

Fire Protection Technical Standards

Criterion: Cognitive

Standard:

- A) Ability to measure, calculate, reason, analyze, integrate and synthesize information.
 - 1) Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and during an incident/emergency setting.
 - 2) Example: Apply broad class concepts to unique situations.
 - 3) Example: Concentrate to correctly apply fire services or telecommunication procedures/guidelines within the scope of practice.
 - 4) Example: Make correct judgments on seeking consultation or supervision in a timely manner.
 - 5) Example: Respond appropriately to constructive feedback.

Criterion: Communication

Standard:

- A) Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals.
 - 1) Example: Establish and maintain a professional relationship with clients and colleagues.
- B) Effective communication with others, both verbally and in writing.
 - 1) Example: Convey information in a clear, professional and timely manner.
 - 2) Example: Listen and respond to others in an accepting and respectful manner.
 - 3) Example: Correctly utilize verbal, non-verbal, and written forms of communications to convey thoughts, ideas and orders in multiple environments.

Criterion: Motor Skills

Standard:

- A) Sufficient motor function to execute movements required to provide service required for specialized job functions.
 - 1) Example: Participate, within reasonable limits, to safely operate and maneuver equipment to perform duties within established guidelines.
- B) Sufficient physical endurance to participate fully in the incident and academic settings at an appropriate level.
 - 1) Example: Participate completely in classroom activities.
 - 2) Example: Participate fully in required activities in class and lab settings; including sitting, standing, lifting equipment and walking briskly as is reflective of the general practice of fire protection and or telecommunication activities.

Criterion: Professional Conduct

Standard:

- A) Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.
 - 1) Example: Modify behaviors and demonstrate emotional stability to meet the needs in professional relationships to include academic and/or public safety environments.
 - 2) Example: Maintain mature, sensitive and effective relationships with clients, colleagues, faculty, staff and other professionals.
- B) Incorporate professional standards of practice into all activities.
 - 1) Example: Work effectively with a team in an academic or professional setting.
 - 2) Example: Use correct and appropriate grammar in written and oral communication, always being culturally sensitive and professional
- C) Demonstrate integrity and accountability in both public and academic settings.

- 1) Example: Adheres to the DDCC Code of Conduct and Academic Standards.
 - 2) Example: Respond appropriately to constructive feedback.
 - 3) Example: Completes assignments, labs, tests and examinations as scheduled.
- D) Present self in a professional manner in clinical and academic settings.
- 1) Example: Attend clinical following the dress code policy, including appropriate hygiene with no detectable scents or odors.
 - 2) Example: Wear appropriate clothing that is not distracting or offensive when in the learning environment.
- E) Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.
- 1) Example: Use online learning management system (Moodle) to obtain and submit course information.
 - 2) Example: Utilize the internet to collect current information from appropriate sources to provide appropriate classroom interactions.
 - 3) Example: Communicate via e-mail in a professional and ethical manner.

Criterion: Sensory

Standard:

- A) Hearing sufficient to assess the emergency and non-emergency environment.
- 1) Example: Understanding and comprehending verbal communications.
 - 2) Example: Communication with employees, supervisor, instructor and other agency staff.
- B) Vision sufficient for assessment necessary in the emergency and non-emergency environment.
- 1) Example: Reading documentation, statutes, regulations, reference materials.
 - 2) Example: Evaluating client non-verbal communication and behavior.

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