

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

**Course Code:** S102  
**Course Title:** Fire Service Instructor II  
**Prerequisite Courses:** S101 Fire Service Instructor I  
**School:** School of Public Safety and Security  
**Division/Academy/Centre:** Fire & Safety Division  
**Previous Course Code & Title:**  
**Course First Offered:**

<b># of Credits:</b>	<b>1.0</b>
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**Course Description:**

This is a 42-hour Fire Academy accredited course with emphasis on program management, lesson development using, as core values, safety and the Incident Command System, and the development and implementation of instruments for the evaluation of subordinate Instructors. This course meets the National Fire Protection Association (NFPA) 1041 Level II Standard and the British Columbia Fire Service Instructor II Standard.

Distance Education Component: Prior to attending the classroom session, the students spend approximately 22 hours reviewing and preparing materials. This includes reading and completing the provided Student Workbook and assembling prepared materials from their own Department.

Classroom Component: Having reviewed and prepared pre-course materials, the students participate in a 20-hour classroom session, where they adapt the prepared materials for delivery and make major presentations. They also learn to perform evaluations of other Instructors.

Please Note: Students must complete the Student Workbook **prior** to the first day of the classroom session. They must also bring the required materials from their own Department in order to complete the course.

**Course Goal(s):****Learning Outcomes:**

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

1. Manage instructional resources, staff, facilities and records
2. Develop instructional materials for specific topics
3. Conduct specialized and advanced classes using a lesson plan
4. Develop a student evaluation instrument to support instruction and the evaluation of test results

**Course Topics/Content:**

- Introduction and Overview
- Program Management
  - Scheduling
  - Budgeting
  - Management of Training Resources
  - Administration of Records and Reports
  - Instructor Evaluations
- Instructional Development
  - Creating a Lesson Plan
- Instructional Delivery
  - Lesson Presentation
  - Instructional Supervision
- Evaluation and Testing
  - Test Development
  - Course Evaluations
  - Test Analysis

**Text and Resource Materials:**

**Required:**      *S102 Fire Service Instructor–II Student Binder*

**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	21			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
<b>Total Class Hours</b>				

**Comments on Delivery Methods:**
**Course Grading System:**

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

<b>Passing Grade:</b>	60%
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**Evaluation Activities and Weighting: complete the %'s which apply – total must equal 100%**

Final Exam	%	<b>Assignments</b>	50%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	<b>Practical Evaluation</b>	50%
Quizzes/Test	%	Simulations	%	Practicum	%	<b>TOTAL</b>	100%

**Comments on Evaluation Activities and Weighting:**
**Other Course Guidelines, Procedures and Comments:**

This workshop focuses primarily on the practical aspects of instructional design and delivery. The students have considerable opportunity to demonstrate proficiency in organizing training materials, platform skills and evaluation techniques. There are no written tests, but inherent in the demonstrations is an evaluation of underlying concepts.

Objectives and numbering system based on the National Fire Protection Agency Job Performance Requirements (NFPA 1041, 1996 Edition)

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.