

HANOVER FIRE • EMS ACADEMY



Class of 2005 – School #15

Program Guidelines

Hanover Fire-EMS Academy Program Overview

The Hanover Fire-EMS Academy is a nationally recognized program that provides firefighters the skills they need to survive on today's fire ground. It is intended to be as realistic as possible; creating a graduate that not only understands basic firefighting principles, but one that also values the history and work ethic of the job. All members enrolled in the Academy Recruit School Program regardless of rank and time of service shall be identified as a "Recruit" as long as they are actively participating in the program as a student.

Program Features

- Drill & Ceremony

Drill & Ceremony session is intended to provide the student a basic understanding of skills used at events such as funerals, parades, etc. Skills such as saluting, basic marching, formations, and honoring our flags are presented. This segment trains firefighters how to act appropriately in a formal situation when it really counts.

- The Obstacle Course (done throughout the program)

The SCBA Obstacle Course is based on the Firefighter Combat Challenge / CPAT. It serves 3 main purposes:

1. Develop the students confidence in the SCBA, measuring time and air use
2. Develop an appropriate work ethic on the fireground
3. Enhance and develop teamwork among the groups, culminating in live fire evolutions

- Line of Duty Death Research Project

Each student company is assigned a line of duty death from previous years to research. The Instructors will assign the students a fallen firefighters name with enough time to complete the project. Each company shall work as a team to create their presentation, and each member will have their own part to present. Lines of duty deaths are specifically assigned to show the student that the firefighter who gave their life for their community was just like them. This provides the student a real-world look at the dangers and honor involved in the job.

- Vehicle Fires

Vehicle fires are a common occurrence for today's engine company. The DFP program included no formal training for this potentially dangerous situation. This program provides the student with basic safety concerns and tactics for dealing with vehicle fires.

- Night Evolutions

These short burn sessions are conducted to provide the student with an orientation to interior compartment fires. They are allowed time to become comfortable with the environment, thus removing the fear and stress that can interfere with their ability to learn.

- Mayday – Firefighter Down

Since we train our students how to get into burning buildings, we are obligated to show them how to get out. With an average of 100 firefighters dying in the line of duty each year, it is vital we provide this life saving training!

- Increased Burn Evolutions

Our program has extended burn building time to ensure that EVERY student receives the training they need. It allows the student time to ask questions and master the skills that may mean the difference between life and death in the future.

Hanover Fire-EMS Academy Program Guidelines

Welcome to the Hanover Fire-EMS Academy! We hope you find your training experience meaningful and challenging. The Hanover Training Academy Program has been nationally recognized for its devotion to high performance standards, as opposed to minimum training requirements. This program will challenge you academically, mentally and physically; however, with a little perseverance, you can complete a program of which you can be proud the rest of your life.

The business of firefighting is one of the most dangerous jobs in the world. Each year an average of 100 firefighters lose their lives in the line of duty, leaving behind family, friends and coworkers. Look at the people around you in this room; will one of you be seriously injured or killed in the line of duty? Because of this inherent risk, the Hanover Fire-EMS Academy does not discriminate against firefighters based on their paid or volunteer status. We assess each recruit much in the same way fire determines who will live and die. These outcomes are determined as a result of the firefighter's ability to operate safely on the fireground. We train people to survive, regardless of their backgrounds and affiliations.

Our mission is to provide each of you the knowledge, skills and abilities necessary to efficiently and safely provide emergency services to the citizens of Hanover County and surrounding areas. This requires a great deal of commitment and discipline from everyone involved. Our Academy Instructors will provide you the training that will mean the difference between life and death, while trying to instill a sense of pride and responsibility that does justice to the proud history and heritage of the fire service. We expect your full cooperation, respect and trust, to ensure both your safety and ours over the next months.

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HANOVER FIRE-EMS ACADEMY

Firefighter Performance Expectations

The following outlines what is expected of each recruit:

Judgment

- Makes reasonable and safe decisions when attempting to accomplish tasks or solve problems

Communication

- Uses appropriate tone of voice
- Articulates in a clear, logical and understandable manner
- Displays confidence
- Is persuasive and makes a positive impression
- Demonstrates appropriate non-verbal communication techniques

Teamwork

- Effectively works with others in order to accomplish tasks or solve problems
- Offers help to team members when needed
- Consistently demonstrates safety practices for self and others

Problem Solving

- Approaches problems in a safe, logical and well-thought-out fashion
- Seeks pro-active solutions to problems

Initiative/Motivation

- Accomplishes tasks or goals without being ordered, coerced, or motivated by others
- Demonstrates desire for personal and professional development
- Accomplishes tasks or goals with a "safety first" attitude
- Takes on additional tasks or duties

Work Ethic

- Actively seeks academic and technical knowledge for self-improvement
- Is reliable in following safety practices in all situations

Adaptability/Stress Management

- Remains calm in stressful situations
- Adapts behavior in order to deal with changing situations in a safe manner
- Adapts behavior in order to accomplish individual or organization goals
- Recognizes symptoms of stress in self and seeks to deal with stress appropriately

Integrity

- Is sincere and honest when dealing with others
- Keeps commitments
- Respects personal property of others
- Portrays professional image in speech, actions and appearance
- Obeys all policies and procedures of Hanover County and the Hanover County Fire Department

Community Awareness

- Exercises compassion and willingness to help persons in varied situations with varied backgrounds
- Is sensitive to individual and cultural differences

Interpersonal Skills

- Relates to a wide variety of individuals in a positive and effective manner
- Handles interpersonal conflicts effectively
- Is courteous and respectful

Fire House Etiquette

1. Always address Officers by their proper title.
2. Notify the Officer in charge when Chief Officers, repairmen, or guests are in the Station.
3. Never leave the Station grounds without the approval of the Officer in charge, and always notify the Officer in Charge when you return to the Station.
4. RESPECT closed doors, knock and wait for a reply before entering. (Chief's Office and Lieutenants Office)
5. Ask for and orders or information that you do not understand to be clarified.
6. STUDY! STUDY! STUDY! (Your job more importantly your life depends on it.)
7. Show RESPECT to your fellow firefighters.
8. Show Initiative. Look for things to do don't wait to be told.
9. The following are rules concerning your turnout gear:
 - a. ALWAYS know the location of your turnout gear and personal equipment.
 - b. Remove your turnout gear from storage racks immediately upon arriving to work.
 - c. ALWAYS secure your turnout gear on storage racks before going off duty.
 - d. Check your turnout gear daily for readiness.
 - e. Keep your turnout gear clean and in good condition.
 - f. NEVER leaver your gear unsecured on the fire apparatus.
 - g. Practical jokes involving turnout gear are not acceptable and will not be tolerated.
10. Be aware of your riding assignment and the duties, tasks and responsibilities of each.
11. Make a special effort to notify everyone in the Station when there are guests in the house.
12. The Operator is responsible for all equipment on the apparatus.
13. Maintain a professional appearance. (Uniform neat, shoes shines, hair groomed, good personal hygiene, etc.)
14. Assist all drivers when backing up the apparatus. Everyone should be off the unit to spot.
15. Do not leave personal belongings lying around; store them in their proper place. (Jackets, shirts, towels, toiletries, books, etc.)
16. Answer the Station phone properly and by the 3rd ring.
17. Do not leave the telephones unattended.
18. Arrive to the Station early enough in the mornings to prepare yourself mentally and physically.
19. Turn off unused lights, televisions, radios, etc.
20. Expect the less desirable work, "The Dirty Work!"
21. Lounging or lying on the furniture is unacceptable.
22. You are responsible for the mess you make. Please clean up after yourself. (Items in the kitchen, dirty dishes, drink cans, tools, and toothpaste in the sink, hair shavings.)
23. When leaving the Station unmanned be certain all doors and windows are secured.
24. Be considerate of others with the use of profanity, quiet time and phone calls.
25. Smoke in appropriately designated areas. Not in the living quarters. Refer to the County Policy.
26. Respect others at mealtime.
27. Clean the table after each meal. Help out even if you haven't been asked.
28. Put away all dishes at night.

29. Respect others while watching television.
30. Respect sleeping members. Don't turn on lights, slam doors, turn on radios, etc.
31. Keep your bed linens clean, and your bed made each morning.
32. It is highly recommended that you have an extra uniform, T-shirt, socks, underwear and other personal items you may need to get you through the shift when unexpected situations arise.
33. Keep your locker clean and orderly.
34. Keep yourself physically fit. We are completely dependent on each other to perform to the best of our abilities. It is also a part of the job.
35. Don't spread rumors or talk negative about others.
36. Remember it is your responsibility to promote good public image. A polite, respectful attitude reflects well with fellow firefighters and Hanover Fire-EMS.
37. Notify the Officer in charge when you are taking a shower.
38. Always listen to your radio.

You will occasionally see your fellow workers doing things that you have been told not to do. Do not assume that anyone else's wrong actions make it right for you to act in the same manner. You have a mind of your own and know the correct behavior. Always conduct yourself in a professional manner.

Please read and know the following County Policy:

- Harassment
- Violence in the Workplace
- Computer Policy
- Cultural Diversity

Hanover Fire-EMS Academy Code of Conduct

The previous Code of Conduct is expected to be adhered to by all while attending the Hanover Fire-EMS Academy and when under the direction and supervision of the Hanover Fire-EMS Academy Staff.

Violations may result in removal from the Academy.

1. Chain of Command**

- A. You must use the “Chain of Command” at all times.
Exception: Any issue involving discrimination or harassment is addressed in Section 9.
- B. “Chain of Command” means any matter that needs the attention of or action by the Department will be brought to the reporting person’s most immediate supervisor.
- C. Concerns regarding the Academy shall be processed through the “Chain of Command”
- D. Any issues or concerns that affect your performance shall immediately be brought to the attention of your Supervisor.

**** See Attachment for Hanover Fire-EMS Training Academy Chain-of-Command**

2. Respect

Respect is a key element of the fire service. Instructors will show all students due respect, the same is expected of you.

- A. Respect will be shown to all Hanover Fire-EMS Academy Staff and guest Instructors.
- B. Respect will be shown to all civilians and classmates.
- C. Disrespect or abusive language toward any individual or group shall be considered insubordination.
- D. All Hanover Fire-EMS Academy and Department personnel shall be addressed in a courteous, professional manner, either by rank or by “Sir/Ma’am”.

3. Teamwork/Effort

- A. The recruit’s best effort shall be expected at all times.
- B. Recruits shall work well in a team and function in all positions.
- C. Any action, which hinders or disrupts team drills or classroom activities, shall not be tolerated.
- D. Recruits are expected to offer help to team members.

4. Attendance/Tardiness

- A. Attendance at all classroom and drill ground sessions is mandatory.
- B. Tardiness will not be tolerated. This will include reporting to classroom and drill ground sessions.

5. Cheating

- A. Cheating of any kind will not be tolerated and will result in removal from the Academy.

6. Insubordination

- A. Disobedience of any order issued by an Officer or Instructor shall not be tolerated.

7. Appearance

- A. All Recruits shall report to the Academy in proper attire for the scheduled activity.
- B. Gym wear shall be departmental-approved tee shirts, shorts and sweatpants.
- C. All uniforms shall be clean and neat in appearance and shoes will be shined.
- D. Assigned personal protective gear shall be kept clean and in usable condition.

8. Substance Abuse

- A. Alcoholic beverages or illegal drugs shall not be permitted at the Hanover Fire-EMS Academy. Violation will result in immediate removal.
- B. Any use of prescription or over-the-counter drugs that may affect your performance at the Academy must be brought to the attention of your Instructor(s).
- C. Tobacco, in any form, will not be used in any place where Academy instruction or on-duty activities are being conducted.

9. Discrimination & Harassment

- A. The Hanover Fire-EMS Academy shall not condone nor tolerate incidents or circumstances of discrimination, harassment or sexual harassment.
- B. The Hanover Fire-EMS Academy, it's management and supervisors shall take prompt corrective action when they become aware of any type of discrimination, harassment or sexual harassment.
- C. Employees who believe they have knowledge of, or fell that they have experienced any form of discrimination, harassment or sexual harassment should immediately follow their departmental policies or procedures.

- D. All actions taken to investigate and resolve complaints shall be handled in a timely and objective manner.
- E. No employee shall be intimidated, harassed, threatened or retaliated against, coerced or disciplined in any way for reporting alleged acts of discrimination, harassment or sexual harassment or for filing a discrimination, harassment, or sexual harassment complaint.

10. Performance Expectations

- A. All Recruits shall follow the Hanover Fire-EMS Academy Firefighter Performance Expectations.
- B. Recruits shall follow the Hanover Fire-EMS Academy Testing Policy.

11. Accountability

- A. Each Recruit is responsible for his/her own actions.
- B. Each Recruit is responsible for immediately reporting any injury or illness to their supervisor.
- C. Each Recruit is responsible for maintaining all personal protective equipment at an operational level and shall report any problems with equipment to an Instructor.

I, the undersigned, understand and agree to abide by the above *Code of Conduct* and the consequences associated with any violation thereof.

(Print Name)

(Signature)

(Date)

Hanover Fire Academy
Recruit Personal Appearance Guidelines

- **Recruits shall report to the Academy in approved uniform during all classroom and drill ground sessions.**
- **Shorts are not allowed for anything other than physical training. Shorts will not be allowed to be worn at any other time!**
- **Beards and goatees are prohibited! Mustaches must be trimmed to the corner of the mouth. Recruits should report for drill ground activities clean-shaven, everyday. No more than one day's growth will be tolerated. This is at the instructor's discretion.**
- **Shirttails must be tucked in at all times.**
- **Uniforms should be clean and unwrinkled. Soiled uniforms are not tolerated.**
- **Tee Shirts that do not portray the fire service in a positive light are prohibited, and at the discretion of the instructor.**
- **No recruit may wear clothing that is viewed as "revealing" or inappropriate at any time.**
- **Recruits should keep a change of clothes on hand at all times.**

**Hanover Fire-EMS Academy
Discipline Policy**

Having proper discipline can mean the difference between life and death on the fireground. To prepare the recruit for such risks, the Academy program holds each recruit accountable for their personal actions and the actions of their assigned company. When a recruit or company fails to comply with the guidelines included in this package, the company making the infraction will be issued some form of discipline as a result of their actions. The class majority will determine this discipline at the beginning of the Academy. Once decided upon, the decision will stand for the duration of the school. Recruits who fail to comply with any form of discipline will be removed from the program.

Recruits who fail to comply with any portion of the material in this program may be issued a Prescription Agreement. Any recruit who fails to complete a Prescription Agreement may be removed from the program.

The order of disciplinary actions is as follows:

- | | |
|-------------------|--|
| Field Infraction | Option of Class Discipline (Ex. 10 push ups) |
| First Infraction | Documented Verbal warning / Prescription Agreement |
| Second Infraction | Documented Written warning |
| Third Infraction | Discipline up to removal from the program |

The Class of 2005-School # 15 has chosen _____ as the accepted method of discipline.

(Recruit's Initials)

(Printed Name)

Hanover Fire-EMS Academy-Prescription Agreement

Recruit Name: _____

Date: _____

I. Concerns/Areas Needing Improvement: _____

II. Job Sheet No.: _____
Code of Conduct: _____
Other: _____

(Attach appropriate documents)

III. Instructor Action Plan:
A. _____
B. _____

IV. Recruit Action Plan:
A. _____
B. _____

V. Document Action Plan Process:
Dates: _____

VI. Has the recruit corrected the area needing improvement and does he/she demonstrate competency and confidence in this area?

Yes: _____

Instructor 1 signature: _____ **Initials:** _____

Instructor 1 name (print): _____

Instructor 2 signature: _____ **Initials:** _____

Instructor 2 name (print): _____

Recruit signature: _____ **Initials:** _____

Recruit name (print): _____

Date prescription completed: _____

Hanover Fire-EMS Academy General Guidelines

General

- Recruits will be under close supervision during training operations and will be responsible directly to their immediate supervisor.
- The class will be divided in 6 companies or as many deemed necessary by the Academy staff, given course enrollment. Each company will elect a leader that will be responsible for his or her personnel. A Company tag will be issued, in which company members shall attach their accountability tags. The company leader is responsible for both the location of their company tag, as well as, the whereabouts and condition of all of their assigned personnel. The company leader shall provide a Personnel Accountability Report (PAR) at the beginning of each class.
- Before each daytime class, each company shall line up as instructed and stand in formation. The company assigned to flag duty will post both the American and County flags as weather and other conditions allow. All students shall stand in formation and salute during flag ceremonies. (Begins after Drill & Ceremony class) Nighttime Academy classes will not post the colors unless there is appropriate lighting that permits the colors to be flown after sunset. ***This is designed to provide the students the knowledge, skills and abilities to act and respond properly during official fire department events such as funerals, etc.***
- Use of tobacco products (of any kind) is not permitted in any building at the facility. The supervising Lieutenant may make exceptions at their discretion. An example would be an 8 hour class day, and the recruit is making an effort to quit.
- All meals must be eaten in the kitchen area. Meals are not to be eaten in the classroom during instruction.
- Cells phones and pagers will be turned off at all times with the exception of designated breaks.
- Personal phone calls will be limited to 3 minutes on the phone located in the dining area.
- Horseplay or other unsafe acts will not be tolerated on the premises.
- Use of sirens, horns and PA systems are not permitted at the Training Center or while approaching the facility. (Evacuation drills are the only exception.)

Attendance

- It is the responsibility of the Company Leader to ensure their personnel are present for all classes. If a Recruit needs to miss class he/she must contact the Training Lieutenant no later than 1 hour before the start of class. If notification is not made in a timely manor disciplinary action may result.
- Recruits are expected to have 100% attendance according to DFP

Class Preparation

- All recruits are responsible for completing reading assignments prior to class. Your instructor will highlight material from the text, but is not responsible for covering every detail that may appear on test and quizzes.
- You are advised to eat something prior to practical evolutions and drink plenty of water. If you have a medical condition that may present a problem, notify your instructor immediately.

Hanover Fire-EMS Academy Testing & Evaluation Policy

The Hanover Fire-EMS Academy uses written, practical skills testing and affective learning evaluations to evaluate each recruit as they progress through the program. Written tests or quizzes, and affective learning evaluations will be given on a regularly scheduled basis. Skill Assessments will be scheduled in advance to coincide with the curriculum. Recruits must be successful in all areas to continue in the program. The testing policies of the Virginia Department of Fire Programs shall be observed by the Hanover Fire-EMS Academy.

Students shall be evaluated as follows:

Written Tests & Quizzes	33.3%
Practical Skills Evaluations	33.3%
<u>Affective Learning Evaluations</u>	<u>33.3%</u>
 Total	 100%

Academics (S/U)

Satisfactory:

- Recruit maintains a 80% or above quiz average for each module.
- Recruit maintains a 80% or above on all test.
- Recruit achieves the academic standard for all State Certification courses as outlined in the course description.

Unsatisfactory:

- Recruit fails to maintain a 80% or above quiz average for each module.
- Recruit fails to achieve a 80% or above on any module test.
- Recruit fails to meet the academic requirements to achieve state certification as outlined in the course description.

Drill ground Activities (S/U)

Satisfactory:

- Recruit performs all drill ground activities in a safe, timely and appropriate manner.
- Recruit demonstrates use of equipment with control and confidence.
- Recruit demonstrates basic knowledge of job skills and operations of a variety of tools and equipment.
- Recruit is consistent in performance of all drill ground activities.
- Recruit has no Prescription Sheet(s) for drill ground activities in current evaluation period.

Unsatisfactory

- Recruit is unable to perform one or more drill ground activities in a safe, timely and appropriate manner.
- Recruit is unable to use equipment with control and confidence.
- Recruit is unable to demonstrate basic knowledge and operation of tools and equipment.
- Recruit is unable to perform one or more job functions.
- Recruit has Prescription Sheet(s) in drill ground activities that have not been completed.

Performance Expectations (S/U)

Satisfactory:

- Recruit consistently demonstrates behaviors outlined in Performance Expectations.
- Recruit has no Prescription Sheet(s) in Performance Expectations in current evaluation period.

Unsatisfactory:

- Recruit demonstrates inappropriate behavior in one or more areas outlined in Performance Expectations.
- Recruit has Prescriptions Sheets in Performance Expectations, which have not been completed.

Physical Fitness (S/U)

Satisfactory:

- Recruit maintains level of physical fitness as prescribed as determined by supervising Lieutenant.
- Recruit performs all components of the prescribed workout(s) in the appropriate manner as described by the supervising Lieutenant.
- Recruit demonstrates the endurance and physical ability necessary to perform all drill ground activities.
- Recruit has no Prescription Sheet(s) for physical fitness in current evaluation period.

Unsatisfactory:

- Recruit is not maintaining level of fitness as prescribed by the supervising Lieutenant as evidenced by :
 - not performing all components of the prescribed workout in the appropriate, demonstrated manner and / or
 - not completing the Obstacle course under 7 min 20 seconds, or shows no effort to improve their time or station that they stopped at on previous attempts
 - not having the ability to complete the cardio vascular training (running etc..)
- Recruit is unable to complete the required drill ground activities due to lack of endurance and/or physical ability.
- Recruit has Prescription Sheet(s) in physical fitness, which have not been completed.

Equipment Maintenance (S/U)

Satisfactory:

- Recruit maintains all issued Personal Protective Equipment (PPE) in ready and working condition.
- Recruit maintains all PPE clean and stored properly.
- Recruit maintains all assigned equipment in ready condition and/or according to instructions.
- Recruit reports any malfunction or problems with PPE and assigned equipment immediately to instructor/staff.
- Recruit brings all issued components of PPE ensemble to every class.
- Recruit has no Prescription Sheet(s) for equipment maintenance in current evaluation period.

Unsatisfactory:

- Recruit fails to maintain any or all Personal Protective Equipment (PPE) in ready and working condition.
- Recruit fails to keep PPE clean and/or stored properly.
- Recruit fails to maintain any or all assigned equipment in ready condition and/or according to instructions.
- Recruit fails to report problems with PPE or equipment to instructor/staff.
- Recruit fails to bring any one component of the PPE ensemble, or does not bring their assigned PPE at all.
- Recruit has Prescription Sheet(s) for equipment maintenance not completed.

Affective Learning Domain (S/U)

Satisfactory:

- Recruit adheres to all of the Affective Learning Domain standards as set in the Professional Behavior Evaluation.
- Recruit has no Prescription Sheet(s) for the Affective Learning Domain in the current evaluation period.

Unsatisfactory:

- Recruit fails to adhere to any portion or all of the Affective Learning Domain standards as set in the Professional Behavior Evaluation.
- Recruit has Prescription Sheet(s) for the Affective Learning Domain.

The Recruit Evaluation Sheet shall be used to document each recruits evaluations. Unsatisfactory ratings in any area may result in removal from the Academy.

**Hanover Fire-EMS Academy
Recruit Evaluation Sheet**

The supervising Lieutenant shall evaluate each recruit monthly. Unsatisfactory ratings in any category may result in removal from the program.

Name: _____ **Date:** _____

Academics

Comments: _____

S / U SCORE AVERAGE: _____

Drill ground

Comments: _____

S / U

Performance Expectations

Comments: _____

S / U

Physical Fitness

Comments: _____

S / U

Equipment Maintenance

Comments: _____

S / U

Affective Learning Domain (Attach Documentation)

Comments: _____

S / U

S = Satisfactory (Meets Standards)

U = Unsatisfactory (Does Not Meet Standards)

Evaluator Signature

Date

Student Signature

Date

The Affective Domain

Cognitive goals

At the completion of this module the recruit should be able to:

- 18.1 Use his or her own words to provide a definition of the affective domain of learning
- 18.2 Give examples of recruit behaviors that illustrate desired behaviors or changes in behavior in the affective domain
- 18.3 Within the context of Fire-EMS practice, identify examples of affective domain behaviors
- 18.4 List classroom activities that support development of the recruit's affective domain

Affective goals

At the completion of this module the recruit should be able to:

- 18.1 Acknowledge the need to teach to the affective domain
- 18.2 Support activities that teach and evaluate the affective domain
- 18.3 Value the affective domain of performance for the Fire-EMS professional

Declarative

- I. Why this section is important
 - A. The affective domain deals with personal issues: attitudes, beliefs, behaviors and emotions
 1. Educators believe it is one of the most difficult areas of thinking to influence
 2. Some educators believe that we cannot influence recruits in this area
 - B. Educators must carefully cultivate the ethics and values of our profession while setting aside our personal beliefs and emotions
 - C. Educators must understand the degree of responsibility we accept when we step into the classroom
 1. We have a strong influence on our recruits
 2. They learn from and model our behaviors
- II. Terminology and descriptions of the affective domain
 - A. Definition of affective domain
 1. The development of judgment used to determine how one will act
 2. The area of education and performance concerned with attitudes, beliefs, behaviors and emotions
 - B. Words that describe the affective domain
 1. Defend
 2. Appreciate
 3. Value
 4. Model
 5. Tolerate
 6. Respect

- III. Importance of affective domain in Fire-EMS education
 - A. The affective domain helps develop professional judgment
 - 1. Judgment often determines excellence
 - B. Ability determines capability and attitude determines performance
 - C. The affective domain skills often make up the patient's perception of the quality of care received
 - D. Ideal characteristics include:
 - 1. Kindness
 - 2. Honesty
 - 3. Compassion
 - 4. Knowledgeable
 - E. Every patient and professional encounter in Fire-EMS uses all three domains, including affective
 - F. For example:
 - 1. Appreciating patient's pain level and requesting a morphine order
 - 2. Respecting patient's modesty and covering him or her with a sheet
 - 3. Defending or respecting patient's right to refuse care
 - 4. Modeling responsible behavior given the autonomous setting of pre-hospital care
- IV. Levels of understanding within the affective domain
 - A. Receiving
 - 1. Awareness of the information or value you are presenting
 - 2. Willingness to receive the information
 - 3. Attention to the information
 - B. Responding
 - 1. A command response involves doing what is asked when required, a recall or regurgitation of the right answer according to what was taught
 - 2. A willingness response involves doing the right thing the right way when asked or when given other choices
 - 3. Satisfaction in response is when the recruit voluntarily does what is right and feels satisfaction
 - C. Valuing
 - 1. Acceptance of a value shows that the recruit is aware that the behavior has worth
 - 2. A preference for a value shows that the recruit selects this behavior over others when given a choice
 - 3. A commitment to a value means that the recruit always behaves this way and can defend or encourage this value in others
 - D. Organization
 - 1. The integration of different beliefs based on experience
 - 2. Good judgment comes from experience
 - a. Experience often develops out of bad judgment or poor decisions

- E. Characterization
 1. Behavior patterns are so ingrained that they are part of the recruit's lifestyle
 2. Consistency means that given a number of situations involving the same value, the reaction will be automatic, consistent, and defensible
 3. Characterization is when the person is so closely associated with the value that people may use the name of that value to describe the person

- V. The affective domain in the Fire-EMS classroom
 - A. See appendix for an affective domain evaluation tool
 - B. Instructors are role models
 1. Provide mentors for recruits
 2. Be aware constantly of being observed by recruits
 - C. Choose adjunct, skills and clinical instructors carefully to be sure they model good values
 - D. Model values that you want your recruits to emulate
 1. Fairness
 2. Compassion
 3. Honesty
 4. Punctuality
 5. Dependability
 6. Preparedness
 7. Competence
 8. Professionalism
 9. Pride
 - E. Use presentation styles appropriate to the domain
 1. Case study
 2. Audio tapes of 911 call
 3. Discussion
 4. Debate
 5. Role-play
 6. Scenario
 - F. Present to recruits the relevance of this information and allow them to attach the value
 1. Give examples of when the value was clearly right
 2. Give examples of when the value improved patient care
 3. Give examples of when the value improved someone's career
 4. Use both Fire-EMS and real-life examples the recruit can relate to
 5. Use case studies that are appropriate to the field and will be encountered in their professional career
 6. Insist recruits meet the affective objectives of the curriculum
 - G. Establish classroom policies that support the affective objectives
 - H. Include affective objectives in assessment and grading criteria
 - I. Correct behaviors that do not model values during simulations and role play
 - J. Assign recruits mentors and Academy Staff who also value the affective domain

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DOT-NSC AFFECTIVE DOMAIN EVALUATION TOOLS

Appendix V Affective Evaluations

INSTRUCTIONS FOR AFFECTIVE RECRUIT EVALUATIONS

There are two primary purposes of an affective evaluation system: 1) to verify competence in the affective domain, and 2) to serve as a method to change behavior. Although affective evaluation can be used to ultimately dismiss a recruit for unacceptable patterns of behavior, that is not the primary purpose of these forms. It is also recognized that there is some behavior that is so serious (abuse of a patient, gross insubordination, illegal activity, reporting for duty under the influence of drugs or alcohol, etc) that it would result in immediate dismissal from the educational program.

The two forms included in the EMT-Paramedic: National Standard Curricula were developed by the Joint Review Committee on Educational Programs for the EMT-Paramedic. They represent extensive experience in the evaluation of recruit's affective domain. The nature of this type of evaluation makes it impossible to achieve complete objectivity, but these forms attempt to decrease the subjectivity and document affective evaluations.

In attempting to change behavior it is necessary to identify, evaluate, and document the behavior that you want. The eleven affective characteristics that form the basis of this evaluation system refer to content in the Roles and Responsibilities of the Paramedic unit of the curriculum. Typically, this information is presented early in the course and serves to inform the recruits what type of behavior that is expected of them. It is important that the instructor is clear about these expectations.

Cognitive and psychomotor objectives are relatively easy to operationalize in behavioral terms. Unfortunately, the nature of the affective domain makes it practically impossible to enumerate all of the possible behaviors that represent professional behavior in each of the eleven areas. For this reason, the instructor should give examples of acceptable and unacceptable behavior in each of the eleven attributes, but emphasize that these are examples and do not represent an all inclusive list.

The affective evaluation instruments included in this curriculum take two forms: A Professional Behavior Evaluation and a Professional Behavior Counseling Record. The Professional Behavior Evaluation should be completed regularly (i.e. every other week, once a month, etc.) by faculty and preceptors about each recruit, and that it becomes part of the recruits record. The more independent evaluations of the recruit, the more reliable are the results.

The only two options for rating the recruit on this form are "competent" and "not yet competent". For each attribute, a short list of behavioral markers is listed that indicates what is generally considered a demonstration of competence for entry-level paramedics. This is not an all-inclusive list, but serves to help the evaluator in making judgments. Clearly there are behaviors, which warrant a "not yet competent" evaluation that are not listed. Any ratings of "not yet competent" require explanation in the space provided.

Establishing a cut score to use in conjunction with the Professional Behavior Evaluation instrument is important. A cut score can be established by judgment of the local programs community of interest. The question the community should ask is, what percent score do we expect of graduates of our education program to achieve in the affective domain in order to demonstrate entry-level competency for a (first month, second semester, graduate, etc.) level recruit?

When the cut score judgment is made on acceptability or deviation of competent behavior for each characteristic a percent score can be achieved. For example, a recruit may received 10 competent checks out of 11 (10 of 11 = 91%), or 5 of 7 (because 4 areas were not evaluated) for a score of 71%. This student may then continue to obtain scores of 91%, 91% 82%, etc and have a term grade of 86% in the affective domain. Each recruit in the program would receive an average score. Results of multiple evaluations throughout the program would indicate if the score set by the community of interest was too high or too low. When a number of evaluations had evolved adjustments in acceptable score would yield a standard for the community. This standard coupled with community of interest judgments based upon graduate recruit and employer survey feedbacks would identify additional validity evidence for the cut score each year. A valid cut score based upon years of investigation could then be used as a determining factor on future participation in the education program.

For all affective evaluations, the faculty member should focus on patterns of behavior, not isolated instances that fall outside the recruits normal performance. For example, a recruit who is consistently on time and prepared for class may have demonstrated competence in time management and should not be penalized for an isolated emergency that makes him / her late for one class. On the other hand, if the recruit is constantly late for class, they should be counseled and if the behavior continues, rated as “not yet competent” in time management. Continued behavior may result in disciplinary action.

The second form, the Professional Behavior Counseling form is used to clearly communicate to the recruit that their affective performance is unacceptable. This form should be used during counseling sessions in response to specific incidents (i.e. cheating, lying, falsification of documentation, disrespect/insubordination, etc.) or patterns of unacceptable behavior. As noted before, there is some behavior that is so egregious as to result in immediate disciplinary action or dismissal. In the case of such serious incidents, thorough documentation is needed to justify the disciplinary action. For less serious incidents, the Professional Behavior Counseling form can serve as an important tracking mechanism to verify competence or patterns of uncorrected behavior.

On the Professional Behavior Counseling form, the evaluator checks all of the areas that the infraction affects in the left hand column (most incidents affect more than one area) and documents the nature of the incident(s) in the right hand column. Space is provided to document any follow-up. This should include specific expectations, clearly defined positive behavior, actions that will be taken if the behavior continues, and dates of future counseling sessions.

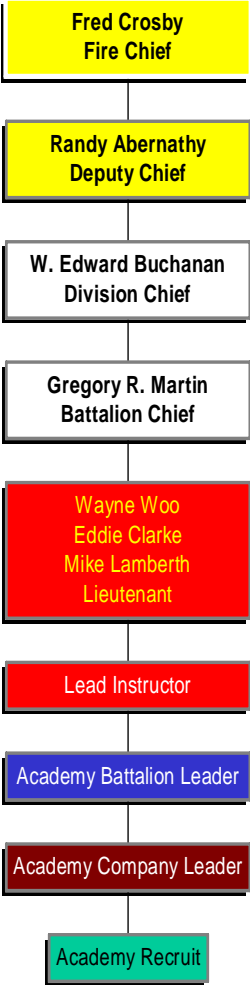
Using a combination of these forms helps to enable the program to demonstrate that graduating recruits have demonstrated competence in the affective domain. These forms can also be used to help correct unacceptable behavior. Finally, these forms enable programs to build a strong case for dismissing recruits following a repeated pattern of unacceptable behavior. Having numerous, uncoberrated evaluations by faculty members documenting unacceptable behavior, and continuation of that behavior after remediation, is usually adequate grounds for dismissal.

PROFESSIONAL BEHAVIOR EVALUATION

Recruit's Name: _____ Date: _____

1. INTEGRITY	Competent []	Not yet competent []
Examples of professional behavior include, but are not limited to: Consistent honesty; being able to be trusted with the property of others; can be trusted with confidential information; complete and accurate documentation of patient care and learning activities.		
2. EMPATHY	Competent []	Not yet competent []
Examples of professional behavior include, but are not limited to: Showing compassion for others; responding appropriately to the emotional response of patients and family members; demonstrating respect for others; demonstrating a calm, compassionate, and helpful demeanor toward those in need; being supportive and reassuring to others.		
3. SELF - MOTIVATION	Competent []	Not yet competent []
Examples of professional behavior include, but are not limited to: Taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in all aspects of patient care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities		
4. APPEARANCE AND PERSONAL HYGIENE	Competent []	Not yet competent []
Examples of professional behavior include, but are not limited to: Clothing and uniform is appropriate, neat, clean and well maintained; good personal hygiene and grooming.		
5. SELF - CONFIDENCE	Competent []	Not yet competent []
Examples of professional behavior include, but are not limited to: Demonstrating the ability to trust personal judgement; demonstrating an awareness of strengths and limitations; exercises good personal judgement.		
6. COMMUNICATIONS	Competent []	Not yet competent []
Examples of professional behavior include, but are not limited to: Speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations		
7. TIME MANAGEMENT	Competent []	Not yet competent []
Examples of professional behavior include, but are not limited to: Consistent punctuality; completing tasks and assignments on time.		
8. TEAMWORK AND DIPLOMACY	Competent []	Not yet competent []
Examples of professional behavior include, but are not limited to: Placing the success of the team above self interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems.		
9. RESPECT	Competent []	Not yet competent []
Examples of professional behavior include, but are not limited to: Being polite to others; not using derogatory or demeaning terms; behaving in a manner that brings credit to the profession.		
10. PATIENT ADVOCACY	Competent []	Not yet competent []
Examples of professional behavior include, but are not limited to: Not allowing personal bias to or feelings to interfere with patient care; placing the needs of patients above self interest; protecting and respecting patient confidentiality and dignity.		

Academy Chain-of-Command



Hanover Fire-EMS Academy
School #
2005-15

Statement of Understanding

I, _____ have read the Hanover Fire-EMS Academy Program Guidelines and understand what is expected of me to be successful in this program. I also understand that failure to comply with any portion of the material included can result in my removal from the program and that this form will remain in my training file while I am attending the Fire-EMS Academy.

(Student Signature & Date)

(Witness Signature & Date)

Photograph Release Form

I, _____ do hereby authorize the Hanover Fire-EMS Academy, The Hanover County Department of Fire-EMS, or any of it's instructors to use my likeness, image, photograph or any other recording for reproduction in public displays and written and published works for reasons of promotion, education. I waive any rights to compensation derived as a result of the use of these images or recordings.

(Student Signature & Date)

(Witness Signature & Date)