

Campus Fire and Life Safety II: Public Education

CFLS II: PE-Student Manual

1st Edition, 2nd Printing-November 2014



FEMA

FEMA/USFA/NFA
CFLS II: PE-SM
November 2014
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Glossary/Acronyms

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ACKNOWLEDGMENTS

The development of any National Fire Academy (NFA) course is a complex process aimed at providing students with the best possible learning opportunity we can deliver.

There are many players in course development, each of whom plays an equally important part in its success. We want to acknowledge their participation and contribution to this effort, and extend our heartfelt thanks for making this quality product.

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COURSE GOAL

The goal of this course is to empower learners with the ability to create and implement a Campus Fire and Life Safety (CFLS) education program. In addition, it may assist in enhancing an existing campus community safety program.

AUDIENCE, SCOPE AND COURSE PURPOSE

The target population for this course will include, but not be limited to, campus staff with responsibility for learner safety (including housing coordinators), fire and Emergency Medical Services (EMS) staff (both on campus and off campus), local government officials (code enforcement, building inspection, etc.), community support groups, off-campus housing interest groups, and student organizations.

The scope of this course provides an outline and resources for a practitioner to begin creating and implementing a comprehensive campus fire and life safety public education program for the campus community.

The purpose of this course is to empower learners with the ability to create and implement a comprehensive campus fire and life safety public education program. There will be a focus on looking at the on- and off-campus fire risks and educating students, personnel and stakeholders about these risks.

GRADING METHODOLOGY

Each learner will be assessed on the last day of class with one of two versions of the final examination. Each written evaluation will consist of a minimum of 30 questions, including multiple-choice, multiple-answer, and/or true or false questions. If needed, a retest form for learners who do not pass the first attempt can be used.

Learners will each need to earn at least a score of 70 percent on the 30-question final examination to pass the course. If they do not pass, they may take the alternate form of the examination once to attempt to obtain a passing score of 70 percent.

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SCHEDULE

TIME	DAY 1	DAY 2
8:00-9:00	Introduction, Welcome and Administrative	Activity 2.2: Marketing Strategy — Specific Program
9:00-9:10	<i>Break</i>	<i>Break</i>
9:10-10:20	Unit 1: Public Education Program Fundamentals Activity 1.1: Discussion of Programs on Campus	Unit 3: Delivering Procedural Information
10:20-10:30	<i>Break</i>	<i>Break</i>
10:30-12:00	Unit 1: Public Education Program Fundamentals (cont'd)	Unit 3: Delivering Procedural Information (cont'd) Activity 3.1: Outline for Procedural Presentation Unit 4: Changing Unsafe Behaviors
12:00-1:00	<i>Lunch Break</i>	<i>Lunch Break</i>
1:00-2:15	Unit 1: Public Education Program Fundamentals (cont'd) Activity 1.2: Risk Assessment	Unit 4: Changing Unsafe Behaviors (cont'd)
2:15-2:30	<i>Break</i>	<i>Break</i>
2:30-5:00	Unit 2: Communication Activity 2.1: Challenges to Program Marketing	Unit 4: Changing Unsafe Behaviors (cont'd) Activity 4.1: Presenting the Risks Unit 5: Evaluating Your Program Activity 5.1: Program Evaluation Discussion Activity 5.2: Develop an Evaluation Strategy

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FIREFIGHTER CODE OF ETHICS

Background

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

Developed in response to the publication of the Fire Service Reputation Management White Paper, the purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

Ethics comes from the Greek word *ethos*, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or non-existent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.



FIREFIGHTER CODE OF ETHICS

I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following...

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

Developed by the National Society of Executive Fire Officers

A Student Guide to End-of-course Evaluations

Say What You Mean ...

Ten Things You Can Do to Improve the National Fire Academy

The National Fire Academy takes its course evaluations very seriously. Your comments and suggestions enable us to improve your learning experience.

Unfortunately, we often get end-of-course comments like these that are vague and, therefore, not actionable. We know you are trying to keep your answers short, but the more specific you can be, the better we can respond.

Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	- The (ABC) fire video is out-of-date because of the dangerous tactics it demonstrates. The available (XYZ) video shows current practices. - The student manual references building codes that are 12 years old.
2 "We want an advanced class in (fill in the blank)."	- We would like a class that enables us to calculate energy transfer rates resulting from exposure fires. - We would like a class that provides one-on-one workplace harassment counseling practice exercises.
3 "More activities."	- An activity where students can physically measure the area of sprinkler coverage would improve understanding of the concept. - Not all students were able to fill all ICS positions in the exercises. Add more exercises so all students can participate.
4 "A longer course."	- The class should be increased by one hour per day to enable all students to participate in exercises. - The class should be increased by two days so that all group presentations can be peer evaluated and have written abstracts.
5 "Readable plans."	- The plans should be enlarged to 11 by 17 and provided with an accurate scale. - My plan set was blurry, which caused the dotted lines to be interpreted as solid lines.
6 "Better student guide organization," "manual did not coincide with slides."	- The slide sequence in Unit 4 did not align with the content in the student manual from slides 4-16 through 4-21. - The instructor added slides in Unit 4 that were not in my student manual.
7 "Dry in spots."	- The instructor/activity should have used student group activities rather than lecture to explain Maslow's Hierarchy. - Create a pre-course reading on symbiotic personal relationships rather than trying to lecture on them in class.
8 "More visual aids."	- The text description of V-patterns did not provide three-dimensional views. More photographs or drawings would help me imagine the pattern. - There was a video clip on NBC News (date) that summarized the topic very well.
9 "Re-evaluate pre-course assignments."	- The pre-course assignments were not discussed or referenced in class. Either connect them to the course content or delete them. - The pre-course assignments on ICS could be reduced to a one-page job aid rather than a 25-page reading.
10 "A better understanding of NIMS."	- The instructor did not explain the connection between NIMS and ICS. - The student manual needs an illustrated guide to NIMS.

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UNIT 1: PUBLIC EDUCATION PROGRAM FUNDAMENTALS

TERMINAL OBJECTIVE

The learners will be able to:

- 1.1 *Define the core components of a public education program that addresses campus community fire and life safety.*

ENABLING OBJECTIVES

The learners will be able to:

- 1.1 *Define the fundamental elements of a public education program.*
 - 1.2 *Discuss potential challenges to the program development process.*
 - 1.3 *Describe how to develop a public education program that promotes fire prevention and life safety skills.*
 - 1.4 *Summarize successful practices for developing a life safety program specific to the needs of a campus and local community.*
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UNIT 1: PUBLIC EDUCATION PROGRAM FUNDAMENTALS

Slide 1-1

ENABLING OBJECTIVES

- Define the fundamental elements of a public education program.
- Discuss potential challenges to the program development process.

Slide 1-2

ENABLING OBJECTIVES (cont'd)

- Describe how to develop a public education program that promotes fire prevention and life safety skills.
- Summarize successful practices for developing a life safety program specific to the needs of a campus and local community.

Slide 1-3

I. THE PURPOSE OF A PUBLIC EDUCATION PROGRAM

**THE PURPOSE OF A PUBLIC
EDUCATION PROGRAM**

- Inform an audience about a specific issue.
- Aim to change behavior.
- Vary in complexity.

Slide 1-4

- A. Public education programs are designed to inform an audience about a specific issue.
- B. The purpose of a public education program is to change behavior. Changing people's behavior is a significant challenge.
1. Requires a sustained effort.
 2. Requires a persuasive message.
- C. Public education programs vary in complexity depending upon the message, the audience and the resources available for the effort.
1. There is no single formula for creating a public education program.
 2. This unit will give you some tools to develop a program of your own by addressing the core components of a campus fire and life safety public education program.

DVD PRESENTATION

**"NBC NIGHTLY NEWS —
CAMPUS FIRE SAFETY"**



Slide 1-5

ACTIVITY 1.1

Discussion of Programs on Campus

Purpose

To identify risky behaviors in the campus community that need to be changed. You will also share the successful programs implemented by your organizations in an attempt to address the behaviors.

Directions

1. This is a small group activity. Please volunteer and provide responses when called on. You will use these same groups throughout the course.
2. The instructor will record your responses.

Questions

1. What are some behaviors in your campus community that need to be changed?

2. What are some programs that your organization implemented to change this behavior?

3. What are some of the behaviors associated with your assigned topics?

ACTIVITY 1.1 NOTES

II. ELEMENTS OF AN EFFECTIVE PUBLIC EDUCATION PROGRAM

**ELEMENTS OF AN EFFECTIVE
PUBLIC EDUCATION PROGRAM**

- Clearly defined message that describes a procedure or changes a behavior.
- Appropriate delivery method.
- Supported by all stakeholders.

Slide 1-7

- A. As discussed earlier, the messages we want to deliver are fairly simple. The trick is to deliver them in an effective manner, so that the target groups are able to embrace and implement the messages.
1. Messages should be short and repeated often.
 2. Some examples of simple, clearly defined messages are:
 - a. Stop, drop, roll.
 - b. Stay low and go.
 - c. Know two ways out.
 3. Keep the message positive. Instead of using negative words, such as “don’t” or “never,” rephrase the message to lead with a positive idea. Instead of “never leave cooking areas unattended,” use “cooking areas must be attended at all times.”

APPROPRIATE DELIVERY METHOD

- Small class — interactive.
- Clear but simple, up-to-date materials.
- Methods that are not class-based:
 - Printed flyers or articles.
 - Text messages and email.
 - Public service announcements (PSAs).

Slide 1-8

- B. When delivering training to students, small groups work best.
1. There is less of a chance to “hide in a corner” and not participate.
 2. Know the size of the group you are addressing and tailor your presentation accordingly.
- C. Use clear but simple, up-to-date materials.
1. A classroom presentation should be limited to four or five points per slide, with just a few words on each slide. The instructor should be talking about the points on the slide, not reading the slide.
 2. Using a video from 1980 will quickly lose the attention of your audience. It will come across as outdated and irrelevant.
- D. Delivery methods for outside of the classroom.
1. Flyers often are not read by students and are immediately discarded.
 2. Posters in floor lounges are more effective. They stay up longer and students see them as they are waiting to cook, do laundry, or socialize.
 3. Social media may hold more interest for students.
 4. Articles during opening-week publications on campus, fire prevention week, and near the end of the semester can be used to deliver fire and life safety messages.

III. POTENTIAL CHALLENGES

POTENTIAL CHALLENGES

- Time.
- Funding.
- Material.
- Trained educators.
- Administrative support.
- Denial of problem.
- Access to students.
- Competition for students' time.

Slide 1-9

- A. There are several potential challenges to implementing a Campus Fire and Life Safety (CFLS) education program.
- B. These challenges may impact any or all of the stakeholders.
1. The first common challenge is time. It may be difficult to schedule a time for the target audience and instructors and a suitable venue for the training.
 2. The next common challenge is funding. There are overall funding constraints for the CFLS organization, equipment or facilities, personnel, and logistics (training media and travel).
 3. Materials can also present challenges. There may be material shortages and all materials eventually become obsolete.
 4. If you are employing classroom training, it can be a challenge to find trained educators.
 5. Gaining the support of the administration can make or break an initiative.
 - a. Administrators are presented with competing requirements.
 - b. The CFLS education program may seem like a low priority to the administration.
 6. Denial of a problem can pose many challenges to a program.
 - a. Administrators may not recognize the problem.

- b. There may be a lack of metrics or data supporting the existence of a problem.
7. Gaining access to students may be a challenge for reasons of lack of time, lack of space, or lack of interest on the part of students.

IV. STEPS TO DEVELOPING THE PROGRAM

STEPS TO DEVELOPING THE PROGRAM

- Conduct risk assessment.
- Identify stakeholders and create a planning team.
- Perform needs analysis.
- Secure approvals, set budget and obtain resources.
- Develop a draft program and conduct pilot.

Slide 1-10

- A. Effective programs need to have all components in place.
 1. The first three components are knowing the risks on your campus or in your community, knowing who can help by assisting on a team, and performing a needs analysis.
 2. Stakeholders are the people or organizations in your campus community that have a vested interest in and the ability to help deliver a safety education program. Involve stakeholders, key personnel and organizations to form a planning team.
 3. Perform a needs analysis that is informed by the risk analysis, demographic data and historical data.
 4. Examine the budget for reasonable funds available as well as other resources, like personnel and equipment. Identify the approvals required in your community, how they are obtained, and who grants the approvals.
 5. Develop a training plan and test with a pilot offering.

STEPS TO DEVELOPING THE PROGRAM (cont'd)

- Select and train instructors.
- Market the program.
- Deliver the program.
- Conduct an ongoing evaluation.

Slide 1-11

6. Select the instructors for the program. The most knowledgeable instructors are not necessarily the best, but the instructors must have mastery of their subjects, project a professional demeanor, and relate to the target audience. Pilot instructors should be very flexible, adaptive and available. Poor performance can hamper the eventual and desired rollout of the program.
7. Market the program in as many effective and informative ways as possible. Training is not worthwhile if no one attends or if the expectations of attendees are erroneous. The market plan may also be part of the pilot.
8. Deliver the program as planned and marketed. Take notes.
9. Evaluate the program to determine what was successful, what was not successful, and the reasons for each. A later unit will address evaluation methodologies.

PROGRAM ASSESSMENT

- A planned process with desired results.
- Uses benchmarks to indicate progress.
- Is managed to maintain focus.
- Is a source of objective information.
- Used to develop new programs.

Slide 1-12

- B. Program assessments are necessary tools.
1. An assessment is a planned process with a desired result.
 - a. It follows a series of steps.
 - b. It uses benchmarks to indicate progress.
 2. Assessment must be managed to keep the process focused.
 3. Assessment is a source of objective information and decomposes general, broad information into smaller parts.
 4. Assessment is a key tool during the development of new programs and presentations.
 5. Assessment is used in preparation for each individual presentation. Ideally, assessment becomes an essential part of planning for any and every presentation.

ASSESSMENT INFORMATION REQUIREMENTS

- Program activities.
- Fire loss data.
- Injury frequency.
- Culture.
- Community.
- Attitudes and values.
- Organizational structure.

Slide 1-13

- C. Types of information that are commonly analyzed are program activity, fire loss statistics, injury frequency, cultural information, community information, attitudes and values, and organizational structure.

BENEFITS OF ASSESSMENT

- Produces objective information.
- Identifies target audience characteristics.
- Breaks fire and injury problem into understandable parts.
- Maximizes resources.
- Identifies needs.
- Assists in decision-making.

Slide 1-14

D. Assessment provides several benefits.

1. It produces objective information.
2. It identifies the characteristics of a target audience.
3. It breaks the fire and injury problem into understandable parts.
4. It helps with determining how to maximize resources.
5. It helps with identifying needs.
6. It assists in decision-making.

LIMITATIONS OF ASSESSMENT

- Requires planning time.
- May require assistance.

Slide 1-15

E. Assessment also presents a few limitations.

1. It requires planning time in order to be done effectively.

2. It may require assistance.

CLASSROOM INSTRUCTOR SELECTION

- Knowledgeable.
- Effective communicator.
- Understands audience.
- At ease with public speaking.
- Prepared.
- Professional.
- Sincere.

Slide 1-16

- F. If you are employing classroom training, it is important to consider the characteristics of a good instructor.

1. A good candidate knows the subject and keeps abreast of issues, trends and concerns.
2. A good candidate recognizes and applies effective communication techniques.
3. The candidate recognizes the needs and characteristics of the audience.
4. The candidate feels secure speaking in public.
5. A good candidate prepares well and is professional and sincere in his or her manner.

EVALUATION

- Is based on a developed plan.
- Yields measurable results.
- Supports overarching goals.
- Aligns with objectives.

Slide 1-17

- G. Evaluations are necessary components of the learning process.
1. Developing an evaluation plan is one of the most effective strategies that can be used to help create a successful prevention program.
 2. An evaluation plan describes in precise, measurable terms how a prevention program is to be developed, implemented, operated and monitored.
 3. The plan also describes the intended levels of outreach, impact and outcome that the program seeks to achieve.
 4. The plan is written during the formative stage of program development by the program management team. It is enhanced or adapted as needed by the team and other primary stakeholders.
 5. The foundation of an evaluation plan is its goals and objectives.
 - a. Without clear goals and well-developed objectives, it is virtually impossible to assess and evaluate where we are making a difference in community risk reduction.
 - b. Also, without objectives, the fundamental components of the program cannot be developed, such as specific interventions.
 6. Goals help set the path that the course will take.
 - a. A goal is a statement that explains, overall, what the program seeks to accomplish. It sets the fundamental, long-range direction of the program.
 - b. Typically, goals are broad, general statements. A goal summarizes expected results and outcomes, rather than program methods and activities.
 7. Objectives narrow the focus of the goals.
 - a. Objectives break the goal down into smaller parts that provide specific, measurable actions by which the goal can be accomplished. Evaluation objectives are prespecified, intended outcomes of a program, process or policy. Objectives are more specific than goals.
 - b. Clear and definitive objectives help evaluators focus their efforts and know what to measure. Well-written objectives will include indicators of what the program is to accomplish, to what degree, by when, and by whom.

- c. Objectives define, for us and our stakeholders, the results we expect to achieve from the operation of our program. Objectives should provide realistic steps to attaining the goal. Good objectives are challenging but achievable.
- d. Objectives should offer specific, relevant and measurable benchmarks to measure achievement of program goals. Objectives serve as the foundation to create program activities.

CLASSROOM DELIVERY CONSIDERATIONS

- Learning environment.
- Physical environment:
 - Comfortable.
 - Accommodating.
 - Seating arrangement.

Slide 1-18

- H. Delivery addresses how the content and ideas are presented.
 - 1. In order for effective learning to take place, the learning environment needs to assist the student.
 - 2. The physical learning environment refers to the actual place where the learning is occurring.
 - a. The classroom should be a comfortable space in which to learn.
 - b. There should be an adequate seating arrangement and a clear line of sight for all participants.

ACTIVITY 1.2

Risk Assessment

Purpose

To analyze the elements of risk assessments for the CFLS program.

Directions

1. You will be organized into groups by the instructor.
2. Each group will receive one of three detailed scenarios pertaining to hypothetical campus communities.
3. You will have 20 minutes to analyze the data and develop at least one recommendation concerning the risks and recommended actions.
4. Select a member to report your considerations to the group during the last 5 minutes of the activity.

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ACTIVITY 1.2 (cont'd)**Risk Assessment: Campus A Scenario**

Campus A is located in the city of Rusville. Rusville is a community of 10,000 nestled in the foothills of the Alleghany Mountain range in the Northeastern corridor of the United States.

Campus A's enrollment is currently 2,700 students, of whom 1,850 students reside in on-campus dormitory housing, 400 reside in on-campus Greek housing, and 200 reside off campus throughout the community. Another 200 students study abroad, and there are 50 commuters who travel to the school for classes.

Total student enrollment	2,700
On-campus dormitory population	1,850
On-campus Greek housing population	400
Students residing off campus	200
Students studying abroad	200
Commuters	50

Housing Demographics

All Residence Halls and on-campus Greek housing at Campus A is subject to strict campus regulations. Every housing unit is inspected monthly, and sanctions are in place for violations. Examples of violations that result in disciplinary action include:

1. Nonworking, absent or covered smoke alarms.
2. Blocked exits and means of egress.
3. Overloaded electrical outlets.
4. Tampering with fire alarm systems.
5. Discharged fire extinguishers.
6. Unattended cooking and poor kitchen housekeeping.
7. Smoking in nondesignated areas.

Nonsponsored off-campus housing residents primarily occupy single-family, aging wood frame, Colonial-type rental houses. Rusville city inspectors visit **all** rental occupancies annually to monitor and enforce the housing code.

Rusville does not have a landlord or property owner association; however, the city government has a reasonably good relationship with property owners. Most owners who rent to students live in Rusville or another nearby area and have a genuine concern for the safety of their tenants.

Social Environment (On Campus)

Tradition dictates that all major parties are hosted by and held at Greek housing located on-campus. Large numbers of attendees may gather at an event. All events are monitored by trained staff. Staff is trained to monitor and deal with alcohol use. Preparty inspections are performed by campus security. The inspection includes a life safety check of emergency equipment and housing conditions. Campus security has a low tolerance for rule violations, so students generally act in a responsible manner during on-campus events. A post-party inspection is also conducted by campus security.

Social Environment (Off Campus)

The social environment off campus is much different from the events held at the on-campus Greek housing. Thursday night is unofficially designated as “Thirsty Thursday” in downtown Rusville. Nonsanctioned parties are held community wide nearly every Thursday evening at various off-campus properties.

Since local police have a low tolerance for intoxicated students, those who attend the off-campus parties take great effort to conceal activities that are taking place. Windows in rental occupancies are often covered and lights are kept low. Parties are usually small but last late into the night. Since lots of cooking and smoking occur, batteries are often removed or wires disconnected from smoke alarms in the rental properties to avoid nuisance activations. Sometimes, students forget to repower the alarms.

Off-campus properties tend to be high-occupancy, often with eight to 10 students living in the same home. While code inspectors report a moderate number of relatively minor safety issues during their visits, firefighters have noted that very different conditions exist when called to properties for fire or medical emergencies. Responders have repeatedly noted poor interior housekeeping conditions with lots of clutter present. The responders have also noted the presence of gas or charcoal grills on the rear porches of most properties.

Pertinent Problem-related Data

The Rusville Fire Department (RFD) Fire and Life Safety Unit has conducted a study of emergency responses to both the on-campus and off-campus incidents. They have attempted to identify events believed to have involved students. Their goal is to identify a priority risk that is specifically impacting the campus and community. The risk assessment is being done prior to engaging a group of stakeholders to explore further prevention or mitigation options.

RFD team members understand that they should do more than just explore the frequency of incident occurrence. They intend to look at where incidents occur, if they are rising or falling, how many people are being hurt or killed, and what the incidents are costing in terms of dollars. They would like to select an issue where impact could be made both on and off campus.

RFD has asked your group to analyze the data and suggest what risk should be addressed.

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ACTIVITY 1.2 (cont'd)**Risk Assessment: Campus A Scenario****Profile of on-campus risk issues — Campus A**

Incident Type	Average Annual Number of Occurrences	Incidents Rising (+) or Falling (-)	Location of Event	Estimated Annual Dollar Loss	Average Annual Number of Injuries	Average Annual Number of Deaths
	5 years of data			5 years of data	5 years of data	5 years of data
	Total Community	Total Community		Total Community	Total Community	Total Community
Mulch Fires Related to Smoking	30	+	Campus-wide	\$200	0	0
Electrical Fires in Dorms	15	-	Dorms	\$7,500	1	0
Unattended Cooking Fires	95 Includes smoke alarm activations	+	Dorms and Greek Housing	\$120,000	5	0
Injuries From Assaults	10	-	Greek Housing and Recreation Center	Student Medical Costs \$1,500	6	0
Candle Use in Halls	47	+	Residence Hall	\$20,000	5	0
Alcohol-related Medical Calls	20	-	Dorms and Greek Housing	Student Medical Costs \$2,000	20	1

Off-campus risk issues — Campus A

Incident Type	Average Annual Number of Occurrences 5 years of data	Incident Involved Students Residing Off Campus	Incidents Rising (+) or Falling (-)	Location of Event	Annual Dollar Loss 5 years of data	Annual Number of Injuries 5 years of data
	Total Community		Total Community		Total Community	Total Community
Mulch Fires Related to Smoking	200	Unknown	+	Community-wide	\$500	0
Electrical Fires in Residences	25	3	-	Community-wide	\$8,000	2
Unattended Cooking Fires	115	85	+	Rental Properties	\$700,000	15
Smoking-related Fires	20	7	-	Rental Properties	\$100,000	3
Candle Fires	80	15	-	Downtown Bars and Rental Properties	Not Available	80
Arson Fires	100	20	+	Owner-occupied Homes	Not Available	3
Alcohol-related Medical Calls	200	12	-	Downtown and Rental Properties	Not Available	200

ACTIVITY 1.2 (cont'd)**Risk Assessment: Campus B Scenario**

Campus B is located in the city of Blake. Blake is a community of 45,000 located in the South-central section of the U.S.

Campus B's enrollment is currently 11,000 students, of whom 4,500 reside in on-campus dormitory housing, 1,500 students live in on-campus Greek housing, 1,500 students live in off-campus Greek houses, and 2,000 students reside in various off-campus arrangements throughout the community. There are also 500 students who study abroad and 1,000 commuters who travel to the school for classes.

Total student enrollment	11,000
On-campus dormitory population	4,500
On-campus Greek housing population	1,500
Off-campus Greek housing population	1,500
Students residing off campus	2,000
Students studying abroad	500
Commuters	1,000

Housing Demographics

All dormitories are subject to campus housing regulations, which include inspections. Sanctions are in place for violations.

Examples of violations that result in disciplinary action include:

1. Nonworking, absent or covered smoke alarms.
2. Blocked exits and means of egress.
3. Unattended cooking and poor kitchen housekeeping.
4. Tampering with fire alarm systems.
5. Discharged fire extinguishers.
6. Smoking in nondesignated areas.

On- and off-campus Greek housing is exempt from school inspection programs. Structures are a mixture of frame and brick and mortar construction.

Off-campus housing residents occupy a variety of housing stock, including single-family, aging wood-frame, Colonial-type rental houses; duplexes; townhouses; and large multiunit apartment structures. First responders have noted that attics, basements and closets are often utilized as bedrooms. Poor housekeeping has been observed with clutter found both in and around the properties. The use of charcoal and gas grills is widespread. Properties are often high-occupancy.

There are no local regulations allowing inspectors to visit rental occupancies annually.

Social Environment (On Campus)

No large parties are permitted at any on-campus residence. Heavy enforcement by campus security and a no-tolerance policy for infractions ensure that misbehavior is kept in check.

Social Environment (Off Campus)

Large numbers of parties occur at the off-campus housing (both Greek and rental properties). Partygoers do not attempt to conceal activities. Many noncampus students attend the parties. Attendees are often underage. Alcohol use is often excessive and irresponsible. The presence and use of illicit drugs sometimes compounds the issue of irresponsible behavior.

On many occasions, the location of a party becomes known through social media. Parties become large with many fights and assaults occurring. Local police often expend vast amounts of precious personnel resources when dealing with off-campus party issues.

Pertinent Problem-related Data

The Blake Fire and Life Safety Unit has conducted a study of emergency response to both the on-campus and off-campus incidents. They have attempted to identify events believed to have involved students. Their goal is to identify a priority risk that is specifically impacting the campus and community. The risk assessment is being done prior to engaging a group of stakeholders to explore further prevention or mitigation options.

Blake Fire Department (BFD) team members understand that they should do more than just explore the frequency of incident occurrence. They intend to look at where incidents occur, if they are rising or falling, how many people are being hurt or killed, and what the incidents are costing in terms of dollars. They would like to select an issue where impact could be made both on and off campus.

The BFD team expects findings to show that the social climate involving students often becomes unruly, resulting in a greater need for emergency service. However, despite known trouble spots visited by Blake police, the BFD response staff has stated that they are seeing a high frequency of mulch fires, dumpster fires and couch fires.

BFD has asked your group to analyze the data and suggest what risk should be addressed.

ACTIVITY 1.2 (cont'd)**Risk Assessment: Campus B Scenario****Profile of on-campus risk issues — Campus B**

Incident Type	Average Annual Number of Occurrences	Incidents Rising (+) or Falling (-)	Location of Event	Estimated Annual Dollar Loss	Average Annual Number of Injuries	Average Annual Number of Deaths
	5 years of data			5 years of data	5 years of data	5 years of data
	Total Community	Total Community		Total Community	Total Community	Total Community
Fires Related to Smoking	40	-	Campus-wide	\$100,000	3	0
Candle Fires	5	-	On-campus Housing	\$1,500	1	0
Unattended Cooking Fires	8 Includes smoke alarm activations	+	Dorms and On-campus Housing	\$2,000	1	0
Injuries From Assaults	15	-	On-campus Housing and Recreation Area	Student Medical Costs \$1,500	15	0
Alarm System Tampering	30	+	On-campus Housing	\$4,500	1	0
Alcohol-Related Medical Calls	20	-	Dorms; All Forms of Off-campus Housing	Student Medical Costs \$1,800	10	0

Off-campus risk issues — Campus B

Incident Type	Average Annual Number of Occurrences 5 years of data	Incident Involved Students Residing Off Campus	Incidents Rising (+) or Falling (-)	Location of Event	Annual Dollar Loss 5 years of data	Annual Number of Injuries 5 years of data
	Total Community		Total Community		Total Community	Total Community
Fires Related to Smoking	170	25	+	Community-wide	\$2,000,000	35
Candle Fires	15	4	-	Community-wide	\$2,200	1
Unattended Cooking Fires	150	30	+	Rental Properties	\$70,000	15
Injuries From Assaults	70	15	-	Downtown Bars and Rental Properties	Not Available	70
Falls	75	4	+	Owner-occupied Homes	Not Available	75
Alcohol-related Medical Calls	150	30	-	Downtown and Rental Properties	Not Available	150
Injuries, Weather Incident-related	40	10	+	Rental Properties and Open, Nonsheltered Areas	Medical Costs Not Available	4

ACTIVITY 1.2 (cont'd)**Risk Assessment: Campus C Scenario**

Campus C is located in the city of Pleasant View. Pleasant View is a community of 150,000 located in the Northwestern section of the U.S.

Campus C's enrollment is currently 44,500 students, of whom 20,000 reside in on-campus dormitory housing, 2,500 live in on-campus Greek housing, 3,500 live in off-campus Greek fraternity houses, and 14,000 reside in various off-campus arrangements throughout the community. There are 1,500 students who study abroad and 3,000 commuters who travel to the school for classes.

Total student enrollment	44,500
On-campus dormitory population	20,000
On-campus Greek housing population	2,500
Off-campus Greek housing population	3,500
Students residing off campus	14,000
Students studying abroad	1,500
Commuters	3,000

Housing Demographics

All dormitories are subject to campus housing regulations, which include inspections. Sanctions are in place for violations.

Examples of violations that result in disciplinary action include:

1. Students fail to evacuate on alarms.
2. Blocked exits and means of egress.
3. Tampering with fire alarm systems.
4. Candle use in on-campus housing.
5. Overloaded electrical outlets.
6. Unattended cooking.

On- and off-campus Greek housing is exempt from school inspection programs. Structures are a mixture of frame and brick and mortar construction.

Off-campus housing residents occupy a variety of housing stock, including single-family, brick and mortar construction rental houses; duplexes; and older townhouses. There are also a significant number of newer townhouses occupied by students who reside off campus. These properties include lightweight truss-type construction. There are no local regulations allowing inspectors to visit rental occupancies.

Social Environment (On Campus)

No large parties are permitted at any on-campus residence. Heavy enforcement by campus security and a no-tolerance policy for infractions ensures that misbehavior is kept in check.

Social Environment (Off Campus)

Large numbers of parties occur at the off-campus housing. Many noncampus students (often underage) attend parties.

Pertinent Problem-related Data

Pleasant View Fire Department (PVFD) has asked your group to analyze the data and suggest what risk should be addressed. Firefighters have observed during medical calls to on- and off-campus housing a high presence of candles and smoking materials. Neighbors living next to student housing have complained about the number of late-night calls to student housing buildings and how often the cause seems to be related to cooking and injuries when there are house parties.

ACTIVITY 1.2 (cont'd)**Risk Assessment: Campus C Scenario****Profile of on-campus risk issues — Campus C**

Incident Type	Average Annual Number of Occurrences	Incidents Rising (+) or Falling (-)	Location of Event	Estimated Annual Dollar Loss	Average Annual Number of Injuries	Average Annual Number of Deaths
	5 years of data			5 years of data	5 years of data	5 years of data
	Total Community	Total Community		Total Community	Total Community	Total Community
Mulch Fires Related to Smoking	2	-	Campus-wide	\$100	0	0
Candle Fires	25	+	On-campus Greek Housing	\$35,500	3	0
Unattended Cooking Fires	10 Includes smoke alarm activations	-	Dorms and On-campus Housing	\$1,000	3	0
Intentionally Set Fires	4	-	On-campus Housing (nondorms)	\$2,500	0	0
Injuries from Assaults	10	-	Campus-wide	Student Medical Costs \$1,500	10	0
Pedestrian Incidents	5	-	Campus-wide	Student Medical Costs \$2,500	5	0
Alcohol-related Medical Calls	30	-	All Forms of On-campus Housing	Student Medical Costs \$3,000	30	1

Off-campus risk issues — Campus C

Incident Type	Average Annual Number of Occurrences 5 years of data	Incident Involved Students Residing Off Campus	Incidents Rising (+) or Falling (-)	Location of Event	Annual Dollar Loss 5 years of data	Annual Number of Injuries 5 years of data
	Total Community		Total Community		Total Community	Total Community
Mulch Fires Related to Smoking	7	Unknown	-	Community-wide	\$500	0
Candle Fires	120	23	+	Rental Properties	\$200,000	17
Unattended Cooking Fires	110	65	+	Community-wide	\$110,000	1
Smoking-related Fires	30	7	-	Rental Properties	\$55,000	5
Intentionally Set Fires	70	0	-	Rental Properties and Outside Locations	\$80,000	2
Injuries From Assaults	90	30	-	Downtown Bars and Rental Properties	Not Available	90
Falls	100	2	+	Owner-occupied Homes	Not Available	100
Alcohol-related Medical Calls	200	50	-	Downtown and Rental Properties	Not Available	200

DVD PRESENTATION

“RESIDENT ASSISTANT FIRE ACADEMY”



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V. SUMMARY



SUMMARY



- The purpose of a public education program.
- Elements of an effective public education program.
- Potential challenges.
- Steps of developing the program.

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UNIT 2: COMMUNICATION

TERMINAL OBJECTIVE

The learners will be able to:

- 2.1 *Describe the methods of communicating fire and life safety information to stakeholders in order to mitigate related risk.*

ENABLING OBJECTIVES

The learners will be able to:

- 2.1 *Describe the relationship between communication methods and successful program marketing.*
 - 2.2 *Describe challenges that may impact communication with campus staff, students and other stakeholders.*
 - 2.3 *Choose strategies that have proven successful in marketing a Campus Fire and Life Safety (CFLS) public education program to campus staff, students and other stakeholders.*
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UNIT 2: COMMUNICATION

Slide 2-1

ENABLING OBJECTIVES

- Describe the relationship between communication methods and successful program marketing.
- Describe challenges that may impact communication with campus staff, students and other stakeholders.

Slide 2-2

ENABLING OBJECTIVES (cont'd)

- Choose strategies that have proven successful in marketing a Campus Fire and Life Safety (CFLS) public education program to campus staff, students and other stakeholders.

Slide 2-3

I. MARKETING AND PUBLIC EDUCATION

MARKETING AND PUBLIC
EDUCATION

- Education is a core component of successful risk prevention and mitigation.
- Effective public education can help facilitate changes in attitudes and behavior.
- Public education involves marketing a product to customers.
- For CFLS, the product is risk reduction.

Slide 2-4

- A. Education is a core component of successful risk prevention and mitigation.
- B. Effective public education can help facilitate changes in attitudes and behavior. These changes are the goal of risk-reduction programs.
- C. Public education often involves marketing a product to a customer.
- D. In the case of Campus Fire and Life Safety (CFLS), the product is risk reduction and the customer is the target population you are trying to engage in the program.

MARKETING AND PUBLIC
EDUCATION (cont'd)

- Public health system uses the following model to understand the dynamics behind creating behavioral change in people.

Slide 2-5

- E. The public health system uses the following model to understand the dynamics behind creating behavioral change in people. The model is similar to decision-making processes that people use when deciding which product to buy.

MARKETING AND PUBLIC EDUCATION (cont'd)

- To change behavior, people must:
 - Be aware of the risk.
 - Believe they are at risk.
 - Believe the risk is unacceptable.
 - Understand how their actions can reduce risk.
 - Understand how to reduce the risk.
 - Believe cost associated with change is worth it to reduce the risk.

Slide 2-6

F. To change behavior related to a risk, a person must know or understand several items.

1. The person must be aware of the risk.
 - a. If a target group does not know that a risk exists, it is unlikely to take preventive actions.
 - b. This rule is also true for decision-makers who approve or deny the programs proposed for inclusion at a campus.
2. The person must believe that he or she (or those the person is responsible for) is at risk.
3. The person must believe the risk is unacceptable at its current level.
 - a. Preventive actions are more likely to occur if a person has developed a sense of urgency to do something.
 - b. People will often listen to respected members of their peer group and realize that specific actions need to occur.
4. The person must understand how the risk develops and occurs.
 - a. Those who deliver prevention education often overestimate what the public knows about a specific risk.
 - b. People need to know exactly how the risk develops, the factors leading to its occurrence, and the impact it is causing.

5. The person must understand how actions can reduce the risk.
 - a. Preventing or mitigating risk is best accomplished through the use of a systematic process.
 - b. The process includes educating target groups, using safety equipment, finding rules that require behavior change, and using incentives to promote action.
 - c. In addition to being made aware of a risk and how it develops, the target population needs to understand how to prevent or mitigate it.
6. The person must believe the cost associated with behavior change is worth it to reduce the risk.
 - a. Even though people know about a risk, they may not take preventive actions unless motivated to do so.
 - b. A motivational public education program can set the stage for an action to take place.
 - c. Incentives that either reward or discourage certain behaviors can be powerful motivators.
 - If a fraternity is permitted to host social events after passing a weekly or monthly fire inspection, you now have buy-in.
 - If a sorority group can gain half of a class credit by taking a self-defense course, there is now buy-in or benefit for them to attend.
7. Incentives that encourage buy-in may be as simple as free pizza.

MARKETING AND PUBLIC EDUCATION (cont'd)

- Motivations behind behavioral change apply to all populations.
- Forms of behavior change.
 - Gaining permission to launch a prevention program.
 - Getting the target population to attend.
 - Engaging the group in the learning process are forms of behavioral change.

Slide 2-7

- G. The motivations behind behavioral change apply to all populations, including administrators, campus staff, students and other stakeholders.
- H. Gaining permission to launch a prevention program, getting the target population to attend, and engaging the group in the learning process are forms of behavioral change.

MARKETING AND PUBLIC EDUCATION (cont'd)

- Whether seeking approval for a program's use, engaging with a student population, or getting buy-in from landlords on a risk-reduction strategy, you are performing marketing.

Slide 2-8

- I. Whether seeking approval for a program's use, engaging with a student population, or getting buy-in from landlords on a risk-reduction strategy, you are performing marketing.

II. CHALLENGES TO MARKETING

CHALLENGES TO MARKETING

- Task of marketing may be viewed as one easily conquered.
- Many factors can contribute to dysfunctional marketing.

Slide 2-9

- A. With the current multitude of communication media, the task of marketing a product (and getting people to take the action you desire) may be viewed as one easily conquered.

- B. While a vast media array has expanded marketing capabilities and exponentially increased the speed of communication, we remain challenged by some basic factors that can contribute to dysfunctional marketing.

**CHALLENGES TO
MARKETING (cont'd)**

- Factors that may challenge marketing:
 - Failure to understand preferred media.
 - Failure to reach target group with message.
 - Marketing through wrong media/locations.
 - Failure to gain attention of target group.
 - Poorly designed communication strategies.

Slide 2-10

- C. Several factors may challenge a marketing plan.
1. Failure to understand the preferred (and most effective) media of communication with the target population will inhibit the transfer of the message.
 2. Failure to reach the target group with the desired message defeats the purpose of the marketing plan.
 3. Marketing through the wrong media and locations will not gain the attention of the group.
 4. Failure to gain the attention of the target group will render it unable to consider taking action.
 5. Poorly designed communication strategies undermine any possible progress.

CHALLENGES TO MARKETING (cont'd)

- Inadequate understanding of internal culture.
- Failure to consider special needs.
- Lack of resources.
- Inadequately trained or prepared presenters.
- Lack of understanding of communication.

Slide 2-11

6. Inadequate understanding of each target group's internal culture can inhibit your ability to relate the information to the target audience in a meaningful way.
7. Failure to consider target audiences with special needs (physical, intellectual or emotional) excludes segments of the population.
8. Lack of adequate resources to build an effective marketing strategy eliminates potential means for spreading the message.
9. Inadequately trained or prepared presenters of information do not effectively convey knowledge and information to the audience.
10. Lack of understanding on how to communicate with specific target populations can build a barrier between the instructor and the audience.

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ACTIVITY 2.1

Challenges to Program Marketing

Purpose

To describe challenges that you have faced when marketing a risk-reduction program to a specific audience.

Directions

1. Remain in the same groups as before.
2. Your group should share information about challenges that it has faced when marketing safety services to the groups listed below:

- a. Campus administration.

- b. Campus staff.

- c. Campus students.

- d. Special interest groups.

3. As part of the activity, please develop a list of common challenges experienced and how they were addressed. A representative should be prepared to provide a five-minute summary of the group's discussion with the class at large. Place the developed list on an easel pad.
4. If you have not experienced challenges to program marketing, please offer ideas about issues that should be considered.

III. CREATING CONSUMER DEMAND

**CREATING
CONSUMER DEMAND**

- Understanding of target population.
- Involve members of the target group to help design the marketing strategy.
 - Convene a focus group and listen to the group.
 - Essential when getting ready to address a student body or large group of landlords.
 - Pilot test the strategy.

Slide 2-13

- A. Marketing involves creating consumer demand for a product.

- B. Whether they are working for a large corporation, the entertainment industry or the emergency services, those who create successful marketing efforts use the following process.
 1. Develop a thorough understanding of the target population by identifying what it values, what motivates it, how it is best reached, incentives that it should be offered, and potential barriers.

 2. Select representatives from the target population and involve them in the design of the marketing strategy.
 - a. In the same manner as developing a risk-reduction program, convene a focus group and listen to the group.

 - b. While this step may not be required when preparing to work with a small group of administrators, it is essential when preparing to address a student body or large group of landlords.

 - c. Pilot test efforts that are going to be significant and require supportive resources.

CREATING CONSUMER DEMAND (cont'd)

- Develop a marketing strategy.
 - Design appropriate messages.
 - Designate representatives.
 - Determine how marketing messages will be disseminated to target groups.
 - Find ways to modify the marketing strategy.
 - If needed, develop a budget for marketing.

Slide 2-14

3. Develop a plan of how marketing will be accomplished.
 - a. Design appropriate messages that meet the following goals.
 - Motivate people to get involved.
 - Generate a conversation.
 - Explain how much time it will take.
 - Identify where to go and when to receive the service.
 - Explain what is in it for them and what you want them to do.
 - b. Designate representatives to be the “face” of your CFLS program.
 - Representatives could be respected campus officials (e.g., dean, president, etc.).
 - They could be emergency officials (e.g., fire department, campus police, etc.).
 - They could be respected student body representatives (e.g., student government, student athletes, etc.).
 - They could also be influential people (e.g., local government, famous alumni, etc.).
 - c. Determine how the marketing messages will be disseminated to respective target groups.

- One option is through printed media, such as letters, flyers, posters and other signage.
 - A convenient option is through electronic media, such as websites, social media outlets, text, email, etc.
 - Media, such as the campus newspaper, radio station, etc., are still good options.
 - Dynamic presentations and hands-on scenarios can also hold interest to disseminate a message.
- d. Find ways to modify the marketing strategy, so it can address specific groups and needs.
- e. If needed, develop a budget for marketing.

IV. COMMUNICATION METHODS

COMMUNICATION METHODS

- What is “communication”?

Slide 2-15

- A. Communication is a process of transmitting ideas and information.

COMMUNICATION METHODS (cont'd)

- Creating a communication plan.
 - Targets population accurately.
 - Determines whom you need to reach and how to reach them.
 - Makes efforts efficient, effective and long-lasting.

Slide 2-16

- B. Creating a communication plan will focus your efforts.
1. A plan makes it possible to target your population accurately.
 2. It allows you to determine whom you need to reach and how you need to reach them.
 3. The plan makes your efforts efficient, effective and long-lasting.

COMMUNICATION METHODS (cont'd)

- Eight-step process.
 - Identify the purpose.
 - Identify the audience.
 - Create the message.
 - Identify resources.

Slide 2-17

- C. There is an eight-step process involved in developing a plan.
1. Identify the purpose (i.e., why you are doing what you are doing).
 2. Identify the audience.
 - a. You will need varying messages for different target audiences.
 - b. You will need a mixed variety of channels to reach those groups.

- c. Group people by characteristics.
 - Some groups may be separated by demographics or statistical information (e.g., age, gender, income).
 - Other groups may be separated by geography (e.g., town, region or neighborhood).
 - Employment (e.g., unemployed or particular line of work) can also serve as a grouping characteristic.
 - When appropriate, grouping can be based on health (e.g., diabetes, heart disease).
 - Grouping can be based upon a uniting behavior. Some people may be smokers or angry, violent youth.
 - Attitudes can also serve as a basis for grouping. Some people may have opinions or a level of understanding that you might want to change.
- 3. Know the message.
 - a. Create your message with the audience in mind. Plan the content of your message to maximize its effectiveness.
 - b. Keep the tone positive to avoid evoking negative feelings such as fear, anger or anxiety. Maintaining a positive mood could depend on the audience.
 - c. Consider aspects of language.
 - Know the actual language that is spoken, as it will need to be the language of delivery (e.g., English, Spanish).
 - Use an appropriate style of language. Language that is too informal leaves people thinking you are speaking down to them, whereas language that is too formal leaves people confused and with no information.
 - Correct language is a must. Do not use “ain’t,” profanity, slang, etc.
 - d. There are many channels of communication. The channels include formal (press releases) and informal (ambassadors) means, and the use of various media, including print, electronic and in-person presentations.

- Print media may include cartoons and reading material, letters to the editor, press releases, and newsletters.
- Electronic media may include texting, websites, movies, music and television.
- In-person presentations may include word of mouth; hands-on activities; demonstrations; ambassadors; presentations at events, fairs and conferences; community and national events; and theater.
- Promos and freebies, community outreach, and art may interact with all types of media.

4. Identifying resources allows you to plan more effectively.
 - a. You must consider what your available funds will allow you to do.
 - b. You must consider if you have the necessary people to enact the plan.
 - c. You must weigh the cost versus the benefits of your resources.

COMMUNICATION METHODS (cont'd)

- Plan for obstacles and emergencies.
- Determine how to connect with the media and spread the message.
- Create the action plan.
- Evaluate.

Slide 2-18

5. Plan for obstacles and emergencies.
 - a. People might type incorrect phone numbers, forget to send an announcement about the event, or provide the wrong information for a news report. Worse yet, a true emergency may happen that undermines your program.
 - b. Anticipate any scenario and know who will handle the responsibility of “making it right.”

6. Determine how to connect with the media and spread the message.
 - a. Establish relationships with individual media representatives and influential people in the community or institution.
 - b. Sustain these relationships.
7. Create the action plan.
 - a. Make sure it pulls together the above steps.
 - b. Create the message.
8. Evaluation.
 - a. If you can evaluate your communication plan in terms of how well you carry it out and how well it works, you will always be able to make changes and improve it.
 - b. Every evaluation will improve the effectiveness of the plan.
 - c. For example, we would still be using the telegraph if nobody had invented a better means of communication.

COMMUNICATION METHODS (cont'd)

- Build a base of knowledge about methods and media of communication.
 - Not all people fit into a specific category.
 - Five generations should be considered.

Slide 2-19

- D. Various age groups prefer different communication media.
1. It should be noted that not all people fit into a specific category.
 2. There will be crossover generations that do not fit the typical mold. Again, not all people will fit into a specific category. These are just guidelines.

3. Five generations will be explored: traditionalists; baby boomers; and Generations X, Y and Z.

TRADITIONALISTS

- Born between 1925-1945.
- Endured Great Depression and World Wars I and II.
- They are loyal, patriotic and faithful to their institutions.
- Prefer face-to-face communication, formally typed or hand-written letters.
- Make decisions based on what worked in the past.

Slide 2-20

- E. Traditionalists were born between the years of 1925-1945.
 1. Endured the Great Depression, the affluence of the end of the Roaring '20s, World Wars I and II, and the Korean War; received the GI Bill; and saw the services of the teletypewriter begin.
 2. Characterized by the “waste not, want not” mentality. They are loyal, patriotic and faithful to their institutions.
 3. They value logic, loyalty, discipline, tradition, leaving a legacy and family.
 4. Communication preferences are face-to-face meetings and formally typed or hand-written letters.
 5. To “sell” a traditionalist on an idea, they prefer to make decisions based on what has worked well in the past.

BABY BOOMERS

- Born between 1946-1964.
- Experienced Vietnam War, political assassinations, civil rights and rising drug use.
- Hardworking, idealistic, highly competitive and question authority.
- Prefer to communicate via telephone, face-to-face, fax, email and meetings.

Slide 2-21

F. Baby boomers were born between the years of 1946-1964.

1. Baby boomers endured the Vietnam War and experienced the “suburbia” movement. They bought color televisions, witnessed the rise in use of street drugs, and saw the assassinations of John F. Kennedy and Martin Luther King Jr. They experienced civil rights protests, Woodstock, the invention of the touch telephone, and the first video phone.
2. They are characterized by being hard-working, idealistic and highly competitive; keeping up with the Joneses; questioning authority; and climbing the corporate ladder. They represent the first “me” generation.
3. Baby boomers value hard work. A work week of 70 hours is not abnormal. They like getting ahead, being noticed or becoming famous. They value money, freedom and being “me.” They prefer to communicate via telephone, face-to-face, fax, email, group or team meetings, cellphones (for talking, not texting), and neighborhood parties.

GENERATION X

- Born between 1965-1978.
- Experienced the dot-com era and computer mania.
- Is skeptical of higher institutions.
- Questions everything because nothing makes sense anymore.
- Is “tech-savvy” and globally concerned.

Slide 2-22

G. Generation X was born between the years of 1965-1978.

1. This group has experienced the dot-com boom and bust, computer mania, Sesame Street, the AIDS epidemic, climbing divorce rates, latchkey syndrome kids, MTV, and VH1. They witnessed the invention of the first cellphone, but it was not widely used. They also saw Apple and Microsoft become technology giants.
2. This group is characterized by “reality bites,” being skeptical of higher institutions, remaining cynical about marriage and life, and questioning everything because nothing makes sense anymore. They are “tech-savvy” and globally concerned.

GENERATION X (cont'd)

- Values independence, freedom, friends, mobility and security.
- Chooses how to communicate and how often to do so.
- Uses email, cellphones, texts, blogs, instant messaging and online forums.
- Prefers to be sold by listening to people with experience.

Slide 2-23

3. This group values independence, freedom, friends, mobility and security.
4. Communication — do not dictate to members of this group. They want to choose which way to communicate and how often they do it. Their preferred modes of communication are email, cellphone, texting, blogging, instant messaging and online forums.
5. This group prefers to be sold on ideas by listening to people with experience. They do not want to be sold, but they like to “cut to the chase and avoid unnecessary meetings.”

GENERATION Y

- Born between 1979-1997.
- Experienced 9/11, high-speed Internet, YouTube.
- Values fun, friends, simplicity, balance, saving the world, information and knowledge.
- Members of this group are team players who multitask and need instant gratification.

Slide 2-24

H. Generation Y was born during the years of 1979-1997.

1. Significant events that rocked their world included 9/11, high-speed Internet, YouTube, helicopter parents, and birth of the self-esteem movement. They witnessed the Columbine and Virginia Tech shootings, cellphone mania, and the rise of online social networks (Facebook and Myspace).
2. This group is characterized by their willingness to embrace diverse backgrounds. They are very eco-friendly and worry about social and global issues. They are team players, multitaskers and impatient; need immediate gratification; and depend on thrills and speed.
3. This group values fun, friends, simplicity, balance, saving the world, information, and knowledge. Members of this group support a “live first; work next” culture.

GENERATION Y (cont'd)

- Prefers texting, online social networks, email, and instant messaging. Struggles with face-to-face communication, phone communication and letter-writing.

Slide 2-25

4. While communication modes are vast among this group, members prefer texting, online social networks, email (only for work or school), and instant messaging. They struggle with face-to-face communication, telephone conversation, and letter-writing.

GENERATION Z

- Born after 1997.
- Is beginning to look like traditionalists because of the way the world is shaping up.
- Experienced recession and war.
- Uses texting as the primary mode of communication.

Slide 2-26

- I. Generation Z are children born after 1997.
1. They have not been characterized yet, but they are looking very much like the traditionalists in the way their world is shaping up.
 2. This group is experiencing a recession and war. This may cause frugality, loyalty and tight family bonds.
 3. At this point, texting is the number one mode of communication for these children. They have had cellphones in their palms since about the age of 9.

COMMUNICATION METHODS (cont'd)

- Marketing or delivering a program to members of various age groups.
 - “Great communication skills” to a traditionalist may mean they are superb letter writers.
 - To members of Generation Y, it may mean that they can send tech-savvy emails.
- There are cross-over generations and those who don't fit the typical mold.

Slide 2-27

- J. Marketing or delivering a program to members of various age groups.

1. “Great communication skills” to a traditionalist may mean that they are superb letter-writers.
2. A baby boomer may consider “doing lunch” (i.e., face-to-face), as good communication.
3. Members of Generation X may assume that cellphones or texting is the best communication.
4. To members of Generation Y, it may mean that they can send tech-savvy emails.

K. There are crossover generations and there are those who do not fit the typical mold at all.

COMMUNICATION METHODS (cont'd)

- Choose your delivery method with care.
 - Target audience.
 - Methods appropriate for audience.
 - Factors such as age, values and special needs.

Slide 2-28

L. When choosing a method of delivery, remember to:

1. Identify the target audience.
2. Identify delivery methods appropriate for the targeted groups.
3. Consider factors such as age, background, values, special needs, and life experiences of targeted group.

V. MARKETING TO TARGET AUDIENCES

**MARKETING TO
TARGET AUDIENCES**

- Challenge — convincing students of the importance of life safety and their personal responsibilities.

Slide 2-29

- A. One of the more challenging aspects of risk reduction directed at students is convincing them of its importance and that they have a personal responsibility for their own safety.

**MARKETING TO
TARGET AUDIENCES (cont'd)**

- Challenges inherent to college students.
 - Learned about fire safety in elementary school.
 - May view it as “kid’s stuff.”
 - Last education they received on fire and life safety was in elementary school.
 - Think someone else is responsible for their safety.

Slide 2-30

- B. There are several marketing challenges to reducing safety risks. Many are inherent to the college-age population.
1. While the basic safety messages stuck, college students may view life safety as “kid’s stuff.”
 2. For many students, the last education they received on fire and life safety was in elementary school.
 3. Many college age students view that someone else (institution, landlord, community or fire department) is responsible for keeping them safe.

**MARKETING TO
TARGET AUDIENCES (cont'd)**

- Promoting social responsibility.
 - Prefer to purchase goods from companies that give back to community.
 - Likely to support companies that weave social messaging into their brands' DNA.
 - Many students are active volunteers.
 - They get involved because it makes them feel good about themselves.

Slide 2-31

C. Promoting social responsibility.

1. According to current market research published by Alloy Media and Marketing, over 30 percent of students surveyed prefer to purchase goods from companies that give back to the community, are environmentally safe, or that are connected to a cause.
2. Students were most likely to support companies that weave social messaging into their brands' DNA (from advertising to product packaging and events). According to students, doing this demonstrated a solid commitment to a worthwhile social cause.
3. The same study cited that 45 percent of students are active volunteers, either on their own or through the school, fraternity or sorority.
4. The majority of students who volunteer stated that they get involved because it makes them feel good about themselves.

MARKETING TO TARGET AUDIENCES (cont'd)

- Creating a buzz on campus.
 - Technology and mobility describe students.
 - Use electronic communication media.
 - Students no longer have to gather in large groups.
 - Send a message to hundreds of people instantaneously.

Slide 2-32

D. Creating a buzz on campus.

1. Technology and mobility describe the current college student population.
2. The use of electronic communication media continues to grow exponentially.

MARKETING TO TARGET AUDIENCES (cont'd)

- Effective marketing methods.
 - Traditional media platforms are to reach all consumers.
 - Find spaces relevant to daily campus experience and connect with them in meaningful ways, both online and offline.
 - Peer-to-peer communication.

Slide 2-33

E. Professionals use many effective methods to market to college students.

1. Professional marketers understand that traditional media platforms are to reach all consumers.
2. Gaining their attention (and ultimately winning their loyalty) requires marketers to think about all the spaces that are relevant to the daily campus experience and connect with them in meaningful ways, both online and offline.

3. Peer-to-peer communication remains an excellent way to market a product. Students are often more willing to trust, listen to and learn from a peer.

**MARKETING TO
TARGET AUDIENCES (cont'd)**

- Select college students to become ambassadors to the student body.
- Let them create their own marketing strategy.
- Combine use of multiple media.
- Promote intensive one-on-one peer communication.

Slide 2-34

4. Many marketing firms are recruiting and training select college students to become “ambassadors” for their product.
5. The ambassadors create their own marketing strategy based upon what they believe would resonate with their peers.
6. Marketing strategies usually involve a combination of different media, such as posters, flyers, and a vast amount of online social networking.
7. The communication strategy also includes intensive one-on-one peer communication, both on and off campus.

**MARKETING TO
TARGET AUDIENCES (cont'd)**

- Marketing the fire and life safety program.
 - Give something away.
 - Generate student participation.
 - Create a dynamic reality-based program.
 - Everyone likes firefighters.

Slide 2-35

- F. Marketing fire and life safety programs.

1. While we are not selling shoes, clothing or electronic gadgets, giving away something that college students value is a great way of creating a buzz on campus.
2. Giving coveted items away as prizes in exchange for participating in a safety program has proven effective in generating student participation at events.
3. In addition to having incentives for participation, we must be able to create dynamic reality-based learning opportunities that are both entertaining and empowering.
4. Our industry is one of the most respected in the world. Most everyone likes firefighters and would love to experience what it is like to perform the job.

ACTIVITY 2.2

Marketing Strategy — Specific Program

Purpose

To propose a marketing strategy for a specific CFLS educational program.

Directions

1. Remain in the same groups.
2. Assume that you are charged with proposing a marketing strategy for a risk-reduction program.
3. Assume that your program has been approved by decision-makers, and your group has been given \$2,500 for marketing.
4. Describe how you will create consumer demand for your CFLS program. The following questions should be answered as part of the explanation:
 - a. Who are the target populations?
 - b. What do the target populations value?
 - c. What will motivate them to buy in to what you have to offer?
 - d. How do you best reach them (when, where, how and at what time)?
 - e. What incentives will you offer to create product demand and ultimately gain their participation?
 - f. What are potential barriers that may limit buy-in, and how do you overcome them?

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VI. SUMMARY



SUMMARY

- Marketing and public education.
- Challenges to marketing.
- Creating consumer demand.
- Communication methods.
- Marketing to target audiences.

Slide 2-37

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UNIT 3: DELIVERING PROCEDURAL INFORMATION

TERMINAL OBJECTIVE

The learners will be able to:

- 3.1 *Describe appropriate delivery methods to present procedural information related to Campus Fire and Life Safety (CFLS).*

ENABLING OBJECTIVES

The learners will be able to:

- 3.1 *Prioritize procedural information to present to the stakeholders based upon risk assessment.*
 - 3.2 *Develop appropriate procedural messages related to CFLS.*
 - 3.3 *Describe at least four delivery methods for procedural information.*
 - 3.4 *Select the most appropriate delivery method based on content and target audience.*
-

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UNIT 3: DELIVERING PROCEDURAL INFORMATION

Slide 3-1

ENABLING OBJECTIVES

- Prioritize procedural information to present to the stakeholders based upon risk assessment.
- Develop appropriate procedural messages related to Campus Fire and Life Safety (CFLS).

Slide 3-2

ENABLING OBJECTIVES (cont'd)

- Describe at least four delivery methods for procedural information.
- Select the most appropriate delivery method based on content and target audience.

Slide 3-3

DVD PRESENTATION

“GET OUT, STAY ALIVE”



Slide 3-4

I. REVIEWING IDENTIFIED RISKS

REVIEWING IDENTIFIED RISKS

- Recall risk assessment methodologies.
- Review your most recent community assessment.
- Compare or map risks to procedures.
- Update procedures as needed.

Slide 3-5

- A. Procedures help students to be safe and to protect the environment as well as reduce the risk to their personal and community assets.
- B. All campuses have procedures that students must understand and follow.
- C. Since the procedures are designed, among others things, to reduce risks to students and their personal and community property, these risks must be identified and understood before creating or modifying procedures.
- D. Earlier in this course, we covered risk assessment and you worked in groups to assess these risks.
- E. Risk assessment is continual but may not always be as formal.

PROCEDURE-TO-RISK ASSESSMENT

- Identify the risks.
- Assess existing CFLS procedures at your campus community.
- Map risks to procedures.
- Every risk should have a procedure.
- One procedure could address multiple risks.
- Update procedures and resolve gaps.

Slide 3-6

- F. After identifying the risks, assess existing Campus Fire and Life Safety (CFLS) procedures in your campus community.
1. Determine if there are procedures that address each identified risk (a procedure could address multiple risks).
 2. Map risks to procedures. Determine if there are any risks that are not covered by procedures or if multiple procedures cover the same risk.
 3. Determine if the procedures are technically correct for your community situation and the associated risk.
 4. Determine if the procedural details are current for the campus situation. For example, construction or renovation may have necessitated some change.
 5. Determine if the procedures addressing a particular risk are comprehensive. Find any gaps in the procedures.
 6. Determine if the procedures are clear and feasible. Students should be able to understand what is required and physically be able to comply.

II. PRIORITIZING PROCEDURAL INFORMATION

PRIORITIZING PROCEDURAL INFORMATION

- Risks that have been identified need procedural process.
- Considerations for determining priorities:
 - Address the most costly risks.
 - Most likely to occur.
 - Least well-known or understood.
 - Least observed or enforced.
 - Based on responsible organization.

Slide 3-7

- A. Once the risks have been identified and the procedures have been updated to address the risks in the current community environment, a logical next step is to prioritize the procedural information.
- B. Procedural information can be prioritized based on almost any criteria.
1. The procedures themselves can be prioritized.
 - a. Priority can be based on whether they address the most costly risks.
 - b. Priority can be based on where the risks are most likely to occur.
 - c. The least well-known or understood procedures can be given priority.
 - d. The least observed or least enforced procedures can be given priority.
 - e. Procedures can be given priority based on which organization is responsible.

PRIORITIZING PROCEDURAL INFORMATION (cont'd)

- Prioritize type and content.
- Within a procedure, some elements are more important than others:
 - Procedural aspects.
 - Address life-threatening situations.
 - Address situations that could result in bodily harm.
 - Address possible property damage.

Slide 3-8

2. Prioritize the content of the procedural information. Within a procedure, some elements of information are more important than others.
 - a. The aspects of the procedures to be emphasized in communications or in development and review gain importance.
 - b. Information critical to address life-threatening situations is of high importance.
 - c. Information critical to address situations that could result in bodily harm is of high importance.
 - d. Information addressing possible property damage is of moderate to high importance.
 - e. Information that is the most time-sensitive is of high importance.
 - f. Procedures that are most likely to be executed are more important than those that are not.
 - g. Procedural aspects that are the least well-understood or implemented may gain importance as a learning initiative. These aspects can be determined from focus groups, professional observations and reports, as discussed earlier.
 - h. Enforcement considerations, such as inspection regimes, consequences for infractions, etc., are generally considered important for legal compliance.
3. Procedural information should be delivered in appropriate venues.

- a. Review the information about ways to communicate to your target audience.
- b. Timing is key. Procedures should be discussed early in the semester in order to have the desired effect of safe behavior throughout the semester and year.
- c. If possible, use multimedia and deliver procedural information via floor meetings, online dissemination and mail.

III. CREATING MESSAGE CONTENT

**CREATING MESSAGE
CONTENT**

- Clear.
- Concise.
- Simple.
- Convey what steps to follow to be safe:
 - May have formulaic requirements.
 - Convey information on what to do in an emergency or how to prevent an emergency.

Slide 3-9

- A. There are three goals to consider when crafting message content for safety-related public education.
 1. The message should be clear and easily understood by the target audience. This involves consideration of language, age, culture, gender and any other characteristic of the target audience that might cause confusion or misunderstanding.
 2. The message must be concise. Limit the communication to what is necessary, easily understood and easily remembered. Lengthy messages can cause confusion.
 3. The content of the message must be simple. Message complexity will lead to confusion or only partial assimilation.
- B. Campus Fire and Life Safety Professionals (CFLSPs) and programs simply should convey the steps necessary to stay safe.

- C. Procedures, depending on the locale, may have formulaic requirements. Even so, the priority message basically remains the same. Information on what to do in an emergency or how to prevent an emergency is what needs to be conveyed.

**COMMUNICATIONS
PLANNING PROCESS (REVIEW)**

- Identify the purpose.
- Identify the audience.
- Create the message.
- Identify resources.
- Plan for obstacles and emergencies.
- Determine how to connect with the media.
- Create the action plan.
- Conduct an evaluation.

Slide 3-10

- D. Earlier, we addressed marketing and communication. There are several points that you should be able to recall from that discussion.

1. Recall the eight-step process used in communications planning.

**NECESSARY ELEMENTS
FOR BEHAVIOR CHANGE (REVIEW)**

- Must be aware of the risk.
- Must believe they are at risk.
- Must believe the risk is unacceptable.
- Must understand how actions can reduce risk.
- Must understand how to reduce the risk.
- Must believe cost associated with change is worth the benefit of reducing the risk.

Slide 3-11

2. We said that certain beliefs are necessary for people to change behavior.

MESSAGE TRAITS

- An appropriate message requires several traits to foster change:
 - Motivates people to get involved.
 - Generates conversation.
 - Explains time commitment.
 - Identifies where and when.
 - Explains the benefits.

Slide 3-12

3. An appropriate message has several traits:
 - a. It motivates people to get involved.
 - b. It generates a conversation.
 - c. It explains how much time a desired action will take.
 - d. It identifies where to go and when to receive the service.
 - e. It explains the benefit of performing the specific action.

IV. SELECTING APPROPRIATE DELIVERY METHODS

SELECTING APPROPRIATE DELIVERY METHODS

- Considerations:
 - Message.
 - Target audience.
 - Budget.
 - Production capabilities.
 - Access.
 - Other enablers and constraints.

Slide 3-13

- A. Remember that the choice of a delivery method for a message depends on several factors:
1. The message itself.
 2. The target audience.
 3. The budget and available funds.
 4. Available production capabilities.
 5. Access and permissions.
 6. There may be other considerations, specific to your situation.

COMMON DELIVERY METHODS

- Posters.
- Flyers and brochures.
- News stories.
- Presentations.
- Announcements.
- Social networking sites.

Slide 3-14

- B. Research is often available to describe the market access for different types of media in a locale. Perhaps the campus has a department that conducts such research.
- C. Recall our discussion of several delivery options. Delivery methods are diverse, but there are several common options.

**LESS COMMON
DELIVERY METHODS**

- Community outreach.
- Community and national events.
- Demonstrations and hands-on activities.
- Word of mouth.
- Movies.
- Videos.
- Television.

Slide 3-15

D. There are other less common methods that can be used as well.

1. Community outreach initiatives can be effective in reaching people who do not subscribe to traditional methods of communication.
2. Community and national events (e.g., “Take Back the Night” or the “Great American Smokeout”) have the advantage of free publicity, funded by other organizations. National events may also have a tradition behind them that has been instilled in students from family traditions.
3. Demonstrations and hands-on activities using fire and safety equipment, simulations, or procedural practice can create interest. The activity attracts attention and draws students to the area.
4. Word of mouth and peer messaging are very effective. The excitement and interest created by an event, such as the demonstrations, can rapidly spread throughout the campus.
5. Although the generations differ, most people are attracted to and interested in well-produced movies or realistic videos. These should still communicate clear, concise and simple messages.
6. Television is an effective medium, especially when dealing with news or human interest. The proliferations of available channels may cause a reduced audience in comparison to years past, but good selection of a channel that will target a desired audience is still effective.

LESS COMMON
DELIVERY METHODS (cont'd)

- Theater.
- Plays.
- Music.
- Exhibits.
- Ambassadors.
- Texting.
- Press releases.

Slide 3-16

7. Theater, such as plays and skits, can be effective, but may require significant work.
8. Music can be effective in transmitting your message. Music can include advertising jingles, ballads or themes.
9. Exhibits or public art are well-established media, beginning with poster contests in lower grades, but they may be used in a post-secondary setting or on a corporate campus. The aftermath of a major safety event may inspire artists to capture aspects of the event that can be educational. Subtle encouragement, as well as sponsorship, can help develop this channel.
10. Ambassadors can serve as liaisons to convey the message.
11. Texting can quickly transmit the message from peer to peer.
12. Press releases usually reach the entire community and may involve different media. Some work in cultivating contacts is helpful to ensure that these press releases get reported.

LESS COMMON DELIVERY METHODS (cont'd)

- Newsletters.
- Promotional items.
- Freebies.
- Cartoons.
- Reading materials.
- Internet sites.
- Letters to the editor.

Slide 3-17

13. Newsletters can be distributed to large groups.
14. Promos and freebies attract students, especially if they are useful or trendy.
15. Cartoons and reading materials can appeal to specific target audiences.
16. Internet sites (e.g., YouTube) can spread a message far very quickly.
17. Letters to the editor can be strategically placed in publications that appeal to the target audience.

CONTRACTS

- Communicate procedural information.
- Signed agreement.
 - Student housing agreement.
 - Employment agreement.
- Define responsibilities among parties.
- Include fire and life safety elements.
- Limit liability and civil action.

Slide 3-18

- E. Contracts also communicate procedural information.
 1. There are many different types of contracts.
 - a. On- and off-campus students enter contracts for housing.

- b. Students may also have contracts, permits and other agreements for use of vehicles and access to laboratories or other facilities.
 - c. Employees, including faculty, often have employment-related contracts.
 - d. Contractors, subcontractors and vendors will also have contracts.
 - e. Landlords are also involved with contracts. Sometimes, parents may be involved as well.
 - f. Basically, all stakeholders in CFLS will be involved in a contract of some type.
2. The purposes of contracts are stated (i.e., why they are important to follow).
3. Contract details, among other things, include roles and responsibilities, effective dates, authorized and unauthorized activities, and consequences.
4. Life safety elements are often in contracts to which they apply.
 - a. One rationale for life safety elements in contracts is to protect life and property, thus appealing to all parties.
 - b. Another reason to include these elements is to preclude liability for all parties, as long as they abide by the requirements.

CONSEQUENCES OF CONTRACT VIOLATION

- Behavior committees can assign punitive measures.
- Monetary fines.
- Eviction.
- Loss of housing privileges.
- Legal ramifications.
- Civil action.

Slide 3-19

5. There are consequences of not following contracts.
 - a. Behavior committees can assign punitive measures, depending on the covenants in place. Potential actions may be an effective deterrent.

- b. Fines can impact almost all students. Few have money to waste, and most have priorities for their funds. Fines that are levied, or have the potential to be levied, can influence student behavior.
- c. Evictions can be a drastic, but necessary, enforcement mechanism.
- d. Legal ramifications, resulting from either negligence or malice, can include criminal or civil action.

CONTRACTS GOVERNING SAFETY PROCEDURES

- Dictate reporting of unsafe conditions.
- Delineate procedures for dealing with fires.
- Specify the scope and consequences of creating unsafe conditions.
- Explain evacuation procedures.
- Detail logic behind exit strategy.

Slide 3-20

- 6. Contracts can govern procedural actions and information.
 - a. They can dictate the reporting of unsafe conditions.
 - b. Contracts can delineate procedures for dealing with fires.
 - c. They can specify what constitutes as creating unsafe conditions and the consequences of those actions.
 - d. They can explain procedures for evacuation on alarm.
 - e. Contractual clauses can also detail an exit strategy and explain the need to get out and stay out every single time.

ACTIVITY 3.1

Outline for Procedural Presentation

Purpose

To practice the concepts of risk assessment and to develop an outline for a communication plan for delivering procedural information relating to an assigned topic. From the information provided, each small group should be able to prioritize a risk and develop an appropriate message, as well as identify an appropriate delivery method for the message.

Directions

1. Each small group corresponding to your table will receive a topic.
2. You will have 10 minutes to develop an outline for a presentation conveying procedural information about the topic.
3. Select a representative from your group to describe your approach and message.

Smoking

Electrical

Candles

Tampering With Devices

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V. SUMMARY



SUMMARY

- Reviewing identified risks.
- Prioritizing procedural information.
- Creating message content.
- Selecting appropriate delivery methods.

Slide 3-22

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UNIT 4: CHANGING UNSAFE BEHAVIORS

TERMINAL OBJECTIVE

The learners will be able to:

- 4.1 *Describe appropriate delivery methods to change unsafe behaviors related to Campus Fire and Life Safety (CFLS).*

ENABLING OBJECTIVES

The learners will be able to:

- 4.1 *Prioritize unsafe behaviors based upon risk assessment.*
 - 4.2 *Develop appropriate corrective messages for a given unsafe behavior.*
 - 4.3 *Describe at least four delivery methods proven to be effective in changing unsafe behavior related to CFLS.*
 - 4.4 *Select the most appropriate delivery method based on a behavioral goal and target audience.*
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UNIT 4: CHANGING UNSAFE BEHAVIORS

Slide 4-1

ENABLING OBJECTIVES

- Prioritize unsafe behaviors based upon risk assessment.
- Develop appropriate corrective messages for a given unsafe behavior.
- Describe at least four delivery methods proven to be effective in changing unsafe behavior related to Campus Fire and Life Safety (CFLS).

Slide 4-2

ENABLING OBJECTIVES (cont'd)

- Select the most appropriate delivery method based on a behavioral goal and target audience.

Slide 4-3

I. REVIEWING IDENTIFIED RISKS AND RELATED UNSAFE BEHAVIORS

**REVIEWING IDENTIFIED RISKS AND
RELATED UNSAFE BEHAVIORS**

- Every campus community is plagued with behaviors that will affect the well-being of their students and community, both on and off campus.
 - Programs can be developed to help mitigate predetermined issues.
 - Risk assessment will determine resources needed to create a program.

Slide 4-4

- A. Every campus community is plagued with behaviors that will affect the well-being of their students and community, both on and off campus. There will usually be a common thread that binds the risks.
1. Programs can be developed to help mitigate these issues.
 2. To be the most effective, we must determine the issue prior to a program's development.
 3. A risk assessment will help us determine where to start putting our resources to create these programs.

**CAMPUS BEHAVIORS —
HABITS**

- "We first make our habits, and then our habits make us." — John Dryden.

Slide 4-5

- B. "We first make our habits, and then our habits make us." — John Dryden.

CAMPUS BEHAVIORS — HABITS (cont'd)

- Behaviors or patterns acquired by frequent repetition or physiologic exposure and evident in regularity or increased facility of performance.
- Have become nearly or completely involuntary.

Slide 4-6

1. A habit has two components.
 - a. Habits have a behavior or pattern, acquired by frequent repetition or physiologic exposure, which shows itself in regularity or increased facility of performance.
 - b. Habits are an acquired mode of behavior that has become nearly or completely involuntary.
 - Students often develop habits and routines over time that seem benign initially but become dangerous.
 - A key target group for changing habits will be the on-campus population.

STUDENTS LIVING ON CAMPUS

- Limited insight into independent living.
- Lack a basic knowledge of fire/injury prevention and response strategies.
- Required to follow campus rules/regulations.
- Learn best by your rules within the first six weeks.

Slide 4-7

2. Students living on campus tend to share certain characteristics.
 - a. There is limited insight into how to live independently.

- b. There is a lack of a basic knowledge of fire and injury prevention and response strategies.

STUDENTS LIVING ON CAMPUS (cont'd)

- Are moldable, easy to reach, seeking guidance.
- Look up to their peers, seeking acceptance.

Slide 4-8

- c. They are more accessible.
- d. They are required to abide by campus rules and regulations.
- e. Students learn best by your rules within the first six weeks, when they have first moved away from home.
- f. They are more adaptable.
- g. They want guidance.
- h. They look up to their peers.
- i. They want acceptance.

OFF-CAMPUS LIVING

- On campus habits are transferred to off campus.

Slide 4-9

3. On campus habits are transferred to off campus.

II. CHANGING BEHAVIOR

CHANGING BEHAVIOR

- Must believe that he or she is at risk.
- Must accept a personal responsibility for personal safety.
- There will need to be:
 - Education.
 - Engineering.
 - Enforcement.

Slide 4-10

- A. To change unsafe behavior, a person must believe that he or she is at risk and must accept a personal responsibility for personal safety.
- B. To inspire that behavior modification, there will need to be education, engineering and enforcement.
 1. With administration's approval, a concerted effort can be made to change the habits of students, both while they live on campus and after they have moved off campus.
 2. While students are on campus, safety personnel, campus personnel, on- and off-campus housing representatives, and local safety staff and organizations can all relay messages about expectations.
 3. A multifaceted approach can be used to reach all different types of students.
 4. A concentrated communications blitz can be used to saturate the campus with information.
 5. Behaviors that are deemed unsafe must be prioritized for change.

III. REVIEWING UNSAFE BEHAVIORS

COOKING

- Cooking is the number one cause of fires on campus.
- Students need to be taught rules.
- Fire safety cooking items are available for on- and off-campus residences to purchase.

Slide 4-11

- A. Cooking is the number one cause of fires on campus.
1. In order to prevent cooking fires, students need to be taught basic cooking rules.
 2. If a cooking fire does occur, students need to be taught basic emergency guidelines.
 - a. Water should not be used on a pan or grease fire. Just use a lid.
 - b. If a microwave or oven fire starts, keep the oven closed. Turn off the oven and call 911.
 - c. Never disengage alarm systems.
 3. There are various ways to teach students about cooking safely on campus.
 4. There are also fire safety cooking items available for on- and off-campus residences.
 - a. Students can purchase StoveTop FireStops.
 - b. They can also purchase a Safe-T-element.
 - Many schools have used these in every dorm and kitchen, but they do not change student behaviors.

CANDLES

- Candles are another cause of many on- and off-campus housing fires.
 - 55 percent start because candles were left too close to something that was combustible.
 - 36 percent occur in the bedroom.
 - Over 50 percent of candle fire deaths occurring between midnight and 6 a.m.

Slide 4-12

B. Candles are another cause of many on- and off-campus housing fires.

1. Students living both on and off campus need to be taught about candle safety.
 - a. Of all candle fires, 20 percent start because someone left a candle unattended.
 - b. Breezes from open windows can cause curtains or blinds to touch the flame or accidentally blow over the candle.
 - c. 55 percent start because candles were left too close to something that was combustible, such as bedding, linens, couches, curtains, etc.
 - d. 36 percent occur in the bedroom.
 - e. Over 50 percent of candle fire deaths occurring between midnight and 6 a.m. Logically, people are less able to react when asleep than when they are awake.

RULES FOR CANDLE SAFETY

- “Party checkers” must monitor candles.
- Remove flammable objects above candles.
- Do not leave burning candles unattended.
- Extinguish candles before leaving a room.
- Trim candle wicks after extinguishing.
- Use candles in jars or pillars.

Slide 4-13

2. Rules for candle safety:

- a. “Party checkers” are people designated to monitor and maintain safety measures during and after parties. They should check for unattended candles, among other risks.
- b. Someone must always remain in the room when a candle is being burned.
- c. Candles must be extinguished before the last person leaves the room.
- d. Candle wicks need to be trimmed to 1/4 inch after the candle is extinguished.
- e. Use candles that are in jars or pillars, or use tea lights that float in water.
- f. Make sure there is nothing flammable above the candle, as hot air rises and candles can spark or ignite materials.
- g. Avoid purchasing and burning candles with embedded items in them, such as pine cones, coffee beans, etc.

SMOKING

- Smoking is a third major cause of dormitory and residential fires.
 - People fall asleep or lack caution while smoking.
 - These fires often spread fast (furniture as fuel).

Slide 4-14

- C. Smoking is a third major cause of dormitory and residential fires.

SMOKING (cont'd)

- Students need to be taught smoking rules.
 - There are designated smoking areas and disposals.
 - Assign party checkers.
 - There are alternatives to regular cigarettes.

Slide 4-15

1. Students need to be taught smoking rules.
 - a. These fires often start because people fall asleep or are not careful while smoking.
 - b. These fires often spread fast because they occur where people are relaxing, in areas with beds, couches, etc.
 - c. Most campuses have designated “smoking” and “nonsmoking” areas. The students will need to be familiar with the rules regarding said areas.
 - d. Off-campus housing may have designated “smoking” and “nonsmoking” areas, as well as rules and regulations regarding smoking.

- e. Party checkers should check for potential cigarette problems (unattended burning cigarettes, inebriated smokers, etc.) during and after parties.
- f. Cigarettes should be put in cans filled with sand. They never should be thrown into a trashcan, shrubbery or mulch.
- g. There are alternatives to regular cigarettes.
 - There are electronic cigarettes.
 - There are fire-safe cigarettes.

SMOKING (cont'd)

- Campuses and landlords can help.
 - Not allowing mulch exteriors.
 - Placing extinguishers on building exteriors.
 - Constructing buildings with noncombustible exteriors.
 - Installing smokers' poles.
 - Education, enforcement and engineering.
 - Banning smoking or designating smoking areas.

Slide 4-16

- 2. Campuses and landlords can help in many ways.
 - a. Do not allow mulch exteriors.
 - b. Visibly place extinguishers on the exteriors of buildings.
 - c. Require buildings to be constructed with noncombustible exteriors.
 - d. Install smokers' poles.
 - e. Educate, enforce and engineer.
 - f. Create smoking bans or designated smoking areas.

**ARSON —
INTENTIONAL FIRE-SETTING**

- Arson is another cause of campus fires.
 - No matter how small a fire is, it can become fatal.
 - Campus arson may start as a prank but turn deadly.

Slide 4-17

- D. Arson, the intentional setting of a fire with or without malicious intent, is another cause of campus fires.

**ARSON — INTENTIONAL
FIRE-SETTING (cont'd)**

- Students need to be taught about arson.
 - Legal consequences, such as imprisonment.
 - Academic consequences, such as expulsion.
 - Life/Health consequences, such as death.

Slide 4-18

1. Students need to be taught about arson.
 - a. No matter how small a fire is, even if it is just a bulletin board or a trashcan fire, it can become fatal.
 - b. Campus arson may start as a prank, but many of these pranks become deadly.
 - c. There are serious consequences to arson.
 - There are legal consequences, such as imprisonment.
 - There are also academic consequences, such as dismissal from the college or university.

- There are life and health consequences, such as death or injury.

ARSON — INTENTIONAL FIRE-SETTING (cont'd)

- Other measures can be taken.
 - Educate property managers about reducing combustible loads on their properties.
 - Create a Student Task Force Patrol that will work with the local police or fire department to monitor and educate students living in on-campus and Greek housing.

Slide 4-19

2. There are other measures that can be taken.
 - a. Educate property managers about reducing combustible loads on their properties. Combustible loads can include any furniture or upholstery.
 - b. Create a Student Task Force Patrol to work with the local police or fire department to monitor and educate students in on-campus and Greek housing.

ELECTRICAL FIRES

- Electrical fires, due to both sanctioned and unsanctioned items, are also a cause of campus fires.
- Students, Resident Assistants and campus employees must be taught to follow electricity rules and avoid common hazards.

Slide 4-20

- E. Electrical fires, due to both sanctioned and unsanctioned items, are also a cause of campus fires.
 1. Students need to be taught about electrical safety.

- a. Electricity is not merely as simple as plugging an item into an outlet and then, magically, the item works. There are many hidden elements to the process.
- b. There are logical reasons for the rules and regulations regarding what electrical items are and are not allowed in the dorms.
- c. Plugging too many electrical items into one wall outlet is hazardous.
- d. Living in an older home or dorm limits the students' abilities to have all of the modern equipment choices.
- e. Leaving wires exposed and tangled in high-traffic areas is dangerous.
- f. Resident Assistants (RAs) and other students working on campus are responsible for following the rules and regulations, just as all other students are.

ELECTRICAL FIRES (cont'd)

- Other measures can be taken by on- and off-campus housing.
 - Update older electrical systems to meet the needs of modern students.
 - Stress the importance of testing the electrical systems in their residences upon moving in.
 - Provide free surge protectors.
 - Forge partnerships with hardware stores.

Slide 4-21

2. Other measures can be taken by on- and off-campus housing.
 - a. Update older electrical systems to meet the needs and expectations of modern students or educate students on the limits of the older systems.
 - b. Remind students of the importance of testing the electrical systems in their residences upon moving in so that any problems may be addressed immediately.
 - c. Provide free surge protectors.

- d. Forge partnerships with hardware stores.
 - Students may receive free or discounted items.
 - Residences may be able to update electrical systems efficiently, requiring the use of less money, time and resources.

BLOCKED EGRESS

- Entryways and exits are often not easily accessible or are completely inaccessible.
 - Many material belongings in dorm rooms.
 - Poorly arranged dorm furniture.
 - Hallways fill with trash.
 - Bicycles are brought into dorm rooms.
 - Students engage in pranking.

Slide 4-22

- F. Another common problem is a blocked egress.
 - 1. Entryways and exits are often not easily accessible or are completely inaccessible.
 - a. Students cram many material belongings into dorm rooms.
 - b. The arrangement of dorm furniture does not always allow for a clear path to the door.
 - c. Hallways are filled with trash.
 - d. Bicycles are brought into dorm rooms and apartments instead of being chained to bike racks or stored in bicycle storage rooms.
 - e. Students engage in pranking.
 - Students may nail doors shut.
 - Furniture can be piled in front of a door.
 - Duct taping of exits occurs.

- Furniture that is left outdoors on decks is sometimes set on fire.

BLOCKED EGRESS (cont'd)

- Students must be taught the importance of having easily accessible entryways and exits.
 - Time matters, and the extra few seconds spent dodging items that are in the way could make the difference between life and death.
 - Clutter serves as a fuel source to a spreading fire.

Slide 4-23

2. Students must be taught how important it is to have easily accessible entryways and exits.
 - a. Time matters, and the extra few seconds spent dodging items that are in the way could make the difference between life and death.
 - b. Clutter serves as a fuel source to a spreading fire.

DEVICE TAMPERING

- Fire alarms, smoke detectors, extinguishers and sprinklers often are yielded ineffective.
 - Removing batteries from alarms/detectors.
 - Covering alarms/detectors with tape/plastic.
 - Hanging items over sprinkler heads.
 - Discharging fire extinguishers “for fun.”
 - Falsely activating alarms/detectors as a prank.
 - Using sprinklers for target practice.

Slide 4-24

G. Device tampering is a common and dangerous problem.

1. Devices, such as fire alarms, smoke detectors, extinguishers and sprinklers, often are ineffective.

- a. Students often remove batteries from alarms and detectors or put tape or bags over them, rendering them unable to detect smoke and alert people of the danger.
- b. Students hang items from sprinklers, often rendering them useless as the protection against property damage for which they were meant.
- c. Students discharge extinguishers “for fun.”
- d. Since students intentionally set off fire alarms and smoke detectors as a prank, people become complacent to the fire alarm or detector sounds.
- e. Students use sprinklers for target practice.

DEVICE TAMPERING (cont'd)

- Students must be taught the importance of these devices.
 - Learn the specific role of each device.
 - Know how each device does its job.
 - Be able to properly handle (or not handle) each device.

Slide 4-25

- 2. Students must be taught the importance of these devices.
 - a. They must be taught the specific role of each device.
 - b. They must be taught how each device does its job.
 - c. They must be taught how to handle (or not handle) each device properly.

EVACUATION TIME

- There is a misconception that there is a lot of time to evacuate.
 - A fire can double in size every 30 seconds.
 - Smoke diffuses four times faster than the fire and can disorient or suffocate people, leading to death.
 - Stress the importance of time in fire safety.
 - Stress evacuation procedures.

Slide 4-26

- H. There is a misconception that there is a lot of time to evacuate.
1. This is not the case.
 - a. A fire can double in size every 30 seconds.
 - b. Smoke diffuses four times faster than the fire and can disorient or suffocate people, leading to death.
 2. Students must be taught about evacuation.
 - a. They must understand the importance of time as it relates to fire safety.
 - b. They must be familiar with evacuation procedures.

IGNORED ALARMS

- Students do not react to the sounds of alarms and detectors because they have become desensitized to the sounds.
- Students must be taught to react to the sounds of alarms.
 - Know consequences for not reacting to alarms.
 - Know consequences for setting off false alarms.

Slide 4-27

- I. Students do not react to the sounds of alarms and detectors because they have become desensitized to the sounds.

1. This is due to commonly held assumptions.
 - a. Students assume the sound is just another prank or drill.
 - b. Students assume that they do not need to participate in what they perceive to be fire drills because they know that, if there is a fire, they need to leave the building.
2. Students must be taught evacuation procedures.
 - a. You have to react to the sounds of alarms, as there is no way to know immediately whether it is a drill, prank or real emergency.
 - b. You have to know the consequences for not reacting to alarms, whether they are being sounded as a drill or as a true emergency alert.
 - c. There are consequences for setting off false alarms.

IT CAN'T HAPPEN TO ME

- Misconception that fires are rare, and it is unlikely that you will experience one.
- The real statistics about the incidence of fires and fire-related deaths.
 - <http://www.campus-firewatch.com>.
 - <http://www.campusfiresafety.org>.
 - <http://www.nfpa.org>.

Slide 4-28

- J. There is a misconception that fires are rare, and it is unlikely that it will happen to you or to anyone you know.
 1. This is due to many reasons.
 - a. People generally do not see fires in person every day.
 - b. It is easy to dismiss fires seen on the news, in the same way that fires in movies are dismissed.
 2. Students must be taught the reality of the situation.

- a. Students need to know what the real statistics are about the incidence of fires.
- b. Real statistics about fire-related deaths can be found on the internet.
 - www.campus-firewatch.com.
 - www.campusfireafety.org.
 - www.nfpa.org.

**SOMEONE WILL TELL ME IF IT IS A
REAL FIRE**

- There is a misconception that firefighters will alert or get people if the fire is real.
- Students must be taught self-reliance.
 - Time is an important factor.
 - On- and off-campus housing all house large numbers of students.

Slide 4-29

- K. There is a misconception that firefighters will alert or get people if the fire is real.
1. This occurs for many reasons.
 - a. Students are used to firefighters “not arriving” when alarms are pulled as pranks. (Firefighters will always respond, but as more alarms are pulled, over time the response lessens. A full response eventually downgrades to a modified response).
 - b. Students believe there is ample time to evacuate.
 2. Students must be taught to become self-reliant and responsive.
 - a. Time is an important factor.
 - b. On-campus housing, such as dorms and apartments, and off-campus housing, such as apartments, all house large numbers of students. If only a few firefighters arrive, the reality of the situation is that they will not be able to reach every student, especially as they also need to put out the fire.

SMOKE WILL WAKE ME UP

- There is a misconception that smoke will awaken people.
- Students need to know the dangers of smoke.
 - Smoke contains poisonous gases. Inhaling it prevents oxygen from reaching the brain. It can kill people while they are sleeping.

Slide 4-30

- L. There is a misconception that smoke will awaken people.
1. This happens for multiple reasons.
 - a. Students notice unpleasant smells when they are awake.
 - b. Students know that smoke can make you cough, and coughing in your sleep can awaken you.
 2. Students should be taught the dangers of smoke.
 - a. Smoke contains poisonous gases. Inhaling it prevents oxygen from reaching the brain. It can kill people while they are sleeping.

SMOKE WILL WAKE ME UP (cont'd)

- If the smell of smoke awakens someone, it may already be too late to safely evacuate the building.

Slide 4-31

- b. If, somehow, the smell of smoke does awaken someone, it may already be too late to safely evacuate the building.

HEROES FROM THE OUTSIDE

- Students must be taught that everyone can save lives during a fire, from the outside.
 - Re-entering a burning building will put their lives back in danger.
 - People who re-enter will likely become victims.

Slide 4-32

M. Everyone can be a hero and save lives during a fire.

1. This is true, but the misconceptions are in how this can be done.
 - a. Students believe they can safely re-enter a burning building to save others.
 - b. Students believe the only way to be a hero is to re-enter the building and save someone else.
2. Students must be taught how to help others while keeping themselves safe.
 - a. Re-entering a burning building is problematic because they are putting their own lives in danger again.
 - b. They never should go back into a burning building because they will likely become victims.

HEROES FROM THE OUTSIDE (cont'd)

- They can be heroes by helping from the outside.
 - Locate, organize and account for other people.
 - Provide assistance to other students or to emergency staff.
 - Help keep people calm, as added chaos can only make the situation worse.

Slide 4-33

- c. They can be heroes by helping from the outside of the burning building.
- They can locate, organize and account for other people.
 - They can provide assistance to other students or to emergency staff.
 - They can help keep people calm, as chaos only can make the situation worse.

I KNOW HOW TO EXIT A BUILDING

- There is a misconception that there is not a need to participate in fire/ evacuation drills.

Slide 4-34

- N. There is a misconception that there is not a need to participate in fire drills or evacuation drills because the concepts seem simple.

1. Everyone knows how to exit a building.
2. Everyone has previously participated in fire drills.

I KNOW HOW TO EXIT A BUILDING (cont'd)

- Students need to be taught how to evacuate.
 - Practiced plans prevent bottlenecking and confusion, promoting efficient evacuation.
 - Exit signs are hidden in the smoke. Locate them before an emergency.
 - Designated meeting spots help to find people.

Slide 4-35

3. Students must be taught the benefits of practicing how to evacuate.
 - a. Having a practiced plan in place will prevent bottlenecking and confusion, allowing students to exit more efficiently.
 - b. Exit signs are hidden in the smoke. It is important to plan your escape prior to an emergency.
 - c. It is important to know where designated meeting spots are so that everyone can be accounted for in these situations. If students are not in the correct places, it may be assumed that they are stuck inside the building, and someone may put his or her own life in danger by entering the building to try to save them.

IV. CREATING MESSAGE CONTENT

**CREATING MESSAGE
CONTENT**

- Clear messages about a well-practiced evacuation plan can lead to many lives being saved in an actual emergency.
- Students must be prepared.
 - Know locations of two building exits and stairs.
 - Windows are viable exits if doors are not.
 - Knock on doors on way out to alert others.
 - Know designated meeting place.

Slide 4-36

- A. Clear messages about a well-practiced evacuation plan can lead to many lives being saved in an actual emergency.
 1. Students should know two ways out of the building, in case one way is blocked by fire.
 2. They should also know where exits are prior to an emergency in case smoke makes it difficult to see exit signs.
 3. Windows are viable exits if doors are not.
 4. Students must know the location of stairwells, in case elevators cannot be used.

5. Though people are accustomed to not using emergency exits, these are the situations for which they are designed, and they should be used, along with the usual exits.
6. Knocking on doors in passing and alerting people that there is a real emergency could potentially save more lives.
7. Having a predetermined meeting place will help account for who has and has not managed to exit the building.

**FIRE SAFETY
EDUCATION PROGRAMS**

- Fire safety plan, outside of drill purposes.
 - Safe cooking procedures.
 - Rules, regulations and safety measures regarding open flames, such as candles.
 - Hazards of smoking.
 - Consequences of arson.
 - Safe practices regarding electrical devices.
 - Importance of unblocked egress.

Slide 4-37

- B. Fire safety education programs can limit the need to ever use the evacuation plan outside of drill purposes and describe other activities related to fire.
1. Students should know safe cooking procedures.
 2. They should also know the rules and regulations regarding open flames, such as candles, and which safety measures must be taken.
 3. They should know the fire-associated hazards of smoking.
 4. There are consequences of arson.
 5. There are safe practices regarding electrical devices.
 6. It is important to maintain unblocked exits.
 7. Students should know the importance, correct use and proper maintenance of fire safety devices.
 8. They should know the evacuation plan because even with the best care taken, fires may still occur.

ACTIVITY 4.1

Presenting the Risks

Purpose

To develop appropriate corrective messages for a given unsafe behavior. You will select the most appropriate delivery method based on a behavioral goal and target audience.

Directions

1. Review the information provided to your small group about a specific risk and its related unsafe behaviors.
2. Decide on the message content that your group would want to transmit to a campus population about said risk and unsafe behaviors.
3. Decide on the most appropriate mode of delivery for that message, keeping in mind its intended audience.
4. On your easel pad, create a mock-up of your delivery method or display your plan for delivery.
5. Be prepared to present your message, plan and mode of delivery to the class.
6. Be prepared to discuss as a class the factors that made each message and mode of delivery effective or ineffective and other methods that groups might have considered.

ACTIVITY 4.1 NOTES

V. SUMMARY



SUMMARY

- Reviewing identified risks and related unsafe behaviors.
- Changing behavior.
- Reviewing unsafe behaviors.
- Creating message content.

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UNIT 5: EVALUATING YOUR PROGRAM

TERMINAL OBJECTIVE

The learners will be able to:

- 5.1 *Create an evaluation plan for a public education program.*

ENABLING OBJECTIVES

The learners will be able to:

- 5.1 *Explain why an evaluation program should be developed for public education programs.*
- 5.2 *Define the components of an evaluation plan.*
- 5.3 *Identify the elements of a presentation to evaluate.*
- 5.4 *Select the appropriate evaluation method for a given presentation.*

“The programs and practices discussed in this unit are merely examples of those practiced by some campus safety entities and are not wholly or in part endorsed by the National Fire Academy and/or the U.S. Fire Administration.”

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UNIT 5: EVALUATING YOUR PROGRAM

Slide 5-1

ENABLING OBJECTIVES

- Explain why an evaluation program should be developed for public education programs.
- Define the components of an evaluation plan.

Slide 5-2

ENABLING OBJECTIVES (cont'd)

- Identify the elements of a presentation to evaluate.
- Select the appropriate evaluation method for a given presentation.

Slide 5-3

I. WHY EVALUATE?

WHY EVALUATE?

- Evaluations can measure whether programs are reaching the appropriate audience with adequate and effective information.
 - They show whether the objectives have been achieved.
 - They can be used for individual presentations or large programs.

Slide 5-4

- A. Evaluations can measure whether programs are reaching the appropriate audience with adequate and effective information.
1. The evaluation process shows whether the objectives have been achieved.
 2. It also can be used for individual presentations or large programs.
- B. There are many different models that one can choose when trying to evaluate a program.
1. The point is to choose one that will evaluate the “worthiness” of your program and determine if your program needs to be tweaked.
 2. Evaluation models can range from very basic to very in-depth.
 3. There is always a benefit to evaluating programs. The more appropriate the evaluation model is, the greater the benefit will be.

II. LEVELS OF EVALUATION

LEVELS OF EVALUATION

- There are four levels of evaluation on which we will concentrate.
 - Reaction.
 - Learning.
 - Behavior.
 - Results.

Slide 5-5

LEVEL 1 — REACTION

- The goal is to measure the participants' reactions.
- This level relies on the measurement of attitudes.

Slide 5-6

- A. There are four levels of evaluation, including reaction, learning, behavior and results.
- B. Level 1 evaluations measure reaction.
 1. The goal is to measure the participants' reactions to the training program.
 - a. Level 1 evaluations must be done immediately following a program.
 - b. They should include more than just questions about whether or not the participants enjoyed the training, such as questions about the instructor, topics, schedule and audiovisuals.
 2. Level 1 relies on the measurement of attitudes. This is most easily done through a questionnaire.

- a. It is important to include close-ended items, including rating scales, and open-ended items.
- b. Below are two examples of open-ended questions that may be found on Level 1 evaluations.
 - “In your opinion, what were the three most impacting weaknesses of the program?”
 - “In your opinion, what were the three most important strengths of the program?”
3. Do not be afraid of weaknesses. The answers are the hints that will help you improve your program.
4. To get the most honest input, do not have participants put their names on the questionnaires.

LEVEL 1 — REACTION (cont'd)

- Advantages of Level 1 evaluation.
 - Honest feedback.
 - Requests/Suggestions for areas/topics that trainees felt were missing.
 - Participant engagement.
 - Overall participant reaction and feedback.
 - Improving future programs.

Slide 5-7

5. There are advantages of Level 1 evaluations.
 - a. You receive honest feedback on participants’ feelings about the training.
 - b. Evaluations may point out areas that trainees felt were missing from the training event.
 - c. They tell you how engaged the participants felt during the training event.
 - d. They can provide information about overall participant reaction and feedback.

- e. They help improve future programs.

LEVEL 2 — LEARNING

- The goal is to determine how well the program participants learned or understood the concepts covered during training.

Slide 5-8

C. Level 2 evaluations measure learning.

1. The goal is to determine what the training program participants learned during the training event.
 - a. The instruction should be based on specific learning objectives. As such, clear learning outcomes that indicate a change in knowledge, skills or attitudes should be easily identified.
 - b. Knowledge may be measured in a variety of ways.
 - It can be measured by achievement tests.
 - There are tests to show what degree of learning has taken place.
 - It can also be measured by skills performance tests that require demonstration of a process, creation of a product, or reproduction of skills.
 - c. Attitudes are measured with questionnaires.
 - d. The evaluation should include some open-ended items to allow participants to respond in their own words.
 - e. Rating scale response questions should include a neutral option.

LEVEL 2 — LEARNING (cont'd)

- Advantages of Level 2 evaluation.
 - Helping trainers to promote their training programs by demonstrating participant learning.
 - Helping to target areas of instruction that may need to be tweaked.

Slide 5-9

2. There are advantages of Level 2 evaluations.
 - a. They help trainers to promote their training programs by demonstrating participant learning.
 - b. They help target areas of instruction that may need to be tweaked.

LEVEL 3 — BEHAVIOR

- The goal is to find out if the training program changes behavior.
- Level 1 + Level 2 = Level 3
(Reaction + Learning = Behavior Change).
- Learning is likely to transfer **only** if the environment is favorable.
- Measure behavior over time.

Slide 5-10

- D. Level 3 evaluations deal with behavior.
 1. The goal is to find out if behavior changes as a result of having attended the training programs.
 - a. Remember that Level 1 and Level 2 outcomes are still important because participants generally need to react positively to the training (Level 1) and learn the material (Level 2) if they are going to be motivated and apply the new knowledge and skills in their lives.

- b. Learning is likely to transfer **only** if the conditions in the environment are favorable for transfer.
 - Extrinsic reinforcement includes help, encouragement, praise, increased freedom, recognition and more pay.
 - Intrinsic reinforcement includes any feelings of motivation, accomplishment, satisfaction and enjoyment that the participant has.
- c. The best way to measure behavior is over time. You cannot determine if behavior has changed immediately after the program. It would be best to follow a test group over a long period of time, as determined by your program originators.
- d. Indicators of changed behaviors would also be determined by the goals set in the beginning stages of the creation of the program.
- e. For a Level 3 evaluation, data must be collected continuously to allow continuous assessment of results.

LEVEL 3 — BEHAVIOR (cont'd)

- Advantages of Level 3 evaluation.
 - Providing the best measurement of the application of concepts in the authentic environment (e.g., work, school, home, etc.).
 - Providing the best measurement of sustainability of change as it takes place over time.

Slide 5-11

- 2. There are advantages of Level 3 evaluations.
 - a. They provide the best measurement of the application of concepts in the authentic environment.
 - b. They also provide the best measurement of sustainability of change as it takes place over time.

LEVEL 4 — RESULTS

- Goal is to find out if the training program led to the desired results and if the cost was appropriate for the benefit of the knowledge and skills obtained.
 - This will take some time to determine.
 - Consider costs versus benefits (ah-ha moment).

Slide 5-12

E. Level 4 addresses results.

1. The goal is to find out if the training program led to the desired results and if the cost was appropriate to the benefit of the knowledge and skills obtained.
2. Many Level 4 outcomes will take some time to determine.
 - a. Measure for periods of time before and after programs.
 - b. Programs take significant periods of time to yield long-term, measurable results. There are no quick fixes.
3. You should consider costs versus benefits.

LEVEL 4 — RESULTS (cont'd)

- Possible Level 4 advantages.
 - Improved quality of life.
 - Fewer grievances.
 - Fewer accidents.
 - Higher satisfaction.
 - Greater safety.
 - Greater awareness.
 - Less loss of life and reduced injury.

Slide 5-13

4. There are numerous Level 4 outcomes.
 - a. There is improved quality of life.

- b. There are fewer grievances.
- c. There are fewer accidents.
- d. There is a higher level of satisfaction.
- e. There is greater safety.
- f. There is greater awareness.
- g. There is less loss of life, and there are reduced injuries.

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ACTIVITY 5.1

Program Evaluation Discussion

Purpose

To share information about current campus or community programs in order to determine if evaluation methods are currently being used.

Directions

1. At your campus-assigned table, discuss your current efforts in evaluating your fire and life safety programs.
2. Discuss for 10 minutes. Capture thoughts on the easel pads provided. Elect a representative to present to the classroom.

ACTIVITY 5.1 NOTES

III. DEVELOPING AN EVALUATION STRATEGY

DEVELOPING AN EVALUATION STRATEGY

- Good assessment strategies exhibit these traits.
 - They are in line with specific goals and objectives.
 - They test the target audience’s knowledge and skills about the topic.
 - They are not biased.

Slide 5-15

- A. Good assessment strategies have many traits.
1. They are in line with your goals and objectives.
 2. They test the target audience’s knowledge and skills about the topic.
 3. They are not biased.

DEVELOPING AN EVALUATION STRATEGY(cont’d)

- They do not reward “paying lip service” with answers.
- The implementation and analysis of results is reasonable.

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4. They do not reward “paying lip service” with answers.
5. The implementation and analysis of results is reasonable.

DEVELOPING AN EVALUATION
STRATEGY (cont'd)

- It is important not to get “carried away” with an evaluation effort.
- When developing a strategy, consider:
 - Size of the training investment.
 - Number of staff members involved.
 - Likelihood that the training will be repeated.
 - Significance of the training to the business.
 - Novelty of the training methods used.

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- B. It is important not to get “carried away” with an evaluation effort that is more costly in funds or staff than the investment made or the benefit likely to be achieved.
 1. Consider the size of the training investment.
 2. Consider the number of staff members involved.
 3. Consider the likelihood that the training will be repeated.
 4. Consider the significance of the training to the business.
 5. Consider the novelty of the training methods used.
- C. After the assessment, the pilot training should be conducted using available resources. The Boulder Resident Assistant (RA) program, introduced earlier, provides an example.
 1. The test was informal, consisting of 10 to 50 students per session.
 2. The teaching methods were tested for effectiveness with the target audience.
 3. The pilot also incorporated RAs and their input (the “RA voice”).
 - a. It so happened that the campus had a hall director who was involved with fire safety in Syracuse, New York. He suggested including hands-on fire extinguisher training.
 - b. Once the students in the other dormitory halls saw how much fun the pilot group was having, they were interested too.

4. The pilot validated the teaching methods used. These methods were consistent with the characteristics we have been discussing.
 - a. The techniques “proved it” and demonstrated the effects and risks, keeping the training relevant and maintaining attention.
 - b. The approach was to stay with basics and keep the program focused and simple by using clear, concise and easily grasped messages.
 - Fire is fast.
 - Smoke kills.
 - c. The training emphasized personal responsibility for fire safety. It was empowering and provided ownership of fire safety to the students.
 - d. The training told them what to do. It addressed the “reality” of the assessment done earlier. Students were not apathetic, rather, they just needed knowledge.
 - e. Fires were used as teaching opportunities.
 - f. Correct actions were taught. Again, this addressed findings from the assesment, including the incomplete and incorrect information being circulated by ill-informed peers.
 - g. There are some lessons, concepts or tips learned from this campus experience that you may be able to incorporate in your campus program, especially those pertaining to reaching or connecting with students.
 - Fire-damaged possessions were used as graphic training aids (“prove it”).
 - Fire incident reports and media coverage were used.
 - There were testimonials from students and RAs.
 - Letters home were written.
 - Fires can be teachable moments. One of the cornerstones of adult learning is that the topic must be relevant to the student. Immediately after a fire occurs, the topic is relevant.

5. The pilot training was a success, but more can be done.
 - a. Students learned basics and passed them on to their peers.
 - b. The training did not reach enough students.
 - c. The numbers reached did not justify the resources expended.
 - d. The program needed access to all students.
 - e. The university found that when the students were engaged, they wanted to pass on the message that engagement has a price.
 - The university cannot keep asking fire crews to do the teaching.
 - It is not possible to have 100 firefighters teach 6,000 students.
 - Pizza is not always going to be the incentive.
 - They have to go to the administration.

ACTIVITY 5.2

Develop an Evaluation Strategy

Purpose

To create an evaluation based on the Kirkpatrick method.

Directions

1. Staying in your group and using your original risk from Activity 2.2, outline the key factors to evaluate from the program on your campus, based on the level of evaluation that you were assigned.
2. As a group, create the evaluation.
3. Choose someone to be a representative to present to the class. This person will need to be able to justify how the evaluation measures the factors, based upon the goals of the program.

ACTIVITY 5.2 NOTES

IV. SELECTING AN APPROPRIATE EVALUATION METHOD

SELECTING AN APPROPRIATE EVALUATION METHOD

- Many methods exist.
 - Commercial.
 - Public domain.
 - Partner or neighbor organizations.
 - Academic support.
- The overarching consideration has to be your community's characteristics and how information obtained will be used.

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- A. Multiple evaluation methodologies exist (e.g., Kirkpatrick; Specific, Measureable, Achievable, Relevant and Timeframed (SMART); etc.).
 1. Some evaluation methodologies are commercial (for profit) programs, and resource personnel can assist or execute the evaluations.
 2. Some evaluations can be based on steps available in the public domain, and concepts and formats can be adapted free of charge.
 3. You may also be able to partner with other organizations that have similar purposes.
 4. Additionally, by virtue of being part of the campus community, you may be able to harness helpful academic resources.
- B. The overarching consideration has to be your community's characteristics and how information obtained will be used.

V. SUMMARY



SUMMARY

- Why evaluate?
- Levels of evaluation.
- Developing an evaluation strategy.
- Selecting an appropriate evaluation method.

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GLOSSARY/ACRONYMS

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GLOSSARY

Addressable fire alarm system	Provides precise point-to-point identity of every device connected to the system.
Alarm	In the context of Campus Fire and Life Safety (CFLS), an alarm is a stand-alone warning device. See “smoke alarm.” Also, contrast to “detector.”
Behavioral messaging	Communicating procedural information with the intent of modifying the recipient’s behavior.
Campus Fire Safety Right-to-Know Act	Part of the Higher Education Reauthorization Act. This legislation is to provide parents and students with information about the school’s fire safety.
Clery Act	Requires every Title IV campus community, without exception, to have and disclose emergency response and evacuation procedures in response to a significant emergency or dangerous situation involving an immediate threat to the health and safety of students or employees occurring on the campus community.
Code	A code is a law or regulation that was adopted or enacted by a jurisdiction at the municipal or state level and broadly describes the desired level of protection or system that is required.
Detector	In the context of CFLS, a detector is connected to an alarm system. See “smoke detector.”
Halon	A clean agent (i.e., an electrically nonconducting, volatile or gaseous fire extinguishant) that does not leave a residue upon evaporation. Halon is a chlorofluorocarbon (CFC).
Fire Log	The Fire Log is defined as the recording of fires that occur in on-campus student housing facilities.
Fire Safety Act of 1990	Also known as the Hotel/Motel Fire Safety Act.
Higher Education Reauthorization Act	Legislation that includes the Campus Fire Safety Right-to-Know Act.
Nonaddressable fire alarm system	Devices that are arranged in a zoned style wiring arrangement. Typically, zones are by floor but do not give exact location.
Procedural information	Communicating procedural information with the intent of modifying the recipient’s behavior. See also “behavioral messaging.”

Resident Assistant	A Resident Assistant (also variously known as a resident advisor, community assistant, resident mentor, peer advisor, community advisor or senior resident), commonly shortened to RA or CA. A trained peer leader who supervises those living in a residence hall or group housing facility. The majority of RAs work at colleges, universities, or residential mental health and substance abuse facilities.
Risk assessment	A risk assessment is the process of identifying, analyzing and weighing the potential fire and safety risks, threats and hazards to a community.
Smoke alarm	A smoke alarm is a stand-alone unit that does not report to a central monitoring station, although it may be connected to other smoke alarms so that when one sounds, they all sound.
Smoke detector	A smoke detector is connected to a fire alarm control panel with many other devices, such as pull stations and visual and audible alarms that report to a central monitoring station.
Standard	A standard is a set of guidelines that is developed to establish minimum requirements and will specify how a system or product is to be installed.

ACRONYMS

AEDS	Automatic External Defibrillator System
AHJ	authority having jurisdiction
CFLS	Campus Fire and Life Safety
CFLSP	Campus Fire and Life Safety Professionals
CFLS II: PE	“Campus Fire and Life Safety II: Public Education”
CU	Colorado University
EMNS	emergency mass notification system
ICC	International Code Council
LRC	Learning Resource Center
NFA	National Fire Academy
NFPA	National Fire Protection Association
PSA	public service announcement
PVFD	Pleasant View Fire Department
RA	Resident Assistant
RFD	Rusville Fire Department
ROI	return on investment
SM	Student Manual
SMART	Specific, Measurable, Achievable, Relevant and Timeframed
SWOT	Strengths, Weaknesses, Opportunities, Threats
TMI	test, maintenance and inspection
USFA	U.S. Fire Administration

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