



SPEAKING OF FIRE

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DIRECTOR'S LETTER

What Does “Change” Mean for the Fire Service?

Open your arms to change, but don't let go of your values. Dalai Lama

In the recently concluded political season, “change” was a common theme of many candidates, particularly in the presidential race. Obama’s theme “change you can believe in” resonated with voters. Many other candidates jumped on the bandwagon as well (and more than I can ever remember, so many were “humbled” too, but I’ll leave that one for the comedians). As a result, there is a palpable expectation that change is inevitable. What’s interesting is the diversity of expectations of what that “change” will actually look like. In our case, what does it mean for the fire service?

As perhaps never before, we have key players in both the Administration and on Capitol Hill who have shown strong support for the fire service; and all indications are that they will continue to do so. In this environment, what might change look like? In other words, is it something that as a service we can collectively “believe in” and as a result, collectively “support”? Over its history, the fire service has a culture (more than most) that is wary of and reluctant to change — as a result of the nature of the business if for no other reason.

Yet, the fire service has come so far in the past several years. So many individuals and organizations have worked diligently and cooperatively to bring it to a place of widespread recognition and respect for its leadership and ability to serve. Consequently, we are now poised to be an active and integral part of a collective process of positive and rewarding change. Change is indeed coming, if nothing more than as a result of the nature of our political system. Conceivably what it may mean for us as a service is that we have a great opportunity to hold on to the good and to be in a position to continue to improve (that is, “change positively”) where and when opportunities present themselves such as the following examples:

- **CFSI** — This collaboration is where we have come together as a service, like no other way in our collective history. The outcome of this disciplined, collaborative, and cooperative effort has been national legislation and subsequent funding in support of firefighter health and safety, research, the USFA/NFA, prevention programs, firefighter benefits, and so many others.
- **NFFF** — It would be difficult to think of another group that has been more successful and driven in continued support of the families and departments of those who served and paid the ultimate price. The NFFF embraces positive change by working together with major fire service organizations to implement proactive initiatives and programs to actually prevent firefighter injuries and deaths.
- **NFA and State Training Organizations** — These are truly mission-driven organizations established and committed to improving firefighter professionalism and safety through training and education. There is a calling, and no others do it better while maximizing each dollar invested.

At the state and local levels, there are also many other support and charitable organizations that are committed to our service and individual firefighters; and we owe each of them our gratitude and commitment as well to act in the following ways:

- To spend their investments wisely to ultimately meet the needs of those we serve, particularly as our own budgets become tighter
- To work cooperatively and remain committed to these organizations and to those who literally gave their careers to establish what we often take for granted

The strength of our current standing in this process is without a doubt a direct outcome of a collective, continued drive towards consensus; commitment to the process and to the organizations that have brought us so far and that have the capacity to continue to serve us well. The willingness to work together in those areas of common interest will impact us today and for years to come.

We truly have the chance to do some more great things — that we can look back on years from now as “our finest hour.” It is also an opportunity to fail if we don’t diligently guard that for which we have worked for so long and hard. It’s one of the greatest of ironies — it is in the good times that we have the greatest opportunity and capacity to succeed, and unfortunately, the greatest chance to fail. I’m excited and optimistic that it is the former, and there are many good things to come as we continue to work together in the best interest of the fire service.

“Change we can live with,” that we can all believe in and support is truly change that we drive collectively as the Dalai Lama noted — in discipline, selflessness, integrity, cooperation, and humility. Let’s all be smart and commit to our success together and then celebrate. Be safe!

Chris Neal

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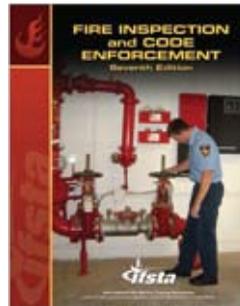
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*Cover Photo Courtesy of www.Vizual1.com.
Midvale (UT) firefighters use a rotary saw to gain access into the burning garage.*

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IFSTA UPDATE

IFSTA Fire Inspection and Code Enforcement Manual, 7th Edition

By Fred Stowell

The fire service has a long and gallant history of responding to fires and other emergencies. The history of organized fire fighting in North America is as old as the colonial settlements established in the 1600s. This history and tradition is symbolized in etchings, photographs, and movies of firefighters in protective clothing advancing into burning buildings to rescue citizens and extinguish fires.

While this heroic image is dominant and deserved, it is still based on a reactive approach to dealing with the multitude of hazards that plague society. Beginning near the end of the 19th century, and following many devastating fires that destroyed entire communities, citizens began to realize that preventing fires was better than having to extinguish them once they had started.

Municipal zoning ordinances that established minimum distances between structures and the development of reliable water distribution systems for fire suppression began to appear in large cities. Nationally, organizations like the National Fire Protection Association® (NFPA®) began to develop codes and standards that defined the minimum levels of fire safety in both construction materials and building design.

Still, the 20th century witnessed disastrous and fatal fires involving numerous types of structures from circus tents to supposedly fireproof high-rise buildings. Tragedy struck schools, nightclubs, theaters, and manufacturing facilities as well as single and multifamily dwellings. After each major disaster, new fire and life safety ordinances were enacted and new safety standards were written.

By the beginning of the 21st century, fire departments had the most up-to-date equipment, personal protective clothing, respiratory protection equipment, and tactics for fighting fires and controlling other types of hazards. In keeping with tradition, the majority of the resources of most if not all fire departments were directed toward emergency response and fire suppression and not fire prevention.

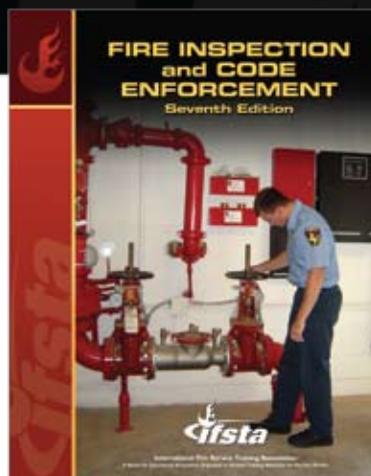
True, the number of structural fires in North America has decreased over the past half century, and the average fire loss has decreased. This reduction is due in part to the increase in modern, code-compliant building construction. At the same time, old buildings that have been modernized have, in some cases, been upgraded to meet current building and fire codes and standards. Local municipalities have adopted and enforced model building codes as well as fire and life safety codes.

No matter how safe the design of a building might be or how fire resistant construction materials are, unsafe acts on the part of occupants can still result in fires. A high-rise fire in Sao Paulo, Brazil, in 1972 cost many lives in a building that was supposed to be fireproof. The Station Nightclub fire in West Warwick, Rhode Island, on February 20, 2003, killed over 100 people due to the improper use of pyrotechnics and blocked exits.

To reduce fire-related deaths, department should ensure that fire and life safety standards are followed and that structural safety components are not compromised. Most fire departments have established fire prevention bureaus or divisions. Staffed by both uniformed and nonuniformed inspectors, these units provide building inspection, plans review, permit issuance, and code-enforcement services. The employees of these units should be certified to the levels established by NFPA® 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner* (2009). The new 7th edition of the IFSTA **Fire Inspection and Code Enforcement** manual has been written to meet the certification requirements of this standard.

In many fire departments, fire officers in charge of emergency response companies have responsibility for fire-prevention inspections and preincident planning surveys of commercial and public facilities within their response areas. Company officers and their crews inspect facilities, prepare site plans, correct life safety hazards, and document the results of the inspections. Severe hazards or code violations that are beyond the scope of their abilities or authority are referred to the jurisdiction's fire prevention officer or division. In small career, combination, or volunteer departments, a company officer may also perform the duties of a fire prevention officer and be certified to both NFPA® 1021, *Standard for Fire Officer Professional Qualifications*, and NFPA® 1031.

NFPA® 1031 also contains the basic requirements for Plans Examiner Levels I and II. While Level II Fire Inspectors can perform plans review, this function is more technical and requires additional training. Depending on the size and organization of the local jurisdiction, plans review may be the responsibility of the building department or the fire department. If the building department has the responsibility, the fire department may or may not be involved; and that involvement may be total or limited to a review of the fixed fire-suppression, detection, and alarm systems.



The knowledge and skills required to certify to these levels for plans review can be found in the IFSTA **Plans Examiner for Fire and Emergency Services**, 1st edition. A basic overview of the plans review process as it applies to the requirements for a Level II Fire Inspector is provided in the new **Fire Inspection and Code Enforcement** manual.

The purpose of **Fire Inspection and Code Enforcement** is to provide emergency services personnel with basic information necessary to meet the job performance requirements (JPRs) of NFPA® 1031 for Level I and Level II Fire Inspectors. Additional information (based on the experiences of the validation committee and editors) that exceeds the standard requirements has also been included.

It should also be noted that NFPA® 1031 provides the certification requirements of the Level III Fire Inspector. This level is generally that of the organization's fire marshal and that person may hold the rank of chief officer. Therefore, a discussion of Level III is excluded from this manual.

The scope of the manual addresses the basic duties assigned to a Level I or Level II Fire Inspector. Because NFPA® 1031 does not require a fire inspector to hold a certification as a firefighter or fire officer or have previous fire-fighting experience, some basic information normally included in training for Firefighters I and II and Fire Officers I and II is included in this manual for the benefit of nonuniformed fire prevention candidates.

This manual provides the basic knowledge for Fire Inspectors to perform their assigned tasks and duties. At each level, an inspector must be able to perform the duties listed:

Level I Fire Inspector

- Prepare correspondence and reports.
- Handle complaints.
- Maintain records.
- Participate in legal proceedings.
- Communicate orally and in writing.
- Interpret codes and standards.
- Become familiar with local policies and procedures relating to inspections and plans review.
- Perform fire safety inspections of new and existing structures.
- Recognize problems, make observations, and make the correct decisions.
- Understand building construction types.
- Understand occupancy types.
- Recognize types of construction materials.
- Determine occupancy loads for single-use buildings.
- Recognize potential hazards created by processes, materials, and operations.
- Read plans.
- Understand the operation of fixed fire-suppression, detection, and alarm systems.
- Understand human behavior during fires.
- Identify exit, egress, and evacuation requirements for various types of occupancies.
- Understand fire behavior and growth characteristics.
- Verify water supply fire flow capacity.

Level II Fire Inspector

- Conduct research.
- Interpret codes.
- Implement policies.
- Testify at legal proceedings.
- Create forms.
- Understand the local permit application process.
- Communicate orally and in writing.
- Understand the local plans review process.
- Apply local fire and life safety codes to complex situations.
- Understand the laws and ordinances that authorize the inspection of occupancies.
- Analyze and recommend modifications to local codes.
- Evaluate fire-protection systems.
- Analyze egress elements of a structure.
- Evaluate hazardous conditions.
- Evaluate emergency planning and preparedness procedures.
- Evaluate code compliance in the storage, use, and manufacture of flammable and combustible liquids and gases and hazardous materials.
- Evaluate emergency access to sites.
- Review and evaluate the installation of fire-protection systems.
- Identify building construction characteristics.



TRAINING TIPS

A Few Tips to Make the Most of Training Time

By Ed Kirtley



One of the benefits as the IFSTA/Curriculum Project Coordinator at Fire Protection Publications is having the opportunity to visit with training officers from around the United States and Canada. It is exciting to hear of all the successful training initiatives, the use of the Web for training, and the growth of programs. No matter where I go, a common message prevails: There is not enough time available to meet all the training demands placed on fire departments.

What I hear from my friends who are training officers in full-time departments is that they are faced with major challenges such as increased emergency responses, high fuel costs, reduced training staffs, and other demands on the company's time. A common theme that I hear from my friends who are training officers in volunteer departments is that they have increased emergency responses, and the volunteers have less personal time available for fire department training.

Both career and volunteer departments are looking for ways to deliver training more efficiently with the time available. To help instructors with these challenges, IFSTA offers numerous tools to complement the **Essentials of Fire Fighting and Fire Department Operations, 5th edition**, to help deliver training more efficiently. Some of these tools (support products) include the following items:

- **Student Workbook** — One method for making the most of the training time is to help students prepare better for class. By being better prepared, the amount of class time required to present information is reduced and more time is available for practicing skills. Many instructors have found the **Student Workbook** to be an excellent tool in the following ways:
 - Students are required to read a selected chapter before class and complete the chapter's workbook activities.
 - Each student turns in the chapter for review and receives feedback from the instructor, which is generally more successful than simply having students read the chapter because it requires them to apply and respond to the content in the chapter.
 - This procedure also helps the instructor identify topic areas with which the students are having difficulty.
- **Curriculum on CD-ROM** — Another method is to provide students with the skill evaluation checklists for the skills addressed in the chapter and require independent practice when it is feasible and safe to do so. By providing students with the step-by-step checklist for a skill, they can practice the skill with the confidence that they are learning the skill just as they will be evaluated during certification testing. Skill evaluation checklists are provided on the **Curriculum CD**. The checklists can be printed and distributed to each student.
- **Skills Handbook** — Another tool available to help with skills development is the **Skills Handbook**. The handbook provides a visual step-by-step guide for each skill addressed in **Essentials of Fire Fighting and Fire Department Operations**. The steps in the handbook are identical to the steps listed on the skill evaluation checklists and in the manual. This ensures consistency between the curriculum, the handbook, and the manual.

The last method for maximizing training time involves combining typical classroom content with skills practice. Many times instructors spend valuable training time presenting information that can either be easily learned by the student on their own or the information could be discussed when teaching skills. For example, consider the parts of a ground ladder. Rather than taking valuable classroom time to show the parts of a ladder on a slide, have students complete that part of the student workbook ahead of time and then discuss the parts of the ladder while showing students how to carry and throw the ladder. There are no safety issues that would put the students at risk with this approach, and students are certainly capable of mastering the content without a classroom presentation.

Training time today is more valuable and limited than ever before. Training tools are available from IFSTA to help make the most of training time while still ensuring the success of the students. Using these tools allows more time for practicing skills and less time in the classroom. For a complete list of **Essentials** support products, visit our web site at ifsta.org.

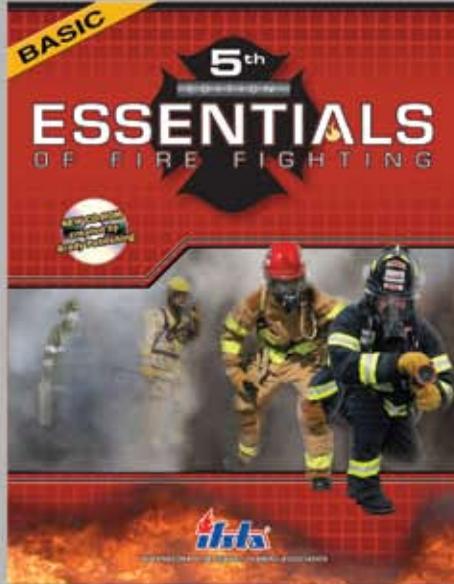
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Ed Kirtley is the IFSTA & Curriculum Projects Coordinator at Fire Protection Publications. He is a retired fire chief and has done extensive teaching and writing on fire service training and leadership. He has a master's degree in education with an emphasis in adult curriculum and instruction.

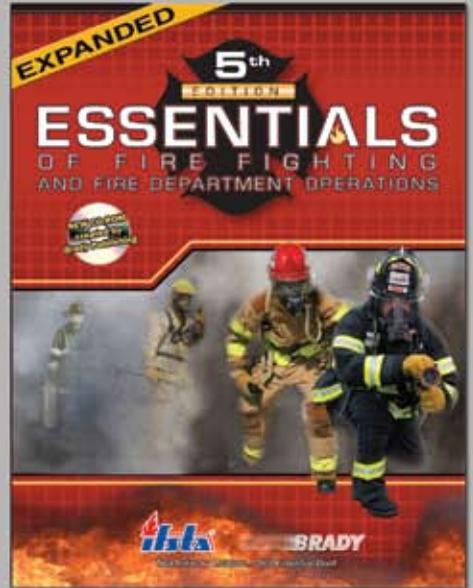


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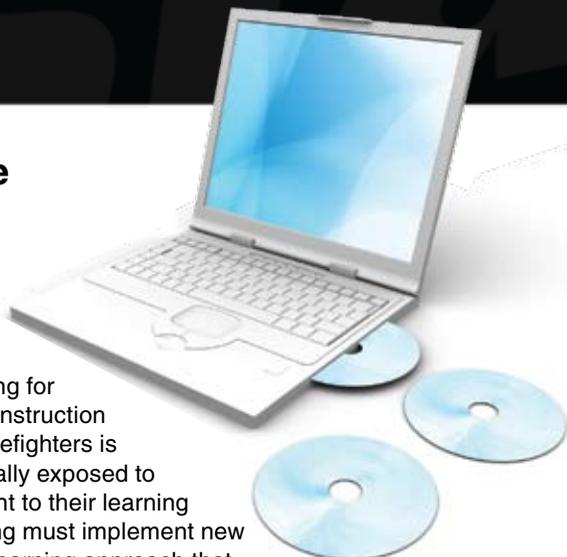
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GUEST EDITORIAL



Blended Learning in the Fire Service

By Shad Cooper

Fire Instructor/Investigator

Wyoming State Fire Marshal's Office

The training of firefighters is the most important component to the success of any fire department. With commitments such as work, family, and recreation competing for time in a busy firefighter's schedule, traditional methods of instruction are no longer sufficient. Additionally, a new generation of firefighters is beginning to enter the fire service. They have been continually exposed to advancing technology and consider it to be a key component to their learning process. To meet the future needs of the fire service, training must implement new technologies to supplement existing programs. A blended-learning approach that incorporates several instructional techniques, integrates new technologies, and is grounded with student and instructor interaction will greatly improve quality and effectiveness of training in the fire service.

Technology-based learning by itself is not an effective way to train firefighters. The cognitive (knowledge), psychomotor (skills), and affective (behavioral) learning domains must still be provided as the basis of an effective training program. The basic concepts of traditional classroom-led training and skills-related application will always be the building blocks of adult education. A blended-learning approach simply builds upon the basic concepts by incorporating additional learning methods and technologies, while allowing students to learn in a style and time frame that best meets their needs.

A key component of effective blended learning is to use an appropriate amount of technology balanced by instructor-guided learning and reinforced with practical exercises. With the addition of instructor-guided learning and the application of the practical exercises, the students' learning is maximized, and students will have the ability to apply what they have learned and use it at emergencies.

Blended learning also enhances the learning experience by allowing students to complete prerequisite or refresher training on their own time at their own pace. This approach reduces the amount of overall classroom time required, which in turn allows time spent with the instructor to be more focused and effective with less time being spent on refresher information and remediation. Students also enjoy the increased flexibility of completing the required course work on their own schedules.

A variety of students with different preferred learning styles will benefit from blended learning due to the multiple instructional methods and stimulating learning experiences provided. Those students who prefer a self-guided, technology-orientated learning process have the opportunity to learn in a manner that best suits their needs. Furthermore, those students who prefer the instructor and peer interaction from a traditional classroom environment will also have the opportunity to learn in a manner that best suits their needs.

A critical factor of creating an effective blended-learning training program is to choose the appropriate technology that best meets the intended purpose of the training goals. The following are examples of potential technologies:

- Interactive video
- Video teleconferencing
- E-mail based training
- DVD-based training
- Computer-based training (CD-ROM)
- Web-based training (Web Browser)
- Mobile-device-based training (M-Learning)

Each of the options provides varying levels of engagement and interaction for the student and varying levels of visualizations and participation as well.

An excellent example of blended-learning training is to have the instructor assign the students to complete a web-based training session. After their successful completion, students should be directed to participate in an online discussion board with their peers and the instructor to address any questions. The students should then meet for a focused classroom session where the instructor clarifies any misunderstandings and emphasizes key points by using audiovisuals, demonstrations, group activities, and other instructional techniques. This step can easily be supplemented with printed materials or additional technology-based learning tools. The students should then complete any skills-based performance

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Everyone Goes Home

By Richard A. Marinucci

As the current manager of the Everyone Goes Home (EGH) program for the National Fallen Firefighters Foundation (NFFF) and with over 31 years in the fire service, I have watched and even participated in various attempts and efforts to reduce Line of Duty Deaths (LODD). Many individuals, fire associations, and agencies within the federal government have made sincere efforts to address an issue that should have the entire fire service outraged. Regardless of these resources being committed to the goal, there remains an average of at least 100 LODD each year.

In 2003, over 230 fire service professionals, representing virtually every fire service organization, met in Tampa, Florida. The purpose was to lay out a plan to reduce the preventable LODD. Since the assembled group was diverse in its interests, perceptions, and perspectives, it was hoped that the comprehensive plan that was developed would be something that everyone in the fire service would consider, embrace, and help with the implementation. The results from that meeting were 16 Life Safety Initiatives (LSI). Though the NFFF coordinated the meeting, the 16 LSI are intended to be “owned” by the fire service.

Over the past three years, many programs were initiated (either directly or indirectly) related to the 16 LSI. The EGH program has committed many resources with the goal of reducing LODD. It can be argued anecdotally that there has been a positive effect, but the raw numbers indicate that there is much work to be done. The major challenge continues to be the need to change the culture of the fire service so that line of duty deaths are unacceptable. Added to that challenge is the daunting task of reaching every fire department and every firefighter with the information. It would appear that many firefighters and fire departments are not getting the message. A large portion of the 1,000,000 firefighters and 30,000 fire departments either don't receive the message or choose to ignore it, in spite of the efforts of virtually every national fire service association, the United States Fire Administration, the NFFF, and the fire service journals.

With respect to the issue of the fire service culture, there seems to be an acceptance of risk taking because that is what the job is about. There is no doubt that firefighters are brave and risk-takers. Yet none of the firefighters I know go into work or respond to a call and think that it might be their last one. There is an attitude that “it can't happen to me.” But it can happen to *anyone, anytime*, as the numbers indicate. Part of the challenge is to convince *all* firefighters that even firefighters can have a “bad day.” We also need to acknowledge that regardless of any national programs or efforts, firefighters are going to take chances. We need to minimize the odds that something bad will happen.

Being brave and taking risks do not mean that a margin of safety cannot be provided. Take for example a skydiver. I would guess that anyone willing to jump out a perfectly good aircraft is somewhat of a risk-taker. They do it for the excitement, thrill, and adrenaline rush. This sounds like most of the firefighters I know. Regardless of the risks, the skydiver does not jump out of the plane with the thought that he will get hurt. He has done everything possible to make sure that the outcome will be good, while still getting the desired thrill. He wears a parachute that has been checked and re-checked. He has been trained not only in what to do if all goes well but how to act if something does go awry. Also, remember that there are different degrees of risk-taking for skydivers and the more risky the stunt, the more training required. Even though there are accidents from time to time, the risks are minimized but the thrill is still there.

If excitement, thrills, and an adrenaline rush contribute to our culture, they can remain on the fireground — but within minimal risks. Of course, one might argue that fires are unpredictable and therefore so is the risk. However, a study of many of the NIOSH reports on firefighter fatalities would indicate otherwise. Clearly, better training, policies, and use of safety equipment will have the desired effect of reducing LODD (and also injuries). Training needs to be current and regular (daily?). It also requires repetition and practice, even if the skills are known. It is the ability to react when things go bad that could make a difference in survival. Proper memory muscle will establish the correct action to take in stressful times.

One of the points that must be made is that while firefighters will always be risk-takers and might live on the edge a bit, they are not suicidal. If we could see five seconds into the future and tell a firefighter that the floor is missing, he would not rush into certain death without first taking the necessary precautions. If we could look ahead to the next intersection and see that the crossroad traffic was not going to stop, the firefighter would stop his vehicle. He would not race through with the knowledge that he would crash. If the firefighter knew that the crash was inevitable and that wearing a seatbelt would greatly increase his chances of survival, most reasonable firefighters would wear their seatbelt so that they would be able to return to their loved ones after the shift. Last of all, if the firefighter knew a heart attack was imminent, he would go to see a doctor.

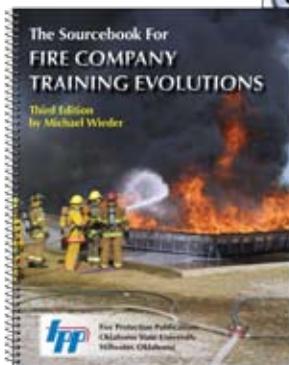


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Introducing *The Sourcebook for Fire Company Training Evolutions*, 3rd Edition

By Mike Wieder

One of the functions of an editor at Fire Protection Publications is to have frequent contact with our customers by e-mails, phone calls, and letters as well as the opportunity to meet them at trade shows. In the early 1990s, after many years of attending trade shows and listening to customers, I noticed a particular request coming up again and again. Actually, it came up in conversation in a variety of ways. The two most common went something like this:



I am the training officer for my volunteer fire department, and I am supposed to come up with ideas for our weekly training night. I know all about fire fighting, but I have trouble getting ideas for what to do on those nights. I also have a regular job and a family and don't have the time to sit down and develop an extensive training program. Do you have anything that gives ideas for me to deliver short one- to three-hour classes to my department?

I am a captain on an engine company, and I am required by the department to do weekly company training, but the chiefs rarely provide direction on what we should train. I get tired of teaching my people the same old things. Do you have any ideas? Do you have any suggestions on how to make these sessions fun?

At first, these two requests may seem different, but really they are not. The common theme here is that fire instructors and company officers are looking for a little help, maybe in the form of an easy push in putting together a training program. There is no shortage of knowledge and talent in the ranks of instructors and company officers. Most of these folks can teach any basic fire fighting subject blindfolded and with one arm tied behind their back. However, there is frequently a shortage of ideas on what to do next and when they will get the time to put it together.

So with that thought in mind, I developed the first edition of *The Sourcebook for Fire Company Training Evolutions* in January 1995. At the time, I thought this simple publication would fill the need for those few instructors who occasionally contacted us with the requests previously described. Unknown to me was that for every one person who contacted me with such a request, there must have been dozens of instructors thinking the same thing. What I expected to be a solution to satisfy the needs of a few instead turned out to be a widely accepted document that is used by many individuals and departments. Based on its success, I developed the second edition in 2000. The second edition included an expansion from 53 to 65 training sessions and remained widely popular in the fire service training market until it went out of print in early 2008.

Because of the acceptance of the first two editions and their noticeable absence from the IFSTA/FPP product line, I again began to hear new questions over and over, like: *When are you going to revise The Sourcebook?* or *When will the third edition come out?* So, following the revisions of NFPA® 1001, *Standard for Fire Fighter Professional Qualifications* in 2007 (2008 edition) and NFPA® 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications* in 2008 (2009 edition), I went back to the drawing board.

The end result is the third edition of *The Sourcebook for Fire Company Training Evolutions*. As did the first two editions, this edition contains everything you asked for: ideas for firefighter training, driver/operator training, company evolutions, and fun stuff. Each of the sessions in this manual is designed to be delivered in a **one- to three-hour time slot**. The instructor can vary the delivery time based on the time he or she has available. The number of students in the class and the number of repetitions each student will be expected to perform will also have a bearing on the length of the class.

All 65 sessions that were found in the second edition have been updated and improved. Also, ten new sessions have been added. With the addition of these new sessions, you will find that most of the major job performance requirements (JPRs) in NFPA® 1001 and 1002 are addressed in this manual.

Each session provides the instructor with the following information:

- Objectives for the class
- Checklist of items to take care of ahead of time
- Outline of material
- Directions for evaluating the students
- Additional resources (videotapes, overhead transparencies, etc.) that can be used to supplement the outline
- Supplementary references on the topic

The evaluation points in each section generally follow the performance requirements in the applicable NFPA® JPRs. Most of the information in these sessions is directly related to IFSTA/FPP manuals.

This manual is not a complete curriculum on any particular level of the fire service. While many of the sessions provide instruction on various portions of NFPA® 1001 and 1002, neither is covered in its entirety. The mission of this book is simply to provide the instructor or company officer with ideas and help in planning solid, useful company training sessions. The **Sourcebook** contains the following training sections:

Basic Firefighter Training

The first section of the book deals with topics related to basic firefighter training, such as handling ladders and hose evolutions. Also included are sessions on specialized functions such as auto extrication. All of these evolutions are designed to be done in the great outdoors.

Save It For A Rainy Day

Unfortunately, the weather does not always cooperate with training plans. Thus, a section of the manual is dedicated to training sessions that can be successfully completed in the great indoors. We call this section “Save It For A Rainy Day.” It is the intent of this section to relieve the instructor’s apprehension about planning a spectacular outdoor training session, only to have a rain shower ruin all the plans. Having these sessions available as a backup should allow a useful training experience to be easily implemented at the last minute.

Fire Apparatus Driver/Operators

The next major section of the manual is dedicated to providing instruction for fire apparatus driver/operators. Depending on your preference, special sessions can be set up for driver/operators, or these programs can be run simultaneously with another session for non-driver/operators.

Teamwork

Teamwork is essential in the fire service. This is why we have provided a section that gives ideas for company training evolutions that will check how well your troops perform as a team. Some of these sessions include hose laying evolutions, rescue evolutions, and salvage evolutions.

Contest-Type Activities

The last part of the manual is dedicated to making training fun again. Numerous ideas are provided for “contest” type activities that have a useful purpose. Our ideas are fun, and they relate to functions that are actually performed on the emergency scene.

Additional Changes

Two of the other questions I was frequently asked during the life span of the first two editions were: *Do you have audiovisual support for the sessions in the manual? Can we get Word® versions of the files so we can modify the outlines for local use?*

The third edition answers both of these requests. The CD-ROM found in the back of this manual contains PowerPoint® presentations to support the training room portions of the sessions. Basic Word® files of each session are also provided so that a file may be downloaded to a computer and altered to suit local requirements.

As a result of your comments from the previous two editions, we have changed the spiral binding on this edition so that the manual lays flat when an instructor is teaching directly from the book.

You asked for it! Three times! So here it is! We hope you enjoy it and find it useful.

About the author:

Mike Wieder is Assistant Director and Managing Editor at IFSTA/Fire Protection Publications in Stillwater, Oklahoma. A 29-year fire service veteran and 24-year IFSTA/FPP employee, he has written more than 30 books and major government reports. He holds undergraduate and graduate degrees in fire protection, occupational safety, and adult education. In addition to his work at IFSTA/FPP, he maintains an active fire service training, seminar, and legal consultation business.

IFSTA/FPP Wins Best of Show at the Lone Star Community Competition

The annual awards banquet of the Lone Star Community of the Society for Technical Communications (STC) was held on January 15, 2009, in Addison, Texas. Both the 1st edition



Clint Clausing, Barbara Adams, and Jeff Fortney

of the **Emergency Management Handbook** and the 5th edition of **Essentials of Fire Fighting Learning Package** (included the text, study guide, student workbook, and skills handbook) received Distinguished ratings in the Books and Reference Materials publications competitions divisions. The **Essentials of Fire Fighting Learning Package** received Best of Show in the competition — the second year in a row for IFSTA/FPP, an unprecedented occurrence. A Distinguished award ensures that the entries will be submitted to the STC International competition which begins in February. International level awards will be made in May and displayed at the annual conference in Atlanta, GA.

The awards banquet was attended by approximately 80 chapter members, guests, and recipients. Representing IFSTA/FPP were Barbara Adams, Clint Clausing, and Jeff Fortney. Barbara Adams and Fred Stowell won a User License and a year of free maintenance of Author-it software at the Lone Star Community silent auction.

IFSTA On YouTube

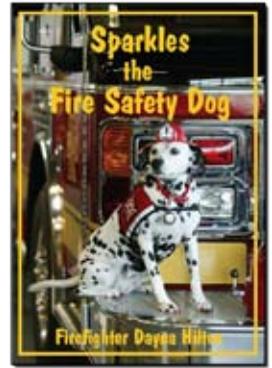
IFSTA celebrates 75 years. You can view a video of members reflecting the history and influence IFSTA has made to the fire service over the years. To see this video, go to <http://www.youtube.com/watch?v=3ZfWsgpFtkU>



Great News!

By Dayna Hilton

Recently, the Rotary Club of Tulsa, OK, purchased *Sparkles the Fire Safety Dog*, a children's fire safety book, for each of Principal Tanya Davis' students. The new children's book, *Sparkles the Fire Safety Dog*, is not only fun, but educational. The book is based on FPP's *Fire Safety for Young Children Curriculum*. I received the following note from Principal Tanya Davis on the heroic behavior of two Celia Clinton Elementary students.



The other day one of our kindergarten student's house caught fire in the middle of the night. She and her father both escaped. The father spent a few days in ICU on a ventilator for smoke inhalation. After a few days out, the student came back to school and I had the chance to talk with her. I asked her how she got out of the house. She said, "I crawled on the floor just like Sparkles taught me ." She got down on the floor and demonstrated it to me right in the office floor. She said "Smoke was everywhere and I stayed low to get away from it."

Principal Davis continues, "I was walking down the hallway on Monday and one of my third graders came running up to me and said, "Mrs. Davis, my microwave caught on fire and I grabbed my brothers and sisters and we got out of the house because we saw smoke." She took a quick breath and then said, "Sparkles taught us to get out quick, so we ran outside."

To read the complete story, go to <http://childrensbookauthordaynahilton.blogspot.com/2009/01/great-news.html>
Visit Sparkles' New Site!
<http://www.sparklesthefiresafetydog.com>



Visit the IFSTA Booth #2450 at FDIC
April 20-25, 2009
Indiana Convention Center and
Lucas Oil Stadium
Indianapolis, IN



Photo courtesy of Bill Thompkins, Bergenfield, NJ.



Photographers Needed

By Jeff Fortney

Photographs play a vital role in our many IFSTA and Fire Protection Publications (FPP) projects by illustrating key concepts, procedures, and equipment used in the fire and emergency services. During the 75-year history of Fire Protection Publications, numerous members of the fire service, fire departments, and many other individuals have played an integral role in taking and/or acquiring photographs for use in our manuals. FPP does not have a warehouse full of fire service apparatus, tools, equipment, protective clothing, hose, and other items that we can use as props for our photo shoots. Therefore, we are dependent on the fire service and others to help us by providing us with the means to shoot or otherwise acquire the images we need. Some contributors provide us with a location, equipment, and talented people to help conduct our photo shoots, while others take the photographs themselves and submit them to us.

We strive to have at least 90 to 95% new photos in our current products. This is a serious undertaking, particularly as we strive to ensure each photo is technically accurate.

Over the years we have had to decline to use many images sent to us by folks because of technical errors found in the images. Common problems include, but are not limited to, the following:

- Personnel not wearing protective clothing and equipment
- Personnel not properly wearing protective clothing and equipment
- Improper procedures
- Unsafe acts
- Damaged protective clothing and equipment
- Damaged tools and equipment

Two of the most common problems found on photos taken at actual incidents may be something as simple as not having the flaps down on a fire helmet or the coat collar up and sealed, which makes a photo technically unusable.

To ensure technical accuracy, many of the images taken for our products are taken during photo shoots specifically set up for a particular project. These photo shoots allow us a measure of control to shoot images that meet the specific needs of a project and to ensure that all equipment, procedures, and safety issues are addressed. Setting up photo shoots can be difficult because of a number of factors: number of projects underway, available time to conduct photo shoots, availability of personnel and equipment at the shoot location, personnel familiarity with new procedures that may be demonstrated in a new product, and so on.

Another new challenge we have encountered in photo acquisition is the need to have signed Copyright Release Forms from photographers and signed Talent Release Forms from personnel appearing in images sent to us. These legal necessities can be time consuming and bothersome to some people, but they are vital to FPP/IFSTA ensuring that we have permission to use an image or an individual's likeness. Talent Release Forms are a *must* when an image is taken during nonemergency situations such as staged photo shoots, drills, training sessions, and exercises. Photos taken during actual emergencies and post-emergency "cleanup" operations do not require Talent Release Forms.

Additionally, we cannot accept images copied from the Internet or from third parties. Images on the Internet are the copyrighted property of the individual or agency that has created the web site. Often, these images are in lower resolutions, which do not meet the level of resolution necessary for print.

Photo resolution for print must be at least 300 dpi. Accepting an image from a third party is a problem because we need a copyright release from the photographer/developer of the image, and we often don't know who this person is or how to contact the individual.

We certainly encourage our current contributors to continue to send us images they have taken. We would also like to establish a cadre of photographers who would be willing to volunteer their time and expertise to assist us with photography for our upcoming projects. Personnel interested in helping with photography for FPP/IFSTA should contact Jeff Fortney, Senior Editor at Fire Protection Publications by e-mail at jfortney@osufpp.org or by telephone at 1-800-654-4055.

About the author:

Jeff Fortney is a senior editor at Fire Protection Publications. He spent over 12 years in the United States Air Force as Fire Protection Specialist, Rescue Crew Chief, and ARFF Driver/Operator and Crew Chief at Davis-Monthan AFB, AZ; Kunsan AB, ROK; and Williams AFB, AZ. He served as a Master Instructor at the USAF Fire School at Chanute AFB, IL, during his time in the USAF and as a Department of Defense civilian Master Instructor and Training Specialist at the DOD Fire Training Academy at Goodfellow AFB, TX.

IFSTA Fire Inspection and Code Enforcement Manual, 7th Edition

A close review of NFPA® 1031 indicates that the knowledge, skills, and abilities required for each level are similar. In fact, most of the differences can be attributed to experience on the part of the inspector. For instance, a Level I Fire Inspector must be able to determine the occupant load for a single-use building, while the Level II Fire Inspector must be able to determine the occupant load for a multiuse building. This manual combines the two levels together in the presentation of the information. The two levels are designated by specific icons to assist both readers and instructors in determining the level-appropriate information.

The **Fire Inspection and Code Enforcement** manual organizes the knowledge, skills, and abilities into the following 17 chapters:

Chapter 1 — Duties and Authority

Chapter 2 — Standards, Codes, and Permits

Chapter 3 — Fire Behavior

Chapter 4 — Construction Types and Occupancy Classifications

Chapter 5 — Building Construction: Materials and Structural Systems

Chapter 6 — Building Construction: Components

Chapter 7 — Means of Egress

Chapter 8 — Water Supply Distribution Systems

Chapter 9 — Water-Based Fire-Suppression Systems

Chapter 10 — Special-Agent Fire-Extinguishing Systems and Extinguishers

Chapter 11 — Fire Detection and Alarm Systems

Chapter 12 — Fire Hazard Recognition

Chapter 13 — Site Access

Chapter 14 — Hazardous Materials: Descriptions and Identification Methods

Chapter 15 — Hazardous Materials: Storing, Handling, Dispensing, Transporting, Using, and Disposing

Chapter 16 — Plans Review and Field Verifications

Chapter 17 — Inspection Procedures

Learning objectives are located at the beginning of each chapter to assist the reader in focusing on the appropriate topic. A list of key terms for the chapter is also included. The numbers of the NFPA® JPRs are listed at the beginning of chapters where they are referenced. Appendix A contains a guide that coordinates the JPRs to the specific page of the chapter that relates to the requirements. Where appropriate, learning objectives for the Fire and Emergency Services Higher Education (FESHE) requirements are also listed for each chapter.

Review questions based on the learning objectives are located at the end of each chapter to ensure that the reader has a good comprehension of the material in the chapter. In addition to the list at the beginning of each chapter, key terms are noted throughout the chapters. The manual also contains a glossary of essential terms that will be of assistance to the reader. Additional educational resources to supplement this manual are available from IFSTA and Fire Protection Publications (FPP). These resources include a study guide (available in both hard copy and electronic formats) that will assist readers in mastering the contents of this manual. A full curriculum is available for instructors and training agencies to facilitate the teaching of the concepts and techniques described in this manual. Clip art, photos, and illustrations that are found in the manual are available on a Compact Disc—Read-Only Memory (CD-ROM) for use by instructors as well as an instructor's guide for teaching Level I and II Fire Inspector topics.

About the author:

*Fred Stowell has been a Senior Editor for IFSTA since 2002. In 1998, he retired as a chief officer after 26 years with the Tulsa (OK) Fire Department. In addition to the **Inspections and Code Enforcement** manual, he is responsible for the **Chief Officer, Company Officer, and Instructor** manuals among others.*

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Everyone Goes Home

So, what does this all mean? There are many NIOSH studies that get into the specifics of each individual report on a firefighter fatality. But, there is some commonality that every firefighter should consider. In simple terms, it boils down to the following:

- **Competence** — The firefighter, crew, or department was not prepared through training and study for the hazard that was presented.
- **Complacency** — The firefighter did have the skills, knowledge, and ability to do the job but got lazy or complacent and took a shortcut.
- **Cockiness** — The firefighter thought that it could never happen to him.

If this logic makes sense to you, then you have the responsibility to yourself and your loved ones to do something about it by following these guidelines:

- Train every day and don't just go through the motions, but truly learn your trade.
- Repeat the essentials so that they become automatic.
- Do not get complacent, regardless of how routine the call sounds. At the start of a shift or a call, remind yourself and everyone with which you work of this.
- Make sure that you don't get too cocky. Confidence is good to have, but do not cross the line to where you think you are Superman.

Everyone in the fire service can help reduce the line of duty deaths by doing the following things that will greatly reduce the risks of the job:

- Train every day and study your profession.
- Learn to predict what can happen, and build good habits that will come forward when trouble strikes.
- Use repetition to create the muscle memory that you may need when you get in trouble.
- Abide by the policies and procedures that were established to help, not hinder.
- Do not get lulled into the routine and forget the basics.
- Drive under control and PLEASE wear your seatbelt.
- Take care of yourself. Get a regular physical, exercise, and watch what you eat.

We need all 1,000,000 firefighters and 30,000 fire departments to change their ways so that the preventable line of duty deaths are eliminated and Everyone Goes Home!

About the author:

Chief Richard Marinucci currently serves as Chief of Department in Northville Township Michigan. Before that he served nearly 25 years as the Fire Chief of Farmington Hills, Michigan, a 125 member organization serving a population of 85,000.

Chief Marinucci is a past president of the International Association of Fire Chiefs and served as Acting Chief Operating Officer of the U.S. Fire Administration while serving as Senior Advisor to the Federal Emergency Management Agency Director. He provided testimony during this period to a number of legislative and congressional committees and supported the creation of the Blue Ribbon Panel, America Burning Recommissioned, and Action Plan processes.

Chief Marinucci served as Chairman of the first Commission of Professional Credentialing and was one of the first 15 Chief Fire Officers to be designated in 2000.

He has earned Bachelor of Science degrees from Western Michigan University, Madonna University, and the University of Cincinnati.

Blended Learning in the Fire Service

requirements and apply what they have learned through practical exercises. The final step would require the instructor to complete an appropriate evaluation to ensure the student's mastery of the topic before moving on to the next subject.

The transition from traditional instructional delivery methods to incorporating available technologies and creating a blended-learning training program will require additional training and coordination from the fire training officer. If the fire service doesn't embrace the new training methods and incorporate new technologies into its training programs, the students will suffer for the shortcomings. Therefore, the firefighters' ability to respond to emergencies and perform their duties in the future may suffer as well.

About the author:

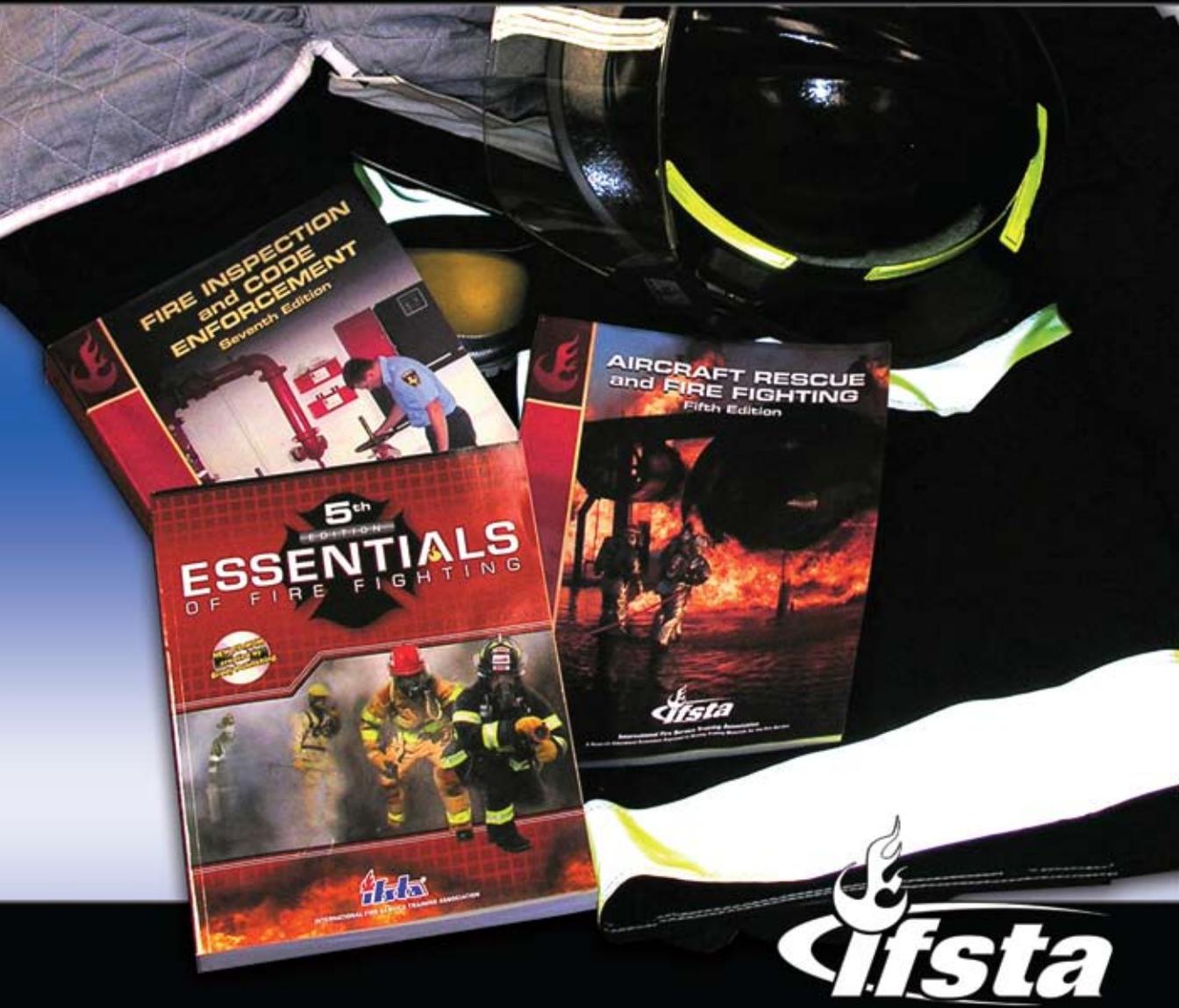
Shad works for the Wyoming State Fire Marshal's Office as a Fire Instructor where he provides training for numerous career, combination, and volunteer fire departments. He has created and implemented a variety of different instructional methods to meet the specialized needs of small, rural, and disparate fire departments. He has over 14 years of experience in the fire service and has dedicated himself to providing the highest quality training possible to the fire departments in the state. Shad holds several national, state, and Pro-Board accredited qualifications including Fire Instructor III, Fire Officer II, and many others.

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