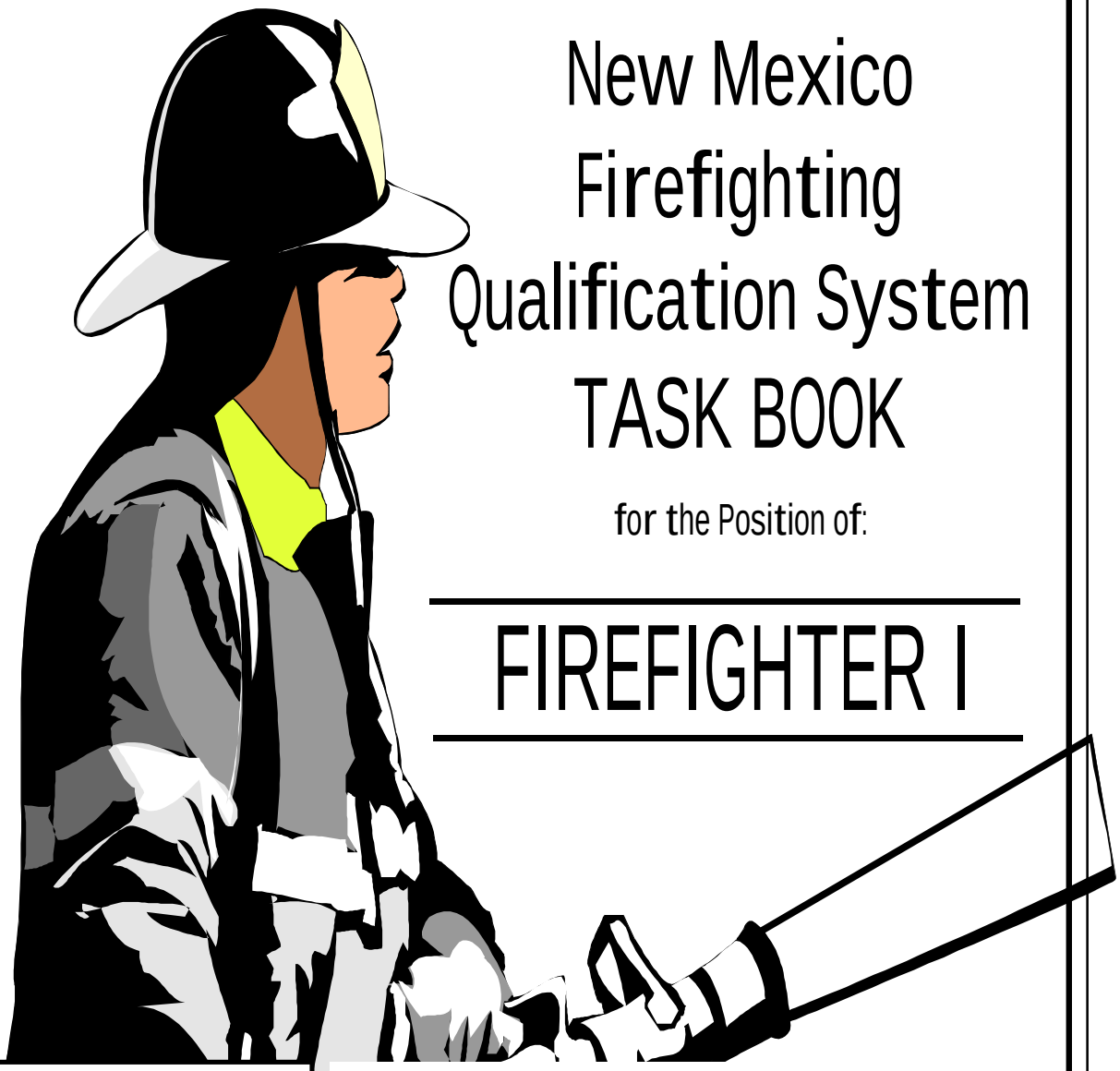
New Mexico Firefighting Qualification System TASK BOOK

for the Position of:

FIREFIGHTER I



FIRE DEPARTMENT: _____

TASK BOOK ASSIGNED TO: _____

DATE ASSIGNED: _____

TASK BOOK INITIATED BY: _____

NM SFMO

State Fire Marshal's Office
Insurance Division
Public Regulation Commission

Version 2, 8/24/00

VERIFICATION OF COMPLETED TASK BOOK
FOR THE POSITION OF
FIREFIGHTER I

FINAL EVALUATOR'S VERIFICATION

I verify that all tasks have been performed and are complete with signatures. I also verify that _____ has successfully demonstrated the knowledge and skills necessary to function in the position of:

FIREFIGHTER I

_____ _____
EVALUATOR'S SIGNATURE DATE

_____
EVALUATOR'S PRINTED NAME

_____
EVALUATOR'S POSITION

_____
EVALUATOR'S DEPARTMENT/AGENCY

LOCAL GOVERNMENT STATEMENT OF COMPETENCY

I verify that _____ is qualified to perform in this position.

_____ _____
OFFICIAL'S SIGNATURE DATE

_____
OFFICIAL'S PRINTED NAME AND TITLE

FIREFIGHTING QUALIFICATION SYSTEM

1. Introduction

The intent of the Firefighting Qualification System (FQS) is to ensure that all firefighters within New Mexico have the basic skills and knowledge required to perform as team members of a fire department during emergency operations. The FQS was developed by the State Fire Marshal's Office (SFMO) with assistance and guidance from the New Mexico Firefighters Training Academy (NMFTA) Advisory Committee. The Fire Protection Fund Law, Section 59A-53-12, is the authority under which the SFMO developed and implemented this system.

The National Interagency Incident Management System (NIIMS) was used as the model for the FQS. The FQS is a performance-based qualification system.

2. Definitions

Under the FQS, the following definitions and descriptions apply.

Accreditation – *To give official authorization to or approval of; to recognize or vouch for as conforming to a standard.* The NMFTA is accredited by the International Fire Service Accreditation Congress (IFSAC). As it pertains to this system, the mission statement for IFSAC is "To measure the level of professionalism of the fire service internationally through the accreditation of those entities who administer standardized written and/or manipulative examinations of the required knowledge and skills to meet nationally and internationally recognized professional qualification standards."

Certification – *Attests authoritatively; specifically, the issuance of a document that states that one has demonstrated the knowledge and skills necessary to function in a field.* Trainees who successfully complete an NMFTA training program that was established to fulfill Position Task Book (PTB) requirements will be certified as such by the NMFTA. Certification by NMFTA may be accomplished by one or more of the following:

- Attending an NMFTA campus course and successfully completing the written and manipulative examination(s).
- Attending an NMFTA field (adjunct) course and successfully completing the written and manipulative examination(s).
- Successful completion of the written and manipulative examination(s) for a given course (i.e., challenge the course).

If the trainee is not certified by the NMFTA, local government is responsible for ensuring that the trainee has demonstrated the knowledge and skills necessary to function at the level identified in this PTB.

Certifying Entity – *An organization that is accredited to issue certificates to individuals*.

Competency – *Capable; fit to perform the assigned tasks.* Local government is responsible for ensuring that responders under its charge have the knowledge and skills necessary to perform in their assigned positions. This includes not only initial competency, but also that the competency is maintained.

Shall – *Indicates a mandatory requirement*.

Should – *Indicates a recommendation or that which is advised.*

3. **Position Task Book (PTB)**

This PTB was developed for the specific position within the fire service identified on the front cover. This PTB lists the performance requirements (tasks) for that position in a format that allows the trainee to be evaluated against written standards. National Fire Prevention Association (NFPA) standards and/or nationally accepted training curriculum were used as the basis for this PTB. Only those trainees expected to perform in this position are required to successfully complete this PTB.

Evaluation and confirmation of the performance of all tasks within this PTB may involve more than one evaluator and can occur as part of a course, during exercises, at an incident, and in other fire service related situations.

NOT ALL TASKS MUST BE EVALUATED. At its discretion, the local government may choose not to cover some tasks if the trainee will not be expected to perform those tasks as part of his/her duties as a firefighter. However, local government exclusion of tasks does not exclude those tasks from being testable under the NMFTA certification process.

Additional tasks may be added to meet the specific needs within a jurisdiction.

The trainee may respond, but should not directly participate in fire suppression until having been satisfactorily evaluated on all essential tasks **(bold type)**. While on the incident fireground, the trainee should be under direct supervision and should not participate in activities that require knowledge and/or skills that he/she has not received instruction on.

NOTE: Firefighter I essential tasks are covered in the NMFTA Introduction to Firefighting curriculum.

The trainee should be determined to be qualified at all tasks required by local government within two years of the "date assigned" on the cover of this PTB.

Once all tasks required by local government have been successfully evaluated, the highest local government official or designee shall be responsible for verifying that the trainee has met all the requirements (see competency, under definitions).

<u>Local government shall be responsible for ensuring that this level of competency is maintained.</u> This can be achieved through an ongoing training program, through use of the skills during incidents or through any other means that ensures that the skills and knowledge necessary to perform in the assigned position are maintained.

4. **Prerequisites/Co-requisites**

This PTB may list prerequisite and/or co-requisite skills that the trainee shall be competent to perform either prior to or in conjunction with the tasks listed in the PTB. The skills may simply be for a lower level of competency (example – Firefighter I as a prerequisite to Firefighter II), or may have been determined to be a necessary skill level that is in a different area of expertise (example – NFPA 472 compliant Hazardous Materials Emergency Response at the Awareness Level as a co-requisite for Firefighter I).

5. Responsibilities

The SFMO/NMFTA is responsible for:

- The development and updating of this PTB.
- The development and the conducting of performance based courses that fulfill the requirements of this PTB.
- Evaluating trainees at NMFTA trainings.
- Certifying those trainees who successfully complete testing administered by the NMFTA.

Local government, in conjunction with the fire department(s) under its jurisdiction, is responsible for:

- Determining local training policy.
- The selecting of the trainee based on the needs of the local area.
- Assigning the PTB to the trainee.
- Explaining to the trainee the purpose and process of the PTB as well as the trainee's responsibilities.
- Providing opportunities for training and evaluation.
- Evaluating the trainee at local trainings/assignments.
- Tracking the progress of trainee.
- Confirming PTB completion.
- Signing the competency statement inside the front cover of the PTB.
- Ensuring that competency is maintained through ongoing training and/or experience.

The trainee is responsible for:

- Reviewing and understanding instructions in the PTB.
- Identifying desired objectives/goals.
- Satisfactorily demonstrating completion of all required tasks within two years.
- Acknowledging (initialing) that a task has been satisfactorily evaluated.
- Assuring the evaluation record is complete.
- Notifying the fire department administration when the task book is complete.
- Maintaining proficiency in the tasks.

The instructor/evaluator is responsible for:

- Being qualified and proficient in the task(s) being taught/evaluated.
- Meeting with the trainee and determining past experiences, current qualifications, and desired objectives/goals.
- Reviewing tasks with the trainee.
- Explaining to the trainee the training and evaluation procedures that will be utilized.
- Identifying when/where tasks are to be taught/evaluated.
- Accurately evaluating and recording demonstrated performance of tasks. (Satisfactory performance will be documented by dating and signing off on each specific task.)
- Signing the evaluator's verification statement inside the front cover of the PTB when all required tasks have been satisfactorily completed.

QUALIFICATION RECORD

POSITION: **FIREFIGHTER I**

Prerequisites

- Meet the minimum educational requirements established by local government.
- Meet the medical requirements established by local government.
- Meet the physical fitness requirements established by local government.

Co-requisites

- Meet the emergency medical care performance capabilities established by local government. **NOTE:** For NMFTA certification, the trainee shall successfully complete an emergency medical care training recognized by the NMFTA.
- Meet the hazardous materials emergency response performance capabilities per OHSA 1910.120 or NFPA 472 for the Awareness Level as established by local government. NOTE: For NMFTA certification, the trainee shall successfully complete a HazMat First Responder at the Awareness Level training recognized by the NMFTA.
- Successfully complete an S130/190/I100 Wildland Firefighting Training recognized by the NMFTA. NOTE: This co-requisite is required ONLY for NMFTA certification.

Instructions
Each numbered section contains the section title, the task (tasks are underlined) and the sub-elements of the task.

- **Local Government Option**
  NA – Non-Applicable
  The governing agency has determined that the trainee will not be expected to perform those tasks as part of his/her duties.
- **Evaluation Number** – The entry in this block shall correspond with the entry in the evaluator's log (last page).
- **Evaluation Type**

  C – classroom, discussion, inspection or written test;

  S – simulation or hands-on demonstration;

  F – fire incident (performance of tasks in a controlled environment on fire assignments);

  I – incident (performance of tasks on other types of incidents);

  O – other.

EXAMPLE

TASKS * Primary tasks are underlined. Sub-elements are listed after each primary task.	**LOCAL GOV OPTION**	**EVAL NO.**	**EVAL TYPE**	**EVALUATOR** Initial and date upon successful completion of task	**TRAINEE** Initial and date after evaluator has initialed
1. **Firefighter Orientation and Safety** <u>Describe basic fire department organizational structure and operating procedures and distinguish among the duties and functions of fire department personnel.</u> a. State the mission of the Fire Service.		**1.**	**C**	MS 3/10/00	*JT 3-10-00*

- **Evaluator's initials and date** – If all sub-elements of the <u>underlined primary task</u> are evaluated at one time only one evaluator initial and date is required per numbered paragraph. If sub-elements are evaluated at different times the evaluator should initial and date each sub-element.

  Evaluators shall be entered in sequential order on the evaluation log at the end of this PTB. A given evaluator should be entered each time the date or circumstances surrounding an evaluation change.
- **Trainee's initials and date** – the trainee shall verify that he/she successfully completed the task and was evaluated.

TASKS * Primary tasks are underlined. Sub-elements are listed after each primary task.	LOCAL GOV OPTION	EVAL NO.	EVAL TYPE	EVALUATOR Initial and date upon successful completion of task	TRAINEE Initial and date after evaluator has initialed
1. **Firefighter Orientation and Safety** Part A. Orientation <u>Describe basic fire department organizational structure and operating procedures and distinguish among the duties and functions of fire department personnel.</u> a. *State the mission of the Fire Service.* b. *Describe the four basic fire department organizational principles*. c. *Describe the six general functions of fire companies*. d. *List the primary knowledge and skills needed by a firefighter to function effectively.* e. *List typical duties of a Firefighter I and a Firefighter II*. f. *Identify other positions and their respective roles that may be used in fire suppression*. g. *Match special operations personnel their primary responsibilities*. h. *Match fire prevention, emergency medical services, and training personnel to their primary responsibilities*. i. *Describe the differences between policies and procedures*. j. *Identify the major operational positions within the ICS (IMS) structure*. k. *Match ICS terms to their definitions*. l. *Describe in general terms the sequence of events when implementing ICS*. m. *Identify other organizations that the fire service is likely to interact with*. Part B. Safety Follow basic fire station, apparatus, and tool safety procedures and guidelines. a. List firefighter health considerations. b. List areas in which an employee assistance program can help. c. Identify key facts about safety on an apparatus. d. Safely mount, use apparatus safety equipment, and dismount apparatus.					

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e. Identify key aspects about personal safety in the fire station. f. Demonstrate proper lifting techniques. g. Identify general safety procedures for using station shop hand tools and power tools. h. Identify safety rules for using power saws. i. Identify key aspects of training safety. j. Identify key aspects of emergency scene safety.					
2. **Fire Behavior** <u>Predict probable fire behaviors and know the actions necessary to change or prevent these behaviors.</u> a. Match measurement terms to their definitions. b. Define energy and work. c. Match types and states of energy to their definitions. d. Define power. e. Match heat and temperature terms to their definitions. f. *Identify the differences between the three methods of heat transfer*. g. Match properties of matter to their definitions. h. State the Law of Conservation of Mass-Energy. i. Identify chemical reactions. j. *Define fire*. k. Provide examples of oxidation. l. *Use the fire tetrahedron to explain combustion*. m. *Define fuel*. n. *Explain how fuel gases evolve from solids and liquids*. o. Provide examples of sources of chemical and electrical heat energy. p. Describe ways in which mechanical and nuclear heat is generated. q. *Identify stages/phases of compartment fire development*. r. *Identify factors that affect fire development*. s. *Define flameover/rollover*.					

TASKS * Primary tasks are underlined. Sub-elements are listed after each primary task.	LOCAL GOV OPTION	EVAL NO.	EVAL TYPE	EVALUATOR Initial and date upon successful completion of task	TRAINEE Initial and date after evaluator has initialed
t. Describe thermal layering and why it is critical to fire fighting activities. u. *List signs of possible backdraft*. v. *Identify the products of combustion*. w. *Describe the fire extinguishment theory as it pertains to the fire tetrahedron*. x. *Match fire classes to their descriptions*. y. *Match fire classes to their primary extinguishment methods*.					
3. Building Construction <u>Identify structural characteristics of building construction types and recognize signs and causes of potential building collapse.</u> a. Match Roman numeral building construction types to their basic structural characteristics. b. Match Roman numeral classifications to their building construction description. c. Identify primary fire hazards associated with each type of construction. d. Distinguish among types of walls. e. Identify firefighting hazards related to construction. f. Recognize hazards associated with lightweight and truss construction. g. Identify factors that increase fire risk in buildings being constructed, renovated, or demolished. h. Recognize signs of potential building collapse. i. Identify actions to take when imminent building collapse is suspected.					
4. **Firefighter Personal Protective Equipment** <u>Don and doff protective clothing and use a PASS device.</u> a. *Match articles of protective clothing and equipment to their correct function*. b. *Don and doff protective clothing/equipment*. c. *Identify the four hazardous atmospheres that require the firefighter to wear an SCBA*.					

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d. *Recognize the characteristics and sources of common toxic atmospheres associated with fires or other emergencies*. e. *Match toxic atmospheres to locations in which they are most likely to be found*. f. *Identify physical, mental, and medical factors that affect a firefighter's ability to use a SCBA*. g. *Describe equipment and air-supply limitations of SCBA*. h. *List characteristics of open-circuit and if applicable closed-circuit SCBA*. i. *Identify the function of SCBA components and the safety features of SCBA*. j. *Identify the Safety Precautions for SCBA use*. k. *Identify the suggested procedures for emergency situations while wearing SCBA*. l. *Don and doff an open-circuit SCBA* m. *Demonstrate the ability to operate PASS device*. n. *Demonstrate the ability to operate in areas of obscured visibility while wearing an SCBA*. o. Demonstrate the ability to exit a constricted opening while wearing an SCBA. p. *Demonstrate the ability to change an SCBA cylinder*. q. Demonstrate the ability to refill an SCBA. r. *Identify key aspects about SCBA operations, use and Maintenance*. s. *Demonstrate the ability to clean sanitize and inspect an SCBA*.					

TASKS * Primary tasks are underlined. Sub-elements are listed after each primary task.	LOCAL GOV OPTION	EVAL NO.	EVAL TYPE	EVALUATOR Initial and date upon successful completion of task	TRAINEE Initial and date after evaluator has initialed
5. **Portable Extinguishers**. <u>Identify and use portable fire extinguishers to extinguish small Class A, Class B, and Class C fires.</u> a. *Identify types of portable fire extinguishers*. b. *Identify the portable fire extinguisher rating system*. c. *Match extinguisher symbol shapes to fire classification letters*. d. *Match extinguisher pictographs to the extinguisher's intended application*. e. *List factors for selecting the proper portable extinguisher*. f. *List general guidelines for portable extinguisher operation*. g. *Demonstrate the ability to extinguish small Class A, Class B and Class C fires with the proper portable fire extinguishers*. h. *Identify key aspects about fire extinguisher inspection, damage, and obsolescence*.					
6. Ropes and Knots. <u>Identify and properly knot, use, and maintain various types of ropes used in the fire service.</u> a. Distinguish between life safety and utility rope applications. b. List criteria for reusing life safety rope. c. Match rope materials to their descriptions. d. Recognize the different types of rope construction. e. List basic guidelines fore rope care and maintenance. f. List reasons for removing rope from service. g. Demonstrate the ability to inspect rope. h. Identify how to appropriately clean and store rope. i. Demonstrate the ability to coil and uncoil rope.					

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j. Demonstrate the ability to bag or bird's-nest coil rope for machine washing or storage. k. Demonstrate the ability to clean rope. l. Identify knot elements. m. Match knots to their primary application. n. Demonstrate the ability to tie knots commonly used in the fire service. o. Identify hoisting safety considerations. p. Demonstrate the ability to tie knots and hoist tools and equipment.					
7. Building Search, Rescue and Extrication. <u>Conduct a search and rescue in a structure operating as a member of a team.</u> a. Distinguish between rescue and extrication operations. b. State the objective of building search. c. Define primary search and secondary search. d. Identify guidelines for rescue from burning buildings. e. Describe procedures for firefighters who become trapped or disoriented. f. List safety guidelines for search operations within buildings. g. Demonstrate the ability to move an injured victim to safety using appropriate carries, drags and stretchers.					
8. **Forcible Entry** Part A. Tools <u>Identify and know appropriate applications and maintenance procedures for forcible entry tools.</u> a. *Identify cutting tools*. b. *Identify prying tools*. c. *Identify pushing/pulling tools*. d. *Identify striking tools*. e. *Recognize the basic applications of entry tools*. f. *Identify tools used for through-the-lock forcible entry*.					

TASKS * Primary tasks are underlined. Sub-elements are listed after each primary task.	LOCAL GOV OPTION	EVAL NO.	EVAL TYPE	EVALUATOR Initial and date upon successful completion of task	TRAINEE Initial and date after evaluator has initialed
g. *Identify tools for breaking padlocks*. h. Demonstrate the ability to break a door lock and a padlock. i. *Identify forcible entry tool safety rules*. j. *Describe correct methods for carrying forcible entry tools*. k. *Identify general care and maintenance practices for forcible entry tools*. Part B. Forcible Entry Construction and Techniques <u>Recognize various types of construction components and use appropriate forcible entry techniques.</u> a. Identify types of wood swinging doors and jambs. b. Match metal swinging doors to their description. c. Identify types of sliding, revolving, and overhead doors. d. Identify key facts about fire doors. e. Identify locks and locking devices. f. Identify safety rules for breaking glass. g. Demonstrate the ability to properly break ordinary and tempered plate glass. h. Identify procedures for forcing swinging, revolving, and overhead doors. i. Demonstrate the ability to force doors of different types and mounts. j. Describe methods of forcible entry in special circumstances. k. Describe ways of gaining entry past fences. l. Identify types of windows. m. Identify methods for forcing windows and screened and barred openings. n. Demonstrate the ability to force different types of windows. o. Identify methods of opening floors and walls. p. Demonstrate the ability to open a metal wall and a wood floor.					
9. **Ground Ladders** <u>Identify, carry, raise, climb, inspect, and maintain fire ground ladders.</u>					

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a. *Label the parts of a fire service ladder*. b. *Identify types of fire service ground ladders*. c. *Demonstrate the ability to clean and inspect a ladder*. d. *List ladder safety rules*. e. *Identify facts about selecting the proper ladder for the job*. f. *Lift and carry a ladder*. g. *Identify key aspects about ground ladder placement*. h. *Secure a raised ladder*. i. *Raise a ladder from varies carries*. j. *Demonstrate the ability to properly climb and work from ground ladders, with and without a safety harness*. k. Demonstrate the ability to assist conscious and unconscious victims down ground ladders.					
10. **Ventilation** <u>Apply the principals of ventilation to appropriately ventilate a building.</u> a. *Define ventilation*. b. *Describe types of ventilation*. c. *Identify advantages of ventilation for specific rescue, attack, conservation, and fire control operations.* d. *Identify signs of potential backdraft*. e. *Identify the primary ventilation method used to prevent backdraft*. f. *Describe life safety hazards that can affect firefighters and rescue workers in unventilated buildings*. g. *Identify factors that aid the firefighter in determining whether to use vertical or horizontal ventilation*. h. Identify special considerations associated with ventilating high-rise buildings. i. Identify special considerations associated with ventilating windowless buildings and basements. j. Recognize ways in which vertical fire extension occurs. k. Identify factors that have a bearing on the location and size of ventilation opening.					

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l. *Identify safety precautions that should be observed when performing vertical ventilation*. m. Identify roof construction design. n. *Identify existing roof openings*. o. Describe the three basic types of roofs as they relate to ventilation operations.					
11. **Water Supply** <u>Describe the fundamentals of a water supply system and be able to connect a fire department pumper to various water sources.</u> a. Define key terms associated with water supply. b. Identify the four fundamental components of a modern water supply. c. Identify methods of moving water from municipal supply to distribution systems. d. Recognize the function of a processing or treatment facility and what the fire department's main concern is regarding these facilities. e. Label the parts of a water distribution system. f. Identify recommended water distribution system pipe sizes for residential, business and industrial, and long mains. g. Identify types of water main valves. h. Identify causes of friction loss in water mains. i. Distinguish between wet-barrel and dry-barrel fire hydrants. j. Make soft-sleeve and hard-suction hydrant connections and open and close the hydrant. k. *Identify alternative static water supply sources*. l. *Identify how water shuttling and relay pumping is performed*. m. *Deploy a portable water tank*. n. *Connect and place a hard-suction hose for drafting from a static water source*.					
12. **Fire Hose**					

TASKS * Primary tasks are underlined. Sub-elements are listed after each primary task.	LOCAL GOV OPTION	EVAL NO.	EVAL TYPE	EVALUATOR Initial and date upon successful completion of task	TRAINEE Initial and date after evaluator has initialed
Part A - Coupling, Loading and Rolling Hose <u>Couple, load and roll hose</u>. a. *Recognize and define terms associated with fire hose*. b. *Recognize pumper hose sizes, types and application as required by NFPA 1901*. c. *Identify the proper nozzle and hose for a given attack situation*. d. *Identify types of hose couplings*. e. *Demonstrate the ability to inspect hose couplings, replace a hose gasket and couple and uncouple hose*. f. *Identify general guidelines for loading hose*. g. *Identify hose loads and finishes*. h. *Match hose loads to their advantages and disadvantages*. i. *Load and unload hose*. j. *Identify hose rolls*. k. *Roll hose*. Part B – Laying, Carrying and Advancing Hose. <u>Make hydrant connections from various lays and will be able to carry, drag, advance, and handle both charged and uncharged hoselines.</u> a. *Distinguish among descriptions of hose lays.* b. Describe basic safety guidelines for laying hose. c. Describe advantages and disadvantages of forward and reverse lays. d. Make hydrant connections form forward and reverse lays. e. Identify hose carries and drags. f. *Identify safety precautions for advancing lines to a fire*. g. *Advance charged and uncharged lines*. h. *Handle charged attack lines*. i. *Identify methods of preventing mechanical, thermal, organic, and chemical hose damage*. j. *Describe how to clean, inspect and store hose*.					

TASKS * Primary tasks are underlined. Sub-elements are listed after each primary task.	LOCAL GOV OPTION	EVAL NO.	EVAL TYPE	EVALUATOR Initial and date upon successful completion of task	TRAINEE Initial and date after evaluator has initialed
k. *Demonstrate how to inspect, clean and dry hose*.					
13. **Fire Streams** <u>Identify and operate a given selection of nozzles and tips for water fire streams.</u> a. *Describe properties and extinguishing capabilities of water*. b. *List guidelines for reducing friction loss and preventing water hammer*. c. *List discharge rates for low-volume, handlines and master streams*. d. *Describe the advantages and disadvantages associated with handling solid and fog streams*. e. *Identify types of nozzles*. f. *Operate various fire hose nozzles*. g. Explain the operation of ball, slide and rotary nozzle valves. h. Identify areas to check when maintaining and cleaning nozzles.					
14. Fire Control <u>Operate as part of a team to control and/or extinguish interior and exterior Class A, C, and D fires and passenger vehicle and wildland fires.</u> a. Describe key elements covering suppressing Class A (structural) fires. b. Distinguish among direct, indirect, and combination attacks on Class A fires. c. Describe key elements covering deploying and operating a master stream device. d. Deploy and operate a master stream device. e. Describe key elements covering Class C fire control. f. List safety guidelines for electrical emergencies. g. Describe key elements covering Class D fire control. h. Describe key elements covering company tactics for fire control.					

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i. Demonstrate the ability to control and/or extinguish a Class A fire within a structure. j. List guidelines for controlling passenger vehicle fires. k. Identify hazards associated with controlling passenger vehicle fires. l. Demonstrate the ability to attack a passenger vehicle fire. m. Demonstrate the ability to extinguish a fire in a trash container. n. Describe key elements covering fires and emergencies in confined spaces. o. Describe key elements covering wildland fires. p. List standard fire orders for wildland fire fighting. q. Analyze wildland fire scenarios.					
15. Fire Detection, Alarm and Suppression Systems**.** <u>Perform basic operations at properties protected by automatic sprinklers.</u> a. Label the parts of a sprinkler head. b. Identify automatic sprinkler head release mechanisms. c. Describe pendant, upright and sidewall sprinkler design. d. Demonstrate the ability to manually stop the flow of water from a sprinkler head. e. Identify the main control valve on an automatic sprinkler system. f. Identify sprinkler system control valves. g. Demonstrate the ability to operate a sprinkler system control valve. h. Describe key elements covering a sprinkler system's Fire Department Connection (FDC). i. Demonstrate the ability to connect hoseline to a sprinkler system FDC. j. Identify guidelines for operations at sprinkler-protected properties.					

TASKS * Primary tasks are underlined. Sub-elements are listed after each primary task.	LOCAL GOV OPTION	EVAL NO.	EVAL TYPE	EVALUATOR Initial and date upon successful completion of task	TRAINEE Initial and date after evaluator has initialed
16. & 17. **Loss Control and Protecting Evidence for Fire Cause Determination.** <u>Safely and efficiently perform salvage and overhaul at a fire scene while protecting evidence for fire cause determination.</u> a. *List the benefits of loss control to the public and the fire department*. b. *State the purpose of salvage*. c. *State the purpose of overhaul*. d. *Describe key elements covering salvage planning and procedures*. e. *Describe in general terms the different salvage tools, equipment and materials*. f. *Fold and roll salvage covers*. g. *Demonstrate the ability to spread salvage covers from various folds and rolls*. h. *Demonstrate the ability to clean, inspect and repair salvage covers*. i. Demonstrate the ability to construct and splice water chutes. j. Construct a catchall. k. *Demonstrate the ability to cover or close building openings*. l. *Describe the correct uses for tools and equipment used in overhaul*. m. *Describe key elements covering overhaul safety and methods*. n. *List the four basic methods of detecting hidden fires*. o. Use an infrared scanner. p. Demonstrate the ability to pull a ceiling. q. Demonstrate the ability to remove debris and route water from a structure. r. *Provide examples of information that should be noted/reported in route or in the vicinity of the fire scene*. s. *Provide examples of information that should be noted/reported on arrival at the fire scene*. t. *Provide examples of information that should be noted/recorded during firefighting*.					

TASKS * Primary tasks are underlined. Sub-elements are listed after each primary task.	LOCAL GOV OPTION	EVAL NO.	EVAL TYPE	EVALUATOR Initial and date upon successful completion of task	TRAINEE Initial and date after evaluator has initialed
u. *Identify key aspects about preserving and protecting evidence during overhaul*.					
18. Fire Department Communications. <u>Identity and properly use various fire service communications systems and equipment.</u> a. Describe key elements covering telecommunications center personnel. b. Describe key elements covering fire department telecommunications equipment. c. Describe in general terms proper etiquette for receiving a non-emergency call. d. List basic procedures for answering emergency calls. e. Demonstrate the ability to handle business calls and reports of emergencies. f. Describe key elements covering public alerting systems. g. List procedures for reporting a fire/emergency. h. List methods of alerting fire department personnel. i. List guidelines for proper two-way radio use and etiquette. j. Demonstrate the ability to analyze and correct two-way radio transmissions. k. Role-play transmitting arrival and progress reports based on scenario information. l. Describe key elements covering tactical channels. Emergency radio traffic and evacuation signals. m. Use prescribed fire department radio procedures.					
19. Fire Prevention and Public Fire Education. <u>Identify residential fire hazards, conduct a fire station tour and a residential fire safety survey and make and document a fire and life safety presentation</u>.					

TASKS * Primary tasks are underlined. Sub-elements are listed after each primary task.	LOCAL GOV OPTION	EVAL NO.	EVAL TYPE	EVALUATOR Initial and date upon successful completion of task	TRAINEE Initial and date after evaluator has initialed
a. Define the terms fire "safety survey, fire safety inspections, pre-incident survey, and residential fire safety survey". b. List types of fuel hazards and heat source hazards. c. List the main objectives of a residential fire safety survey. d. Describe in general terms the guidelines for conducting a residential fire safety survey. e. List the most common causes of residential fires. f. State aspects to check for interior residential survey concerns. g. State aspects to check for outside residential survey concerns. h. Demonstrate the ability to conduct a residential fire safety survey. i. Explain the main parts of a fire and life safety presentation. j. Describe in general terms fire and life safety presentation topics. k. Demonstrate the ability to make and document a fire and life safety presentation. l. Describe in general terms facts about fire station tour procedures. m. Demonstrate the ability to conduct a fire station tour.					

*** Tasks were derived from the study objectives of the International Fire Service Training Association Essentials of Fire Fighting Curriculum (fourth edition).**

EVALUATOR'S LOG

EXAMPLE

TRAINEE NAME _____ TRAINEE POSITION _____

EVAL NO.	DESCRIPTION OF EVENT (OPTIONAL)	EVAL DATE	EVALUATOR'S NAME (PRINT)	EVALUATOR'S QUALIFICATION	EVALUATOR'S INITIALS
#1	Fire Stn Classroom	3/10/00	Mike Sanchez	L	MS
#1					
#2					
#3					
#4					
#5					
#6					
#7					
#8					
#9					
#10					
#11					
#12					
#13					
#14					
#15					
#16					
#17					
#18					
#19					
#20					

Description of Event:

Use of this block is optional. It is intended to be used as an additional means of determining whether the conditions under which the evaluation was conducted where appropriate. Examples of entries under this column are: wildland fire incident name, address of structure fire, type/location of incident other than fire, etc.

Evaluator's Qualification:

L – **Competent at level (or higher) being evaluated**
Q – **Qualified based on other professional experience or qualification**
O – **Other (specify)**