IMPORTANT NOTICE

53RD ANNUAL ILLINOIS FIRE COLLEGE

RESCHEDULED FOR

JUNE 16 - 19, 1977*

MORE INFORMATION ON PAGE 2

PLEASE POST

*ORIGINAL SCHEDULED FOR JUNE 2 - 5, 1977
FROM THE DIRECTOR’S DESK

By: Jerry Monigold, Director, Fire Service Institute

53RD ANNUAL ILLINOIS FIRE COLLEGE

By now you have read the cover page of this Bulletin and are probably wondering what happened to cause the dates of the Fire College to be changed. The cause is a National Collegiate Athletic Association Track Meet, which is expected to draw nearly 20,000 people to the University campus. Although this event was scheduled several months after we set dates for the 53rd Fire College, it appears as though they have the jump on us for available motel space.

I realize this change will work hardships on fire fighters who may already have scheduled vacations based on the originally published dates. We apologize for the difficulty we may have caused these individuals.

SPECIALIZED SCHOOL REGISTRATION

As the dates for each of our specialized courses draw near, we receive numerous phone calls requesting information concerning registration procedures. Perhaps within the scope of this article I can assist you with answers pertaining to these procedures. For most of the specialized on-campus courses, registration is based on a "first-come-first-served" arrangement with a few stand-by registrations accepted in the event of cancellations or no-shows. Quite often registrants who are not accepted for one school will be given priority for registration at the next school of that same type.

Two of the specialized schools have a different registration procedure—the Advanced Pump Operators School and the Breathing Equipment Specialist (Smoke Divers) School. Students who attend the Basic Pump Operators School are given priority registration cards for the Advanced Course. If they register for the Advanced Course prior to the date listed in the course announcement, they are accepted and the remainder of the enrollment is made up from registrants who feel their previous training and experience is adequate to attend a course of this type.

The Breathing Equipment Specialist School requires a rather different registration procedure since a satisfactory physical examination is required to enroll. Registration cards are mailed with the course announcement and are numbered in order received. A letter is then sent to the registering student with the necessary forms. This letter indicates the number of registrations which have been received. If the registrant's number is 10, for example, the applicant knows his was the tenth card received and 24 students will be accepted. He also knows he stands a good chance of being among the first to return his physical exam forms. If he had received a registration number of 40, he would know his chances of getting his physical exam forms back in time to be among the first 24 are slim. REMEMBER ACCEPTANCE IN THE SCHOOL IS BASED ON RECEIPT OF A SATISFACTORY PHYSICAL, NOT ON THE RECEIPT OF THE REGISTRATION CARD. The first 24 satisfactory physical examination forms received determines the enrollment for the course.
FUNDING OUTLOOK FOR FISCAL YEAR 1976-77 AND 1977-78

Funds available for honoring class requests for Illinois Fire Departments are limited again this year since we have not received a budget increase in the last five fiscal years and because 2% of FY77 appropriation has been placed in a reserve. We hope to be able to release this reserve, but are unable to determine at this time whether or not the State will do so. As a result, requests for training from departments who have already completed one or more courses this fiscal year are being held until next fiscal year. Requests for some types of training, such as Auto Extrication and Aerial Rescue, are also being placed on file for action next year. Our next fiscal year begins July 1, 1977.

While on the subject of our next fiscal year, I should make you aware that for the second time in the last four years, our line item in the Fire Marshal's budget has been deleted. This means that unless the actions of the Illinois Fire Services Association and others are successful in restoring our monies, Fire Service Institute will have no operational funds. If you wish more information on this matter, contact me at 217/333-3800.

RECRUITMENT OF PART-TIME INSTRUCTORS PROGRESS REPORT

Recruitment of additional part-time instructors for the Fire Service Institute is proceeding well. To date, sixteen applicants have been interviewed and eleven more are scheduled for interview. Coverage of the State has been adequate except for the west-central and northwestern portions. As soon as interviews have been completed, those applicants found acceptable will begin their internship with a practicing instructor, assuming our budget is restored.

SPECIALIZED FIELD TRAINING

By Jerry Monigold

A common question asked by many fire departments is, "We've had Fire Training I and II several times, is there any other course we can take?" The answer is YES. You can request specialized training whether you have had F.T. I and II or not.

What is specialized field training? Specialized field training is a course set up to cover one or more subjects of your choice over a period of 1-5 weeks. This arrangement can be especially useful to the departments who have men preparing themselves for Certification by the Illinois Fire Commission. Even if you are not interested in Certification, this can be a means of zeroing in on some of your particular training needs.

How do you determine what subjects to request? This can be done in several ways. First, you may already be aware of areas that you need additional work in. Second, you can go over your past training records and look for areas you have not had classes in for some time and feel the need for review. Finally, you may wish to test your personnel and set up classes in those areas which indicate weakness. However you decide, this might be a great way to redevelop interest in your training program if it has gone stale from repetition.
Since CB radio "handles" have taken over everywhere, we are using one here to introduce a new column in our Bulletin.

When was the last time the oil was changed in your pump transmission? Many departments religiously change the oil in the motor crankcase, but the pump transmission is often forgotten during the active life of the apparatus, or when the pump goes in for a major overhaul.

Most manufacturers recommend that the oil in the pump transmission be changed twice a year, or more frequently if the pump is used heavily.

The pump transmission depends on the friction between the gears, shafts, and bearings to develop enough heat to drive moisture and condensation from the pump gear case. As a result, short runs and short pumping times generally don't develop enough heat to drive the moisture from the pump gear case. This means that the gears and bearings are depending on a mixed lubricant to cool the equipment.

With the price of pumps in the thousands of dollars, isn't a two or three dollar investment in oil for the pump transmission a worthwhile investment?

Be sure to check the manufacturer's pump data sheet for the proper grade of oil to place in the pump transmission.

INSTRUCTIONS FOR THE INSTRUCTOR

By Kim Allen, Instructor

The Fire Department Instructor and Behavioral Objectives--What Are They Used For?

Behavioral objectives are nothing more than a method whereby an instructor is able to measure the actions of his students in relation to what the student is expected to do or to know on the job. Such measurement is necessary so the instructor knows his classes deal with the performance of skills and the learning of knowledge needed by the fire fighter in performing his work. This measurement also helps the instructor decide if the student can do the job or tasks well enough to be graduated from the class and report to work on a regular basis.

The first step toward the development of a course of instruction is a survey known as an occupational analysis. During the occupational analysis each task in the fire fighter's job is broken down into its essential elements. The end result is
an inventory of these task elements along with standards for required speed and accuracy for each element. Next, the concerned authority, probably the fire chief or training officer working with a training committee, selects those elements which form the basis of the instructional program.

It is the task elements, identified by an occupational analysis, which are the basis of behavioral objectives. Just as the task elements reflect the essential parts of the fire fighter's job, so the behavioral objectives reflect the essential parts of the fire fighter's instructional program. Since behavioral objectives are based on the most important elements of the job, they establish realistic goals for the instructional system. In addition, behavioral objectives aid the instructor in the following ways:

- permit both the student and the instructor to know exactly what is required of the student at the end of any instructional unit.
- provide a basis for rating each student satisfactory or unsatisfactory on each behavioral objective.
- provide a basis for checking and improving the quality of instruction.
- provide a clear description of job requirements.

In order to accomplish these functions, behavioral objectives specify student behavior, the conditions under which the behavior takes place, and the standard of performance (how good is satisfactory) where it is needed to clarify the behavior.

An instructor can't read the mind of a student to verify the degree of his understanding. Therefore, the instructor must rely on some activity on the part of the student in order to determine the extent to which the student's knowledge or skill meets departmental requirements. To say that a student "will develop an understanding of the Hazen-Williams formula" is an example of an unclear objective because it is subject to various interpretations. One instructor may decide that if the student writes the formula it indicates understanding. Another might contend that the only way a student can satisfy this objective is to explain the formula. Which instructor is correct? It is not possible to decide because the objective allows for either interpretation.

A more precise objective could read, "compute the mean velocity discharge from a pipe, using the Hazen-Williams formula, when the coefficient of roughness, hydraulic radius, and slope of hydraulic gradient are known." This objective informs the student and the instructor exactly what the student is to learn, and what behavior is required to demonstrate satisfactory achievement. The use of action verbs reduces ambiguity and aids understanding of the intent of the objective. The most important characteristic of a behavioral objective is clear requirement for specific behavior.

A well prepared objective also clearly states the conditions within which the student is expected to perform. This portion of the objective describes the work environment; what the student has to work with, the tools to be used, and whether or not notes or textbooks can be used. The student might, for example, be asked to "ventilate a gabled roof using appropriate equipment under simulated fire conditions." The objective implies that the student will be provided with tools of his choice and requires that he ventilate the roof under conditions closely approximating those of an actual fire.
A third requirement of a well-prepared objective is a clearly understood standard of performance. This standard serves as the criterion for determining if the student has achieved a minimum level of satisfactory performance. Such an objective might read, "don 30-minute self-contained breathing apparatus from a closed case, following the manufacturer's recommended procedures, and making all safety checks, within 45 seconds of starting signal." In this case, the standard of performance requires that the task be done without error and within forty-five seconds.

Objectives which incorporate all three characteristics will communicate the instructional intent to all who are concerned with the instructional system. In stating how the student is to demonstrate his accomplishment of the task, it is not sufficient to know the required behaviors. This information must be communicated to others, especially the students. Then the instruction will support job requirements and should increase efficiency on the job.

The next issue of the FIRE SERVICE INSTITUTE BULLETIN will contain an article explaining how behavioral objectives are written.
FRIDAY, JUNE 17, 1977

8:30 - 9:30 a.m. INVOCATION

CLASS BRIEFING - Where are they and what's to be covered

9:45 - 11:45 a.m. CLASSES - Classes are scheduled for either 6 or 12 hours of instruction. Each fire fighter must attend 12 hours of classes to be eligible for a Fire College Certificate

A. FIRE GROUND PUMPING OPERATIONS (12 hours)
   1. Friction loss calculations
   2. Supplying aerial streams
   3. Drafting
   4. Relay pumping

B. HAZARDOUS MATERIALS (6 hours - repeated)

C. VENTILATION (6 hours - repeated)

D. BOMB AND ARSON INVESTIGATION (6 hours - repeated)

E. DEFENSIVE DRIVING FOR EMERGENCY VEHICLES (6 hours - repeated)

F. BREATHING EQUIPMENT (6 hours - repeated)

G. IMPLEMENTING AND MANAGING FIRE PREVENTION ACTIVITIES (6 hours - repeated)

H. FIRE DEPARTMENT MANAGEMENT (6 hours - repeated)

I. GENERAL MAINTENANCE FOR FIRE APPARATUS (6 hours - repeated)

J. FIRE FIGHTING STRATEGY AND TACTICS (6 hours - repeated)

K. RESCUE OPERATIONS (6 hours - repeated)

SPECIAL CLASS FOR THE LADIES ON HOME FIRE SAFETY - FRIDAY AFTERNOON ONLY

1:00 - 5:00 p.m. CLASSES (CONTINUED)

7:30 - 9:00 p.m. "ILLINOIS IS BURNING - WHY?"

SATURDAY, JUNE 18, 1977

8:30 - 9:30 a.m. INVOCATION

"THE SKY ISN'T FALLING"

9:45 - 11:45 a.m. CLASSES (CONTINUED)

1:00 - 5:00 p.m. CLASSES (CONTINUED)
SUNDAY, JUNE 19, 1977

9:30 - 11:30 a.m.

DEMONSTRATIONS - Fire Training Ground,
South First Street Road
and Gerty Drive, Champaign, IL

1. Car in propane cloud
2. Simulated aircraft fires
3. Mobile home fire
4. Simulated lumber yard
5. Hurst tool
6. Homemade rescue equipment
7. L. P. G. fire control

Large diameter hose versus 2½ and 3 inch

NOTE:

This tentative program will take the place of the usual Bulletin Board Poster
which is normally mailed about this time. We suggest you duplicate or post
this program for interested fire fighters. The final program will be mailed
to your department in early May. The final program will contain more information
concerning instructors, classroom location and description of the classes.