



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: ESFF

Course and Section #: 1120-001

Course Title: Principles of Fire and Emergency Services Safety and Survival

Credits: 3

Course Description

Introduces the basic principles and history that relate to the 16 national firefighter life safety initiatives. Focuses on the need for cultural and behavioral change related to health and safety throughout the fire and emergency services profession. Develops professional written communication skills as well as introduces the basics of research.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Jake Dennison

Student Learning Outcomes

- Conduct basic research into responder safety issues.
 - Evaluate the need for behavioral and cultural change both organizationally and individually to increase responder safety, health and survival.
 - Communicate positions supported by research related to current issues affecting responder safety, health and survival.
 - Develop deeper literacy and professionalism in written communications.
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Course Materials and Texts

No text

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grading Scale:

The following grading standards will be used in this class:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

Assignment Categories

Activity	Points
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Assignments	180
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Reflections	140
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Syllabus Quiz	20
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Milestones 1-4	100
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Final Project Milestone 5	200
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Total Points	640
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Late Work Statement:

If your assignment is late, turn it in anyway. Some points are better than nothing. All late work **will be docked 30%** (and rounded up) from the final score prior to grading. Late work will be accepted up until the last day of class.

Word Count Statement:

Word counts do not include titles, headings, or other restatements of the assignment's question in the body of the response. Your work should reflect your answer, not the the question I'm asking. I know

what the question or the premise of the assignment is—you do not need to restate it in your response and expect it to count toward the word count. I'm only interested in your reply to the assignment.

Required or Recommended Reading Assignments

Mod 1 ☐

[Course Syllabus](#)

- ☐ [16 Life Safety Initiatives](#)
- ☐ [Links to an external site.](#) – EveryoneGoesHome.com
- ☐ [2022 Firefighter Injury Report Download 2022 Firefighter Injury Report](#)
- ☐ - NFPA.org
- ☐ [2022 Firefighter Fatality Report Download 2022 Firefighter Fatality Report](#)
- NFPA.org

Reading assignments provide you with the necessary background knowledge to understand the course material. This week's reading assignment explains how the course works (the syllabus) and sets the foundation for our course focus (principles of safety and survival). Reading the Firefighter Injury and Fatality reports from NFPA will give you an idea of the type and frequency of these incidents and can be used for reference as you move through the course.

From EveryoneGoesHome.com:

“The 16 Firefighter Life Safety Initiatives were developed by representatives of the major fire service constituencies in 2004 at a Firefighter Safety Summit in Tampa, FL. Since then, the Initiatives have deeply informed the emerging safety culture in the US fire service, and become the bedrock foundation for thousands of fire departments and EMS organizations who have a desire to ensure that their firefighters and medics return home safely after every shift.”

Mod 2

[Creating a Culture of Life Safety for the Fire Service](#)

- ☐ [Links to an external site.](#) – Blume
- ☐ [Cultural Change](#)
- ☐ [Links to an external site.](#) – EveryoneGoesHome.com
- ☐ [Firefighter Fatalities](#)
- ☐ [Links to an external site.](#) – USFA
- ☐ [Fatal Firefighter Injuries in the United States](#)
- ☐ [Links to an external site.](#) –NFPA Research
- ☐ [Injury Prevention in the Fire Service](#)
- ☐ [Links to an external site.](#) – Gutschick
- ☐ [12 Ways to Reduce Firefighter Injuries](#)
- ☐ [Links to an external site.](#) – Murphy
- ☐ [How NFPA 1500 Applies to PPE](#)
- [Links to an external site.](#) – Stull & Stull

Mod 3

[Seatbelt Pledge](#)

- ☐ [Links to an external site.](#) – seatbeltpledge.com
- ☐ [Traffic Incident Management](#)
- ☐ [Links to an external site.](#) – U.S. Department of Transportation
- ☐ [Close Calls on the Highway](#)
- ☐ [Links to an external site.](#) – firefighterclosecalls.com
- ☐ [Traffic Incident Management Systems](#)
- ☐ [Links to an external site.](#) – U.S. Fire Administration

Fundamentals for Roadway Incident Operations - Jack Sullivan, Fire Engineering Feb. 2024
Mod 4

[Firefighters and Breast Cancer](#)

- [Links to an external site.](#) – FCSN
- [Firefighters and Testicular Cancer](#)
- [Links to an external site.](#) – FCSN
- [What is Cancer?](#)
- [Links to an external site.](#) – NIH
- [Taking Action Against Cancer in the Fire Service](#)
- [Links to an external site.](#) – FCSN
- [Firefighter Cancer and Other Illnesses](#)
- [Links to an external site.](#) – NIOSH
- [Where There's Smoke](#)

[Links to an external site.](#) – Platek

Mod 5

[Strength Training for RCA Recruits Download Strength Training for RCA Recruits](#)

[The Effect of Fatigue and Training on Firefighter Performance](#)
[Download The Effect of Fatigue and Training on Firefighter Performance](#)

- Dennison et. al.
 - [A Prepared Firefighter Is a Fit Firefighter](#)
 - [Links to an external site.](#) – Spera
 - [Implementing NFPA 1583](#)
 - [Links to an external site.](#) – Squeglia
 - [Breaking Down NFPA 1582](#)
 - [Links to an external site.](#) – Bryant
 - [Injury Prevention in the Fire Service](#)
 - [Links to an external site.](#) – Gutschick
 - [Firefighter Rehab: And Introduction to NFPA 1584](#)
- [Download Firefighter Rehab: And Introduction to NFPA 1584](#)

– Bledsoe et. al.

Mod 6

[Holmes Rahe Social Adjustment Scale Download Holmes Rahe Social Adjustment Scale](#)

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- [Mental Fitness](#)
- [Links to an external site.](#) – UFRA
- [Silence Can Be Deadly](#)
- [Links to an external site.](#) – Hayes (USA Today)
- [Responder Suicide Screening](#)
- [Links to an external site.](#) – FBHA
- [PTSD Among Military and Firefighters](#)

[Download PTSD Among Military and Firefighters](#)

– Obuobi-Donkor (pdf)
 [Suicide Guide for Fire Chiefs](#)
[Download Suicide Guide for Fire Chiefs](#)

- NFFF (pdf)
- [988: The New Suicide Prevention Dialing Code](#)
- [Links to an external site.](#) – NFFF
- [IAFF Recovery Center Links to an external site.](#) – IAFF

General Description of the Subject Matter of Each Lecture or Discussion

Mod 1

- Describe the expectations of the course.
- Explain the basic course requirements including graded elements.
- Define the goal of the course.
- Analyze the impact of the 16 Life Safety Initiatives.
- Access the “Secret List” and the “Daily Dispatch for Utah” emails that document real-time responder injuries and fatalities.

Mod 2

- Define cultural change related to safety in the context of an emergency response agency.
- Describe organizational support related to a culture of safety.
- Predict outcomes when agencies do not support a culture of safety.
- Analyze data specific to the causes of injuries and fatalities.

Mod 3

- Identify the causes of responder injuries and fatalities related to response vehicles.
- Describe the consequences of not wearing seat belts.
- Identify the elements of a Traffic Incident Management System (TIMS).

Mod 4

- Describe the 7 categories of cancer.
- Identify possible causes of cancer that responders may be subjected to.
- Analyze national cancer data gathered on first responders.

Mod 5

- Describe the differences between physical fitness and medical evaluation programs.
- Analyze their own personal fitness.
- Identify ways to maintain a healthy lifestyle.

Mod 6

- After honest introspection, do you have any signs of stress that may be impacting your life?
- Identify resources available for finding immediate mental health help for yourself or someone else.
- How would you define PTSD? Can you identify some possible causes of PTSD?

Required Course Syllabus Statements

Generative AI

AI Policy

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you. If you use it, cite it in your work (ChatGPT, personal communication, November 8, 2023), to stay within university policies on academic honesty. You are responsible to make sure that any content is accurate and says what you want it to say. **No more than 25% of student work in this course should be generated by AI.**

Please remember: Don't accept anything it generates at face value without checking it critically. AI may provide completely erroneous responses; every response should be carefully vetted for accuracy and validity.

The use of generative AI tools (e.g., ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas.
- Fine-tuning your research questions.
- Finding information on your topic.
- Drafting an outline to organize your thoughts.
- Checking grammar and style.

When AI generates a reference source for your assignment submission, it may prompt you to authenticate the source for validation purposes. **DO NOT** submit references that are tagged for “Human Authentication.” These sources require human involvement (yours) to verify that the source is real and available. If it is not, don’t use this as a reference.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you.
- Writing sentences, paragraphs, or papers to complete assignments greater than 25% of the total content of the assignment.
- Formulating, constructing, or creating references for any reference list.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content).

If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers’ immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.