



National Fire Academy

F0635 – Best Practices in Community Risk Reduction

Version: 1st Edition, 3rd Printing, March 2017

Quarter:

ACE Credit: In the lower division baccalaureate/associate degree category, one semester hour in public safety, emergency management or fire science.

IACET Continuing Education Units: 1.3

Length of Course: 2 Days (13 hr., 30 min. contact hours)

Prerequisite: Pre-course Assignment

Curriculum: Fire Prevention: Management

Training Specialist: Mike Weller

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

F0635 – “Best Practices in Community Risk Reduction.” “Best Practices in Community Risk Reduction” demonstrates to students nationally recognized principles that, when used appropriately, can lead to community risk reduction programs that can measure success in local communities. This course will give students the opportunity to explore programs from communities across the U.S. that have been showcased at Vision 20/20 symposiums. These programs demonstrate what nationally recognized organizations identify as examples of “best practices” in community risk reduction.

There is a pre-course assignment that should take about 1 hour to complete.

Student Qualifications (Primary and Secondary Audience)

The target audience for this course may include, but not be limited to, the following:

- Fire and emergency services personnel who help design and deliver community risk-reduction programs.
- Fire and emergency services staff with an interest in advancing risk-reduction efforts in their community.
- Emergency managers.
- Allied health and community service personnel who help design and deliver risk-reduction programs.

Course Scope (Goal)

Students will be able to describe the components of an effective and efficient community risk-reduction program.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Describe strategic community risk reduction.
- Summarize how to assess risks within the community.
- Propose intervention strategies to include in a program that addresses a specific risk issue.
- Illustrate the value of investing resources into community risk reduction.

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, tribal, and US territories training partners. 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.

DAY 1	DAY 2
Introduction, Welcome and Administrative	Unit 3: Developing Intervention Strategies (cont'd) Activity 3.1: Programs That Demonstrate a Strategic Approach to Risk Reduction
<i>Break</i>	<i>Break</i>
Unit 1: Describing Strategic Community Risk Reduction Activity 1.1: Risk-Reduction Program — Home Community	Unit 3: Developing Intervention Strategies (cont'd) Activity 3.2: Strategic Risk Reduction on a Limited Budget
<i>Break</i>	<i>Break</i>
Unit 1: Describing Strategic Community Risk Reduction (cont'd) Activity 1.2: Rating Your Programs From Home Unit 2: Assessing Community Risk Activity 2.1: Data-Driven Community Risk Assessment	Unit 3: Developing Intervention Strategies (cont'd) Unit 4: Resources
<i>Lunch</i>	<i>Lunch</i>
Unit 2: Assessing Community Risk (cont'd) Activity 2.2: Programs That Facilitate Action	Unit 4: Resources (cont'd) Activity 4.1: Exploring the Components of a Successful Assistance to Firefighters Grant Application
<i>Break</i>	<i>Break</i>
Unit 2: Assessing Community Risk (cont'd) Unit 3: Developing Intervention Strategies	Activity 4.2: Securing and Sustaining Program Resources Unit 4: Resources (cont'd) Final Exam

Day 1 Homework: Read Activities 3.2, 4.1 and 4.2

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

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)

The course will be assessed by a 25-question examination.

Grading Structure

Final Examination 100 points

Instructions for Grading Structure

1. All examinations are to be graded by instructors.
2. Each question is worth 4 points.

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

Letter Grade	Point Range
A	90-100
B	80-89
C	70-79
F	69 or lower

4. Once a grade selection is determined for each student’s score, the instructor will record the grade on the Class Grade Sheet and sign, date and submit to the NFA.

EXAMINATION ADMINISTRATION PROCEDURES

Students will be given exams at the end of the class, and only the instructor will grade the exams. While the exams are being graded by the instructor, students will be asked to complete end-of-course evaluations.

Exams are to be completed individually and not as a group or a group activity, unless specifically directed within the instructor guide for the specific course. Students should use pencils to complete answer sheets if bubble sheets and a scoring key overlay are being used.

There should only be one answer for any given question marked by the student. A question with multiple answers is considered incorrect. Please mark number of incorrect answers on completed exam sheets, record score (percentage), and mark the appropriate letter grade.

Transfer the letter grades to the corresponding student name on the course roster.

If a student does not obtain a passing grade on the first attempt, the instructor will provide remediation¹ prior to a retest. Students who do not pass the first exam will be allowed to take one retest of a new exam before departing from the class. A second failure will result in a grade of “F” being recorded on the grade roster.

Once all exams have been graded, instructors should review the exam as a group.

In the event of unusual events (storm, fire response, family emergency) or early departure, the host agency or state representative may be asked to proctor the exam at a later date. The instructor is responsible to notify the Training Specialist as soon as practical of the situation and name of person responsible for the exams and testing process.

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: Describing Strategic Community Risk Reduction

Objectives

Terminal Objective

The students will be able to:

- 1.1 Describe strategic community risk reduction.

Enabling Objectives

The students will be able to:

- 1.1 Explain the general steps in the community risk-reduction process.
- 1.2 Summarize best practices for community risk-reduction programs.
- 1.3 Explain how to integrate community risk-reduction best practices into all types of programs.

Unit 2: Assessing Community Risk

Objectives

Terminal Objective

The students will be able to:

- 2.1 Summarize how to assess risks within the community.

Enabling Objectives

The students will be able to:

- 2.1 Describe the components of a community risk assessment.
- 2.2 Explain the rationale for creating data-driven risk-reduction programs.
- 2.3 Describe how to estimate the costs associated with a prioritized risk.
- 2.4 Discuss how to perform causal chain analysis on a priority risk.
- 2.5 Articulate how to write a problem statement that adequately describes the risk issue.
- 2.6 Give examples of how to identify and engage stakeholders.
- 2.7 Illustrate how to create a sense of urgency among stakeholders to act on a prioritized risk.

Unit 3: Developing Intervention Strategies

Objectives

Terminal Objective

The students will be able to:

- 3.1 Propose intervention strategies to include in a program that addresses a specific risk issue.

Enabling Objectives

The students will be able to:

- 3.1 Describe intervention strategies for risk issues.
- 3.2 Describe how to combine intervention strategies to prevent and/or mitigate a risk issue.
- 3.3 Summarize how to develop an action plan.
- 3.4 Describe how to perform a cost-benefit analysis to support a proposed risk-reduction program.

Unit 4: Resources

Objectives

Terminal Objective

The students will be able to:

- 4.1 Illustrate the value of investing resources into community risk reduction.

Enabling Objectives

The students will be able to:

- 4.1 Explain the difference between developing and sustaining a community risk-reduction program.
- 4.2 Describe the types of resources that can be invested into community risk reduction.
- 4.3 Suggest where to obtain ancillary resources to develop and sustain a community risk-reduction program.

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.
- If you need to depart the training facility early and miss any portion of the course, you must make the request in writing to the sponsoring agency (e.g., State training director, etc.). The State training director may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements.

Course Failure

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.

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

All assignments must be turned in by the established deadline. Late submissions could result in a 10 percent decrease in grade.

Disclaimer Statement

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

Grading

Please review the following rubrics that explain 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.

https://www.usfa.fema.gov/training/nfa/admissions/student_policies.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 State training director or host agency and to the NFA 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,
- 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.