Title: Syllabus for Company Officer

Revision: March 2023

Section I - Course Information

Course Title: Company Officer

Course Number(s): BFST/FFP/ATPC2720

Class Days/Time: If being taught at the Florida State Fire College Campus 11655 NW Gainesville Road, Ocala, FL 34482   Bldg. C – Classrooms – Monday - Friday 8 a.m.- 5 p.m. Additional coursework outside the classroom totaling five (5) hours of work may be assigned.

Section II - Points of Contact

Training Supervisor:
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Section III – Course Description

This course is designed to provide the student with an understanding of being a company officer through various areas of knowledge as well as solving the varied problems and situations they will be required to manage effectively in today's ever-changing fire service. The curriculum includes a review of fire department organization and administration, management theory, leadership, communications, motivation and group dynamics.

Section IV - Course Materials, Grading, and Attendance

Recommended Book: *Fire Officer Principles and Practice (3$_{nd}$ ed);* Jones & Bartlett (2015)
ISBN: 978-1-284-06836-8

Prerequisite(s): None

Contact Hours: This class has 45 contact hours.

Continuing Educations Units (CEU's): 45 hours towards Fire Safety Inspector I and Fire Instructor I, II, III renewal.

Pre-Course Assignment: None

Required Materials: Paper, pens, USB portable storage device (thumb drive)

Grading: Students must achieve a minimum cumulative score of 70% to pass this course. Course grades are determined from assignments and activities including, homework, projects, quizzes, exams, and presentations. Below is the breakdown of the final accumulative grading:
- Individual Exercises 10 points
- Group Exercises 50 points
- Final Group project 20 points
- Final Written Exam 20 points

Attendance: Students are required to attend all sessions of the course.
- Excused absences - Students are permitted excused absences totaling no more than 10% of class (4.5 hours maximum); the instructor shall be the sole determining authority in the determination of an excused absence and may assign supplemental work to make up for missed class time.
- Unexcused absences - The instructor shall be the sole determining authority in the determination of an unexcused absence (i.e. "no call, no show"). The instructor has no obligation to offer the student an opportunity to make up assignments, including quizzes and/or exams, but may do so at his/her discretion.

Section VI – Job Performance Requirements

Given information from discussion and reading materials, the student will satisfy the Job Performance Requirements (JPR) of the applicable National Fire Protection Association (NFPA) standards, as well as any applicable skill sheets.

NFPA 1021, *Standard for Fire Officer Professional Qualifications*, 2014 Edition

4.1.2 General Prerequisite Skills. The ability to effectively communicate in writing utilizing technology provided by the AHJ; write reports, letters, and memos utilizing word processing and spreadsheet programs; operate in an information management system; and effectively operate at all levels in the incident management system utilized by the AHJ.

4.2.1 Assign tasks or responsibilities to unit members, 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.
(A) Requisite Knowledge. Verbal communications during emergency incidents, techniques used to make assignments under stressful situations, and methods of confirming understanding.

(B) Requisite Skills. The ability to condense instructions for frequently assigned unit tasks based on training and standard operating procedures.

4.2.2 Assign tasks or responsibilities to unit members, 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.
(A) Requisite Knowledge. Verbal communications under nonemergency situations, techniques used to make assignments under routine situations, and methods of confirming understanding.
(B) Requisite Skills. The ability to issue instructions for frequently assigned unit tasks based on department policy.

4.2.3 Direct unit members during a training evolution, 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.
(A) Requisite Knowledge. Verbal communication techniques to facilitate learning.
(B) Requisite Skills. The ability to distribute issue-guided directions to unit members during training evolutions.

4.2.4 Recommend action for member-related problems, 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.
(A)* Requisite Knowledge. The signs and symptoms of member-related problems, causes of stress in emergency services personnel, adverse effects of stress on the performance of emergency service personnel, and awareness of AHJ member assistance policies and procedures.
(B) Requisite Skills. The ability to recommend a course of action for a member in need of assistance.

4.2.5* Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.
(A) Requisite Knowledge. Human resource policies and procedures.
(B) Requisite Skills. The ability to communicate orally and in writing and to relate interpersonally.

4.2.6 Coordinate the completion of assigned tasks and projects by members, 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.
(A) Requisite Knowledge. Principles of supervision and basic human resource management.
(B) Requisite Skills. The ability to plan and to set priorities.

4.3.1 Initiate action on a community need, given policies and procedures, so that the need is addressed.
(A) Requisite Knowledge. Community demographics and service organizations, as well as verbal and nonverbal communication, and an understanding of the role and mission of the department.
(B) Requisite Skills. Familiarity with public relations and the ability to communicate verbally.

4.3.2 Initiate action to a citizen's concern, 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.
(A) Requisite Knowledge. Interpersonal relationships and verbal and nonverbal communication.

(B) Requisite Skills. Familiarity with public relations and the ability to communicate verbally.

4.3.3 Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.
(A) Requisite Knowledge. Written and oral communication techniques.
(B) Requisite Skills. The ability to relate interpersonally and to respond to public inquiries.

4.4.1 Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit members.
(A) Requisite Knowledge. Written and oral communication.
(B) Requisite Skills. The ability to relate interpersonally and to communicate change in a positive manner.

4.4.2 Execute routine unit-level administrative functions, given forms and record-management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures.
(A) Requisite Knowledge. Administrative policies and procedures and records management.
(B) Requisite Skills. The ability to communicate orally and in writing.

4.4.3 Prepare a budget request, given a need and budget forms, so that the request is in the proper format and is supported with data.
(A) Requisite Knowledge. Policies and procedures and the
revenue sources and budget process.
(B) Requisite Skill. The ability to communicate in writing.

4.4.4 Explain the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization.
(A) Requisite Knowledge. Organizational structure of the department and functions of management.
(B) Requisite Skills. The ability to communicate verbally in a clear and concise manner.

4.4.5 Explain the needs and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate.
(A) Requisite Knowledge. The agency's records management system.
(B) Requisite Skills. The ability to communicate both orally and in writing.

4.5.1 Describe the procedures of the AHJ for conducting fire inspections, 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 (2) Educational (3) Health care (4) Detention and correctional (5) Residential
(6) Mercantile (7) Business (8) Industrial (9) Storage (10) Unusual structures (11) Mixed occupancies
(A) Requisite Knowledge. Inspection procedures; fire detection, alarm, and protection systems; identification of fire and life safety hazards; and marking and identification systems for hazardous materials.

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(B) Requisite Skills. The ability to communicate in writing and to apply the appropriate codes and standards.

4.5.2 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, given an occupancy, and the policies and forms of the AHJ so that a pre-incident plan for any of the following occupancies is developed:
(1) Assembly (2) Educational (3) Health care (4) Detention and correctional (5) Residential
(6) Mercantile (7) Business (8) Industrial (9) Storage (10) Unusual structures (11) Mixed occupancies
(A) Requisite Knowledge. Fire behavior; building construction; inspection and incident reports; detection, alarm, and suppression systems; and applicable codes, ordinances, and standards.
(B) Requisite Skills. The ability to use evaluative methods and to communicate orally and in writing.

4.5.3 Secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.
(A) Requisite Knowledge. Types of evidence, the importance of fire scene security, and evidence preservation.
(B) Requisite Skills. The ability to establish perimeters at an incident scene.

4.6.1 Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.
(A)* Requisite Knowledge. Elements of a size-up, standard operating procedures for emergency operations, and fire behavior.
(B)* Requisite Skills. The ability to analyze emergency scene conditions; to activate the local emergency plan, including localized evacuation procedures; to allocate resources; and to communicate orally.

4.6.2* Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.
(A) Requisite Knowledge. Standard operating procedures, resources available for the mitigation of fire and other emergency incidents, an incident management system, scene safety, and a personnel accountability system.
(B) Requisite Skills. The ability to implement an incident management system, to communicate orally, to manage scene safety, and to supervise and account for assigned personnel under emergency conditions.

4.6.3 Develop and conduct a post-incident analysis, 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.
(A) Requisite Knowledge. Elements of a post-incident analysis, basic building construction, basic fire protection systems and features, basic water supply, basic fuel loading, fire growth and development, and departmental procedures relating to dispatch response tactics and operations and customer service.
(B) Requisite Skills. The ability to write reports, to communicate orally, and to evaluate skills.

4.7.1 Apply safety regulations at the unit level, given safety policies and procedures, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.

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(A) Requisite Knowledge. The most common causes of personal injury and accident to members, safety policies and procedures, basic workplace safety, and the components of an infectious disease control program.
(B) Requisite Skills. The ability to identify safety hazards and to communicate orally and in writing.

4.7.2 Conduct an initial accident investigation, 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.
(A) Requisite Knowledge. Procedures for conducting an accident investigation and safety policies and procedures.
(B) Requisite Skills. The ability to communicate orally and in writing and to conduct interviews.

4.7.3 Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service trends and agency policies, so that the need to participate in wellness and fitness programs is explained to members.
(A) Requisite Knowledge. National death and injury statistics, fire service safety and wellness initiatives, and agency policies.
(B) Requisite Skills. The ability to communicate orally.

Section VII –Plan of Instruction

The following is the plan of instruction used during course offerings held at the Florida State Fire College. It also serves as the suggested instructional block format for other approved training providers who use the recommended text book. All class offerings **must** satisfy the JPRs listed in *Section VI – Job Performance Requirements* regardless of textbook used.

Day/Date	Chapters	Activities
Day 1	**Class Introductions and Orientation** Chapter 1 – Introduction to the Fire Officer Chapter 2 – Preparing for Promotion Chapter 3 – Fire Fighters and the Fire Officer Chapter 4 – Fire Officer Communications Chapter 5 – Safety and Risk Management Florida Specific "Behavior Health Access" "Departments Approach for the Company Officer" **Group/Individual Project Discussion and Assignment** **Handout take home quiz**	• Introductions • Individual Exercise 1 • Group Exercise 1 • Group project discussion • **Take home quiz**

Day 2	Chapter 6 – Understanding People: Managing Concepts Chapter 7 – Leading the Fire Company Chapter 8 – Training and Coaching Chapter 9 – Evaluation and Discipline **Handout take home quiz**	• **Review take home quiz** • Group Exercise 2 • Videos
Day 3	Chapter 10 – Organized Labor and the Fire Officer Chapter 11 – Working in the Community Chapter 12 – Handling Problems, Conflicts, and Mistakes Chapter 13 – Preincident Planning and Code Enforcement **Handout take home quiz**	• **Review take home quiz** • Individual Exercise 2 • Group Exercise 3 • Videos
Day 4	Chapter 14 – Budgeting Chapter 15 – Managing Incidents Chapter 16 – Rules of Engagement Chapter 17 – Fire Attack **Final Written Exam Review** **Handout take home quiz**	• **Review take home quiz** • Group Exercise 4 • Videos • Exam Review
Day 5	Chapter 18 – Fire Cause Determination Chapter 19 – Crew Resource Management and Leading Change **Final Exam** **Final Project Presentation** **Hand out certificates**	• Group Exercise 5 • Final Exam • Project Presentations

Section VIII – Final Presentation and Grading Rubric

Description of Assignment
The final project for this class involves a group presentation in PowerPoint format. All members are expected to contribute equally. The presentation should take no longer than 5-10 minutes and groups must submit a written summary of their work to accompany their presentation.

The final project will consist of preparing and presenting to the class how you as a company officer would present the given department SOP/SOG to your assigned company personnel. Identify and Explain 3 of the 16 Life Safety Initiatives that would apply to your given policy or guideline and present these to the class. Your Presentation should also include why you as a company officer believe this policy should be implemented and give an example of how this policy can be relevant to your crew. Students may present any other documents to support their explanation and position both in their PowerPoint presentation or in handouts. **ALL WORK MUST BE ORIGINAL IN ORDER TO RECEIVE CREDIT.**

Format and Grading of Assignment:

Students will present their assigned SOP/SOG that was assigned to them. They will give both an oral presentation as well as a PowerPoint visual presentation before their classmates as if they were presenting this SOP/SOG to their assigned company.

The final project is worth 100 points towards the final grade. Scoring will be assigned according to the grading rubric. To receive full credit, the following elements need to be present:

• **Description of SOP/SOG that was issued by Administration**
• **Positives and/or Problems encountered with reviewing the SOP/SOG**
• **Identification of three (3) of the 16 Life Safety Initiatives that may have been considered when drafting this SOP/SOG**
• **Does your department embrace these initiatives?**
• **If yes, how are they incorporated? If no, how would you incorporate?**
• **Other critical information or documentation that supports your position (whether positive or negative)**

A written submission will be required to be turned in at the end of the group presentation to outline and briefly describe the groups presentation and documentation.

	Grading Rubric for Company Officer Rating					**SCORE**
	20	**15**	**10**	**5**	**0**	
Description of the SOP/SOG	SOP/SOG is well described and no member of the team reads from the screen or document in hand	SOP/SOG is well described however team member(s) read from the screen or document in hand	SOP/SOG is moderately described and no member of the team reads from the screen or document in hand	SOP/SOG is moderately described however team member(s) read from the screen or document in hand	SOP/SOG is barely described no matter if team member(s) read from the screen or document in hand or not.	
Identification of the SOP/SOG positives and/or problems	All positives and/or problems associated with the SOP/SOG are presented well and	Most positives and/or problems associated with the SOP/SOG are	Most positives and/or problems associated with the SOP/SOG are	All positives and/or problems associated with the SOP/SOG are presented well and	Minimal positives and/or problems identified no underlying	

	underlying causes identified.	presented well and some underlying causes identified.	moderately presented and no underlying causes identified.	underlying causes identified.	causes identified	
Identification of 3 Life Safety Initiatives	3 LSI identified accurately and were applicable to the SOP/SOG	3 LSI were identified and mostly applicable to the SOP/SOG	3 LSI were identified and some applicable to the SOP/SOG	Up to 3 LSI were identified however marginally applicable to the SOP/SOG	Up to 3 LSI were identified however are not applicable to the SOP/SOG	
How or if were they incorporated into the SOP/SOG	All of the LSI's incorporated with well thought out plan of action	Most of the LSI's incorporated with well thought out plan of action	Most of the LSI's incorporated with moderately thought out plan of action	LSI's incorporated with minimal thought out plan of action	LSI's not incorporated or incorporated with no thought-out plan of action	
How were or will the LSI's be incorporated into the home agency	All of the LSI's are or will be incorporated with well thought out plan of action	Most of the LSI's are or will be incorporated with well thought out plan of action	Most of the LSI's are or will be incorporated with moderately thought out plan of action	LSI's are or will be incorporated, however with a minimal thought out plan of action	LSI's not incorporated or incorporated with no thought-out plan of action	

Chapter 5 Behavior Health Access "A Departments Approach for the Company Officer"

Instructor Guide

Motivational Statement: All firefighters should be receiving awareness level training in mental health, but the culture of a fire department should be driven by its chief and officers. First Line Officers need have additional responsibilities including the wellbeing of their firefighters.

Objectives:

➥ Discuss the Strong Wellness Triangle

➥ Discuss A.C.E.S

➥ Discuss company officer training

➥ Discuss the company officer's responsibilities in taking an active role in behavioral health access

➥ Identify resources that a company officer should be familiar with

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- Identify concerns with EAP and discuss alternative approaches

- Identify the parts of a Behavioral Health Access Program

- Discuss the fire department culture and how to take a lead role

- Discuss the National Fallen Firefighters Health Management Guide

- Discuss the Health & Safety Collaborative

    A.   Each person decides how they are going to respond to an experience

    B.   Each individual has coping mechanisms

    C.   The triangle looks at four aspects with spiritual in the center of the remaining 3 components

          1.   Mind – calm, actively learning, motivated, writing and achieving goals

          2.   Body – exercising regularly, eating well, regular routine

          3.   Financial – 3 to 4 months of savings; plan for future

          4.   Spiritual – live life of service; know why you exist

    D.   When the triangle is broken, wellness is affected

II.   A.C.E.S. – anger, communication, engagement, sleep

    A.   Firefighters more likely to have negative stress reaction, including diagnosable mental health disorders

    B.   Also experience interpersonal difficulties (i.e., anger outbursts; sleep difficulties; isolation/withdraw; problems with family; guilt)

    C.   Training to help self

    D.   BRISC

          1.   Break

          2.   Re-Evaluate

          3.   Identify

          4.   Solve

          5.   Communicate

III.   Company Officer Training – officer's need to recognize signs and symptoms of behavior health concerns

    A.   Training

          1.   All personnel should receive training.

               a.   Mental health training above the 4 hours received in minimum standards

               b.   Identifying resources and how to connect with them

          c.   SOPs that are well written and practicing provide consistency and can reduce stress

IV.   Know Your Crew – Taking an Active Role

    1.   To notice a difference in their behavior, you have to know them first
       a.   Building personnel and professional relationship
       b.   Know personally first
           i.   Background
           ii.   Where they are from
           iii.   Hobbies
           iv.   Stressors
           v.   Passions
           vi.   Life-changing events
           vii.   Their coping mechanisms
       c.   Help member to stabilize emotions and regain sense of control and provide path for ongoing access to resources
    2.   Signs to look for
       a.   Change in mood
       b.   Loss/gain of appetite
       c.   Isolation
       d.   Abuse of alcohol/drugs
       e.   Spending less/more time doing things they didn't normally do before
    3.   A crisis is an individual's perception or experience of an event that exceeds the persons current resources and coping mechanisms
    4.   Talk to them individually
    5.   Feelings is part of this discussion
    6.   Vulnerability Starts with You
    7.   It's okay not to be okay

B.   After Action Report

    1.   Make mental health a part of this discussion

C.   Know your culture

    1.   Is there bullying in your department?
    2.   Gordon Graham video
    3.   Discuss competitiveness positives and negatives

V.   Resources – where to find training and assistance

    1.   National Fallen Firefighter Foundation
       a.   Stress First Aid
       b.   Fire Service Behavioral Health Rapid Response

2. IAFF
   a. Peer Support Program
   b. Resiliency Training
   c. Center of Excellence for Behavioral Health Treatment and Recovery
   d. Clinician Training
3. UCF Restores – nonprofit clinical research center and treatment clinic established to change the way posttraumatic stress disorder (FPTSD) and other trauma-related concerns are understood, diagnosed, and treated.
   a. Peer Support
   b. REACT Training Program
   c. Cultural Competency
   d. TMT Training Program – Clinicians
4. Florida A&M – 2nd Alarm Project

5. Statewide peer counselors and chaplains
   a. Request through SFM
   b. Work as part of ESF 4 & 9 on major events
   c. Statewide resource
6. PEER counselors
   a. Training can be received through IAFF
   b. If are not a large company, options are:
      i. Regional approach
      ii. Several departments join together
      iii. Reach out to a department that has an established team
7. Redline
   a. Providers a list of counselors that have received training on firefighters/EMS calls and responses
   b. Allows individual to find someone outside of first due area if they want to talk to someone outside there are

VI. EAP

1. Normally EAP allows 3 visits
2. First visit, they don't understand the firefighter's job/ culture
3. Second visit, scratch surface
4. Third visit, start to address and have met 3 visits
5. Options
   a. Some departments have put a clinician on their payroll
   b. Article "From EAP to BHAP"
      i. https://www.emerald.com/insight/2047-0894.htm
      ii. Covers all aspects of a Behavioral Health Access Program

       c.   Clinicians volunteer to be trained such as through UCF Restores

VII.   Behavioral Health Access Program
1. Training at all levels
2. Peer support, CRT to include CISM, chaplaincy, training clinicians
3. Access to inpatient and outpatient resources

VII.   The Department Culture
1. Top-Down Leadership and Example
2. Stop bullying, harassment, isolation, etc.
3. Do not use the "Do as I say, not as I do" philosophy
4. Don't let this be lip service
    a. Be proactive of having resources
    b. Make easy to access resources
    c. If there is an incident, bring resources in, rather than saying they are here if you need them
    d. Stress importance of being balanced mentally, physically, emotionally
5. Take training and share your experiences

VIII.   National Fallen Firefighters Foundation Fire Service Behavior Health Management Guide
1. Articulate why behavioral health is important for you, your department, and your members
2. Self-care and recognition in other firefighters
3. Working knowledge and understanding of behavioral health
4. Lead or support behavior health program
5. Provide care to others (provide resources, get help, etc.)
6. Stress first aid

VIX.   Florida Health and Safety Collaborative
1. Shares resources
2. Current information on topic
3. SOPs
4. Best practices
5. Regional approach
6. Normally meets quarterly

The company officer is a vital component and role in the behavior health and well-being of the firefighters.

Section IX – Review Date and Author

June 19, 2019   Unknown
October 29, 2019   Frank Ennist
September 20, 2020   Frank Ennist
March 2023   Robert Coyne