

Fire Instructor, Pre-Course Assignment 2

Text: *Fire and Emergency Services Instructor*, Seventh Edition, Fire Protection Publications, Stillwater, OK, 2006. Chapter 2, “Safety and the Training Function,” pp 34–58.

NFPA 1041 (2007) JPRs addressed

- 4.4.2 and 4.4.2 (A)
- 4.4.5, 4.4.5 (A), and 4.4.5 (B)
- 5.4.3 and 5.4.3 (A)

Objectives

After completing Pre-Course Assignment 2, you should be able to

- Explain how training instructors plan for casualty prevention through risk-management planning.
- Describe the ways in which the instructor can
 - Provide a safe training environment.
 - Reduce the risks of training casualties.
 - Be a safety role model.
- Explain how an instructor should
 - Attempt to prevent accidents.
 - Manage the situation when a training accident occurs.
- Identify and explain the role of resources an instructor may consult for safety guidelines, regulations, and information.

Reading

Chapter 2, “Safety and the Training Function,” pp 34–58

After reading Chapter 2, you should be able to answer the following:

1. Define *accident* and *casualty*.
2. What are the safety challenges of the training instructor?
3. How can the instructor reduce and prevent training casualties?
4. What are the objectives of a risk-management plan? List and explain the steps in developing a risk-management plan.
5. List the facilities included in the training environment.
6. What are the three elements of planning safe training scenarios and the purpose of each?
7. What is the role of inspection and repair of facilities and props in safe training?
8. What safety concerns should instructors be aware of and watch for during training?
9. What are the knowledge requirements of the instructor as ISO?

10. What are the characteristics of an instructor who is a safety role model?
11. What steps should an instructor take to prevent accidents during training?
12. Describe the four primary accident factors.
13. What three human factors contribute to the occurrence of accidents? How might each factor contribute to the occurrence of an accident?
14. What are the purposes of accident investigation? What is the ultimate goal of accident investigation? What is the instructor's role in the investigation process?
15. What are the major aspects of accident analysis? What actions should be taken during the accident analysis? What is the implication of accident analysis for the training instructor?
16. What are mitigation activities? What are the seven critical fire and emergency topics that should be emphasized in fire and emergency services training programs?
17. In the United States, what are the two primary federal agencies concerned with safety in the workplace? What are the responsibilities of each? What are three other federal agencies that provide training and safety-related information?
18. What are the functions of state and local governmental occupational safety and health agencies? What responsibilities does the training instructor have regarding these agencies?
19. What is the function of standards-writing organizations and how do they accomplish their mission? List and describe the purpose of each of the four standards-writing agencies involved with the fire service.
20. What fire and emergency services professional organizations may be resources for the training instructor?

Reflecting

Provide a written answer to each of the following questions. Continue answers on a second sheet, if necessary.

When planning a training class for fire fighters, what must an instructor in **your** organization take into account in terms of safety for participants?

What are the policies of **your** organization related to safety in practical training situations? How do training instructors incorporate appropriate safety behaviors into training in your organization?

What is the standard operating procedure of your organization if an accident should occur during a training exercise? What is the training instructor's role?

Create a checklist for assessing class and training environments in your organization to give to instructors preparing to conduct practical training evolutions.

Match the definitions in the right-hand column with the appropriate term in the left-hand column. Write the letter of the correct definition for each term in the blank to the left of the number of the term.

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|-------------------------------|---|
| _____ 1. accident | A. a condition, substance, or device that can directly cause an injury or loss |
| _____ 2. casualty | B. a detailed review of each physical task or job someone performs in a particular position |
| _____ 3. hazard | C. a plan for reaching compliance with local and state safety procedure mandates |
| _____ 4. hazard/risk analysis | D. a plan for reducing the potential risks to personnel that is required of all fire and emergency services organizations regulated by NFPA standards |
| _____ 5. IAP | E. a plan that establishes the strategic goals and tactical objectives of a particular operation or scenario for a specific time period |
| _____ 6. risk | F. a sequence of unplanned or uncontrolled events that produce injury, death, or property damage |
| _____ 7. risk management plan | G. the likelihood of, or potential for, harm in a particular situation |
| _____ 8. task analysis | H. a yearly review of the safety record of all personnel |
| | I. an analysis that determines the potential safety threats during training and emergency operations |
| | J. injury or fatality |

Circle the letter of the **best** answer for Items 9–15.

9. Although training instructors play a significant role in safety during training, the **most important** force in promoting and enforcing safety is an organization's _____.
- A. administration
 - B. authority of jurisdiction
 - C. health and safety officer
 - D. incident safety officer

10. The National Fire Protection Association (NFPA) is a _____.
- A. federal government agency
 - B. fire service professional association
 - C. standards-writing organization
 - D. state safety agency
11. The **first** step in developing a risk-management plan is risk _____.
- A. control
 - B. evaluation
 - C. identification
 - D. management monitoring
12. The more realistic the training evolutions, the _____.
- A. higher the potential risks
 - B. higher the student participation
 - C. lower the benefit to students
 - D. lower the number of casualties
13. In addition to teaching, a training instructor may typically be called upon to fill the role of _____ during potentially hazardous training scenarios.
- A. HSO
 - B. IC
 - C. ISO
 - D. participant
14. The two factors above are **most** closely related to completing _____.
- A. accident investigation
 - B. hazard prioritization
 - C. mitigation activities
 - D. review of safety guidelines
15. The federal agency that investigates, researches, and evaluates safety and health hazards in the workplace is _____.
- A. ASTM
 - B. NIOSH
 - C. OSHA
 - D. UL

Fire Instructor, Pre-Course Assignment 2 Answer Key

<u>Item</u>	<u>Answer</u>	<u>Text page #</u>
1.	F	p 35
2.	J	p 35
3.	A	p 42
4.	I	p 41
5.	E	p 42
6.	G	p 42
7.	D	p 37
8.	B	p 41
9.	A	p 36
10.	C	p 39
11.	C	p 39
12.	A	p 40
13.	C	pp 44-45
14.	B	p 51
15.	B	p 53