

**Crafton Hills College
Course Outline**

1. **Discipline:** Fire Technology
2. **Department:** Emergency Services
3. **Course Title:** Public Education Officer I
4. **Course I.D.:** **FIRET 111**
5. **Prerequisite(s):** None

Corequisite(s): None

Departmental Recommendation(s): None

6. **Semester Units:** 2.5
7. **Minimum Semester Hours:**

Lecture: 40 **Lab:** **Clinic:** **Field:**

8 Need for the Course:

This course is one of three courses required by the California State Fire Marshal's Office for certification as a Public Education Officer I. It allows individuals directly involved in the planning and delivery of fire safety and fire prevention programs to the public to fulfill part of the requirements for State certification. Associate Degree applicable.

9. Goals for the Course:

- A. To set minimum performance standards for Public Education Officers.
- B. To identify the tasks a candidate must perform to obtain certification as a Public Education Officer I.
- C. To establish a standard curriculum of public education officer courses for California fire service training programs.

10. Catalog Description:

Basic components of public fire education and fire prevention, and human behavior in fire as required by the California State Fire Marshal's Office. Partially completes the requirements for Public Education Officer I State certification.

11. Entrance Skills:

___None_ A. **Requisite Skills:**

___None_ B. **Recommended Skills:**

12. Course Objectives:

Upon completion of the course, students will be able to:

- A. Identify California State Fire Marshal's Office certification requirements
- B. Discuss in writing, the need for public fire education
- C. Identify the components of the "educational loop"
- D. List the basic types of question asked by the public
- E. Prepare an outline for a class presentation on a selected fire service topic
- F. Demonstrate the ability to teach a class presentation on a selected fire service topic
- G. Demonstrate the ability to use audio visual aids, including overhead transparencies, slides, powerpoint, displays, video, films and printed materials
- H. Demonstrate the ability to prepare a one page news release
- I. Demonstrate the ability to complete peer review on a class presentation
- J. Identify the components of the Five Step planning process
- K. Demonstrate the ability to incorporate the Five Step process into a planned class activity
- L. Describe basic fire chemistry, fire behavior and its affects on a fire scene
- M. Identify the different types of fire extinguishers
- N. Discuss the use of each type of fire extinguishers to include: Class A, Class B, Class C and Class D
- O. Describe the community impact from residential fire sprinklers
- P. Discuss the utilization of residential fire sprinklers
- Q. Identify the types of smoke detectors
- R. Discuss the four basic models of smoke detectors
- S. Discuss the guidelines for the installation of smoke detectors
- T. Outline a maintenance program for smoke detectors
- U. Discuss the basics of "Exit Drills In The Home" (E.D.I.T.H)
- V. Discuss the effects of fire on human behavior

13. Representative Texts and Instructional Materials:

Student Manual Published by the California State Fire Marshal's Office for
Public Education Officer I, 1989

FIRET 111

Page 2 of 5

Last Updated: 3/26/01

Board Approved: 4/12/01

14.Course Content:

- A. Course Overview
 - 1. Course requirements
 - 2. Certification guidelines
 - 3. Prerequisites
 - 4. Experience
- B. Need for Public Education
 - 1. components of public education
 - 2. who needs public education
 - 3. who is responsible for education of the public
- C. Reducing Deaths Through Public Fire Education
- D. Fire Drills, home, work and school
- E. Communication
- F. Education Loop Components
- G. Oral Communication
 - 1. nervousness and public speaking
 - 2. preparing a presentation
 - 3. speech preparation
 - 4. presentation techniques
- H. Overview of Audio Visual Materials
 - 1. uses of audio visuals
 - 2. general tips for using audio visuals
 - 3. common types of audio visual mediums
- I. Written Communication
 - 1. necessity for writing skills
 - 2. general writing guidelines
 - 3. news releases
 - 4. types of news releases
 - 5. writing a press release
 - 6. mechanics of news writing
- J. Public Education Planning - A Five Step Process
 - 1. the public education process
 - 2. establish responsibility
 - 3. determine specific responsibilities for "activities" and "decisions"
 - 4. community responsibility
 - 5. identification - step one
 - 6. selection - step two
 - 7. design - step three
 - 8. implementation - step four
 - 9. evaluation - step five

- K. Fire Behavior
 - 1. definition

- 2. fire tetrahedron
 - 3. sources of heat energy
 - 4. heat transfer
- L. Fire Service Terminology
- 1. importance of terminology
 - 2. terminology
 - a. flameover
 - b. flashover
 - c. flammable limits
 - d. specific gravity
 - e. boiling point
 - f. vapor density
 - g. flash point
 - h. ignition temperature
- M. Products of Combustion
- 1. types
- N. Fire Extinguishers
- 1. classes of fires
 - 2. types of extinguishers
 - a. CO-2
 - b. water
 - c. dry chemical
 - d. halon
 - 3. extinguisher markers
 - a. color coded
 - b. design coded
 - 4. selection of extinguishers
 - 5. extinguisher utilization
 - a. readiness of extinguishers
 - b. when to use extinguishers
 - c. how to operate and extinguisher
 - d. additional information on extinguishers
- O. Residential Fire Sprinklers
- 1. what is a residential sprinkler
 - 2. why use residential sprinklers
 - 3. home sprinkler IQ test
 - 4. "Bondi III" film
- P. Smoke Detectors
- 1. facts about smoke detectors
 - 2. types of smoke detectors
 - a. ionization
 - b. photoelectric
 - 3. smoke detector samples

- 4. available models
- 5. detector installation
 - a. reasons for installation
 - b. smoke detector placement
 - c. placement and installation guidelines
 - d. maintenance procedures
- 6. "Exit Drills In The Home"(EDITH)
 - a. basics
 - b. procedures
- Q. Human Fire Behavior
 - 1. types
 - a. panic
 - b. lack of education
 - c. ignorance
 - d. building codes
 - e. lack of enforcement
 - f. apathy
 - 2. the myth of panic
 - a. panic as an excuse
 - b. panic: a definition
 - 3. "get out alive"

15.Methods of Instruction:

- A. Lecture
- B. Video
- C. Lesson Plan Preparation
- D. Class Presentations
- E. Written Assignments
- F. Final Examination

16.Assignments and Methods of Evaluation:

- | | |
|------------------------|----------|
| A. Written Assignments | 20 - 40% |
| B. Class Presentations | 20 - 40% |
| C. Final Examination | 10 - 20% |