

# FT R875: FIRST RESPONDER PUBLIC SAFETY ACADEMY

**Originator**

tamara\_crudo

**College**

Oxnard College

**Discipline (CB01A)**

FT - Fire Technology

**Course Number (CB01B)**

R875

**Course Title (CB02)**

First Responder Public Safety Academy

**Banner/Short Title**

1st Responder PSA

**Credit Type**

Noncredit

**Start Term**

Summer 2023

**Catalog Course Description**

This introductory academy course is a noncredit course designed to introduce students to careers in Public Safety. Students will learn entry level skills related to First Responder actions as performed upon initial arrival to given incidents. Specifically, this 30-hour course will focus on career exploration for Emergency Medical Technician, Open Water Lifeguarding, Wildland and Structural Firefighting.

**Taxonomy of Programs (TOP) Code (CB03)**

2133.50 - \*Fire Academy

**Course Credit Status (CB04)**

N (Noncredit)

**Course Transfer Status (CB05) (select one only)**

C (Not transferable)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

C - Clearly Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

L - Non-Enhanced Funding

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

J - Workforce Preparation

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

2 - Not Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

All course Lifeguard content will be taught offsite at a selected local beach with accommodating sand for flag relays and fitness training

**Grading method**

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

Yes

**Number of times a student may enroll in this course**

Unlimited

**Maximum units a student may earn in this course**

0

**Units and Hours**

**Carnegie Unit Override**

No

**Total in-Class (full semester or term)**

**Total Minimum Contact/In-Class Hours (for full semester or term; not weekly)**

30

**Total Maximum Contact/In-Class Hours (for full semester or term; not weekly)**

30

**Total Student Learning**

**Total Student Learning**

**Total Minimum Student Learning Hours**

30

**Total Maximum Student Learning Hours**

30

**Limitations on Enrollment**

No visible tattoos or visible body piercings except single studs in earlobes  
Physical examination demonstrating general good health

**Student Learning Outcomes (CSLOs)**

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

- |   |  |
|---|--|
| 1 | Describe the value of accepting responsibility for his/her actions to include evaluating the safe practices of a given action.   |
| 2 | Display behavior consistent with the ethical standards within the fire service to include exhibiting a positive, professional and confident demeanor.  |
| 3 | Function as a team member and work effectively in team settings as it relates to the job performances of emergency services and fire rescue. Behavior consistent with professional and ethical standards of the fire service are stressed. |

**Course Objectives**

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

- |    |   |
|----|---|
| 1  | Identify the methods for assessing airway, breathing and circulation.   |
| 2  | Demonstrate methods for assessing blood pressure, pulse and breathing.  |
| 3  | Perform safe moving and lifting techniques for patients.  |
| 4  | Using a gurney, demonstrate how to safely place and remove a patient from an ambulance.   |
| 5  | Demonstrate where to locate and how to interpret weather information related to wind, tide, swell and temperature.                        |
| 6  | Identify lifeguarding equipment to include wetsuits, swim fins, rescue buoy, paddle boards and rescue watercraft.                         |
| 7  | Demonstrate land side speed and agility by competing in flag run relays.  |
| 8  | Identify the appearance of rip currents.  |
| 9  | Verbally describe basic safety roles and responsibilities of a wildland firefighter.  |
| 10 | Identify the components of wildland personal protective clothing and equipment.   |
| 11 | Verbally describe the protection provided by and limitations of fire shelters.  |
| 12 | Demonstrate methods for deploying a fire shelter.   |
| 13 | Demonstrate how to use wildland firefighting tools to construct fireline.   |
| 14 | Demonstrate how to clean, inspect and maintain wildland hand tools and equipment.   |
| 15 | Define the role of a firefighter within the organization.   |
| 16 | Verbally explain how physical fitness and a healthy lifestyle corresponds to firefighter performance.                                     |
| 17 | Identify the components of structural personal protective equipment.  |
| 18 | Demonstrate proper procedures for mounting and dismounting an apparatus in traffic.   |
| 19 | Identify components of a fire department radio.   |
| 20 | Demonstrate fire department procedures and etiquette for using the radio.   |
| 21 | Identify the difference between supply and attack hose lines.   |
| 22 | Demonstrate how to properly deploy, advance and reload attack lines.  |
| 23 | List examples of how to prevent water hammer when shutting down nozzles.  |
| 24 | Verbally explain the types of fire attack lines and water streams appropriate for attacking stacked or piled materials and outdoor fires. |
| 25 | Define primary and secondary search techniques.   |
| 26 | Demonstrate how to use webbing to rescue an unresponsive victim from dangerous location.  |
| 27 | Demonstrate how to secure basic utilities within a residential structure.   |
| 28 | Identify the methods used for checking for fire extension.  |
| 29 | List the steps for using an attic ladder to access a residential attic scuttle.   |

**Course Content****Lecture/Course Content**

1. **Emergency Medical Technician Introduction**
  - a. EMT Lab familiarization
  - b. Vital Signs Assessments
  - c. Moving and lifting techniques
    - i. Carries/Drags
    - ii. SKED/Backboard

- d. Ambulance Introduction
  - e. Gurney operations
  - f. Post op/ clean up/ equipment collection
2. **Lifeguard Academy Introduction**
- a. Review of equipment (buoy/ fins/ wetsuits)
  - b. Weather assessment/forecast (wind, tide, swell, temp) temperature(s)
  - c. Hazard/ Risk identification/ assessment
  - d. Equipment and Area Familiarization including boards, rip currents, and Rescue Watercraft
  - e. Speed and agility dryland training including Flags/Run Relay/Circle Tag
  - f. Review of equipment clean-up and proper storage.
  - g. Beach clean-up
3. **Wildland Academy Introduction**
- a. Introduction to apparatus and equipment
  - b. Issuance of Wildland PPE including donning/doffing/safety
  - c. Fire Shelter practices
  - d. Wildland hand tool recognition and use for fire line construction
  - e. Hot Shovel operations
  - f. Equipment collection including proper cleaning and storage techniques.
4. **Firefighter I/II Academy Introduction; Day 1**
- a. Firefighting apparatus and equipment familiarization
  - b. Structural fire fighting PPE donning/doffing/safety
  - c. Basic hose practices; rolling, coupling
  - d. Hose deployment, charging, draining, reloading
  - e. Equipment collection and proper storage techniques.
5. **Firefighter I/II Academy Introduction**
- a. Drill station set up at the South Lot House and debrief.
  - b. Primary search and rescue
  - c. Checking for fire extension
  - d. Attic ladder use
  - e. Basic fire department radio use
  - f. Pike pole and flat headed axe use
  - g. Utility control
  - h. Engine company evolutions
    - i. Equipment collection and proper storage techniques

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Group projects

Performances

Role playing

Simulations

Skills demonstrations

## Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Class activities

Collaborative group work

Demonstrations

Field trips

Role-playing

Small group activities

**Describe specific examples of the methods the instructor will use:**

1. Vital Signs
  - a. Lecture using graphic slides as visuals, along with tangible aids such as a blood pressure cuff and stethoscope. Instructor to discuss basic anatomy as it relates to vital signs, normal ranges of vital sign findings, methods to acquire and record a full set of vital signs.
  - b. Skills practice to follow lecture. Students are to assess vital signs among their peers. Three to four separate sets of vital signs are to be taken and recorded.
  - c. Class discussion and analysis of skill performance and challenges.
  - d. Specific challenges to be identified. Students are to solve problems related to obtaining the given component to each vital sign set. For example: Student unable to palpate a pulse at the wrist while using two fingers at the wrist. Problem Solve: Use three fingers to adequately access the pulse at the wrist
2. Open Water; Shoreline Area Familiarization
  - a. Outdoor beach shoreline discussion using open water surf and currents as visuals to introduce tide, swell, water currents, rip currents, jetty uses and dangers. Instructor to discuss basic ocean water behavior as it relates to lifeguarding, the safe rescue of swimmers in distress and overall safety for lifeguards before and during the rescue of a swimmer in distress. No water entries will be made, only shoreline education and analysis.
  - b. Problem Solving: Students will be given water behavior characteristics to discuss in group activities. Groups will solve water approach and entry methods based on the water behavior characteristics identified within the scenario.
3. Hot Shovel Operations
  - a. Students are introduced to wildland hand tools in an open outdoor setting. Tool selection, safety and intended uses, methods of uses, inspection and maintenance are discussed and demonstrated as students handle the tool as a tangible aid.
  - b. Beginning skills practice is to safely use the hand tool as intended to construct fire line in a wildland setting. Students shall work as a wildland hand crew while maintaining proper tool order and uses, work separation standards and fire line construction standards.
  - c. Simulated spot fires and methods for extinguishment are discussed and demonstrated. Students are to use round point shovels to pick up area dirt and fling it towards the given target (spot fire). Aiming methods and shovel manipulation is practiced at length to ensure the student independently suppresses the simulated spot fire.
  - d. Problem Solving, Hot Shovel: Students will evaluate the results of their aiming and adjust hand placement and sling techniques accordingly. Continued attempts will be granted until the student can independently work to suppress a small spot using a shovel and dirt only.
4. Firefighter Primary and Rescue
  - a. Students will be walked through a fire academy house prop constructed of two, twenty-foot conex boxes. While inside the prop, methods for entry, and victim search patterns will be discussed. House prop windows will be open for natural lighting of the house during the discussion.
  - b. Webbing drags and victim removal will be demonstrated. Students will practice simple methods to secure webbing to victims (manikins) for rescue
  - c. Students will don structural protective clothing and function as a crew to make entry, search and rescue a manikin strategically placed within the house prop.
  - d. Prior to the crew performances, the house prop will be darkened by installing pre-fit window boards to block out natural light.
  - e. An After-Action Review, AAR, will be conducted to discuss and evaluate each crew's performance. Students will be openly asked to share their thoughts, crew challenges and successes with their peers.
  - f. Problem Solving: Once inside the darkened structure, crews must work together to determine which webbing drag or sling method should be used for the given scenario to rescue the victim.

**Representative Course Assignments****Writing Assignments**

At the end of each of the exercises listed under methods of instruction, students will be required to submit an incident report in the form of a narrative. Each narrative will follow sequential information standards.

Examples:

**1. Vital Signs:**

Call Type; Call Nature; Victim Description and Complaint; Vital Sign Assessment; Assessment Challenges:

"Ambulance 481 responded to a medical aid for Difficulty Breathing. We arrived to find an adult male, 34 years old, sitting upright in a living room chair. Patient was in moderate distress for difficulty breathing. Patient vital signs were assessed and recorded: 1530hrs: B/P 124/72; HR 94 s/r; RR 22 with wheezing bilaterally."

**2. Firefighter Primary Search and Rescue**

Call Type; Call Nature; Victims Trapped or Unaccounted for; Reported Location; Access Challenges:

"Engine 2 arrived to a residential structure family in a single-family dwelling. Adult female outside yelling about her elderly mother still inside the structure in a back bedroom. Engine 2 crews made entry into the structure through a first-floor rear bedroom window and isolated the room by closing the bedroom door to the hallway. Engine 2 crews began a primary search of the room and found an

unconscious elderly female on the floor at the edge of a small twin bed. The victim was cradled and transferred to crews outside of the window. Victim was immediately treated for smoke inhalation and transported to hospital by ambulance."

### Critical Thinking Assignments

Critical thinking assignments will present in a group setting. At the end of a day's skill session, students will stand in a circle so everyone is facing each other. A structured critique of each drill operation will be presented allowing the performing crews to explain their actions. The class will discuss challenges presented by the performing crews and determine the success of chosen actions and techniques used.

### Skills Demonstrations

1. EMT
  - a. Demonstrate how to properly operate a patient gurney to include patient loading and unloading to and from an ambulance.
2. Lifeguard
  - a. Demonstrate how to properly size and don a swim fin.
3. Wildland
  - a. Given a complete display of wildland hand tools, properly select and place each hand tool in standard order as identified by National Wildland Coordinating Group, NWCG.
4. Firefighter
  - a. Demonstrate how to properly and sequentially don structural protective clothing while meeting donning time standards of one minute as set by National Fire Protection Association, NFPA, 1001.

### Outside Assignments

#### Articulation

##### Attach Syllabus

Public Safety Summer Bridge Syllabus Su2023.pdf

### Library Resources

#### Assignments requiring library resources

n/a

#### Example of Assignments Requiring Library Resources

n/a

#### Primary Minimum Qualification

FIRE TECHNOLOGY

#### Additional Minimum Qualifications

##### Minimum Qualifications

Emergency Medical Technologies

#### Additional local certifications required

n/a

### Review and Approval Dates

#### Department Chair

09/27/2022

#### Dean

09/28/2022

#### Technical Review

10/12/2022

#### Curriculum Committee

10/12/2022

**DTRW-I**

11/10/2022

**Curriculum Committee**

11/23/2022

**Board**

12/13/2022

**DOE/accreditation approval date**

MM/DD/YYYY