

# **Board of Firefighting Personnel Standards and Education**



## **Officers Annual In-Service Training Plan**

### **DRAFT 4**

Developed by John M. Buckman III  
Reviewed by Charlie Hefflin, John Shafer,  
Jess Roberts, Chris Walker,  
Tania Dafron, Pedro Caceres  
Nick Adams, Jim Noll, Joel Thacker,  
Dave Gammon, Dale Saucier, Robert Grady

This document provides education and training opportunities to assist local fire departments in the conduct of training for officers. This is one example of a training program to improve compliance with OSHA law. The Authority Having Jurisdiction (AHJ) under OSHA rules has a responsibility to provide annual in-service training for current officers. The specific fire departments titles associated with officers in the AHJ are not similar so it is up to AHJ in their definition of officers to determine education and training expectations.

The local training officer/training division/committee are encouraged to take these suggested topics and develop a training plan. These suggestions may be combined to develop a more comprehensive training program for local officers.

John M. Buckman III  
Section Chief  
*February 2018*

## DRAFT 4

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## **OSHA - Annual In-Service Training Expectations for Firefighters**

This document is designed as one method of complying with OSHA expectations. Local Authority Having Jurisdiction (AHJ) should modify this document to meet their fire department, community and personnel needs. Some of the training expected is based upon services provided.

OSHA requires the AHJ to provide training commensurate with duties expected to be performed prior to performing tasks associated with being a officer. OSHA further requires the AHJ to conduct annual in-service training for officers.

The chief or other person designee as part of determining local needs should conduct an assessment:

- identify audience
- learning needs
- define expectations
- identify expectations
- divide and coordinate work
- create a positive learning environment
- conduct practice training sessions
- present prototype training
- present final training
- ensure there is a transfer of information
- develop an evaluation plan
- select appropriate training methods for an organization

The AHJ may use any of these topics below delivery in person or create a blended learning delivery product. Blended learning may be new for some of the AHJ officers. Officers may need clear instructions such as the following sentence: "You are expected to read the assigned chapters and online learning modules **before** coming to class in order to be prepared to participate in these and other learning activities."

The blended learning process may include the following.

- Assign a particular chapter for AHJ officers to read
- Set a date for reading to be completed
- Request access to the learning management system from IFSTA
- Require students to complete the chapter quiz associated with the assigned reading
- Conduct a face to face training session
- During the face to face session that would last no more than 2 hours the Instructor would give the AHJ officers case studies, practices, policy and procedure discussion, activities associated with issues identified within the chapter.
- Conduct an evaluation of the students test score
- Give feedback to students on the results

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The topics below come from the IFSTA Company Officer book. The AHJ may choose one or more of the topics below and have an Instructor deliver the training in person. The Instructor should develop a class outline based upon action items associated with each identified topic below. The instructor would have to modify the IFSTA lesson plan. The action items do not use all of the items from each topic as listed in the Company Officer Book.

	<p><b>Leadership</b></p> <p>Select facts about the behavior theory of leadership.</p> <p>Identify characteristics of various situational leadership theories.</p> <p>Select facts about developing leadership skills</p> <p>Select facts about developing leadership concepts.</p> <p>Identify personality attributes needed and steps to be taken to achieve command presence.</p>
	<p><b>Supervision</b></p> <p>Distinguish between supervision and management.</p> <p>Recall the basic challenges common to most supervisory positions.</p> <p>Identify responsibilities required of a company officer to ensure an efficient and stable unit.</p>
	<p><b>Logic, Ethics and Decision-Making</b></p> <p>Identify the four types of reasoning.</p> <p>Select facts about an ethics program.</p> <p>Place in correct order the steps for dealing with ethical issues.</p> <p>Recall the elements of making a decision.</p> <p>Identify the questions of the four-way test for ethical decision-making.</p>
	<p><b>Interpersonal Communications</b></p> <p>Identify six basic elements of all forms of communications.</p> <p>Select facts about the five purposes for interpersonal communications.</p> <p>Select correct responses about the nonverbal component.</p> <p>Apply the interpersonal communication model to an emergency situation.</p> <p>Apply the interpersonal communication model to an non-emergency situation.</p>
	<p><b>Pre Incident Planning</b></p> <p>Identify different types of roofs.</p> <p>Select facts about the pre-incident survey.</p> <p>Choose correct responses about water supply information that should be gathered during a pre-incident survey.</p> <p>Select correct responses about developing preincident plans.</p>

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	<p><b>Post Incident Activities</b></p> <p>Identify characteristics of an incident report.</p> <p>Select correct responses about fire growth and development.</p> <p>Select facts about the element of a post-incident analysis and critique.</p> <p>Conduct a post incident analysis and develop a written report.</p>
	<p><b>Diversity</b></p> <p>How to use communications appropriately.</p> <p>How is communications received on the other side? Understanding the audience.</p> <p>Understanding "Different cultures like to receive information—and trust information they receive from different sources—in different ways."</p> <p>Understanding how the use of praise can be both positive and negative depending on the circumstances.</p> <p>"It's very important during recruit orientation the organizations expectations are fully explained in detail. Point out that many misconceptions about conduct in the workplace can be avoided by ensuring that rules are defined and observed</p> <p>Accepting some cultural nuances is important, but be careful not to adversely affect your existing culture by 'customizing' what is acceptable or appropriate behavior by individuals."</p> <p>Managers also need to be taught that there is an culture process and understand how that may affect employees.</p> <p>Assign mentors and take care of the spouses. Leaders need to understand the important role they play in helping a new employee become an important contributor.</p> <p>Practice open-door communication—carefully.</p> <p>Keep in mind that the best way to bridge the communication gap is to set a good example. "Do not wait for them to come through the open door, go to them. Ask them about their concerns and questions. Nothing is more credible than setting the example. An open door goes both ways."</p> <p>Play by the rules and stick to business. Finally, the best way to create an environment that people of all cultures and ethnicities can participate in is to ensure that the mission and goals are communicated clearly and that the workplace is driven by business requirements rather than personal preferences.</p> <p>"Consistency of message from the top of the organization is important to avoid conflicting agendas.</p>

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|--|
| <p>Professional Development - options</p> <ul style="list-style-type: none"> <li>• Firefighter Certification</li> <li>• Chief Fire Officer Designation</li> <li>• Chief Training Officer Designation</li> <li>• Chief EMS Designation</li> <li>• Professional Emergency Manager Credential</li> <li>• National Fire Academy</li> <li>• National Emergency Training Center</li> <li>• Emergency Management Institute</li> </ul> |
|--|

The topics below come from the IFSTA Structural Fire Fighting Initial Response Strategy and Tactics book. The AHJ may choose one or more of the topics below and have an Instructor deliver the training in person. The Instructor should develop a class outline based upon action items associated with each identified topic below. The instructor would have to modify the IFSTA lesson plan. The action items do not use all of the items from each topic as listed in the Structural Fire Fighting Initial Response Strategy and Tactics Book.

	<p><b>Fire Dynamics</b>            Identify and define terms on the physical science and explain the impact on fire dynamics            Identify the thermal energy and the impact on fire dynamics.</p>
	<p><b>Managing the Incident</b>            Describe the steps taken during sizeup.            Understand and demonstrate decision making.            Identify the components of an action plan.            Complete a written incident action plan.</p>
	<p><b>Size Up: Evaluation and Assessment</b>            Identify the factors associated with sizeup.</p>
	<p><b>Strategy</b>            Define life safety risks.            Explain the incident stabilization process.            Explain the property conservation process.</p>
	<p><b>Tactics</b>            Discuss fire behavior as it relates to strategy adn tactics.            Describe the steps taken during sizeup.</p>
	<p><b>Residential Simulation Scenarios</b>            Complete the training scenarios and develop an incident action plan as outlined in the book.</p>

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## SAFETY COURSES

	<b>OSHA General Industry Safety Course</b>
	<b>General Industry OSHA Safety Course - Leaders</b>
	<p><a href="http://www.fireengineering.com/articles/2012/03/new-free-fire-safety-officer-program-available.html">http://www.fireengineering.com/articles/2012/03/new-free-fire-safety-officer-program-available.html</a></p> <p>The <i>Fire Safety Officer: Roles and Responsibilities</i>, is now available. The program consists of a 25-minute video program and an accompanying 15-slide PowerPoint presentation.</p> <p>The program covers:</p> <ul style="list-style-type: none"><li>• What is a Safety Officer?</li><li>• Scene Safety considerations</li><li>• Special operations</li><li>• Role prior to the incident</li><li>• Role during the incident</li><li>• Challenges for the Safety Officer</li><li>• Role following the incident</li></ul> <p>Firefighters can view the video material with the PowerPoint file acting as their hard copy notes, or they can use either resource independently. The PowerPoint and video portions of the program can be used by any agency or member either as-is, or as a basis from which to construct training modules or presentations of their own.</p>
	<p><a href="https://www.fdssoa.org/online-classes/">https://www.fdssoa.org/online-classes/</a></p>
	<p><b>Firefighter Safety - Calling the Mayday</b></p> <p><a href="https://apps.usfa.fema.gov/nfacourses/catalog/details/517">https://apps.usfa.fema.gov/nfacourses/catalog/details/517</a></p> <p><b>Course description</b></p> <p>What are the mayday decision parameters for firefighters? How do we teach the mayday decision-making process to firefighters? How much mayday practice do firefighters need? This online course focuses on the ins and outs of firefighters calling a mayday.</p>

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## **ONLINE TRAINING RESOURCES**

### **Communication & Mentoring for Company Officers**

Visit the website below to access this learning opportunity.

[https://www.fireherolearningnetwork.com/Training\\_Programs/  
Communication\\_and\\_Mentoring\\_for\\_Company\\_Officers.aspx](https://www.fireherolearningnetwork.com/Training_Programs/Communication_and_Mentoring_for_Company_Officers.aspx)

Credit Hours: 1

This Self-Paced Program helps company officers understand their interpersonal communication and mentoring responsibilities. Communication takes place in many ways — between the officer and his/her crew, between officers, and between the officer and his/her superior. Knowing how to effectively communicate priorities, understand and respond to problems, and handle difficult or awkward situations at all these levels is key to being an effective officer. In the fire service, with its strong tradition of brotherhood, mentoring is another important aspect of communication and is especially critical to career and personal growth. The officer may seek mentors to further his/her own career and personal goals. The officer should also realize that he or she may be a mentor to other firefighters, whether formally or informally. Mentorship at both ends of the relationship carries with it responsibilities that must be accepted and met through words and actions. This program touches on these many aspects of communication and mentoring through the eyes of seasoned company officers.

### **Company Officer's Health & Safety Responsibilities**

Visit the website below to access this learning opportunity.

[https://www.fireherolearningnetwork.com/Training\\_Programs/  
CompanyOfficers\\_Health\\_Safety\\_Responsibilities.aspx](https://www.fireherolearningnetwork.com/Training_Programs/CompanyOfficers_Health_Safety_Responsibilities.aspx)

Credit Hours: 1

This Self-Paced Program helps company officers understand their leadership role in the fundamentals of firefighter health and safety. These fundamentals include: personal commitment to health and safety, peer to leader transition, SOP enforcement, crew resource management, Everyone Goes Home® and the 16 Firefighter Life Safety Initiatives, Courage to Be Safe®, LACK, mental health and Stress First Aid (SFA), health and safety aspects of operational decisions, and After Action Review. This program is a "survey course," meaning it discusses a wide range of topics at only the awareness level of depth. For many topics, further training and resources are recommended. For new Company Officers, this training is part of navigating the transition from firefighter to Company Officer. For existing Company Officers, this training may be undertaken at any time during their tenure.

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## **Curbside Manner: Stress First Aid for the Street**

Visit the website below to access this learning opportunity.

[https://www.fireherolearningnetwork.com/Training\\_Programs/  
Curbside\\_Manner\\_Stress\\_First\\_Aid\\_for\\_the\\_Street.aspx](https://www.fireherolearningnetwork.com/Training_Programs/Curbside_Manner_Stress_First_Aid_for_the_Street.aspx)

Credit Hours: 1

Just as doctors talk about "bedside manner" when talking to patients, the "curbside manner" of first responders really makes a difference in how people experience and process a difficult life event. This first responder training module teaches "curbside manner," a set of proven principles and actions that help first responders assist civilians in crisis by ensuring their safety, understanding their individual needs, meeting those needs, and promoting the connectedness and self-efficacy necessary for recovery. Each principle — cover, calm, connect, competence, and confidence — is first shown in action, then explained in detailed, practical language in this first responder training module.

The principles taught in *Curbside Manner* are also the core principles of the *Stress First Aid* program developed for organizational and peer support in the fire service. However, Curbside Manner differs from *Stress First Aid*. You can read about these differences in the *Student Manual* available in the Resources section of this module.

## **Taking Care of Our Own®**

Visit the website below to access this learning opportunity.

[https://www.fireherolearningnetwork.com/Training\\_Programs/Taking\\_Care\\_of\\_Our\\_Own.aspx](https://www.fireherolearningnetwork.com/Training_Programs/Taking_Care_of_Our_Own.aspx)

Credit Hours: 1

*Taking Care of Our Own®* is a self-paced, independent online module sponsored by the National Fallen Firefighters Foundation with funding support from the United States Department of Justice Bureau of Justice Assistance. This firefighter training module is designed to help you to better understand and support the needs of both family and fire service survivors after a line-of-duty death and to learn how to create a plan for your fire department in case of such an event. Everything that happens after a fatality impacts the recovery of the family members, fire department/agency members and the greater community. Having a well constructed plan in place will assure that every step of this difficult journey—from the death notification to the funeral and into the future—will be accomplished compassionately and professionally.

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## **Leadership, Accountability, Culture and Knowledge (LACK)**

Visit the website below to access this learning opportunity.

[https://www.fireherolearningnetwork.com/Training\\_Programs/  
Leadership\\_Accountability\\_Culture\\_and\\_Knowledge\\_LACK.aspx](https://www.fireherolearningnetwork.com/Training_Programs/Leadership_Accountability_Culture_and_Knowledge_LACK.aspx)

Credit Hours: 1

This module educates fire officers how to make changes in their departments that will help prevent line of duty deaths. The fire officer leadership training module begins with the devastating impact of an LODD and the surprising fact that many contributing factors to LODDs result from the fire service culture, the reinforcement of unsafe behaviors, and breakdowns in safety priorities. The module then explains how a balanced approach of leadership, accountability, culture, and knowledge can reverse these contributing factors and help prevent LODDs. In each of these four areas, the fire officer leadership training module provides practical and specific information that the fire officer can immediately implement to save firefighter lives and reduce injuries.

This module includes writing exercises throughout the presentation. While these exercises are optional, they are designed to help you get the most out of this program and provide a reference for you as you move forward with implementing what you learn in the fire officer leadership training module.

## **Fire Attack and Suppression Decision Making Scenarios**

Visit the website below to access this learning opportunity.

<https://www.fireherolearningnetwork.com/Fire-Attack-Scenarios.aspx>

To put your skills to the test and see the findings of the latest research informing fire attack and suppression decisions, log in on the left. If you are not currently registered with the Fire Hero Learning Network, [register today](#) for immediate access to the scenarios.

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## **Fire Hero Learning Network Operational Checklists**

Fireground Operational Checklists section of the Fire Hero Learning Network!

### **What are the NFFF Operational Checklists?**

Visit the website below to access this learning opportunity.

<https://www.fireherolearningnetwork.com/Checklists/Default.aspx>

Credit Hours: 0 - this section is provided for the participant to research operational checklists and determine the applicability to the local fire department.

The National Fallen Firefighters Operational Checklists project provides standard and customizable checklists for major operations conducted by fire departments. The checklists, developed by recognized experts and leaders in the fire service, detail the typical major tasks to be conducted during a particular type of operation. By using the checklists, you can help ensure that you have considered and completed all these tasks during the operation. Therefore, it is recommended that you print the checklists you create and keep a copy in each apparatus and response vehicle.

## **Firefighter Safety and Research Institute**

### **Air Entrainment by Fire Service Hose Streams**

Visit the following website to access training materials on topic identified above.

[http://di0zyw94wnben.cloudfront.net/lver08092017343257432/courses/170/730680/story\\_html5.html?lms=1](http://di0zyw94wnben.cloudfront.net/lver08092017343257432/courses/170/730680/story_html5.html?lms=1)

This online course details the results and analysis from the air entrainment testing. These tests were conducted without the presence of fire to gain a fundamental understanding of how hose streams entrain air.

### **Impact of water mapping in a room**

Visit the following website to access training materials on topic identified above.

[http://di0zyw94wnben.cloudfront.net/lver08092017343257432/courses/170/730432/story\\_html5.html?lms=1](http://di0zyw94wnben.cloudfront.net/lver08092017343257432/courses/170/730432/story_html5.html?lms=1)

## **EFFECTIVENESS OF FIRE SERVICE VERTICAL VENTILATION AND SUPPRESSION TACTICS IN SINGLE FAMILY HOMES TRAINING**

Visit the following website to access training materials on topic identified above.

<https://ulfightersafety.org/resources.html#training>

This interactive training walks learners through the research approach, experimental setup, test results, and tactical considerations derived from vertical ventilation and suppression test results. It includes an introduction to the key concepts of heat release rate, flow paths, and stages of fire development. The twelve tactical considerations

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developed from the research results are illustrated to aid the fire service with integration into their education and fire ground tactics where applicable.

### **IMPACT OF FIRE ATTACK UTILIZING INTERIOR AND EXTERIOR STREAMS ON FIREFIGHTER SAFETY AND OCCUPANT SURVIVAL - WATER MAPPING TRAINING**

Visit the following website to access training materials on topic identified above.

<https://ulfightersafety.org/resources.html#training>

This online course reviews the results of Part I of the Impact of Fire Attack Utilizing Interior and Exterior Streams on Firefighter Safety and Occupant Survival: Water Mapping. This part of the three part project details the analysis from a series of experiments, using fire service hose streams, conducted without the presence of fire, to gain a fundamental understanding of water distribution within a compartment.

### **SCIENTIFIC RESEARCH FOR THE DEVELOPMENT OF MORE EFFECTIVE TACTICS - GOVERNORS ISLAND EXPERIMENTS**

Visit the following website to access training materials on topic identified above.

<https://ulfightersafety.org/resources.html#training>

This online course serves as the culmination of the full-scale field experiments performed on Governors Island by the Fire Department of New York, NIST and UL. The interactive training takes learners through a research timeline of the previous fire dynamics research conducted by NIST and UL, all of the details that went into the tests, test results, and tactical considerations derived from the test results. This course brings science to the streets by examining two main groups of tactical considerations. The first group looks at the impact of controlling ventilation and flow paths. The second explores the use of exterior fire attack as a means to rapidly reduce the fire hazard inside the structure in order to facilitate interior fire operations. Fires were conducted within numerous 3 story residential row houses with ignition occurring in the basement, in the first floor living room and in a second floor bedroom.

### **BASEMENT FIRES - COLLAPSE HAZARDS AND FIRE DYNAMICS TRAINING**

Visit the following website to access training materials on topic identified above.

<https://ulfightersafety.org/resources.html#training>

Learn about hazards associated with the burn response of residential flooring systems. Several tactical considerations can be applied after course completion to improve firefighter safety, knowledge and decision-making in residential fire response

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Sir,

I think having the potential topics with their corresponding sites are extremely helpful.

The topics are varied, another plus.

I would only add more resources for personnel development, diversity and perhaps a fiscal topic.

Thanks for working on this important training aspect!

Have a great (and safe) day!

[See More from John Buckman](#)

This is difficult to do- as you mention- every department is different and officers may be on a apparatus or simply do inspections- a wide audience demographic.

Trying to think generically.....

Some minor capitalization and spelling errors on page 5.

(Page numbers should probably be added to the final document.)

I wonder if "Residential Scenarios" on page 5 could be a more generic action item- such as "Simulations and/or scenarios based on the AHJ community risk assessment"?

Maybe "Residential" paints the objective into a narrow corner?

What do the Credit Hours mean?

Selfishly speaking, it would be nice if all of the resources listed lined up with the IDHS course resources- example of IFSTA FOST vs. Indiana FOST. Neither is a bad program- it would just be nice if they lined up the same.

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It's interesting timing- Josh Hale from the New Haven Fire Department is hosting a 2 day Officer inservice on February 24th and 25th that lines up with some of this document. Leadership, Strategy & Tactics, Instructor CEU hours, etc. Joel Thacker, Brian Kazmierzak and Brad French all coming to present (flyer attached). He is trying to fulfill some of the OSHA and ISO requirements for Fire Officers and Instructors.

Looks like a good document.

Please let me know if you need anything else.

Chris Walker

-----Original Message-----

From: John Buckman <[johnmbuckmaniii@me.com](mailto:johnmbuckmaniii@me.com)>

To: Undisclosed recipients: ;

Sent: Thu, Feb 15, 2018 10:11 pm

Subject: OSHA required annual in-service training for officers

OSHA requires training of officers more comprehensive than firefighters. This is a template based upon a menu. The AHJ may use some of these identified topics or create their own. The AHJ is also responsible for determining how much additional training beyond firefighters is expected.

What I am asking from you is to look over this document and see if I have missed something or if you have additional ideas about what contents we could include as part of the menu. This is a BASIC concept.

Appreciate your feedback.

Please do not share this as it will not be finalized until IOSHA and the Board of Firefighting reviews and approves it in March.

John M. Buckman III

Grandfather, Husband, Photographer, Instructor, Author, Fire Chief Retired, President, International Association of Fire Chiefs 2001-2002, Chairman, Volunteer and Combination Officers Section

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[johnmbuckmaniii@me.com](mailto:johnmbuckmaniii@me.com)

The future is up to us.

I have attached the OSHA Subpart and citations for fire training that has been published since 1980. Is there a new subpart or is there just going to be intensified enforcement? Your document looks more like a strategy/tactics type of training for officers than a safety training document.

My opinion is that your document is a good resource for the FD's and is something that all officers should be required to embrace. I would like to see some reference to safety programs in the document. However, I wonder what OSHA has in mind when they state that Fire Brigade Leaders/Trainers should have a more comprehensive training than the rank and file. Safety, Strategy and tactics, etc.

I still stand by my belief that the fire service would be better served by making it mandatory that every firefighter have the 10 hour General Industry OSHA Safety Course and every Trainer and Fire Officer have the 30 hour General Industry OSHA Safety Course.

These two courses currently can all be done online or they can adapt the course to their own agency with their specific needs.

If we are going to change the safety culture of the fire departments, then we need to create that culture through safety training. Kind of reminds me of the Officer Friendly Program that was started in the EVSC in 1970. We started with the 1st graders with exposure to the Police and that they were your friend. By the time they were in high school they had a different appreciation of law enforcement.

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Same thing with FF's. Start them out with safety drilled in their heads and watch the death and injury rates drop. They are going to think before they act. Kinda gets rid of the macho hero BS. I think most fire department officers just pay lip service to safety and check the box that they have a program.

How many FD's due the annual Injury Illness Reports and post their 300A log. Its the law and most of them have never heard of it. (\$7k-\$14K) fine. This is just one example of what they would learn in the OSHA Safety Training Program. I think of the "low hanging fruit" that I see when I walk in a fire station and how much an OSHA inspection would cost that fire department.

You also may want to spell check your document. There are some "sound a likes".

Just my thoughts

- **Part Number:**

1910

- **Part Title:**

Occupational Safety and Health Standards

- **Subpart:**

L

- **Subpart Title:**sker

Fire Protection

- **Standard Number:**

[1910.156](#)

- **Title:**

Fire brigades.

- **GPO Source:**

[e-CFR](#)

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**1910.156(a)**

Scope and application -

**1910.156(a)(1)**

Scope. This section contains requirements for the organization, training, and personal protective equipment of fire brigades whenever they are established by an employer.

**1910.156(a)(2)**

Application. The requirements of this section apply to fire brigades, industrial fire departments and private or contractual type fire departments. Personal protective equipment requirements apply only to members of fire brigades performing interior structural fire fighting. The requirements of this section do not apply to airport crash rescue or forest fire fighting operations

**1910.156(c)**

Training and education.

**1910.156(c)(1)**

The employer shall provide training and education for all fire brigade members commensurate with those duties and functions that fire brigade members are expected to perform. Such training and education shall be provided to fire brigade members before they perform fire brigade emergency activities. **Fire brigade leaders and training instructors shall be provided with training and education which is more comprehensive than that provided to the general membership of the fire brigade.**

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**DRAFT 4**

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