IDHS DIVISION OF TRAINING

FIRE OFFICER I
PRACTICAL SKILLS AND EXAMINATION HANDBOOK

FIRE OFFICER I LEAD EVALUATOR HANDBOOK FOR PRACTICAL SKILLS

Overview

This document is intended to provide guidance for Instructors and Evaluators for the Fire officer I certification. It provides detailed skill sheets for all of the associated Job Performance Requirements established in NFPA 1021 2009 Edition. There are ten skill sheets contained in this document. In addition we have created templates and scenarios that can be used by instructors and evaluators when the candidates are completing their skills. For all of the skill sheets except Section 2 & 3 of Skill Sheet#1 instructors and evaluators can use the sample forms provided by IDHS or similar forms of their choosing as long as the information contained in the forms are the same. Some of the skill sheets require that candidate use scenarios provided by IDHS and for some the evaluator can choose to design their own. It is required that all skills be completed as outlined in the skill sheets and that all students receive a passing grade before taking the written exam. Completion method is outlined in each skill sheet and shall be adhered to in order for the candidate to qualify for certification. To avoid confusion each skill sheet completion method is outlined below;

Skill Sheet#1 Section 1 – Is to be completed out of class as an assignment and the structure is of the candidates choosing.
Skill Sheet#1 Sections 2-4 – Is to be completed as an in class exercise. The structure used in the emergency scenario should be the one used in Section 1. However if necessary, the evaluator can use one of the scenarios from the FOST certification system. Details explaining this exception are located in Skill Sheet#1. It is also required that all candidates use the written IAP provided and evaluators use the provided grading sheet for Sections 2 & 3.
Skill Sheet#2 – This is to be completed as an out of class assignment and the instructor can choose to use the scenario provided or they can create their own.
Skill Sheet#3 – This is to be completed as an out of class assignment and all candidates must use the criteria outlined in the skill sheet.
Skill Sheet#4 – This is to be completed as an in class exercise and the instructor can choose to use the scenarios provided or can create their own as long as they meet the stipulations explained in the skill sheet.
Skill Sheet#5 – This is to be completed as an out of class assignment and all candidates must use the scenario provided by IDHS.
Skill Sheet#6 – This can be completed as either an in class exercise or an out of class assignment and the instructor can choose to use the scenarios provided or can create their own as long as they meet the stipulations explained in the skill sheet.
Skill Sheet#7 – This can be completed as either an in class exercise or an out of class assignment and all candidates must use the scenario provided by IDHS.
Skill Sheet#8 – This can be completed as either an in class exercise or an out of class assignment and the instructor can choose to use the scenarios provided or can create their own as long as they meet the stipulations explained in the skill sheet.

Skill Sheet#9 – This is to be completed as an out of class assignment and all candidates must use the same scenario. The instructor can use the one provided by IDHS or can create their own as long as they meet the stipulations explained in the skill sheet.

Skill Sheet#10 – This can be completed as either an in class exercise or an out of class assignment and the evaluator can choose to use the scenarios provided or can create their own as long as they meet the stipulations explained in the skill sheet.

Skill Sheet #1 – Emergency Service Delivery

This skill sheet consists of four sections that tie together pre-incident, emergency response and post incident responsibilities of the Company Officer.

Section 1 – Students are to select a structure and develop a pre-incident plan to include a plot plan, building sketch and pertinent information. A basic pre-incident plan form will be provided for the students use. However, the Lead Instructor can choose to use departmental forms as long as all students have access to all forms utilized. The pre-incident plan must be a commercial structure. It is up to the Lead Instructor to decide if the students can select their own commercial structure, assign each student a commercial structure or assign the same commercial structure to all students. This section is to be conducted as an out of classroom exercise.

Section 2 & 3 – Both sections are to be conducted simultaneously. Using a digital photo of the commercial structure from Section 1 students are to be presented with a fire scenario where they will develop and implement an Incident Action Plan. They are to act as first in arriving officer where they will assume command, give a scene size up, establish incident priorities, establish strategies and tactics make assignments for their crew and give direction for incoming units. They are to use predetermined resources that are communicated in advance by the Evaluator. This incident is designed to cover the first 15 – 30 minutes of an incident and should follow the same general design as the exercises from the Fire Officer Strategy and Tactics class. This is to be done as a one on one oral session between an evaluator and the student. The Incident Action Plan shall be a written account of what was done during the oral session. The IAP form must be the one provided by IDHS. At the conclusion of the incident the student will conduct an oral Post Incident Analysis and also complete a PIA form. The PIA form can be one provided or one used by the AHJ. If the Instructor/Evaluator is unable to convert a digital photograph into a simulated fire scene they can us one from the FOST scenarios. This is not the preferred method but can be accomplished. If this is the case the IAP will come from the scenario they completed during the in class session. They will still be required to complete a pre-plan on a commercial facility as described in Section 1. This section is to be completed as an in class exercise.

Section 4 – Students will use the incident from Sections 2 & 3 and explain what steps they would take as the Company Officer to secure the scene and preserve evidence. They will also explain the circumstances necessary to call for investigators. This will be completed in class following Section 2 & 3.

Section 1 - Emergency Service Delivery

Develop a pre-incident plan, given an assigned facility and preplanning policies, procedures, and forms, so that all required elements are identified and the approved forms are completed and processed in accordance with policies and procedures. (*NFPA 1021, 2009 Edition, 4.5.2)*

Execute routine unit-level administrative functions, given forms, and record management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures. *(NFPA 1021, 2009 Edition, 4.4.2)*

Directions

Candidate will create a pre-incident plan for a specific fire facility. Candidate will demonstrate compliance with pre-planning policies and procedures. All necessary elements of the pre-incident plan will be included in the appropriate forms or reports.

For this skills evaluation checklist, students will need:

Equipment & Materials

- Facility
- Pre-incident planning and procedures
- Pre-incident plan forms or reports
- Identification for business owners when obtaining pre-incident plan data.

Task Steps	
1.	Initiate initial contact with courtesy and professionalism
2.	Obtain cooperation by emphasizing the reasoning behind the plan
3.	Exhibit professional appearance and demeanor for the site visit
4.	Include all elements of the pre-incident plan according to policy
5.	Produce completed plan using the appropriate forms and reports • Owner/Contact Information • Detailed Drawing (floor plan, show utilities, suppression system etc...) • Plot Plan (overhead view to include hydrant locations where applicable) • Construction Details (age of structure, construction type and features) • Known Hazards (Haz-Mat storage, HVAC on roof etc...)

6.	Communicate effectively using both verbal and written methods

Section 2 - Emergency Service Delivery

Develop an initial action plan, given size up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency. (*NFPA 1021, 2009 Edition, 4.6.1)*

Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan so that resources are deployed to mitigate the situation. *(NFPA 1021, 2009 Edition, 4.6.2)*

Directions

Candidate will develop and implement an initial action plan for an emergency incident scenario. Candidate must be able to analyze emergency scene conditions, to allocate resources, communicate verbally and in writing, operate within an emergency management system, supervise and account of assigned personnel so that resources are effectively deployed to mitigate the situation. This is to be completed during an in class session as a one on one scenario with a qualified evaluator. Candidate will complete a written Incident Action Plan and will use the Practical Skills Form from the FOST certification program. Grading of this section will be accomplished by using the evaluator form from the FOST certification.

Equipment & Materials

- Emergency incident scenario including type of incident, size-up information and assigned resources.
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Task Steps	
1.	Develop and implement an effective action plan
2.	Analyze and use information gained in size-up
3.	Utilize resources in a reasonable, safe and prudent manner
4.	Maintain supervision and accountability for personnel
5.	Communicate effectively using both verbal and complete a written IAP
6.	Implement and operate within the emergency management system

Section 3 - Human Resource Management

Assign tasks or responsibilities to unit members, given an assignment at an emergency operations, so that the instructions are complete, clear and concise; safety considerations are addressed; and the desired outcomes are conveyed. (*NFPA 1021, 2009 Edition, 4.2.1)*

Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.*(NFPA 1021, 2009 Edition, 4.6.3)*

Directions

The candidate will assume the role of company officer supervising the first-due fire company at a structure fire. Candidate will assign tasks or responsibilities in a complete, clear and concise manner so that safety considerations are addressed and desired outcomes are conveyed. The candidate will then conduct a post-incident analysis of the incident using proper polices and procedures.

Task Steps	
1.	Assume command and give a thorough size up • Size of structure • Percentage of involvement • Initial assignments
2.	Determine incident priorities and initial strategic goals • Rescue • Water Supply • Fire Attack
3.	Assign tasks or responsibilities to unit members at an emergency. Give instructions that are complete, clear and concise
4.	Confirm understanding of assignments
5.	Convey desired outcomes
6.	Efficiently utilize personnel and equipment available to the company
7.	Conduct a post-incident analysis using proper policies, forms and procedures

Section 4 - Inspection and Investigation

Secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene, are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction. ***(NFPA 1021, 2009 Edition, 4.5.3)***

Candidate will assume the role of Fire Dept Officer and will use the fire scene from the previous section and will explain how they will determine fire cause, secure the scene and evidence. They will complete the required reports and demonstrate the proper procedure for calling an investigator.

For this skills evaluation checklist, students will need:

Equipment & Materials

- Real or simulated fire scene
- Reports or witness statement forms
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Task Steps	
1.	Explain how to secure the fire scene to protect evidence • Placement of barrier tape • Steps to take of protecting evidence
2.	Establish need for investigator and use proper methods to request one

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

Remember, you are an evaluator, not a trainer

Skill Sheet #2
Human Resource Management

Assign tasks or responsibilities to unit members, given an assignment under non-emergency conditions at a station or other work location, so that the instructions are complete, clear and concise; safety considerations are addressed and the desired outcomes are conveyed.(*NFPA 1021, 2009 Edition, 4.2.2)*

Coordinate the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and supervised during the completion of the assignments. (NFPA 1021, 2009 Edition; 4.2.6)

Directions

The candidate will assume the role of a company officer supervising four firefighters at a substation. The candidate will be presented with a list of daily assignments that are to be completed. The assignment will be to assign specific tasks and resources to each individual firefighter, provide for adequate supervision and safety considerations, so that the company's assignment is completed. Make a written plan of what specific tasks and resources are assigned to each firefighter. Establish an order of priority of tasks and a timeline for completion. Evaluators can choose to use the assignment provided by IDHS or create one of their own. The company will remain run-ready at all times. This assignment will be completed as an out of class exercise.

Equipment & Materials

- List of daily assignments
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Task Steps	
1.	Establish reliable method of alerting company for emergency runs
2.	Establish a priority and estimated timeline for each assignment
3.	Provides appropriate safety equipment to each member based on task
4.	Give instructions that are clear, concise and precise
5.	Efficiently utilize personnel and equipment available to the company
6.	Provide supervision of each member
7.	Create a written plan that fully accomplishes the assignment

Skill Sheet #3, Human Resource Management

Direct unit members during a training evolution, given a company training evolution and training polices and procedures, so that the evolution is performed safely, efficiently and as directed. (*NFPA 1021, 2009 Edition, 4.2.3)*

Directions

The candidate will assume the role of a company officer conducting training evolution for those under his command. The candidate will obtain or develop a training outline and lesson plan that is at least 2 hours in length and must contain at least 2 cognitive objectives and 2 psychomotor objectives. A class evaluation shall be completed by those that attended the training session. The candidate will communicate verbal instructions to the company, so that the evolution is safely and efficiently performed according to applicable policy and procedures. This assignment is to be completed outside of class and the training must be completed at your fire station. The outline, lesson plan and class evaluation must be written out and submitted in class.

Equipment & Materials

- Training Outline
- Training Audience
- Associated Training Equipment
- Training Report

Task Steps	
1.	Obtain or develop a class outline and lesson plan ensuring the objectives are clear, concise and measureable
2.	Give understandable verbal instructions to the company members
3.	Conduct the evolution in a safe and efficient manner
4.	Ensure compliance with applicable policies and procedures
5.	Maximize learning by anticipating needs or problems
6.	Address improper methods or mistakes made by company members
7.	Successfully complete the training evolution
8.	Have students complete a class evaluation

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

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Skill Sheet #4, Human Resource Management

Recommend action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, that the situation is identified and the actions taken are within the established policies and procedures.(*NFPA 1021, 2009 Edition, 4.2.4)*

Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed. *(NFPA 1021, 2009 Edition, 4.2.5)*

Directions

The candidate will assume the role of company officer. Candidate must listen carefully to determine the true nature of the problem. Candidate will determine an initial course of action (within the company officer scope of authority), explain the course of action to the member, and make appropriate verbal notification and written documentation to the company officer's next in line supervisor. This session will be completed in class as a role playing exercise. All candidates must complete two scenarios one of which shall be an incident involving critical incident stress and the other shall be conflict related. Evaluators can choose to use one of the scenarios we have provided or they can create their own as long as the intent of the standard is met.

Equipment & Materials

- Policies and Procedures
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Task Steps	
1.	Ensure the privacy of conversation between officer and subordinate
2.	Understand and apply knowledge of post-critical incident stress
3.	Demonstrate a caring, mature, and responsible attitude
4.	Adhere to applicable policies and procedures
5.	Make verbal notification to officer's supervisor as soon as possible
6.	Make a good faith written recommendation for further action

Prevent or prohibit any unsafe acts.

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Skill Sheet #5, Community and Government Relations

Initiate action on a community need, given policies and procedures, so that the need is addressed. (*NFPA 1021, 2009 Edition, 4.3.1)*

Directions

Candidate will respond to a community need concerning the development of a fire safety program for a summer camp. The candidate will answer the need accurately, courteously, and in accordance with policies and procedures. The candidate will complete a written program. The candidate shall use the assigned topic provided by IDHS. This will be accomplished as an out of class assignment.

Equipment & Materials

- Policies and Procedures
- Need Scenario

Task Steps	
1.	Demonstrate understanding/compliance with the need
2.	Respond to the community need accurately and in a timely fashion
3.	Demonstrate the ability to develop a program • Address the need • Develop the program • Ensure resources are determined • The program shall have clear objectives and are in line with the target audience

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

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Skill Sheet #6, Community and Government Relations

Initiate action to a citizen's concern, given policies and procedures to that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with. (*NFPA 1021, 2009 Edition, 4.3.2)*

Directions

The candidate will assume the role of a Company Office when a citizen comes into the fire station to file a complaint. Candidate will receive the complaint, provide an immediate verbal response to satisfy the citizen's desire that something is to be done, and follow up by initiating proper action according to policy. Candidate shall utilize policies and procedures from their department. Candidate shall provide a written report detailing how he/she will deal with the problem. Evaluators can choose to use the scenario provided or can develop their own. This can be completed as an out of class assignment or an in class exercise.

Materials needed

- A citizen concern
- Policy and procedures

Task Steps	
1.	Give serious and immediate attention to the citizen's complaint
2.	Outline the steps that would be taken to ensure a reasonable resolution • Explain the steps that will be taken to resolve the issue • Explain what will happen if the citizen is satisfied with the resolution and how a repeat occurrence will be avoided • Explain what will happen if the citizen is not satisfied with the resolution • Complete a written report of the incident

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

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Skill Sheet #7, Community and Government Relations

Respond to a public inquiry, given the policies and procedures, so that the inquiry is answered accurately, courteously and in accordance with applicable policies and procedures. (*NFPA 1021, 2009 Edition, 4.3.3)*

Directions

Candidate will assume the role of a Fire Department Officer and respond to a public inquiry. Candidate will answer the inquiry accurately, courteously, and according to established policies and procedures from the candidate's fire department. Evaluators shall use the scenario provided by IDHS. This can be completed as an out of class assignment or an in class exercise.

Materials needed

- A citizen inquiry
- Policy and procedures

Task Steps	
1.	Demonstrate understand/compliance with policies and procedures
2.	Answer the public inquiry accurately • Explain where all necessary data originated • Explain what the data reveals in relation to the inquiry • Raw data must be turned in with the project if data does not exist that is to made part of the report • If the inquiry does not result in a positive resolution explain the steps necessary to address any deficiencies noted
3.	Demonstrate effective written communication
4.	Respond to the public inquiry in a timely fashion
5.	Complete a written report that details the inquiry listing any deficiencies noted and steps to resolve them

Prevent or prohibit any unsafe acts.

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Skill Sheet #8, Administration

Recommend change to existing departmental polices and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit members. (*NFPA 1021, 2003 Edition, 4.4.1)*

Directions

Candidate shall complete a change to an existing policy. A change request shall be completed outlining what should be changed a justification for the change. The request for policy change shall be completed as an out of class assignment. Evaluator's can choose to use the policy change provided by IDHS or can create their own. Necessary policies should be from the candidates department. The candidate will then conduct training on any changes made to the policy to his/her crew. This training can be conducted as an out of class assignment at the candidate's fire station or can be accomplished as an in class exercise. If the training is to be completed as an out of class assignment then a complete report of training shall be turned in with the policy change request. Candidate will assume the role of a Company Officer providing this policy as new information to the company members.

For this skills evaluation checklist, students will need:

Equipment & Materials

- Company members
- Forms or report required by the policy
- Dept policy or procedure

Task Steps	
1.	Develop a change to an existing policy and complete a policy change request
2.	Provide adequate justification for the change
3.	Show understanding of the new policy
4.	Describe new policy in a manner understandable to the members
5.	Adequately communicate information verbally and in writing
6.	Communicate why the new policy is necessary

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

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Skill Sheet #9, Administration

Prepare a budget request, given a need and budget forms, so that the request is in the proper format and is supported with data. (*NFPA 1021, 2009 Edition, 4.4.3)*

Directions

Candidate will create a budget request using the proper forms, procedures and supporting data to be submitted to the proper budget coordinator. Evaluators shall use the budget request provided by IDHS. Candidates shall create a materials list and obtain actual pricing for the materials listed. Policies should be from the candidates department. This is to be completed as an out of class assignment.

For this skills evaluation checklist, students will need:

Equipment & Materials

- Specific facility
- Budget planning policy and procedures
- Budge forms or reports

Task Steps	
1.	Obtain proper request forms and procedures
2.	Research pricing for budget
3.	Obtain supporting data to the budget request
4.	Develop and organize an outlined budget plan
5.	Produce completed plan using the appropriate forms and reports
6.	Submit complete budge packet to proper budget coordinator

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

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Skill Sheet #10, Health and Safety

Apply safety regulations at the unit level, give safety policies and procedures, so that required reports are completed, in-service training is conducted and member responsibilities are conveyed. (*NFPA 1021, 2009 Edition, 4.7.1)*

Conduct an initial accident investigation, given an incident and investigation forms, so that the incident is documented and reports are processed in accordance with policies and procedures. (*NFPA 1021, 2009 Edition, 4.7.2)*

Candidate will assume the role of Fire Dept. Company Officer and will conduct an initial accident investigation involving a fire dept. vehicle, or personal injury. Provided with an actual or simulated accident scenario, complete required reports using the information provided in the scenario, make recommendations on preventing future similar accidents, and convey responsibility for the accident to the appropriate person, candidate will identify safety hazards or unsafe behaviors that may have contributed to the accident. Safety and Investigative policies should be from the candidates department. Evaluators can use scenarios provided by IDHS or create their own. This can be accomplished as an in class role play exercise or an out of class assignment.

For this skills evaluation checklist, students will need:

Equipment & Materials

- Safety policies and procedures
- Investigative policies and procedures
- Persons to act as witnesses if necessary
- Accident report forms
- Actual or simulated scenario complete with circumstances or witness statements to be presented as the candidate performs the investigation

Task Steps	
1.	Freeze apparatus in position to conduct investigation
2.	Make appropriate accident notifications according to policy
3.	Utilize all available resources to document accident conditions

4.	Interview witnesses, including driver/operator to obtain facts
5.	Identify factors contributing to the accident
6.	Complete appropriate forms, reports, statements per required policy

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

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