

### Basic Course Information

Semester:	<b>Fall 2015</b>	Instructor Name:	<b>Alfredo Estrada</b>
Course Title & #:	Fire 108 Fire & Emergency Service Safety & Survival	Email:	<b>Alfredo.estradajr@imperial.edu</b>
CRN #:	10832	Webpage (optional):	
Classroom:	<b>Online</b>	Office #:	TBA
Class Dates:	<b>August 17<sup>th</sup> -Dec. 11<sup>th</sup></b>	Office Hours:	n/a for part-time faculty
Class Days:	<b>Online</b>	Office Phone #:	n/a for part-time faculty
Class Times:	Online	Emergency Contact:	Sara Wheat 760 355-6483 Alfredo Estrada 760 222-0177
Units:	3		

### 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**

#### **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!

### **Course Grading Based on Course Objectives**

**[Required Information: Provide detailed information related to grading practices and grading scale, including values and totals. Consider adding final grade calculation, rubrics, late assignment policy, and other grading practices.]**

## Attendance

**[Required Information:** *The below information is the IVC attendance policy. Use this information in addition to any specific attendance policies you have for your course.]*

- 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.

## Classroom Etiquette

**[Required Information:** *Describe your policies regarding classroom conduct. The below is suggested language and may be modified for your course.]*

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

## Online Netiquette

**[Required Information for web-enhanced, hybrid and online courses:** *Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]*

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **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 plagiarizing 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 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 Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **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. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

*[Required language.]*

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### 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/>

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### Anticipated Class Schedule/Calendar

**Discussion Forums (# = 7 @ 30 points each) 210 Points Total**  
(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.**

**Quizzes (# =10) 200 Points Total**

**Journals (# = 10) 100 Points**

Complete a one page chapter summary. The journal entry should be an overview of the main points of the chapter.

<b>Chapter Quizzes, Journal Entries &amp; Discussions</b>	<b>Due Date (ALL SPT) at 11:59pm</b>
<b>Chapter 1 (30 points) &amp; Journal Entry one (10 points)</b>	<b>August 30<sup>th</sup>, 11:59pm</b>
<b>Chapter 2 (30 points)/ Journal Entry two (10 points) &amp; Discussion 1 (30points)</b>	<b>September 6<sup>th</sup>, 11:59 pm</b>
<b>Chapter 3 (10 points) Journal Entry three (10 points)</b>	<b>September 13<sup>th</sup>, 11:59pm</b>
<b>Chapter 4 (20 points)/Journal Entry four (10 points) &amp; Discussion 2(30points)</b>	<b>September 20<sup>th</sup>, 11:59pm</b>
<b>Chapter 5 (20 points) &amp; Journal Entry five (10 points)</b>	<b>October 4<sup>th</sup>, 11:59pm</b>
<b>Chapter 6 (10 points)/ Journal Entry six (10 points) &amp; Discussion 3 (30 points)</b>	<b>October 11<sup>th</sup>, 11:59m</b>
<b>Chapter 7 (20 points)/ Journal Entry seven (10 points) &amp; Discussion 4 (30points)</b>	<b>October 18<sup>th</sup>, 11:59pm</b>
<b>Chapter 8 (20 points)/ Journal Entry eight (10 points) &amp; Discussion 5 (30 points)</b>	<b>November 8<sup>th</sup>, 11:59pm</b>
<b>Chapter 9 (20 points), Journal Entry nine (10 points) &amp; Discussion 6 (30 points)</b>	<b>November 15<sup>th</sup>, 11:59pm</b>
<b>Chapter 10 (20 points)/ Journal Entry ten (10 points) &amp; Discussion 7 (30 points)</b>	<b>December 6<sup>th</sup>, 11:59pm</b>
<b>Maximum points you can earn for quizzes= 200</b> <b>Maximum points you can earn for discussions= 210 points</b> <b>Maximum points earned for journal entries=100</b>	

**First Research Paper: 100 Points**

**DUE DATE: September 28<sup>th</sup> 11:59pm**

**(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<sup>th</sup> 11:59pm**  
**(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](mailto:alfredo.estradajr@imperial.edu)

**Mid-term Exam (Chapter 1 - 5): 90 Points**

**DUE DATE: No later than November 1<sup>st</sup> 11:59pm**  
**(Found in tab labeled Test and Quizzes)**

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

**Final Research Paper: 150 Points**

**DUE DATE: December 5<sup>th</sup> 11:59p.m.**

**(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 section 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 9<sup>th</sup> 11:59pm**

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

**(Found in the tab labeled Tests and Quizzes)**

**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.

**Summary of Total Possible Points: 1300**

- Discussions 210
- Quizzes 200
- Journals 100
- First Research Paper 100
- Group Research Paper 200
- Mid-term 90
- Final Research Paper 150
- Final Exam 250

**Optional Extra Credit:**

Students have the option to complete the current version of the following courses even if they took an older version. The completed certification must be emailed to me no later than December 1<sup>st</sup> to receive credit.

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>

**\*\*\*Tentative, subject to change without prior notice\*\*\***