

Ohio Department of Public Safety Division of Emergency Medical Services



Ohio Fire Services and EMS Instructor Training Program

Ohio Fire Safety Inspector Instructor Course Objectives

Ohio Department of Public Safety
1970 West Broad Street
P.O. Box 182073
Columbus, Ohio 43218-2073



Ohio Fire Services and EMS Instructor Training Program

Overview

The Ohio Fire and EMS Instructor Training Program contain education standards approved and adopted by the Emergency Medical, Fire, and Transportation Services Board. The instructor training program may only be offered by a Fire Charter training program or an EMS accredited institution when taught by a certified Instructor Trainer appointed by the institution's Program Director.

This course guide is intended to provide a user friendly reference for the conduct of an instructor course. When possible, each standard has been correlated to National Fire Protection Association (NFPA) standard 1451 and 2002 National EMS Instructor (NEMSI) standards. The NFPA standards are numerically identified in parenthesis (#.#.#) following the course objective. The NEMSI standards are numerically identified and *italicized* in parenthesis (#.#.#) following the course objective. It is the responsibility of the sponsoring institution's Program Director and Instructor Trainer to ensure all course content is compliant with Chapter 4765 of the Ohio Administrative Code (OAC). OAC Chapters 4765-11 and 4765-21 contain the rules pertaining to Firefighter and Fire Safety Inspector education. OAC Chapter 4765-18 contains rules pertaining to EMS education. A complete version of section 4765 of the Ohio Revised Code and chapter 4765 of the Ohio Administrative Code can be found on the Division of EMS web page, www.ems.ohio.gov.

Pre-Requisites

Fire Instructor Candidate

- Possess a current firefighter certificate in good standing;
- In the preceding 7 years, have at least 5 years of experience as a certified firefighter;
- Pass instructor knowledge examination at the firefighter II level; and
- Comply with rule OAC 4765-20-6 (A)(6) to (A)(12).

Assistant Fire Instructor Candidate

- Possess a current firefighter certificate in good standing;
- In the preceding 7 years, have at least 5 years of experience as a certified firefighter;
- Pass instructor knowledge examination at the firefighter I level; and
- Comply with rule OAC 4765-20-6 (A)(6) to (A)(12).

Fire Safety Inspector Instructor Candidate

- Possess a current fire safety inspector certificate in good standing;
- In the preceding 7 years, have at least 5 years of experience as a certified fire safety inspector;
- Pass instructor knowledge examination at the fire safety inspector level; and
- Comply with rule OAC 4765-20-6 (A)(6) to (A)(12).

EMS Instructor Candidate

- Possess a certificate as a FR, EMT-B, EMT-I, EMT-P, RN or PA;
- In the preceding 7 years, have at least 5 years of experience as a FR, EMT-B, EMT-I, EMT-P, RN or PA;
- Pass the instructor knowledge examination at the level of certification within last 3 years, (RN & PA tests at Medic level);
- Pass the practical skills exams, administered under the auspices of the sponsoring institution, at the level of certification within last 3 years, (RN & PA tests at Medic level); and
- Comply with OAC 4765-8-01 (A)(6) to (A)(12).

Assistant EMS Instructor Candidate

- Possess a certificate as a FR, EMT-B, EMT-I, EMT-P, RN or PA;
- In the preceding 5 years, have at least 3 years of experience as a FR, EMT-B, EMT-I, EMT-P, RN or PA;
- Pass the instructor knowledge examination at the level of certification within last 3 years, (RN & PA tests at Medic level);
- Pass practical skills exams, administered under the auspices of the sponsoring institution, at the level of certification within last 3 years, (RN & PA tests at Medic level); and
- Comply with OAC 4765-8-01 (A)(6) to (A)(12).

Course Content

Fire Instructor	Student Contact Hours: 60
Instruction of adult students and basic teaching techniques	40:00:00
Fire Service Training Module	4:00:00
Live Fire Training Awareness Module	4:00:00
Supervised Teaching	10:00:00
Instructional Methods Examination	2:00:00
Assistant Fire Instructor	Student Contact Hours: 8
Fire Service Training Module	4:00:00
Live Fire Training Awareness Module	4:00:00
Fire Safety Inspector Instructor	Student Contact Hours: 60
Instruction of adult students and basic teaching techniques	40:00:00
Fire Inspector Training Module	4:00:00
Live Fire Training Awareness Module	4:00:00
Supervised Teaching	10:00:00
Instructional Methods Examination	2:00:00

EMS Instructor	Student Contact Hours: 60
Instruction of adult students and basic teaching techniques	40:00:00
EMS Training Module	8:00:00
Supervised Teaching	10:00:00
Instructional Methods Examination	2:00:00

Assistant EMS Instructor	Student Contact Hours: 18
EMS Training Module	8:00:00
Supervised Teaching	10:00:00

NOTE: An individual who holds at least a baccalaureate degree in education may receive credit for the fifty hours of instruction of adult students and basic teaching techniques. All other requirements for instructor certification must be met. These individuals should be directed to the Division of EMS for prior approval.

Certification

Successful course completion fulfills the course requirement for certificates to teach as set forth in the Ohio Administrative Code Rules 4765-18-05, 4765-18-18, or 4765-21-03. Students successfully completing the Live Fire Training Operation course will be eligible to receive an Ohio Live Fire Instructor credential through the Ohio Emergency Medical Services (OEMS).

INSTRUCTOR PREPARATION

ROLES AND RESPONSIBILITIES

1. State the purpose and goals of an Instructor Training Program. (4.1.1); (1)
2. Define instructor roles. (4.1.1); (2.C3)
3. Describe the professional attributes of an instructor. (3.3.1, 3.3.6); (2.A8)
4. Describe the relationship between the Fire Services and EMS Instructor and other course participants such as the student, assistant instructor, program director, program coordinator/director and program medical director. (1.3.4, 5.2.6) (2.A7)
5. Describe sources for locating relevant educational and research materials (4.2.2); (2.C6)
6. Explain the need for a class evaluation instrument and the role of student feedback in the improvement of the instructor and course material. (5.5.3); (10.C8)

ADMINISTRATIVE ISSUES

1. Identify resources each at the local level for obtaining information on policies and procedures for Fire Services/EMS education training programs. (5.2.5); (3.C3)
2. Identify resources at the State level for obtaining information on policies and procedures for Fire Services/EMS education training programs. (1.3.5); (3.C2)
3. Discuss the importance of understanding the policies and procedures for Fire Services/EMS education training programs. (1.3.5); (3.A1)
4. Discuss the financial sources and considerations of Fire/EMS training: (5.2.3, 5.2.4); (2.C3)
5. Discuss the importance of proper training record keeping, using appropriate policies and procedures to meet local and State requirements. (2.1, 4.2.1, 5.2.5); (2.C3)
6. Discuss the importance of program record keeping relative to legal accountability and program accreditation. (4.2.1, 4.2.5, 5.2.1, 5.2.5); (2.C3)

ETHICS

1. Define ethics and describe attributes of an ethical instructor. (4.1.1, 4.2.1, 5.1.1); (5.C5)
2. Describe ways in which ethics can be incorporated into a curriculum of learning. (4.1.1, 5.1.1); (5.C7)

LEGAL ISSUES

1. Define liability, negligence and the standard of instruction. (4.1.1, 4.4.3); (4.C1)
2. Identify the areas of legal liability for the instructor, the educational institution or the department. (4.1.1, 5.2.1); (4.C2)
3. Identify risk management considerations for the student, instructor and educational institution. (4.4.2, 5.4.3); (4.C3)
4. Define procedures for notification to Risk Management/Safety Committee for the prevention and management of any and all accidents occurring during the training. (4.4.2, 5.4.3); (4.C3)
5. Explain the importance in assuring confidentiality, including FIRPA. (4.5.1, 4.5.2, 4.5.3, 5.2.5); (4.C4)
6. Identify applicable federal, state and local laws that affect a Fire and EMS Instructor and educational institution such as sexual harassment, ADA and civil rights. (1.3.5); (4.C5)
7. Explain legal considerations regarding copyright and intellectual property issues. (1.3.5); (4.C6)

PRINCIPLES OF LEARNING AND CLASSROOM MANAGEMENT

LEARNING ENVIRONMENT

1. State the importance of a positive learning environment. (4.1.1, 4.4.2); (6.C1, 6.A1)
2. Identify factors that affect learning. (4.4.2, 4.4.5, 5.3.2, 5.4.2); (6.C3, 6.A2, 6.A3)
3. Name factors that contribute to a stimulating atmosphere. (4.3.2*); (6.C4, 6.A1)
4. Discuss planning considerations to create a positive learning environment including class size, scheduling, customizing the course, materials and equipment, facilities and estimation of course cost. (4.3.2, 4.4.5, 5.2.2, 5.2.3, 5.2.4, 5.3.2, 5.3.3); (6.C1, 6.P1)

CLASSROOM MANAGEMENT

1. Explain the importance of a physical environment that is conducive to learning such as: (4.4.2); (11.C1, 11.C4)
 - a. Facility safety
 - b. Room design/setup
 - c. Lighting
 - d. Distractions
 - e. Room temperature
 - f. Special access areas
2. Discuss group dynamics and their effect on teaching and learning. (4.4.5); (11.C2, 11.C4)
3. Identify unacceptable classroom behaviors. (4.4.5); (19.C1)
4. Discuss possible causes of behavior problems. (4.4.5); (19.C3)
5. Discuss evaluation tools or mechanisms for measuring the following student behaviors: (4.4.5, 4.5.5); (12.C3)
 - a. Student punctuality, preparedness, and appropriate attire in the laboratory
 - b. Student attitude towards constructive skill performance evaluation
 - c. Student treatment of instructors, peers, and simulated laboratory session
 - d. Student willingness to learn and practice skills until mastery is achieved
6. Describe appropriate disciplinary action for unacceptable behavior. (4.4.5); (19.C5)

LEARNER CHARACTERISTICS

1. Define and describe "learning style" and learning preference." (4.4.5, 5.3.2, 5.5.2); (7.C1)
2. Define andragogy and pedagogy. (4.4.5, 5.3.2, 5.5.2); (8.C)
3. Describe characteristics of the adult learner. (4.4.5); (7.C2)
4. List and describe different learning styles present within adult students. (4.4.5); (7.C2)
5. Identify characteristics for each learning style. (4.4.5); (7.C3)
6. Identify auditory, visual, tactile and kinesthetic learning activities. (4.4.5); (7.C5)
7. Discuss how the instructor's own learning style will affect instruction. (4.4.5); (7.C7)
8. Discuss the importance of motivation in the classroom. (4.4.4, 4.4.5); (15.C1)
9. Describe techniques to build motivation in different types of students. (4.3.2, 4.4.5); (15.C5)

DOMAINS OF LEARNING

1. Identify and discuss the following learning domains: cognitive, affective and psychomotor. (5.1, 5.3.1, 5.3.2); (8.C1, 18.C2.)
2. Give examples of behaviors that exemplify the three domains of learning. (5.3.1, 5.3.2); (8.C3, 18.C3)
3. Identify the domain of learning and level of depth for a correctly written objective. (5.3.1, 5.3.2); (8.C2)
4. List classroom activities which fall within each of the three domains of learning. (5.3.1, 5.3.2); (8.C5, 18.C4)

INSTRUCTIONAL PLANNING AND DESIGN

STANDARDS AND OBJECTIVES

1. Define and describe standard, objective and performance agreement. (5.1, 5.3.1, 5.3.2); (9.C1)
2. Identify and describe the parts of an objective using an established format such as: (5.1, 5.3.1, 5.3.2); (9.C2, 9.P1)
 - a. Audience
 - b. Behavior
 - c. Condition
 - d. Degree
3. Given a standard, the student will select a Fire Services or EMS topic and write at least one objective for each domain of learning. (5.1, 5.3.1, 5.3.2); (9.P3)

PLANNING INSTRUCTION

1. Describe the following components of an instructional model: (4.1.1, 4.3.1, 4.3.2, 4.3.3, 5.1, 5.3.2, 5.3.3); (10.C2, 10.C4, 10.C7)
 - a. Needs assessment
 - b. Standards, goals and objectives
 - c. Task analysis
 - d. Lesson plan
 - e. Evaluation instruments
2. Discuss the importance of an instructional model for planning and developing training programs and lesson plans. (4.1.1, 4.2.4, 4.3.2, 4.3.3, 5.1, 5.2.2, 5.3.2, 5.3.3); (9.A1)
3. List and describe the items to consider when evaluating an intended audience. (4.1.1, 4.5.1, 5.1, 5.5.1, 5.5.2); (10.C4)
4. Discuss the use of a specific curriculum in planning objectives, strategies and evaluation. (4.1.1, 5.1); (10.C6)
5. Discuss the use of cognitive, affective and psychomotor objectives in the preparation of the instructional model. (4.1.1, 4.4.1, 4.4.5, 5.1, 5.3.2); (9.C4)
6. Given a supplied instructional model, the student will evaluate it for completeness. (4.4.1, 4.3.1, 4.3.2, 4.4.3, 5.1, 5.3.1, 5.3.2, 5.3.3); (9.P4)

LESSON PLAN DEVELOPMENT

1. Discuss the process of aligning objectives of the curriculum with the specific objectives of the lesson plan. (4.1.1, 4.3.2, 4.3.3, 5.1, 5.3.1, 5.3.2, 5.3.3); (10.C6)
2. Discuss how to use a lesson plan to present course content. (4.1.1, 4.3.1, 4.3.3, 5.1, 5.3.1, 5.3.2, 5.3.3); (10.C7)
3. Define and discuss the components of a typical lesson plan format (4.1.1, 4.3.1, 4.3.2, 4.3.3, 5.1, 5.3.1, 5.3.2, 5.3.3); (10.C2)
 - a. Preparation (Step 1)
 - i. Topic
 - ii. Audience
 - iii. Level of instruction (EMR, EMT, AEMT, P)
 - iv. Time frame
 - v. Prerequisites
 - vi. Behavioral objectives (cognitive, affective, psychomotor)
 - vii. Methods for determining the depth to which the content will be covered

- viii. Materials and equipment
- b. Presentation (Step 2)
 - i. Lesson outline
 - ii. Instructor notes and information
 - iii. References
- c. Application (Step 3)
 - i. Student activities and assignments
 - ii. Laboratory performance
 - iii. Portfolio Skill sheets
- d. Evaluation (Step 4)
 - i. Lesson summary
 - ii. Assignment(s)
- 4. Discuss methods to evaluate the effectiveness of lesson plans including: (5.3.2); (10.C8)
 - a. Formative evaluation strategies
 - b. Summative evaluation strategies
 - c. Written testing instruments
 - d. Practical skills demonstrations
- 5. Given an existing lesson plan, the student will adjust to the differences in audience learning styles and abilities and/or the instructional environment to meet the lesson objectives and ensure a safe learning environment is maintained. (4.1.1, 4.3.2, 4.4.3, 4.4.4, 4.4.5, 5.1, 5.3.1, 5.3.3); (10.P1, 10.P3)
- 6. Given a standard, audience characteristics and a lesson plan format, the student will create a lesson plan to include: (5.1, 5.3.1, 5.3.2); (10.P3)
 - a. Learning objectives
 - b. Lesson outline
 - c. Course materials
 - d. Instructional aids
 - e. Evaluation plan

INSTRUCTIONAL METHODS AND EVALUATION TECHNIQUES,

TEACHING STRATEGIES

1. Describe the following instructional styles: (4.2.2, 5.4.2); (11.C.)
 - a. Traditional lecture, discussion
 - b. Role playing, scenario
 - c. Collaborative
 - d. Distributed/Distance learning
2. Discuss the characteristics of effective communications. (4.4.4, 5.4.2); (11.C1, 11.C4)
3. Describe various questioning techniques to solicit student responses (4.4.3, 5.4.2); (14.C4)

PSYCHOMOTOR SKILLS FACILITATION (5.2, 5.4.3)

1. List and discuss the steps and logistics in planning and setting up practical skill applications for students, including instructors, evaluators, victims, equipment and facilities. (4.2.2); (13.C8)
2. List and discuss skill lesson presentation, including skill introduction, skill explanation, instructor demonstration, correction through practice and coaching, and skill repetition and mastery. (4.4.2); (17.C3, 17.C4, 17.C5)
3. Discuss how cognitive and affective knowledge integrates with psychomotor abilities in the performance of skills. (5.4.2); (17.C2)

4. Identify the importance of insuring that all participants in a practical scenario perform their given tasks in a method which emphasizes safety. (5.4.3) (17.C3, 17.P1)
5. Describe and define the importance of safely providing practical training in the low, medium and high risk environments. (5.4.3);
6. Discuss the importance of identifying and defining budgetary needs of training sessions. (5.2.3, 5.2.4)
7. Demonstrate proper facilitation technique when demonstrating Fire Services or EMS skills. (4.4.2, 5.4.2) (17.C3,17.P1)
8. Given a prepared lesson plan, the student will create a skill scenario which enhances realism. (4.4.2, 5.4.2); (17.P4)

MULTIMEDIA and INSTRUCTIONAL RESOURCES

1. Discuss the need to identify and acquire the training resources needed to effectively deliver instruction. (4.2.2, 4.2.3, 5.2.4); (10.C2)
2. Identify resource materials that can serve as stimulation and motivation for the student learner. (4.2.2); (11.C5)
3. Discuss the attributes of using multimedia in the classroom. (4.3.3*, 5.3.2, 5.4.2); (11.A3)
4. Compare multimedia tools and identify their advantages and disadvantages. (4.4.2, 5.3.3, 5.4.2); (11.C3)
5. Discuss the selection of appropriate multimedia tools for audience and lesson plan content, such as: (4.4.2, 4.4.6, 4.4.7, 5.3.3, 5.4.2); (11.A3)
 - a. Audio systems and handheld devices
 - b. Videotapes and DVDs
 - c. Electronic image board
 - d. Computer presentation and projection devices
 - e. Audience response system
 - f. Instructional simulators and models
 - g. Computer-based training, intranet and internet tools
 - h. Distance education and online learning
6. Explain the importance of a contingency plan when including the use of multimedia in the lesson plan. (4.4.4, 5.4.2); (11.C3)
7. Describe a classroom configuration for common instructional styles, such as: (4.4.2); (11.C3, 11.C4, 11.C5)
 - a. Lecture
 - b. Discussion
 - c. Small group
 - d. Demonstration, simulation
 - e. Multimedia, movies video
 - f. Scenario, role-playing
8. Given an existing lesson plan, the student will select an appropriate instructional style, teaching strategy and instructional resource and/or multimedia tool. (4.4.1, 4.4.3, 4.4.7, 5.3.3, 5.4.2); (11.P1)

TESTING AND EVALUATION

1. State the need to evaluate students. (5.5.2); (12.A1, 12.A2)
2. Discuss the methods of objective, clear, and relevant evaluation feedback which will allow the individual to make efforts to modify behavior. (4.5.5) (12.C1, 12.C2)
3. Describe the importance of timely evaluation feedback, to include test results. (4.5.5); (14.C2)
4. Discuss the effectiveness of the evaluation tool. (5.5.2) (12.C3, 12.C6, 12.C7)
5. Identify the need for maintaining the security of all testing materials. (4.5.2, 4.5.3) (12.C5)
6. Identify the following classification of tests such as: (4.5.1, 5.5.2) (12.P1)

- a. True/False
 - b. Multiple Choice
 - c. Matching
 - d. Short Answer
 - e. Essay
7. Identify and discuss alternative forms of evaluation including such as: (5.5.2) (12.C3)
 - a. Videotaping
 - b. Computer-generated test banks
 - c. Computer-based testing
 8. Identify the construction of scenario practical examinations. (5.5.2) (12.C3)
 9. Discuss and demonstrate mechanisms for evaluating student psychomotor skill performance, including step-by-step practice, supervised practice, end-product evaluation, and problems associated with over-learning. (4.5.2, 5.5.2);(17.C3,12.P2)
 10. Define the appropriate method for the administration of oral, written, or practical testing. (4.5.2, 5.5.2); (12.C3)
 11. Define the appropriate method for the grading of oral, written, or practical testing.(4.5.3, 4.5.4, 5.5.2); (12.C3)
 12. Demonstrate the ability to use 3 types of feedback appropriately. (4.5.5); (12.P1, 12.P2)

CAPSTONE REQUIREMENTS

1. The student will create a lesson plan covering a Fire Services or EMS standard and conduct a presentation using the created lesson plan that involves the utilization of multiple instructional styles, teaching methods, multimedia and psychomotor demonstration. (5.4.2); (11.P1, 11.P2)
2. The student will create appropriate evaluation instruments to assess the cognitive, affective and psychomotor learning objectives as in the created lesson plan. (5.5.2); (12.P1, 12.P3)

APPENDIX A

Ohio Fire Services and EMS Instructor Training Program

Contents

- Fire Service Training Module
- Fire Safety Inspector Training Module
- Live Fire Training Awareness Module
- Live Fire Training Operations Module

The Chartered or Accredited institution must maintain course records which demonstrate that each student, issued a certificate of completion, met all entrance requirements and successfully completed all components of the state approved course. Course records may be audited by the Division of EMS.

Ohio Fire Services and EMS Instructor Training Program

Fire Services Training Module

Student Course Contact: 4 Hours

Target Audience: Fire instructor or assistant fire instructor candidates who course must complete this module as outlined in rules 4765-11-15, 4765-21-03, and 4765-21-05 of the Administrative Code.

Roles and Responsibilities

Student Contact Hours: 1 hour

1. Explain the roles and responsibilities of the fire program director/coordinator as they relate to program management and compliance with Ohio rule and law.
2. Explain the roles and responsibilities of the Fire Instructor, Assistant Fire Instructor, and guest lecturers as they relate to supervision, instruction, and records management.
3. Describe the importance of professional development through continuing education, conference offering and formal academic coursework.
4. Discuss and outline the initial certification application requirements for Volunteer, Firefighter I, Firefighter II, and Fire Safety Inspector candidates.

Fire Curriculum and Fire Standards

Student Contact Hours: 45 minutes

1. Describe the importance of the Ohio Revised Code 4765.55 as it pertains to fire service training.
2. Discuss the Ohio Administrative Code Chapters 4765-11, 4765-20, 4765-21, 4765-22, and 4765-23 as it pertains to fire service training.
3. Discuss the national standards for firefighter training, i.e. NFPA 472, NFPA 1001, NFPA 1002, NFPA 1031, NFPA 1403, and NFPA 1451 as they relate to Ohio fire service training.

Fire Course Preparation and Management

Student Contact Hours: 1 hour 30 minutes

1. Review the current curriculum for Volunteer Firefighter, Firefighter I, Firefighter II, and Fire Safety Inspector provider.
2. Discuss the procedures for organizing and preparing curriculum materials and resources for use in initial fire certification courses.
3. Identify training aids commonly accessible to fire instructors and discuss best practices, equipment costs and equipment maintenance.
4. Identify various educational resources such as Firehouse, International Society of Fire Service Instructors, Ohio Society of Fire Service Instructors, online webs sites, texts, other print material, etc.
5. Explain the setting, planning, and safety of the fire instructor during increased hazard exposure so the student understands the importance of applicable safety standards and practices.
6. Describe the requirements for the national incident management system.
7. Describe nonstructural and technical training evolutions.

Fire Test and Evaluation

Student Contact Hours: 45 minutes

1. Describe the importance of the charter program's security as it pertains to testing, quizzes, and practical testing processes.
2. Compare the roles and responsibilities of a Skills Coordinator/Skills Evaluator, as related to fire testing procedures and protocols.
3. Discuss the policy and procedures for conducting the Ohio practical skills testing.

Fire Safety Inspector Training Module

Student Course Contact: 8 Hours

Target Audience: Fire safety inspector instructor candidates who course must complete this module as outlined in rule 4765-11-16 of the Administrative Code.

Roles and Responsibilities

Student Contact Hours: 60 minutes

1. Explain the roles and responsibilities of the fire program director/coordinator as they relate to program management and compliance with Ohio rule and law.
2. Explain the roles and responsibilities of the Fire Safety Inspector Instructor as they relate to supervision, instruction, and records management.
3. Describe the importance of professional development through continuing education, conference offering, and formal academic coursework.
4. Discuss and outline the initial certification application requirements for a Fire Safety Inspector candidate.

Fire Curriculum and Fire Standards

Student Contact Hours: 30 minutes

1. Describe the importance of the Ohio Revised Code 4765.55 as it pertains to fire service training.
2. Discuss the Ohio Administrative Code Chapters 4765-11, 4765-20, 4765-21, 4765-22, and 4765-23 as it pertains to fire service training.
3. Discuss the national standards for firefighter training, i.e. NFPA 472, NFPA 1001, and NFPA 1031 as they relate to Ohio fire service training.

Fire Course Preparation and Management

Student Contact Hours: 60 minutes

1. Review the current curriculum for Fire Safety Inspector provider.
2. Discuss the procedures for organizing and preparing curriculum materials and resources for use in initial fire safety Inspector certification courses.
3. Identify training aids commonly accessible to fire safety inspector instructors and discuss best practices, equipment costs and maintaining equipment.
4. Identify various educational resources such as Firehouse, International Society of Fire Service Instructor, Ohio Society of Fire Service Instructors, online webs sites, texts, other print material, etc.
5. Explain the setting, planning, and safety of fire safety inspector instructor during increased hazard exposure so the student understands the importance of applicable safety standards and practices.
6. Describe the requirements for the national incident management system.

Introduction to Ohio Fire Code

Student Contact Hours: 120 minutes

1. Discuss the administration of the Ohio Fire Code.
2. Discuss the applicability of the Ohio Fire Code.
3. Explain the rules that allow for the fire code to be created and/or modified.
4. Discuss the rules that govern the role and responsibilities of the fire safety inspector .
5. Explain the use of the reference standards.
6. Describe the chapters, index, references standards, and table of contents.
7. Discuss the role of the International Code Council as it relates to the Ohio Fire Code.

Introduction to Ohio Building Code**Student Contact Hours: 120 minutes**

1. Discuss the administration of the Ohio Building Code.
2. Discuss the applicability of the Ohio Building Code.
3. Explain the rules that allow for the building code to be created and/or modified.
4. Discuss the role of the fire safety inspector and building inspector that allow them to conduct their job responsibilities.
5. Explain the use of the reference standards.
6. Describe the chapters, index, references standards, and table of contents.
7. Discuss the role of the International Code Council as it relates to the Ohio Building Code.

Introduction Ohio Laws and Administrative Rules**Student Contact Hours: 60 minutes**

1. Discuss the statues that give fire inspector their authority.
2. Discuss the statues that authorize the fire code to be created.
3. Discuss the State of Ohio citations and appeal process.
4. Explain the roles of the Ohio Division of State Fire Marshal.

Fire Test and Evaluation**Student Contact Hours: 30 minutes**

1. Describe the importance of the charter program's security as it pertains to testing, quizzes, and practical testing processes.

Ohio Fire Services and EMS Instructor Training Program

Live Fire Training Awareness Module

Student Course Contact: 4 Hours

Target Audience: Fire instructor or assistant fire instructor candidates who must complete this module as outlined in rules 4765-11-15, 4765-21-03, and 4765-21-05 of the Administrative Code.

Course Description

This course is designed to provide fire instructors and assistant fire instructors with an overview of how to plan and conduct live fire training evolutions in a safe and compliant manner. It addresses the problems associated with conducting live fire training evolutions and how we in the fire service can begin to build a culture of safety in our training programs. The course reviews legal aspects that must be considered when conducting live fire training and presents an educational philosophy that must be accepted to change attitudes about training in the fire service. The course includes an overview of NFPA 1403, Standard on Live Fire Training Evolutions. The course is not intended to provide the skills or knowledge necessary to participate in live fire training evolutions, but serves as a prerequisite for the Live Fire Training Operations Course, designed for fire instructors and assistant fire instructors who will be planning, conducting, and participating in live fire training evolutions.

Pre-requisites

This course has no pre-requisites.

Certification

Successful course completion fulfills the live fire training course requirement for fire instructors and assistant fire instructors as set forth in the Ohio Administrative Code Rule 4765-11-15 (A)(3) and 4765-21-03 (B)(6).

Attendance Policy

100% attendance required with no make-up opportunities

Additional Materials

- Provided by instructors
 - Florida Hand-outs
 - NIOSH reports; case history

Course Objectives

Students shall be provided with:

- Information on the history of live fire training evolutions
- Review of live fire training evolution incidents
- Information on live fire training legal considerations
- Information on preparation and training of live fire evolution instructors
- Pre-requisites to becoming a live fire training instructor
- An overview of the fundamental elements of the NFPA 1403, Standard on Live Fire Training Evolutions, including how to use NFPA 1403
- An understanding of the impact of NFPA 1403 on live fire training
- Information on the effects of live fire training on firefighter physiology
- The fundamental elements of planning for live fire training

Course Content

Introduction, Orientation, and Administration
History of live fire training/review of live fire training incidents
Legal Considerations
Preparing and training live fire instructors
Live fire training instructor pre-requisites
NFPA 1403 Overview
Impact of NFPA 1403 on live fire training
Effects of live fire training on firefighter physiology
Fundamental elements of planning for live fire training
Course Review

Student Contact Hours

10:00 minutes
40:00 minutes
15:00 minutes
30:00 minutes
15:00 minutes
40:00 minutes
15:00 minutes
30:00 minutes
30:00 minutes
15:00 minutes

Ohio Fire Services and EMS Instructor Training Program

Live Fire Training Operations Module

Student Course Contact: 24 Hours

Target Audience: Fire instructor or assistant fire instructor candidates who wishes to provide live fire training instruction must complete this module as outlined in rules 4765-21-03, and 4765-21-05 of the Administrative Code.

Course Description

NFPA 1403, Standard on Live Fire Training Evolutions in Structures involves specific requirements for pre-requisite training, evolution planning, development, implementation, supervision & management oversight, monitoring and records management of live fire training evolutions in acquired structures, training center burn buildings and exterior fire evolutions of a variety of types.

This course will provide students with an introduction to the necessary knowledge and tools to properly prepare and conduct live fire training evolutions. The course includes an in-depth analysis of NFPA 1403, addressing evolutions at acquired structures, traditional county or town training centers, gas fired training buildings and exterior props, vehicle fires and exterior class B fires.

The course is broken up into two parts, not to exceed a total of twenty-four (24) course hours. The first part of the training includes extensive classroom activities, including scenario-based learning, group problem-solving/planning, and lecture, culminating in a written examination. The second part of the training includes a live fire training practical where students can put into practice the knowledge learned during the classroom portion of the course. The course concludes with a post-evolution debriefing. The combination of classroom and practical activities allows participants to apply the knowledge of the applicable standards to live fire training activities.

Pre-requisites

- Ohio certification as a Fire Instructor or Assistant Fire Instructor
- Successful completion of the Ohio Live Fire Training Awareness Course

Certification

Successful course completion fulfills the live fire training course requirement for fire instructors and assistant fire instructors as set forth in the Ohio Administrative Code Rules 4765-21-03(C), 4765-21-05(J), 4765-21-07(B), 4765-21-08(B), 4765-21-09(B), and 4765-21-12(E).

Students successfully completing the course will be eligible to receive an Ohio Live Fire Instructor credential through the Ohio Emergency Medical Services (OEMS).

Attendance Policy

100% attendance required with no make-up opportunities

Additional Materials

- Textbook: Live Fire Training Principles and Practice, Jones & Bartlett Learning
- Provided by instructors
 - Florida Hand-outs
 - NIOSH reports; case history

Course Objectives

Students shall be provided with:

- Information on the history of live fire training evolutions
- Review of live fire training evolution incidents
- Information on live fire training legal considerations
- Information on preparation and training of live fire evolution instructors
- Pre-requisites to becoming a live fire training instructor
- Comprehensive review of the fundamental elements of the NFPA 1403, Standard on Live Fire Training Evolutions, including how to use NFPA 1403
- An understanding of the impact of NFPA 1403 on live fire training
- Information on the effects of live fire training on firefighter physiology
- The fundamental elements of planning for live fire training
- Information on live burn evolutions in acquired structures
- Information on live burn evolutions in gas-fire and non-gas-fired structures
- Information on nonstructural training props

Course Content

Day One – Classroom

Introduction, Orientation, and Administration

History of live fire training/review of live fire training incidents/Case study

Legal Considerations

Preparing and training live fire instructors

Live fire training instructor pre-requisites

Impact of NFPA 1403 on live fire training

Effects of live fire training on firefighter physiology

Overview of NFPA 1403

Fundamental elements of planning for live fire training

Acquired Structures

Gas-fired and non-gas-fire structures

Nonstructural training props

Live fire training evolutions

Review

Written examination

Student Contact Hours

8 Hours

20:00 minutes

60:00 minutes

20:00 minutes

20:00 minutes

20:00 minutes

20:00 minutes

20:00 minutes

30:00 minutes

40:00 minutes

40:00 minutes

40:00 minutes

40:00 minutes

40:00 minutes

20:00 minutes

50:00 minutes

Day Two - Practical Activities

Live Fire Training: Acquired structure planning and preparation.

8 Hours

Day Three - Practical Activities

Live Fire Training: Gas-fired and on-gas-fired structure planning and preparation

Final examination and course recap.

8 Hours

APPENDIX B

Ohio Fire Services and EMS Instructor Training Program

Contents

- EMS Training Module
- EMS Instructor Practical Pretest Examination

The Chartered or Accredited institution must maintain course records which demonstrate that each student, issued a certificate of completion, met all entrance requirements and successfully completed all components of the state approved course. Course records may be audited by the Division of EMS.

Ohio Fire Services and EMS Instructor Training Program

EMS Training Module

Instructor Training Specific to the Field of EMS Student Course Contact: 8 Hours

Target Audience: EMS instructor or assistant EMS instructor candidates who must complete this module as outlined in rules 4765-18-05 and 4765-18-15 of the Administrative Code.

EMS Education Standards:

1. Complete the *EMS Instructor Orientation* presentation provided by the Ohio Division of EMS. www.ems.ohio.gov
2. Explain the roles and responsibilities of the EMS program director/coordinator as they relate to program management and compliance with Ohio rule and law.
3. Compare the roles and responsibilities of a Medical Director for an EMS accredited institution, approved CE training program and EMS patient care organization as they relate to course content, emergency procedures, and protocols.
4. Explain the roles and responsibilities of the EMS Instructor, Assistant EMS Instructor and EMS Continuing Education Instructor as they relate to supervision, instruction, and records management.
5. Describe the importance of professional development through continuing education, conference offering and formal academic coursework
6. Review the current Scope of Practice for the Emergency Medical Responder (EMR), Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT) and Paramedic provider.
7. Discuss the procedures for organizing and preparing curriculum materials for use in initial certification courses and refresher courses.
8. Identify various educational resource materials such as AHA, NHTSA, CDC, online webs sites, texts, other print material, etc.
9. Identify training aids commonly accessible to EMS instructors (manikins, simulators, moulage kits, etc.) and discuss best practices, equipment costs and maintaining equipment.
10. Discuss governmental regulations on patient privacy and accountability, i.e. HIPAA, ADA.
11. Discuss and outline the initial certification written and practical testing requirements for EMR, EMT, AEMT and Paramedic candidates.
12. Discuss and outline the initial certification application requirements for EMR, EMT, AEMT and Paramedic candidates.

EMS Instructor Practical Pretest Examination

Required Skills for the EMS Instructor Practical Pretest Examination

The practical pretest examination shall be administered under the auspices of an accredited institution. The program director of the accredited institution sponsoring the EMS instructor training program may require the practical examination to be conducted by the sponsoring agency or may accept practical examinations performed by another accredited institution.

The practical pretest examination shall follow the National Registry guidelines and general rules of conduct as outlined in the “*Emergency Medical Responder, Psychomotor Examination Users Guide, the Emergency Medical Technician Psychomotor Examination Users Guide or the Advanced Level Psychomotor Examination Users Guide.*” The users guides are available from the National Registry of EMTs at www.nremt.org.

The accredited institution must maintain course records which demonstrate that each student, issued a certificate of completion, met all entrance requirements and successfully completed all components of the state approved course.

EMR	EMT	AEMT	Paramedic
1. Patient Assessment-Medical	1. Patient Assessment-Medical	1. Patient Assessment-Medical Advanced	1. Patient Assessment-Trauma Advanced
2. Patient Assessment – Trauma	2. Patient Assessment – Trauma	2. Patient Assessment – Trauma Advanced	2. Ventilatory Management – Alternative Airway Device Apneic Adult Patient
3. BVM Ventilation of an Apneic Adult Patient	3. BVM Ventilation of an Apneic Adult Patient	3. Ventilatory Management – Alternative Airway Device Apneic Adult Patient	3. Cardiac Management a. Dynamic Cardiology b. Static Cardiology
4. Oxygen Administration by Non-rebreather Mask	4. Oxygen Administration by Non-rebreather Mask	4. Cardiac Management a. Dynamic Cardiology b. Static Cardiology	4. IV Medication Skills a. IV Therapy b. IV Bolus Medications
5. Cardiac Arrest Management/AED	5. Cardiac Arrest Management/AED	5. IV Medication Skills a. IV Therapy b. IV Bolus Medications	5. Pediatric Skills a. Ventilatory Management b. I/O Infusion c. Respiratory Compromise
	6. Spinal Immobilization-Supine Patient	6. Pediatric Skills a. I/O Infusion b. Respiratory Compromise	6. Spinal Immobilization-Supine Patient
	7. Ventilatory Management – Alternative Airway Device	7. Spinal Immobilization-Supine Patient	

APPENDIX C

Ohio Fire Services and EMS Instructor Training Program

Contents

- Written Testing Agreement
- Student Teaching Evaluation

The Chartered or Accredited institution must maintain course records which demonstrate that each student, issued a certificate of completion, met all entrance requirements and successfully completed all components of the state approved course. Course records may be audited by the Division of EMS.

Ohio Fire Services and EMS Instructor Training Program



OHIO DEPARTMENT OF PUBLIC SAFETY
DIVISION OF EMERGENCY MEDICAL SERVICES

WRITTEN TESTING AGREEMENT

This Written Testing Agreement (hereinafter "Testing Agreement") is entered into by and between the Executive Director of the State Board of Emergency Medical, Fire, and Transportation Services (hereinafter "Executive Director"), and _____, a chartered training program (hereinafter "the Chartered Program"). The Chartered Program is subject to all of the terms and conditions set forth herein.

PURPOSE

The Executive Director, the person charged with enforcing Sections 4765.55 and 4765.04 of the Ohio Revised Code (R.C.), and all rules promulgated thereunder, believes that the utmost care and highest level of security are essential to ensure the integrity of the state examinations and the examination administration process. In order to ensure that examinations are being administered in a fair, consistent and secure manner, at an appropriate examination location, such state examinations shall only be offered at the sites approved by the Executive Director, pursuant to this Testing Agreement.

CONSIDERATION

In consideration of becoming and maintain an approved testing location, the Chartered Program agrees to abide by the provisions set forth below and in accordance with rule 4765-11-19 of the Ohio Administrative Code (O.A.C.).

SCOPE OF WORK

Pursuant to rule 4765-11-03 of the O.A.C., the Authorizing Official of the Chartered Program shall assign a Program Director to have direct responsibility over the state examination administration process. The Program Director shall be responsible for the following:

- Ensure each examination location has a designated computer lab
- Ensure the integrity and security of all written examinations
- Ensure each proctor has received directions in the state examination process and is familiar with all registration, security, and access procedures for test administration
- Ensure that only qualified candidates sit for the examinations
- Ensure only the program director or his or her designee proctors the written examination
- Ensure the proctor is present in the room for the entire duration of the examination
- Ensures that the examination room is conducive for testing including but not limited to: adequate and effective heating / cooling, ventilation, and lighting, and free of excessive noise and distractions
- Ensures that the examination room has adequate restroom facilities and adequate parking within reasonable access to the examination site
- Ensures that the examination room will be set up and ready for use prior to the scheduled examination time
- Ensures no person other than the proctor and students are permitted in the examination room
- Ensures no personal computers or personal laptops are to be used for administering the examination
- Ensures no firefighter, instructor, or EMS instructor shall proctor or be present during the examination, unless sitting for the examination
- Ensures no unauthorized electronic devices, including but not limited to, personal laptops, cell phones, flash drives, and tablets, are permitted in the examination room or are used during the examination

TESTING LOCATIONS

The Chartered Program will be using the following facilities for administration of the state examination. If the Chartered Program wishes to change or amend the location(s) during the charter cycle, it is the Program Director’s responsibility to ensure a new Testing Agreement is signed and implemented. The Chartered Program shall maintain a copy of the Testing Agreement in the program files.

NAME OF TESTING FACILITY			
ADDRESS	CITY	STATE	ZIP CODE
NAME OF TESTING FACILITY			
ADDRESS	CITY	STATE	ZIP CODE
NAME OF TESTING FACILITY			
ADDRESS	CITY	STATE	ZIP CODE
NAME OF TESTING FACILITY			
ADDRESS	CITY	STATE	ZIP CODE

TERM

This Testing Agreement is to be effective as of the date of the last signature. A Chartered Program shall not administer any examinations unless a current and valid Testing Agreement is in effect. With each Fire Charter Application submitted for renewal, a new Testing Agreement shall be signed and included with the application.

BREACH OF TESTING AGREEMENT

Upon breach or default by the Chartered Program of any of the provisions, obligations, or duties embodied in this Testing Agreement, the Executive Director may exercise all administrative, contractual, equitable or legal remedies available, including: cancellation, termination, or suspension of this Testing Agreement in whole or in part.

TERMINATION OF TESTING AGREEMENT.

The Program Director is responsibility to ensure that any potential compromise of the examination process is immediately reported to the Executive Director. Upon notice of any potential compromise, the Executive Director reserves the right to immediately suspend a chartered program’s examination rights, if any of the following occur:

- There is an allegation of an examination or security compromise.
- There is a known examination or security compromise.
- There is a potential violation of rule 4765-11-19 of the O.A.C.

Upon suspension of a Chartered Program’s examination rights, the Chartered Program shall immediately cease administration of the state examination. No further testing shall be conducted by the Chartered Program until written authorization has been received from the Executive Director.

Either party may terminate this Agreement for any reason by giving the other party thirty (30) days written notice.

LIMITATION OF LIABILITY

The Chartered Program waives any and all claims or causes of action it may have against the State of Ohio, the Executive Director, State Board of Emergency Medical, Fire, and Transportation Services, its members, officers, Ohio Department of Public Safety employees, representatives, and / or agents of either, arising out of the actions or omissions of the Chartered Program while performing this Testing Agreement. The Chartered Program agrees to defend against claims for injury or legal action arising from this Testing Agreement if called upon by the Division to do so.

WORKERS' COMPENSATION

The Chartered Program and its employees shall be covered by workers' compensation coverage purchased and maintained by the Chartered Program. Any workers' compensation claims filed by the Chartered Program or its employees as a result of work performed under this Testing Agreement shall be covered under the Chartered Program's workers' compensation insurance.

DRUG FREE WORKPLACE

The Chartered Program shall comply with all applicable state and federal rules, regulations, and statutes pertaining to a drug-free workplace. The Chartered Program shall make a good faith effort to ensure that its employees will not purchase, transfer, use, or possess illegal drugs or alcohol or abuse prescription drugs in any way while working on state, county, or municipal property.

EQUAL OPPORTUNITY REQUIREMENTS

The Chartered Program shall comply with the requirements under R.C. 125.111. The Chartered Program shall not discriminate against anyone because of race, color, religion, creed, sex, age, disability, national origin, or ancestry.

CONFLICT OF INTEREST

The Chartered Program shall not have any interest, direct or indirect, which is incompatible or in conflict with the carrying out of the terms of this Testing Agreement.

OHIO ELECTION LAWS

The Chartered Program affirms that, as applicable to it, no party listed in R.C. 3517.13(I) or (J) (including an individual, partner, shareholder, administrator, executor, trustee, or owner of more than twenty percent of the corporation or business trust), nor the spouse of such party, has made, as an individual, within the two previous calendar years, one or more contributions totaling in excess of one thousand dollars (\$1,000) to the Governor or to the Governor's campaign committee, consistent with the restrictions under R.C. 3517.13(I) or (J).

OHIO ETHICS' LAW

The Chartered Program hereby covenants that neither the Chartered Program nor any officer, member, or employee of the Chartered Program has any interest, personal or otherwise, direct or indirect, which is incompatible or in conflict with or would compromise in any manner or degree with the discharge and fulfillment of his or her functions and responsibilities under this Testing Agreement. The Chartered Program agrees to abide by the ethics laws enumerated in R.C. 102.04.

AMENDMENTS

This writing constitutes the entire Testing Agreement between the parties with respect to all matters herein. This Testing Agreement may be amended only by a writing signed by both parties.

GOVERNING LAW

This Testing Agreement shall be governed, construed, and enforced in accordance with the laws of the State of Ohio.

Ohio Division of EMS Instructor Trainer Evaluation Tool

IN WITNESS WHEREOF, the parties, by signing below, acknowledge that they have read, understood, and agree to abide by all of the requirements contained herein.

AUTHORIZING OFFICIAL (PRINT NAME)	TITLE OF AUTHORIZING OFFICIAL
AUTHORIZING OFFICIAL SIGNATURE X	DATE
PROGRAM DIRECTOR NAME	TITLE OF PROGRAM DIRECTOR
PROGRAM DIRECTOR SIGNATURE X	DATE
EXECUTIVE DIRECTOR, STATE BOARD OF EMERGENCY MEDICAL, FIRE, AND TRANSPORTATION SERVICES	
EXECUTIVE DIRECTOR SIGNATURE X	DATE

Ohio Division of EMS Instructor Trainer Evaluation Tool

PUBLIC SPEAKING SKILLS	YES	NO
Preparation		
1. Determine the purpose of presentation		
2. Fulfill the purpose of presentation by:		
A. Selecting a suitable organizational pattern (sequence)		
B. Demonstrating careful choice of words		
C. Providing effective transitions		
D. Providing internal summarization		
Presentation		
3. Employ vocal variety in rate, pitch and intensity		
4. Articulate clearly		
5. Employ the level of language appropriate to the designated audience		
6. Demonstrate nonverbal behavior that supports the verbal message		
7. Use of appropriate speaking aids (visual, auditory)		
INTERPERSONAL COMMUNICATION SKILLS	YES	NO
1. Phrase questions in order to obtain information		
2. Demonstrate understanding of and ability to contribute to a climate which is open, descriptive, supportive		
3. Verbalize feelings in appropriate situations for disclosure		
4. Describe opposing points of view		
5. Paraphrase information given by others		
6. Effectively manage conflicts with others		
7. Strives for consensus		
SUBJECT KNOWLEDGE/EXPERTISE	YES	NO
1. Understanding material		
2. Knows limits of material in reference to audience		

Comments:

SMALL GROUP COMMUNICATION SKILLS	YES	NO
1. Demonstrate understanding of facilitator role		
2. Facilitate a group dynamic		
3. Ask appropriate questions		
4. Encourage balanced participation		
5. Demonstrate effective use of agendas		
6. Demonstrate effective collaboration		
7. Utilize idea generation techniques		
8. Manage conflict effectively		
9. Recognize nonverbal factors unique to teams		
LISTENING SKILLS	YES	NO
Attending		
1. Recall basic ideas and details		
2. Recognize main ideas		
3. Listen attentively		
Understanding		
4. Discriminate between statements of fact and statements of opinion		
5. Distinguish between emotional and logical arguments		
6. Detect bias and prejudice present in an interaction		
Evaluating		
7. Recognize discrepancies between the speaker's verbal and nonverbal messages		
CLASSROOM MANAGEMENT	YES	NO
1. Maintains control of class or Lab		
2. Able to accommodate various students' learning styles		
3. Treats students with respect		

