

Justice Institute of British Columbia
COURSE OUTLINE

Course Code:	FSS215
Course Title:	Strategic Planning – Community Risk Reduction
Prerequisite Courses:	F276 Fire and Life Safety Educator I, S101 Fire Service Instructor
School:	School of Public Safety & Security
Division/Academy/Centre:	Fire & Safety Division
Previous Course Code & Title:	F278 Fire and Life Safety Educator II/III
Course First Offered:	2007

# of Credits:	3.0
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Course Description:

Building on skills and knowledge developed in Fire & Life Safety Educator Level I, this course is designed to enhance students' ability to create, administer and evaluate educational programs and information to meet identified community needs. Learners will establish priorities through data analysis, design education programs, prepare budgets, policies and evaluation strategies as they relate to fire and life safety education program. Learners will use their new skills to develop an education program to address a fire and life safety issue relevant to their community.

Course Goal(s): Learners will apply the principles of risk assessment, program planning, development, implementation and evaluation to effectively identify and target risks within their community.

Learning Outcomes:

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

1. Analyze local data to determine fire problems
2. Conduct a risk analysis to establish priorities
3. Develop a comprehensive educational intervention strategy to address an identified fire problem
4. Design, implement and evaluate a fire and life safety education program
5. Develop appropriate educational materials to support a fire and life safety education program
6. Plan, prepare and present a fire and life safety education budget
7. Establish a fire and life safety collaborative partnership (coalition)
8. Develop a fire and life safety education program marketing strategy
9. Propose a public policy identifying solutions to an identified fire or injury issue

Course Topics/Content:

- Section A: Program Planning
- Unit 1: Identification

- Unit 2: Selection
- Unit 3: Design
- Unit 4: Implementation
- Unit 5: Evaluation

Section B: Department Management

- Unit 1: Policy
- Unit 2: Budget
- Unit 3: Personnel Management

Text and Resource Materials:

Required:

- Powell, Pam. (2011). *Fire and Life Safety Educator*. 3rd Ed. Oklahoma: IFSTA

Recommended:

Course Level:

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

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	42			
Simulation/Lab				
Practicum/Fieldwork				
Online		42		
Correspondence				
Total Class Hours	42	42		

Comments on Delivery Methods:

Course Grading System:

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

Passing Grade:	70%
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Evaluation Activities and Weighting:

Final Exam	30%	Assignments	70%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

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/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.

Problem solving

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

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.

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.