Modesto Junior College
Course Outline of Record

FSCI 352

I. OVERVIEW
   The following information will appear in the 2009 - 2010 catalog

   FSCI 352  Training Instructor 1A  2 Units
   Formerly listed as: FSCI - 352: Fire Instructor 1A
   Prerequisite: Satisfactory completion of FSCI 301. with a minimum grade of C or better

   Designed to provide the prospective or active fire company officer with a variety of methods and techniques for training fire service personnel in accordance with latest concepts in vocational education. Emphasizes teaching technical lessons, evaluating teaching and learning efficiency and the application of principles of learning through practice teaching demonstrations.
   Materials Fee Required

   Field trips are not required. (A-F Only) Lecture /Lab

II. LEARNING CONTEXT
   Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

   A. COURSE CONTENT

      1. Required Content:

         a. Reasons for Fire Instructor training
            i. Instructional terms

         b. Types of learning
            i. Cognitive (Knowledge) Learning
            ii. Psychomotor (Skill) Learning
            iii. Affective (Attitude) Learning
            iv. Psychology of learning

         c. Definitions/Descriptions
            i. Occupational analysis in course development
            ii. Procedures to complete a job breakdown
            iii. Introduction ot levels of instruction

         d. Fitting into the organization
            i. Company officer, the vital link
            ii. Learning the principles of organization
ii. Understanding fire service organizational structure

2. **Required Lab Content:**

   a. Demonstrate the Procedures
      i. Constructing behavioral objectives
      ii. Constructing manipulative lesson plans
      iii. Developing a course outline

   b. Discussion of Impacts
      i. Equal employment opportunity legislation
      ii. Affirmative action legislation
      iii. Diversity issues
      iv. Sexual discrimination

   c. Teaching Demonstrations
      i. Course development
      ii. Four step method of instruction
      iii. Manipulative lesson plan delivery
      iv. Job breakdown
      v. Evaluation

3. **Recommended Content:**

   a. Handling interpersonal relationships
      i. Communicating effectively
      ii. Learning group dynamics and effective group interaction skills

   b. Influencing the group through leadership
      i. Filling the role of Manager
      ii. Managing individual performance

   c. Motivating employees
   d. Career counseling
   e. Taking corrective action
   f. Solving problems
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   Satisfactory completion of FSCI 301 with a minimum grade of C or better.

2. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   
   a. Identify terminology specific to the fire service occupation.
   
   b. Explain fire service organization structure and its relationship to national, state and local government.
   
   c. Identify the specialties within the fire service occupation.
   
   d. Identify the basic concepts of fire behavior, chemistry and extinguishment.
   
   e. Describe the role of education and certification programs.
   
   f. Identify laws, occupational standards and minimum qualifications related to the fire service.

C. **HOURS AND UNITS**

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<td>INST METHOD</td>
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<td>Lect 34</td>
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D. **METHODS OF INSTRUCTION (TYPICAL)**
   *Instructors of the course might conduct the course using the following method:*
   
   1. Course material is presented through class lecture, visual aids and teaching demonstrations.
   
   2. Additional studies will be required from technical manuals and textbooks.
   
   3. Instructor gives practical exercises and student activities to prepare the student to construct and deliver a manipulative (hands-on) teaching lessons.
   
   4. Instructor uses group discussions to gain feedback from students about subject matter and to gauge student progress.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   a. Students must develop course outlines, job breakdowns and manipulative lesson plans throughout the course of instruction.
   
   b. Develop and deliver two lesson plans using manipulative skills for the lesson.
   
   c. Students will develop a course of instruction.
   
   d. Students will conduct two teaching demonstrations per term, including the following:
i. Course outlines

ii. The four step method of instruction

iii. Manipulative lesson plan delivery

iv. Job breakdown sheets

v. Student evaluation sheets

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   a. Review and analyze the Occupational Analysis.

   b. Develop a job breakdown using the Occupational Analysis.

   c. Construct behavior objectives.

   d. Develop a course outline.

   e. Develop manipulative (hands-on) skills lessons.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

   *As a result of satisfactory completion of this course, the student should be prepared to:*

   plan and conduct manipulative lessons training for fire service personnel according to California State Fire Training standards. Students will be able to evaluate the training standards and performance standards set forth by the National Fire Protection Association.

B. **STUDENT LEARNING GOALS**

   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

   *Upon satisfactory completion of this course, the student will be able to:*

   a. Analyze training need for Fire Departments and students.

   b. Analyze the California Fire Services occupational analysis.

   c. Validate the IFSTA 500 Competencies.

   d. Design and write behavioral objectives.

   e. Develop course outlines.

   f. Develop manipulative (hands-on) lesson plans.

   g. Choose instructional material for manipulative (hands-on) student teaching demonstrations.

   h. Develop comprehensive testing tools for manipulative (hands-on) skills.
i. Evaluate student learner outcomes.

j. Evaluate the manipulative (hands-on) instructional processes.

2. **Lab Learning Goals**

   Upon satisfactory completion of the lab portion of this course, the student will be able to:

   a. Present 15-minute manipulative (hands-on) teaching demonstrations.

   b. Develop course outlines.

3. **Recommended Learning Goals**

   Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

   a. Breakdown the Occupational Analysis

   b. Units

   c. Tasks

   d. Jobs

   e. Identify and differentiate between the three Levels of Learning, Level

   f. level 1: Basic Knowledge

   g. Level 2: Competent

   h. Level 3: Highly Proficient

   i. Developing Measurable Objective

IV. **METHODS OF ASSESSMENT (TYPICAL)**

   A. **FORMATIVE ASSESSMENT**

      1. Quizzes given weekly

      2. Evaluation of weekly assignment, e.g., Occupational Analysis

      3. Class discussion on fire service training

      4. Evaluation of lesson plans and job breakdowns

      5. Review of course outlines

   B. **SUMMATIVE ASSESSMENT**

      1. California State Fire Training course final exam

      2. Evaluations of two 15-minute manipulative (hand-on) teaching demonstrations

      3. Evaluation of final course development