EXECUTIVE DIRECTOR’S RAMBLINGS

For one reason or another, most people look forward to the beginning of spring. For those who reside in northern climates, it is time to store the snow shovels and blowers and crank up the lawn mowers. There is no question that spring signals the start of many outdoor activities that may have been dormant over the winter. Fire service training activities typically become more active with the improving weather. This is particularly true for courses that include practical exercises that must be conducted outside the confines of a warm classroom. Spring 2012 hails the release of the new IFSTA Fire and Emergency Services Instructor Eighth Edition suite of materials. This manual and accompanying support materials will prepare your instructors to take advantage of the improved training environment that spring provides.

Spring also brings with it a new season of fire service trade shows, conferences, and events. These events allow participants to attend seminars on the latest fire service issues and to see all the latest technologies and equipment at their exhibitions. Most notably is the Fire Department Instructor’s Conference (FDIC) that is held in Indianapolis, Indiana. Each year this is North America’s largest fire-related conference. FDIC has been held in varying locations for more than 80 years. In the early years, FDIC consisted of seminars and a few live demonstrations. In the late 1960s, IFSTA and Brady Publications asked the FDIC leadership if they could set up tables to display their books in the lobby of the Peabody Hotel in Memphis, Tennessee (the conference hotel for many years). Permission was granted, and this was the origin of the massive exhibits that take place today.

Another major spring event is the Congressional Fire Service Institute’s (CFSI) Annual National Fire and Emergency Services Dinner and Seminars held each year in Washington, DC. This event draws more than 2,000 fire service leaders and political figures for two days of seminars, meetings, and fellowship. IFSTA/Fire Protection Publications has been a supporter of the CFSI since its inception and continues to assist in sponsoring these events today.

The second largest gathering of fire service personnel and fire equipment and apparatus vendors occurs on the third weekend of May each year. The Pennsylvania Fire Expo annually draws more than 20,000 attendees, 600 exhibitors, and 300 pieces of apparatus. The Fire Expo is run by the Lancaster County Fireman’s Association (LCFA). The LCFA is an IFSTA/Fire Protection Publications distributor in Pennsylvania. The booth location is inside the front door, so be sure to stop by and see us when you walk through the entrance to the show.

IFSTA/FPP attends many additional conferences and trade shows throughout the year. We attend these events to provide an up close look at what we can offer you and your organization. More importantly, we look forward to the opportunity to visit with you personally to learn more about how we can better meet your needs in the future.

Keep the faith!

Mike Wieder
Associate Director, FPP
Executive Director, IFSTA

TABLE OF CONTENTS

Executive Director’s Ramblings .................................................... inside cover
IFSTA Update
Fire and Emergency Services, Eighth Edition ................................. 2
NAFTD Update
Fire Instructors: Those Numbers Should Worry You! ...................... 4
Guest Editorial
Principles of Sound Testing in the Fire Service ............................... 6
IFSTA Update 2
Instructional Improvements in IFSTA Curriculum .......................... 8
Guest Editorial 2
Review of the Chicago Fire Department’s “Everyone Goes Home” Online Video .................................................. 10
FirefighterBehavior.com
National Firefighter Code of Ethics Released ............................... 12
Advertising
Fire and Emergency Services Instructor ....................................... 3
HazMat for First Responders 4th ed Flashcards ............................... 5
Ifsta.org has a NEW Look ............................................................. 7
Fire Protection Hydraulics and Water Supply Analysis ..................... 11
 Essentials Sixth Edition ............................................................. back cover

GO GREEN AT IFSTA.ORG
Do you want to read Speaking of Fire online at ifsta.org? If so, we will notify you when it is available for viewing — all you need to do is send your e-mail address to sof@osufpp.org. You can print your own copy at your convenience and therefore won’t need a printed copy from us. If you definitely don’t want a printed copy of Speaking of Fire, please include in your e-mail your name, address, and account number so that we can remove you from the Sof mailing list. Thanks!
In February 2012, IFSTA released the eighth edition of the Fire and Emergency Services Instructor manual and curriculum. This updated manual meets the job performance requirements established in NFPA® 1041 Standard for Fire Service Instructor Professional Qualifications.

This new manual has been streamlined for easier use by firefighters and company officers. Because it has been reorganized into three sections, the manual enables the instructor candidate to prepare for each level of instructor. The manual is organized into the following sections:

Section A: Instructor Level I – Chapters 1-9
Section B: Instructor Level II – Chapters 10-14
Section C: Instructor Level III – Chapters 15-17

Instructor Level I introduces the Instructor I candidate to the basics of adult learners, teaching methods, lesson plan components, using audiovisual support, evaluation, and record keeping. The primary purpose of this level is to prepare the individual to teach from prepared lesson plans.

Instructor Level II introduces the Instructor II candidate to the basics of developing lesson plans for single topics, developing the supporting audiovisuals, developing student and course evaluation instruments, scheduling training sessions, managing training records, and supervising and evaluating other instructors. The primary purpose of this level is to prepare the individual to prepare lesson plans and manage the training process.

Instructor Level III introduces the Instructor III candidate to the basics of training program administration, including developing training goals and implementing training strategies, developing full curricula, creating a program evaluation, conducting a needs analysis, and selecting and evaluating training staff. The primary purpose of this level is to develop comprehensive training programs, curricula, and courses.

A number of improvements have been made in this revised edition of the manual. Besides the readability of the single-column format, this manual also provides easier access to terminology, additional resources, and key information. Readers will also find “safety alerts,” information boxes, and other useful information. Current information is provided regarding learning methodologies, distance learning, and safety standards and practices.

In addition to the revised manual, IFSTA has also released new Fire and Emergency Services Instructor curriculum. The curriculum meets the intent of the NFPA® 1041 standard and matches well with the manual. This customizable curriculum includes easy-to-use lesson plans, chapter quizzes and tests, and quality visuals. Instructors planning to use this curriculum will find it easy to customize, allowing them to add local information and procedures.

State and provincial training systems, along with local fire departments, will find this manual and curriculum ideal for meeting the needs of preparing firefighters and company officers in the role of training. This quality package should be a critical part of any fire department training program.

About the author:
Randy Novak is the Chief of the Iowa Fire Service Training Bureau. He currently serves on the NFPA® 1041 technical committee as a principal member. He also served as the chair of the IFSTA Fire and Emergency Services Instructor (eighth edition) validation committee.
Fire Instructors: These Numbers Should Worry You!

By Eriks J. Gabliks

The fire service uses data to measure response times to incidents, to calculate fire loss, to measure the performance of our firefighters in recruit school, and to look at injury and death statistics. As training officers, we look at the injury and death information to see how firefighters are being injured and how they are dying in the line of duty. We look at this information with a careful eye and compare it to how we prepare our firefighters in training classes for the challenges that they will face in our local communities.

Preliminary firefighter death information from the United States Fire Administration (USFA) indicates that there were 81 on-duty firefighter fatalities in 2011. Previous reports issued by the National Fire Protection Association® (NFPA®) show a decline in line-of-duty deaths over the past years in the United States, which is a sharp decline from the 105 on-duty deaths in 2008. Through the efforts of local and state fire training officers and the programs of national organizations such as the National Fallen Firefighters Foundation’s Courage to Be Safe Initiative, the IAFC’s National Fire Fighter Near-Miss Reporting System and others, we are making steps in the right direction.

The North American Fire Training Directors (NAFTD) represents state, provincial, and territorial fire training directors in the United States and Canada. During our annual conference last September at the Maryland Fire and Rescue Institute (MFRI) in College Park, Maryland, we discussed a troubling trend: There appeared to be an increase in the number of fatalities taking place during fire service training. To validate this information, Director Steve Edwards of MFRI contacted Dr. Rita Fahy at the NFPA® Fire Analysis and Research Division on behalf of NAFTD to request a detailed analysis of firefighter deaths during training. Dr. Fahy and the staff at NFPA® were of great assistance. What they found will cause concern.

The NFPA® special analysis focused on the most recent 10-year period — 2001 through 2010. During this period, 108 firefighters died while engaged in training-related activities (11.3 percent of all on-duty firefighter deaths in those years, not including the 340 deaths at the World Trade Center in 2001). Of these 108 victims, 53 were volunteer firefighters and 43 were career firefighters; six were employees of state land management agencies, three were employees of federal land management agencies, one was a civilian employee of the military, one was a contract pilot, and one was employed by an industrial fire department. Approximately one-quarter of the victims had one year or less of experience. Of these 25 firefighters, 10 were involved in recruit training classes or activities when they died.

According to a recent study by MFRI, cardiac-related events are the single largest identifiable cause of training fatalities. The study also indicates the likelihood that the amount of cardiovascular stress seen in training activities is similar to that of actual live fires. In contrast, cardiac-related events do not play nearly as dominant a role as causes of nonfatality training injuries, where musculoskeletal injuries dominate all other categories. Reading this study is a must for any fire training officer. This report is available free of charge from MFRI at http://www.mfri.org/fireresearch/hsg/healthandsafetyguidelines.pdf.

So what do the NFPA® study and the MFRI report mean for us? As fire service training officers, we need to have a plan of action should a heart attack or medical emergency occur in the classroom or during physical activities. We need to follow established standards such as NFPA® 1403 when conducting live fire training activities. We should embrace the use of safety officers when conducting all hands-on training evolutions, but especially those technical training classes such as water rescue, high angle, trench, confined space, and other activities which are low in frequency but high in risk.

For those new to the fire training officer position, I would recommend that you contact your respective state or provincial fire training organization to discover what services and assistance are available to you. In some areas, training classes are available free of charge while in others, a nominal fee may be charged. The opportunities will also vary from basic firefighter skills training classes all the way up to haz mat technician, trench rescue, and tactical EMS. The NAFTD web page includes a link to each state and provincial fire training organization. Go to www.naftd.org and click on the member web sites button for more information. State and provincial fire training organizations provide a valuable service to the members of the fire service. The best way for you to learn what is available in your state or province is to make a phone call or send an e-mail. We stand ready to help you!

In closing, the information gathered and analyzed by our national fire service organizations gives us a tremendous amount of useful information. Through our collective efforts, we need to reverse the increasing trend of firefighter fatalities and injuries in fire service training activities. A copy of the NFPA® report on U.S. Firefighter Deaths Related to Training is available free of charge at: http://www.nfpa.org/assets/files/PDF/OS.FFFtraining.pdf.

About the author:
Eriks Gabliks is the President of the North American Fire Training Directors (NAFTD). He also serves as the Director of the Oregon Department of Public Safety Standards and Training (DPSST) and oversees its 212-acre Oregon Public Safety Academy. Eriks has been in the fire service since 1980 and holds a bachelor’s degree in Fire Administration from Western Oregon University and a master’s degree in Public Administration from Portland State University.
Principles of Sound Testing in the Fire Service

By Holly Hatada

Now more than ever, it is imperative that we place the right people into fire service jobs and that we accurately measure the knowledge and skills that are required for this challenging profession. With large candidate counts and tighter budgets, some agencies are faced with difficult decisions about how to implement defensible testing practices. Regardless of the type of assessment processes your agency is using, some principles of sound test development and administration apply universally.

Do your homework. Even though most people’s eyes glaze over when they hear the phrase “job analysis,” this formal process of clearly identifying the tasks and competencies required on the job is an absolute must. It can be brief by only listing those statements that define the most critical tasks and knowledge, skills, and abilities (KSAs). You can obtain ratings on the statements by using a small group of qualified subject-matter experts (SMEs). Conducting this process is the first step in ensuring the job-relatedness of your selection tools and is a critical part of building the legal defensibility of your agency’s exams.

Emphasize fairness. Regardless of the type of assessment tools your agency is using, the guiding framework for each step in the process should be fairness to all candidates. When information about a testing process is disseminated, make sure that each potential candidate is afforded equal access. Keeping in mind security considerations, place as much of this information as you can online and make extra efforts to loop everyone in. When developing test questions or assessment exercises, take into account cultural sensitivity to ensure candidates have a fair shot at performing to the best of their ability. If possible, publish in advance the overall scoring and pass point methodology you plan to follow. This lets the candidates know how they will be evaluated and also informs them that the criteria have been established objectively and prior to the assessment. When selecting your sample of SMEs, make sure this group of decision makers represents the pool of potential candidates. This type of transparency increases the credibility of the exam and process and is well worth the extra time and effort.

Manage candidate perceptions. In the testing world, the term face validity is used to define how relevant or job-related a tool or process appears to candidates. Though psychometricians do not consider face validity a “real” form of validity, those who develop and administer tests know it can often have as big of an impact on your process as other types of validity. In line with emphasizing fairness, ensuring the face validity of your tools is one extra step that you can take to make sure candidates feel that they were afforded an equal opportunity to show their strengths. Regardless of the final results, candidates want to walk away feeling like they understand why they were asked to participate in each phase of the process and how the results of those processes relate to basic principles of the merit system.

Never compromise security. No matter how thoroughly you have planned your selection process, how detailed your job analysis is, or how well-developed your tools are, a breach in security almost always requires some or all of the processes in question to be reconsidered. Emphasize to your SMEs and any other decision makers how important it is to keep all testing information secure. Provide routine training to staff on the importance of retaining paperwork in a locked and secure environment and ensure they understand the implications of sharing even seemingly harmless information about the testing process. Collect a written security agreement from each person who may have access to sensitive test information, and keep information sharing on a “need to know” basis. Security issues can be some of the most difficult to unravel, and unfortunately it is not uncommon for this type of information to reach a department’s decision makers after test results are reported and positions are filled.

Get to know your statistics. Take some time to learn about test and item analyses and important measurement concepts like validity and reliability. These statistics tell you not only how appropriate the difficulty level of your selection tools are, but also how well they differentiate between your higher and lower scoring candidates and how your candidate group performed in comparison to others. Candidates’ scores, either individual or as a group, can also help identify valuable training opportunities within your department. If possible, allow candidates to seek feedback about their strengths and weaknesses to assist in preparing them for whatever the next step in their fire service careers may be.

Following these and other sound principles of testing can assist in three key objectives for your agency: obtaining meaningful data for predicting employee performance, increasing candidate satisfaction with the testing process, and generating a higher level of overall productivity throughout your department.

About the author: Holly Hatada a Senior Consultant with CPS HR Consulting, a self-supporting public agency providing a full range of integrated HR solutions to government and nonprofit clients across the country. Ms. Hatada has more than 10 years of experience in employment and licensure/certification testing, validation support, and standard setting.

ifsta.org has a NEW look...
Instructional Improvements in IFSTA Curriculum

Elkie Burnside

To say that technology is changing the world that we live in would be an understatement at best. Attempting to write about all the ways that technology has influenced, changed, and impacted instructional environments would be like going to a five-alarm fire with a three-alarm assignment; it is an almost impossible task!

However, instead of being overwhelmed by all the instructional possibilities technology offers for the fire and emergency services training classroom, IFSTA is working to stay ahead of the curve, ensuring that you have materials that serve as useful instructional tools and incorporate technology in a way that interests students and creates an interactive learning environment. One specific way we are staying ahead of the curve is through the improvements made to our visual presentation components, also known as PowerPoint® (PP) presentations.

The Research Says...

Experts recommend that an effective PP® is simplified, incorporates visual elements, and strategically places animation. Not surprisingly, students request almost the same type of PP®. Students want to see each slide’s main idea clearly and view presentations with limited text, relevant visuals, and limited animation.1 Based on this research and user feedback, FPP instructional developers began to reconsider the way PP® works in our curriculum.

The curriculum staff investigated two main concepts in its search to better serve fire and emergency services training needs:

1. The first is the influence of technology on the way students learn. The curriculum staff became interested in the role of active learning strategies in the training classroom. Knowing that instructors only have a 10-25 minute window before student attention begins to wander, they began to look for ways to reboot that attention window.2

2. The second is the role of the instructor in the classroom. No one likes to listen to an instructor read off a PowerPoint®. As a matter of fact, studies show that speaking while a student is reading can actually impair his or her ability to learn that information. Knowing that fire and emergency services instructors have a large amount of information to give to students, the staff began to look for ways to make PP® a tool that instructors use, not a tool that uses instructors.

The Results Are...

As we prepare training materials for fire and emergency service instructors, we create visually interesting presentations that incorporate the best practices of technology and meet the unique needs of training classrooms. As a result, we provide a curriculum package that offers the following advantages:

IFSTA curriculum is content driven. As always, the applicable standard and information presented by the instructor are the most important aspects of your classroom. FPP instructional developers do not want technology to dictate what instructors teach. Instead, our new style of PP®, that premiered with Hazardous Materials for First Responders, Fourth Edition, allows instructors to choose the content information that works with specific jurisdictional needs.

This continues IFSTA’s tradition of developing customizable curriculum and high quality Lesson Outlines that have always been provided to instructors. You may notice that with less text on the screen, your students’ note-taking habits change because they will focus on writing what they need instead of vaguely listening for key words suggested by some types of guided notes.

IFSTA curriculum emphasizes instructional interaction. Instructors must use active learning strategies in order to reactivates their students’ 10-25 minute attention window during classroom instructional time. This curriculum incorporates various types of brief interactive moments into classroom instructional time.

First, our new style integrates discussion questions; both those built into the Lesson Outline and those that appear on blue screens in the PP®. These brief breaks in routine allow students to focus on the content being taught and allow instructors to informally assess if students understand the information before formal assessment begins.

Another way we add interaction in the PP® is through the use of interactive flash objects. This offers students an opportunity to focus on something other than the instructor. When stopping to work through interactive flash objects, instructors activate knowledge by helping students tie content to images, which is essential for students who are accustomed to interactive media environments.

As always, IFSTA learning activities provide students the opportunity to put into practice the knowledge they have gained in classroom sessions.

IFSTA curriculum is visually stimulating. Instructional use of visuals is one type of active learning strategy that can reactivates student attention window. Our new style uses graphics, smart art, videos, and interactive flash objects to help students tie instructional content to an image. Instructors who take advantage of this visual/verbal reinforcement give students a better chance to retain information. Instead of memorizing pages of text, students see relationships between ideas and recall information for tests in a way that works with their learning style.

FPP instructional developers continue to provide cutting edge, high-quality instructional materials for the fire and emergency services instructors. We will not stop here but will keep working to build materials that meet the needs of your classroom for both you and your students.

About the author: Elkie Burnside is an Instructional Developer and has worked with FPP for three years. Currently a PhD student Elkie specializes in the impact of technology on the classroom.

Recommending Readings

2For more on active learning strategies see: Young, M. S., Robinson, S., & Alberts, P. (2009). Students pay attention!: Combating the vigilance decrement to improve learning during lectures. Active Learning in Higher Education, 10(41), 41-55.
Review of the Chicago Fire Department’s “Everyone Goes Home” Online Video
By Josh M. Stefancic

Every industry and profession has a pace-setter. A pace-setter, according to Dictionary.com, is “an organization that is the most progressive or successful and serves as a model to be imitated.” When a pace-setter sets a new course or starts a new venture, others watch and listen. Such is the case with the Chicago Fire Department (CFD) — the pace-setters when it comes to the fire service industry and profession. When the CFD speaks, firefighters listen. Such positive national influence can be observed in an online video produced by the Chicago Fire Department to reduce firefighter injury and death. The video speaks for all injured and killed firefighters, as well as the families and colleagues of those who have been injured or killed.

The almost forty-minute video was produced by the Chicago Fire Department in conjunction with the National Fallen Firefighters Foundation and hosted by the recently retired CFD Commissioner Robert S. Hoff. The video is dedicated to the members of the Chicago Fire Department who have died in the line of duty and ensures that those lost have not died in vain. The video’s objective is to eliminate firefighter injuries and deaths and to ensure that all firefighters go home at the end of their shift. The video emphasizes that being a firefighter is a dangerous job and that firefighters are not immune to getting hurt or killed.

The CFD identified several basic and simple issues that are not only contributing to injuries and deaths in its department, but the fire service as a whole. Topics discussed include safe driving habits, the use of seat belts and personal protective equipment (PPE), situational awareness, complacency, building construction, physical fitness, and how to call a Mayday. The video’s quick and simple lessons are casually and compassionately delivered by firefighters of all ranks and seniority and family members who have been directly involved with a line-of-duty injury or death.

Largo Fire Rescue’s administration team became aware of the CFD online video through its positive working relationship with Oklahoma State University’s Fire Protection Publications (FPP) and the International Fire Service Training Association (IFSTA). The members of Largo Fire Rescue (LFR) in Largo, Florida, were encouraged to view the CFD’s “Everyone Goes Home” online video via the department’s web-based training platform.

Largo Fire Rescue is made up of 141 proud professionals serving approximate 100,000 people and responding from six fire stations. The agency answers approximately 20,000 calls per year. With a call volume that places an extreme demand on the men and women of Largo Fire, the need to have efficient and effective training is paramount; there is no time for mediocre training. The “Everyone Goes Home” video offered a mentoring-like training environment as firefighters shared their personal tragedies in hopes that nobody would ever have to experience what they did.

Largo Fire Division Chief of Operation’s David Mixson was moved after viewing the video. “The Chicago Fire Department is the fire department other departments look at and aspire to be; they are the big-dogs in this industry and one that sets the standard. For a credible department such as this to stop, and say ‘hey, we are not going to let this happen to us,’ tells me we all need to stop and think about what we are doing. These firefighters have done it all; what a testament to the brotherhood to personally attempt to reduce firefighter injuries and deaths on a national scale.”

The video is now readily accessible for all Largo Fire Rescue firefighters to view. Lieutenants are watching the video with their companies and actively engaging their personnel in discussion following the video. The video also reminded and motivated many Largo personnel, especially the agency’s training division, that consistent and realistic training is essential to ensure the safety of the department’s members and citizens. Nearly all line-of-duty injuries and deaths are preventable. The CFD video demonstrates that there are consequences for actions and reminds all firefighters to train, train, and train!

As Largo Fire Rescue was urged to watch this lifesaving video, the agency now urges every fire department to view this video and spread the word as it could prevent an injury or save a life. As pointed out in the video, regardless of the number of fires to which an agency or firefighter responds, it takes only one fire to have something go bad and it takes one fire to ruin a career, department, and family. We must remember that it is up to all firefighters that everyone goes home at the end of their shift. Everyone goes home.

About the author:
Josh M. Stefancic is an Assistant Chief with Largo Fire Rescue in Largo, Florida. A graduate of Oklahoma State University, he is currently enrolled in the National Fire Academy’s EFO program and serves on IFSTA’s Essentials validation committee.
The American fire and emergency services has a very proud tradition of serving communities across our nation that dates back to colonial times. Throughout our nation’s history, firefighters have been looked upon with great respect and admiration for their courage and dedication to their profession. To preserve the public trust, a National Firefighter Code of Ethics was developed by a group of fire service leaders that calls on individual firefighters to pledge their support for maintaining the highest level of professionalism and behavior.

The idea for the Code was initially proposed in the Fire Service Reputation Management White Paper published by the Cumberland Valley Volunteer Firemen’s Association (CVVFA). Since then, the idea gained momentum and received support from the highest echelon of fire service leadership.

We may never have the opportunity again and I urge all fire service leaders to develop, establish, disseminate, abide and enforce a fire service code of ethics, said then-U.S. Fire Administrator Kelvin Cochran in 2010.

The Code is a guide for acceptable behavior already practiced by all but a very small percentage of the fire service. Isolated events that have occurred across the country involving lapses in ethical judgment by fire service personnel led to the Code of Ethics being developed. It was the brainchild of the National Society of Executive Fire Officers (NSEFO) and has since gained the support of a number of local, state and national organizations, as well as prominent fire service leaders.

The Code of Ethics serves to remind our brethren firefighters of our moral and ethical obligation to the profession as well as to the people we serve” said CVVFA Past President Steve Austin. The public places great trust in our profession and we need to exercise good judgment in order to preserve that trust. The Code of Ethics can serve as a compass to guide us in that direction.

With the support of various fire service organizations, the Code will be distributed throughout the fire service. Individual firefighters are encouraged to sign the Code and keep it in view to remind themselves each day of their pledge to the highest standards of professionalism and behavior.

**Firefighter Code of Ethics**

**Background**

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

The purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

*Ethics* comes from the Greek word *ethos*, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or nonexistent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.

---

**Fire Fighter Code of Ethics**

I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following:

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member’s safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

________________________________________ Signature _______________ Date