



**FEMA**



# National Fire Academy

**F0194 – Campus Fire and Life Safety II: Public Education**

**Version: 1st Edition, 2nd Printing, November 2014**

**Quarter:**

**ACE Credit: In the lower-division baccalaureate/associate degree category, 1 semester hour in Fire Science, Emergency Management, or Fire Prevention.**

**IACET Continuing Education Units: Pending**

**Length of Course: 2 Days (16 contact hours)**

**Prerequisite: None**

**Curriculum: Fire Prevention: Technical**

**Training Specialist: Woody Stratton**

**Instructor:**

**Instructor email/phone:**

**Classroom: J-**

**Meeting Time: 8 AM – 5 PM**

## Table of Contents

|                                |                       |
|--------------------------------|-----------------------|
| Course Description             | Course Resources      |
| Primary and Secondary Audience | Evaluation Procedures |
| Course Scope                   | Course Outline        |
| Course Objectives              | Policies              |
| Course Delivery Method         |                       |

## Course Description (Catalog)

F0194 – “Campus Fire and Life Safety II: Public Education.” This is a new two-day program providing students with the ability to create and implement a comprehensive campus fire and life safety public education program. There will be a focus on looking at the on-campus and off-campus fire risks and educating students, personnel, and stakeholders about these risks.

## **Student Qualifications (Primary and Secondary Audience)**

The target population for this course will include, but not be limited to, campus staff with responsibility for learner safety (including housing coordinators), fire and Emergency Medical Services (EMS) staff (both on campus and off campus), local government officials (code enforcement, building inspection, etc.), community support groups, off-campus housing interest groups, and student organizations.

## **Course Scope (Goal)**

The goal of this course is to empower learners with the ability to create and implement a Campus Fire and Life Safety (CFLS) education program. In addition, it may assist in enhancing an existing campus community safety program.

The scope of this course provides an outline and resources for a practitioner to begin creating and implementing a comprehensive campus fire and life safety public education program for the campus community.

## **Course Objectives (Course Learning Outcomes – TLOs)**

After successfully completing this course, you will be able to accomplish the following:

- Define the core components of a public education program that addresses campus community fire and life safety.
- Describe the methods of communicating fire and life safety information to stakeholders in order to mitigate related risk.
- Describe appropriate delivery methods to present procedural information related to Campus Fire and Life Safety (CFLS).
- Describe appropriate delivery methods to change unsafe behaviors related to Campus Fire and Life Safety (CFLS).
- Create an evaluation plan for a public education program.

## **Course Delivery Method**

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#) and through their State, local, and tribal training partners. This classroom course is designed for the national level fire service officer from State and local fire service organizations. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

## Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

| <b>DAY 1</b>  | <b>DAY 2</b>   |
|---|--|
| Introduction, Welcome and Administrative  | Activity 2.2: Marketing Strategy — Specific Program  |
| <i>Break</i>  | <i>Break</i>   |
| Unit 1: Public Education Program Fundamentals<br>Activity 1.1: Discussion of Programs on Campus | Unit 3: Delivering Procedural Information  |
| <i>Break</i>  | <i>Break</i>   |
| Unit 1: Public Education Program Fundamentals (cont'd)  | Unit 3: Delivering Procedural Information (cont'd)<br>Activity 3.1: Outline for Procedural Presentation<br>Unit 4: Changing Unsafe Behaviors   |
| <i>Lunch Break</i>  | <i>Lunch Break</i>   |
| Unit 1: Public Education Program Fundamentals (cont'd)<br>Activity 1.2: Risk Assessment         | Unit 4: Changing Unsafe Behaviors (cont'd)   |
| <i>Break</i>  | <i>Break</i>   |
| Unit 2: Communication<br>Activity 2.1: Challenges to Program Marketing                          | Unit 4: Changing Unsafe Behaviors (cont'd)<br>Activity 4.1: Presenting the Risks<br>Unit 5: Evaluating Your Program<br>Activity 5.1: Program Evaluation Discussion<br>Activity 5.2: Develop an Evaluation Strategy |

## **Course Resources (Instructional Materials)**

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

### **Required Readings**

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

### **Suggested Reading/Resources**

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

### **Required Resources (Course Textbook)**

Student Manual.

### **Supplemental Resources (Supplemental Course Textbook)**

None.

## **Grading Methodology (Evaluation Procedures)**

Each learner will be assessed on the last day of class with one of two versions of the final examination. Each written evaluation will consist of a minimum of 30 questions, including multiple-choice, multiple-answer, and/or true or false questions. If needed, a retest form for learners who do not pass the first attempt can be used.

Learners will each need to earn at least a score of 70 percent on the 30-question final examination to pass the course. If they do not pass, they may take the alternate form of the examination once to attempt to obtain a passing score of 70 percent.

The required performance to successfully complete the course is attained by completing the class with a letter grade of a “C” or higher.

| <b>Letter Grade</b> | <b>Point Range</b> |
|---------------------|--------------------|
| A                   | 90-100             |
| B                   | 80-89              |
| C                   | 70-79              |
| F                   | 69 or lower        |

### **Required Reading Assignments**

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

### **Suggested Readings**

Suggested readings are not evaluated, but may enhance the student’s understanding and promote discussion of course material.

### **Course Outline**

#### **Unit 1: Public Education Program Fundamentals (Day 1)**

#### **Objectives**

##### **Terminal Objective**

The learners will be able to:

- 1.1 Define the core components of a public education program that addresses campus community fire and life safety.

##### **Enabling Objectives**

The learners will be able to:

- 1.1 Define the fundamental elements of a public education program.
- 1.2 Discuss potential challenges to the program development process.

- 1.3 Describe how to develop a public education program that promotes fire prevention and life safety skills.
- 1.4 Summarize successful practices for developing a life safety program specific to the needs of a campus and local community.

## **Unit 2: Communication (Day 1)**

### **Objectives**

#### **Terminal Objective**

The learners will be able to:

- 2.1 Describe the methods of communicating fire and life safety information to stakeholders in order to mitigate related risk.

#### **Enabling Objectives**

The learners will be able to:

- 2.1 Describe the relationship between communication methods and successful program marketing.
- 2.2 Describe challenges that may impact communication with campus staff, students and other stakeholders.
- 2.3 Choose strategies that have proven successful in marketing a Campus Fire and Life Safety (CFLS) public education program to campus staff, students and other stakeholders.

## **Unit 3: Delivering Procedural Information (Day 2)**

### **Objectives**

#### **Terminal Objective**

The learners will be able to:

- 3.1 Describe appropriate delivery methods to present procedural information related to Campus Fire and Life Safety (CFLS).

### **Enabling Objectives**

The learners will be able to:

- 3.1 Prioritize procedural information to present to the stakeholders based upon risk assessment.
- 3.2 Develop appropriate procedural messages related to CFLS.
- 3.3 Describe at least four delivery methods for procedural information.
- 3.4 Select the most appropriate delivery method based on content and target audience.

### **Unit 4: Changing Unsafe Behaviors (Day 2)**

#### **Objectives**

#### **Terminal Objective**

The learners will be able to:

- 4.1 Describe appropriate delivery methods to change unsafe behaviors related to Campus Fire and Life Safety (CFLS).

#### **Enabling Objectives**

The learners will be able to:

- 4.1 Prioritize unsafe behaviors based upon risk assessment.
- 4.2 Develop appropriate corrective messages for a given unsafe behavior.
- 4.3 Describe at least four delivery methods proven to be effective in changing unsafe behavior related to CFLS.
- 4.4 Select the most appropriate delivery method based on a behavioral goal and target audience.

### **Unit 5: Evaluating Your Program (Day 2)**

#### **Objectives**

#### **Terminal Objective**

The learners will be able to:

- 5.1 Create an evaluation plan for a public education program.

## **Enabling Objectives**

The learners will be able to:

- 5.1 Explain why an evaluation program should be developed for public education programs.
- 5.2 Define the components of an evaluation plan.
- 5.3 Identify the elements of a presentation to evaluate.
- 5.4 Select the appropriate evaluation method for a given presentation.

## **Policies**

### **Class Attendance and Cancellation Policy**

#### **Attendance**

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

#### **Student Substitutions**

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

#### **Cancellations or No-Shows**

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

## **Course Failure**

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

## **Student Code of Conduct Policy**

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends.

## **Writing Expectations**

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

## **Citation and Reference Style**

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

## **Late Assignments**

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a "0" grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a "0" grade for that assignment.

## **Netiquette**

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- Technology Limitations. While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- Humor Note. Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), ☺ .

### **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

### **Grading**

Please review the above grading methodology that explains how grades will be awarded. Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

[http://www.usfa.fema.gov/training/nfa/admissions/student\\_policies\\_campus\\_information.html](http://www.usfa.fema.gov/training/nfa/admissions/student_policies_campus_information.html)

### **Academic Honesty**

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- withholding of stipend or forfeiture of stipend paid,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.