



International
Association
of Fire Chiefs



National
Fire Protection
Association

Fire Officer

Principles and Practice
THIRD EDITION

Chapter 8 Training and Coaching (Fire Officer I)

Fire Officer I Objectives

- Discuss the role of training in the fire service.
- Discuss the fire officer's role in training fire service personnel.
- Describe the four-step method of instruction.

Fire Officer I Objectives

- Describe on-the-job training and the order in which skills must be taught.
- Discuss the requirements for conducting live fire training.
- Describe how to develop a specific training program.

Introduction

- Training and coaching are core fire officer tasks.
- NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, describes the requirements for three levels of instructor.

Overview of Training

- Training ensures that:
 - Every fire fighter can perform competently.
 - Every fire company is prepared to operate as a team.

Overview of Training

- Training must anticipate:
 - High-risk situations
 - Urgent time frames
 - Difficult circumstances



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Courtesy of Captain David Jackson, Saginaw Township Fire Department

Overview of Training

- Initial training leads to basic skill certification.
- Most fire fighters work toward achieving higher levels of certification.

Overview of Training

- A fire fighter may be required to achieve additional qualifications.
- Several components of training occur under the supervision of fire officers.
- Multicompany drills should be conducted periodically.

Fire Officer Training Responsibilities

- Four-step method of skill training:
 - Originated during World War I
 - Foundation of the work performed at the Fire Instructor I level


Step 1: Preparation

- The fire officer conducts training to maintain proficiency of core competencies.
- Indications that more training is needed:
 - Near miss
 - Fire-ground problem
 - Observed performance deficiency

Step 1: Preparation

- If necessary, the fire officer writes a lesson plan.
 - Break the topic down into units.
 - Show what to teach, in which order, and exactly which procedures to cover.
 - Use a guide to help accomplish the objective.

Step 1: Preparation

		Des Plaines Fire Department Division of Training	Lesson Title _____
Training Date: _____	Location of Training: _____		
FireHouse Code: _____	Safety Plan Required? Y <input type="checkbox"/> N <input type="checkbox"/>		
Topic: _____	Instructor(s): _____		
Teaching Method(s): _____	Time allotted: _____		
Handouts: _____			
AV needs: _____	Teaching resources: _____		
Level of Instruction: _____	Evaluation Method: _____		
NFPA JPR's: _____	Equipment needed: _____		
LEARNING OBJECTIVES: <i>Upon completion of the class and study questions, each participant will independently do the following with a degree of accuracy that meets or exceeds the standards established for their scope of practice:</i>			
General class activities for student application			
Safety Briefing 1. _____	SAFETY RED FLAGS ALL STOPS: _____		

Step 1: Preparation

- Make sure the environment is conducive to adult learning.



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Step 2: Presentation

- Lecture or instructional portion
- The fire officer demonstrates a skill one step at a time.
- A lesson plan allows the fire officer to stay on topic.



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Step 3: Application

- The fire fighter demonstrates the task or skill.
- The fire officer should provide immediate feedback.



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Step 4: Evaluation

- May be written or practical examination
- The fire officer can be sure training has occurred when there is an observable change in fire fighter performance.

Ensure Proficiency of Existing Skill Sets

- Some departments have a standard set of evolutions.
- The fire officer must invest some training time practicing these skill sets.
- Some practice sessions should be performed wearing full PPE.

Mentoring

- A more experienced person helps a less experienced person.
- Qualities of an effective mentor:
 - Desire to help
 - Current knowledge
 - Effective coaching, counseling, facilitating, and networking skills

Provide New or Revised Skill Sets

- Requires more time than maintaining proficiency of existing skills
- Lectures or video presentations should not last more than 10 minutes.
- Practice new skills by encouraging adventure, challenge, and competition.

Ensure Competence and Confidence

- The fire officer works as a coach when providing training.
 - First, team members learn basic skills.
 - Then, the coach works with them to build competence and confidence.

Ensure Competence and Confidence

- Many fire fighter tasks involve psychomotor skill sets:
 - Initial
 - Plateau
 - Latency
 - Mastery

Ensure Competence and Confidence

- To bring fire fighters to the mastery level, the fire officer must work every day to reinforce skills.



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When New Member Training Is On-the-Job

- Many departments require members obtain Fire Fighter I certification before responding in the field.
- Fire officers have special responsibilities when operating with:
 - Inexperienced fire fighters
 - Fire fighters in training

Skills That Must Be Learned Immediately

- Bloodborne pathogens
- Hazardous materials awareness and operations
- SCBA fit testing
- National Incident Management System
Emergency scene awareness

Skills Necessary for Staying Alive

- Fire-ground tasks:
 - Supply line evolutions
 - Ropes and knots
 - Laddering the fire building
 - Lights, fan, and power deployment

Skills Necessary for Staying Alive

- Crashes and medical emergencies:
 - CPR and AED training
 - Outside circle activities on a crash extrication
 - Helicopter landing zone procedures
 - Assisting paramedics

Skills Necessary for Staying Alive

- Digital video technology is reshaping the way emergency services collect information and will influence how a fire officer provides training.

Live Fire Training

- Students must first receive appropriate training before participating in any live fire evolutions.
- NFPA 1403, *Standard on Live Fire Training Evolutions*, provides essential information.

Live Fire Training

- Student must meet prerequisites from the following sections of NFPA 1001:
 - Safety
 - Fire behavior
 - Portable extinguishers
 - Personal protective equipment
 - Ladders

Live Fire Training

- Prerequisites (cont'd):
 - Fire hose, appliances, and streams
 - Overhaul
 - Water supply
 - Ventilation
 - Forcible entry
 - Building construction

Live Fire Training

- In addition to prerequisite training, trainee must be equipped with:
 - Full protective clothing
 - Personal alerting safety system (PASS) alarm device
 - Self-contained breathing apparatus

Fire Officer Preparation Responsibilities

- NFPA 1403 instructs on how to conduct an evolution under five scenarios:
 - Acquired structures
 - Gas-fired training center buildings
 - Non-gas-fired training buildings
 - Exterior props
 - Exterior Class B fires

Fire Officer Preparation Responsibilities

- Training action plan includes:
 - Development of a preburn plan
 - Calculation of needed water supply
 - Arrangements to have a dedicated ambulance or EMS unit
 - Establishment of rest/rehabilitation area
 - Inspection of the structure

Fire Officer Preparation Responsibilities

- Training action plan includes (cont'd):
 - Assignment of dedicated positions of safety officer and ignition officer
 - Assignment of instructors to each functional crew
 - Conducting preburn briefing session
 - Conducting a postburn review

Prohibited Live Fire Training Activities

- No live “victims”
- No flammable or combustible liquids
- Run just one fire evolution in an acquired structure at a time.

Developing a Specific Training Program

- The fire officer may need to develop a specific training program not covered by the existing certification program.
 - Examples: Work improvement plan, training related to new device or procedure

Developing a Specific Training Program

- Five steps:
 - Assess needs.
 - Establish objectives.
 - Develop the training program.
 - Deliver the training.
 - Evaluate the impact.

Summary

- Training and coaching are core fire officer tasks.
- Fire service training must anticipate high-risk situations, urgent time frames, and difficult circumstances.
- A fire officer must be prepared to conduct company-level training.

Summary

- The four-step method: preparation, presentation, application, evaluation.
- Many skill practice sessions should be performed while wearing full PPE and operating within a realistic situation.
- Mentoring: A more experienced person provides a learning environment.

Summary

- Teaching new skills takes more time than maintaining proficiency of skills.
- There are four psychomotor skill levels: initial, plateau, latency, and mastery.
- Four federal regulations govern fire fighter training.

Summary

- Once skills that must be learned are covered, concentrate on skills the fire fighter needs to stay alive.
- Training is needed before participating in live fire evolutions.
- NFPA 1403 identifies how to conduct a live fire training evolution.

Summary

- NFPA 1403 identifies activities prohibited during live fire training.
- The fire officer may need to develop a training program.