**Phil Jose, Course Description**

**Course Name: In the Hot Seat: Tactical Decision-Making on the Fireground**

**Applicable NFPA Standards:**

* NFPA 1021: 4.2.1, 4.5.2, 4.6.1, 4.6.2, 4.6.3, 5.6.1, 5.6.2, 6.6.1, 6.6.2
* NFPA 1500: 5.1.1, 5.1.2, 5.3.1, 5.3.2, 8.1.5, 8.1.6, 8.1.7, 8.1.8 (3, 4, 5, 7, 8), 8.4.1, 8.4.2, 8.4.3
* NFPA 1001: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2

**Curriculum:**

**Lesson Plan**

**Lesson Title or Topic** – Tactical Decision-Making

**Learning Objectives:**

At the completion of the course students will understand and be able to demonstrate:

* An understanding of the pressures of the initial tactical decisions.
  + How pressure impacts decision-making.
  + How to improve performance under pressure.
  + Recognizing over-stress situations and dealing with them.
* The ability to improve decision-making through experience.
  + The ability to identify the cues available when arriving at a fire.
  + The ability to identify the patterns to predict fire growth and build expectations.
  + Use those skills to develop the right strategy.
  + Support the strategy with appropriate tactical and task level assignments.
    - Formulate and communicate a plan.
* The ability to filter cues and patterns to discern the information that makes a difference.
* Use patterns to predict what will happen and identify:
  + When a plan is working.
  + When a plan is not working.
* Examine tactical approaches for strengths and weaknesses.
* Consider alternative approaches to success.

**Lesson Outline**

Course duration – 8 hours with 6.5 hours student contact time.

(Includes morning and afternoon 15-minute breaks and one 60-minute lunch break)

* Opening – 30 Minutes
  + Introduction, course objectives, participation process and expectations, ground rules for discussion-based learning, paperwork for credit and host agency. 10 minutes
  + Introductory Tactical problem 20-minutes
* An understanding of the pressures of the initial tactical decisions. 1.5 Hours
  + How pressure impacts decision-making.
    - Exploration of Yerkes-Dodson principles.
    - Examination of examples from student experiences.
  + How to improve performance under pressure.
    - Applying techniques such as tactical-breathing and
  + Recognizing over-stress situations and dealing with them.
* The ability to improve decision-making through experience. 2.0 Hours
  + The ability to identify the cues available when arriving at a fire.
  + The ability to identify the patterns to predict fire growth and build expectations.
  + Use those skills to develop the right strategy.
  + Support the strategy with appropriate tactical and task level assignments.
    - Formulate and communicate a plan.
* Use patterns to predict what will happen and identify: 1.5 Hours
  + The ability to filter cues and patterns to discern the information that makes a difference.
  + When a plan is working.
  + When a plan is not working.
* Examine tactical approaches for strengths and weaknesses. 1.0 Hours
  + Consider alternative approaches to success.

**Lesson Summary**

The purpose of this course is to give each attendee the opportunity to learn from their experience and the experience of others, including the instructor. Each student experiences being first-in at multiple structure fires in multiple types of buildings. The challenge for students is to apply their understanding of building construction, fire behavior, and their agency resourcing, to formulate and communicate an incident action plan. Using a discussion-based approach to teach, the instructor then engages students in a discussion that dissects the fire problem to identify the cues and patterns available, consider the relative value of the information, and use that to improve the accuracy of the next decision at the next fire. The students also learn what to look for when assessing whether the plan is working (are we winning) or the danger signs that a plan is ineffective (are we losing). Because the students are actively engaged in the discussion, they learn from their own experience as well as the experience of others including the instructor.

**Evaluation Criteria**

Practice Sessions are used for the course evaluation across the course of the learning day. Participants experience individual and group-based decision making on learning objectives. Course content is derived from raw video, scene photos, drawings, and other visual aids. In each instance individuals and groups that must answer specific inquiries based on the course content. The instructor uses a discussion-based approach to provide point of learning feedback and emphasis to meet learning objectives. NO letter grades are applied – pass/fail only. Individuals or Groups that fail are given an opportunity to reapply the learning points.