Health and Safety Program Manager

HSPM-Student Manual

1st Edition, 3rd Printing-August 2020

Health and Safety Program Manager

FEMA

Health and Safety Program Manager

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TABLE OF CONTENTS

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.

The following people participated in the creation of this course:

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COURSE GOAL

To provide fire, Emergency Medical Services (EMS) department personnel, and other related emergency responders with the aptitudes and abilities necessary to manage the duties and responsibilities of the Health and Safety Program Manager (HSPM) within their respective organizations.

AUDIENCE, SCOPE AND COURSE PURPOSE

There are four primary audiences anticipated for this course:

1.   Fire and EMS department officers who have been designated by the authority having jurisdiction (AHJ) as their departments' Safety Officers.

2.   Fire and EMS department members who may be assigned the HSPM position.

3.   Members of a department's Occupational Safety and Health Committee.

4.   Individuals who have department-level health and safety responsibilities.

Persons attending this course should have a working knowledge of the Incident Command System, as taught by the NFA; applicable National Fire Protection Association (NFPA) and Occupational Safety and Health Administration (OSHA) requirements and recommendations; and responsibility for setting policy for the department on such issues.

The HSPM manages the safety, health and wellness of all department members and leads in the organization's efforts to develop, maintain, improve and implement a risk management plan.

- The HSPM shall apply the laws, regulations and standards that impact the development of a safety-focused environment.

- The HSPM shall value the importance of advocating the idea that safety is an organization-supported individual responsibility.

- The HSPM shall be able to develop and implement an organizational risk management plan.

This course provides information using instructor-led discussion, multimedia activities, and small group discussion to convey instructional points.

METHODOLOGY

This course is designed for delivery in a classroom with instructor-facilitated lectures, discussions and multiple hands-on activities designed to enable participants to learn, practice and demonstrate their knowledge. The course will include:

- Individual activities/self-discovery/self-reflection — This methodology is the application of student-centered learning. Students are expected to explore topics and tools that are relevant to their own situations.
- Mini-lectures — chunks of content presented in 10 minutes or less.
- Facilitated discussions — class discussions led by the facilitator(s)/instructor(s).
- Small group discussions — discussions held in groups of three to five.
- Small group activities — Participants are divided into small groups and must work together to complete a task or analyze a scenario.
- Research — A variety of tools will be provided, including articles, online references, and links to short videos, as an alternative to readings or lecture.

- Knowledge checks — Knowledge checks are quick assessments done for formative (nongraded) evaluation of whether students are grasping content, and if the transfer of learning has taken place. It ensures that the terminal and enabling objectives are being met.

The Student Manual (SM) is available in both print and digital formats.

SCHEDULE

TIME	DAY 1	DAY 2
8:00 – 9:00	Introduction, Welcome and Administrative	Unit 3: Internal and External Environmental Barriers and Opportunities Activity 3.1: Distinguish Elements of Organizational Culture the Affect Health and Safety Program Managers
9:00 – 9:10	*Break*	*Break*
9:10 – 10:20	Unit 1: The Importance of the Health and Safety Program Manager Activity 1.1: Health and Safety Program Manager Organizational Roles and Responsibilities to Determine System-Wide Requirements of Local Fire Departments Activity 1.2: Applying Risk Management Concepts	Unit 3: Internal and External Environmental Barriers and Opportunities (cont'd) Activity 3.2: Recognize the Impact of Organizational Dynamics as it Affects the Health and Safety Program Manager Activity 3.3: Anticipate Financial Opportunities and Barriers
10:20 – 10:30	*Break*	*Break*
10:30 – 12:00	Unit 1: The Importance of the Health and Safety Program Manager (cont'd) Activity 1.3: Identify and Research Appropriate Health and Safety Laws and Standards Unit 2: Risk Evaluation and Prioritization Activity 2.1: Comprehensive Risk Management Plan	Unit 4: Health and Wellness Activity 4.1: Ten Most Significant Threats to Health and Wellness
12:00 – 1:00	*Lunch Break*	*Lunch Break*
1:00 – 2:15	Unit 2: Risk Evaluation and Prioritization (cont'd) Activity 2.2: Classic Risk Management Activity 2.3: Risk Control Techniques	Unit 4: Health and Wellness (cont'd) Activity 4.2: Organizational Assessment of the International Association of Fire Chiefs/ International Association of Fire Fighters Wellness-Fitness Initiative
2:15 – 2:30	*Break*	*Break*
2:30 – 5:00	Unit 2: Risk Evaluation and Prioritization (cont'd) Activity 2.4: Defining the Need for a Safety Officer	Unit 4: Health and Wellness (cont'd) Activity 4.3: Individual Holistic Wellness Self-Assessment Activity 4.4: Wellness Wheel
	Review Units 3 and 4, and the Wellness Wheel Self-Assessment found in Activity 4.4	

Note: This schedule is subject to modification by the instructors and approved by the training specialist.

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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:
THE IMPORTANCE OF THE HEALTH AND SAFETY PROGRAM MANAGER

TERMINAL OBJECTIVE

The students will be able to:

1.1   *Revise the Health and Safety Program Manager (HSPM) roles and responsibilities within an organization to determine and support institutionalized opportunities and needs.*

ENABLING OBJECTIVES

The students will be able to:

1.1   *Summarize the HSPM organizational roles and responsibilities to determine system-wide requirements.*

1.2   *Apply risk management concepts.*

1.3   *Identify and research appropriate health and safety laws and standards.*

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FEMA

U.S. Fire
Administration

UNIT 1:
THE IMPORTANCE OF THE
HEALTH AND SAFETY
PROGRAM MANAGER

Slide 1-1

TERMINAL OBJECTIVE

Revise the Health and Safety Program
Manager (HSPM) roles and responsibilities
within an organization to determine and
support institutionalized opportunities and
needs.

Slide 1-2

ENABLING OBJECTIVES

- Summarize the HSPM organizational
  roles and responsibilities to determine
  system-wide requirements.
- Apply risk management concepts.
- Identify and research appropriate health
  and safety laws and standards.

Slide 1-3

I.   HEALTH AND SAFETY PROGRAM MANAGER ORGANIZATIONAL ROLES AND RESPONSIBILITIES TO DETERMINE SYSTEM-WIDE REQUIREMENTS

THE ROLE OF THE HEALTH AND
SAFETY PROGRAM MANAGER

The HSPM manages the safety, health and
wellness of all department members and
leads in the organization's efforts to develop,
maintain, improve and implement a risk
management plan.

Slide 1-4

A.   Role of the Health and Safety Program Manager (HSPM).

The HSPM manages the safety, health and wellness of all department members and leads the organization's efforts to develop, maintain, improve and implement a risk management plan.

HSPM ORGANIZATIONAL ROLES AND
RESPONSIBILITIES TO DETERMINE SYSTEM-
WIDE REQUIREMENTS

• Risk.
• Risk management.
• Risk manager.

Slide 1-5

```
┌─────────────────────────────────────────┐
│    HSPM ORGANIZATIONAL ROLES AND        │
│ RESPONSIBILITIES TO DETERMINE SYSTEM-   │
│     WIDE REQUIREMENTS (cont'd)          │
│ ─────────────────────────────────────── │
│ Risk: A measure of the probability and  │
│ severity of adverse                     │
│ effects that result from an exposure    │
│ to a hazard.                            │
│                                         │
│                                         │
│                                         │
│                                         │
│                                         │
│                            Slide 1-6    │
└─────────────────────────────────────────┘
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B.   Risk.

A measure of the probability and severity of adverse effects that result from an exposure to a hazard.

```
┌─────────────────────────────────────────┐
│    HSPM ORGANIZATIONAL ROLES AND        │
│ RESPONSIBILITIES TO DETERMINE SYSTEM-   │
│     WIDE REQUIREMENTS (cont'd)          │
│ ─────────────────────────────────────── │
│ Risk management: The process of         │
│ planning, organizing,                   │
│ directing and controlling the resources │
│ and activities of an                    │
│ organization in order to minimize       │
│ detrimental effects on that             │
│ organization.                           │
│                                         │
│                            Slide 1-7    │
└─────────────────────────────────────────┘
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C.   Risk management.

The process of planning, organizing, directing and controlling the resources and activities of an organization in order to minimize detrimental effects on that organization.

```
HSPM ORGANIZATIONAL ROLES AND
RESPONSIBILITIES TO DETERMINE SYSTEM-
WIDE REQUIREMENTS (cont'd)

Risk manager: The person in an organization who is in
charge of assessing and managing occupational safety and
health risks for the fire department.




                                                    Slide 1-8
```

D.   Risk manager.

        The person in an organization who is in charge of assessing and managing
        occupational safety and health risks for the fire department.

```
            NFPA 1500, CHAPTER 4
        ORGANIZATION, 2013 EDITION

•   National Fire Protection Association
    (NFPA) 1500, Standard on Fire
    Department Occupational Safety, Health,
    and Wellness Program, Chapter 4,
    Section 2, Risk Management Plan.
    –  The fire department shall develop and adopt
       a comprehensive written risk management
       plan.



                                                    Slide 1-9
```

E.   National Fire Protection Association (NFPA) 1500, *Standard on Fire Department
        Occupational Safety, Health, and Wellness Program,* Chapter 4, Organization,
        2013 Edition.

        NFPA 1500, Chapter 4, Section 2, Risk Management Plan.

        1.   The fire department will develop and adopt a comprehensive written risk
                management plan.

```
┌─────────────────────────────────────────┐
│        NFPA 1500, CHAPTER 4             │
│   ORGANIZATION, 2013 EDITION (cont'd)   │
│  ─────────────────────────────────────  │
│  • Administration.      • Protective clothing and │
│  • Facilities.            equipment.    │
│  • Training.            • Operations at │
│  • Vehicle operations     emergency incidents. │
│    non-emergency and    • Operations at non- │
│    emergency.             emergency incidents. │
│                         • Other related activities. │
│                                         │
│                            Slide 1-10   │
└─────────────────────────────────────────┘
```

2.   The risk management plan will at least cover the risks associated with the following:

      a.   Administration.

      b.   Facilities.

      c.   Training.

      d.   Vehicle operations nonemergency and emergency.

      e.   Protective clothing and equipment.

      f.   Operations at emergency incidents.

      g.   Operations at nonemergency incidents.

      h.   Other related activities.

```
┌─────────────────────────────────────────┐
│        NFPA 1500, CHAPTER 4             │
│   ORGANIZATION, 2013 EDITION (cont'd)   │
│  ─────────────────────────────────────  │
│  • The risk management plan shall include at least │
│    the following components:            │
│    – Risk identification.               │
│    – Risk evaluation.                   │
│    – Establishment of priorities for action. │
│    – Risk control techniques.           │
│    – Risk management monitoring.        │
│                                         │
│                            Slide 1-11   │
└─────────────────────────────────────────┘
```

3.   The risk management plan will include at least the following components:

      a.   Risk identification.

      b.   Risk evaluation.

      c.   Establishment of priorities for action.

      d.   Risk control techniques.

      e.   Risk management monitoring.

SAFETY AND HEALTH POLICY

- NFPA Chapter 4, Section 3.
- The fire department shall adopt an official written departmental occupational safety and health policy.

Slide 1-12

F.   Safety and health policy.

1.   NFPA Chapter 4, Section 3.

2.   The fire department will adopt an official written departmental occupational safety and health policy.

SAFETY AND HEALTH POLICY (cont'd)

- This policy will identify specific goals and objectives for the prevention and elimination of accidents and occupational injuries, exposures to communicable disease, illnesses, and fatalities.

Slide 1-13

3.   This policy will identify specific goals and objectives for the prevention and elimination of accidents and occupational injuries, exposures to communicable disease, illnesses, and fatalities.

ROLES AND
RESPONSIBILITIES

• It shall be the responsibility of the fire department to research, develop, implement and enforce an occupational safety and health program.
• This program recognizes and reduces the inherent risks involved in the operations of a fire department.

Slide 1-14

G.   Roles and responsibilities.

1.   It will be the responsibility of the fire department to research, develop, implement and enforce an occupational safety and health program.

2.   It recognizes and reduces the inherent risks involved in the operations of a fire department.

OCCUPATIONAL SAFETY AND
HEALTH COMMITTEE

An occupational safety and health committee shall be established and shall serve the fire chief in an advisory capacity.

Slide 1-15

H.   Occupational safety and health committee.

NFPA Chapter 4, Section 5: An occupational safety and health committee will be established and will serve the fire chief in an advisory capacity.

```
OCCUPATIONAL SAFETY AND HEALTH
ADMINISTRATION GENERAL DUTY CLAUSE

The General Duty Clause from the Occupational Safety
and Health Act of 1970 requires that, in addition to
compliance with hazard-specific standards, all employers
provide a work environment "free from recognized hazards
that are causing or are likely to cause death or serious
physical harm."



                                              Slide 1-16
```

I.   Occupational Safety and Health Administration (OSHA) General Duty Clause.

The General Duty Clause from the Act of 1970 requires that, in addition to compliance with hazard-specific standards, all employers provide a work environment "free from recognized hazards that are causing or are likely to cause death or serious physical harm."

ACTIVITY 1.1

Health and Safety Program Manager Organizational Roles and Responsibilities to Determine System-Wide Requirements of Local Fire Departments

Purpose

Use the educational concepts of self-reflection and self-discovery to share your experiences with your own organization in regard to the roles and responsibilities needed to identify system-wide requirements of your own safety, health and wellness programs in your fire department.

Directions

1.   This is a large group discussion.

2.   You will use your own self-reflection and self-discovery to discuss the following with the class:

   a.   Does your own organization address safety, health and wellness?

   b.   If you do, how do you address safety, health and wellness issues in your organization?

   c.   If your organization does not address safety, health and wellness issues, how should your organization address the issues?

   d.   What role do you play in identifying, addressing, minimizing and mitigating safety, health and wellness issues in your organization?

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II.   APPLY RISK MANAGEMENT CONCEPTS

APPLY RISK MANAGEMENT
CONCEPTS

The HSPM: The individual is in charge of the
fire department's designated process of
planning, organizing, directing and
controlling the resources and activities of the
organization in order to minimize detrimental
effects to safety, health and wellness on the
fire department.

Slide 1-18

A.   The HSPM.

1.   The individual is in charge of the fire department's designated process of
planning, organizing, directing and controlling the resources and activities
of the organization in order to minimize detrimental effects to safety, health
and wellness on the fire department.

HEALTH AND SAFETY
PROGRAM MANAGER

• HSPM better defines the role of a
manager in the position.
• NFPA 1521 Safety Officer Standard
(2015) called a Health and Safety Officer
(HSO) identifies in 3.3.47.1: "The
individual assigned and authorized by the
fire chief as the manager of the health
and safety program."

Slide 1-19

2.   HSPM better defines the role of a manager in the position.

3.   NFPA 1521, *Standard for Fire Department Safety Officer Professional
Qualifications* Safety Officer Standard (2015) called a Health and Safety
Officer (HSO) identifies in 3.3.47.1:

"The individual assigned and authorized by the fire chief as the manager of
the health and safety program."

HEALTH AND SAFETY PROGRAM MANAGER
QUALIFICATIONS AND CREDENTIALING

- Risk management.
- Laws, codes and standards.
- Training and education.
- Accident prevention.
- Accident investigation, procedures and review.

- Records management and data analysis.
- Apparatus and equipment.
- Facility inspection.
- Health maintenance.
- Liaison.
- Infection control.

Slide 1-20

B.   Qualifications and credentialing.

    1.   Defined by NFPA 1521 job performance requirements (JPRs).

        a.   Risk management.

        b.   Laws, codes and standards.

        c.   Training and education.

        d.   Accident prevention.

        e.   Accident investigation, procedures and review.

        f.   Records management and data analysis.

        g.   Apparatus and equipment.

        h.   Facility inspection.

        i.   Health maintenance.

        j.   Liaison.

        k.   Infection control.

    2.   Appointed by the fire chief.

    3.   Senior/Executive staff member.

    4.   Experience and certifications.

    5.   International Fire Service Accreditation Congress (IFSAC), Pro Board, and Fire Department Safety Officers Association (FDSOA).

ACTIVITY 1.2

Applying Risk Management Concepts

Purpose

Use the educational concepts of self-reflection and self-discovery to share your experience with your own organization in regard to applying risk management concepts in your fire department.

Directions

1.   You will work in your designated table groups.

2.   Use your own self-reflection and self-discovery to discuss the following JPRs of the HSPM among your table group members.

3.   Identify how your current fire department addresses the JPRs, the person who has the authority to perform the JPRs, and the nature of your credentialing process to perform the JPRs:

      a.   Risk management.

      b.   Laws, codes and standards.

      c.   Training and education.

      d.   Accident prevention.

      e.   Accident investigation, procedures and review.

      f.   Records management and data analysis.

      g.   Apparatus and equipment.

      h.   Facility inspection.

      i.   Health maintenance.

4.   HSPM in your organizations:

      a.   Liaison.

      b.   Infection control.

5.   You should take note of the similarities and differences in the ways in which each organization addresses the specific JPRs and functions of the HSPM.

6.   You should document your findings on a provided easel pad.

III.   IDENTIFY AND RESEARCH APPROPRIATE HEALTH AND SAFETY LAWS AND STANDARDS

<table>
<tr><td>

LAWS, REGULATIONS, STANDARDS, AND STANDARD OF CARE

- Law defined:
  - Is a system of rules that are enforced through social institutions to govern behavior.
  - Regulates conduct.
  - Sets out rights and obligations.

Slide 1-22
</td></tr>
</table>

A.   Laws, regulations, standards, and standard of care.

    1.   Law defined:

        a.   Is a system of rules that are enforced through social institutions to govern behavior.

        b.   Regulates conduct.

        c.   Sets out rights and obligations.

<table>
<tr><td>

LAWS, REGULATIONS, STANDARDS, AND STANDARD OF CARE (cont'd)

- Regulations defined:
  - Principle or rule employed in controlling, directing or managing an activity, organization or system.

Slide 1-23
</td></tr>
</table>

    2.   Regulations defined:

Is a principle or rule employed in controlling, directing or managing an activity, organization or system.

LAWS, REGULATIONS, STANDARDS,
AND STANDARD OF CARE (cont'd)

• Standards defined:
  – An agreed way of doing something.

Slide 1-24

3.   Standards defined:

        An agreed way of doing something.

LAWS, REGULATIONS, STANDARDS,
AND STANDARD OF CARE (cont'd)

• Standard of care defined:
  – Defined as the level of competency anticipated or
    mandated during the performance of a service or
    duty.

Slide 1-25

4.   Standard of care defined:

        a.   The level of competency anticipated or mandated during the
                performance of a service or duty.

LAWS, REGULATIONS, STANDARDS,
AND STANDARD OF CARE (cont'd)

• Standard of care is influenced by:
   – Laws.
   – Regulations.
   – Standards.
   – Guidance.
   – Knowledge.
   – Experience.

Slide 1-26

     b.   Standard of care is influenced by:

          -     Laws.

          -     Regulations.

          -     Standards.

          -     Guidance.

          -     Knowledge.

          -     Experience.

     c.   Sample standards of care:

          -     Emergency Medical Services (EMS) Protocols.

          -     Department standard operating procedures (SOPs) and standard operating guidelines (SOGs).

          -     16 life safety initiatives.

          -     Department standard of cover.

LAWS, REGULATIONS, STANDARDS,
AND STANDARD OF CARE (cont'd)

- Relevant laws and regulations:
  - Local ordinances and codes.
  - State regulations — state OSHA plans.
  - Federal regulations — OSHA: 29 Code of Federal
    Regulations (CFR).

Slide 1-27

B.   Relevant laws and regulations.

   1.   Local ordinances and codes.

   2.   State regulations — state OSHA plans.

   3.   Federal regulations — OSHA: 29 Code of Federal Regulations (CFR).

LAWS, REGULATIONS, STANDARDS,
AND STANDARD OF CARE (cont'd)

- NFPA 1500.
  - Chapter 4: Organization.
- NFPA 1521, *Standard for Fire Department Safety
  Officer Professional Qualifications.*
  - Chapter 4: Health and Safety Officer.

Slide 1-28

C.   NFPA 1500 — defines the scope and purpose of the departmental occupational safety and health program.

   NFPA 1500.

   Chapter 4: Organization.

D.   NFPA 1521.

   Chapter 4: Health and Safety Officer.

E.   Impact of fire department health and safety programs.

        1.   Seek to reduce line-of-duty deaths (LODDs).

        2.   Seek to reduce injuries.

        3.   Focus on prevention and wellness.

        4.   Produce quantifiable results.

        5.   Requires leadership support.

NATIONAL SAFETY CULTURE CHANGE INITIATIVE

Study of behavioral motivation on reduction of risk-taking behaviors in the fire and emergency service.

Slide 1-29

F.   National Safety Culture Change Initiative (NSCCI).

"Study of behavioral motivation on reduction of risk-taking behaviors in the fire and emergency service."

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ACTIVITY 1.3

Identify and Research Appropriate Health and Safety Laws and Standards

Purpose

Use the educational concepts of self-reflection and self-discovery to share your experiences with your own organization in regard to identifying and researching appropriate health and safety laws and standards on emerging health, wellness and safety issues in your fire department.

Directions

1.   Work in your designated table group.

2.   You will be assigned an emerging health and wellness safety issue to discuss (i.e., cancer, post-traumatic stress disorder (PTSD), firefighter suicide, sleep deprivation, obesity, etc.).

3.   Based on your assigned emerging health and wellness safety issues, use your own self-reflection and self-discovery process to discuss among the table group members how each of the following affects your emerging health and wellness safety issues:

   a.   Laws (identify which ones, where to find them, how they impact the emerging health and wellness safety issue).

   b.   Regulations (identify which ones, where to find them, how they impact the emerging health and wellness safety issue).

   c.   Standards (identify which ones, where to find them, how they impact the emerging health and wellness safety issue).

   d.   Standard of care (identify which ones apply, where to find them, how they impact the emerging health and wellness safety issue).

   e.   Knowledge (of the department leadership, membership, and HSPM).

   f.   Experience (of the department leadership, membership, and HSPM).

4.   You should take note of the similarities and differences in the ways in which each organization applies the different legal requirements of your emerging health and wellness safety issue.

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IV.   SUMMARY

SUMMARY

FEMA   U.S. Fire Administration

- Summarize the HSPM organizational roles and responsibilities to determine system-wide requirements.
- Apply risk management concepts.
- Identify and research appropriate health and safety laws and standards.

Slide 1-31

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UNIT 2:
RISK EVALUATION AND PRIORITIZATION

TERMINAL OBJECTIVE

The students will be able to:

2.1   Evaluate and prioritize health and safety related strengths and weaknesses within their organizations.

ENABLING OBJECTIVES

The students will be able to:

2.1   Compare and contrast classical risk management strategies among organizations.

2.2   Formulate the appropriate risk prioritization process for their organizations.

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FEMA

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Administration

**UNIT 2:
RISK EVALUATION AND
PRIORITIZATION**

Slide 2-1

TERMINAL OBJECTIVE

Evaluate and prioritize health and safety
related strengths and weaknesses within
their organizations.

Slide 2-2

ENABLING OBJECTIVES

• Compare and contrast classical risk
management strategies among
organizations.
• Formulate the appropriate risk prioritization
process for their organizations.

Slide 2-3

I. **COMPREHENSIVE RISK MANAGEMENT PLAN**

```
          COMPREHENSIVE RISK
          MANAGEMENT PLAN
  ─────────────────────────────────
  Will cover, at a minimum, the risks associated with:
  • Administration.
  • Facilities.
  • Training.
  • Vehicle operations (emergency and
    nonemergency).
  • Protective clothing and equipment.
  • Operations at emergency and nonemergency
    incidents.
  • Other related activities.

                                    Slide 2-4
```

A. National Fire Protection Association (NFPA) 1500, *Standard on Fire Department Occupational Safety, Health, and Wellness Program*, calls for the development of a comprehensive risk management plan.

B. This plan will cover, at a minimum, the risks associated with:

1. Administration.

2. Facilities.

3. Training.

4. Vehicle operations (emergency and nonemergency).

5. Protective clothing and equipment.

6. Operations at emergency and nonemergency incidents.

7. Other related activities.

ACTIVITY 2.1

Comprehensive Risk Management Plan

Purpose

Use the educational concepts of self-reflection and self-discovery to share your experiences within your own organizations in regard to comprehensive risk management planning in your fire departments.

Directions

You will use your own self-reflection and self-discovery to discuss among the class how you do risk management within the following NFPA 1500-designated areas:

1.   Administration.

2.   Facilities.

3.   Training.

4.   Vehicle operations (emergency and nonemergency).

5.   Protective clothing and equipment.

6.   Operations at emergency and nonemergency incidents.

7.   Other related activities.

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II.   RISK MANAGEMENT PROCESS

Classic risk management model.

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VIDEO PRESENTATION

"CLASSIC RISK MANAGEMENT"

https://www.youtube.com/watch?v=
Og9Usv82CdU

                                    Slide 2-6
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ACTIVITY 2.2

Classic Risk Management

Purpose

Use the educational concepts of self-reflection and self-discovery to share your experiences within your own organizations in regard to classic risk management in your fire departments.

Directions

You will use your own self-reflection and self-discovery to discuss among the class how Gordon Graham applies a classic risk management approach to safety, health and wellness issues.

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II.   RISK MANAGEMENT PROCESS (cont'd)

RISK MANAGEMENT
PROCESS OVERVIEW

- Risk identification.
- Risk evaluation.
- Establishment of risk management priorities.
- Risk control techniques.
- Risk management monitoring.

Slide 2-8

A.   Overview.

    1.   Risk identification.

    2.   Risk evaluation.

    3.   Establishment of risk management priorities.

    4.   Risk control techniques.

    5.   Risk management monitoring.

B.   Risk identification.

C.   Risk evaluation and prioritization.

D.   Risk control techniques.

    1.   Administrative risk controls.

    2.   Guidelines, policies and procedures established to reduce risk and limit losses. Examples include:

        a.   Standard operating procedures (SOPs).

        b.   Training requirements.

        c.   Safe work practices.

        d.   Regulations and standards.

E.   Engineering controls.

Engineered systems that remove or limit hazards. Examples include:

1.   Apparatus design.

2.   Mechanical ventilation.

3.   Lock-out and tag-out of electrical hazards.

F.   Personal protective equipment (PPE).

Equipment, clothing and devices designed to protect the worker from the potential risk. Examples include:

1.   Helmets.

2.   Gloves.

3.   Self-contained breathing apparatus (SCBA).

4.   Tools.

ACTIVITY 2.3

Risk Control Techniques

Purpose

Use the educational concepts of self-reflection and self-discovery to share your experience within your own organizations in regard to risk control techniques in your local fire departments.

Directions

You will use your own self-reflection and self-discovery to discuss among the class your own fire department risk control techniques implemented back home to address potential risks. The risk control techniques are identified as follows:

1.   Administrative risk controls.

2.   Engineering controls.

3.   PPE.

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III.   **FIVE STEPS IN THE RISK MANAGEMENT PROCESS**

FIVE STEPS IN THE RISK
MANAGEMENT PROCESS

- Step 1: Risk identification. This is the foundation of an integrated process for managing risks.
- Step 2: The evaluation of risk potential involves determining or estimating the risk that an event will occur and the consequences that will result if it does.

Slide 2-10

A.   Step 1: Risk identification. This is the foundation of an integrated process for managing risks.

1.   Its purpose, identifying risk, is to identify the kinds of things that create risks to fire departments.

2.   A fire department's exposure to risk stretches beyond emergency response and training activities.

3.   Potential risks in all activities can be grouped in several different ways. General areas of risk to consider include:

a.   People: deaths, illnesses and injuries, health exposures.

b.   Apparatus and vehicles: accidents, malicious acts, damage due to mechanical failure, operator error.

c.   Occupancies/Facilities: natural disasters, fires, malicious acts, failure to open apparatus bay doors before driving out.

d.   Equipment: theft, damage from use, damage from misuse, failure to close doors before leaving.

4.   Look to your own department first. Use incident, injury, accident and other internal reports to identify local experience and trends.

B.   Step 2: The evaluation of risk potential involves determining or estimating the likelihood that an event will occur and the consequences if it does.

1.   Probability is generally established by studying the frequency with which incidents have occurred in the past.

2.   However, an undesirable event might not have a local history.

3.   The fact that something has not happened to one particular fire department in the past does not ensure that it will not happen to that department in the future.

4.   Similarly, the magnitude of a loss might be predictable from past experiences, but it is important to remember that incidents with the most severe consequences are usually the rarest.

      If incidents with severe consequences occurred more often, we would be compelled to prevent them.

5.   The evaluation step should provide information to answer the following questions:

      a.   What is our local experience?

      b.   What do we know about national experience?

      c.   What are the probabilities of different things happening?

      d.   What are the probable consequences if they do occur?

6.   In evaluating risk potential, both the likelihood and loss potential need to be addressed simultaneously.

FIVE STEPS IN THE RISK
MANAGEMENT PROCESS (cont'd)

- Step 3: Ranking and prioritizing risks. After considering the probabilities of occurrence and the probable outcomes, the next step is to prioritize the risks and to decide on the areas that need to be addressed as priorities.
- Step 4: Determination and implementation of control actions. Several factors must be considered in determining control actions.

Slide 2-11

C.   Step 3: Ranking and prioritizing risks. After considering the probabilities of occurrence and the probable outcomes, the next step is to prioritize the risks and to decide on the areas that need to be addressed as priorities.

     1.   Generally, risks with the most severe potential outcomes are considered before risks with relatively minor outcomes.

     2.   Those that are more likely to occur are prioritized ahead of those that are less likely to occur.

     3.   Doing that requires a considerable amount of judgment and a thorough analysis of the practicality of addressing certain types of risks.

     4.   Most organizations will be able to identify a fairly long list of risks that deserve attention; they should be able to address several of them simultaneously or in fairly rapid succession — including some that are relatively easy and inexpensive to fix, and some that might require a major effort over a longer period of time.

     5.   The compilation of a prioritized list of areas needing attention is an important step in managing risk.

D.   Step 4: Determination and implementation of control actions. Several factors must be considered in determining control actions.

     1.   Those factors are often inter-related; they will frequently make it difficult to act on one without having an impact on another.

     2.   Before implementing control measures, the cost and associated benefits will have to be considered.

     3.   The benefits will frequently deal with improved safety and health to personnel — even so, if they cost real dollars, and someone will have to justify the cost.

     4.   In determining which control actions to implement, the following factors should be considered:

         a.   Predicted effect.

         b.   Time required.

         c.   Time to results.

         d.   Effort required.

e.   Associated costs.

f.   Insurance costs.

g.   Expense funding.

h.   Cost/Benefit.

i.   Mandated.

FIVE STEPS IN THE RISK MANAGEMENT PROCESS (cont'd)

• Step 5: Evaluate and revise actions and techniques. Risk management should be a continual process, with established mechanisms to monitor performance and evaluate progress.

Slide 2-12

E.   Step 5: Evaluate and revise actions and techniques. Risk management should be a continual process, with established mechanisms to monitor performance and evaluate progress.

1.   Risk management efforts should yield positive results in terms of better outcomes.

2.   The change may be sudden and obvious, or it may take a long time to yield measurable results.

3.   The evaluation stage should parallel the steps that were taken to identify risks and seek confirmation that the process is working.

4.   It should focus on the areas that were identified as requiring attention and should provide follow-up to determine if they actually result in the desired change in outcomes.

5.   In many cases, this will include an improved focus on the problem areas, since a risk management action plan can include a component to monitor the specific area of concern more closely.

6.   All actions should be evaluated routinely to ensure that they are achieving the desired outcomes and are not creating other unanticipated problems.

7.   Risk management is a process of balancing different factors.

8.   The balance can often be influenced by any number of changing circumstances.

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ACTIVITY 2.4

Defining the Need for a Safety Officer

Purpose

Use the educational concepts of self-reflection and self-discovery to share your education and experience in regard to an identified risk management process.

Directions

1.   You will work in your designated table groups.

2.   You will be assigned a health, wellness and safety topic to use in this activity.

3.   Your table group should use the same topics that were chosen or assigned in Activity 1.3.

4.   Those topics were identified as the following:

      a.   Cancer.

      b.   Firefighter suicide.

      c.   Post-traumatic stress disorder (PTSD).

      d.   Firefighter obesity.

      e.   Sleep deprivation.

      f.   Firefighter fit for duty (mental/physical).

5.   You will use your own self-reflection and self-discovery to apply and discuss among your designated table-group members each of the five steps of the risk management process and how it applies to your identified firefighter health, wellness and safety topic.

6.   You will document your findings on an easel pad.

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IV.   SUMMARY

SUMMARY

- Comprehensive risk management plan.
- Risk management process.
- Five steps in the risk management process.

Slide 2-14

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UNIT 3:
INTERNAL AND EXTERNAL ENVIRONMENTAL BARRIERS AND OPPORTUNITIES

TERMINAL OBJECTIVE

The students will be able to:

3.1   Evaluate the environmental barriers affecting the implementation and impact of the organization's safety and health programs.

ENABLING OBJECTIVES

The students will be able to:

3.1   Distinguish elements of organizational culture that affect Health and Safety Program Managers (HSPMs).

3.2   Compare and contrast the impacts of organizational dynamics as they affect the HSPMs.

3.3   Anticipate financial opportunities and barriers.

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UNIT 3:
INTERNAL AND EXTERNAL
ENVIRONMENTAL BARRIERS
AND OPPORTUNITIES

Slide 3-1

TERMINAL OBJECTIVE

Evaluate the environmental barriers affecting the implementation and impact of the organization's safety and health programs.

Slide 3-2

ENABLING OBJECTIVES

- Distinguish elements of organizational culture that affect Health and Safety Program Managers (HSPMs).
- Compare and contrast the impacts of organizational dynamics as they affect the HSPMs.
- Anticipate financial opportunities and barriers.

Slide 3-3

I. DISTINGUISH ELEMENTS OF ORGANIZATIONAL CULTURE THAT AFFECT HEALTH AND SAFETY PROGRAM MANAGERS

```
DISTINGUISH ELEMENTS OF
ORGANIZATIONAL CULTURE THAT
AFFECT HSPM

• What is culture?
   – Fire department culture is the mental programming
     of a group of people.
   – It is comprised of the values, customs and belief
     systems shared by a particular group of individuals.


                                — Dr. Geert Hofstede



                                         Slide 3-4
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A.   What is culture?

1.   Fire department culture is the mental programming of a group of people. It is comprised of the values, customs and belief systems shared by a particular group of individuals. — Dr. Geert Hofstede

2.   Culture is a manifestation of the informally sanctioned attitudes of its employees, policies and procedures.

3.   Culture can be referred to as the "organizational DNA" or the "organizational soul" of a fire department.

4.   Culture exists at two levels:

   a.   Surface level of symbols, stories, heroes, slogans, and ceremonies.

   b.   Deeper level of values and norms.

5.   Culture can be a fundamental contributor to the success or failure of the fire department's overall vision, mission, values and strategies.

DISTINGUISH ELEMENTS OF
ORGANIZATIONAL CULTURE
THAT AFFECT HSPM (cont'd)

• Fire department culture can evolve from:
– A fire department leader's vision, mission, values, policies and actions.
– Influential individuals or work groups.
– Policies and procedures (enforcement or non-enforcement).

Slide 3-5

B.   Fire department culture can evolve from:

1.   A fire department leader's vision, mission, values, policies and actions.

2.   Influential individuals or work groups.

3.   Policies and procedures (enforcement or non-enforcement).

DISTINGUISH ELEMENTS OF
ORGANIZATIONAL CULTURE
THAT AFFECT HSPM (cont'd)

– Leaders' and informal leaders' management philosophy.
– Fire department employee commitment and work ethic.
– Fire department history and tradition.

Slide 3-6

4.   Leader's and informal leader's management philosophy.

5.   Fire department employee commitment and work ethic.

6.   Fire department history and tradition.

C.   Fire department culture can be reflected in:

1.   Fire department values, operational principles, and ethical standards preached and practiced by leadership and management.

2.   Fire department operational approaches to employee management and problem solving.

3.   Fire department relationships with shareholders, stakeholders, community, customers, suppliers, other government agencies, etc.

4.   Entrenched attitudes towards employees and towards people in general.

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┌─────────────────────────────────────┐
│   DISTINGUISH ELEMENTS OF            │
│   ORGANIZATIONAL CULTURE             │
│   THAT AFFECT HSPM (cont'd)          │
├─────────────────────────────────────┤
│ • Fire department cultural values    │
│   are identified as:                 │
│   – Collective beliefs, assumptions  │
│     and feelings about what things   │
│     are good, normal, rational,      │
│     valuable, etc.                   │
│   – The values are the justification │
│     for perceived appropriate        │
│     decision-making strategies.      │
│                                      │
│                         Slide 3-7    │
└─────────────────────────────────────┘
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D.   Fire department cultural values are identified as:

1.   Collective beliefs, assumptions and feelings about what things are good, normal, rational, valuable, etc.

2.   The values are the justification for perceived appropriate decision-making strategies.

E.   Culture's overall function.

Culture is the social glue that helps hold an organization together by providing appropriate standards for what employees should say or do.

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┌─────────────────────────────────────┐
│   DISTINGUISH ELEMENTS OF           │
│   ORGANIZATIONAL CULTURE            │
│   THAT AFFECT HSPM (cont'd)         │
│  ─────────────────────────────      │
│  • Creating a safety-oriented culture: │
│      – Teach it.                    │
│      – Define it.                   │
│      – Live it.                     │
│      – Measure it.                  │
│      – Reward it.                   │
│                                     │
│                          Slide 3-8  │
└─────────────────────────────────────┘
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F.   Creating a safety-oriented culture:

  1.   Teach it. The more fire department organizations and their leaders talk about and teach fundamentals of a safety-oriented organization, and the more effectively they teach their employees what we are looking for in their safety culture, the more likely the proposed and potential safety culture will become the reality.

  2.   Define it.

      a.   Putting the safety vision in writing is an essential element of making it successful.

      b.   Documenting the fire department safety vision is far more likely to help the organization get where it wants to go than if the vision is left undocumented.

      c.   Documenting the vision creates the standard all decisions can be measured against.

  3.   Live it.

      a.   Developing a safety culture has very little to do with what we say as leaders, and more to do with what we do in regard to safety.

      b.   We must live and demonstrate it.

      c.   Some of the meaningful ways that fire service leaders can impact the development of an organizational safety culture include:

          -    How well the leaders' words match their actions or deeds.

- How the leaders handle things when they don't match up with organizational policies and procedures.

- Which of the leaders' organizational values they live by and which they only pay lip service to.

- Whom our organization hires and whom it fires.

- Whom the organization rewards and whom it doesn't.

- The organizational systems/recipes/processes they put in place.

- How the organization and its employees handle failure.

4. Measure it. Once the organization has identified the key elements of its desired safety culture and written them down, the organization must measure its success in making safety a (cultural) reality.

5. Reward it. Organizations must be cognizant of the key elements of the safety culture vision they are going after; making sure that they recognize and reward those who embrace and follow it is important for the overall success of the organization.

ACTIVITY 3.1

Distinguish Elements of Organizational Culture that Affect Health and Safety Program Managers

Purpose

Use the educational concepts of self-reflection and self-discovery to share your education and experience in distinguishing the elements of organizational culture that affect the Health and Safety Program Manager (HSPM).

Directions

1. You will work in your designated table group.

2. Using your own self-reflection and self-discovery, apply and discuss (among your designated table group members) each of the elements of organizational culture that affect the HSPM.

3. Reference your organizations' vision, mission, values, leadership, policies, and procedures, and how these items play into your organizational culture, health and safety.

4. Document your findings on an easel pad.

5. Be prepared to discuss your group's findings of the elements of organizational culture that affect the HSPM.

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II. RECOGNIZE THE IMPACT OF ORGANIZATIONAL DYNAMICS AS IT AFFECTS THE HEALTH AND SAFETY PROGRAM MANAGER

RECOGNIZE THE IMPACT OF
ORGANIZATIONAL DYNAMICS AS IT
AFFECTS THE HSPM

• Organizational dynamics:
 – Refers to the use of power and authority to influence organizational outcomes.
 – A necessary function resulting from differences in the self-interests of individuals.
 – The art of creative compromise among competing interests.
 – Use of power to develop socially acceptable ends and means that balance individual and collective interests.

Slide 3-10

A. Organizational dynamics:

   1. Refers to the use of power and authority to influence organizational outcomes.

   2. A necessary function resulting from differences in the self-interests of individuals.

   3. The art of creative compromise among competing interests.

   4. Use of power to develop socially acceptable ends and means that balance individual and collective interests.

RECOGNIZE THE IMPACT OF
ORGANIZATIONAL DYNAMICS AS IT
AFFECTS THE HSPM (cont'd)

• Types of organizational dynamics.
 – Attacking and blaming.
 – Controlling information.
 – Forming coalitions.
 – Cultivating networks.
 – Creating obligations.
 – Managing impressions.

Slide 3-11

B. Types of organizational dynamics.

      1.   Attacking and blaming.

      2.   Controlling information.

      3.   Forming coalitions.

      4.   Cultivating networks.

      5.   Creating obligations.

      6.   Managing impressions.

RECOGNIZE THE IMPACT OF ORGANIZATIONAL DYNAMICS AS IT AFFECTS THE HSPM (cont'd)

- Conditions supporting organizational dynamics.
  - Scarce resources.
  - Complex and ambiguous decisions.
  - Tolerance of politics.
  - Personal characteristics.

Slide 3-12

C.   Conditions supporting organizational dynamics.

      1.   Scarce resources.

      2.   Complex and ambiguous decisions.

      3.   Tolerance of politics.

      4.   Personal characteristics.

RECOGNIZE THE IMPACT OF
ORGANIZATIONAL DYNAMICS AS IT
AFFECTS THE HSPM (cont'd)

- Organizational dynamics/political behavior are those activities that are not required as part of one's formal role in the organization, but that influence, or attempt to influence, the distribution of advantages and disadvantages within the organization.

Slide 3-13

D. Organizational dynamics are those activities that are not required as part of one's formal role in the organization, but that influence, or attempt to influence, the distribution of advantages and disadvantages within the organization.

    1. Legitimate and illegitimate political behaviors are common in organizations.

    2. Politics is a fact of life in organizations!

RECOGNIZE THE IMPACT OF
ORGANIZATIONAL DYNAMICS AS IT
AFFECTS THE HSPM (cont'd)

- Effects of organizational dynamics.
  - Conformity.
  - Excuses.
  - Apologies.
  - Acclamations.
  - Flattery.
  - Favors.
  - Association.

Slide 3-14

E. Effects of organizational dynamics.

    1. Conformity.

    Agreeing with someone else's opinion in order to gain his or her approval.

    2. Excuses.

    Explanations of a predicament-creating event aimed at minimizing the apparent severity of the predicament.

3.   Apologies.

Admitting responsibility for an undesirable event and simultaneously seeking to get a pardon for the action.

4.   Acclamations.

Explanation of favorable events to maximize the desirable implications for oneself.

5.   Flattery.

Complimenting others about their virtues in an effort to make oneself appear perceptive and likable.

6.   Favors.

Doing something nice for someone to gain that person's approval.

7.   Association.

Enhancing or protecting one's image by managing information about people and things with which one is associated.

```
RECOGNIZE THE IMPACT OF
ORGANIZATIONAL DYNAMICS AS IT
AFFECTS THE HSPM (cont'd)

•  Factors contributing to organizational dynamics.
   –  Individual factors.
   –  Organizational factors.
   –  Decreased job satisfaction, increased anxiety,
      increased turnover and reduced performance.
   –  Defensive actions.
   –  Impression management.
   –  Techniques.

                                            Slide 3-15
```

F.   Factors contributing to organizational dynamics.

1.   Individual factors.

2.   Organizational factors.

3.   Decreased job satisfaction, increased anxiety, increased turnover, and reduced performance.

4.   Defensive actions are reactive and protective behaviors to avoid action, blame, or change.

5.   Impression management is the process by which individuals attempt to control the impression others have of them.

6.   Techniques include conformity, excuses, apologies, self-promotion, flattery, favors and association.

RECOGNIZE THE IMPACT OF
ORGANIZATIONAL DYNAMICS AS IT
AFFECTS THE HSPM (cont'd)

• Organizational action.
  – Maneuvering in the public arena for the attainment of specific goals.
  – Being sufficiently organized to monitor external threats (reactive).
  – Being capable of acting affirmatively for the improvement of one's situation (proactive).

Slide 3-16

G.   Organizational action.

1.   Maneuvering in the public arena for the attainment of specific goals.

2.   Being sufficiently organized to monitor external threats (reactive).

3.   Being capable of acting affirmatively for the improvement of one's situation (proactive).

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ACTIVITY 3.2

Recognize the Impact of Organizational Dynamics as it Affects the Health and Safety Program Manager

Purpose

Use the educational concepts of self-reflection and self-discovery to share your education and experience in recognizing the impact of organizational dynamics as it affects the HSPM.

Directions

1.   You will work in your designated table groups.

2.   Use your own self-reflection and self-discovery to compare and contrast (among your designated table group members) each of the different types of internal and external organizational dynamics that affects the health, wellness and safety issues in your organization.

3.   Specifically discuss the barriers that organizational dynamics cause in dealing with the health, wellness and safety issues in your organizations.

4.   Discuss and share methodologies used to break through the organizational dynamic barriers that are hampering your ability to address an identified health, wellness and safety issue in your various organizations.

5.   Document your findings on an easel pad.

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ACTIVITY 3.3

Anticipate Financial Opportunities and Barriers

Purpose

Use the educational concepts of self-reflection and self-discovery to share your education and experience in recognizing the impact of financial opportunities and barriers as they affect the HSPM.

Directions

1.   This is an instructor-led class activity.

2.   Be prepared to discuss questions within your table groups and report to the class.

      a.   In your table groups, form a list of possible financial barriers that affect health, wellness and safety issues in your organizations.

      b.   In your table groups, formulate a list of possible financial opportunities in relation to health, wellness and safety.

3.   The instructor will lead a discussion on each group's findings.

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III.   SUMMARY

SUMMARY

- Distinguish elements of organizational culture that affect HSPM.
- Recognize the impact of organizational dynamics as it affects the HSPM.
- Anticipate financial opportunities and barriers.

Slide 3-23

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UNIT 4:
HEALTH AND WELLNESS

TERMINAL OBJECTIVE

The students will be able to:

4.1   Integrate the responsibilities of the organization and the individual to improve health and wellness.

ENABLING OBJECTIVES

The students will be able to:

4.1   Identify emerging issues in firefighter health and wellness while valuing the importance of individual and organizational responsibility.

4.2   Examine the various dimensions of wellness, and distinguish the personal impact of each dimension through self-reflection and self-discovery.

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**UNIT 4:
HEALTH AND WELLNESS**

Slide 4-1

TERMINAL OBJECTIVE

Integrate the responsibilities of the organization and the individual to improve health and wellness.

Slide 4-2

ENABLING OBJECTIVES

- Identify emerging issues in firefighter health and wellness while valuing the importance of individual and organizational responsibility.
- Examine the various dimensions of wellness, and distinguish the personal impact of each dimension through self-reflection and self-discovery.

Slide 4-3

I. CANCER: A YOUNG FIREFIGHTER'S STORY ABOUT FIREFIGHTER CANCER

VIDEO PRESENTATION

"A YOUNG FIREFIGHTER'S STORY ABOUT CANCER"

https://www.youtube.com/watch?v=lp7RWIllngk

Slide 4-4

A. Statistically and anecdotally, firefighting has been and remains a hazardous occupation.

B. There are a number of threats to the health and wellness of firefighters.

C. These can be extrapolated from data, such as the National Fire Protection Association (NFPA)/U.S. Fire Administration (USFA) line-of-duty deaths (LODD) analysis, and documents such as the National Institute for Occupational Safety and Health (NIOSH) firefighter fatality reports.

D. However, what is most important is that, as professionals, we can maintain "situational awareness" of those threats that are most likely to harm us either immediately or through cumulative impacts.

E. In the next exercise, you will discuss and determine the 10 most significant threats that you believe have the greatest potential to harm members of our profession.

ACTIVITY 4.1

Ten Most Significant Threats to Health and Wellness

Purpose

Use the educational concepts of self-reflection and self-discovery to share your education and experience in identifying the most common threats to responder health and wellness as they affect the HSPM.

Directions

1.   Work in your designated table groups.

2.   Use your own self-reflection and self-discovery to individually list your 10 most significant threats to firefighter health and wellness.

3.   Facilitate a group discussion to compare/contrast your lists against those of people in other designated table groups.

4.   Determine the top 10 health/wellness threats among the group members.

5.   You will document your findings on an easel pad.

6.   Be prepared to discuss your group's findings on the top 10 health/wellness threats.

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II. EMERGING ISSUES IN FIREFIGHTER HEALTH AND WELLNESS

EMERGING ISSUES IN FIREFIGHTER
HEALTH AND WELLNESS

- National Institute for Occupational Safety and
  Health (NIOSH) firefighter cancer report.
- Firefighter fatality and injury summary.
- Hazards in post-fire environment.
- Mental health issues in the fire service.
- Infectious disease — pathogens.

Slide 4-6

A. NIOSH firefighter cancer report:

1. Released 2013 — a cohort study.

2. Data from San Francisco, Chicago and Philadelphia fire departments.

3. Studied all firefighter deaths (1950 to 2010).

4. Determined higher incidence of cancer deaths among firefighters.

B. Firefighter fatality and injury summary:

1. Conducted annually by the USFA and the NFPA.

2. Looks at most recent data from previous year.

3. Downward trend: less than 100 firefighter LODDs.

C. Hazards in post-fire environment:

1. Chemicals.

2. Why change in fire load: hydrocarbons, synthetics.

3. Many compounds are carcinogenic, mutagenic, teratogenic.

4. Awareness is critical.

5. Policy/Procedures must change.

D.   Mental health issues in the fire service:

1.   Often overlooked and underreported.

2.   High-stress/peer-driven environment.

3.   Identification and access to mental health resources.

4.   Need for and use of Critical Incident Stress Management (CISM).

5.   Firefighter suicides are on the increase.

VIDEO PRESENTATION
_____

"FIREFIGHTER SUICIDES"

https://www.youtube.com/watch?v=
nsScPkGltcs

Slide 4-7

VIDEO PRESENTATION
_____

"IAFF/IAFC WELLNESS-FITNESS
INITIATIVE"

https://www.youtube.com/watch?v=
xGbpt5xg1HM

Slide 4-8

E.   Infectious disease — pathogens:

1.   Bloodborne pathogens.

2.   Emerging pathogens: Ebola, Zika, Methicillin-resistant Staphylococcus aureus (MRSA).

3.   Prevention — prophylaxis.

4.   OSHA requirements — training.

5.   Decontamination/Disinfection.

EMERGING ISSUES IN FIREFIGHTER
HEALTH AND WELLNESS (cont'd)

• Organizational responsibility: health and
  wellness.
• Mission statement — International Association
  of Fire Fighters (IAFF)/ International Association
  of Fire Chiefs (IAFC) Wellness-Fitness Initiative
  (WFI).

Slide 4-9

F.   Organizational responsibility: health and wellness.

1.   NFPA 1500, *Standard on Fire Department Occupational Safety, Health, and Wellness Program.*

2.   International Association of Fire Chiefs (IAFC)/International Association of Fire Fighters (IAFF) Wellness-Fitness Initiative (WFI).

3.   A labor and management partnership.

G.   Mission statement — IAFF/IAFC WFI:

1.   Every fire department in cooperation with its local IAFF affiliate must develop an overall wellness/fitness system to maintain uniformed personnel physical and mental capabilities.

2.   While such a program may be mandatory, agreement to initiate it must be mutual between the administration and its members, represented by the local union.

3.   Any program of physical fitness must be positive and not punitive in design; require participation by all uniformed personnel in the department once implemented; allow for age, gender and position in the department; allow for on-duty-time participation using facilities and equipment provided or arranged by the department; provide for rehabilitation and remedial support for those in need; contain training and education components; and be reasonable and equitable to all participants.

H.   Confidentiality of behavioral, medical and fitness evaluations.

1.   Physical fitness and wellness programs that are educational and rehabilitative, not punitive.

2.   Performance testing that promotes progressive wellness improvement.

3.   Commitment by labor and management to a positive individualized fitness/ wellness program.

4.   Develop a holistic wellness approach that includes:

a.   Medical evaluation.

b.   Fitness.

c.   Rehabilitation.

d.   Behavioral health.

I.   The program should be long term and, where possible, should be made available to retirees.

J.   The IAFC/IAFF WFI serves as a roadmap that addresses the health and safety needs of fire service personnel in a non-punitive fashion.

Many departments have or are planning to initiate the WFI in response to the consistent number of deaths and disabilities from identifiable and preventable causes. It has been proven that the WFI initiative can identify, treat and rehabilitate specific areas that can otherwise increase firefighter fatalities and disabling injuries.

ACTIVITY 4.2

Organizational Assessment of the International Association of Fire Chiefs/International Association of Fire Fighter Wellness-Fitness Initiative

Purpose

Use the educational concepts of self-reflection and self-discovery to identify the components of an organized health and wellness initiative.

Directions

1.   Work in your designated table groups.

2.   Use your own self-reflection and self-discovery to individually complete the WFI Compliance Checklist on the following Student Activity Worksheet (SAW), and score it to determine your department's compliance levels.

3.   Facilitate a group discussion to compare/contrast your lists against those in other designated table groups.

4.   Share your experiences, thoughts and concerns regarding the WFI.

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ACTIVITY 4.2 (cont'd)

International Association of Fire Chiefs/International Association of Fire Fighters Wellness-Fitness Initiative Compliance Checklist

Instructions:

Review the checklist below, indicating yes or no for each item from the WFI. Indicate your response with the letter Y (yes) or N (no); you will then add the (Yes) items checked to determine a composite compliance score. This will indicate how well your agency is doing relative to compliance and direction towards a healthier organization.

1. Does your department provide you with an annual physical examination? _____

2. Does an occupational health physician perform the physical examination? _____

3. Is the examination provided at no cost to you or through insurance? _____

4. Does the examination include an assessment for body composition? _____

5. Are there laboratory analyses included in compliance with NFPA 1582? _____

6. Do you receive an annual vision screening provided by your agency? _____

7. Do you receive an annual hearing evaluation provided by your agency? _____

8. Do you receive an annual pulmonary functions screening by your agency? _____

9. Do you receive an annual cardiovascular evaluation, including ECG? _____

10. Is cancer screening/testing provided annually by your agency? _____

11. Are relevant immunizations and titer testing provided annually? _____

12. Are infectious disease screenings and post-exposure follow ups provided? _____

13. Are referrals to health care providers given as a result of examinations? _____

14. Is written feedback/documentation provided to all personnel? _____

15. Is there data collection and reporting for all occupational exposures? _____

16. Is there a fitness program available to all personnel while on duty? _____

17. Is medical clearance required prior to program participation? _____

18. Is adequate equipment and space available at or near the worksite? _____

19. Are certified peer fitness coordinators or other personnel available? _____

20. Is there a program for good nutrition, to include training and planning? _____

21. Is there a program for in-house injury evaluation, treatment and rehab? _____

22. Are there EAPs and other behavioral resources available to all? _____

23. Is there a random testing program for substance abuse? _____

24. Is there an internal CISM program or access to one for any incident? _____

25. Is there an annual and ongoing fitness assessment for all personnel? _____

Scoring:

1.   Count the total number of Y (yes) responses.
2.   Multiply the total number of Y responses by 4.
3.   Record your score. **My score:** _____.

4.   Scores correlate with program success as follows:

    A: 90–100: You have an outstanding Wellness/Fitness Program.
    B: 80–89: You are doing well, but perhaps some more labor or management support.
    C: 70–79: You are heading in the right direction, but correct those weaknesses.
    D: 60–69: You are only going through the motions, and this is unacceptable.
    E: 59–0: You are not even close! Reevaluate your goals and objectives — failure.

III.   HEALTH AND WELLNESS — INDIVIDUAL RESPONSIBILITY

HEALTH AND WELLNESS —
INDIVIDUAL RESPONSIBILITY

• Empowering responder wellness course.
• What is our personal responsibility for
  health/wellness?

Slide 4-11

A.   Empowering responder wellness course.

        1.   Online National Fire Academy (NFA) course.

        2.   Examines personal responsibility for health/wellness.

        3.   Provides direction to move forward to success.

B.   What is our personal responsibility for health/ wellness?

        1.   Interactive discussion.

        2.   What do our LODD/injury data tell us?

        3.   Are these outcomes preventable?

        4.   Where are we organizationally? Personally?

IV.   THE WELLNESS WHEEL

<table>
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THE WELLNESS WHEEL

• The IAFC/IAFF joint WFI refers "wellness" to an individual's state of mind, as well as their physical state, balancing between health and physical, mental, emotional and spiritual fitness.

Slide 4-12

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A.   The IAFC/IAFF joint WFI refers to "wellness" as an individual's state of mind, as well as their physical state, balancing among health and physical, mental, emotional and spiritual fitness.

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THE WELLNESS WHEEL (cont'd)

• Wellness is also the result of personal initiative, seeking a more optimal, holistic and balanced state of health across multiple dimensions.

Slide 4-13

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B.   Wellness is also the result of a personal initiative to seek a more optimal, holistic and balanced state of health across multiple dimensions.

THE WELLNESS WHEEL
(cont'd)

- Dimensions of wellness:
  – Social.
  – Emotional.
  – Educational.
  – Activities.
  – Mind and body.
  – Occupational.
  – Financial.
  – Health.

Slide 4-14

C.   Dimensions of wellness.

1.   Social.

2.   Emotional.

3.   Educational.

4.   Activities.

5.   Mind and body.

6.   Occupational.

7.   Financial.

8.   Health.

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ACTIVITY 4.3

Individual Holistic Wellness Self-Assessment

Purpose

Use the educational concepts of self-reflection and self-discovery to share your education and experience in examining the various dimensions of wellness, as well as to personally assess each dimension.

Directions

1. Work in your designated table groups.

2. Use your own self-reflection and self-discovery to answer the questions on the worksheet as honestly and openly as possible.

3. It is helpful to read all questions first before answering.

4. You have 10 minutes to complete the survey.

5. Be prepared to discuss your individual findings on the Holistic Wellness Self-Assessment Tool.

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ACTIVITY 4.3 (cont'd)

Individual Holistic Wellness Self-Assessment Tool Worksheet

Assess and score each of the following categories of your life using the scale of Least Satisfied (0) through Most Satisfied (10). Read through all 24 parts before beginning; be honest and open minded. This is an overall life satisfaction assessment.

Example   *(0) Least satisfied---------5---------- most satisfied (10)* __5.5

Occupational

Career choice – vocation   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____
Interests (hobbies)   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____
Vocational skills and abilities   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____

Health

Sleep and rest   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____
Nutrition   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____
Physical condition (overall)   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____
Medical testing (lab work)   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____

Emotional

Love and intimacy   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____
Morale (mood)   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____
Safety and security   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____

Education

Academic achievement   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____
Personal talents and skills   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____
Personal knowledge   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____

Mind and Body

Faith (spirituality)   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____
Stress/Coping skills   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____
Inner peace   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 ____

Financial

Past and present   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 _____
Future (investments)   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 _____

Social

Immediate family   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 _____
Extended family   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 _____
Friends (non-work)   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 _____
Fraternal (clubs)   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 _____

Activities

Exercise   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 _____
Recreation   0-----1-----2-----3-----4-----5-----6-----7-----8-----9-----10 _____

ACTIVITY 4.4

Wellness Wheel

Purpose

Use the educational concepts of self-reflection and self-discovery to develop a plan to improve personal wellness.

Directions

1. You will use your own self-reflection and self-discovery to divide your life into 24 equal parts. Use the scores found in the Wellness Self-Assessment Tool, and plot your score in each "spoke" of the wellness wheel, with zero in the center and 10 as the outer ring. Connect the dots and assess your wheel. This is a snapshot of your completeness and wholesomeness.

2. Ask yourself, "How has my Wellness Wheel changed?"

3. Identify how your Wellness Wheel may have changed. Use a different-colored pen, think about your life three years ago, and score your 24 spokes on your Wellness Wheel as you remember them to have been three years ago.

4. Use the process of self-reflection to identify why your Wellness Wheel may have changed.

5. Use a third, different-colored pen and your Wellness Wheel. Through the self-reflection process, identify the four weakest spokes in your wheel. Create a personal development plan to address and improve your identified weaknesses by 25 percent.

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ACTIVITY 4.4 (cont'd)

Individual Holistic Wellness Self-Assessment Tool
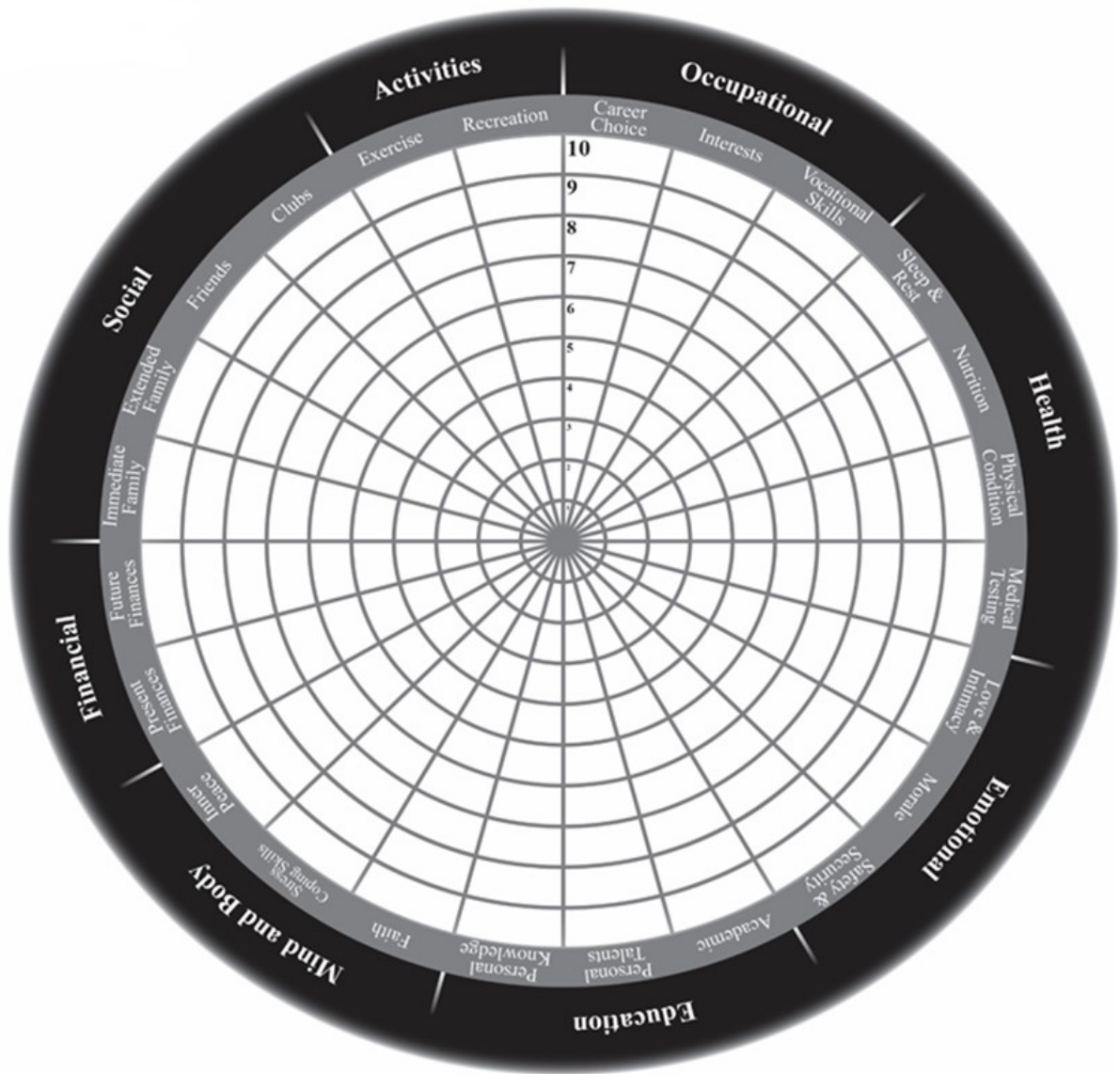
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V.   SUMMARY

SUMMARY

FEMA   U.S. Fire Administration

- Ten most significant threats to health and wellness.
- Emerging issues in firefighter health and wellness.
- IAFC/IAFF WFI.
- Health and wellness — individual responsibility.
- The Wellness Wheel.

Slide 4-17

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ACRONYMS

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ACRONYMS

AHJ	authority having jurisdiction
CDC	Centers for Disease Control and Prevention
CFR	Code of Federal Regulations
CISM	Critical Incident Stress Management
EMS	Emergency Medical Services
FDSOA	Fire Department Safety Officers Association
FFFIPP	Fire Fighter Fatality Investigation and Prevention Program
HSO	Health and Safety Officer
HSPM	Health and Safety Program Manager
IAFC	International Association of Fire Chiefs
IAPs	Incident Action Plans
ICS	Incident Command System
IFSAC	International Fire Service Accreditation Congress
JPRs	job performance requirements
LODD	line-of-duty death
MRSA	Methicillin-resistant Staphylococcus aureus
NFA	National Fire Academy
NFIRS	National Fire Incident Reporting System
NFPA	National Fire Protection Association
NIMS	National Incident Management System
NIOSH	National Institute for Occupational Safety and Health
NSCCI	National Safety Culture Change Initiative

OSHA	Occupational Safety and Health Administration
PPE	personal protective equipment
PTSD	post-traumatic stress disorder
SCBA	self-contained breathing apparatus
SM	Student Manual
SMEs	subject matter experts
SOGs	standard operating guidelines
SOPs	standard operating procedures
USFA	U.S. Fire Administration