

**Course Outline**

**COURSE:** JFT 9B                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2016                      **Inactive Course**

**SHORT TITLE:** FIRE INSTRUCTOR 1B

**LONG TITLE:** Fire Instructor 1B - Instructional Techniques Part II

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	17.5	Lecture:	.8	14
		Lab:	1.48	25.9
		Other:	0	0
		Total:	2.28	39.9

**COURSE DESCRIPTION:**

This is a required course for Level 1 Fire Officer Certification. The curriculum identifies and provides the training needs with the emphasis on technical subjects; identification of course objectives and content; establishment of levels of instruction; development of measurable student performance goals; development of technical lesson plans' teaching technical subject. This course is now listed as JFT 218. **PREREQUISITE:** Fire Instructor 1A **ADVISORY:** Eligible for English 250 and English 420

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

**STUDENT LEARNING OUTCOMES:**

1. Describe and demonstrate method used to deliver psychomotor skills and identify the advantages and disadvantages of the demonstration method for the delivery of psychomotor skills.

Measure: demonstration

ILO: 2, 3, 7

2. Describe the role of psychomotor skills training, the relationship of the application step in the four-step method of instruction, and the role of coaching in psychomotor skills training

Measure: performance and demonstration

ILO: 2, 3,7

3. Describe and demonstrate the selection of training aids for a prepared psychomotor lesson plan.

Measure: performance and demonstration

ILO: 2, 3, 7

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Inactive Course: 11/09/2015

This course is now listed as JFT 218.

1 Hours

### I. Introduction

#### A. Instructor and staff

1. background and information
2. student introductions

#### B. Course description

1. class hours
  2. workload
  3. breaks

#### C. Course requirements

1. attendance
2. participation
3. texts

#### D. Student Evaluation

1. 3 formative tests
2. activities
3. lesson plan adaptation
4. rewrites
5. teaching demonstrations
6. summative test

#### E. CFSTES Certification

1. Fire Officer certification
2. Training Instructor certification
3. Complete certification

#### F. Capstone Testing

1. Comprehensive certification exam
2. Testing process

#### G. SFT Instructor Requirements

1. for students interested in teaching SFT classes
2. for students interested in teaching FF1 classes
3. complete instructor requirements

STUDENT PERFORMANCE OBJECTIVES (SPO): Identify information covered in class to become an effective training officer.

OUT-OF-CLASS ASSIGNMENTS: Reading assignment

10.5 Hours

II. Instructional Methodology, Adaptation, and Delivery

A. Fire and Emergency Services Instruction as it relates to Psychomotor Training

1. Psychomotor skills development
2. Role of psychomotor skills training
3. Role of coaching in psychomotor skills training
4. Application step of the four-step method of instruction

B. Employing the four-step method of instruction as it relates to psychomotor training

1. The four-step method of instruction
2. Preparation
3. Presentation
4. Application
5. Evaluation

C. Presenting Psychomotor Instruction

1. Presenting Psychomotor lesson delivery
2. Illustrated Lecture
3. The Psychomotor Learning Domain
4. Demonstration Method of Instruction
5. Advantages of the Demonstration Method
6. Disadvantages of the Demonstration Method
7. Psychomotor skills proficiency and safety
8. Demonstration guidelines
9. Instructor demonstration of psychomotor skills
10. Benefits of practical training evolutions
11. Considerations when preparing practical training evolutions
12. Task or situations applicable to practical training evolutions

D. Safety considerations for psychomotor training

1. Training-related casualties
2. Ensuring students safety
3. Safety policies and procedures
4. Safe training scenario planning
5. Safety concerns during training
6. High-hazard training

E. Managing the learning environment for psychomotor training

1. Training locations
2. Instructional facilities
3. Psychomotor planning factors
4. Training Environment
5. Identify Infrastructure requirements
6. Environmental Laws and Codes
7. Access

F. Key components of a psychomotor lesson

1. Components
2. Skills sheet
3. Test Instrument

G. Adapting psychomotor lesson materials

1. Psychomotor lesson materials

2. Reasons for adapting psychomotor lesson materials
  3. Adapting psychomotor lesson materials
  4. Skills sheet
  5. Test Instrument
  6. Materials needed
  7. Group Activity
    - a. Instructor Answer key
- H. Selecting and using training aids
1. Benefits of using training aids in a psychomotor lesson
  2. Factors to consider when selecting training aids for a psychomotor lesson
  3. Advantages of non-projected audiovisual training aids over projected training aids
  4. Non projected training aids
  5. Projected training aids
  6. Guidelines for using audiovisual training aids
  7. Strategies for avoiding distractions when using audiovisual training aids
- I. Procedures used for Evaluation Student teaching presentations
1. Purpose of student instructor evaluations
  2. The Evaluation Form
  3. Evaluation Procedures
- J. Legal and Ethical Considerations related to Psychomotor Training
1. Legal considerations and effect on the instructor
  2. Legal Terminology
  3. Applicable U.S. Legislative Laws
  4. State and Local Government Laws
  5. Legal Liability
  6. Copyright

7. Instructor Ethics

SPO: Apply Psychomotor training techniques into presenting instructional lesson plan

OUT-OF-CLASS ASSIGNMENTS: Review laws and codes and ethical considerations as they relate to Psychomotor training.

4.5 Hours

III. Testing

A. Introduction to and administration of performance tests

1. Introduction to performance tests
  2. Purpose of performance tests
  3. Performance Tests Development Guidelines
  4. Performance Test Evaluators
  5. Performance Test Administration
  6. Advantages of performance skills tests
  7. Disadvantages of Psychomotor tests

B. Student Progress and Testing Feedback

1. Feedback
2. Positive Feedback
3. Negative Feedback
4. Student Progress Questioning Techniques

SPO: Describe the different types of feedback used by instructors and the techniques employed to provide positive feedback on evaluation results.

OUT-OF-CLASS ASSIGNMENTS: Prepare for performance testing

20 Hours

IV. Student Instructor Teaching Demonstrations

A. Each student completes a 15-20 minute teaching demonstration

1. Students will evaluate a teaching demonstration as a primary evaluator

2. Students will evaluate a teaching demonstration as a secondary evaluator

SPO: Describe and demonstrate procedures for evaluating student instructors including providing feedback, making constructive suggestions for improvement, and completing an evaluation form.

OUT-OF-CLASS ASSIGNMENTS: Prepare a lesson plan for a 15-20 minute teaching demonstration

4 Hours

V. Testing

A. Each student will develop a Formative test

1. 20 item multiple choice test

B. Each student will develop a Summative test

1. 20 item multiple choice test

No written test for this class. Grades determined by presentation evaluations and written test development

SPO: Describe the administration of the performance testing process and performance test criteria.

OUT-OF-CLASS ASSIGNMENTS: Develop both a formative and a summative test with each having 20 multiple choice questions.

**METHODS OF INSTRUCTION:**

Lecture, discussion and demonstration will serve as the medium of instruction. Regular assignments will be made for out-of-class study and research. Quizzes and a final exam as well as individual guidance will be provided as required.

**METHODS OF EVALUATION:**

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 20 % to 35 %

Written Homework

If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason:

Course primarily involves skill demonstration or problem solving

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 20 % to 35 %

Homework Problems

Other: Complete a 15-20 minute teaching demonstration

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 30 % to 40 %

Class Performance/s

Performance Exams

CATEGORY 4 - The types of objective examinations used in the course:  
Percent range of total grade: 20 % to 35 %  
Multiple Choice

**REPRESENTATIVE TEXTBOOKS:**

Required:

IFSTA, Fire Service Instructor, State Fire Marshall Office, 2009  
or other appropriate college level text.

Reading level of text: 12th grade Verified by: An-Yueng

Other textbooks or materials to be purchased by the student: State Fire Training Procedures Manual

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 199870

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JFT

CSU Crosswalk Course Number: 9B

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000289338

Sports/Physical Education Course: N

Taxonomy of Program: 213300