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**Fire Protection Bureau**  
**Fire Instructor II**

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**Training**  
**Portfolio**

**Darin Murphy**



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# Fire Protection Bureau

## Fire Instructor II

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# Training Portfolio

(Spine Label)



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# Fire Protection Bureau

## Fire Instructor II

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# Training Portfolio

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# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.2 PROGRAM MANAGEMENT

**Evaluation Sheet: 5.2.2  
"PORTFOLIO"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD:</b> 5.2.2 NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities, and time line for delivery, so the specified sessions are delivered according to department policy.				
<b>PERFORMANCE OUTCOME:</b> The candidate will schedule instructional sessions, so the specified sessions are delivered according to department or model policy.					
<b>CONDITIONS:</b> Using a department-scheduling policy or model policy, instructional resources, staff, facilities, and time line for delivering training sessions, schedule a training course.					
<b>No.</b>	<b>TASK STEPS</b>	<b>FIRST TEST</b>		<b>RETEST</b>	
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>
1.	Submit written training schedule with time line, according to policy				
2.	Finish written documentation of acquiring instructional resources (i.e., facilities, instructors, equipment), according to policy				
3.	Documentation is complete and legible				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:** \_\_\_\_\_

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<b>Evaluator</b> (Print & Sign)	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
<b>Re-Test Evaluator</b>	<b>Date</b>	<b>Re-Test Candidate</b>	<b>Date</b>

CITY OF TACOMA  
FIRE DEPARTMENT  
**FIRE TRAINING ACADEMY**

# **COURSE ANNOUNCEMENT**

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## **ROPE RESCUE TECHNICIAN**

SIXTEEN HOUR, TWO DAY CLASS

Construct multi-point anchor systems, along with compound and complex mechanical advantage systems for the purpose of performing vertical rescues from high angle anchor points.

This course meets the competency standards established by NFPA 1006, Standard for Rescue Technician Professional Qualifications, Chapters 5 & 6, 2003 ed. NFPA 1670, Standard for Operations and Training for Technical Search and Rescue Incidents, Chapters 4 & 6, 2004 edition..

- PREREQUISITES:** Rope Rescue Operations Part 1  
Rope Rescue Operations Part 2  
Ability to work at heights greater than 20 feet above the ground  
Must be physically fit
- Student Equipment:** NFPA compliant protective helmets, boots, and gloves (rescue PPE is preferred).
- CLASS DATES:** May 6-7, 2008
- Class Time:** 0830 - 1630
- LOCATION:** Tacoma Fire Department  
Fire Training Center  
2124 Marshall Ave  
Tacoma, WA 98421
- COST:** \$150.00 per student. Billing for entire class fee will apply whether or not class is completed.
- CANCELLATIONS:** The Fire Training Academy must be notified in writing five (5) working days prior to the scheduled start date of the class or the full student fee will be assessed.
- REGISTRATIONS:** If you are interested in signing up for this series of classes, please contact Fire Training at 253-591-5725 or download and mail in the application form, which is available on Tacoma Fire Department's website at [www.tacomafiredepartment.org](http://www.tacomafiredepartment.org).



TO: A/C of Training  
FROM: Lt. Darin Murphy  
SUBJECT: **May 6-7, 2008 Rope Rescue Technician Training Schedule**  
DATE: 7/31/2007

This document is a training schedule for the Rope Rescue Technician training class that is planned for May 6-7 of 2008. A course announcement is included with this document.

The training is scheduled to take place Tuesday-Wednesday May 6-7 of 2008 at the Training Center.

All training resources such as ropes, hardware and harnesses will be provided by the Technical Rescue Team.

We anticipate an enrollment of between 12 to 18 participants. This will require 6 Technical Rescue Trainers for staffing, which will be accomplished by members of the Technical Rescue Team as well. 3 members will be the lead and assistant instructor who will be working off shift, and the other 3 will be filled by the on duty crews of either Ladder 2 and/or Engine 8.

There will be a combination of classroom and hands on field activities. We will be using Classroom 1 in the morning and the Training Tower in the afternoon of both days.

These dates and facilities have been scheduled on the Training Center training calendar, there were no conflicts with other activities at this time.

Please contact me for more details if needed.

Lt. Darin Murphy  
Engine 8, A Shift



# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.2 PROGRAM MANAGEMENT

**Evaluation Sheet: 5.2.3  
"PORTFOLIO"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD:</b> 5.2.3 NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Formulate budget needs given training goals, agency budget policy, and current resources, so the resources required to meet training goals are identified and documented.		
<b>PERFORMANCE OUTCOME:</b> The candidate will formulate budget needs, so the resources required to meet training goals are identified and documented.			
<b>CONDITIONS:</b> Using your department training goals, agency's budget policy, and current resources and given an identified need and time line.			
<b>No.</b>	<b>TASK STEPS</b>	<b>FIRST TEST</b>	<b>RETEST</b>
		<b>Pass</b>	<b>Fail</b>
		<b>Pass</b>	<b>Fail</b>
1.	Conduct and document needs analysis		
2.	Submit completed budget for course (i.e., equipment cost, instructor, etc.) so that training goal is met		
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>	

**Evaluator/Candidate Comments:** \_\_\_\_\_

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**Evaluator** (Print & Sign)                      **Date**                      **Candidate**                      **Date**

\_\_\_\_\_  
**Re-Test Evaluator**                      **Date**                      **Re-Test Candidate**                      **Date**



TO: A/C of Training  
FROM: Lt. Darin Murphy  
SUBJECT: **Rope Rescue Training Needs Analysis**  
DATE: 6/14/2007

This document is a needs analysis for Rope Rescue Technician training.

The department needs to hold Rope Rescue Technician training for members of the Technical Rescue Team who are assigned to the team and have not yet received formal training. Of the 32 crew members assigned to station 8 on Engine 8, Ladder 2 and Medic, 16 have not yet completed technician level rope rescue training.

According to our Technical Rescue Team policy all members of the team should complete operations and technician level training for Rope Rescue, Confined Space Rescue, and Trench Rescue disciplines within 12 months of being assigned to the team.

I will prepare a training budget for the Rope Rescue portion of the training, with the other to follow.

Please contact me for more details if needed.

Lt. Darin Murphy  
Engine 8, A Shift



TO: A/C of Training  
 FROM: Lt. Darin Murphy  
 SUBJECT: **Rope Rescue Training Budget**  
 DATE: 6/28/2007

This document is a training budget for Rope Rescue Technician training.

**Rope Rescue Technician Training Costs**

	Quantity	Unit Cost	Program Cost	Actual Cost
Supplies - Meals	48	\$ 6	\$ 288	\$ 288
Training Aids - Computer Software	1	\$ 50	\$ 50	\$ 50
Books - Engineering Practical Rope Rescue Systems	18	\$ 52	\$ 936	\$ 936
Books - Rope Rescue Systems: Instructor Manual	6	\$ 35	\$ 210	\$ 210
Equipment - Harnesses	18	\$ 150	\$ 2,700	\$ -
Equipment - Ropes	6	\$ 300	\$ 1,800	\$ -
Equipment - Other software	18	\$ 60	\$ 1,080	\$ -
Equipment - Hardware	18	\$ 75	\$ 1,350	\$ -
<b>Non-Salary Cost Subtotal</b>			<b>\$ 8,414</b>	<b>\$ 1,484</b>
Instructors per day	12	\$ 280	\$ 3,360	\$ 1,680
Students per day	36	\$ 280	\$ 10,080	\$ -
<b>Salary Cost Subtotal</b>			<b>\$ 13,440</b>	<b>\$ 1,680</b>
<b>Grand Total</b>			<b>\$ 43,708</b>	<b>\$ 6,328</b>

The actual costs of the Instructors and students reflect those who will be attending while on duty.

There will be no actual cost for resources such as ropes, hardware and harnesses because they will be provided by the Technical Rescue Team.

These non-salary costs will come from our annual training budget, the cost of the people participating in the training will come from our operations budget.

Lt. Darin Murphy  
 Engine 8, A Shift



# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.2 PROGRAM MANAGEMENT

**Evaluation Sheet: 5.2.4  
"PORTFOLIO"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD:</b> 5.2.4 NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Acquire training sources, given an identified need so that the resources are obtained within established time lines, budget constraints, and according to agency policy.				
<b>PERFORMANCE OUTCOME:</b> The candidate will acquire training resources, so the resources are obtained within the established time lines, budget constraints, and according to agency policy.					
<b>CONDITIONS:</b> Using your departmental training goals, agency budget policy, and current resources and given an identified need and time line.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Document training resources required for course according to departmental policy				
2.	Document the time frame to acquire resources				
3.	Document that resources are within established budget				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:**

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<b>Evaluator (Print &amp; Sign)</b>	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
<b>Re-Test Evaluator</b>	<b>Date</b>	<b>Re-Test Candidate</b>	<b>Date</b>



TO: A/C of Training  
FROM: Lt. Darin Murphy  
SUBJECT: **Rope Rescue Training Resources**  
DATE: 8/23/2007

This will document the training resources needed for Rope Rescue Technician training, as well as the schedule for acquiring them.

### Rope Rescue Technician Training Resources

	Date Needed	Order Lag	Order By Date	Bid Lag	Bid By Date
Supplies - Meals	5/6/08	2 days	5/4/08	0 days	
Training Aids - Computer Software	4/1/08	15 days	3/17/08	0 days	
Books - Engineering Practical Rope Rescue Systems	4/1/08	15 days	3/17/08	30 days	2/16/08
Books - Rope Rescue Systems: Instructor Manual	4/1/08	15 days	3/17/08	30 days	2/16/08
Equipment - Harnesses	5/1/08	15 days	4/16/08	30 days	3/17/08
Equipment - Ropes	5/1/08	15 days	4/16/08	30 days	3/17/08
Equipment - Other software	5/1/08	15 days	4/16/08	30 days	3/17/08
Equipment - Hardware	5/1/08	15 days	4/16/08	30 days	3/17/08

Per our department policy, everything except the meals and training software will have to go out for bid because of the cost.

Again, the non-salary costs will come from our annual training budget, the cost of the people participating in the training will come from our operations budget.

Please contact me for more details if needed.

Lt. Darin Murphy  
Engine 8, A Shift



# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.2 PROGRAM MANAGEMENT

**Evaluation Sheet: 5.2.5  
"PRACTICAL-A"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD: 5.2.5</b> NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Coordinate training record keeping, given training forms, department policy, and training activity, so all agency and legal requirements are met.				
<b>PERFORMANCE OUTCOME:</b> The candidate will coordinate training recordkeeping, so all agency and legal requirements are met.					
<b>CONDITIONS:</b> Given training forms, department or model policy, and training activity.					
<b>No.</b>	<b>TASK STEPS</b>	<b>FIRST TEST</b>		<b>RETEST</b>	
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>
1.	Complete training activity form, according to department or model policy				
2.	Provide documents of completed training classes (i.e., roster, evaluation sheet, test results)				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:** \_\_\_\_\_

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<b>Evaluator</b> (Print & Sign)	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
<b>Re-Test Evaluator</b>	<b>Date</b>	<b>Re-Test Candidate</b>	<b>Date</b>

## CLASS ROSTER & TEST RESULTS

<b>Class:</b>		
<b>Location:</b>	<b>Date:</b>	
<b>Participant Name &amp; Signature</b>	<b>Cognitive Test Results</b>	<b>Performance Test Results</b>
<b>Instructor/Evaluator Signature:</b>		
<b>Instructor/Evaluator Name:</b>		

**Special Note:** The Instructor is responsible for ensuring that the class roster and test results are accurate and complete before the conclusion of the lesson. Furthermore, the *original* of this document must be delivered to the appropriate Agency Training Officer.



# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.2 PROGRAM MANAGEMENT

**Evaluation Sheet: 5.2.5  
"PORTFOLIO-B"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD: 5.2.5</b> NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Coordinate training record keeping, given training forms, department policy, and training activity, so all agency and legal requirements are met.				
<b>PERFORMANCE OUTCOME:</b> The candidate will coordinate training recordkeeping, so all agency and legal requirements are met.					
<b>CONDITIONS:</b> Given training forms, department or model policy, and training activity.					
<b>No.</b>	<b>TASK STEPS</b>	<b>FIRST TEST</b>		<b>RETEST</b>	
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>
1.	In writing, describe the training record keeping process, according to agency policy and legal requirements				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:** \_\_\_\_\_

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<b>Evaluator</b> (Print & Sign)	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
<b>Re-Test Evaluator</b>	<b>Date</b>	<b>Re-Test Candidate</b>	<b>Date</b>



TO: A/C of Training  
FROM: Lt. Darin Murphy  
SUBJECT: **Rope Rescue Training Records**  
DATE: 11/20/2007

This document is a summary of our current procedures for processing training records.

All training participants will be recorded by their signatures on the daily training roster. All participants will sign in at the beginning of each training session. All instructors will also be recorded on this roster.

Evaluation scores will be recorded on this roster, and will be entered into the department training tracker database by the training staff following the completion of training.

Security of the training records will be maintained by user id and password for the computer database, and the paper evaluation records and rosters will be stored in a locked area to maintain their physical security.

The only people who have access to these records are the training staff.

Per our department personal privacy policy no training records shall be released to anyone other than the student without their prior written permission.

Please contact me for more details if needed.

Lt. Darin Murphy  
Engine 8, A Shift



# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.2 PROGRAM MANAGEMENT

**Evaluation Sheet: 5.2.6  
"PRACTICAL"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD:</b> 5.2.6 NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Evaluate instructors, given an evaluation form, department policy, and job performance requirements, so the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.				
<b>PERFORMANCE OUTCOME:</b> The candidate will evaluate instructors so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instructional style and communication methods, and provides opportunity for instructor feedback to the evaluator.					
<b>CONDITIONS:</b> Given an Instructor I evaluation form, department policy, and job performance requirements.					
<b>No.</b>	<b>TASK STEPS</b>	<b>FIRST TEST</b>		<b>RETEST</b>	
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>
1.	Observe instructor and correctly complete instructor evaluation form				
2.	Properly identify the instructor's strengths and weaknesses on course delivery form				
3.	Make appropriate recommendations for instructional changes to style and/or communication method in "comments" section				
4.	Provide instructor feedback area to evaluation form or signature area				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:** \_\_\_\_\_

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<b>Evaluator</b> (Print & Sign)	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
<b>Re-Test Evaluator</b>	<b>Date</b>	<b>Re-Test Candidate</b>	<b>Date</b>



## FIRE PROTECTION BUREAU FIRE INSTRUCTOR I

Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

SS#: \_\_\_\_\_

<b>Standard:</b> All Prerequisite Skills <b>NFPA:</b> 1041 1996 edition	
<b>Task:</b> The Candidate will present a 15-20-minute block of instruction to include the preparation, presentation, application, and evaluation steps of the Four Step Method of instruction. The candidate will incorporate the proper use of audiovisual equipment, teaching aids, demonstration devices, projectable and non-projectable instructional materials generally employed in training programs.	
<b>Condition:</b> Given a prepared lesson plan, necessary training aids, students, and a teaching environment adequate to meet the provision of this objective.	
<b>RETEST APPROVED</b>  <b>BY:</b>	<b>RETEST EVALUATOR</b>

<b>PROGRAM MANAGEMENT</b>					
No.	Materials:	TEST		RE-TEST	
		PASS	FAIL	PASS	FAIL
1.	Obtained and assembled course materials, resources, and equipment. (2-2.2)				
2.	Reviewed and adapted instructional materials and resources for topic, target audience, and learning environment. (2-3.2)				
<b>Classroom Management:</b>					
3.	Organized classroom with consideration given to lighting, distractions, climate, noise, seating, audiovisual, teaching aids, and safety. (2-4.2)				
4.	Adjusted to differences in learning styles, abilities, and behaviors. Controlled disruptive behavior, maintained a safe learning environment, and accomplished objectives. (2-4.5)				
<b>Audiovisual:</b>					
5.	Pre-inspect audiovisual equipment. (2-4.6)				
6.	Demonstrate familiarity with equipment controls and aspects of projection. (2-4.6)				
7.	Correctly use the type of audiovisual equipment provided. (2-4.6)				

❖ References used are from NFPA 1041, 1996 Edition, and are shown in parentheses.



## FIRE PROTECTION BUREAU FIRE INSTRUCTOR I

### PREPARATION

No.	Preparation of students	TEST		RE-TEST	
		PASS	FAIL	PASS	FAIL
1.	Introduce subject matter. (2-3.3, 2-4.3, 2-4.4, 2-4.5)				
2.	Explain why material is important. (2-3.3, 2-4.3, 2-4.4, 2-4.5)				
3.	Explain how material will be useful. (2-3.3, 2-4.3, 2-4.4, 2-4.5)				
4.	Establish rapport with students. (2-3.3, 2-4.3.2)				
5.	Explain objectives. (2-3.3, 2-4.3, 2-4.3.2)				

### PRESENTATION

No.	Classroom Presentation	TEST		RE-TEST	
		PASS	FAIL	PASS	FAIL
1.	Present new skills, concepts, and/or procedures according to a prepared lesson plan. (2-4.3, 2-4.3.2)				
2.	Guide students toward meeting objectives. (2-4.5)				
3.	Demonstrate new skills competently. (2-4.4)				
4.	Adjust presentation to changes in class environment. (2-4.4) <b>For Example:</b> demonstration, visual aids, explain procedures, emphasize key points, explain concepts, philosophies, principles, implications, proceed from known to unknown, simple to complex, use text books and other reference sources.				
<b>Instructional Materials</b>					
1.	Review content and organization of projectable/non-projectable instructional materials. (2-4.2.2, 2-4.2)				
2.	Present projectable/non-projectable materials at the logical point in the lesson. (2-4.2.2, 2-4.7)				
3.	Introduce projectable/non-projectable materials. (2-4.2.2, 2-4.6)				
4.	Relate projectable/non-projectable materials into the lesson material. (2-4.7, 2-4.7.2)				
<b>Communication</b>					
1.	Voice is clear, effectively pitched, and well modulated. (2-4.3.2)				
2.	Speech is reasonably free of language errors. (2-4.3.2)				
3.	Style is reasonably free of mannerisms materially detracting to teaching effort. (2-4.3.2)				
<b>Safety</b>					
1.	Communicate safety responsibilities and/or considerations to students. (2-4.2, 2-4.5)				
2.	Demonstrate practices and procedures safely to students. (2-4.2, 2-4.5)				
3.	Include safety practices and procedures in the practical skills testing of students. (2-4.2, 2-4.5)				





# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.3 INSTRUCTIONAL DEVELOPMENT

**Evaluation Sheet: 5.3.2  
"PORTFOLIO"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD:</b> 5.3.2 NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.				
<b>PERFORMANCE OUTCOME:</b> The candidate will create a four-step lesson plan, so the job performance requirements for the topic are achieved and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.					
<b>CONDITIONS:</b> Given a topic, audience characteristics, and a standard four-step lesson plan format.					
<b>No.</b>	<b>TASK STEPS</b>	<b>FIRST TEST</b>		<b>RETEST</b>	
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>
1.	Develop a lesson plan using a standard four-step lesson plan format				
2.	List job performance requirements for course taught, including learning objectives, a lesson outline, appropriate course material, and instructional aids				
3.	Develop an evaluation plan that documents the JPR's for course were met				
4.	Lesson plan Lesson plan appropriate for audience				
	Topic: _____				
	Approved by Chief: _____				
	Signature				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:** \_\_\_\_\_

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<b>Evaluator</b> (Print & Sign)	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
<b>Re-Test Evaluator</b>	<b>Date</b>	<b>Re-Test Candidate</b>	<b>Date</b>

# FIREFIGHTER 1 LESSON PLAN

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## PART 1: COURSE PREPARATION

Topic: Becket Bend  
Time Frame: 15 Minutes  
Level of Instruction: Application

### Course Goal

Know how and when to safely use ropes and knots in the fire service.

### Lesson Goal

Join two pieces of rope using a Becket bend.

### Behavioral Objective

Given Two (2) lengths of rope, and one (1) pair of gloves, the student will tie a Becket Bend within 30 seconds, according to IFSTA Essentials of Fire Fighting.

### Cognitive Objective

The student shall complete a multiple choice 5 question written exam within 5 minutes, with a minimum passing score of 80%.

### Materials Needed

For each participant (and instructor):

- 1 pair of firefighting or leather gloves (PPE)
- 2 pieces of rope (about 3-6 foot lengths)
- Becket Bend diagram handout
- Pencils or pens for the written exam
- Student evaluation forms (performance and written tests)
- Course evaluation forms
- 1 stop watch
- 1 class roster
- Overhead projector or PowerPoint computer and projector
- Course Objectives overhead transparency sheet or PowerPoint slides
- Student evaluation answer key

### References

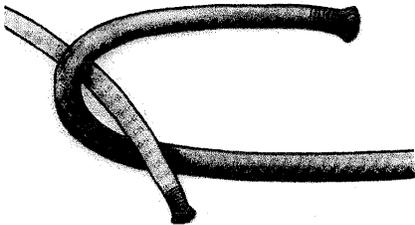
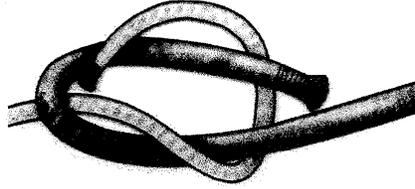
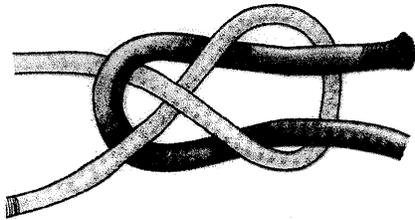
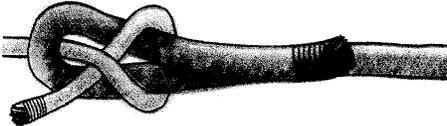
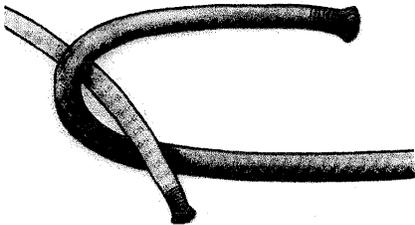
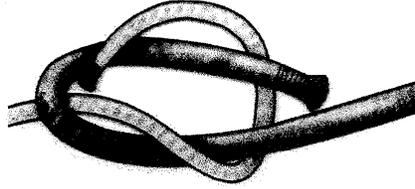
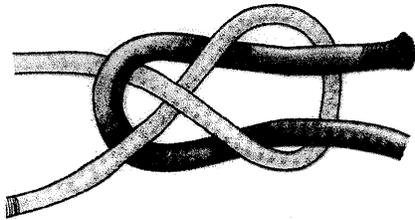
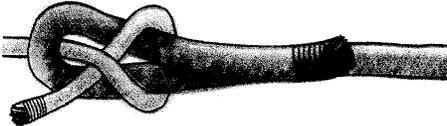
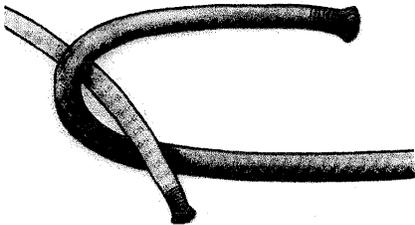
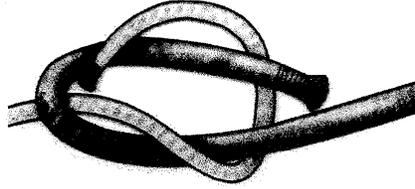
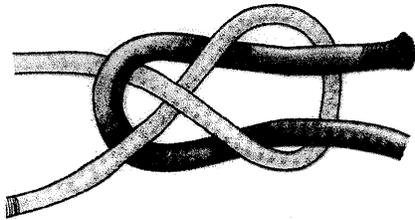
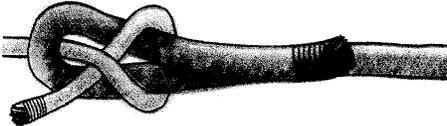
IFSTA Essentials of Fire Fighting, 4<sup>th</sup> edition, Chapter 6, pages 156, 169

## FIREFIGHTER 1 LESSON PLAN

### PART 2: INSTRUCTIONAL DELIVERY

TOOLS	DELIVERY	NOTES
	<b>STEP 1 – PREPARATION</b>	
Class Roster	<p><b>Introduction</b></p> <p>Have each student sign in on the class roster</p> <p>The effective use of ropes, knots and hitches is one of the basic foundations of a fire fighter's work.</p> <p>It is absolutely critical that we can perform all rope work automatically and with precision.</p>	<p><i>Introduce self to class and question individuals regarding previous rope and knot experience</i></p>
Show Class Objectives using Overhead Projector or PowerPoint slides	<p><b>Objectives</b></p> <p>Today we will learn how to tie the Becket Bend.</p> <p>Given Two (2) lengths of rope, and one (1) pair of gloves, the student will tie a Becket Bend within 30 seconds, according to IFSTA Essentials of Fire Fighting.</p> <p>The student shall complete a multiple choice 5 question written exam within 5 minutes, with a minimum passing score of 80%.</p>	<p><i>Review class objectives</i></p>
Turn off Slides	<p><b>Safety Notice:</b></p> <p><i>Use PPE (gloves) at all times when handling rope.</i></p> <p><b>The Becket Bend:</b></p> <ul style="list-style-type: none"> <li>• Is used for joining two ropes of different sizes.</li> <li>• It is adaptable to ropes of equal size.</li> <li>• It is not likely to slip when the ropes are wet.</li> <li>• Is not suitable as a life safety knot.</li> </ul>	<p><i>Train like we fight, fight like we train.</i></p> <p><i>Key Points, these can be used for quizzing for understanding</i></p>

# FIREFIGHTER 1 LESSON PLAN

TOOLS	DELIVERY	NOTES																											
<p>Work gloves</p> <p>2 different colored pieces of rope</p> <p>Use the projector to show step and key points</p>	<p style="text-align: center;"><b>STEP 2 – PRESENTATION</b></p> <p><i>Use PPE (gloves) at all times when handling rope</i></p> <p><b>Demonstrate tying the Becket Bend</b></p> <p><b>Explain the steps for tying the Becket bend</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Step</th> <th style="width: 20%;">Operation</th> <th style="width: 15%;">Key Points</th> <th style="width: 55%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Take a bight</td> <td>Either hand</td> <td rowspan="2" style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">2</td> <td>Place the bitter end</td> <td>Up through the bight</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Pass behind bight</td> <td>In back and around bight</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">4</td> <td>In front of bight</td> <td>Under running line</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">5</td> <td>Pull through to secure</td> <td></td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">6</td> <td>Pull standing line to tighten</td> <td></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Step	Operation	Key Points		1	Take a bight	Either hand		2	Place the bitter end	Up through the bight	3	Pass behind bight	In back and around bight		4	In front of bight	Under running line		5	Pull through to secure			6	Pull standing line to tighten			<p><i>ALWAYS put on YOUR gloves before handling the rope</i></p> <p><i>Use NORMAL SPEED</i></p> <p><i>Have students read the operation steps for you.</i></p>
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**FIREFIGHTER 1 LESSON PLAN**

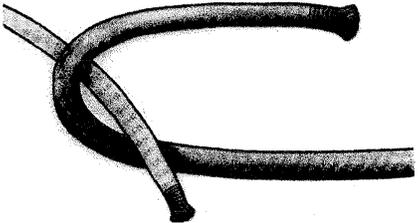
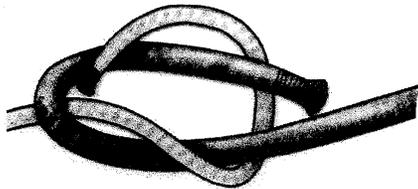
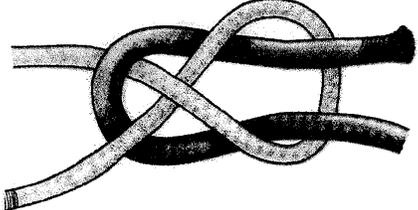
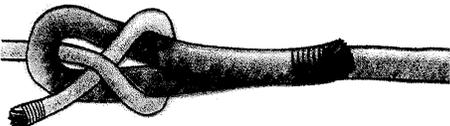
<b>TOOLS</b>	<b>DELIVERY</b>	<b>NOTES</b>
<p>Work gloves</p> <p>2 different colored pieces of rope for each student</p> <p>Turn off projector</p>	<p align="center"><b>STEP 3 – APPLICATION</b></p> <p><i>Use PPE (gloves) at all times when handling rope</i></p> <p><b>Practice tying the Becket Bend</b></p> <p>Perform the job according to the steps.</p> <p>Practice until all of these steps can be accomplished accurately and in less than 30 seconds</p> <p><b>Diagnose readiness to be evaluated</b></p> <p><b>Quiz each student on 1 or 2 keys points</b></p> <p><b>Rehearse the practical evaluation by doing it exactly like the ‘real thing’</b></p> <p>Practice as need until everyone is able to meet the class objectives.</p>	<p><i>Have students put on thier gloves before handling the rope</i></p> <p><i>Stand face the same direction as the students so everyone is seeing the same orientation</i></p> <p><i>Use steps from the knot tying and questions from the written test for key points</i></p> <p><i>Show each student their time so they are confident that they are ready to test.</i></p> <p><i>Give appropriate coaching here as needed.</i></p>

## FIREFIGHTER 1 LESSON PLAN

TOOLS	DELIVERY	NOTES
	<b>STEP 4 – EVALUATION</b>	
Work gloves	<i>Use PPE (gloves) at all times when handling rope</i>	<i>Not wearing gloves is a critical failure</i>
Show Objectives slides again	<p><b>Review class objectives</b></p> <p>Explain the testing process to the students.</p> <p>Explain procedures for retesting if needed</p> <p>Neither coaching nor questions will be allowed after the test begins.</p>	<p><i>Be sure they understand the process, and have asked any questions they may have prior to beginning the test.</i></p>
Turn off projector	<b>Practical Evaluation (Psychomotor)</b>	<i>Use the prepared Performance Test sheet to evaluate each student</i>
Performance test score sheets	<p>Each Operation is given a point value of 1; 6 Operations will be evaluated, 6 points are possible</p> <p>Failure will result from the student not completing all operations or by committing a safety violation.</p> <p>Exceeding the allotted time of 30 seconds for the evolution will also result in failure.</p>	<p><i>Students will verbally indicate that they are ready to begin the testing procedure.</i></p>
Written Exam test sheets	<b>Written Evaluation (Cognitive)</b>	<i>Have students turn in their test as they finish</i>
Written Exam answer Key, Becket Bend handouts	<p><b>Scoring the Evaluations</b></p> <p>After everyone has finished the exam, distribute handouts to class for future reference.</p>	
Course evaluations	<p>Distribute Course evaluation forms.</p> <p>Review test results with each student PRIVATELY.</p> <p>Diagnose any deficiencies found and steps to remediate as needed.</p>	<i>Collect course evaluations after scoring exams</i>
Class roster, Performance Exam, Written exam	Review all paperwork for completeness and accuracy, then turn in for record keeping.	<p><i>Be sure all paperwork is properly signed.</i></p> <p><i>Line out any blank or unused areas</i></p>

**SKILL SHEET**

**Becket Bend**

Step	Operation	Key Points	
1	Take a bight	Either hand	
2	Place the bitter end	Up through the bight	
3	Pass behind bight	In back and around bight	
4	In front of bight	Under running line	
5	Pull through to secure		
6	Pull standing line to tighten		

# Becket Bend Objectives

## **Behavioral Objective**

Given Two (2) lengths of rope, and one (1) pair of gloves, the student will tie a Becket Bend within 30 seconds, according to IFSTA Essentials of Fire Fighting.

## **Cognitive Objective**

The student shall complete a multiple choice 5 question written exam within 5 minutes, with a minimum passing score of 80%.

<b>Step</b>	<b>Operation</b>	<b>Key Points</b>	
<b>1</b>	<b>Take a bight</b>	<b>Either hand</b>	
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# Becket Bend Objectives

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# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.3 INSTRUCTIONAL DEVELOPMENT

**Evaluation Sheet: 5.3.3  
"PORTFOLIO"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD:</b> 5.3.3 NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.				
<b>PERFORMANCE OUTCOME:</b> The candidate will modify a lesson plan, so the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan.					
<b>CONDITIONS:</b> Given a topic, lesson plan, audience characteristics, and a standard lesson plan format.					
<b>No.</b>	<b>TASK STEPS</b>	<b>FIRST TEST</b>		<b>RETEST</b>	
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>
1.	Modify an existing lesson plan using a standard four-step lesson plan format				
2.	List job performance requirements for course, including learning objectives, lesson outline, appropriate course material, and instructional aids				
3.	Develop an evaluation plan that documents the JPR's for course were met				
4.	Lesson modifications appropriate to audience				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Evaluator</b> (Print & Sign)	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
<b>Re-Test Evaluator</b>	<b>Date</b>	<b>Re-Test Candidate</b>	<b>Date</b>

# FIREFIGHTER 1 LESSON PLAN

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## PART 1: COURSE PREPARATION

Topic: Becket Bend  
Time Frame: 15 Minutes  
Level of Instruction: Application

### Course Goal

Know how and when to safely use ropes and knots in the fire service.

### Lesson Goal

Join two pieces of rope using a Becket bend.

### Behavioral Objective

Given Two (2) lengths of rope, and one (1) pair of gloves, the student will tie a Becket Bend within ~~6030~~ seconds, according to ~~NFPA Fundamentals~~~~IFSTA Essentials~~ of Fire ~~Fighter Skills~~~~Fighting~~.

### Cognitive Objective

The student shall complete a multiple choice 5 question written exam within 5 minutes, with a minimum passing score of 80%.

### Materials Needed

For each participant (and instructor):

- 1 pair of firefighting or leather gloves (PPE)
- 2 pieces of rope (about 3-6 foot lengths)
- Becket Bend diagram handout
- Pencils or pens for the written exam
- Student evaluation forms (performance and written tests)
- Course evaluation forms
- 1 stop watch
- 1 class roster
- Overhead projector or PowerPoint computer and projector
- Course Objectives overhead transparency sheet or PowerPoint slides
- Student evaluation answer key

### References

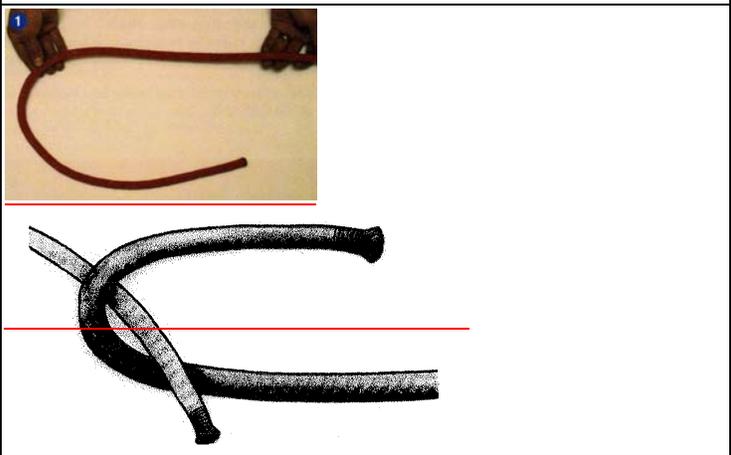
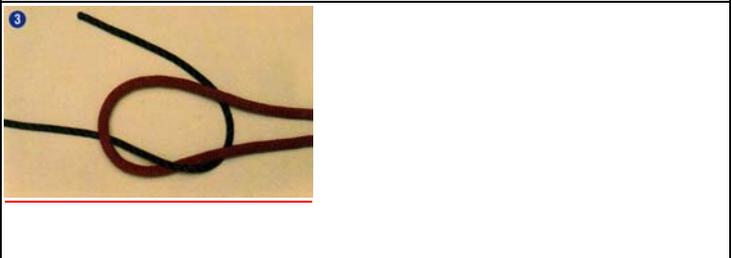
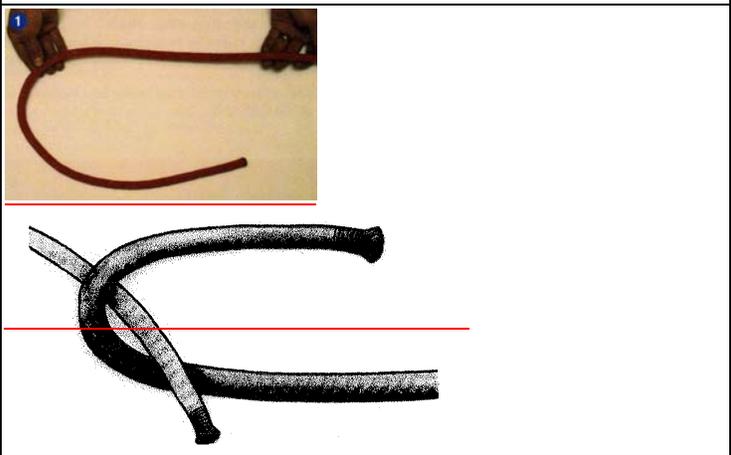
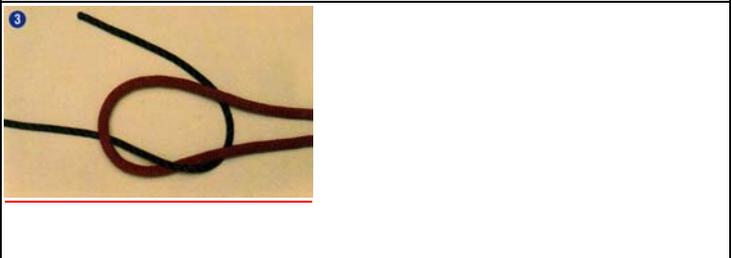
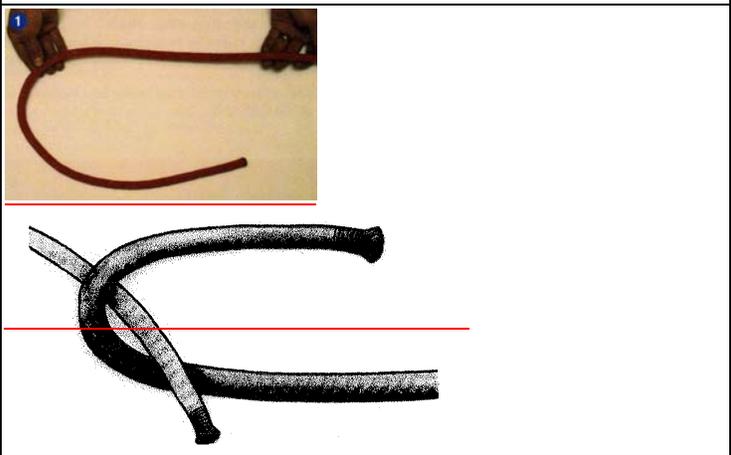
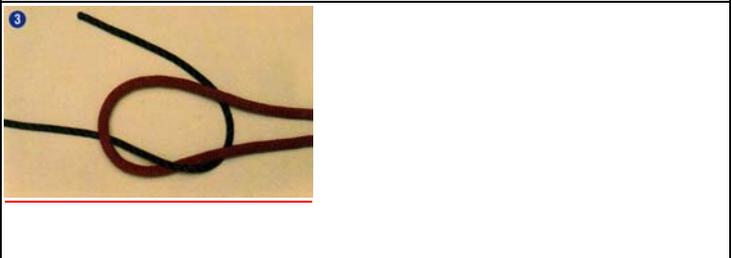
~~NFPA Fundamentals~~~~IFSTA Essentials~~ of Fire ~~Fighter Skills~~, 1<sup>st</sup>~~Fighting~~, 4<sup>th</sup> edition, Chapter ~~9,6~~, pages ~~262, 265~~~~156, 169~~

## FIREFIGHTER 1 LESSON PLAN

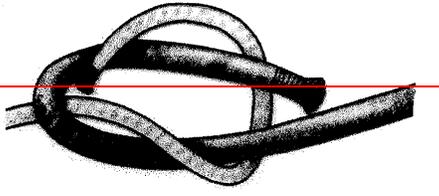
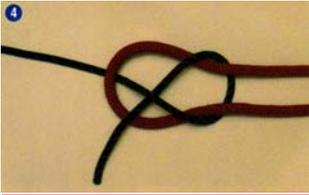
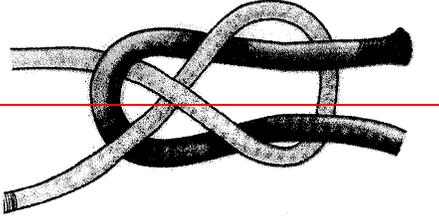
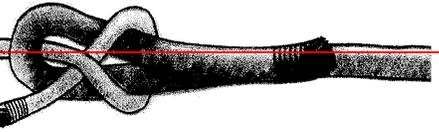
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TOOLS	DELIVERY	NOTES
	<b>STEP 1 – PREPARATION</b>	
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Show Class Objectives using Overhead Projector or PowerPoint slides	<p><b>Objectives</b></p> <p>Today we will learn how to tie the Becket Bend.</p> <p>Given Two (2) lengths of rope, and one (1) pair of gloves, the student will tie a Becket Bend within <del>60</del>30 seconds, according to <a href="#"><u>NFPA Fundamentals</u></a><del>IFSTA Essentials</del> of Fire <a href="#"><u>Fighter Skills</u></a><del>Fighting</del>.</p> <p>The student shall complete a multiple choice 5 question written exam within 5 minutes, with a minimum passing score of 80%.</p>	<p><i>Review class objectives</i></p>
Turn off Slides	<p><b>Safety Notice:</b></p> <p><i>Use PPE (gloves) at all times when handling rope.</i></p> <p><b>The Becket Bend:</b></p> <ul style="list-style-type: none"> <li>• Is used for joining two ropes of different sizes.</li> <li>• It is adaptable to ropes of equal size.</li> <li>• It is not likely to slip when the ropes are wet.</li> <li>• Is not suitable as a life safety knot.</li> </ul>	<p><i>Train like we fight, fight like we train.</i></p> <p><i>Key Points, these can be used for quizzing for understanding</i></p>

**FIREFIGHTER 1 LESSON PLAN**

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# FIREFIGHTER 1 LESSON PLAN

			
4	<p><u>Run the second line between itself and the bight in front of bight</u></p>	<p><u>Tuck under itself</u>  <u>Under f running line</u></p>	<p>4</p>  
5	<p><u>Tighten the knot Pull through to secure</u></p>	<p><u>Pull standing line to tighten</u></p>	<p>5</p>  
6	<p><u>Secure with safety knots Pull standing line to tighten</u></p>	<p><u>Use the working end of each rope</u></p>	<p>6</p> 

**FIREFIGHTER 1 LESSON PLAN**

<b>TOOLS</b>	<b>DELIVERY</b>	<b>NOTES</b>
<p>Work gloves</p> <p>2 different colored pieces of rope for each student</p> <p>Turn off projector</p>	<p align="center"><b>STEP 3 – APPLICATION</b></p> <p><i>Use PPE (gloves) at all times when handling rope</i></p> <p><b>Practice tying the Becket Bend</b></p> <p>Perform the job according to the steps.</p> <p>Practice until all of these steps can be accomplished accurately and in less than <del>60</del><sup>30</sup> seconds</p> <p><b>Diagnose readiness to be evaluated</b></p> <p><b>Quiz each student on 1 or 2 keys points</b></p> <p><b>Rehearse the practical evaluation by doing it exactly like the ‘real thing’</b></p> <p>Practice as need until everyone is able to meet the class objectives.</p>	<p><i>Have students put on thier gloves before handling the rope</i></p> <p><i>Stand face the same direction as the students so everyone is seeing the same orientation</i></p> <p><i>Use steps from the knot tying and questions from the written test for key points</i></p> <p><i>Show each student their time so they are confident that they are ready to test.</i></p> <p><i>Give appropriate coaching here as needed.</i></p>

## FIREFIGHTER 1 LESSON PLAN

TOOLS	DELIVERY	NOTES
	<b>STEP 4 – EVALUATION</b>	
Work gloves	<i>Use PPE (gloves) at all times when handling rope</i>	<i>Not wearing gloves is a critical failure</i>
Show Objectives slides again	<p><b>Review class objectives</b></p> <p>Explain the testing process to the students.</p> <p>Explain procedures for retesting if needed</p> <p>Neither coaching nor questions will be allowed after the test begins.</p>	<i>Be sure they understand the process, and have asked any questions they may have prior to beginning the test.</i>
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# FIREFIGHTER 1 LESSON PLAN

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## PART 1: COURSE PREPARATION

Topic: Becket Bend  
Time Frame: 15 Minutes  
Level of Instruction: Application

### Course Goal

Know how and when to safely use ropes and knots in the fire service.

### Lesson Goal

Join two pieces of rope using a Becket bend.

### Behavioral Objective

Given Two (2) lengths of rope, and one (1) pair of gloves, the student will tie a Becket Bend within 60 seconds, according to NFPA Fundamentals of Fire Fighter Skills.

### Cognitive Objective

The student shall complete a multiple choice 5 question written exam within 5 minutes, with a minimum passing score of 80%.

### Materials Needed

For each participant (and instructor):

- 1 pair of firefighting or leather gloves (PPE)
- 2 pieces of rope (about 3-6 foot lengths)
- Becket Bend diagram handout
- Pencils or pens for the written exam
- Student evaluation forms (performance and written tests)
- Course evaluation forms
- 1 stop watch
- 1 class roster
- Overhead projector or PowerPoint computer and projector
- Course Objectives overhead transparency sheet or PowerPoint slides
- Student evaluation answer key

### References

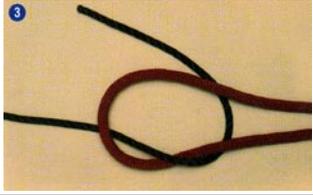
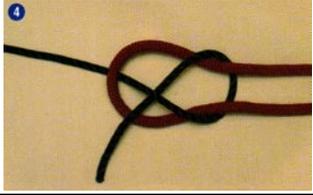
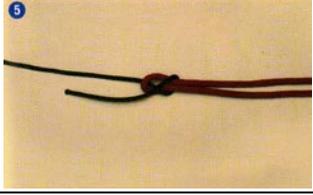
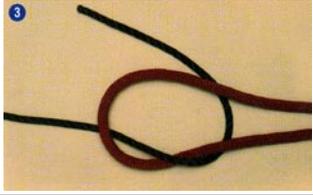
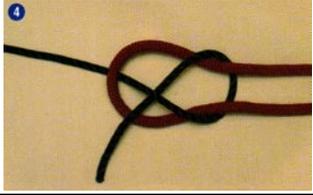
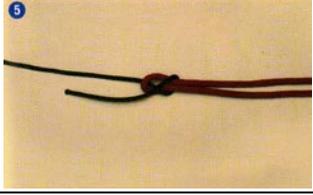
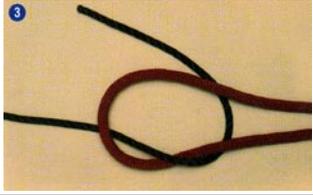
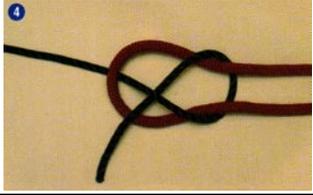
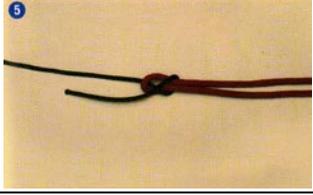
NFPA Fundamentals of Fire Fighter Skills, 1<sup>st</sup> edition, Chapter 9, pages 262, 265

## FIREFIGHTER 1 LESSON PLAN

### PART 2: INSTRUCTIONAL DELIVERY

TOOLS	DELIVERY	NOTES
	<b>STEP 1 – PREPARATION</b>	
Class Roster	<p><b>Introduction</b></p> <p>Have each student sign in on the class roster</p> <p>The effective use of ropes, knots and hitches is one of the basic foundations of a fire fighter's work.</p> <p>It is absolutely critical that we can perform all rope work automatically and with precision.</p>	<p><i>Introduce self to class and question individuals regarding previous rope and knot experience</i></p>
Show Class Objectives using Overhead Projector or PowerPoint slides	<p><b>Objectives</b></p> <p>Today we will learn how to tie the Becket Bend.</p> <p>Given Two (2) lengths of rope, and one (1) pair of gloves, the student will tie a Becket Bend within 60 seconds, according to NFPA Fundamentals of Fire Fighter Skills.</p> <p>The student shall complete a multiple choice 5 question written exam within 5 minutes, with a minimum passing score of 80%.</p>	<p><i>Review class objectives</i></p>
Turn off Slides	<p><b>Safety Notice:</b></p> <p><i>Use PPE (gloves) at all times when handling rope.</i></p> <p><b>The Becket Bend:</b></p> <ul style="list-style-type: none"> <li>• Is used for joining two ropes of different sizes.</li> <li>• It is adaptable to ropes of equal size.</li> <li>• It is not likely to slip when the ropes are wet.</li> <li>• Is not suitable as a life safety knot.</li> </ul>	<p><i>Train like we fight, fight like we train.</i></p> <p><i>Key Points, these can be used for quizzing for understanding</i></p>

# FIREFIGHTER 1 LESSON PLAN

TOOLS	DELIVERY	NOTES																												
<p>Work gloves</p> <p>2 different colored pieces of rope</p> <p>Use the projector to show step and key points</p>	<p style="text-align: center;"><b>STEP 2 – PRESENTATION</b></p> <p><i>Use PPE (gloves) at all times when handling rope</i></p> <p><b>Demonstrate tying the Becket Bend</b></p> <p><b>Explain the steps for tying the Becket bend</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 10%;">Step</th> <th style="width: 20%;">Operation</th> <th style="width: 20%;">Key Points</th> <th style="width: 50%;"></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Form a bight</td> <td>using the larger rope</td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td>Thread the working end</td> <td>Up through the bight</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td>Loop the second rope around</td> <td>Behind both sides of the bight</td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td>Run the second line between itself and the bight</td> <td>Tuck under itself</td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td>Tighten the knot</td> <td>Pull standing line to tighten</td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td>Secure with safety knots</td> <td>Use the working end of each rope</td> <td></td> </tr> </tbody> </table>	Step	Operation	Key Points		1	Form a bight	using the larger rope		2	Thread the working end	Up through the bight		3	Loop the second rope around	Behind both sides of the bight		4	Run the second line between itself and the bight	Tuck under itself		5	Tighten the knot	Pull standing line to tighten		6	Secure with safety knots	Use the working end of each rope		<p><i>ALWAYS put on YOUR gloves before handling the rope</i></p> <p><i>Use NORMAL SPEED</i></p> <p><i>Have students read the operation steps for you.</i></p>
Step	Operation	Key Points																												
1	Form a bight	using the larger rope																												
2	Thread the working end	Up through the bight																												
3	Loop the second rope around	Behind both sides of the bight																												
4	Run the second line between itself and the bight	Tuck under itself																												
5	Tighten the knot	Pull standing line to tighten																												
6	Secure with safety knots	Use the working end of each rope																												

## FIREFIGHTER 1 LESSON PLAN

TOOLS	DELIVERY	NOTES
	<b>STEP 3 – APPLICATION</b>	
Work gloves	<i>Use PPE (gloves) at all times when handling rope</i>	<i>Have students put on their gloves before handling the rope</i>
2 different colored pieces of rope for each student	<p><b>Practice tying the Becket Bend</b></p> <p>Perform the job according to the steps.</p> <p>Practice until all of these steps can be accomplished accurately and in less than 60 seconds</p> <p><b>Diagnose readiness to be evaluated</b></p>	<p><i>Stand face the same direction as the students so everyone is seeing the same orientation</i></p>
Turn off projector	<p><b>Quiz each student on 1 or 2 key points</b></p> <p><b>Rehearse the practical evaluation by doing it exactly like the ‘real thing’</b></p> <p>Practice as need until everyone is able to meet the class objectives.</p>	<p><i>Use steps from the knot tying and questions from the written test for key points</i></p> <p><i>Show each student their time so they are confident that they are ready to test.</i></p> <p><i>Give appropriate coaching here as needed.</i></p>

## FIREFIGHTER 1 LESSON PLAN

TOOLS	DELIVERY	NOTES
	<b>STEP 4 – EVALUATION</b>	
Work gloves	<i>Use PPE (gloves) at all times when handling rope</i>	<i>Not wearing gloves is a critical failure</i>
Show Objectives slides again	<p><b>Review class objectives</b></p> <p>Explain the testing process to the students.</p> <p>Explain procedures for retesting if needed</p> <p>Neither coaching nor questions will be allowed after the test begins.</p>	<i>Be sure they understand the process, and have asked any questions they may have prior to beginning the test.</i>
Turn off projector	<b>Practical Evaluation (Psychomotor)</b>	<i>Use the prepared Performance Test sheet to evaluate each student</i>
Performance test score sheets	<p>Each Operation is given a point value of 1; 6 Operations will be evaluated, 6 points are possible</p> <p>Failure will result from the student not completing all operations or by committing a safety violation.</p> <p>Exceeding the allotted time of 60 seconds for the evolution will also result in failure.</p>	<i>Students will verbally indicate that they are ready to begin the testing procedure.</i>
Written Exam test sheets	<b>Written Evaluation (Cognitive)</b>	<i>Have students turn in their test as they finish</i>
Written Exam answer Key, Becket Bend handouts	<p><b>Scoring the Evaluations</b></p> <p>After everyone has finished the exam, distribute handouts to class for future reference.</p>	
Course evaluations	<p>Distribute Course evaluation forms.</p> <p>Review test results with each student PRIVATELY.</p> <p>Diagnose any deficiencies found and steps to remediate as needed.</p>	<i>Collect course evaluations after scoring exams</i>
Class roster, Performance Exam, Written exam	Review all paperwork for completeness and accuracy, then turn in for record keeping.	<i>Be sure all paperwork is properly signed.</i>
		<i>Line out any blank or unused areas</i>



# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.4 INSTRUCTIONAL DELIVERY

**Evaluation Sheet: 5.4.2  
"PRACTICAL"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD:</b> 5.4.2 NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Conduct a class using a four-step lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so the lesson plan objectives are achieved.				
<b>PERFORMANCE OUTCOME:</b> The candidate will conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques.					
<b>CONDITIONS:</b> Given a topic and a target audience.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Conduct a class using a four-step lesson plan prepared by the instructor				
2.	Use multiple teaching techniques				
3.	Use multiple teaching methods (i.e., conference, discussion)				
4.	Meet lesson objectives				
5.	Lesson appropriate to needs of target audience				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Evaluator** (Print & Sign)                      **Date**                      **Candidate**                      **Date**

\_\_\_\_\_  
**Re-Test Evaluator**                      **Date**                      **Re-Test Candidate**                      **Date**



# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.4 INSTRUCTIONAL DELIVERY

**Evaluation Sheet: 5.4.3  
"PORTFOLIO"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD:</b> 5.4.3 NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Supervise other instructors and students during high-hazard <sup>o</sup> training, given a training scenario with increased hazard exposure, so applicable safety standards and practices are followed and instructional goals are met.				
<b>PERFORMANCE OUTCOME:</b> The candidate will supervise other instructors and students during high-hazard training, so applicable safety standards are followed and instructional goals are met.					
<b>CONDITIONS:</b> Given a training scenario with increased hazard exposure.					
<b>No.</b>	<b>TASK STEPS</b>	<b>FIRST TEST</b>		<b>RETEST</b>	
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>
1.	Supervise instructors appropriately according to policy and procedures during high-hazard training				
2.	Supervise students according to policy and procedures during high-hazard training				
3.	Correctly follow applicable safety standards and incident command practices				
4.	Performance of instructors/students indicates instructional goals achieved				
	Topic:				
	Approved by Chief: _____ <div style="text-align: right; margin-right: 50px;">Signature</div>				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Evaluator</b> (Print & Sign)	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
<b>Re-Test Evaluator</b>	<b>Date</b>	<b>Re-Test Candidate</b>	<b>Date</b>

<sup>o</sup> High-hazard training examples: live fire, hazardous materials, above and below ground grade rescue, and evolutions with power tools.



# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.5 EVALUATION AND TESTING

**Evaluation Sheet: 5.5.2  
"PORTFOLIO"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD:</b> 5.5.2 NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in objective, reliable, and verifiable manner, and the evaluation instrument is bias-free to any audience or group.				
<b>PERFORMANCE OUTCOME:</b> The candidate will develop student evaluation instruments, so the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in objective, reliable, and verifiable manner, and the evaluation instrument is bias-free to any audience or group. <i>(Evaluation instrument should cover both cognitive and psycho motor skills.)</i>					
<b>CONDITIONS:</b> Given learning objectives, audience characteristics, and training goals.					
<b>No.</b>	<b>TASK STEPS</b>	<b>FIRST TEST</b>		<b>RETEST</b>	
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>
1.	Develop student written and practical examinations based on learning objectives and training goals				
2.	Provide test item analysis				
3.	Evaluation forms are bias-free to any audience or group (i.e., gender, cultural). Evaluation forms designed to evaluate performance in an objective, reliable, and verifiable manner				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Evaluator</b> (Print & Sign)	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
<b>Re-Test Evaluator</b>	<b>Date</b>	<b>Re-Test Candidate</b>	<b>Date</b>

**PERFORMANCE EVALUATION**

<b>SUBJECT: Becket Bend</b>	
<b>STUDENT:</b>	<b>DATE:</b>
<b>COMMENTS:</b>	
<p><b>TOTAL POSSIBLE POINTS:        6</b> _____</p> <p><b>DEFICENCY POINTS:</b> _____</p> <p><b>STUDENT'S FINAL SCORE:</b> _____</p> <p><b>PASSING SCORE:                6</b> _____</p> <p><b>MAXIMUM ALLOTTED TIME:       30</b> _____</p> <p><b>STUDENT'S TIME:</b> _____</p> <p><b>PASS:</b> _____</p> <p><b>FAIL:</b> _____</p>	
<b>REASONS FOR DISQUALIFICATIONS: (IF APPLICABLE)</b>	
<b>INSTRUCTOR/EVALUATOR SIGNATURE:</b>	
<b>INSTRUCTOR/EVALUATOR NAME:</b>	

**Special Note:** The Instructor is responsible for ensuring that the test results are accurate and complete before the conclusion of the lesson. Furthermore, the *original* of this document must be delivered to the appropriate Agency Training Officer.

## BECKET BEND COGNITIVE EVALUATION

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Score: \_\_\_\_\_ X 20 = Percent Correct: \_\_\_\_\_ PASS \_\_\_\_\_ Fail \_\_\_\_\_

### Instructions:

- Circle only ONE answer for each question
- Circle the BEST answer for each question
- A minimum of 80% correct required to PASS (4 out of 5)

1. The Becket Bend is:

- A. Used for joining two ropes of different sizes.
- B. Used for joining two ropes the same size.
- C. Not likely to slip when the ropes are wet.
- D. All of the above.

2. The most important piece of PPE to wear when working with rope is your:

- A. Helmet.
- B. Eye Protection.
- C. Gloves.
- D. Safety Boots.

3. The Becket Bend is **not** suitable for use:

- A. In life safety situations.
- B. With natural fiber ropes.
- C. With synthetic fiber ropes.
- D. With different size ropes.

4. How many steps are used to tie a Becket Bend?

- A. 3
- B. 4
- C. 5
- D. 6

5. The final step for tying a Becket Bend is:

- A. Take a bight with either hand.
- B. Pull standing line to tighten.
- C. Pull through to secure.
- D. Place the bitter end up through the bight.

## BECKET BEND COGNITIVE EVALUATION

### ANSWER KEY

1. The Becket Bend is:

- A. Used for joining two ropes of different sizes.
- B. Used for joining two ropes the same size.
- C. Not likely to slip when the ropes are wet.
- D. All of the above.**

2. The most important piece of PPE to wear when working with rope is your:

- A. Helmet.
- B. Eye Protection.
- C. Gloves.**
- D. Safety Boots.

3. The Becket Bend is **not** suitable for use:

- A. In life safety situations.**
- B. with Natural fiber ropes.
- C. with Synthetic fiber ropes.
- D. with Different size ropes.

4. How many steps are used to tie a Becket Bend?

- A. 3
- B. 4
- C. 5
- D. 6**

5. The final step for tying a Becket Bend is:

- A. Take a bight with either hand.
- B. Pull standing line to tighten.**
- C. Pull through to secure.
- D. Place the bitter end up through the bight.



# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.5 EVALUATION AND TESTING

**Evaluation Sheet: 5.5.3  
"PORTFOLIO"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD:</b> 5.5.3 NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Develop course evaluations, given agency policy and evaluation goals, so students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.				
<b>PERFORMANCE OUTCOME:</b> The candidate will develop course evaluations, so students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.					
<b>CONDITIONS:</b> Given agency policy and evaluation goals.					
<b>No.</b>	<b>TASK STEPS</b>	<b>FIRST TEST</b>		<b>RETEST</b>	
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>
1.	Develop and submit a course evaluation form that shows student has the ability to give feedback on the following: a) Instructional methods b) Communication techniques c) Learning environment d) Course content e) Student materials				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Evaluator</b> (Print & Sign)	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
<b>Re-Test Evaluator</b>	<b>Date</b>	<b>Re-Test Candidate</b>	<b>Date</b>

# Course Evaluation

Course Title \_\_\_\_\_

Date \_\_\_\_\_

Location \_\_\_\_\_

Instructor(s) \_\_\_\_\_

Please answer each question by indicating how strongly you agree or disagree with each statement

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
My learning style was accommodated by the Instructional methods used					
Communication techniques encouraged my active participation in this course					
The learning environment enhanced my ability to accomplish the objectives					
The course content was appropriate for the topic					
The student materials used contributed to my success					
The course had the appropriate amount of challenge					
This course met my expectations					
I would take another course taught this way					
I would recommend this course to other departments and or members					

Is this your first fire and emergency services instructor-training course? Yes \_\_\_ No \_\_\_

Are you Paid \_\_\_ or Volunteer \_\_\_

How many years have you been in the fire and/or emergency services? \_\_\_\_

What was the most beneficial part of this experience?

Please tell us how we can enhance your learning experience:

**Thank you for your participation!**



# FIRE PROTECTION BUREAU

## FIRE INSTRUCTOR II

### 5.5 EVALUATION AND TESTING

**Evaluation Sheet: 5.5.4  
"PORTFOLIO"**

**Candidate:** Darin Murphy

**Date:** 12-09-2007

**SS#:** 0622605259

<b>STANDARD:</b> 5.5.4 NFPA 1041, 2002 Edition IFSTA Fire Instructor, 6 <sup>th</sup> Edition	<b>TASK:</b> Analyze student written and practical exams, given test data, objectives, and agency policies, so validity of the exams is determined and necessary changes are accomplished.				
<b>PERFORMANCE OUTCOME:</b> The candidate will analyze student written and practical exams and make necessary changes.					
<b>CONDITIONS:</b> Given test data, objectives, and agency policy.					
<b>No.</b>	<b>TASK STEPS</b>	<b>FIRST TEST</b>		<b>RETEST</b>	
		<b>Pass</b>	<b>Fail</b>	<b>Pass</b>	<b>Fail</b>
1.	Complete a written analysis of student written exam (recommend changes to question stems, changes to distracters, toss poor test items, etc.)				
2.	Complete a written analysis of student practical exam (review against objectives, recommend changes, clarifications to task steps, etc.)				
3.	Review and document student comments regarding the written and practical exam				
4.	Make necessary changes to course (i.e., written, environment lesson plan, practical etc.), based on exam results				
5.	Submit changed materials to evaluator, if applicable				
<b>RETEST APPROVED BY:</b>		<b>RETEST EVALUATOR:</b>			

**Evaluator/Candidate Comments:** \_\_\_\_\_

<b>Evaluator</b> (Print & Sign)	<b>Date</b>	<b>Candidate</b>	<b>Date</b>
<b>Re-Test Evaluator</b>	<b>Date</b>	<b>Re-Test Candidate</b>	<b>Date</b>



TO: A/C of Training  
 FROM: Lt. Darin Murphy  
 SUBJECT: **Becket Bend Performance Evaluation Analysis**  
 DATE: 3/15//2007

This is an analysis of the results of the Becket Bend knot performance test.

This is a hands on performance test. The results have been consolidated and tabulated below.

**Performance Test results - Becket Bend Knot**

6 points possible, 6 required to PASS  
 30 second time limit to PASS

Student #	Points	Time	Evaluator Comments
Student 1	6	13	
Student 2	6	11	
Student 3	6	24	struggled with gloves
Student 4	6	14	
Student 5	6	27	struggled with gloves

6	17.8	<b>Average</b>
0	7.2	<b>Standard Deviation</b>

Although everyone passed, and was able to correctly and accurately tie the Becket Bend knot, 40% of the group had difficulty tying the knot while wearing fire ground gloves.

**Reccomendation:** Plan for more time during the application step of instruction for practicing while wearing actual fire ground gloves. Do not allow students to practice tying knots without wearing gloves.

There was a test audience of only 5 students, so the sample population is so small that there may be other problems that will become more obvious as more people take this test.

Please contact me for more details if needed.

Lt. Darin Murphy  
 Engine 8, A Shift



TO: A/C of Training  
FROM: Lt. Darin Murphy  
SUBJECT: **EMT-B Module 2 Written Evaluation Analysis**  
DATE: 3/15//2007

This is an analysis of the results of the EMT-B Module 2 written test.

This is a 60 question multiple choice test. The results have been consolidated and tabulated on the included spreadsheet.

There are 4 questions that have created problems.

**Question 2:** 60% answered incorrectly. This question is valid, and the distracters are appropriate.

**Recommendation:** Add emphasis to this topic during presentation of class, add notes to the lesson plan to remind instructor where and when to do so.

**Question 4:** 60% answered incorrectly, and all of the incorrect answers were for the same distracter. The question is valid, and but the answers include two possible correct answers.

**Recommendation:** Change the distracter (D) that is causing people to pick the wrong answer.

**Question 38:** 100% answered incorrectly. The question is valid, but the answer key identifies the wrong answer as correct.

**Recommendation:** Change the answer key to show the correct answer (D).

**Question 41:** 60% answered incorrectly. This question is valid, and the distracters are appropriate.

**Recommendation:** Add emphasis to this topic during presentation of class, add notes to the lesson plan to remind instructor where and when to do so.

There was a test audience of only 5 students, so the sample population is so small that there may be other problems that will become more obvious as more people take this test.

Please contact me for more details if needed.

Lt. Darin Murphy  
Engine 8, A Shift

CA		S1	S2	S3	S4	S5	A	B	C	D	%C	Comments - EMT-B Module 2 Written Test
Q1	C	C	C	C	C	C	0	0	5	0	100%	
Q2	B	B	B	C	D	D	0	2	1	2	40%	Review Question 2
Q3	D	D	D	D	D	D	0	0	0	5	100%	
Q4	D	D	D	D	D	D	0	0	0	5	100%	
Q5	A	D	A	A	A	A	4	0	0	1	80%	
Q6	A	A	A	A	A	A	5	0	0	0	100%	
Q7	D	C	D	D	D	D	0	0	1	4	80%	
Q8	C	C	C	C	C	C	0	0	5	0	100%	
Q9	C	D	C	D	C	D	0	0	2	3	40%	Review Answer D
Q10	B	B	B	B	B	B	0	5	0	0	100%	
Q11	B	D	B	B	B	B	0	4	0	1	80%	
Q12	A	A	A	A	A	A	5	0	0	0	100%	
Q13	D	D	D	D	D	D	0	0	0	5	100%	
Q14	D	D	D	D	D	D	0	0	0	5	100%	
Q15	B	B	B	B	B	A	1	4	0	0	80%	
Q16	B	B	B	B	B	B	0	5	0	0	100%	
Q17	C	C	C	C	C	C	0	0	5	0	100%	
Q18	D	D	D	D	D	D	0	0	0	5	100%	
Q19	C	C	C	C	C	C	0	0	5	0	100%	
Q20	D	D	D	D	D	D	0	0	0	5	100%	
Q21	D	D	D	D	D	D	0	0	0	5	100%	
Q22	D	D	D	D	D	D	0	0	0	5	100%	
Q23	A	A	A	A	A	A	5	0	0	0	100%	
Q24	A	A	A	A	A	A	5	0	0	0	100%	
Q25	A	A	A	A	A	A	5	0	0	0	100%	
Q26	B	B	B	B	B	B	0	5	0	0	100%	
Q27	B	B	B	B	B	B	0	5	0	0	100%	
Q28	B	D	B	B	B	B	0	4	0	1	80%	
Q29	A	A	A	A	A	A	5	0	0	0	100%	
Q30	B	B	B	B	B	B	0	5	0	0	100%	
Q31	D	D	D	D	D	D	0	0	0	5	100%	
Q32	C	C	C	C	C	C	0	0	5	0	100%	
Q33	C	C	C	C	C	C	0	0	5	0	100%	
Q34	C	C	C	C	C	C	0	0	5	0	100%	
Q35	C	C	C	C	C	C	0	0	5	0	100%	
Q36	C	C	C	C	C	C	0	0	5	0	100%	
Q37	B	B	B	B	B	B	0	5	0	0	100%	
Q38	B	D	D	D	D	D	0	0	0	5	0%	Review Answer D
Q39	D	C	D	D	D	D	0	0	1	4	80%	
Q40	C	B	C	A	C	C	1	1	3	0	60%	
Q41	D	C	A	D	D	A	2	0	1	2	40%	Review Question 41
Q42	D	D	D	D	D	D	0	0	0	5	100%	
Q43	A	A	D	A	A	A	4	0	0	1	80%	
Q44	C	C	C	C	C	C	0	0	5	0	100%	
Q45	C	C	C	C	C	C	0	0	5	0	100%	
Q46	C	C	C	C	C	C	0	0	5	0	100%	
Q47	D	D	D	D	D	D	0	0	0	5	100%	
Q48	D	D	D	D	D	D	0	0	0	5	100%	
Q49	D	D	D	D	D	D	0	0	0	5	100%	
Q50	A	A	A	A	A	A	5	0	0	0	100%	
Q51	D	D	D	D	D	D	0	0	0	5	100%	
Q52	C	C	C	C	C	C	0	0	5	0	100%	
Q53	B	C	B	B	B	B	0	4	1	0	80%	
Q54	A	A	A	A	A	A	5	0	0	0	100%	
Q55	C	C	C	D	C	C	0	0	4	1	80%	
Q56	B	B	D	B	D	B	0	3	0	2	60%	
Q57	A	A	A	A	A	A	5	0	0	0	100%	
Q58	D	D	D	D	D	D	0	0	0	5	100%	
Q59	C	C	C	C	C	C	0	0	5	0	100%	
Q60	C	C	C	C	C	B	0	1	4	0	80%	

RAW  
Score

50	56	55	57	54
83%	93%	92%	95%	90%

TACOMA FIRE DEPARTMENT  
Fire Training Academy  
EMT-B MODULE 2 - Written Examination

Answer Sheet

-10 837

#9 answer D is acceptable

#38 D is acceptable

-8 877

Name:

Date: 3/30/07

Test Version: A B

- |   |                                      |                                      |
|---|--------------------------------------|--------------------------------------|
| 1. A B <u>C</u> D                             | 26. A <u>B</u> C D                   | 51. A B C <u>D</u>                   |
| 2. A <u>B</u> C D                             | 27. A <u>B</u> C D                   | 52. A B <u>C</u> D                   |
| 3. A B C <u>D</u>                             | <del>28.</del> A <u>B</u> C <u>D</u> | <del>53.</del> A <u>B</u> <u>C</u> D |
| 4. A B C <u>D</u>                             | 29. <u>A</u> B C D                   | 54. <u>A</u> B C D                   |
| <del>5.</del> <u>A</u> B C <u>D</u>           | 30. A <u>B</u> C D                   | 55. A B <u>C</u> D                   |
| 6. <u>A</u> B C D                             | 31. A B C <u>D</u>                   | 56. A <u>B</u> C D                   |
| <del>7.</del> A B <u>C</u> <u>D</u>           | 32. A B <u>C</u> D                   | 57. <u>A</u> B C D                   |
| 8. A B <u>C</u> D                             | 33. A B <u>C</u> D                   | 58. A B C <u>D</u>                   |
| <u>OK</u> <del>9.</del> A B <u>C</u> <u>D</u> | 34. A B <u>C</u> D                   | 59. A B <u>C</u> D                   |
| 10. A <u>B</u> C D                            | 35. A B <u>C</u> D                   | 60. A B <u>C</u> D                   |
| <del>11.</del> A <u>B</u> C <u>D</u>          | 36. A B <u>C</u> D                   |                                      |
| 12. <u>A</u> B C D                            | 37. A <u>B</u> C D                   |                                      |
| <u>OK</u> <del>13.</del> A B C <u>D</u>       | <del>38.</del> A <u>B</u> C <u>D</u> |                                      |
| 14. A B C <u>D</u>                            | <del>39.</del> A B <u>C</u> <u>D</u> |                                      |
| 15. A <u>B</u> C D                            | <del>40.</del> A <u>B</u> <u>C</u> D |                                      |
| 16. A <u>B</u> C D                            | <del>41.</del> A B <u>C</u> <u>D</u> |                                      |
| 17. A B <u>C</u> D                            | 42. A B C <u>D</u>                   |                                      |
| 18. A B C <u>D</u>                            | 43. <u>A</u> B C D                   |                                      |
| 19. A B <u>C</u> D                            | 44. A B <u>C</u> D                   |                                      |
| 20. A B C <u>D</u>                            | 45. A B <u>C</u> D                   |                                      |
| 21. A B C <u>D</u>                            | 46. A B <u>C</u> D                   |                                      |
| 22. A B C <u>D</u>                            | 47. A B C <u>D</u>                   |                                      |
| 23. <u>A</u> B C D                            | 48. A B C <u>D</u>                   |                                      |
| 24. <u>A</u> B C D                            | 49. A B C <u>D</u>                   |                                      |
| 25. <u>A</u> B C D                            | 50. <u>A</u> B C D                   |                                      |

D 350  
E 615  
A 3000  
G 5700  
H 6900

TACOMA FIRE DEPARTMENT  
Fire Training Academy  
EMT-B MODULE 2 – Written Examination

-4 937  
-3 (957)

Answer Sheet

Name: \_\_\_\_\_

Date: 3/30/07

Test Version: A (B)

- |                             |  |                            |
|-----------------------------|--|----------------------------|
| 1. A B (C) D                | 26. A (B) C D                              | 51. A B C (D)              |
| 2. A (B) C D                | 27. A (B) C D                              | 52. A B (C) D              |
| 3. A B C (D)                | 28. A (B) C D                              | 53. A (B) C D              |
| 4. A B C (D)                | 29. (A) B C D                              | 54. (A) B C D              |
| 5. (A) B C D                | 30. A (B) C D                              | 55. A B (C) D              |
| 6. (A) B C D                | 31. A B C (D)                              | <del>56.</del> A (B) C (D) |
| 7. A B C (D)                | 32. A B (C) D                              | 57. (A) B C D              |
| 8. A B (C) D                | 33. A B (C) D                              | 58. A B C (D)              |
| 9. A B (C) D                | 34. A B (C) D                              | 59. A B (C) D              |
| 10. A (B) C D               | 35. A B (C) D                              | 60. A B (C) D              |
| 11. A (B) C D               | 36. A B (C) D                              |                            |
| 12. (A) B C D               | 37. A (B) C D                              |                            |
| 13. A B C (D) <del>OK</del> | <del>38.</del> A (B) C (D) <del>OK</del> * |                            |
| 14. A B C (D)               | 39. A B C (D)                              |                            |
| 15. A (B) C D               | 40. A B (C) D                              |                            |
| 16. A (B) C D               | <del>41.</del> (A) B C (D)                 |                            |
| 17. A B (C) D               | 42. A B C (D)                              |                            |
| 18. A B C (D)               | <del>43.</del> (A) B C (D)                 |                            |
| 19. A B (C) D               | 44. A B (C) D                              |                            |
| 20. A B C (D)               | 45. A B (C) D                              |                            |
| 21. A B C (D)               | 46. A B (C) D                              |                            |
| 22. A B C (D)               | 47. A B C (D)                              |                            |
| 23. (A) B C D               | 48. A B C (D)                              |                            |
| 24. (A) B C D               | 49. A B C (D)                              |                            |
| 25. (A) B C D               | 50. (A) B C D                              |                            |

TACOMA FIRE DEPARTMENT  
Fire Training Academy  
EMT-B MODULE 2 – Written Examination

-6 907  
-4 (937)

Answer Sheet

Name:

Date:

3/30/07

Test Version: A

(B)

1. A B (C) D

~~2.~~ A (B) C (D)

3. A B C (D)

4. A B C (D)

5. (A) B C D

6. (A) B C D

7. A B C (D)

8. A B (C) D

ok ~~9.~~ A B (C) (D)

10. A (B) C D

11. A (B) C D

12. (A) B C D

13. A B C (D) ok ~~14.~~

14. A B C (D)

~~15.~~ (A) (B) C D

16. A (B) C D

17. A B (C) D

18. A B C (D)

19. A B (C) D

20. A B C (D)

21. A B C (D)

22. A B C (D)

23. (A) B C D

24. (A) B C D

25. (A) B C D

26. A (B) C D

27. A (B) C D

28. A (B) C D

29. (A) B C D

30. A (B) C D

31. A B C (D)

32. A B (C) D

33. A B (C) D

34. A B (C) D

35. A B (C) D

36. A B (C) D

37. A (B) C D

~~38.~~ A (B) C (D)

39. A B C (D)

40. A B (C) D

~~41.~~ (A) B C (D)

42. A B C (D)

43. (A) B C D

44. A B (C) D

45. A B (C) D

46. A B (C) D

47. A B C (D)

48. A B C (D)

49. A B C (D)

50. (A) B C D

51. A B C (D)

52. A B (C) D

53. A (B) C D

54. (A) B C D

55. A B (C) D

56. A (B) C D

57. (A) B C D

58. A B C (D)

59. A B (C) D

~~60.~~ A (B) (C) D

TACOMA FIRE DEPARTMENT  
Fire Training Academy  
EMT-B MODULE 2 – Written Examination

Answer Sheet

-5 92%

3 95%

Name:

Date: 03/30/07

Test Version: A B

- 1. A B C D
- ~~2.~~ A B C D
- 3. A B C D
- 4. A B C D
- 5. A B C D
- 6. A B C D
- 7. A B C D
- 8. A B C D
- ~~9.~~ A B C D
- 10. A B C D
- 11. A B C D
- 12. A B C D
- 13. A B C D
- 14. A B C D
- 15. A B C D
- 16. A B C D
- 17. A B C D
- 18. A B C D
- 19. A B C D
- 20. A B C D
- 21. A B C D
- 22. A B C D
- 23. A B C D
- 24. A B C D
- 25. A B C D
- 26. A B C D
- 27. A B C D
- 28. A B C D
- 29. A B C D
- 30. A B C D
- 31. A B C D
- 32. A B C D
- 33. A B C D
- 34. A B C D
- 35. A B C D
- 36. A B C D
- 37. A B C D
- ~~38.~~ A B C D
- 39. A B C D
- ~~40.~~ A B C D
- 41. A B C D
- 42. A B C D
- 43. A B C D
- 44. A B C D
- 45. A B C D
- 46. A B C D
- 47. A B C D
- 48. ~~A~~ B C ~~D~~
- 49. A B C D
- 50. A B C D
- 51. A B C D
- 52. A B C D
- 53. A B C D
- 54. A B C D
- ~~55.~~ A B C D
- 56. A B C D
- 57. A B C D
- 58. A B C D
- 59. A B C D
- 60. A B C D

OKAY

OKAY

OKAY

TACOMA FIRE DEPARTMENT  
Fire Training Academy  
EMT-B MODULE 2 – Written Examination

Answer Sheet

-3 95%

(+1)

(97%)

Name:

Date: 3/30/07

Test Version: A (B)

- |                           |                            |                            |
|---------------------------|----------------------------|----------------------------|
| 1. A B (C) D              | 26. A (B) C D              | 51. A B C (D)              |
| <del>2.</del> A (B) C (D) | 27. A (B) C D              | 52. A B (C) D              |
| 3. A B C (D)              | 28. A (B) C D              | 53. A (B) C D              |
| 4. A B C (D)              | 29. (A) B C D              | 54. (A) B C D              |
| 5. (A) B C D              | 30. A (B) C D              | 55. A B (C) D              |
| 6. (A) B C D              | 31. A B C (D)              | <del>56.</del> A (B) C (D) |
| 7. A B C (D)              | 32. A B (C) D              | 57. (A) B C D              |
| 8. A B (C) D              | 33. A B (C) D              | 58. A B C (D)              |
| 9. A B (C) D              | 34. A B (C) D              | 59. A B (C) D              |
| 10. A (B) C D             | 35. A B (C) D              | 60. A B (C) D              |
| 11. A (B) C D             | 36. A B (C) D              |                            |
| 12. (A) B C D             | 37. A (B) C D              |                            |
| 13. A B C (D)             | <del>38.</del> A (B) C (D) |                            |
| 14. A B C (D)             | 39. A B C (D)              |                            |
| 15. A (B) C D             | 40. A B (C) D              |                            |
| 16. A (B) C D             | 41. A B C (D)              |                            |
| 17. A B (C) D             | <del>42.</del> A B C (D)   |                            |
| 18. A B C (D)             | 43. (A) B C D              |                            |
| 19. A B (C) D             | 44. A B (C) D              |                            |
| 20. A B C (D)             | 45. A B (C) D              |                            |
| 21. A B C (D)             | 46. A B (C) D              |                            |
| 22. A B C (D)             | 47. A B C (D)              |                            |
| 23. (A) B C D             | 48. A B C (D)              |                            |
| 24. (A) B C D             | 49. A B C (D)              |                            |
| 25. (A) B C D             | 50. (A) B C D              |                            |

# TACOMA FIRE DEPARTMENT

*Fire Training Academy*

## EMT-B MODULE 2 – Written Examination

PLEASE DO NOT WRITE ON THIS TEST. USE THE ANSWER SHEET PROVIDED.

**MULTIPLE CHOICE. Choose the one alternative that best completes the statement or answers the question.**

- 1) You are transporting a 44-year-old female with chest pain and sudden respiratory distress. She is agitated and anxious and refuses to have a non-rebreather applied. Which of the following is the best option?
  - A) Have her breathe into a paper bag to control her hyperventilation
  - B) Do not make further attempts to administer oxygen as it will only agitate the patient further
  - C) Use a nasal cannula instead
  - D) Consult with medical control about restraining the patient
  
- 2) Which of the following statements concerning tuberculosis is NOT true?
  - A) TB is spread through the airborne route
  - B) TB is always a disease of the lungs
  - C) TB can be spread without direct patient contact
  - D) Vaccination against TB is not commonly available
  
- 3) Which of the following is true concerning scene size-up?
  - A) Scene size-up does not play a role in determining the nature of the illness
  - B) Determining the number of patients is not important on a medical call
  - C) Information from bystanders is not important on trauma calls
  - D) The need for additional resources must be determined on both medical and trauma calls
  
- 4) In which of the following situations should the EMT consult the North American Emergency Response Guidebook?
  - A) A domestic disturbance with the potential for violence
  - B) Patient with a suspected infectious disease
  - C) Downed power lines at the scene of a vehicle collision
  - D) Chlorine gas leak at a public swimming pool
  
- 5) Which of the following patients should NOT have their airway opened using a head-tilt chin-lift maneuver?
  - A) A homeless person of undetermined age found lying unresponsive in an alley with no bystanders
  - B) A 35-year-old diabetic woman found unresponsive in the driver's seat of her vehicle in the parking lot of her apartment complex
  - C) A 25-year-old man who is still unresponsive after a witnessed grand mal seizure with no reported injuries
  - D) A 50-year-old woman who choked on a piece of food while dining in a restaurant and slid out of her chair

- 6) When providing airway management and ventilation procedures, which of the following is required for body substance isolation?
- A) Gloves, mask, and goggles
  - B) Gloves only
  - C) Body substance isolation is not needed unless secretions contain a visible amount of blood
  - D) Gloves, gown, mask, and goggles
- 7) Your patient is a 29-year-old female who was the front seat passenger in a vehicle that was struck in the passenger's side door by a vehicle that ran a red light. Which of the following is most likely to have occurred?
- A) The patient impacted the steering wheel with her chest, causing a fracture of the sternum
  - B) The patient took the "up and over" pathway, striking her head on the windshield
  - C) The patient took the "down and under" pathway, causing trauma to her lower extremities
  - D) The patient's body was pushed forcefully out from under her head, causing injury to the cervical spine
- 8) Which of the following is a disadvantage of oropharyngeal airways?
- A) They cannot be used in patients with a suspected skull fracture
  - B) They require the use of a water soluble lubricant
  - C) They cannot be used in a patient with a gag reflex
  - D) They do not come in pediatric sizes
- 9) Another term to describe measures taken for body substance isolation precautions is:
- A) Biohazardous material protection
  - B) Acquired immunity
  - C) Personal protective equipment
  - D) Infection control
- 10) Which of the following descriptions best describes the term "pathogen"?
- A) A medication taken after exposure to an infectious disease
  - B) An organism that causes infection
  - C) A helpful organism found in the body that helps promote healing
  - D) A substance that helps the body fight infection
- 11) When covering a patient's mouth and nose with a mask of any kind, which of the following is the primary risk?
- A) Interfering with the patient's circulation
  - B) Obstructing the airway
  - C) Interfering with the ability to communicate with the patient
  - D) Upsetting the patient
- 12) Which of the following patients does NOT require the administration of supplemental oxygen?
- A) A 24-year-old woman who is breathing 28 times per minute after being in an argument with her husband
  - B) A 60-year-old woman with a history of chronic obstructive pulmonary disease (COPD) who can speak two or three words at a time without a breath
  - C) A 6-year-old male with a history of asthma whose breath sounds are silent and who is drowsy
  - D) A 31-year-old male who is unresponsive due to an overdose of narcotics

- 13) Which of the following may result from delivery of ventilations that are more forceful than necessary?
- A) Vomiting
  - B) Worsening of an injury to the lung
  - C) Gastric distention
  - D) All of the above
- 14) A NIOSH-approved HEPA or N-95 respirator is recommended when caring for a patient with which of the following?
- A) A common cold
  - B) Vomiting and diarrhea
  - C) AIDS
  - D) Tuberculosis
- 15) You have arrived at a roller skating rink for a report of a seizure. Your patient is a 17-year-old female whom bystanders witnessed having a seizure that lasted about three minutes. At the time of your initial assessment she is unresponsive to all stimuli, is breathing deeply at about 20 times per minute, and has gurgling noises on respiration due to an accumulation of secretions in the mouth and pharynx. Which of the following is the correct sequence of intervention?
- A) Suction the mouth and pharynx, assist ventilations with a bag-valve-mask using supplemental oxygen, continue assessing the patient
  - B) Suction the mouth and pharynx, apply a non-rebreather mask with 12 liters per minute of oxygen, continue your assessment
  - C) Assist ventilations with a bag-valve-mask using supplemental oxygen, suction the mouth and pharynx, obtain information about the patient's medical history
  - D) Immediately apply a non-rebreather mask with 12 liters per minute of oxygen, take a set of vital signs, suction the secretions from the mouth and pharynx
- 16) You are ventilating a 3-year-old near-drowning patient. Signs that your ventilations are adequate include all of the following EXCEPT:
- A) Heart rate increases to normal
  - B) The patient begins to exhibit retraction of the muscles between the ribs
  - C) There is improvement in the patient's skin color
  - D) Increasing level of responsiveness
- 17) When considering the potential for injury from a fall, which of the following is LEAST important?
- A) Whether the patient struck anything with his body on the way down
  - B) The type of surface onto which the patient fell
  - C) The patient's weight
  - D) The height of the fall
- 18) Which of the following should be kept in mind when assessing and managing the airway of a pediatric patient?
- A) Due to their short necks, pediatric patients require a greater degree of hyperextension to open the airway than do adults
  - B) Gastric distention is unlikely
  - C) The tongue is not as likely to obstruct the airway as in an adult
  - D) The trachea is easily obstructed by swelling and/or incorrect positioning

- 19) Which of the following is true concerning the procedure for inserting a nasopharyngeal airway?
- A) If water soluble lubricant is not available a silicon spray can be substituted
  - B) The length of the device is not as important as it is with oropharyngeal airways
  - C) The bevel *should* be turned toward the nasal septum
  - D) It can only be placed in the right nostril
- 20) In which of the following ways can the EMT detect hazards at or near the scene of a call?
- A) Smelling
  - B) Looking
  - C) Listening
  - D) All of the above
- 21) Which of the following statements about AIDS is true?
- A) HIV infection results in AIDS and is fatal within 2 years of contact
  - B) There is an effective vaccine against AIDS available to health care workers
  - C) 30% of all HIV positive needle sticks result in AIDS
  - D) AIDS presents far less risk to health care workers than does hepatitis B
- 22) Which of the following situations requires action by the EMT during scene size-up?
- A) A bystander who is smoking a cigarette at the scene of a vehicle collision
  - B) The sound of a barking and growling dog upon approaching the door to a residence
  - C) A vehicle collision involving a tractor-trailer that has a placard indicating it is carrying a corrosive substance
  - D) All of the above
- 23) When suctioning the airway, suction should never be applied for longer than \_\_\_\_\_ seconds.
- A) 15
  - B) 30
  - C) 60
  - D) 45
- 24) To be effective, a suction unit must be able to generate air flow of \_\_\_\_\_ liters per minute and create a vacuum of \_\_\_\_\_ mmHg.
- A) 30, 300
  - B) 30; 30
  - C) 300; 330
  - D) 300; 30
- 25) Which of the following structures is found in the lower airway?
- A) Bronchi
  - B) Tonsils
  - C) Uvula
  - D) Pharynx
- 26) Which of the following is a federal act that mandates a procedure by which emergency health care providers can find out if they have been exposed to potentially life-threatening diseases while on the job?
- A) The EMS Personnel Health Protection Act of 1991
  - B) The Ryan White Comprehensive AIDS Resource Emergency Act
  - C) The Communicable Disease Notification Act
  - D) The Occupational Exposure to Bloodborne Pathogens Act
- 27) You are on the scene of a tanker truck versus passenger vehicle collision on a rural highway. The vehicles are just beyond a curve in the roadway and there is a distinct odor of diesel fuel. It is dark and there is little traffic. Which of the following should be used to alert on-coming traffic to the situation?
- A) Orange traffic cones
  - B) Reflective triangles
  - C) Yellow crime scene tape
  - D) Flares

- 28) You have just arrived on the scene of a motor vehicle collision in which a compact car was struck from behind by a delivery truck. The driver of the delivery truck is standing outside his vehicle talking to police when you arrive, but the driver of the car is still seated in the driver's seat. You have noted moderate damage to the rear of the car. For which of the following injuries should you have the highest level of suspicion?
- A) Chest injury
  - B) Neck injury
  - C) Abdominal injuries
  - D) Fractures of the lower extremities
- 29) Which of the following is acceptable for maintaining a seal between an oxygen cylinder and regulator?
- A) A flexible gasket
  - B) A pop-off valve
  - C) Medical grade adhesive tape
  - D) A light coating of lubricant
- 30) Which of the following situations will NOT require additional resources at the scene?
- A) A call to a manufacturing plant where a worker has his hand caught in a machine
  - B) A patient with emphysema who is on oxygen therapy at home
  - C) A 300-pound woman complaining of back pain
  - D) A call for a sick person at home during which an odor of natural gas is detected
- 31) On which of the following types of calls should you bring your portable suction unit to the patient's side upon arrival on the scene?
- A) Cardiac arrest
  - B) Motor vehicle collision
  - C) Seizure
  - D) All of the above
- 32) Which of the following best describes blunt force trauma?
- A) The object is not sharp, but penetrates the body when enough force is used
  - B) The object penetrates soft tissue, but cannot penetrate bone
  - C) An object strikes the body but does not penetrate the body tissues
  - D) All of the above are considered blunt force trauma
- 33) To deliver high-flow oxygen to a patient, which of the following is the best device?
- A) Nasal cannula
  - B) Oropharyngeal airway
  - C) Non-rebreather mask
  - D) Simple face mask
- 34) Which of the following is an advantage of using a nasopharyngeal airway?
- A) It eliminates the need for manual positioning of the patient's head to keep the airway open
  - B) It is ideal for patients with a suspected skull fracture
  - C) It may be tolerated by many patients with a gag reflex
  - D) All of the above
- 35) At which of the following points should you begin your scene size-up?
- A) After exiting the ambulance, but before making patient contact
  - B) When the patient or family member opens the door to the residence
  - C) As you approach the scene in the ambulance
  - D) When you arrive on the scene, but before exiting the ambulance

- 36) As you are assessing a 32-year-old asthmatic woman who has called EMS due to difficulty breathing, her husband enters the home through a back door and shouts, "Get your hands off her, she doesn't need your help. She needs to be taught a lesson about her smart mouth." Which of the following is the best course of action?
- A) Continue assessment and respond that the patient is sick and needs medical attention
  - B) Attempt to remove the patient from the home and continue treatment en route to the hospital
  - C) Leave the patient and notify police
  - D) Let the husband know that his behavior is inappropriate and if it continues you will call for the police
- 37) Which of the following colors identifies an oxygen cylinder?
- A) Orange
  - B) Green
  - C) Black
  - D) Blue
- 38) What is the proper order for removing personal protective equipment?
- A) Gown, Mask, Goggles, Gloves
  - B) Gloves, Goggles, Gown, Mask
  - C) Mask, Gown, Goggles, Gloves
  - D) Gloves, Gown, Goggles, Mask
- 39) You are ventilating a cardiac arrest patient when he begins to vomit copious amounts of large pieces of undigested food. Which of the following would be most effective in clearing the airway?
- A) Use of a rigid pharyngeal suction tip
  - B) Irrigating the mouth with sterile water to dilute the material before suctioning
  - C) Use of a 14 French suction catheter
  - D) Using large bore suction tubing without a tip or catheter attached
- 40) Which of the following muscles, not used in normal breathing, are used to assist respiration by patients with difficulty breathing?
- A) Intercostal muscles
  - B) Pulmonary muscles
  - C) Neck muscles
  - D) Diaphragm
- 41) Which of the following sounds is caused by obstruction of the lower airways?
- A) Rhonchi
  - B) Stridor
  - C) Crackles
  - D) Wheezing
- 42) Which of the following may be a hazard at the scene of a vehicle collision?
- A) Electrocutation
  - B) Other emergency vehicles
  - C) Hazardous materials
  - D) All of the above
- 43) As you arrive at the scene of a house fire, a very upset man screams at you to help his young son, who is trapped under a piece of burning wood on the ground. Which of the following should you do first?
- A) Size-up the scene before acting
  - B) Use a blanket to put out the fire on the piece of wood
  - C) Perform an initial assessment on the patient
  - D) With the father's help, grab the boy by the arms and pull him from underneath the wood
- 44) Which of the following is the correct method of suctioning?
- A) Suction continuously, both while inserting and withdrawing the suction tip or catheter
  - B) Begin suctioning as you insert the suction tip or catheter into the mouth
  - C) Insert the catheter or tip to the desired depth prior to applying suction
  - D) Suction intermittently, both while inserting and withdrawing the suction tip or catheter

- 45) The point at which the trachea divides into the two main stem bronchi is called the:  
A) Xiphoid process                      B) Hypopharynx                      C) Carina                      D) Sternal notch
- 46) You have arrived at the scene of a call for a "man down." As you enter the residence you note that your patient is a male in his mid-60s who is awake but does not seem to acknowledge your presence. He is perspiring profusely, has cyanosis of his ears and lips, and has rapid, shallow respirations. Which of the following should you do first?  
A) Check for a radial pulse  
B) Obtain the patient's medical history  
C) Assist ventilations with a bag-valve-mask and supplemental oxygen  
D) Listen to his lung sounds
- 47) Which of the following is NOT determined in a scene size-up?  
A) The need for additional resources                      B) Mechanism of injury  
C) Potential hazards to the EMS crew                      D) Chief complaint
- 48) Which of the following groups is at greatest risk of contracting and transmitting tuberculosis?  
A) IV drug abusers                      B) Anyone with another communicable disease  
C) Cattle farmers                      D) Those with suppressed immune systems
- 49) The safe residual for an oxygen cylinder is \_\_\_\_\_ psi.  
A) 300                      B) 500                      C) 1000                      D) 200
- 50) Which of the following is NOT true concerning the potential for violence at the scene of an EMS call?  
A) Signs of impending violence are always obvious if you know what to look for  
B) An unusual lack of activity at the scene may signal impending violence against the EMT  
C) There is an association between alcohol use and the potential for violence  
D) Some addresses or locations should automatically increase your awareness of the potential for violence
- 51) The structures within the lung that allow exchange of gasses with the bloodstream are known as:  
A) Pleura                      B) Bronchioles                      C) Carina                      D) Alveoli
- 52) The oxygen flow rate for a nasal cannula should not exceed \_\_\_\_\_ liters per minute.  
A) 2                      B) 8                      C) 6                      D) 4

- 53) Your patient is a 55 year old man with a history of chronic bronchitis. You have been called to his home today because of an increase in his level of respiratory distress. The patient is on 2 liters per minute of oxygen by nasal cannula at home. Your assessment reveals difficulty speaking due to shortness of breath, leaning forward to breathe, a productive cough, and a respiratory rate of 32 per minute. Which of the following is true concerning the best course of action for this patient?
- A) You should not increase the patient's oxygen flow rate because of his likely dependence on a hypoxic drive to stimulate breathing
  - B) You should increase the patient's oxygen flow rate to deliver adequate amounts of oxygen to his tissues. If his respiratory rate decreases, you can assist him with a bag-valve-mask device
  - C) You should increase the patient's oxygen flow rate until his respiratory rate decreases and then resume oxygen administration at 2 liters per minute
  - D) Because increased blood levels of carbon dioxide is the primary stimulus to breathe, you should encourage the patient to rebreathe his exhaled air from a paper bag
- 54) Which of the following is NOT true concerning hepatitis B?
- A) It is cured by taking antibiotics
  - B) It is an acquired infectious disease
  - C) An effective vaccine is available
  - D) It can be fatal
- 55) A fall is considered severe anytime the patient has fallen from a height more than:
- A) Twice the height of the patient
  - B) Five times the height of the patient
  - C) Three times the height of the patient
  - D) The height of the patient
- 56) At what point is the scene size-up completed?
- A) When the number of patients has been determined
  - B) At the end of the call
  - C) When crashed vehicles have been stabilized
  - D) When initial patient contact is made
- 57) You are ventilating a 55-year-old male patient with a stoma. Which of the following is NOT necessary?
- A) Head-tilt chin-lift
  - B) Maintaining a seal around the stoma
  - C) Supplemental oxygen
  - D) Having suction available
- 58) Which of the following is the primary reason for changing gloves between contact with one patient and the next?
- A) To minimize the possibility of latex allergy
  - B) To properly account for the items charged to each patient's account
  - C) To avoid destroying evidence
  - D) To prevent spreading infection to the next patient
- 59) Your patient, in whom you have inserted an oropharyngeal airway, is beginning to regain consciousness and develop a gag reflex. Which of the following is the proper way of managing this situation?
- A) Spray a topical anesthetic into the throat to prevent the gag reflex from being stimulated
  - B) Use gentle manual pressure to keep the patient from expelling the airway
  - C) Turn the patient on her side and remove the airway
  - D) Pull the airway out slightly to keep it away from the back of the throat

60) Which of the following is necessary to deliver oxygen to patients at a safe pressure?

A) Float ball

B) Flowmeter

C) Regulator

D) Filter

## Answer Key

### Testname: MODULE 2

- 1) C  
ID: ec10 6-33  
Diff: 2      Page Ref: 168  
Module: 2  
Lesson: 1  
Objective: 21
- 2) B  
ID: ec10 2-33  
Diff: 2      Page Ref: 25  
Module: 1  
Lesson: 2  
Objective: 10
- 3) D  
ID: ec10 7-17  
Diff: 2      Page Ref: 191  
Module: 3  
Lesson: 1  
Objective: 5, 6, & 7
- 4) D  
ID: ec10 7-8  
Diff: 2      Page Ref: 181  
Module: 3  
Lesson: 1  
Objective: 1 & 2
- 5) A  
ID: ec10 6-9+  
Diff: 3      Page Ref: 135  
Module: 2  
Lesson: 1  
Objective: 5
- 6) A  
ID: ec10 6-17  
Diff: 1      Page Ref: 146, 153  
Module: 2  
Lesson: 1  
Objective: 12
- 7) D  
ID: ec10 7-12  
Diff: 3      Page Ref: 187  
Module: 3  
Lesson: 1  
Objective: 4
- 8) C  
ID: ec10 6-18  
Diff: 1      Page Ref: 146  
Module: 2  
Lesson: 1  
Objective: 17

## Answer Key

### Testname: MODULE 2

9) C

ID: ec10 2-3

Diff: 1 Page Ref: 22

Module: 1

Lesson: 2

Objective: 9

10) B

ID: ec10 2-2

Diff: 1 Page Ref: 22

Module: 1

Lesson: 2

Objective: 11

11) B

ID: ec10 2-6

Diff: 2 Page Ref: 24

Module: 1

Lesson: 2

Objective: 9 & 11

12) A

ID: ec10 6-4

Diff: 2 Page Ref: 155-156

Module: 2

Lesson: 1

Objective: 21 & 22

13) D

ID: ec10 6-14

Diff: 1 Page Ref: 144

Module: 2

Lesson: 1

Objective: 13 & 14

14) D

ID: ec10 2-46

Diff: 2 Page Ref: 24

Module: 1

Lesson: 2

Objective: 9

15) B

ID: ec10 6-13

Diff: 3 Page Ref: 151, 167

Module: 2

Lesson: 1

Objective: 23

16) B

ID: ec10 6-30

Diff: 1 Page Ref: 137

Module: 2

Lesson: 1

Objective: 13

## Answer Key

### Testname: MODULE 2

- 17) C  
ID: ec10 7-14  
Diff: 2      Page Ref: 189  
Module: 3  
Lesson: 1  
Objective: 4
- 18) D  
ID: ec10 6-29+  
Diff: 2      Page Ref: 169  
Module: 2  
Lesson: 1  
Objective: 5 & 10
- 19) C  
ID: ec10 6-19+  
Diff: 1      Page Ref: 148  
Module: 2  
Lesson: 1  
Objective: 18
- 20) D  
ID: ec10 7-5  
Diff: 1      Page Ref: 180-181  
Module: 3  
Lesson: 1  
Objective: 3
- 21) D  
ID: ec10 2-34  
Diff: 2      Page Ref: 25-26  
Module: 1  
Lesson: 2  
Objective: 10
- 22) D  
ID: ec10 7-19  
Diff: 2      Page Ref: 180-181  
Module: 3  
Lesson: 1  
Objective: 1
- 23) A  
ID: ec10 6-22  
Diff: 1      Page Ref: 153  
Module: 2  
Lesson: 1  
Objective: 8
- 24) A  
ID: ec10 6-20  
Diff: 1      Page Ref: 151  
Module: 2  
Lesson: 1  
Objective: 7 & 8

## Answer Key

### Testname: MODULE 2

- 25) A  
ID: ec10 6-7  
Diff: 1 Page Ref: 128-129  
Module: 2  
Lesson: 1  
Objective: 1
- 26) B  
ID: ec10 2-35  
Diff: 1 Page Ref: 27  
Module: 1  
Lesson: 2  
Objective: 10
- 27) B  
ID: ec10 7-7  
Diff: 2 Page Ref: 181  
Module: 3  
Lesson: 1  
Objective: 1 & 2
- 28) B  
ID: ec10 7-11  
Diff: 2 Page Ref: 186  
Module: 3  
Lesson: 1  
Objective: 4
- 29) A  
ID: ec10 6-27  
Diff: 2 Page Ref: 158  
Module: 2  
Lesson: 1  
Objective: 19
- 30) B  
ID: ec10 7-20  
Diff: 1 Page Ref: 191  
Module: 3  
Lesson: 1  
Objective: 6
- 31) D  
ID: ec10 6-10  
Diff: 1 Page Ref: 151, 153  
Module: 2  
Lesson: 1  
Objective: 7
- 32) C  
ID: ec10 7-16  
Diff: 2 Page Ref: 189  
Module: 3  
Lesson: 1  
Objective: 4

## Answer Key

### Testname: MODULE 2

- 33) C  
ID: ec10 6-6  
Diff: 2      Page Ref: 167  
Module: 2  
Lesson: 1  
Objective: 20, 21, & 22
- 34) C  
ID: ec10 6-15  
Diff: 1      Page Ref: 147  
Module: 2  
Lesson: 1  
Objective: 18
- 35) C  
ID: ec10 7-3  
Diff: 2      Page Ref: 178  
Module: 3  
Lesson: 1  
Objective: 1
- 36) C  
ID: ec10 7-10  
Diff: 3      Page Ref: 183-184  
Module: 3  
Lesson: 1  
Objective: 1 & 7
- 37) B  
ID: ec10 6-24  
Diff: 1      Page Ref: 157  
Module: 2  
Lesson: 1  
Objective: 19
- 38) B  
ID: USER-1  
Diff: 1      Page Ref:  
Module:  
Lesson:  
Objective:
- 39) D  
ID: ec10 6-21  
Diff: 2      Page Ref: 153  
Module: 2  
Lesson: 1  
Objective: 8
- 40) C  
ID: ec10 6-5  
Diff: 2      Page Ref: 70  
Module: 2  
Lesson: 1  
Objective: 3

## Answer Key

### Testname: MODULE 2

- 41) D  
ID: ec10 6-3  
Diff: 1 Page Ref: 133  
Module: 2  
Lesson: 1  
Objective: 3
- 42) D  
ID: ec10 7-4  
Diff: 2 Page Ref: 180-181  
Module: 3  
Lesson: 1  
Objective: 1 & 2
- 43) A  
ID: ec10 7-22  
Diff: 1 Page Ref: 178  
Module: 3  
Lesson: 1  
Objective: 3 & 7
- 44) C  
ID: ec10 6-23  
Diff: 1 Page Ref: 153  
Module: 2  
Lesson: 1  
Objective: 8
- 45) C  
ID: ec10 6-8  
Diff: 1 Page Ref: 129  
Module: 2  
Lesson: 1  
Objective: 1
- 46) C  
ID: ec10 6-12  
Diff: 3 Page Ref: 140  
Module: 2  
Lesson: 1  
Objective: 23
- 47) D  
ID: ec10 7-1  
Diff: 1 Page Ref: 178  
Module: 3  
Lesson: 1  
Objective: 3
- 48) D  
ID: ec10 2-36  
Diff: 1 Page Ref: 25  
Module: 1  
Lesson: 2  
Objective: 10

## Answer Key

### Testname: MODULE 2

- 49) D  
ID: ec10 6-25  
Diff: 1 Page Ref: 157  
Module: 2  
Lesson: 1  
Objective: 19
- 50) A  
ID: ec10 7-9  
Diff: 2 Page Ref: 183  
Module: 3  
Lesson: 1  
Objective: 3
- 51) D  
ID: ec10 6-1  
Diff: 2 Page Ref: 129  
Module: 2  
Lesson: 1  
Objective: 1
- 52) C  
ID: ec10 6-34  
Diff: 3 Page Ref: 167  
Module: 2  
Lesson: 1  
Objective: 22
- 53) B  
ID: ec10 6-35  
Diff: 3 Page Ref: 130  
Module: 2  
Lesson: 1  
Objective: 24
- 54) A  
ID: ec10 2-32  
Diff: 2 Page Ref: 25  
Module: 1  
Lesson: 2  
Objective: 10
- 55) C  
ID: ec10 7-24  
Diff: 1 Page Ref: 189  
Module: 3  
Lesson: 1  
Objective: 4
- 56) B  
ID: ec10 7-2  
Diff: 1 Page Ref: 178  
Module: 3  
Lesson: 1  
Objective: 1

## Answer Key

Testname: MODULE 2

- 57) A  
ID: ec10 6-31  
Diff: 2      Page Ref: 143  
Module: 2  
Lesson: 1  
Objective: 16
- 58) D  
ID: ec10 2-4  
Diff: 1      Page Ref: 23  
Module: 1  
Lesson: 2  
Objective: 8
- 59) C  
ID: ec10 6-16  
Diff: 2      Page Ref: 147  
Module: 2  
Lesson: 1  
Objective: 17
- 60) C  
ID: ec10 6-26  
Diff: 1      Page Ref: 158  
Module: 2  
Lesson: 1  
Objective: 19