An Evaluation of the Core Competencies at the Wooster Township Fire Department

By: Dallas B. Terrell, OFO
Lieutenant
Wooster Township Fire Department
1917 Millersburg Road
Wooster, Ohio 44691

A proposed research project submitted to the Ohio Fire Executive Program

24 January 2019
CERTIFICATION STATEMENT

I hereby certify that the following statements are true:

1. This paper constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, or writings of another.

2. I have affirmed the use of proper spelling and grammar in this document by using the spell and grammar check functions of a word processing software program and correcting the errors as suggested by the program.

Signed:

Printed Name: Dallas B. Terrell
ABSTRACT

An evaluation of the Core Competencies at the Wooster Township Fire Department (WTFD) examines why some members cannot perform the basic level skills even though they are afforded the same training opportunities as those that can perform adequately. This evaluative research was to determine if the training program at WTFD is providing adequate training opportunities for all of its members to maintain their core competencies. A survey, focus group, and literature review were completed in order to address the following questions: How do other Ohio fire departments provide training, ensure competency in basic skills, decide on training topics, and how can WTFD determine what the core competencies currently are and what they should be.

WTFD is a small, rural combination fire department that requires all of its members to maintain at least an Ohio Firefighter 1 and EMT Basic certification. The department has two trainings per month to help its members achieve the required number of continuing education hours, however, the attendance at these drills is poor. The officers within the organization have noticed a direct relation between those with the lowest attendance at drills to those that are unable to perform basic level skills.

The focus group was helpful in an effort to establish what the core competencies should be for WTFD. Literature review shows that the most important elements of a training program for fire departments are good communications, clearly identified expectations, ensuring competency, worthwhile training, and support from the top is a must. Clearly defining expectations, defining core competencies, and adding a company level officer to be responsible for trainings are a few of the recommendations. In addition, adding monthly crew trainings,
redefining requirements for membership, and establishing an enforcement policy can make the training program at WTFD more effective and efficient.
## TABLE OF CONTENTS

CERTIFICATION STATEMENT ................................................................. 2

ABSTRACT ............................................................................................. 3

INTRODUCTION ...................................................................................... 6

Statement of the Problem ........................................................................ 6

Purpose of the Study .............................................................................. 7

Research Questions ................................................................................ 7

BACKGROUND AND SIGNIFICANCE ....................................................... 8

LITERATURE REVIEW ........................................................................... 10

PROCEDURES ......................................................................................... 14

Definitions of Terms .............................................................................. 14

Limitations of the Study .......................................................................... 15

RESULTS ................................................................................................ 16

DISCUSSION ........................................................................................... 23

RECOMMENDATIONS ............................................................................ 24

REFERENCES ........................................................................................ 27

APPENDIX 1 ............................................................................................. 28

APPENDIX 2 ............................................................................................. 30

APPENDIX 3 ............................................................................................. 31

APPENDIX 4 ............................................................................................. 33

APPENDIX 5 ............................................................................................. 34

APPENDIX 6 ............................................................................................. 35

APPENDIX 7 ............................................................................................. 36
INTRODUCTION

Statement of the Problem

The Wooster Township Fire Department (WTFD) is a township owned department that has five career firefighter/paramedics and contracts with the Wooster Township Fire and Rescue Association to provide volunteers to supplement the manpower needs of the department. All members are required to be trained as a minimum of a Level 1 Firefighter and an EMT Basic. All Firefighter/EMT’s are afforded the same training opportunities as everyone else within the department, however, there are still some firefighter/EMT’s that are not capable of performing certain tasks.

There are several recent incidents that display this fact. At a confirmed working residential fire with unknown occupants inside the building, one of the firefighters assigned to the primary attack line left his partner. This firefighter did not say he was leaving and could not be found immediately. This left only one firefighter on the attack line which delayed the initial attack and created an accountability problem. When confronting the firefighter that left, he said that he became uncomfortable with the situation and stepped away. A couple of months after this incident, the department responded to another confirmed working structure fire. After arriving on scene, the attack crew deployed the hose line to the front door of the residence to make entry and an initial attack on the fire. While the crew was attacking the fire inside the structure, the pump operator and tanker driver set up a port-a-tank to start a water shuttle operation. The pump operator could not get a draft out of the port-a-tank which caused the attack crew to have to back out due to running out of water in the engine. When diagnosing the problem, the pump operator had a drain open which prevented him from getting a draft. A short time later, one of the department’s EMS crews responded to a one vehicle motor vehicle
collision with one patient complaining of neck pain. The medic in charge of the call did not initially take c-spine precautions for the patient and then later placed the patient on a backboard securing the head to the backboard first. This treatment and care of the patient did not properly protect the patient from any additional injury and could have caused further harm.

The three individuals involved in all of these incidents have been members of the Wooster Township Fire Department for several years. The problem this research paper will address is why some firefighter/EMT’s within the Wooster Township Fire Department cannot perform basic level skills.

**Purpose of the Study**

The firefighters who underperformed at the incidents mentioned above all have a poor attendance at our departments training sessions. The purpose of this study is to determine if the training program at Wooster Township Fire Department is providing adequate training opportunities for all of its members to maintain core competencies. This study will also serve as a guide to help WTFD determine what core competencies are critical to the mission and success of WTFD.

**Research Questions**

*The research questions this evaluative research study will investigate are:*

1.) How do other departments of similar size and makeup provide training opportunities to their members?

2.) How do other departments ensure skills are maintained?

3.) How should priorities be determined when deciding on topics for training schedule?
4.) How can minimum core competencies be determined for the department?

**BACKGROUND AND SIGNIFICANCE**

The Wooster Township Fire Department (WTFD) was formed in April of 1940 by the board of trustees for the township. At that time, there was a group of 10 individuals that agreed to be volunteer firefighters for the township. In February of 1970, the group of volunteer firefighters formed what is today known as the Wooster Township Fire and Rescue Association (WTFRA). This association exists to provide volunteer manpower for the WTFD through a contractual agreement. Prior to 1974, all members of the WTFRA only had to be trained as firefighters. Since 1974, the WTFD has provided emergency medical services (EMS) as well as fire protection services with the manpower from the WTFRA. Due to the increased call volume and strain on volunteers, in January of 1979, the trustees of Wooster Township hired their first full-time career Firefighter/Emergency Medical Technician (EMT) with a second full time FF/EMT being hired in August of the same year. Today, there are five full-time career FF/Paramedics that are employed by the WTFD and an average of 35 volunteer members of the WTFRA. According to the bylaws of the WTFRA, all full-time members of the WTFD are eligible for full membership within the WTFRA and able to participate in all WTFRA activities. According to WTFD annual reports, WTFD responds to an average of 930 calls for service per year with approximately 80% of these calls being EMS related and the remainder being fire related incidents.

The career FF/Paramedics of WTFD have a clearly identified job description that states what each member must be competently able to perform. The volunteer staff of WTFD does not have a job description for them except that they must maintain their basic level certifications. At
a minimum, all members of the WTFD must be trained to the Ohio Department of Public Safety (ODPS) Firefighter Level 1 and EMT-Basic. However, according to the current WTFD roster, 71% of the departments’ members have advanced firefighter training and 42% of EMT’s that have advanced EMS training. The State of Ohio, according to Ohio Administrative Code 4765, requires all firefighters and EMT’s in the state complete continuing education in order to maintain their certifications. For EMS certifications, the more advanced the training, the more hours required for certification renewal. To help meet these requirements, WTFD has a training program that offers fire and EMS training to help all of the members meet the number of hours they need to recertify their certifications. The current training topics at WTFD are chosen primarily by the Chief and Training Officer. Topics that are required by either WTFD’s insurance company (such as drivers training) or Insurance Services Office (ISO) take priority when scheduling the training. For the year 2018, according to WTFD’s training calendar, there are 44 regularly scheduled training hours offered to members. Four of those hours are EMS related continuing education, the other 40 hours are fire related continuing education.

The officers of the WTFD have identified a group of FF/EMT’s that are not able to demonstrate a basic level skill set. The officers then compared this list to the annual attendance list for trainings. They noticed that seven of the eight individuals have below the minimum number of required trainings at WTFD as set forth in the WTFD handbook. The handbook states the requirement for training attendance is that all members must attend 50% of the trainings annually. According to WTFD’s attendance records, the average attendance at regularly scheduled training programs was 41% in 2017 which was an average of 16 members.

All of the incidents that WTFD responds to require a team approach, or group effort, to accomplish the goal of mitigating the situation. The justification for this study is because when
even one member of the department’s small team is not capable of performing the needed duties, it can have a significant negative impact on the outcome of the incident. The results of this research will be used to determine if WTFD’s training program not only offers the necessary training to maintain the knowledge essential for the job, but to ensure that the FF/EMT’s are competent in the skills needed while responding to emergencies. By ensuring that WTFD’s training program is meeting these needs, the department can assure a safe, efficient, and effective response by the FF/EMT’s. *The potential impact this study could have on WTFD* can be looked at from two different viewpoints. The potential positive outcome of this study is that WTFD can determine a method for adequately ensuring that all members are capable of maintaining a baseline set of skill competencies. The potential negative outcome of this study could be that if a new training/testing system is implemented at WTFD and members are not able to meet the requirements of the program, WTFD’s membership could drop slightly. However, if the staffed positions are all filled with FF/EMT’s that are capable of performing basic level skills, then the quality of care, efficiency of response, and safety to WTFD’s members can all be improved.

**LITERATURE REVIEW**

Al-Nuseirat and Biygautane (2014) state “The planning should start with the complete understanding of the objectives and reasons as to why an organization wishes to invest in training. Identifying the needs of the employees and their expectations should be clearly indicated in the training strategy.” They go on to say that “A clear strategy, a diverse and purposeful training method and a sufficient training budget are three significantly crucial components for effective training and, hence, effective organizational performance.”
Pinskey (2009) identifies three important factors that the training officer should ensure when developing a training program; each service offered by the department receives adequate attention in the training program, each firefighter is expected to provide the services, and each firefighter is capable of performing the skills to a set standard.

Requiring certain knowledge and skills for FF/EMT’s to perform their job is not a new concept and has actually been more strictly enforced for students trying to become certified by the Ohio Department of Public Safety (ODPS.) According to the Ohio Administrative Code (OAC) chapter 4765 (2018), all students requesting to be certified as a firefighter and EMT in the State of Ohio must pass a series of skill testing through a chartered training program and then pass a knowledge exam before obtaining their initial certification. In addition, the ODPS requires a minimum of 54 hours of continuing education every three years for any level of firefighter certification and 40 hours of continuing education for EMT’s and 92 hours of continuing education for Paramedics per three year cycle in order to maintain their certifications.

The benefits to an efficient and effective training program can be documented in many ways. In the article “Employee Training: Reasons and Benefits” (2011) McNamara states not only can you get an increased efficiency in processes, but you will also achieve increased morale among employees and increased motivation. The author goes on to state that one of the benefits to a good training program is reduced employee turnover.

Fire and EMS work is widely known as a very hands-on occupation. Passing or failing a written exam might not always give the best prediction of a person’s true capabilities, but rather their knowledge of their capabilities. In the article “Work Samples as Measures of Performance” (1991) Smith describes how work samples can be used to evaluate what one can do rather than what one knows. The author discusses several tests that were performed that used job
proficiency as the criterion. It was determined that motor work samples had a better job
predictor and showed a better success in training than the verbal work samples.

In the article “Measuring Job Competency” (1991) by Bert F. Green, Jr. and Alexandra
K. Wigdor the authors describe the importance of giving the scoring scale of performance tests
an absolute meaning. They feel that these tests should indicate how well a person can do the job
or how much of the job a person can do well. The authors in this article describe the word
competency as a way of interpreting scores on a performance scale, not to separate the competent
from the incompetent.

Changing the way things have always been can be a risky move in the fire department. In
the research paper “The Effects of Competency Based Training Implemented for the City of
Forest Park Fire Department” p.4 (2010) Coley concludes that “use of core competency based
training is a positive way to instill the fundamentals in the new employees and a needed process
to reinforce the details of the basic skills for the more seasoned veteran.” The author also
describes how the training program is a critical function in maintaining the basic elements of all
personnel.

How the list of core competencies is determined can be a crucial part of the success or
failure of the training program. In the article “Recommended Best Practices For Fire
Department Training Programs” (2015) by the NYS Division of Homeland Security and
Emergency Services, they give the disclaimer that their list of core competencies is not intended
to formulate a regulatory mandate but rather to list competencies that should be included in all
training programs based upon the job duties of individual firefighters. The author also clarifies
that his list is not meant to be all-inclusive for a training program. The list of competencies
generated by this author was gathered using data from OSHA 1910.156(c)(1) which describes and lists regulations for firefighters.

Developing a training program that appeals to newer members as well as seasoned members can be a difficult challenge. To add to that, getting everyone in attendance to participate can be even more difficult. Finger Jr. (2016) states “The reality is that skills and abilities are not improved or tested. Firefighters may avoid attending drills that make them uncomfortable or that the members consider unnecessary.” If the FF/EMT’s are standing around not participating, are they improving their skills? In his article, Finger Jr. suggests that developing a “do the skill, or do the drill” program can not only improve skills but tests for competency on an annual basis. As time progresses, you can work towards developing competency into proficiency.

Merrill (2013) describes the importance of have a well thought out and well prepared training. However, he states “key is to try and have a schedule that is clearly communicated to the membership well ahead of time so members can plan appropriately.” Merrill goes on to talk about selecting topics that are pertinent to the departments operation and equipment. He states “There is nothing wrong with practicing advanced or seldom-encountered scenarios, but shouldn’t we nail down our basic procedures and prepare to handle the emergencies we are most likely to encounter first?”

The literature reviewed for this research highlighted three key aspects: find out what skills and knowledge is important for your employees to know, testing on knowledge and skills is equally important, having a form of workplace testing is critical to maintain and ensure competency from employees.
PROCEDURES

The procedures used to prepare this research paper included research questions, a literature review, surveying other volunteer, part-time, or combination fire departments, and a focus group consisting of the Wooster Township Fire Department staff officers. The literature review provided the background needed on competency testing and justification on selection of skills. The surveys helped to determine how other departments are training their members and to what standards. In addition, the survey determined how other departments are ensuring continued competency from their members. The focus group of officers was to determine what core competencies are expected of WTFD members and discuss the current evaluation method of those competencies. Once a problem statement was established, four research questions were developed.

A literature review was completed to help answer question 2. The review included Ohio Department of Public Safety standards along with industry and non-industry related examples of developing training programs. Questions 1, 3, and 4 were answered using a survey that was generated to provide feedback relating to these specific areas in question. The survey was given to three neighboring departments as a pilot to ensure ease of use and understanding of the questions. The survey was emailed to 70 volunteer, part-time, and combination fire departments in Wayne and surrounding counties. The survey was directed to the Chief or Training Officer of the Department.

Definitions of Terms

Chain of command - An official hierarchy of authority that dictates who is in charge of whom and of whom permission must be asked
**Combination department** – A type of fire department which consists of both career and volunteer or part-time firefighters

**Core competencies** - a defined level of competence in a particular job or academic program.

**Emergency Medical Technician (EMT)** - a specially trained medical technician certified to provide basic emergency services before and during transportation to a hospital.

**Firefighter 1 (FF1)** - A firefighter is a rescuer extensively trained in firefighting, primarily to extinguish hazardous fires that threaten life, property and the environment as well as to rescue people and animals from dangerous situations. According to the Ohio Department of Public Safety, the State of Ohio recognizes different levels training for a firefighter. For Firefighter 1 and Firefighter 2, the job performance requirements are outlined in the National Fire Protection Association chapter 1001.

**FF/EMT** – Firefighter and Emergency Medical Technician

**WTFD** – Wooster Township Fire Department

**WTFRA** – Wooster Township Fire and Rescue Association

**Limitations of the Study**

The scope of this research is limited to combination or volunteer departments in Wayne and surrounding counties. Due to the nature of the problem, career only fire departments were not surveyed.
RESULTS

Research documents from previous Ohio Fire Executive students, research journals from industry and non-related industry publications via the internet, and information from the Ohio Department of Public Safety were utilized for this project. A survey (Appendix 1) through Survey Monkey was made up of 10 multiple choice questions and sent out to 70 volunteer or combination departments with a return rate of 40%, or 28 of the recipients. In addition, a focus group that consisted of the officers of WTFD met on several occasions to discuss information related to this topic.

Research Question 1

How do other departments of similar size and makeup provide training opportunities to their members?

This question was answered utilizing several questions from the survey. 42.86% of the respondents to the survey represented volunteer departments, 10.71% represented part-time departments, and 46.43% represented combination departments.

The first question that was asked regarding this topic was “How often does your organization have a regularly scheduled training program?” 53.57% of the responses answered monthly, which is the same schedule as WTFD (see figure 1).
The second question regarding training programs was “Which of the following most closely resembles your attendance requirement to scheduled training programs?” 85.72% of the responding departments said that they have either no requirement or require 50% attendance to the trainings that are regularly scheduled (see figure 2). According to the WTFD training policy, all members are required to attend 50% of the scheduled trainings, however, as pointed out in the focus group, there is no enforcement of this policy.

Figure 2. Attendance requirement of surveyed Ohio fire departments.
The survey also asked “Does your organization require members to do any make-up for trainings that are missed” 60.71% answered that they sometimes require members to make up trainings (see figure 3).

![Make-up Requirement](image)

**Make-up Requirement**

- NEVER: 6
- ALWAYS: 17
- SOMETIMES: 0
- RARELY: 5

*Figure 3. Make-up requirements for missed training of surveyed Ohio fire departments.*

The next question from the survey to help answer this research question was “Does your organization allow members to utilize on-line CE to meet specific training requirements?” Of the departments that responded, 64.29% stated that sometimes they allow specific training requirements to be completed on-line (see figure 4).
Figure 4. Use of online continuing education for a substitute for hands on training of surveyed Ohio fire departments.

The last survey question to help with this topic was “On average per year, what percentage of your organization’s training is conducted by someone outside of your organization?” 89.29% of the respondents said that less than 25% of the time, they have someone from outside of their organization conduct training for them (see figure 5).

Figure 5. Use of outside speakers for training of surveyed Ohio fire departments.
**Research Question 2**

How do other departments ensure skills are maintained?

This question was also answered utilizing several questions from the same survey which can be found in Appendix 1. The first survey question that was asked to help answer this research question was, “Does your organization require members to complete annual core competency skill testing for fire and/or EMS skills?” 60.71% of the respondents answered that they do not require annual skill competency testing for either firefighter training or EMS training (see figure 6).

![Annual Competency Testing](image.png)

*Figure 6. Annual competency testing requirements for surveyed Ohio fire departments.*

The second survey question to help answer this research question was “Does your organization require members to complete annual written knowledge exams for fire and/or EMS?” 71.43% of the departments do not require any type of annual written exam for fire or EMS training (see figure 7).
Figure 7. Use of annual written knowledge exams of surveyed Ohio fire departments.

The last question in the survey regarding this specific research question was “Do you use skill sheets from the Ohio Department of Public Safety and/or National Registry as guidelines for hands-on training?” 89.29% of the departments that responded stated that they do not use any type of skill sheet (see figure 8).

Figure 8. Use of ODPS and/or NREMT skill sheets during training of surveyed Ohio fire departments.
Research Question 3

How should priorities be determined when deciding on topics for training schedule?

This research question was answered using a question in the survey (appendix 1) as well as information received from the Ohio Department of Public Safety. The question from the survey relating to this research question was “Is your training schedule initially designed to address deficiencies or meet specific requirements?” The majority of the respondents stated that their training is decided first by deficiencies, then by requirements.

Figure 9. How training topics are chosen for surveyed Ohio fire departments.

Information from the Ohio Department of Public Safety Division of EMS stated that firefighters, regardless of level, must have a minimum of 54 hours of continuing education every three years and can include any topic relating to the fire service and approved by the Fire Chief.
EMT’s must have a minimum of 40 hours of continuing education every three years which must include six hours of pediatrics, two hours of geriatrics, and eight hours of trauma including the Ohio Trauma Triage Course.

**Research Question 4**

How can minimum core competencies be determined for the department?

This question was answered within a focus group consisting of the officers of WTFD who met several times over a span of a few months. The officers within the organization felt that it was best for them to decide what is most important for their organization rather than copy exactly what other organizations may be doing. In the end, the officers came up with twelve categories for core competencies that are important to WTFD: EMS skills, EMS equipment, EMS Protocols, Water Rescue Operations, PPE Skills, Fire Equipment, Fireground Operation, Vehicle Extrication, Response Area, Pump Operations, Physical Agility, and Ropes. Within each of these categories are a couple of specific items that the focus group decided will each be considered “Core Competencies” (see appendix 2).

**DISCUSSION**

After completing all of the research and examining WTFD’s current training program, it was clear that the program needed updated. However, the survey that was sent out showed that most of the departments that completed the survey are conducting training the same way WTFD conducts training. One question that was not asked on the survey that remains unanswered is, “Do you notice a lack of competency from members who also have low attendance to trainings?” Basically, do they have the same problem that WTFD has since they are training in the same way. The answer to that question could show that most of the departments that answered the
survey also have the same problem with skill competency and drill attendance as WTFD or it could show that they train the same way but do not have the same problem. While the answer would have shown an interesting angle to this research, it wouldn’t have changed the direction to which this research was completed. The fact is, there is still a problem with WTFD’s training program. The survey might have showed that what WTFD is doing is very similar to other departments, but the officers within WTFD agree that it isn’t working and needs to be improved.

Much of the information obtained from the literature review made it very clear as to the recommendations that were needed to improve the training program at WTFD. Most of the articles, reports, and data showed that requiring some sort of skill testing is a very valuable tool to use to ensure competency. The discussion with the officers of WTFD during the focus group meetings concluded that change to the training program was a necessary project to complete. As Pinsky stated, “Since the training program was created to reduce risks of injuries and illnesses and to increase proficiency, the Training Officer must ensure that each firefighter is capable of performing the skills and has the knowledge associated with the performance of each service. A motto that could be employed is Do the Skill or Do the Drill.” I believe, as the recommendations show, that if WTFD followed that motto the knowledge and competency levels of their members would significantly increase.

RECOMMENDATIONS

Ensuring the knowledge and competency of all members of the Wooster Township Fire Department is a must in order to guarantee that all members are able to perform the skills necessary to protect life and property. Improving the training program at WTFD is where that
can happen. Knowledge and competency of all members can be improved, monitored, and tested if the following recommendations are implemented:

1. Describe expectations for all levels of certifications. Members of the WTFD need to know what is expected of them before they can begin to train for and maintain a specific knowledge and skill set (see appendix 3 for recommendation).

2. Define the minimum core competencies that are important to WTFD functions. These competencies should not change on a regular basis, just be updated as needed based on the functions of the fire department. These are the items that should be practiced, tested, and monitored to ensure knowledge and competency (see appendix 2).

3. Add a line level position within the Chain of Command called “Duty Crew Leader.” This Duty Crew Leader will be responsible for his/her crew members completion of the monthly skill competencies (see appendix 4 for recommended new Chain of Command chart).

4. Establish minimum eligibility requirements for each level in the Chain of Command. Currently, there is no set requirements for any of the positions. Members need to know what is required for each position to give them goals for training (see appendix 5 for recommendations).

5. Develop a training schedule to include the monthly core competency testing in addition to the regular monthly department drills. While scheduling the monthly department wide drills, WTFD should ensure that they cover the previous month’s core competency skills. This is to provide an additional opportunity for members to refresh on the basic level skills, and then take those skills to an advanced level. This advanced level of training will encourage those with basic training to continue to pursue additional certifications and ensure that those with advanced
training get adequate opportunities to practice those skills (see appendix 6 for a sample training schedule).

6. Redefine the requirements to maintain membership as outlined in the WTFRA bylaws. After probationary members receive the status as “member,” annual competencies must be completed. These competencies shall be completed in monthly intervals during the scheduled duty crew times for volunteers and scheduled shift days for career members. Volunteers on an evening duty crew or on a daytime duty volunteer shift, shall test in the presence of their Duty Crew Leader or higher ranking officer. Career members shall complete testing in the presence of the Chief. If the member cannot complete the skill in a competent manner during the month the skill is assigned, then the member shall be required to attend additional training on the subject. This additional training can be done in various ways but must be approved by the Chief.

7. Establish a compliance policy to ensure that all members of WTFD are completing and passing the required monthly core competency testing (see appendix 7 for a recommended policy).
REFERENCES


APPENDIX 1

Fire Department Training Survey

1.) Which best describes your organization?
   A.) Volunteer
   B.) Part-time
   C.) Combination
   D.) Full-time

2.) How often does your organization have a regularly scheduled training program?
   A.) Weekly
   B.) Bi-weekly
   C.) Monthly
   D.) Other

3.) Which of the following most closely resembles your attendance requirement to scheduled trainings?
   A.) No requirement
   B.) 25%
   C.) 50%
   D.) 75%

4.) Does your organization require members to do any make-up for hands-on trainings that are missed?
   A.) Rarely
   B.) Sometimes
   C.) Always
   D.) Never

5.) Does your organization require members to complete annual skill testing for fire and/or EMS skills?
   A.) No for both
   B.) Yes for both
   C.) Fire – No / EMS – Yes
   D.) EMS – No / Fire – Yes

6.) Does your organization require members to complete annual written knowledge exams for fire and/or EMS skills?
   A.) No for both
   B.) Yes for both
   C.) Fire – No / EMS – Yes
   D.) EMS – No / Fire – Yes

7.) Does your organization allow members to utilize on-line CE to meet specific training requirements?
A.) Yes, as much as needed
B.) No
C.) Yes but still need to complete specific hands-on skills as well
D.) Yes but only a certain percentage

8.) Do you use skill sheets from the Ohio Department of Public Safety and/or National Registry as guidelines for hands-on training?
   A.) Rarely
   B.) Sometimes
   C.) Always
   D.) Never

9.) Is your training schedule initially designed to address deficiencies or meet specific requirements?
   A.) Deficiencies first then requirements
   B.) Requirements first then deficiencies
   C.) All training is designed to address deficiencies
   D.) All training is designed to address requirements

10.) On average per year, what percentage of your organizations training is conducted by an outside speaker?
    A.) 0 – 25%
    B.) 26 – 50%
    C.) 51 – 75%
    D.) 76 – 100%
APPENDIX 2

Minimum core competencies incorporating Fire/EMS skill sheets

1.) EMS skills
   - Ventilatory Management
   - Medical Assessment
   - Trauma Assessment
   - Spinal Immobilization
   - IV Setup

2.) EMS Equipment
   - Heart Monitor
   - Auto Pulse
   - Suction Equipment
   - Stair chair ops
   - Cot ops

3.) EMS Protocol
   - Review and Test

4.) Mandatory
   - Bloodborne pathogens
   - SDS policy

5.) Handbook
   - Review and Test

6.) Water Rescue Ops
   - Tender Ops
   - Ice Rescue Ops
   - Trailer hookup

7.) PPE Skills
   - Gear and SCBA Inspection
   - 1 minute PPE drill
   - 1 minute SCBA drill
   - 30 second drill
   - Donning SCBA while seat belted

8.) Fire Equipment
   - Saw use and maintenance
   - Hand tool use and maintenance

9.) Fireground operation
   - Ladders
   - Ventilation
   - Hose loads

10.) Vehicle Extrication
    - Jaws
    - Stabilization jacks
    - Airbags

11.) Response area
    - Roads / Streets
    - Dry hydrants

12.) SOG’s
    - Review and Test
APPENDIX 3

Expectations for all levels of certifications

All Members
- Ensure readiness of apparatus and equipment at all times
- Ensure cleanliness of the station at all times
- Demonstrate successful completion of physical agility test annually
- Maintain competency in mandatory training annually
- Maintain competency in the WTFRA handbook annually
- Maintain competency in the WTFD SOG’s annually
- Maintain positive attitude towards membership at all times

Level 1 Firefighter
- Maintain State of Ohio Level 1 Firefighter continuing education requirements
- Know location of all equipment on all of the fire trucks at all times
- Maintain knowledge of the IMS report writing system
- Maintain competency in PPE skills annually
- Maintain competency in all of the equipment on all of the fire trucks annually
- Maintain competency in fireground operations annually
- Maintain competency in vehicle extrication annually

Level 2 Firefighter
- Maintain State of Ohio Level 2 Firefighter continuing education requirements
- Maintain all expectations for Level 1 Firefighter as listed above
- Have a basic knowledge of fire alarm and suppression systems
- Have an understanding of testing and maintenance requirements for equipment
- Be able to take command of scenes in absence of an officer
- Provide assistance to all members during training exercises

Emergency Medical Technician
- Maintain State of Ohio Emergency Medical Technician continuing education requirements
- Maintain competency in Wooster Community Hospital EMS protocols for an Emergency Medical Technician annually
- Know the location of all equipment on all of the squads at all times
- Maintain competency in all of the equipment on all of the squads annually
- Maintain competency in EMS skills annually
- Maintain knowledge of the IMS report writing system

Paramedic
- Maintain State of Ohio Paramedic continuing education requirements
- Maintain competency in Wooster Community Hospital EMS protocols for a Paramedic annually
- Maintain all expectations for Emergency Medical Technician as listed above
- Be responsible for the overall assessment and treatment of patients
EMS Driver
- Maintain competency of all roads/streets in our response area annually

Engineer
- Maintain competency of all roads/streets in our response area annually
- Maintain competency of all water sources in our response area annually
- Maintain competency of pump operations annually
- Maintain competency of WTFD’s response area annually
APPENDIX 4

Chain Of Command

Chief
(Oversee all operations of the Department)

Assistant Chief
(Rotate on-call weeks with the Chief)

Captain
(Assign gear, uniforms, and equipment to members)

Lieutenant    Lieutenant    Lieutenant
Crew Training  Dept. Training  Orientation

Duty Crew Leader (DCL)

DCL1  DCL2  DCL3  DCL4  DCL5  DCL6
Sunday  Monday  Tuesday  Wednesday  Thursday  Friday
Crew    Crew    Crew    Crew    Crew    Crew

Firefighter/EMT

Probationary

Associate
APPENDIX 5

Minimum eligibility requirements for officers

Duty Crew Leader
- 3 years as an active volunteer member of the WTFRA
- Level 1 Firefighter
- Emergency Medical Technician
- Assistant Fire Instructor
- EMS Continuing Education Instructor

Lieutenant
- Duty Crew Leader or 5 years of service as a career firefighter
- Level 2 Firefighter
- Fire Officer 1
- Leadership 1

Captain
- Lieutenant
- Fire Safety Inspector
- Fire Officer 2
- Leadership 2

Assistant Chief
- Captain
- Fire Instructor
- Fire Officer 3
- Leadership 3

Chief
- As appointed by the Township Trustees
**APPENDIX 6**

**Training schedule to include monthly crew trainings and monthly dept. trainings**

<table>
<thead>
<tr>
<th>Monthly Crew Trainings</th>
<th>Department Monthly Trainings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January</strong></td>
<td><strong>January</strong></td>
</tr>
<tr>
<td>PPE</td>
<td>Hot Seat – Command Training</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td><strong>February</strong></td>
</tr>
<tr>
<td>EMS Skills</td>
<td>Search and Rescue / RIT</td>
</tr>
<tr>
<td><strong>March</strong></td>
<td><strong>March</strong></td>
</tr>
<tr>
<td>Fire Equipment</td>
<td>Pig Lab</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td><strong>April</strong></td>
</tr>
<tr>
<td>EMS Equipment</td>
<td>Live Burns</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td><strong>May</strong></td>
</tr>
<tr>
<td>Fireground Operations</td>
<td>MCI – Mock incident</td>
</tr>
<tr>
<td><strong>June</strong></td>
<td><strong>June</strong></td>
</tr>
<tr>
<td>Vehicle Extrication</td>
<td>Ladder Maze / Vent Building</td>
</tr>
<tr>
<td><strong>July</strong></td>
<td><strong>July</strong></td>
</tr>
<tr>
<td>Response Area</td>
<td>Auto Extrication</td>
</tr>
<tr>
<td><strong>August</strong></td>
<td><strong>August</strong></td>
</tr>
<tr>
<td>SOG’s</td>
<td>EVOC</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td><strong>September</strong></td>
</tr>
<tr>
<td>Water Rescue Ops</td>
<td>Pump ops / Foam</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td><strong>October</strong></td>
</tr>
<tr>
<td>Handbook Review</td>
<td>Joint Drill with Dive Team</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td><strong>November</strong></td>
</tr>
<tr>
<td>Mandatory</td>
<td>See what comes up</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td><strong>December</strong></td>
</tr>
<tr>
<td>EMS Protocol</td>
<td>Christmas Party</td>
</tr>
</tbody>
</table>
APPENDIX 7

Compliance Policy

If competency cannot be achieved for the required skills than the following disciplinary procedures will take place:

Volunteer Members

1.) If unable to complete during the scheduled month, the member must schedule additional training on the subject as approved by the Chief and retest within 30 days.

2.) If unable to successfully pass the retest within the allotted time, the member then is not eligible for any fill in shifts and given an extension of an additional 30 days to successfully complete the skill.

3.) If the member is unable to successfully complete the skill after 60 additional days and additional training has been provided, the member is then not eligible to respond to any emergency calls and given a 30 day suspension period to successfully pass the skill. The member may only attend training sessions at the station to prepare for successful completion of the skill and to train and test for other skill requirements.

4.) If the member is unable to successfully complete the skill test after the initial training, 60 days and additional training, and a 30 day suspension to focus passing the skill, then the member will be placed on a six month suspension.

5.) At the end of this suspension term, the member must successfully complete all of the annual competencies in the presence of the Chief. The member will be given 2 attempts in the same day with remedial training offered after the first attempt. If the member is unable to accomplish this, then the member will be terminated from the Department.

Career Members

1.) If unable to complete during the scheduled month, the member must schedule additional training on the subject as approved by the Chief and retest within 30 days.

2.) If unable to successfully pass the retest within the allotted time, the member then is not eligible for any overtime shifts and given an extension of an additional 30 days to successfully complete the skill.

3.) If the member is unable to successfully complete the skill after 60 additional days and additional training, the member shall serve a 30 day suspension. During this time, the member may only attend training sessions at the station to prepare for successful completion of the skill and to train and test for other skill requirements.

4.) At the end of this suspension term, the member must successfully complete all of the annual competencies in the presence of the Chief. The member will be given 2
attempts in the same day with remedial training offered in between each attempt. If the member is unable to accomplish this, then the member will be terminated from the Department.