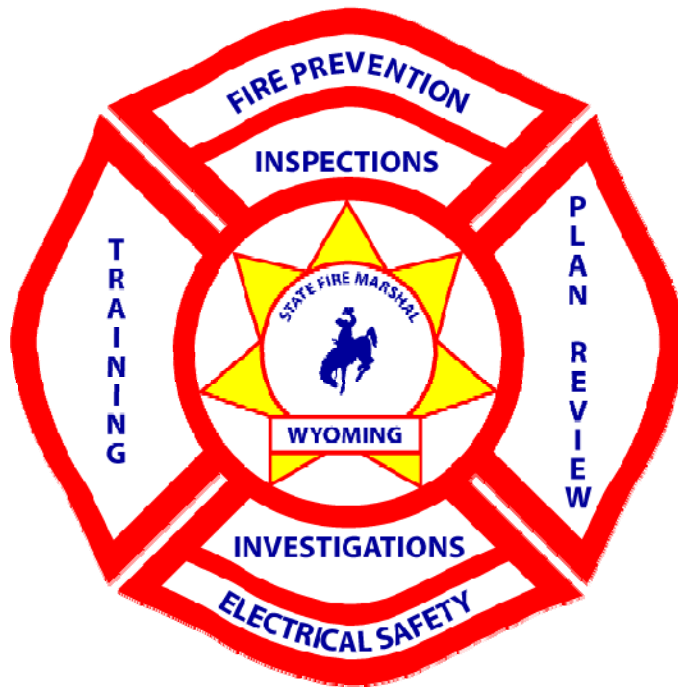


WYOMING FIREFIGHTERS CERTIFICATION SYSTEM



**WYOMING
FIRE OFFICER I
STANDARD**

**NFPA 1021
2009 Edition**

**WYOMING DEPARTMENT OF FIRE PREVENTION
AND ELECTRICAL SAFETY**



16 Firefighter Life Safety Initiatives

1. Define and advocate the need for a cultural change within the fire service relating to safety; incorporating leadership, management, supervision, accountability and personal responsibility. ***From top to bottom the culture of the fire service must change. You can change your behavior today. Lead by example and make a difference – be an agent of change.**
2. Enhance the personal and organizational accountability for health and safety throughout the fire service. *** Each fire service organization must promote safe practices; each individual must have the tools to be safe and adhere to safe practices at ALL TIMES.**
3. Focus greater attention on the integration of risk management with incident management at all levels, including strategic, tactical, and planning responsibilities. *** Learn the concept of “Risk Management,” ensure everyone understands the difference between acceptable risk and an unacceptable risk. Develop and implement a system to pre-identify unacceptable risk. GO and NO GO.**
4. All firefighters must be empowered to stop unsafe practices. *** Firefighters must be allowed to identify and report unsafe practices. Be aware of safe practices and look for unsafe ones.**
5. Develop and implement national standards for training, qualifications, and certification (including regular recertification) that are equally applicable to all firefighters based on the duties they are expected to perform. *** Seek state and national certifications at all levels available to your department. Support refresher training, promote teaching new methods and improve skills which are used infrequently.**
6. Develop and implement national medical and physical fitness standards that are equally applicable to all firefighters, based on the duties they are expected to perform. ***Departments should establish and enforce SOP’s which support wellness. Adopt a “heart healthy” life style.**
7. Create a national research agenda and data collection system that relates to the initiatives.
*** Encourage your department to participate in WFIRS. Support data gathering at your department.**
8. ***Utilize available technology wherever it can produce higher levels of health and safety.**
9. Thoroughly investigate all firefighter fatalities, injuries, and near misses. ***Implement investigation without delay.**
10. *** Grant programs should support the implementation of safe practices and/or mandate safe practices as an eligibility requirement.**
11. National standards for emergency response policies and procedures should be developed and championed. *** National standard for emergency response policy and procedures should be developed. At the local level – help adopt safe driving rules and enforce them – “arrive alive.”**
12. National protocols for response to violent incidents should be developed and championed. *** Fire and EMS workers deserve to have policies which will reduce their exposure to all threats of violence.**
13. Firefighters and their families must have access to counseling and psychological support.
*** Firefighting is a high risk occupation, which can put firefighters and their families under extreme stress. They deserve access to mental health care.**
14. Public education must receive more resources and be championed as a critical fire and life safety program. *** Public education is a responsibility of all fire service personnel. It should not be reserved for one week in October. Make communicating the fire prevention message to the community a priority.**
15. Advocacy must be strengthened for the enforcement of fire code. *** Make sure all firefighters understand how sprinkler systems operate and the value they bring to reducing Line of Duty Death.**
16. Safety must be a primary consideration in the design of apparatus and equipment.
*** Encourage your department to make safety the highest priority in equipment and apparatus purchases – as high as design and price.**



www.EveryoneGoesHome.com

EVERYONE GOES HOME
FIREFIGHTER LIFE SAFETY INITIATIVES

16 Firefighter Life Safety Initiatives

The 16 initiatives, listed on the preceding page, address the 6 root causes of firefighter injuries, close calls, and Line of Duty Death.

1. **Ineffective policies and procedures.**
2. **Ineffective decision making.**
3. **Lack of preparedness.**
4. **Ineffective leadership.**
5. **Lack of personal responsibility.**
6. **Extraordinary and unpredictable circumstances.**

For more information on the

Courage to be safe So everyone goes home program

Contact the Department of Fire Prevention

Training Division

At 307-777-7288

Or

View the Courage to be Safe Drills on our website at: <http://wyofire.state.wy.us>

Wyoming Firefighters Certification Committee

The WFCC is an 11 member board, which consists of 8- members from the fire service; 1- member from the State Forestry Rural Training Officer, 1- member representing the State Fire Marshals Office, 1- member representing a college with an emergency services program. The committee members function as liaison between the fire service and the Wyoming State Fire Marshal. The committee also serves in an advisory capacity to consider needs and plans of the DFPES.

Please visit the SFMO website at

<http://wyofire.state.wy.us>

**For a current list of the members of the
Wyoming Firefighters Certification Committee**

Wyoming State Fire Marshal

Department of Fire Prevention and Electrical Safety

Please direct Wyoming Firefighter certification questions and comments to:

Certification Coordinator
DFPES-Training Division
Herschler Building 1 West
122 W. 25th Street
Cheyenne, Wyoming 82002

PH: (307) 777-7288

FAX: (307) 777-7119

Please visit our Web site at: <http://wyofire.state.wy.us>

Wyoming Firefighter Certification Standards Technical Committee

The Department of Fire Prevention and Electrical Safety would like to recognize and extend our appreciation to all the fire service professionals who worked on the firefighter certification standards. These individuals devoted many hours reviewing the National Fire Protection Association Standards, certification test banks and developing skills for these standards. To everyone involved you can take great satisfaction of knowing you have contributed to the professional development and safety of the fire service of Wyoming.

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INTRODUCTION

The world we live in is changing so fast, and the many phases of the fire service are becoming so technical and complex that fire service training must be utilized to its maximum potential. Any overlap, fragmentation, and lack of basic structure must be eliminated. Standardization is the natural complement and necessity.

The fire service in Wyoming, through a state certification program, can meet the needs of future growth and establish uniformity through certification. We will then have more effective and efficient utilization of resources so as to provide the best possible fire protection service for all the citizens throughout the state of Wyoming.

The following certification requirements are based on the objectives listed in the National Fire Protection Association (NFPA) 1021, *Standard for Fire Officer* as verified and adopted by the Wyoming Department of Fire Prevention and Electrical Safety (DFPES) and the Wyoming Firefighters Certification Committee (WFCC).

Through these national standards and certification, firefighters and fire departments have a tool to measure specific levels of skills, abilities and knowledge. The DFPES and the Wyoming Firefighters Certification Committee believe by participating in this certification program, firefighters and fire departments will be better prepared to provide quality life safety and fire protection for their communities.

CERTIFICATION REQUIREMENTS

Entrance Requirements

In order to certify within the Wyoming Fire Officer I program, candidates must fulfill the following requirements:

1. Complete fire department entrance requirements
2. Certified as Firefighter II.
3. Certified as Fire Instructor I.
4. Successfully complete the courses requirements listed on page 3.
5. Set up and maintain department records.
6. Train on the required written and practical objectives.
7. Pass a department "In House" comprehensive examination.
8. Pass both written and practical skills examination administered by the DFPES.
9. Have a minimum of 3 years experience as a member of an organized fire department (Volunteer, Career, or an Emergency Response Organization).
10. Request Fire Officer I certification.

The DFPES acknowledges the importance of and need for entrance requirements as listed in the NFPA 1001, *Standard on Fire Fighter Professional Qualifications*. Many agencies and departments have existing policies, regulations, etc. already in place regarding these requirements. The handling of entrance requirements is a **LOCAL MATTER**, outside the authority and jurisdiction of the DFPES. The DFPES will not check, test, evaluate or determine how individual agencies meet these requirements. Some departments have found it necessary to waive any type of entrance requirements due to their own special needs. As a local decision, this is permitted. However, due to the amount of physical, mental and emotional stress inherent in this profession, the **DFPES strongly recommends careful evaluation before altering or doing away with any existing entrance requirements.**

Physical Fitness Requirements

The requirements listed in NFPA 1001, Chapter 4 are:

1. Meet the minimum educational requirements established by the authority having jurisdiction.
2. Meet the medical requirements of NFPA 1582, *Standard on Comprehensive Occupational Medical Program for Fire Departments*
3. Physical fitness requirements for entry-level personnel shall be developed and validated by the authority having jurisdiction. Physical fitness requirements shall be in compliance with applicable Equal Employment Opportunity regulations and other legal requirements.

DEPARTMENT TRAINING

The position of a Fire Officer I is one which requires a high level of skill and knowledge. The training given to and received by fire officer candidates should be of the highest quality and degree. All training received must meet the requirements of NFPA 1021, Chapter 4, and the job performance requirements defined in Sections 4.12 through 4.7 of this standard the skills as approved by the DFPES contained within the Wyoming Standard. All training received must be documented and recorded on a training record (Appendix A).

Track1: Participants in the Fire Officer I program must successfully complete the following course requirements:

- NFA PICO; Preparation for Initial Company Operation.
- NFA Decision Making for Initial Company Officers.
- NFA Arson Detection for First Responder.
- NFA Leadership I-Strategies for Company Success.
- NFA Leadership III-Strategies for Supervisory Success.
- Completion of Fire Officer I training record.
- Complete ICS-100: Introduction to ICS.
- Complete ICS-200: Basic ICS.
- Complete IS-700: NIMS, an Introduction.

And one of the three (3) courses:

- Everyone Goes Home Safe Course
- NFA Incident Safety Officer Course
- (TRADE) Firefighter Line of Duty Death and Injury –Why?

Track 2: Participants in the Fire Officer I program must successfully complete a course of instruction approved by the Wyoming Firefighters Certification Committee along with the course requirements listed below. Please contact the Certification Office to obtain the approved courses and instructors for Fire Officer I.

- Everyone Goes Home Safe Course
- Complete ICS-100: Introduction to ICS.
- Complete ICS-200: Basic ICS.
- Complete IS-700: NIMS, an Introduction.
- Completion of Fire Officer I training record.

Written Objectives

The course material should be referenced to the following textbooks to prepare the candidate to successfully pass the state certification examination. *DFPES test questions are referenced to the IFSTA Fire & Emergency Services Company Officer, 4th Edition only, however, candidates may use any of the text listed below, to prepare for the written examination.*

The written objectives for Fire Officer I are covered in the following text:

1. NFPA Standard for Fire Officer Professional Qualifications, NFPA 1021, 2009
2. International Fire Service Training Association (IFSTA), *Fire & Emergency Services Company Officer*, 4th Edition.
3. Delmar Company Officer, 2nd Edition.
4. Jones and Bartlett, *Fire Officer, Principles and Practices*, 1st Edition.
5. Jones and Bartlett, *National Incident Management System, Principles and Practices*.

These textbooks are available from various fire service bookstores. A current list of textbook sources is available by calling the DFPES at (307) 777-7288 or 307-857-6820. The Wyoming Fire Service Library catalog is available at <http://wyofire.state.wy.us>.

There are numerous methods departments have used to help prepare their personnel for the written examination. Considering the high level of skill and knowledge required for Fire Officer I, the DFPES recommends the candidate participate in a comprehensive class and receive instruction on both manipulative and written requirements.

Manipulative Objectives

Each candidate **must** be trained and evaluated in the performance of **all** manipulative skills. Each of the manipulative skill and evolution objectives shall be completed swiftly, safely and with competence as defined below:

- **Swiftly** – Each manipulative skill objective must be completed within the allotted time.
- **Safely** – Each manipulative skill objective must be completed safely. Actions that could injure individual or damage equipment are unacceptable. Equipment should be checked prior to skill testing or training to see that it is safe and functional.
- **Competence** – Each manipulative skill objective is performed in accordance with the Wyoming Standard. This includes performing the proper steps in sequence. Competence will be measured in accordance with the DFPES manipulative skill objectives.

Department Training Records

Each candidate shall have a training record on file with the department, which indicates whether he/she has trained on all manipulative skill objectives. This record shall be signed off or initialed by a department training officer or course instructor. Training records must indicate the date, instructor, and total number of hours trained for each manipulative skill objective. Departments shall use the one provided in Appendix A. In addition to the training record, all assignments completed during the course should be maintained with the training record.

At the completion of the department's manipulative skills training, or course, the department is **required** to hold an "in-house" comprehensive examination for the level being trained. This is a comprehensive "in-house" exam conducted by the department training officers or course instructors. This test is to ensure that skill mastery has been obtained from the beginning to the end of the training process, and to prepare participants for the state examination. Training officers may utilize other personnel to assist in administering the exam; however, all personnel assisting with the testing should be certified at the level they are "in-house" testing.

It is recommended candidates be given two attempts at any skill. **If they fail on the second try, then they have failed the evaluation and are required to go through additional training by the department trainer.** No training, teaching, or coaching is allowed during the test. After the evaluation, using the test to teach and train is recommended.

If manipulative skill weaknesses are evident, the department shall conduct additional training and hold a new department "in-house" comprehensive examination. Department training records must show all candidates have successfully passed the "in-house" comprehensive examination.

Department Training Officers

For departments to enroll in the certification process, it is necessary for the department to assign training officers. It is recommended the department assign **at least two** personnel as training officers to coordinate and provide certification training.

Department training officers shall be State Certified at the level they are teaching. In addition, the DFPES strongly recommends training officers be state certified at the Instructor I level.

Department training officers will be responsible for certification training. Their primary responsibility will be to teach, evaluate, and “in-house” test department personnel on the manipulative skill and evolution requirements for each level of certification training.

Departments who **do not** have certified personnel to act as training officers for certification training should contact the DFPES-Certification Coordinator at (307) 777-7288 for assistance in setting up and monitoring certification training.

CERTIFICATION EXAMINATIONS

After completion of the training process, the Fire Chief/Head of Department can request testing for the department. Using the “Request Examination” form in Appendix D the Fire Chief/Head of Department may request a written examination and manipulative test for certification. A testing fee *may* be charged at the time of certification. Request forms for skills testing must reach the DFPES no later than **30 days prior** to the examination date. The entire examination process must be completed within **2 years** of the **first** written exam date

Written Examinations

The written examination is a randomly generated **100-question** test covering the written objectives of the Fire Officer I NFPA 1021 standard. A minimum score of 80% is required to pass the certification examination. Firefighters failing the first attempt of the written exam will be permitted to retest no sooner than **30 days** from the date of the last exam. Exam results are forwarded to the Chief/ Head of Department within **72 hours** following the receipt of the completed exam.

SAMPLE WRITTEN EXAMINATION QUESTIONS:

Line item accounting is a form of:

- | | |
|-----------------------------|--------------------------------------|
| a. bargaining | c. complaint resolution |
| b. budgetary control | d. an employee accountability system |

From which management theory did quality circles evolve?

- | | |
|-----------------------|-----------------------------|
| a. Theory Z | c. Theory Y |
| b. The Hygiene Theory | d. The Leadership continuum |

“Spot Check” Skills Examination

This is a two-step examination. The first step is a department records check and the second step is a “spot check” skills examination. Certification testers appointed by the DFPES conduct the examination.

Training records are checked for completeness. All assignments completed during the Fire Officer I course shall be attached to the Training Record. If records are inadequate, corrective action must be taken before proceeding to the next step. The records must meet minimum requirements and are checked for the following:

1. Candidate has been trained in each manipulative skill for the level being evaluated.
2. A department training officer or instructor has signed off each manipulative skill.
3. The total number of hours trained on each manipulative skill is listed.
4. Each participant has passed a department “in-house” comprehensive examination.
5. All assignments must be in finished format (with no grading marks).

Second is the “spot check” skills examination which is graded on a 100% pass/fail basis. The test is graded in the following three areas:

- **Swiftly** – Each manipulative skill objective must be completed within the allotted time.
- **Safely** – Each manipulative skill objective must be completed safely. Actions that could injure individual or damage equipment are unacceptable. Equipment should be checked prior to skill testing or training to see that it is safe and functional.
- **Competence** – Each manipulative skill objective is performed in accordance with the Wyoming Standard. This includes performing the proper steps in sequence. Competence will be measured in accordance with the Wyoming manipulative skill objectives.

Candidates are “spot checked” on **THREE (3)** individual manipulative skills. No prior notification of the skills or the evolution being tested will be given. Applicants who fail an Individual Skill must wait 30 days before attempting a second attempt. If an applicant fails the second attempt, they must wait an additional 30 days for a third and final attempt. Candidates taking third attempts will test on the skill they failed plus an additional skill from the same section. **No training, teaching, or coaching is allowed during this state test.**

FIRE OFFICER I CERTIFICATION

When all requirements for certification have been met, candidates are eligible to be certified. The Fire Chief/Head of Department may apply to the DFPES for certification for those candidates who have successfully completed the certification training/testing process. Request for certification will be submitted to the DFPES using the “**Request for Certification**” form provided in **Appendix D**. The names are then checked against the official state records to ensure each individual listed has met all requirements.

Those candidates who have met the requirements are issued a certificate and patch. These are sent to the Fire Chief/Head of the Department for disbursement.

The submitting department should keep all reports, documentation, original certificates and a copy of the task book.

For more information on Wyoming Fire Officer I certification contact the:

DFPES Certification Coordinator
Herschler Building 1 West
122 W. 25th Street
Cheyenne, WY 82002
307-777-7288
<http://wyofire.state.wy.us>

FIRE OFFICER I CERTIFICATION CHECKLIST

ENTRANCE REQUIREMENTS:

- Each candidate has met requirements listed in NFPA 1021, Chapter 4 or those established by the authority having jurisdiction.
- Each candidate has met the additional requirements for this certification.

DEPARTMENT TRAINING RECORDS:

- Each participant has a training record on file with the department that shows:
 1. A learning experience in each manipulative skill objective.
 2. Dates of training.
 3. Initials of instructors.
 4. Total number of hours trained in each manipulative skill objective.
 5. Each participant has trained on the Fire Officer I level written objectives.

DEPARTMENT “IN HOUSE” COMPREHENSIVE EXAMINATION:

- Each participant has successfully completed an “In House” comprehensive examination.
- Results of exam are documented in department training records.

ADDITIONAL TRAINING/PREREQUISTE REQUIREMENTS:

- Each participant is certified at the Firefighter II and Fire Service Instructor I level.
- Each participant has completed the courses listed for either Track I or Track II on page 3.

CERTIFICATION EXAMINATIONS:

- Each participant has passed the DFPES written examination.
- Completion of required Training Record/In - House skills evaluation. – Request state certification.
- Completion of required Training Record/In - House skills evaluation, an a “Spot Check” skills evaluation, (3 skills) conducted by DFPES Certification Testers – request state accredited certification.

FIRE OFFICER I CERTIFICATION:

- Fire Chief/Head of Department request certification for participants using the “Request for Certification” form.

FIRE OFFICER I MANIPULATIVE SKILL OBJECTIVES

HUMAN RESOURCE MANAGEMENT

The Courage to be Safe Drills can be found online at <http://wyofire.state.wy.us>

NFPA 1021, 4.2.1, 4.2.1(b) Courage to be Safe Drill, 1

Skill 1: Assign tasks or responsibilities to unit members.

CONDITION: Given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed. (Using a 2 member firefighter team.)

TIME: 5:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Instructions to team are complete.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Instructions to team are clear.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Instructions to team are concise.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Safety issues are addressed.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Desired outcomes are conveyed to team.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.2.2, 4.2.2(b) Courage to be Safe Drill, 1

Skill 2: Assign tasks or responsibilities to unit members.

CONDITION: Given an assignment under nonemergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

TIME: 5:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Instructions to team are complete.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Instructions to team are clear.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Instructions to team are concise.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Safety issues are addressed.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Desired outcomes are conveyed to team.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.2.3, 4.2.3(b) Courage to be Safe Drill, 1, 2, 3, 4, 5**Skill 3: Direct unit members during a training evolution.****CONDITION:** Given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed. (Using a 2 member firefighter team.)**TIME:** 5:00 minutes.**APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:**

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Instructions to team are complete.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Instructions to team are clear.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Instructions to team are concise.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Safety issues are addressed.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Expected outcomes are conveyed to team.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Task is completed.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.2.4, 4.2.4(b) Courage to be Safe Drill, 1, 13**Skill 4: Recommend action for member-related problems.****CONDITION:** Given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.**TIME:** 20:00 minutes**APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:**

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Identify signs and symptoms of member related problems.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Identify the causes of stress in emergency services personnel.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Establish proper environment to conduct interview process.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Conduct interview with member having problems.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Establish relationship with member to open lines of communication.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Identify problem during interview with member.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Develop plan with member to resolve problem.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8. Direct member to other assistance if needed and available.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
9. Assist member in understanding policies and procedures where applicable.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
10. Document interview following SOP's.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
11. Conclude interview.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.2.5, 4.2.5(b) Courage to be Safe Drill, 1, 4**Skill 5:** Apply human resource policies and procedures.**CONDITION:** Given an administrative situation requiring action, so that policies and procedures are followed.**TIME:** 30:00 minutes.**APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:**

	<u>1st Att.</u>	<u>2nd Att.</u>
	<u>Y N</u>	<u>Y N</u>
1. Conduct interview with member.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Establish proper environment to conduct interview process.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Establish relationship with member to open lines of communication.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Explain purpose of meeting.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Discuss with member process or department policies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Assist member in understanding policies and procedures where applicable.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Document interview following SOP's.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8. Conclude interview.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.2.6, 4.2.6(b) Courage to be Safe Drill, 1**Skill 6:** Coordinate the completion of assigned tasks and projects by members.**CONDITION:** Given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and both supervised during and held accountable for the completion of the assignments.
(Using a 2-member firefighter team.)**TIME:** 20:00 minutes.**APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:**

	<u>1st Att.</u>	<u>2nd Att.</u>
	<u>Y N</u>	<u>Y N</u>
1. Identify member qualifications.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Match member's qualification to project requirements.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Meet with member to delegate assignment for project.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Establish projects priorities, and timeline.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Establish requirements necessary to complete projects.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Ensure that candidate has understood the project requirements and has accepted the delegated project.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Establish plan of completion for the assigned project.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8. Establish report and follow-up procedures.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
9. Conclude interview.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

COMMUNITY AND GOVERNMENT RELATIONS

NFPA 4.3.1, 4.3.1(B) Courage to be Safe Drill, 1, 14

Skill 7: **Initiate action on a community need, given policies and procedures, so that the need is addressed.**

CONDITION: Given a target audience to deliver a public education message, selected material, presentation method, time allotment, classroom, and appropriate policies and procedures.

TIME: Minimum of 15:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. State lesson objective to class.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Follow lesson plan.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Address questions from students.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Safety is maintained for participants during the presentation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Evaluation instrument is presented during the presentation.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Education information is distributed to the audience.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Summarize lesson objectives.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.3.2, 4.3.2(b), 4.3.3, 4.3.3(b) Courage to be Safe Drill, 1

Skill 8: **Initiate action to a citizen's concern.**

CONDITION: Given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with.

TIME: 30:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Establish lines of communication with citizen.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Identify the nature of the complaint or inquiry.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Identify possible solutions to complaint or inquiry.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Direct citizen to proper department or person if situation is not within fire department area of responsibility.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Be positive and honest while dealing with citizen.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Assist the citizen with information, forms or other resources to solve the concern or inquiry.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Document situation as required.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

ADMINISTRATION

NFPA 1021, 4.4.1, 4.4.1(b) Courage to be Safe Drill, 1, 2, 3, 5, 6

Skill 9: **Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level.**

CONDITION: Given a new departmental policy, so that the policy is communicated to and understood by unit members.

TIME: 20:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Set meeting time with unit members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explain purpose of meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explain new policy to unit members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Answer questions from unit members as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Be positive and honest while dealing with unit members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Be supportive of new policy and department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Conclude meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.4.2, 4.4.2(b), 4.4.5, 4.4.5(B) Courage to be Safe Drill, 1

Skill 10: **Execute routine unit-level administrative functions, given forms and record-management systems.**

CONDITION: Given a fire incident or a medical incident, proper forms, reference material, and/or record management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures.

TIME: 30:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Obtain complete information in regards to the incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Completely fill in report form(s) in appropriate boxes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Complete narrative on reverse side if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sign and date report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. File report(s) as per department policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Explain the benefits to the AHJ for collecting response data in timely and accurate fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.4.3, 4.4.3(b) Courage to be Safe Drill, 1**Skill 11:** Prepare a budget request.**CONDITION:** Given a need and budget forms, so that the request is in the proper format and is supported with data.**TIME:** 30:00 minutes.**APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:**

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Identify a need for budget request.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Determine source of revenue.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Gather data (internal/external) to support request.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Develop a written proposal for request. Include justification.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Complete request form, submit to appropriate individual(s).	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.4.4, 4.4.4(b) Courage to be Safe Drill, 1**Skill 12:** Explain the purpose of each management component of the organization, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization.**CONDITION:** Given a current organization chart.**TIME:** 30:00 minutes.**APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:**

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. State mission and goals of the organization.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Explain unity of command.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Explain span of control.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Explain division of labor and discipline.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Explain the purpose and mission of the organization.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

INSPECTION AND INVESTIGATION

NFPA 1021, 4.5.1, 4.5.1(b) Courage to be Safe Drill, 1, 5, 9

Skill 13: Describe the procedures of the AHJ for conducting fire inspections.

CONDITION: Given any of the following occupancies, so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated:

- | | |
|--------------------------------|-------------------------|
| (1) Assembly | (7) Business |
| (2) Educational | (8) Industrial |
| (3) Health care | (9) Storage |
| (4) Detention and correctional | (10) Unusual structures |
| (5) Residential | (11) Mixed occupancies |
| (6) Mercantile | |

TIME: Minimum of 20:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. <u>Prior to inspection:</u>		
A. Contact owner/occupant of building to be inspected and establish appointment for an inspection.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
B. Review previous inspection reports of an address/occupancy.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
C. Review applicable code information for type of occupancy to be inspected.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
D. Gather necessary equipment to conduct inspection.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. <u>Conducting the inspection:</u>		
A. Meet with owner/occupant at appointed time, explain, purpose of inspection and obtain permission to inspect the building.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
B. Review with owner/occupant inspection record information, i.e., address, ownership of the building, etc.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
C. Request owner/occupant or representative of company to accompany the inspection team during inspection.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
D. Begin inspection process following a general pattern, (i.e., working outside in, or top floor down).	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. <u>After:</u>		
A. Document as appropriate.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.5.2, 4.5.2(b) Courage to be Safe Drill, 1, 5

Skill 14: Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another.

CONDITION: Given occupancy, and the policies and forms of the AHJ so that a pre-incident plan for any of the following occupancies is developed:

- | | |
|---------------------|--------------------------------|
| (1) Public Assembly | (7) Unusual Structures |
| (2) Educational | (8) Storage |
| (3) Health Care | (9) Mercantile |
| (4) Residential | (10) Mixed Properties |
| (5) Business | (11) Detention or Correctional |
| (6) Industrial | |

TIME: Minimum of 60:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
<u>PRE-INCIDENT SURVEY</u>		
1. Set-up appointment with owner/manager of facility to be preplanned.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Take proper equipment; paper, pencils, ruler, survey forms, flashlight, camera, tape measure, water pressure gauge and clipboard.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<u>CONDUCTING THE SURVEY</u>		
3. Introduce crew members to facility staff/owner.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Conduct survey following a systematic process.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Identify type of building construction.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Identify type of roof.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Identify built in fire protection systems.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
8. Identify water supply for facility.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
9. Create a drawing of facility locating vital information (i.e. electrical shut off, gas shut off, FDC, standpipe connections, etc.).	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
10. Create PLOT plan and FLOOR plan for facility.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<u>POST SURVEY</u>		
11. Complete survey forms.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
12. Attach PLOT and FLOOR plan with QAP's or other similar forms.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<hr/> PERFORMANCE RATING ON THIS SKILL:		
	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.5.3, 4.5.3(b) Courage to be Safe Drill, 1, 5

Skill 15: Secure an incident scene so that unauthorized persons can recognize the perimeters of the scene, persons are kept from restricted areas and all evidence or potential evidence is protected from damage or destruction.

CONDITION: Given a rope or barrier tape, marking devices for evidence, incident information, and appropriate form/paperwork for documentation.

TIME: Minimum of 20:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Locate point of origin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify possible items of evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Mark and protect evidence "as is" and document location.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Secure fire scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Secure perimeter by use of rope or barrier tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Determine access point to scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Establish log to record who enters and exits fire scene.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

EMERGENCY SERVICE DELIVERY**NFPA 1021, 4.6.1, 4.6.1(b) Courage to be Safe Drill, 1**

Skill 16: Develop an initial action plan, so that resources are deployed to mitigate the situation.

CONDITION: Given an incident, size-up information, appropriate responding units for type of incident.

TIME: 5:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Determine type of emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Determine incident priority: (Life Safety, Incident Stabilization, Property Conservation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Determine method of attack: (Offensive, Defensive, Rescue, Transitional).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establish command.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Conduct size-up of incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Communicate action plan to unit members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Supervise unit members during completion of action plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintain personnel accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.6.2, 4.6.2(b) Courage to be Safe Drill, 1

Skill 17: **Implement an action plan at an emergency operation, so that resources are deployed to mitigate the situation.**

CONDITION: Given a scenario, assigned resources, type of incident, preliminary plan (if available or if department conducts pre-plans), and AHJ SOP's.

TIME: 5:00 minutes

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Determine type of emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Determine incident priority: (Life Safety, Incident Stabilization, Property Conservation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Determine method of attack: (Offensive, Defensive, Rescue, Transitional).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establish command.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Conduct size-up of incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Communicate action plan to unit members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Supervise unit members during completion of action plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintain personnel accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.6.3, 4.6.3(b) Courage to be Safe Drill, 1, 13

Skill 18: **Develop and conduct a post-incident analysis.**

CONDITION: Given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.

TIME: 30:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>		<u>2nd Att.</u>	
	Y	N	Y	N
1. Gather information of incident i.e., incident report, pre-planning information and forms, and dispatch information, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Set time and location for post-incident discussion that is free of distractions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Review information on incident; pre-plans, building features, water, fire behavior, tactics, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Discuss each individual's role during the incident.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Discuss positive/negative outcomes without focusing on blame.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Observe members of crew for post-incident stress indicators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Document analysis process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

HEALTH AND SAFETY**NFPA 1021, 4.7.1, 4.7.1(b) Courage to be Safe Drill, 1, 5****Skill 19:** Apply safety regulations at the unit level.**CONDITION:** Given safety policies and procedures, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.**TIME:** 20:00 minutes**APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:**

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Set meeting time.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Determine topic of safety briefing.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Review policies and procedures for topic of meeting.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. Conduct meeting, present safety message.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Answer questions regarding policy.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Conclude meeting and document according to departmental policy.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.7.2, 4.7.2(b) Courage to be Safe Drill, 1**Skill 20:** Conduct an initial accident investigation.**CONDITION:** Given an incident and investigation forms, so that the incident is documented and reports are processed in accordance with policies and procedures of the AHJ.**TIME:** 30:00 minutes**APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:**

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Review department policies for type of incident.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Identify who was involved.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. Conduct interview(s) as necessary to determine the following:	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
- Identify the behavior of condition that caused the accident		
- Identify what were the circumstances involved		
- Determine root cause for the accident		
4. Identify previously unrecognized hazards.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Complete report form(s).	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1021, 4.7.2, 4.7.2(b) Courage to be Safe Drill, 1, 2, 6, 8

Skill 21: Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, so that the need to participate in wellness and fitness programs is explained to members.

CONDITION: Given current fire service trends and agency policies, justify the need to participate in wellness and fitness programs.

TIME: 30:00 minutes.

APPLICANT PERFORMED THE FOLLOWING COMPETENCIES:

	<u>1st Att.</u>	<u>2nd Att.</u>
	Y N	Y N
1. Research the health and wellness issue in the fire service.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2. Prepare a program for the agency based upon research.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3. The physical fitness program should follow the NFPA 1500 requirements and should be administered by a physician.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
4. The program should help firefighters achieve and maintain the required levels of physical fitness through exercise and weight training.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Weights, exercise equipment and facilities should be provided and encouraged or required.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
6. Such programs can help personnel recover from occupational illness and injuries.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
7. Present/explain the program to the appropriate audience within the organization.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

PERFORMANCE RATING ON THIS SKILL:

	<u>PASS</u>	<u>FAIL</u>
First Attempt	<input type="checkbox"/>	<input type="checkbox"/>
Second Attempt	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX A
TRAINING RECORD

NAME: _____ SSN: - - DEPARTMENT: _____

SECTION	TRAINING RECORD			IN-HOUSE COMP. EXAM			MANIPULATIVE SKILL – DEMONSTRATE 2009 ed.
	DATE	INST	HRS	DATE	INST	P/F	
Pre-Requisite							Meet the requirements of Firefighter II and Instructor I
Human Resource Management							1. Assign tasks during emergency operations.
							2. Assign tasks during non-emergency conditions.
							3. Direct members during training evolution.
							4. Recommend action for a member.
							5. Apply human resource policies.
Community & Govt. Relations							6. Coordinate the completion of assigned tasks.
							7. Initiate action on a community need.
Administration							8. Initiate action on a citizen’s concern/respond to a public inquiry
							9. Recommend/implement new department policy.
							10. Complete WFIRS form, explain the benefit of collecting data. Reports and logs are complete and files are maintained in accordance with policies and procedures/ completed in a timely and accurate manner.
							11. Prepare a budget request.
Inspection & Investigation							12. Identify/explain the organizational chart and mission of the of the department.
							13. Conduct a fire inspection.
							14. Indentify construction, alarm, detection and suppression features of occupancy.
Emergency Service Delivery							15. Secure an incident scene.
							16. Develop an incident action plan.
							17. Implement an incident action plan.
Health & Safety							18. Develop and conduct an post-incident analysis.
							19. Apply safety regulations.
							20. Conduct initial accident investigation
						21. Explain benefits of fire service safety and wellness initiatives.	

APPENDIX B
EXAMPLE OF FORMS FOR ASSIGNMENTS

(Example Memo Format)

Department Name

MEMORANDUM

Date: September 14, 2007

To: Captain Jones

From: Chief Smith

RE: Skills Testing

Body of Memo

(Example Letter Format)

Department Name

September 14, 2007

Name

Address

City, State, Zip

Dear Sir:

Body of letter

Sincerely,

**Blaine Jones, Captain
Shady Hills Fire Department**

enclosures (if applicable)

cc: (if applicable)

APPENDIX C
IN HOUSE PROCTOR INSTRUCTIONS

Tester Instructions for “In-House” Comprehensive Examination

As the training officers for your department you are authorized by the DFPES to conduct the 100% skills test for this level of certification. You must be certified to the level you are testing, i.e., if you’re FFII you can test FFI and FFII, Awareness and HM Operations.

***PRIOR TO CONDUCTING TEST, REVIEW TRAINING RECORDS**

It is important that before doing this “In-House” exam that the candidate has completed training in all areas for the level being tested.

***SAFETY OFFICER SELECTED AND BRIEFED**

Select a Safety Officer to assist you during the test. This person, if possible, should not be taking the same test that is being given. The Safety Officer will not assist with the testing process. The Safety Officer is there to protect the CANDIDATES from injury during the testing process. The Safety Officer shall be in a position to observe all students and ensure their safety at all times during the testing procedure.

By using the following instructions you will be able to evaluate the skill being tested and determine the candidate’s readiness for the State “Spot Check” exam.

1. Keep in mind this is a **test** and there should be **no coaching or training** during the testing process. If a candidate fails to perform a skill, it will count as a first attempt failure and they will be given a second attempt. If they fail a second time they need to be retrained on that skill and tested again. Only **qualified** candidates that have passed with **100%** should be allowed to take the State SPOT CHECK exam.
2. Before beginning the testing process meet with all candidates and review the testing process. Explain that this is a **test** and that the same process being used for the “In-House” exam will be used during the state exam.
3. Designate a secure location for the candidates to remain in while the “In-House” exam is conducted. This location should be away from the area where the exam is being conducted.
4. If possible, separate your testing stations so candidates cannot observe each other during the test.
5. To evaluate a candidate’s performance, use the following as a guide.
 - a. the skill is completed in the allotted time,
 - b. competence is shown by completing all performance criteria,
 - c. safety is shown while completing the skill.

At each test station the tester will read the **SKILL** to be demonstrated, the **CONDITIONS** to be met and the **TIME** limit to complete each skill. This information is contained in the skill section of each standards packet. Do this with each student as they come to each testing station. Ask for any questions. As each skill is tested and completed sign it off in the section provided on the candidates training record. By conducting the “In-House” test in this manner, you will prepare your candidates to successfully pass the state “spot check” exam. This will also assure training records are current and that only those who are truly prepared take the state certification examination.

APPENDIX D
CERTIFICATION FORM

Department Name: _____ Date: _____

Type or print names of candidates who will be taking the examination or requesting certification.

APPLICANT NAME	LEVEL REQUESTED
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____
19. _____	_____
20. _____	_____
21. _____	_____
22. _____	_____
23. _____	_____

Send Request form to:
 Department of Fire Prevention and Electrical Safety
 122 W. 25th Street, Herschler 1 West,
 Cheyenne, WY 82002
 Attention: Certification Coordinator