

Online Modules

NFPA 1001 Ref: 4.1.1, 4.3.2, 4.3.3

Current Overview: Classroom: online

Practical: None

Recommendation: Classroom: Online

Practical: None

The Following modules were not covered, these modules are online lectures:

Firefighter History

Firefighter Safety

Firefighter Rehab

Response and Size up (TIMS)

Rationale for recommendation:

We are not recommending any changes to these modules

Cancer Awareness Module

NFPA 1001 Ref: 4.1.1

Current Overview: Classroom: Online

Practical: None

<https://ola.nhfa-ems.com/course/view.php?id=12>

Recommendation: Classroom: 1 hour

Practical: None

This program has been recently up-dated and we are not recommending any changes

Rationale for recommendation:

Health, Fitness & Wellness Module

NFPA 1001 Ref: 4.1.1

Current Overview: Classroom: 4 hour lecture

Practical: 4 hours

Currently we are teaching a 4 hour classroom and 4 hour practical. The course is delivered in a combined format where the instructors talk (classroom style) for a small amount of time, then work on practical skills, back and forth.

1.5 mile run; mile walk; grip strength; Pushups and Curl-ups; Flexibility.

Students also gain knowledge in BMI calculation, healthy Lifestyles, Fitness routines, and stress management. Students need to participate to pass the practical.

Recommendation: Classroom: 3 hours

Practical: 8 hours

We are recommending moving the lecture to online (nutrition, health risk assessment, mindfulness and health and wellness) and adding some pertinent videos along with online “Stress in the Emergency Services”. <https://ola.nhfa-ems.com/course/view.php?id=96>,

Online Material:

The classroom portions that should be moved online should include videos of basic exercise techniques, demonstration of the circuit, explanation of the physical assessment, nutritional information (background of nutrients, foods, menu ideas), cardiovascular training (heart rate calculations, methods of training cardio), body composition management (goal setting techniques, adding muscle, losing fat, maintaining weight, bodyfat %), the roles of peer fitness trainers and health-fitness coordinators (including mention of the IAFF wellness initiative and other reputable fitness certifications), sleep (deprivation, cycles, tips), recovery methods (stretching, yoga, meditation, mindset), changes over the lifespan (what to expect over the years of a fire service career, hormonal changes, body comp changes, mindset changes, jobs/roles changes).

Additionally, we should try to find local examples of how fitness has impacted fire service members' lives or the lives of fire service family members. These small videos should be placed intermittently to emphasize the point of why fitness and wellness is so very important.

1 hour - Pre-Participation: PAR-Q, RISKQ, resting heart rate, blood pressure, height, weight, waist-to-hip ratio

2 hours - Assessment: continue to use current assessment but give as one block in order [1) body fat% 2) grip test 3) muscle endurance 4) aerobic capacity 5) flexibility]

1 hour - Nutrition: meal planning group activity with menu packets, caloric calculations.

Lunch/break 1 hour

1 hour - Basic exercise technique: hip hinge, hip push, upper body vertical push, upper body horizontal push, upper body vertical pull, upper body horizontal pull, core stability, core flexion, core rotation, core extension (this block is to cover mechanics and technique on basic exercises that can be used to improve fitness, performance and injury prevention; on practical day, this block is used to coach the students and have them perform multiple reps or sets of each exercise; we can include some warmup/preparation drills too)

2 hours - Work Capacity: set up a course or circuit that includes stations of functional exercises to improve relevant job skills. Since limited on time and to reduce standing around, I propose that we place a student at each station and have them perform for a certain period of time then students rotate until they perform each station.

Stair step for 2 minutes; Hose drag - pull all 200 ft of 1 ¾ " hose with nozzle – walk with the hose 75' turn 90 degrees continue to walk 25' and stop inside a box and pull the remainder of the hose; Equipment Carry – two 5 gallon pails of water ¾ full, carry for 35'; modified Bear crawl – bear crawl for 35' down and back; Sludge hammer tire hit – using a minimum 8 to 10 lb slugged swinging to move a large tire 2'; Rescue drag – drag a 165 lb for 35'.

1 hour - Recovery: basic recovery techniques such as static stretching, foam rolling, yoga, meditation, etc. This is used to stress the importance of returning to baseline following a shift, fire or exercise session.

We would like to provide a pamphlet on what requirements are and some recommendation to be successful. This would be a pass/fail, students would be counseled one what is need to be successful. And after 30 day allow to retake the module.

Rationale for recommendation:

This recommendation will help students understand the importance of good physical fitness and good healthy eating habits for firefighter. As the students begin their fire training they will begin to understand why the need to be in good physical shape. Also with the rise of a suicide rate with first responders we need to provide good information to help their physical well-being.

Standard First Aid Module

NFPA 1001 Ref: 1.3.11.3.1

Current Overview: Currently we are teaching ECSI Standard First Aid. Students complete 1.5 hour of online content and 2 hour practical. The practical skills are:

Students Name	Online Classroom	Skills Comprehension Lab				
	Complete	Gloves	Bleeding	Splinting	Epi-Pen	C/I/NS/EX

Recommendation: We are not recommending any changes, this is a separate certification through ECSI.

Discussion: First Responder, EMT or Higher

PPE/SCBA Module

NFPA 1001 Ref: 4.1.2; 4.3.1; 4.5.1

Current Overview: Classroom: 4 hours

Practical: 8 hours

Currently some instructors use a power point lecture and some lecture in a lab style.

- Donning and Doffing PPE
- Donning and Doffing SCBA
- Donning PPE and SCBA
- SCBA care, maintenance, cleaning, and inspection
- Replacing cylinder
- Refilling cylinder
- Claustrophobia and Endurance Evaluation

Recommendation: Classroom: 1.5 hours

Practical: 8 hours

Lab

- Inspection PPE and SCBA
- Identification of components
- Prevention maintenance
- Decontamination

Practical

- Donning and Doffing PPE
- Donning and Doffing SCBA
 1. Over the head
 2. Coat
 - Seated
 - Standing
- Donning and Doffing Mask
- Overview of Cascade system

- Replace Cylinder
 - From someone's back
 - From the ground
- Emergency procedures
 - Mask failure
 - Low air/ no air
 - Pack failure
- Work Capacity

Rationale for recommendation:

This recommended change will allow students to become proficient with wearing their PPE/SCBA. Students should have a good understanding of the components of their PPE/SCBA and how they function. Students will be instructed to don and doff their PPE/SCBA constantly throughout the course.

Fire Department Communication Module

NFPA 1001 Ref: 4.2; 4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.3.5

Current Overview: Classroom: Online

Practical: 4 hours

Students are divided into two groups. One group visits a communications center; the second group participates in the following: Part of the students are given scenarios to utilize portable radios to communicate while others are given scenarios to receive telephone calls.

Recommendation: Classroom: 2 hours online

We are adding a video of the E911 center and local Dispatch center in lieu of a in person tour of each center.

Practical: 2 hours

Students are divided into groups. Groups will participate in the following:

- Students are given scenarios to utilize portable radios to communicate
- Students are given scenarios to receive telephone calls. Students will need to record information and relay that information and determine if the call is an emergency or non-emergency.
- Students need to recognize different evacuation signals and recognize emergency radio traffic. The student needs to have a general understanding and demonstrate the usage of personnel accountability system.

Rationale for recommendation:

Most NIOSH reports list communication as one contributing factor for fatalities or serious injuries that occur on a fire scene. Student should receive a good understanding on the flow of information from the public to the responder works. Students need to communicate effectively in an emergency situation.

Fire Behavior Module

NFPA 1001 Ref: 4.3.11

Current Overview: Classroom: Online lecture
 Practical 8 hour

Currently we are using the flashover container to develop conditions showing roll over, flame over, reading of smoke, flow paths, ventilation and its affects, and the different stages of fire. We also use a Doll house to discuss what the exterior looks like.

Recommendation: Classroom: 1 hour
 Practical: 4 hour

We are not recommending any changes to the current program. Except adding Flashover to the program.

Rationale for recommendation: This recommendation allows the students to grasp a better understanding of what is learned through the online contact and allows students to ask questions they have.

Building Construction/Utilities Module

NFPA 1001 Ref: 4.3.10

Current Overview: Classroom: 2 hour lecture/ lab

Currently some instructors use a power point lecture illustrating the different types and components of building construction. While other instructors lecture in a lab style by taking students out into down town areas to review building construction, new versus old and types.

Recommendation: Classroom: 1 hour online Building construction and 1 hour online Utilities

Practical: 4 hour

We are not recommending any changes to the current program. We are adding the Utilities practical skills to this overview sheet.

Students will be able to identify the following utilities (LPG, NG, Electrical, Photovoltaic, and water). The students need to demonstrate safety how to turn off those utilities given tools and assignments.

Utilities: Liquid Propane Gas
Natural Gas
Electrical, with generator back up
Water
Photovoltaic

Using an air monitoring device and given scenarios to demonstrate how to use the monitor, recognize, and react to alarm activation.

Rationale for recommendation: This recommendation allows instructors to adapt to the location of instruction.

Portable Fire Extinguisher Module

NFPA 1001 Ref: 4.3.16

Current Overview: Classroom: 2 hour lecture

Practical: 2 hours

Currently some instructors use a power point lecture and some lecture in a lab style.

Transporting a fire extinguisher, attack a class B fire with a portable fire extinguisher (bullex propane prop). We discuss types of fire extinguishers, inspection, usage, and labeling.

Recommendation: Classroom: Online lecture

Practical: 4 hour lab

Students will demonstrate how to extinguish a class B fire using the bullex propane prop. Students will demonstrate the types of fire extinguishers, inspection, usage, and labeling. Students will be able to operate and select the appropriate extinguisher for the type of fire. Students will be able to operate and charge an Air Pressurized Water (APW).

Rationale for recommendation:

This recommended change updates the current module to meet the standard. Provides students more opportunity for repetition.

Tools and Equipment Module

NFPA 1001 Ref: 4.3.11; 4.3.12; 4.3.14; 4.3.21; 4.5.1

Current Overview: Classroom: 4 hour lecture/ lab

Currently some instructors use a power point lecture and some instructors lecture in a lab style. Laying out all of the different tool and discussing their usage, tool types, maintain/inspection/cleaning tools and power equipment, running and usage of power equipment, and additional PPE when using power equipment

Recommendation: Classroom: 1 hour

Practical: 4 hour lab

The lab would consist of review all hand tools and power tools, making students comfortable using power tools. We would have students breach walls and floors to become more familiar with the operation of the tools. This will allow for more time on practical stations such as ventilation and salvage days. Students would document equipment maintenance and report items out of service.

Students will learn how to operate an air monitoring device, discuss the different type of sensors (O₂, CO, H₂S, HCN, and LEL). Discuss calibration and maintenance of air monitoring devices.

Rationale for recommendation:

Most students are not familiar with hand tools or power tools, this allows students who are not that familiar with these tool to have some hands on before an actual practical day such as ventilation.

Air Monitoring Module

NFPA 1001 Ref: 4.3.21

Current Overview: Classroom: None

Practical: None

This is a new addition to Chapter 4 of NFPA 1001 2019 edition

Recommendation: Classroom: Online

Practical: 0 hours (move practical skills to tools, utilities, overhaul)

Students will learn how to operate an air monitoring device, discuss the different type of sensors (O₂, CO, H₂S, HCN, and LEL). Discuss calibration and maintenance of air monitoring devices. Students will be given different scenarios to demonstrate how to use the monitoring device, recognize and react to alarm activating.

Rationale for recommendation:

Students need to have a basic understanding of using air monitoring devices to help determine proper actions to take.

Ropes and Knots Module

NFPA 1001 Ref: 4.1.2; 4.3.20; 4.5.1

Current Overview: Classroom: 2 hour lecture

Practical: 8 hours

Some instructors have changed the format to a lab based lecture where they set up tables with different type of ropes, different tied knots, rope inspection station with rope with different issues, a rope with labels which students need to move the label to appropriate location on the rope for terminology (standing, running, and working) (bight, loop, round turn), rope storage.

- Knot tying
 - Clove hitch in the open
 - Clove hitch in the closed
 - Figure 8 on a bight
 - Figure 8 follow through
 - Figure 8 bend
 - Bowline
 - Half hitch
- Hoisting
 - Hoisting an Axe
 - Hoisting a charged hose-line
 - Hoisting an uncharged hose-line
 - Hoisting a Pike pole

Recommendation: Classroom: 1 hour

Practical: 8 hours

Knot tying

- Figure 8 on a bight
- Figure 8 follow through
- Girth hitch
- Half hitch

Hoisting

- Hoisting an Axe
- Hoisting a charged and uncharged hose-line
- Hoisting a Pike pole
- Hoisting a ladder

Maintenance

- Inspection
- Cleaning
- Storage

Rationale for recommendation:

This recommended change will allow students to become proficient tying basic fire service knots. The above knots are easy to tie while wearing fire service gloves to hoist equipment when needed. If students take technical rescue courses in the future they will have a good foundation with knots.

Forcible Entry Module

NFPA 1001 Ref: 4.3.4; 4.3.9

Current Overview: Classroom: 2 hour lecture

Practical: 4 hours

Currently some instructors use a power point lecture and some instructors lecture in a lab style.

Forcing entry into an inward and outward swinging door, force entry using a K tool and unscrewing a lock, breaching a wall frame use of forcible entry tools.

Recommendation: Classroom: 1 hour

Practical: 4 hour lab

Forcing entry into an inward and outward swinging door, force entry using a K tool and unscrewing a lock, breaching a wall frame use of forcible entry tools.

Rationale for recommendation:

This recommended change updates the current module to meet the standard. Provides students more opportunity for repetition.

Ladders Module

NFPA 1001 Ref: 4.3.6; 4.3.9; 4.3.10; 4.3.11; 4.3.12; 4.5.1

Current Overview: Classroom: 4 hour lecture

Practical: 16 hours

Carries (single and extension)

Single FF carry (shoulder & suitcase)

Two FF carry (Shoulder & suitcase)

Three FF carry (shoulder, suitcase, & flat)

Four FF carry (flat arm & flat shoulder)

Throws (single and extension)

Trying of the halyard with a clove hitch

Single FF Raise (flat & Beam)

Two FF Raise (flat & Beam)

Ventilation

Rescue

Roof

Three FF Raise (flat & Beam)

Four FF Raise (flat & Beam)

Climbs (extension)

In and out of windows

Leg lock or ladder belt

Roof transition

With tools

Care, Inspection, and maintenance

Clean

Parts

Testing

Rescues

- Conscious from a window
- Unconscious from a window
- Unconscious child from a window
- Large Adult

Deploy roof ladder for ventilation

Recommendation: Classroom: 2 hours

Practical: 16 hours

Ladders I (Block 1) 8 hours

- a. Carries (single and extension)
 - i. Single FF carry (shoulder & suitcase)
 - ii. Two FF carry (Shoulder & suitcase)
 - iii. Three FF carry (shoulder, suitcase, & flat)
 - iv. Four FF carry (flat arm & flat shoulder)
- b. Throws (single and extension)
 - i. No trying of halyard
 - ii. Raises
 - 1. Single FF Raise (flat & Beam)
 - 2. Two FF Raise (flat & Beam)
 - 3. Three FF Raise (flat & Beam)
 - 4. Four FF Raise (flat & Beam)
 - iii. Ventilation
 - iv. Rescue
 - v. Roof
- c. Climbs (extension)
 - i. In and out of windows
 - ii. Leg lock or ladder belt
 - iii. Roof transition

- iv. With tools
- d. Care, Inspection, and maintenance
 - i. Clean
 - ii. Parts
 - iii. Testing

Ladder II (Block 2) 8 hours

- a. VES (Vent, Enter, Search)
 - i. Search for Victim with Obscure vision
- b. Rescues
 - i. Conscious from a window
 - ii. Unconscious from a window
- c. Ladder drag
 - i. 24' extension ladder with a roof
 - ii. Ventilation equipment
- d. Deploy roof ladder

Rationale for recommendation:

Search and Rescue Module

NFPA 1001 Ref: 4.3.9

Current Overview: Classroom: 2 hour

Practical: 8 hours

The Instructor demonstrates the following drags:

- DRD method of Firefighter rescue
- Using SCBA straps as a rescue harness
- Web Sling Drag
- Victim removal on stairways, in smoke, and using a modification of the standing drag
- Use of the Rapid Intervention SCBA connection should be addressed in the demonstration.
- An Instructor demonstrates basic search & rescue skills including navigation in limited and zero visibility environments and victim removal techniques.
- Students are led through the process of search & rescue. Students shall perform search patterns, locate exits, communicate with their partner and remove a victim.
- The evolution is performed **without** the student's face piece obscured and in an area with clear visibility. Students should be on air during this activity.

Using the wall breach prop, the student be instructed and guided in opening the wall to escape. Each student will be required to perform this skill with an unobscured face piece.

An Instructor demonstrates "Escaping from Entanglement"

Using a rope entanglement prop, the student shall negotiate the entanglement without running out of air or removing the face piece with an unobscured face piece.

Students, working in a team will conduct a search with their face pieces obscured.

The team is successful if the victim is removed and students do not perform critical errors such as standing, removal of face piece, losing their partner or running out of air. The instructor should give positive reinforcement and feedback to the students throughout the evolution.

Recommendation: Classroom: 1 hour

Practical: 8 hours

The Instructor demonstrates the following drags:

- DRD method of Firefighter rescue
- Using SCBA straps as a rescue harness
- Web Sling Drag
- Victim removal on stairways, in smoke, and using a modification of the standing drag
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The team is successful if the victim is removed and students do not perform critical errors such as standing, removal of face piece, losing their partner or running out of air. The instructor should give positive reinforcement and feedback to the students throughout the evolution.

Rationale for recommendation:

We are recommending moving the classroom to online and we are not recommending any changes to the current practical.

Ventilation Module

NFPA 1001 Ref: 4.3.11, 4.3.12, 4.5.1

Current Overview: Classroom: 2 hours

Practical: 4 hours

Working as a small team students will perform horizontal ventilation using:
Positive ventilation techniques
Negative ventilation techniques

Working as a team of two students will access the pitched roof ventilation simulator and perform the cuts required to ventilate. Using a pike pole students will clear a ceiling after cutting the ventilation hole.

Instructor shall demonstrate the use of a ladder for ventilating a window on an upper floor.

Each student shall perform a pre-use inspection, start the saw, and a return to service inspection.

Recommendation: Classroom: 1 hour

Practical: 4 hours

Working as a small team students will perform horizontal ventilation using:
Positive ventilation techniques
Negative ventilation techniques

Working as a team of two students will access the pitched roof ventilation simulator and perform the cuts required to ventilate. Using a pike pole students will clear a ceiling after cutting the ventilation hole.

Instructor shall demonstrate the use of a ladder for ventilating a window on an upper floor.

Each student shall perform a pre-use inspection, start the saw, and a return to service inspection.

Rationale for recommendation:

We are recommending moving the classroom to online and recommending no changes to the current practical.

Water Supply Module

NFPA 1001 Ref: 4.3.15

Current Overview: Classroom: 2

Practical: 4

Following an instructor demo of each component, the students shall demonstrate the following:

- Properly dress a wet hydrant
- Properly prepare a dry hydrant
- Connect wet hydrant to a pumping apparatus
- Connect dry hydrant to a pumping apparatus
- Properly set up a portable folding tank
- Pack LDH for a flat load
- Deploy LDH using a shoulder carry and working hose drag

Recommendation: Classroom: Online

Practical: 4 hours

Following an instructor demo of each component, the students shall demonstrate the following:

- Properly dress and operate a wet hydrant
- Properly prepare a dry hydrant
- Connect wet hydrant to a pumping apparatus
- Connect dry hydrant to a pumping apparatus
- Properly set up a portable folding tank
- Pack LDH for a flat load
- Deploy LDH using a shoulder carry and working hose drag
- Draft from a folding tank and transfer between two tanks**
- Properly set up a rural hitch
- Identify different types of LDH appliances

Rationale for recommendation:

We are recommending moving the classroom to online and we are not recommending any changes to the current practical.

Hose Module

NFPA 1001 Ref: 4.3.7, 4.3.8, 4.3.10

Current Overview: Classroom: 4

Practical: 20

Block 1

- Set up Port-a-tank
- Operate Fire Hydrant
- Shut Down Fire Hydrant
- Fire Hydrant: Soft Suction
- Dry Hydrant: Hard Suction
- Forward Hose Lay
- Reverse Hose Lay
- Flat hose Load
- Working Hose Drag
- Hose Shoulder Carry
- Replacing A Hose Section
- Uncoupling A Hose Using A Spanner Wrench

Block 2

- 1 FF Foot-tilt Method Coupling
- 2 FF Method Coupling
- 1 FF Knee Press Method
- 2 FF Stiff-arm Uncoupling
- Straight Hose Roll
- Single Donut Roll
- **INSTRUCTOR DEMO:** Twin Donut Roll
- **INSTRUCTOR DEMO:** Self-locking Twin Donut Roll
- Pack Minuteman Hose Load
- Advance Minuteman Hose Load
- Pack Flat Load
- Advance Flat Load
- Pack Triple Layer hose Load
- Advance Triple Layer Hose Load

Block 3

- Operate Smooth Bore Nozzle
- Operate Fog Stream Nozzle

Block 4

- Connecting To A Fire Department Connection
- Draining A Hose
- Advancing A Hose Up A Stairway
- Advancing a Hose Down A Stairway
- Advance An Uncharged Line Up A Ladder
- Operate A Hose Line From A Ladder
- Performing 1 FF Operating A 2 ½ “ Hoseline
- Performing 2 FF Operating A 2 ½ “ Hoseline
- Setting Up & Operating A Portable Monitor

Block 5

Putting all of the above skills together

Recommendation: Classroom: 1 hour Online

Lab: 4 hour

- Inspection and testing
- Couplings and coupling hose
- Construction
- Preventative Maintenance
- Replacement or Extension of a hose-line
- Instructor demo of both the flat and triple layer load

Practical 28 hours

Hose I:

- Hose rolls
 - Straight (station roll)
 - Single Donut
- Retrieving
 - Shoulder carry
 - Drain
- Hose
 - Portable monitor
 - Fire Department Connection
 -
- Loads (pack and pull)
 - 1 ¾” Minuteman
 - Pack
 - Advance
 - 2 ½” Flat
 - Pack
 - Advance
- Nozzles

- a. 1 ¾”
 - i. Smooth
 - ii. Fixed
 - iii. Automatic
- b. 2 ½”
 - i. Smooth
 - ii. Fixed
 - iii. Automatic
- F. Advancing I
 - a. Clamp slide
 - b. Knee Walk
 - c. Standing
- G. Advancing II
 - a. Uncharged
 - i. Ladder
 - ii. Rope Raise
 - b. Charged
 - i. Up stairs
 - ii. Down stairs
 - iii. Ground level
 - 1. Pinch points

Hose II:

- A. Flow Water
 - a. Advancing
 - i. Pin and hit
 - ii. Clamp slide
 - iii. Knee walk

Hose III:

Putting it all together with lots of repetitions

Rationale for recommendation:

We are recommending moving the classroom to online and we have increased the hours due to adding additional practical skills. Students also need more repetitions to become competent with the skills they are acquiring.

Fire Fighter Survival Module

NFPA 1001 Ref: 4.2.4, 4.3.5

Current Overview: Classroom: 2

Practical: 8

Working as a team students will:

- Initiate a mayday
- Perform a self-rescue
- Work through disentanglement
- Operate with vision obscured
- Conduct a search of an area
- negotiate a constructed maze
- Locate a Firefighter down
- Convert a Firefighter's SCBA into a harness
- Remove a downed firefighter to a safe environment

Students will exit the building as a team, without losing orientation, removing safety equipment, panic etc.

Recommendation: Classroom: 1 hour

Practical: 8 hours

Working as a team students will:

- Initiate a mayday
- Perform a self-rescue
- Work through disentanglement
- Operate with vision obscured
- Conduct a search of an area
- negotiate a constructed maze
- Locate a Firefighter down
- Convert a Firefighter's SCBA into a harness
- Remove a downed firefighter to a safe environment

Students will exit the building as a team, without losing orientation, removing safety equipment, panic etc.

Rationale for recommendation:

We are not recommending any changes to the current program

Salvage & Overhaul Module

NFPA 1001 Ref: 4.3.13, 4.3.14, 4.3.17, 4.3.21; 4.5.1

Current Overview: Classroom: 2

Practical: 4

Salvage:

Using a salvage cover, students will perform a single firefighter fold, 2 firefighter fold, and a 2 firefighter fold and roll. Student will deploy a salvage cover using the two firefighter fold method over furniture, pallets, boxes, or other items that are placed in the center of a room. Students shall deploy a salvage cover using the balloon toss method to cover the items in the room.

Student wearing full PPE/ SCBA, plug an operating sprinkler head (utilizing the sprinkler prop) using both a wedge and a pair of sprinkler tongs.

Student will set up lighting utilizing a portable generator and lighting equipment.
Students shall rotate through each evolution in this station

Students will construct a water chute using salvage covers to divert the water to an area designated. The student will construct a catch basin in the area designated by the Instructor to retain the water diverted by the chute.

Overhaul:

Using the wall prop, the student will open up the wall to inspect for fire extension.

The student will demonstrate proper technique for pulling a ceiling

Students will demonstrate closing and reopening an OS&Y valve and a PIV.

Recommendation: Classroom: 1 hour

Practical: 4 hours

Salvage:

Using a salvage cover, students will perform a single firefighter fold, 2 firefighter fold, and a 2 firefighter fold and roll. Student will deploy a salvage cover using the two firefighter fold method over furniture, pallets, boxes, or other items that are placed in the center of a room.

Students shall deploy a salvage cover using the balloon toss method to cover the items in the room.

Students will need to protect the area of origin for cause and determination.

Students will construct a water chute using salvage covers to divert the water to an area designated. The student will construct a catch basin in the area designated by the Instructor to retain the water diverted by the chute.

Students will demonstrate closing and reopening an OS&Y valve and a PIV

Overhaul:

Students will open up the wall and pull ceilings to inspect for fire extension. Students will recognize and preserve obvious signs of area of origin and arson.

Students will demonstrate operating air monitoring device for O₂, CO, & HCN, recognize alarms and react to the alarms.

Lighting:

Student will set up lighting utilizing a portable generator and lighting equipment.

Rationale for recommendation:

We are recommending moving the classroom to online and recommending no changes to the current practical.

Fire Suppression Module

NFPA 1001 Ref: 4.3.3; 4.3.7; 4.3.8; 4.3.10

Current Overview: Classroom: 2 hour

Practical: 16

- Automobile fires –students will need to identify, access, and control fuel leaks using a variety of tools. Using a hand-line students will demonstrate how to extinguish an automobile fire.
- Structure Fire - Using a hand-line students will demonstrate how to extinguish a fire above grade, below grade, and at grade. Using a hand-line students will demonstrate how to advance a charged and non-charged hose-line up a ladder and up & down exterior and interior stairwells. Students will need to locate and using a hand-line to demonstrate how to suppress interior wall and subfloor fires.

During this day we start to have students put together the different elements of the course (search and rescue, ventilation, laddering, and forcible entry). This allows the students to start seeing how these other modules start to work together.

Recommendation: Classroom: 1 hour Online

Practical: 16 hours

- Automobile fires –students will need to identify, access, and control fuel leaks using a variety of tools. Using a hand-line students will demonstrate how to extinguish an automobile fire and overhaul after the fire, gain access to locked trunks and engine compartments. Students need to demonstrate the ability to use PPE deploy traffic and scene control devices and operate in a protected work area as directed.
- Class A stacked or piled fire - Using a hand-line students will demonstrate how to extinguish a Class A stacked or piled fire. Students need to identify the inherent hazards related to the material configuration. Students will

need to overhaul after extinguishment, and assess patterns for origin determination.

- Structure Fire - Using a hand-line students will demonstrate how to extinguish a fire above grade, below grade, and at grade. Using a hand-line students will demonstrate how to advance a charged and non-charged hose-line up a ladder and up & down exterior and interior stairwells. Students will need to locate interior wall and subfloor fires and extinguish those using hand-lines.
 - During this day we start to have students put together the different elements of the course (search and rescue, ventilation, laddering, and forcible entry). This allows the students to start seeing how these other modules start to work together.

Rationale for recommendation:

We are recommending moving the classroom to online. We have increased the hours do to adding additional practical skills. Students also need more repetitions to become competent with the skills they are acquiring.

Hazardous Material Awareness Module

NFPA 1001 Ref: 2.2 and 4.1 (NFPA 1072)

Current Overview: Currently Hazmat Awareness is online. The amount of time a student is online is approximately 2.5 hours.

Recommendation: We are not recommending any changes, this is a separate certification.

Hazardous Material Operations Module

NFPA Ref: 2.2 and 4.1 (NFPA 1072)

Current Overview: Currently Hazmat Operations is an 8 hour classroom. Then there is an 8 hour practical.

Recommendation: We are not recommending any changes, this is a separate certification.

Basic Forestry FFI Module

NFPA 1001 Ref: 4.3.19

Current Overview: Classroom: Online through the NWCG (up to 25 hours)

4 hour review

Practical: 8 hour

- Constructing a scratch line and fire line
- Wet mop and dry mop
- Recognize hazards and mitigate the hazard (LCES and watch out situations)
- Construct a cup trench
- Retrieve hose (two different techniques)
- Use backpack pumps and tools to contain and extinguish the fire
- 4 shelter deployments
- Firing Devices
- Water drop
- Escape routes and safety zones
- Cold trailing
- Bone yarding

Recommendation: Classroom: Online (3 hours)

- PPE
- hose and appliances
- suppression
- Mop up
- Basic Concepts of ground cover fire (terminology)
- Fire Behavior and fire Weather

Practical: 9 hours

- 3 hour lab
 - Water use – hose lays, backpack pumps
 - Tools - usage, care, cleaning & maintenance, carrying
 - Instructor Demo – Firing Devices and Shelters,
 - Questions from the lessons, IRPG review
- 6 hour practical

- Constructing a scratch line and fire line
- Wet mop and dry mop
- Recognize hazards and mitigate the hazard (LCES and watch out situations)
- Construct a cup trench
- Retrieve hose (two different techniques)
- Use backpack pumps and tools to contain and extinguish the fire
- Cold trailing

Rationale for recommendation:

This recommendation is based on all the overall feedback from student evaluations, fire chiefs and instructors. The majority of the feedback we have received from students goes back more than a decade. Student have always submitted poor evaluations on the cognitive portion of the class (either classroom delivered or online) but we have always received positive evaluations on the practical component. The feedback we have received from fire chiefs have been around ensuring the students continue to have the key skills that are taught within the program. Additionally, by implementing this change we will be able to expand our instructor cadre due to not meeting the instructor requirements of NWCG.

While the current online program meets the requirements of NWCG, it significantly exceeds the requirements of NFPA 1001. Another reason for the change is it would eliminate any potential student from being ineligible to test for their Firefighter I certification due to a failure of the Wildland Firefighter I program.

Overall, based on all the information that has been provided the recommendation is to teach to the NFPA 1001 level and maintain as much of the practical skill components that most of the students and departments need.

While this change will no longer meet the NWCG requirements, we will need to find ways to fill the needs of those members who wish to travel on out-of-state fire crews. One potential way is to collaborate with Forest and Lands and schedule some NWCG Wildland Firefighter training academies to meet their needs.

T.I.M.S Module

(Traffic Incident Management System)

NFPA 1001 Ref: 4.3.3

Current Overview: New addition to the NFPA 1001 standard.

Recommended Change: Classroom: 2 hours - online

Below is a link to the online Traffic Incident Management program. You will need to register as a website user and then you'll be able to access the online modules. The program requires the following modules be completed:

- Manual on Uniform Traffic Control Devices
- Blocking Procedures at Roadway Incidents
- Advance Warning

Students will need to complete a quiz and print their certificates for each of the modules (3) and turn a copy in before the end of the course to sit for the certification exam.

<https://learning.respondersafety.com/Clusters/National-TIM-Training-Certificate.aspx>

Practical:

Complete a practical component which can be incorporated into the *car fire practical day*. Students will wear Hi-Visibility Vest while deploying cones and Emergency Drop signs for proper traffic control.

Deployed Drop
sign well before

