learners must achieve a minimum of 75% on all 3 performance checklists (i.e., assignments) in order to demonstrate competence.

Other Course Guidelines, Procedures and Comments:

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/about-jibc/governance/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.

Globally-Minded

Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

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 ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, 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.