



SPEAKING OF FIRE

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EXECUTIVE DIRECTOR’S RAMBLINGS

In this edition of the Ramblings, I will do exactly what the title suggests and ramble on with some short comments on a couple of topics...

Who *really* runs your fire department? Ask the average citizen that question and the likely response will be the fire chief, the group of chief officers, the mayor, or the city manager. While all of those people may have a significant role in establishing and enforcing policies for the agency, they typically are not the people who make those things happen in the day-to-day operations of the department. So then, *who* really makes it happen? Astute fire service leaders recognize that the key position in making departments perform their responsibilities is that of the company officer.

IFSTA understands the key role that company officers play in the fire service. That is why we published the first edition of our **Company Officer** manual in 1981. Hundreds of thousands of company officers have trained using the first four editions of this text. IFSTA will release the fifth edition of **Fire and Emergency Services Company Officer** in the near future. It will be available in print and eBook formats. An extensive line of supplemental materials, including a curriculum package, the **Exam Prep** in print and electronic formats, and numerous other electronic resources, will accompany the manual. All of the content will also be available through our **ResourceOne** system.

We listened to your comments on the fourth edition of this manual, and you will see those changes reflected in the new edition. The edition will be direct, succinct, and to the point. It will meet the requirements of NFPA® 1021, *Standard for Fire Officer Professional Qualifications*, Fire Officer I and II, in a need-to-know manner without any extra fluff. Please check it out following its release.

I am also pleased to report that we have completed extensive renovations on all three of the buildings that IFSTA/Fire Protection Publications occupies on the Oklahoma State University campus. All occupied spaces in each of the buildings received new carpet and paint. Various other necessary upgrades, such as HVAC improvements and modifications to the computer server area, were completed. Some of these building spaces had not been renovated in more than 20 years. We also redesigned and installed completely new landscaping around the main FPP office building. FPP revenue from the sales of our materials funded all of this work. Plans are underway to increase the amount of available office space in the FPP building to accommodate the rapidly increasing size of our staff, particularly in the electronic products and sales areas. That work should begin in early spring.

We want to thank you for your use and support of IFSTA materials. This support is allowing us to grow and provide more of the products that you want to see from us. If you keep doing your part, we will keep doing ours.

Keep all of your wheels on the road!

Michal A Wieder

Mike Wieder
Associate Director, FPP
Executive Director, IFSTA



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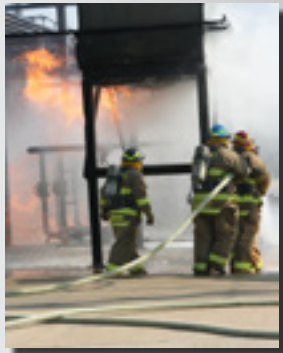
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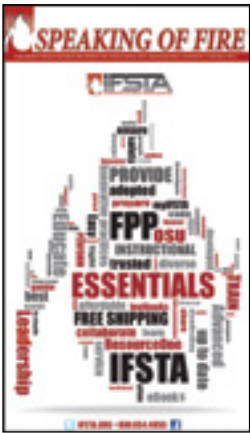
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Cover design by Robert Daniel.

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NEW

Company Officer, 5th Edition

Company Officer Training in One NEW Text

This new IFSTA manual details the training required of Company Officers according to NFPA® 1021, *Standard for Fire Officer Professional Qualifications*, 2014 Edition.

The manual is divided into two sections to make a clear distinction between the information needed for Fire Officer Level I and Fire Officer Level II. Both print and eBook formats are available. Buy the **eBook bundle** for the best value.

There is no shortage of issues that a company officer might face in the everyday operation of a fire company or unit. This manual addresses the wide range of topics and issues encountered by a company officer, from leadership and supervision to health and safety issues. Great attention was given to focus on the job performance requirements of NFPA® 1021.

The fifth edition of **Company Officer** builds on the previous edition of the manual while presenting the material in a more concise manner to make it easier for students to read and instructors to teach. By merging related topics, the number of chapters was reduced from 32 in the fourth edition to 17 in the new manual while preserving the material related to the NFPA® standard. The number of appendices was reduced from 20 to 4 by removing information that can be found in other media.

Along with reducing the volume of material from the fourth edition, the fifth edition of **Company Officer** offers several new features. The manual features a new look with IFSTA's single-column format and upgraded and updated curriculum components. Learning activities are included to help instructors present the material to their students.

Case Histories open each chapter to illustrate important lessons learned in the real world. Photographs, illustrations, and tables are included throughout the manual to illustrate key points and improve the overall instructional value of the material.

Company Officer Chapter List:

- 1 The Company Officer I – This chapter describes the importance of the Company Officer, meeting challenges and expectations, approaches for a successful transition into the Company Officer position, and responsibilities and duties of the Company Officer.
- 2 Organizational Structure – This chapter contains information relating to basic organizational principles, the classifications of fire and emergency services organizations, organizational staffing, and resource allocation.
- 3 Leadership and Supervision – This chapter describes leadership and supervision principles useful to the Company Officer.
- 4 Human Resources Management I – This chapter contains human resources management information relating to the planning process, organizational policies, behavior management, and labor/management relations.
- 5 Communications – This chapter describes interpersonal communications, listening skills, oral communications, written communications, and communicating in emergency situations.
- 6 Administrative Functions – This chapter contains information regarding administrative functions to include the customer service concept, administrative policies and procedures, the budget process, and records management.



- 7 Health and Safety Issues – This chapter describes health and safety issues, such as risk management, emergency services casualties, safety policies and procedures, basic workplace safety, and health, wellness, and safety.
- 8 Company-Level Training – This chapter describes training needs determination, the four-step method of instruction, lesson plans, and methods of training.
- 9 Community Relations and Company-Level Fire Inspections – This chapter addresses factors and activities relating to community relations and the performance of company-level inspections.
- 10 The Preincident Planning Process – This chapter contains information relating to preincident planning activities to include understanding surveys and inspections as well as building construction, preparing for and conducting preincident surveys, and developing and managing preincident plans.
- 11 Delivery of Emergency Services I – This chapter covers a variety of topics related to delivering emergency services to include firefighter survivability, incident scene management, factors Company Officers should consider prior to a fire attack, incident scene operations, and postincident activities.
- 12 The Company Officer II – This chapter covers Company Officer II professional qualifications, roles and responsibilities, communications, types of governments, local aid agreements, interagency and intergovernmental cooperation, the National Response Plan, evaluating personnel, and managing change issues.
- 13 Human Resources Management II – This chapter describes how groups are defined, group dynamics, behavior management, and professional development.
- 14 Administrative Responsibilities – This chapter addresses administrative responsibilities, such as the development of policies and procedures, budget preparation and development, and the purchasing process.
- 15 Fire Investigations – This chapter contains information regarding area of origin determination, cause determination, and post-scene investigation.
- 16 Delivery of Emergency Services II – This chapter addresses multi-unit (multiple alarm) emergency scene operations, developing and implementing operational plans, and postincident analysis and critique.
- 17 Safety Investigations and Analyses – This chapter addresses risk management, health and safety investigations, and analyzing safety and health reports.

2014 Dr. Anne W. Phillips Award for Leadership in Fire Safety Education Call for Nominations

The Dr. Anne W. Phillips Award is recognized as the nation's most prestigious award for public fire safety education. The award is cosponsored by the International Fire Service Training Association (IFSTA) and the Congressional Fire Services Institute (CFSI).

The fundamental objective of the award is to honor advocates who have made significant contributions over time to the advancement of fire and life safety education at the national level.

The award will be presented at the CFSI National Fire and Emergency Services Dinner on May 1, 2014, in Washington, DC.

Nominations are being accepted by IFSTA and CFSI and are due on or before March 7, 2014.

Nominations will be made online at IFSTA.org and include this criteria:

- Nominee's name
- Position
- Contact information – email and phone number
- Significant fire and life safety education contributions over time (not all are required)
- National level impact over time (yes or no) and if yes, substantiation
- Unique outcomes/accomplishments of his or her work
- Documentation of leadership and collaboration
- How his or her work has advanced the work of other fire and life safety educators
- Person making nomination – email and phone number



IFSTA UPDATE 2

Using IFSTA PowerPoint® Presentations

By Mike Wieder

The release of the IFSTA **Essentials of Fire Fighting, 6th Edition**, by Fire Protection Publications (FPP) in January 2013 brought with it a new design for the accompanying instructional materials within all future IFSTA curriculum packages. Technical accuracy and quality of content provided by the IFSTA validation process in the development of our manuals has been a hallmark of our organization since 1934. It is equally important that all of the support materials accompanying a manual reflect the latest principles in occupational and adult education. Since FPP is a unit within Oklahoma State University, we are privy to numerous sources of information on advances in educational trends and methodologies.

Recent cognitive studies show that students, particularly adult learners, cannot process two like inputs simultaneously and retain the information. In other words, students cannot hear and read the exact same words and remember the information. Research shows that the traditional designs of PowerPoint® presentations, which typically feature bulleted lists of text summarizing the key points, do not support the most effective learning experience for the student.

Several reasons support this theory. The first reason is that students tend to spend their time copying the bulleted information while the instructor gives the presentation. This approach results in the student not focusing on the supplemental information that the instructor is giving in the lecture portion of the presentation. Another issue with traditional PowerPoints® is that some instructors choose to provide all of their instructions directly from the PowerPoints®, as opposed to teaching from the lesson outline that accompanies the PowerPoint® program. Many points of emphasis, learning activities, and other pieces of critical information are not addressed if the instructor simply teaches from the PowerPoint®. Neither of these possibilities supports effective learning for the student.

Instead, students need to *hear* the content and *see* an image or graphic that will help them retain the information. Our updated lesson outlines and PowerPoint® presentations are designed to be used **together** to provide instructors with a comprehensive outline of the validated manual content. The lesson outline is the in-depth information that instructors use when teaching. The outline includes review questions, references to explanatory material in the text, and in-class learning activities to help the students fully engage with the material to improve understanding and retention. The PowerPoint® program provides graphic cues to support the “*hear and see*” educational principle and improve a student’s ability to retain, recall, and apply information. This interactive approach requires the instructor to teach from the lesson plan, not simply recite the information on the PowerPoint® slides.

The work we do here at IFSTA/FPP is not simply about teaching firefighters the best skills necessary to ventilate a pitched roof or remove the roof from an automobile. We are equally dedicated to ensuring that we promote sound educational principles of occupational and adult education in the teaching and learning process. This dual mission has served us (and you!) well for 80 years, and we never stop looking for new ways to improve the process and our materials.

If you would like further information on the updated design of our instructional materials, please call us at 1-800-654-4055 and ask to speak to one of our Instructional Developers.

About The Author

Mike Wieder serves as Associate Director of Fire Protection Publications and Executive Director of the International Fire Service Training Association. He is a 34-year veteran of the fire service and holds undergraduate and graduate degrees in fire protection, occupational safety, and occupational and adult education.



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NAFTD UPDATE

Keeping It Real, But Not Too Real

By Allan Rice

Ask any group of firefighters the characteristics they want in training, and they will give you a pretty standard list of criteria: interesting, useful, hands-on, and REALISTIC. The nature of the job requires that the training participants “get a feel” for what they are learning, and there is an emphasis in fire service training and education on moving away from the chalkboard (or whiteboard or projector screen) and creating training scenarios that are REAL. However, the reality of fire fighting is that lives are lost in the line of duty during emergency operations. As training officers, chiefs, and administrators, we have to commit ourselves to the idea that this can never be the case in training situations. Line of duty deaths (LODDs) during training must be universally unacceptable. It is up to us to ensure that our training programs are realistic but not real.

We have seen a downward trend in the number of LODDs in the fire service. But one category has insidiously increased -- deaths during training. The causes of these training fatalities vary, but there are specific countermeasures that can be employed to eliminate the potential of a training-related fatality. By following these simple steps, we can insure training excellence with no personnel paying an unacceptable price:



1. *Have a qualified instructor.* What constitutes qualified? A demonstrated mastery of the subject matter is a good starting point. But just “knowing your stuff” about the training topic isn’t enough. A qualified instructor is a certified instructor, one who has completed an NFPA® 1041-compliant program and has demonstrated the ability to teach. A competent practitioner is not necessarily a great instructor. A certified instructor will have competency in critical skills, such as how to observe training participants for signs of injury, fatigue, or heat-related illness. They will also know and use training standards such as NFPA® 1403.
2. *Enforce a training chain of command.* In addition to technical knowledge, experience, and certification, the instructor must have the organizational authority (rank) to be in charge of the training. If your organization allows ranking officers to override instructors, then the stage is set for a training LODD. All the safety rules must apply to all the participants, regardless of how many bugles they wear.
3. *Have a training plan.* Certified instructors know how to develop a training plan with appropriate learning objectives that includes a safety plan. A training plan prevents freelancing during training. Several training-related LODDs have occurred when there was either no plan in place or when deviations from the plan occurred. (“Let’s throw a little more fuel on there!”)
4. *Take all possible safety precautions.* Safe training requires redundancies and safeguards that may not be possible during emergency operations. Take time to train safely or don’t train. Complete the safety briefing and a walk-through with all participants before a live drill. Have medical personnel on standby before the drill starts. It may be common for certain aspects of a training session to be “simulated,” meaning we take shortcuts. (“Well, we’re just going to say that we have a line stretched from another water source. We don’t want to pull that much hose off the truck.”) This practice is unacceptable because it is unsafe. If you do it in an emergency, what excuse do you have NOT to do it during training?

5. *All participants have to be allowed to call “timeout.”* As a fire department captain, I was called to bring my crew to the drill field for firefighter safety and survival training. We were directed up into the drill tower for some “bailout” training. The plan was to have a line attached to the top ring of our SCBA and then for us to be lowered from a third-floor window. Knowing that the SCBA wasn’t designed to be used in that manner, I advised the instructor that we would be pleased to complete the drill when we had donned the Class III harnesses that were available onsite. He was frustrated, in a hurry, and perplexed that I wouldn’t “go along with the drill.” I eventually had to say that the Engine 2 crew would not be doing it that way. We did get the Class III harnesses. We learned the intended skills and completed the training in a safe manner. As leaders, we have a moral obligation to create a work environment where personnel can say, “Hold on a minute,” when they see anything in training that is unsafe. When people are concerned for their safety, can they learn?

These five steps are not an inclusive list of everything that can be done to prevent training deaths and injuries, but if followed, they will contribute to ensuring the safety of all participants. As training officers, chiefs, and administrators, we must embrace the concept that we will not kill personnel during training events. Once that is ingrained in every training operation, we will find many ways to have realistic training sessions -- without them becoming too “real.”

About the Author

Allan Rice has been the Executive Director of the Alabama Fire College and Personnel Standards Commission since August 2007. His public safety career spans twenty-four years, including fifteen years of service with the City of Hoover Fire Department. He has previously served as the Program Coordinator for Fire Science and Emergency Medical Services at Jefferson State Community College, as a consultant to the U.S. Department of Homeland Security’s Center for Domestic Preparedness, and as a trauma and flight nurse.

Allan currently serves as the president of the North American Fire Training Directors, which is the professional organization of all fire-training agencies in the U.S. and Canada.

He received a paramedic certificate and Bachelor of Science in Nursing from the University of Alabama at Birmingham and a Master of Public and Private Management from Birmingham-Southern College. He and his wife, Kelly, live in Hoover with their two sons, Henry and Cooper.

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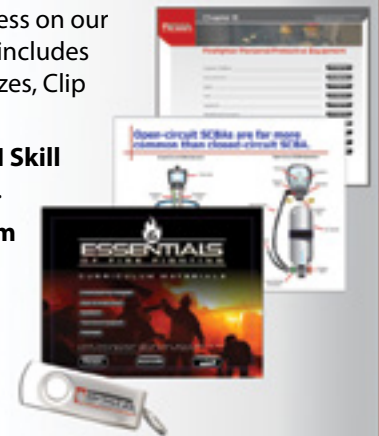
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Essentials of Firefighting, 6th Edition Firefighter I & II Skill Videos are free to stream on **ResourceOne** (r1.ifsta.org).

For more information and to access the **FREE Curriculum** content please contact your IFSTA representative at resources@osufpp.org.

To purchase a copy of an IFSTA Curriculum on USB Flash Drive please visit IFSTA.org or call us at 800.654.4055 to speak with a customer service representative.





GUEST EDITORIAL

Fire Service-Based EMS...There's A New Tool Kit For Your Use

By Chief Dennis Compton

In recent years, many fire service leaders from management and labor have strongly advocated the importance of being able to effectively represent our fire service-based EMS systems in the political arena. This includes focusing those efforts at the national, state, and local levels of government, where decisions are made on a regular basis that significantly impact the EMS service delivery capabilities of fire departments. This issue is in the spotlight even more now because of changes being implemented incrementally throughout the country with the phase-in of the federal Patient Protection and Affordable Care Act (PPACA). Educating elected officials and other policymakers about the advantages of fire service-based EMS will be even more critical as fire departments consider whether to engage in opportunities and options that are sure to emerge over the next two or three years.

To assist the fire service with these challenges, a small group of major organizations recently came together to overhaul the *Fire Service-Based EMS Electronic Tool Kit* that was originally developed in 2010. These partners included representatives from the Metropolitan Fire Chiefs Association, the International Association of Fire Fighters (IAFF), the International Fire Service Training Association (IFSTA), the International Association of Fire Chiefs (IAFC), and the Congressional Fire Services Institute (CFSI). This new electronic tool kit can be accessed on each organization's website, and other organizations will provide links from their websites to the Tool Kit.

The *Fire Service-Based EMS Electronic Tool Kit, 2nd Edition* is intended to provide fire service managers and union officials with a great deal of current information on fire service-based emergency medical services. The Tool Kit includes two sections. **Section One** provides information and tools related to fire service-based EMS in general. **Section Two** provides information and tools directly related to the impact of the federal PPACA on fire service-based EMS, as well as opportunities that the PPACA might present to fire departments as it is implemented. Both sections include "talking points" and various electronic links to documents described within the Tool Kit. There are also links to other resources, including websites and videos, that users may access and download resources at any time.

The information provided in the electronic tool kit covers many facets of fire service-based EMS. The "talking points" that are included can be used when communicating inside and/or outside of fire departments, including during presentations to the public, the media, elected officials, public managers, and the medical community. The various links provide information covering issues such as the historical background of fire service-based EMS, including an

overview of deployment and service delivery models. The Tool Kit also includes documents that stress the importance of effective interaction with the medical community, as well as EMS system components, such as training and certification and billing and collection. The Tool Kit also stresses information about the operations of private EMS providers and other important areas.

As previously mentioned, this new edition of the electronic Tool Kit is also rich with information related to the PPACA and opportunities that might present themselves to fire service leaders as they design and manage adjustments to their fire service-based EMS systems. New and enhanced partnerships between fire departments and the health care community, as well as others, are sure to be important as the PPACA is more clearly defined and implemented. This Tool Kit will provide information and tools to assist fire departments in so many ways. As users review the Tool Kit, they are encouraged to decide for themselves what information, opportunities, and options best interface with their specific systems, situations, and needs.

Some of the decisions made regarding the future of fire service-based EMS will be made by leaders on the inside of fire departments, but many of the decisions will be made or approved by leaders outside of the department. A broad group of people, including elected and appointed public officials, will be included in this process. Having good information, data, and other tools will be critical to fire departments when making their case for maintaining and enhancing fire service-based EMS systems in both the near and distant future. It is nice to be able to share issues with all of you who read this publication, but it is even better when I can also provide you with a quality tool designed to help you be more successful. We should thank the Metro Chiefs, IAFF, IFSTA, IAFC, and the CFSI for dedicating the resources, knowledge, motivation, and leadership necessary to create this Fire Service-Based EMS Electronic Tool Kit. Now, as in almost all cases, it is up to leaders within the fire service to make good use of it!

About the Author:

Chief Dennis Compton is a well-known speaker and the author of several books, including his most recent offering entitled *Progressive Leadership Principles, Concepts, and Tools*. He has also authored the three-part series of books titled *When in Doubt, Lead*, the book *Mental Aspects of Performance for Firefighters and Fire Officers*, as well as many articles, chapters, and other publications.

Dennis served as the Fire Chief in Mesa, Arizona for five years and as Assistant Fire Chief in Phoenix, Arizona, where he served for twenty-seven years. Chief Compton is the Past Chairman of the Executive Board of the International Fire Service Training Association (IFSTA) and Past Chairman of the Congressional Fire Services Institute's National Advisory Committee. He is currently the Chairman of the National Fallen Firefighters Foundation Board of Directors.





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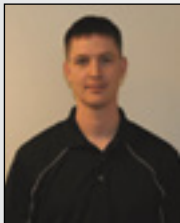
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Welcome New FPP Staff Members

Tony Peters

Tony Peters, Senior Editor, is a recent addition to Fire Protection Publications staff. Tony spent more than seven years in the Air Force Fire Protection career field with experience as a firefighter, driver/operator, and company officer. He also was an instructor at the Department of Defense Fire Academy, teaching subjects such as structural fireground operations, and fire inspection and code enforcement.



Robert Daniel

Robert Daniel, the new Advertising Assistant, received his Bachelor of Science degree in Strategic Communications in 2013 from Oklahoma State University. Robert previously worked as a marketing consultant and as the Visual Information Technician for the United States Department of Agriculture for two years. Robert has professional experience in marketing, advertising, and graphic design and enjoys designing and cooking in his free time. He also enjoys watching cooking shows and dreams of being a chef in his own restaurant or competing on America's Master Chef.



Nathan Chandler

Nathan Chandler has been a video producer, camera operator, and editor for over 10 years. He loves hanging out with his family, watching/critiquing movies, the Dallas Cowboys, running, and trying to figure out how to become a contestant on *Survivor*.



Jiejia Wang

Jiejia Wang received a Bachelor's degree in Public Administration in 2004 from Zhejiang University, China, and a Master's degree in International Business in 2006 from the Nottingham University Business School in England. In 2008, she earned her Master's degree from Texas A&M University in Management Information Systems. She previously worked as an IT professional for the Mary Kay O'Connor Process Safety Center, with hands-on skills in database management, web development, and web analytics.



Sheila Gajan

Sheila Gajan is the new accountant for Fire Protection Publications. She received her Bachelor's degree from Oklahoma State University, majoring in Accounting and has fifteen years of accounting experience.



Rex Mott

Rex Mott served with the Stillwater Fire Department for 27 years. He joined Oklahoma State University Fire Service Training as the Hazardous Materials Training Coordinator in 2012 and has transitioned to Fire Protection Publications (IFSTA) as a Sales Associate. His tenure with the Stillwater Fire Department included serving as a firefighter/EMT, driver/operator, tactical medic, six years as Fire Marshal, two years as the Assistant Chief of Administration, and six years as the Assistant Chief of Operations. He holds a degree from Oklahoma State University, Oklahoma City, in Municipal Fire Protections, and continues to pursue his education in Organizational Leadership. He has been active over the years with IFSTA committees as well as with state and regional organizations.



Nancy Trench Receives OSU Sternberg Award

Nancy Trench, Fire Protection Publications (FPP) Assistant Director, received the Karin and Robert Sternberg Award for Excellence in Advancement of the Land-Grant Mission on December 4 at the Oklahoma State University (OSU) Awards Convocation Ceremony. The officers of the OSU Faculty and Staff Advisory Councils present this award. The award recognizes OSU employees (both faculty and staff) whose exemplary contributions promote the land-grant mission of the university.



Nancy Trench displays the Sternberg Award for Excellence at the OSU Awards Convocation Ceremony along with FPP Director Craig Hannan (left) and FPP Associate Director Mike Wieder (right).

Nancy is a 38-year employee of the Fire Programs at OSU. She previously served as Director of OSU Fire Service Training. In her current role at FPP, Nancy manages the organization's research and advertising functions. She is an internationally recognized leader in public fire and life safety education. She has developed numerous groundbreaking programs that have resulted in the reduction of fire deaths and injuries in Oklahoma, the United States, and beyond.

Congratulations to Nancy for this well-deserved recognition!

Ed Kirtley Named Assistant Dean



Ed Kirtley joined the OSU Administration for the College of Engineering, Architecture and Technology (CEAT) as the Assistant Dean of Outreach and Extension in the fall of 2013. With almost 30 years experience in fire service, Kirtley brings a practical perspective and fresh outlook to this position.

"This is a significant hire," said Paul Tikalsky,

Dean of CEAT. "His direct knowledge of the impacts OSU outreach has on the state, coupled with his progressive vision and goals for the college make him the perfect addition to our leadership team."

Kirtley served as the previous director of OSU Fire Service Training, and chief of Guymon, (OK) Fire Department from 1998-2004.

He has been involved with the National Fire Academy since 1989 as an adjunct faculty member and curriculum developer, participating in the development of seven courses. He also co-authored two U.S. Fire Administration manuals. He was twice recognized by the USFA for his contributions to the fields of fire safety education and fire service training.

Kirtley is active in the NFPA® professional qualifications standard process, including serving as the chair of NFPA® 1035 for ten years. He is currently a member of the NFPA® 1041 and 1001 committees.

Kirtley holds a Bachelor's degree in management and a Master's degree in education.



GUEST EDITORIAL 2

New Science Means New Tactics

By Tom Jenkins

Just when we think we have learned everything about our chosen profession, we are proven wrong. The old adage of the fire service being “100 years of tradition, unimpeded by progress” seems to finally be incorrect. The fire service is undergoing change in application of our tactics at an unprecedented rate, and now science is even affecting our decision-making processes.

While much of what we do in a fire incident response is considered effective, it is normally conducted without thought because “that is the way it has always been done” or “that is the way I was taught.” However, decision making and tactics are changing and evolving based on the research from our colleagues at the National Institute of Standards and Technology (NIST) and Underwriters Laboratories (UL) who are working hard to examine how we fight fire.

The reports and data being published and disseminated to firefighters can be mind-boggling. Luckily, these professionals do a good job at summarizing their findings, so we, the industry’s leaders, can implement evidence-based change and make a clear application of this information to success and safety on the fireground.

Just like any other change in our business, the scientific developments have been met with some resistance. The implementation of these tactical adjustments should occur without much fanfare because the primary focus of our job has not changed. Simply put, the science has not changed our business as much as some might want to contend. But change is definitely harder for some to accept than others.

Some of the changes contradict training we have received over the years and still appeals to the intuition of many firefighters. For comparison, it was not that long ago that CPR curriculum emphasized ventilations in patients. This practice continued until empirical evidence showed that survival increased when uninterrupted chest compressions (circulations) were emphasized. The delivery of CPR changed because science demonstrated that our tactics could be sequenced differently to improve the outcomes to our customers. Simply stated, we must do the same job with our fire fighting tactics because science is showing that we can improve our outcomes.

Many of the findings emphasize things we have been teaching for some time, such as the importance of a size-up, the vulnerability presented by modern lightweight construction, and the need for coordination of assignments on the emergency incident scene. However, other findings are more dramatic shifts from conventional firefighter thinking. These findings include:

- Flow paths must be understood by firefighters. Forcible entry, along with vertical and horizontal ventilation, will allow air to be introduced to the fire and spread it to areas of low pressure within a structure. During a ventilation-limited fire, it is imperative that ventilation be coordinated with water application.
- Sounding the floor or roof for stability or looking for sagging are poor indicators of collapse potential.
- Offensive fire attacks can involve exterior stream application.

While these ideas are easy to debate and understand, they must be incorporated into the genetics of every level of the fire service. Our entry-level firefighter curriculum, officer development, and even incident command practice may change due to this information. These impacts not only affect fire suppression but training and prevention as well. Although the vast majority of the “heavy lifting” has already been accomplished by NIST and UL, we must figure out what this means to our policies, fire academies, and incident expectations. IFSTA has already made a big move in this area. **Essentials of Fire Fighting, 6th Edition**, is the only Firefighter I and Firefighter II training text that includes the new science in the fire behavior and ventilation JPRs.

In the near future, Oklahoma State University, in cooperation with the Outreach and Extension units of the College of Engineering, Architecture, and Technology and along with other partners, will host a workshop to help organize ways that the fire service can take this science and adapt it in its own organizations.

About the Author:

Tom Jenkins serves as the fire chief for the City of Rogers, Arkansas Fire Department. Previously Tom served as Deputy Chief for the City of Sand Springs (Oklahoma) Fire Department. He holds a Bachelors Degree in Fire Protection and Safety Engineering from Oklahoma State University, and a Masters Degree in Public Administration from the University of Oklahoma. He is a 2006 graduate of the Executive Fire Officer Program at the National Fire Academy in Emmitsburg, Maryland and is also recognized as a Chief Fire Officer and Chief EMS Officer designee from the Commission on Professional Credentialing in 2010. He serves on the Industrial Advisory Board for Oklahoma State University’s Fire Protection and Safety Technology Program and also serves as an adjunct professor for Oklahoma State University and Northwest Arkansas Community College.

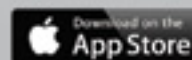
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