



National Fire Academy

**F0636 – Building Organizational Support for Community Risk Reduction
Version: 1st Edition, 4th Printing, March 2017**

Quarter:

ACE Credit: In the lower division baccalaureate/associate degree category, one semester hour in public safety, fire science or emergency management.

IACET Continuing Education Units: 1.3

Length of Course: 2 Days (13 hr., 40 min. contact hours)

Prerequisite: Pre-course Assignment

Curriculum: Fire Prevention: Management

Training Specialist: Mike Weller

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

F0636 – “Building Organizational Support for Community Risk Reduction.” This two-day course is designed to help fire and emergency services learn what community risk reduction is and how to build organizational support for it. This course will address the challenges fire departments face in shifting their priorities from response to prevention. In many departments community risk reduction is still considered a low priority. This course will show you how community risk reduction can help you and your department become more of a community player in times of decreased budgets.

There is a pre-course assignment to complete before class that should take about 1 hour to complete.

Student Qualifications (Primary and Secondary Audience)

The target audience for “Building Organizational Support for Community Risk Reduction” (BOSCRR) will include, but not be limited to, the following:

First Priority

Departmental officers (and support staff) who are currently (or will be) leading community risk-reduction initiatives within their community. If an officer and public educator (or advocate for risk reduction) can attend together, these students will be given first priority.

Second Priority

- Fire and emergency services personnel who help design and deliver community risk-reduction programs.
- Fire and emergency services staff members with an interest in advancing community risk reduction.
- Emergency managers.
- Allied health and community service personnel who help design and deliver community risk-reduction programs.

Course Scope (Goal)

Students will be able to lead the process of building organizational support for community risk reduction.

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Describe common elements of strategic community risk reduction.
- Build organizational support for community risk reduction.
- Develop a plan for how community risk reduction can be used as a service priority by their organization to help meet the mission of their municipality.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#) and through their State, local, tribal, and US territories training partners. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

DAY 1	DAY 2
Introduction, Welcome and Administrative	Unit 2: Building Organizational Support for Community Risk Reduction (cont'd) Activity 2.2: Solutions to Challenges to Building Organizational Support for Community Risk Reduction
<i>Break</i>	<i>Break</i>
Unit 1: Components of Strategic Community Risk Reduction Activity 1.1: Current Community Risk-Reduction Programs	Unit 2: Building Organizational Support for Community Risk Reduction (cont'd) Activity 2.3: A Case Study in Building Organizational Support for Community Risk Reduction
<i>Break</i>	<i>Break</i>
Unit 1: Components of Strategic Community Risk Reduction (cont'd) Activity 1.2: Assessing Strategic Risk Reduction	Unit 2: Building Organizational Support for Community Risk Reduction (cont'd) Activity 2.4: Building Organizational Support for Community Risk Reduction in Your Department
<i>Lunch</i>	<i>Lunch</i>
Unit 1: Components of Strategic Community Risk Reduction (cont'd) Unit 2: Building Organizational Support for Community Risk Reduction	Unit 3: Community Risk Reduction as a Service Priority Activity 3.1: Ranking Local Public Services Activity 3.2: Supporting the Mission of the Municipality — An Example
<i>Break</i>	<i>Break</i>
Unit 2: Building Organizational Support for Community Risk Reduction (cont'd) Activity 2.1: Challenges to Building Organizational Support for Community Risk Reduction	Activity 3.3: Supporting Your Municipality's Mission Final Exam

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

The course will be assessed by a 25-question examination.

The required performance to successfully complete the course is attained by completing the class with a letter grade of a "C" or higher.

Letter Grade	Point Range
A	90-100
B	80-89
C	70-79
F	69 or lower

EXAMINATION ADMINISTRATION PROCEDURES

Students will be given exams at the end of the class, and only the instructor will grade the exams. While the exams are being graded by the instructor, students will be asked to complete end-of-course evaluations.

Exams are to be completed individually and not as a group or a group activity, unless specifically directed within the instructor guide for the specific course. Students should use pencils to complete answer sheets if bubble sheets and a scoring key overlay are being used.

There should only be one answer for any given question marked by the student. A question with multiple answers is considered incorrect. Please mark number of incorrect answers on completed exam sheets, record score (percentage), and mark the appropriate letter grade.

Transfer the letter grades to the corresponding student name on the course roster.

If a student does not obtain a passing grade on the first attempt, the instructor will provide remediation¹ prior to a retest. Students who do not pass the first exam will be allowed to take one retest of a new exam before departing from the class. A second failure will result in a grade of "F" being recorded on the grade roster.

Once all exams have been graded, instructors should review the exam as a group.

In the event of unusual events (storm, fire response, family emergency) or early departure, the host agency or state representative may be asked to proctor the exam at a later date. The instructor is responsible to notify the Training Specialist as soon as practical of the situation and name of person responsible for the exams and testing process.

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

Course Outline

Unit 1: Components of Strategic Community Risk Reduction

Objectives

Terminal Objective

The students will be able to:

- 1.1 Describe common elements of strategic community risk reduction.

Enabling Objectives

The students will be able to:

- 1.1 Define community risk reduction.
- 1.2 Summarize the common elements of strategic community risk reduction and its potential impact.
- 1.3 Articulate the benefits of successful community risk reduction.

Unit 2: Building Organizational Support for Community Risk Reduction

Objectives

Terminal Objective

The students will be able to:

- 2.1 Build organizational support for community risk reduction.

Enabling Objectives

The students will be able to:

- 2.1 Articulate why organizational support is essential to successful community risk reduction.
- 2.2 Explain the concept of organizational equity, how it is built, and what it can be used for.
- 2.3 Identify potential challenges and solutions to building internal support for community risk reduction.

- 2.4 Explain how subcultures and generational differences can impact building organizational support for community risk reduction.
- 2.5 Describe the five social power bases and how they can influence behavior.

Unit 3: Community Risk Reduction as a Service Priority

Objectives

Terminal Objective

The students will be able to:

- 3.1 Develop a plan for how community risk reduction can be used as a service priority by their organization to help meet the mission of their municipality.

Enabling Objectives

The students will be able to:

- 3.1 Evaluate the expectations of citizens and community decision-makers regarding services provided by their local fire department.
- 3.2 Describe why a fire department needs to support a municipality's overall mission.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate.
- If you need to depart the training facility early and miss any portion of the course, you must make the request in writing to the sponsoring agency (e.g., State training director, etc.). The State training director may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements.

Course Failure

You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

All assignments must be turned in by the established deadline. Late submissions could result in a 10 percent decrease in grade.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

https://www.usfa.fema.gov/training/nfa/admissions/student_policies.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the State training director or host agency and to the NFA Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.