

Basic Course Information

Semester	Fall 2014	Instructor Name	Alfredo Estrada
Course Title & #	Fire 108 Fire & Emergency Service Safety & Survival	Email	Alfredo.estradajr@imperial.edu
CRN #		Webpage (optional)	
Room	Online	Office	Room 809
Class Dates	Online	Office Hours	n/a for part-time faculty
Class Days	Online	Office Phone #	760 222-0177
Class Times	Online	Office contact if student will be out or emergency	Sara Wheat 760 355-6483
Units			

Course Description

This course introduces the basic principles and history related to the national firefighter life safety initiatives, focusing on the need for cultural and behavior change throughout the emergency services.

Student Learning Outcomes

1. Define and describe the need for cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability and personal responsibility.
2. Explain the need for enhancements of personal and organizational accountability for health and safety.
3. Define how the concepts of risk management affect strategies and tactical decision- making.
4. Describe and evaluate circumstances that might constitute an unsafe act.
5. Explain the concept of empowering all emergency services personnel to stop unsafe acts.

Course Objectives

1. Define and describe the need for a cultural and behavioral change within the emergency services relating to safety, incorporating leadership, supervision, accountability, and personal responsibility.
2. Explain the need for enhancements of personal and organizational accountability for health and safety.
3. Define how the concepts of risk management affect strategic and tactical decision making.
4. Describe and evaluate circumstances that might constitute an unsafe act.
5. Explain the concept of empowering all emergency services personnel to stop unsafe acts.
6. Validate the need for national training standards as they correlate to professional development inclusive of qualifications, certifications, and re-certifications.
7. Defend the need for annual medical evaluations and the establishment of physical fitness criteria for emergency services personnel throughout their careers.
8. Explain the vital role of local departments in national research and data collection systems.

9. Illustrate how technological advancements can produce higher levels of emergency services safety and survival.
10. Explain the importance of investigating all near-misses, injuries, and fatalities.

The objectives in this course align with the Fire and Emergency Services Higher Education (FESHE) Initiatives, as well as FESHE course objectives; What is FESHE? Working with coordinators of two- and four-year academic fire and emergency medical services (EMS) degree programs, the U. S. Fire Administration's National Fire Academy (NFA) has established the FESHE network of emergency services-related education and training providers. The FESHE mission is to:

Establish an organization of post-secondary institutions to promote higher education and to enhance the recognition of the fire and emergency services as profession to reduce loss of life and property from fire and other hazards.

The initiatives are supported by solutions identified from other industries that could be applied to fire and emergency services.

Textbooks & Other Resources or Links

Text Book: Firefighter Safety and Survival (Author Don Zimmerman)

ISBN-13: 978-1-111-30660-1

Websites: <http://www.usfa.fema.gov/index.shtm>, <http://www.fema.gov/>

Course Requirements and Instructional Methods

Students MUST complete the current version of the following courses even if they took an older version.

IS-775, EOC Management and Operations

<http://training.fema.gov/EMIWeb/IS/IS775.asp>

IS-100.b Introduction to Incident Command System, ICS-100

<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-100.b>

IS-700.a NIMS An Introduction

<http://training.fema.gov/EMIWeb/IS/is700a.asp>

National Response Framework

<http://training.fema.gov/EMIWeb/IS/IS800b.asp>

Assignments

Students will complete the following assignment activities. When completing your written assignments in either Microsoft Word or rich text format (using Times New Roman size 12 font ONLY) – not Word Perfect, use APA CITED textbook concepts to analyze the disaster response issues. If you just complete the assignments in broad terms without applying text concepts using APA citations, your grade will be significantly lower. While

older sources are fine, students must include the required number of citations from the textbook and more current sources.

APA Citations: APA citations are required for assignments. Please ensure you're familiar with the process for correctly citing sources in your course submissions.

I strongly recommend students review a grammar/writing guide prior to submitting assignments. My goal is assignments will be reviewed and grades posted within 24 hours of their submission. Assignments submitted late will have a 10 % penalty assessed for each week late. Cover, reference, appendix, and table pages DO NOT count towards the page length requirements. There is NO extra credit or makeup assignments offered in the course, so every assignment contributes to students' final course grades. Assignments MUST be posted to the BB site and do NOT get course messaged to me. I do not want a "backup" copy sent to me. Use Blackboard only – thanks!

Research Paper: **100 Points**
DUE DATE: September 28
(Found in tab labeled Assignments)

Prepare a ten-page (double-spaced) paper of any ONE of the terms (focusing on the term's disaster response implications) listed in the textbook Index pages 487-498. This assignment will ensure you become the subject matter expert on this element of the course curriculum. Please utilize at least five text citations and five citations from other sources (published after Jan. 2005) to support the discussion of the topic. Students MUST explicitly state what "term" they selected from the textbook index. If I have to guess what term, points will be lost. Using headers to break up the various section of this assignment is MANDATORY.

GROUP Research: **200 Points**
DUE DATE: Oct. 26
(Found in tab labeled Assignments)

Working as a study group member, draft a ten page (double-spaced) paper (150 earned points) AND a ten-slide PowerPoint presentation (50 earned points) addressing eliminating unsafe acts for ANY Fire Department located in Imperial County. Research the potential unsafe practices that could impact the Fire Department. Discuss how the organization should eliminate unsafe practices, and how the organization needs to create a plan to address the issues.

The assignment's objective is to help students develop their expertise for organizing disaster response operations. Please utilize at least five text citations and five citations from other sources (published after Jan. 2005) to support the discussion of the topic. Using headers to break up the various section of this assignment is MANDATORY. The Group Leader ONLY must submit the assignment and email it to me at alfredo.estradajr@imperial.edu

QUIZ	DUE DATE	
Chapter 1	August 24 th , 2014	30 Points
Chapter 2	August 31 st , 2014	30 Points
Chapter 3	September 7 th , 2014	30 Points
Chapter 4	September 14 th , 2014	20 Points
Chapter 5	September 21 st , 2014	20 Points
Chapter 6	September 28 th , 2014	20 Points

Chapter 7	October 5 th , 2014	20 Points

Mid-term Exam (Chapter 1 - 5):

90 Points

DUE DATE: No later than November 5th

(Found in tab labeled Test and Quizzes)

Complete the multiple choice, true/ false, and essay mid-term exam.

Final Research:

150 Points

DUE DATE: December 5th

(Found in tab labeled Assignments)

Prepare a ten-page (double-spaced) paper discussing how your family might have to respond to a disaster event. Be specific and address the risks, preparation efforts, but FOCUS most of your discussion on the disaster response activities protecting your family AFTER the event has happened. The discussion MUST apply two pages of discussion utilizing information from the NRF and ICS supplemental course materials. Please utilize at least five text citations and five citations from other sources (published after Jan. 2010) to support the discussion of the topic. Using headers to break up the various sections of this assignment is MANDATORY.

NOTE: Please paste the Assignment Rubric on the last page of the assignment

Final Exam (Chapters 1 - 10):

250 Points

DUE DATE: No later December 9th

Complete the multiple choice, true/ false, and essay final exam.

(Found in the tab labeled Tests and Quizzes)

Discussion Forums (# = 7 @ 30 points each)

210 Points

(Found in the tab labeled Discussion Board)

This is a Two paragraph (using CITED text concepts) reply to the discussion topic. The objective is increased student interaction/ communication discussing Firefighter Safety & Survival. Discussion forum deadlines will be posted, and there will be zero credit for replying once the discussion session has ended. There are two extra Discussion Boards in case you missed a discussion and don't want to miss out on points. **The first Discussion Board includes a self-introduction component so that students get to know each other.**

Minimum technical skills expected:

As an online student you will have a much different "classroom" experience than a traditional student. In order to ensure that you are fully prepared for your online courses, following is a list of expectations and requirements: Students in a hybrid and/or on-line program should be comfortable with and possess the following skill sets:

1. Self-discipline
2. Problem solving skills
3. Critical thinking skills
4. Enjoy communication in the written word

As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

1. Communicate via email including sending attachments
2. Navigate the World Wide Web using a Web browser such as Internet Explorer
3. Use office applications such as Microsoft Office (or similar) to create documents
4. Be willing to learn how to communicate using a discussion board and upload assignments to a classroom Web site
5. Be comfortable uploading and downloading saved files
6. Have easy access to the Internet

Announcement:

In the announcement section you will my “Welcome/Self-Introduction”. All upcoming events will be posted on a weekly basis, or as needed. Please be vigilant and monitor this section.

Prerequisite knowledge:

None

Instructors Plan for Classroom response time and feedback on assignments:

Please note that you will receive a response/feedback within 24 hours after having posted your question in the “Ask the Instructor” Discussion Board. For a faster response please feel free to text me at 760 222-0177.

Course Grading Based on Course Objectives
--

Grading scale: A = 1310 to 1000 points; B = 999 to 750 points; C = 749 to 700 points; and F = 699 to 0 points.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add a class. It is the student’s responsibility to drop or officially withdraw from the class. See General Catalog for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

Online Classroom Etiquette

Welcome to the world of online courses. This may be your first experience taking web-based courses, you may have some experience, or you may have taken a number of courses previously. Online learning is a form of social interaction, and as such, it has its own rules for interacting with others. This guide is intended to be an overview of appropriate etiquette for interaction in this online environment.

Disembodied Discussions

A key distinguishing feature of online courses is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. Keep in mind the following points:

Tone Down Your Language

Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting our statement.

In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

If someone states something you find offensive, mention it directly to the instructor. Remember the person may be new to online learning. What you find offensive may be an unintended and can be corrected by the instructor.

Test For Clarity

Messages may often appear perfectly clear to you as the student but turn out to be confusing by another reader. One way to test for clarity is to read your message aloud to see if it flows smoothly.

Be concise when possible when contributing to a discussion. If you have several points you want to make, it may be a good idea to post them individually in more focused messages rather than a single, all-encompassing message.

Think carefully about the content of your message before contributing to the discussion. Once sent to the group, there is no taking it back. Although grammar and spelling may not be graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. Acronyms and Emoticons are popular to use. Remember that online courses require professional writing. Be discerning with your use of “texting” writing.

Academic Honesty

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to 'cite a source' correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

Additional Help – Discretionary Section and Language

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- Library Services: There is more to our library than just books. You have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313, if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities, please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Anticipated Class Schedule / Calendar

Week 1 One – Due Date: Sunday

Course Introductions / Group Assignments / Syllabus Review / Blackboard Familiarization

Session 2 Due Date: Sunday

Readings – Chapter 1

Discussion Board One

Selected readings posted to Blackboard

Week 3 Due Date: Sunday

Readings - IS-700.a NIMS An Introduction

<http://training.fema.gov/EMIWeb/IS/is700a.asp>

Readings- Chapter 2

Selected readings posted to Blackboard

Week 4 Due Date: Sunday

Complete AND Submit your IS – 700 course completion certificate to BB as a mandatory non-credit assignment.

Discussion Board Two

Readings – Chapter 3

Research Paper Assignment Due

Session 5 Due Date: Sunday

Readings – Chapter 4

Selected readings posted to Blackboard

Week 6 Due Date: Sunday

Readings - IS-775, EOC Management and Operations

<http://training.fema.gov/EMIWeb/IS/IS775.asp>

Readings – Chapter 5

Discussion Board Three

Mid-term due Sunday

Week 7 Due Date: Sunday

Readings – Chapter 6

GROUP Research Assignment Due

Discussion Board Four

Week Eight Due Date: Sunday

Complete AND Submit your IS – 775 course completion certificate to BB as a mandatory non-credit assignment.

Discussion Board Five

Week Nine Due Date: Sunday

Readings – Chapter 8

Selected readings posted to Blackboard

Discussion Board Six

Week Ten Due Date: Sunday

Readings - National Response Framework (NRF)

<http://training.fema.gov/EMIWeb/IS/IS800b.asp>

Readings – Chapter 9

Discussion Board Seven

Week 11 Due Date: Sunday

Readings – Chapter 10

Complete AND Submit your NRF course completion certificate to BB as a mandatory non-credit assignment.

Final Research Assignment Due