

# **PENNSYLVANIA FIRE SERVICE VOLUNTARY CERTIFICATION PROGRAM**



## **FIRE & EMERGENCY SERVICES INSTRUCTOR II**

### **CANDIDATE HANDBOOK**

OFFICE OF THE STATE FIRE COMMISSIONER  
PENNSYLVANIA STATE FIRE ACADEMY

Dear Certification Candidate,

Welcome to the Pennsylvania Fire Service Voluntary Certification Program. The purpose of this manual is to provide you information that will assist you in successfully participating in the certification test. This manual outlines the pre-requisites, testing and application process, and provides you with a study guide reference list. Tests are conducted under the sanction and approval of the Pennsylvania Office of the State Fire Commissioner with accreditation granted by the National Board on Fire Service Professional Qualifications (National Pro-Board) and the International Fire Service Accreditation Congress (IFSAC)

In accordance with Act 61 of 1995, The State Fire Commissioner Act, the Office of the State Fire Commissioner is the certifying agency within the Commonwealth of Pennsylvania and the Pennsylvania State Fire Academy is the administering agency. Any United States Citizen eighteen (18) years of age or older who resides in Pennsylvania may apply for consideration as a test candidate.

Good luck and thank you for participating in the Pennsylvania Fire Service Voluntary Certification Program.

## Application Process

Obtain an application from the Office of the State Fire Commissioner (OSFC) website [www.osfc.pa.gov](http://www.osfc.pa.gov) or an approved test-site. You must fill out the form in full and provide all required supporting documentation. The completed application and accompanying documents are to be submitted to an approved test-site or the PA State Fire Academy (PSFA). Your application is reviewed and either accepted or rejected based on compliance and deficiencies (i.e., lacks pre-requisites, no signatures, etc.).

The general test process is as follows:

1. A candidate must submit a complete application including all supporting documents;
2. After the application is approved, the candidate takes the written and subsequently the skills tests  
NOTE: The skills test cannot be taken before the written test;
3. Upon successful completion of the written and skills tests and a review of the application for completeness by the test-site and PSFA or Delegated Authority, the candidate can be certified for the level tested. If a candidate should not pass any part of the test process, a retest can be administered and must be completed within one (1) year of the original test date.

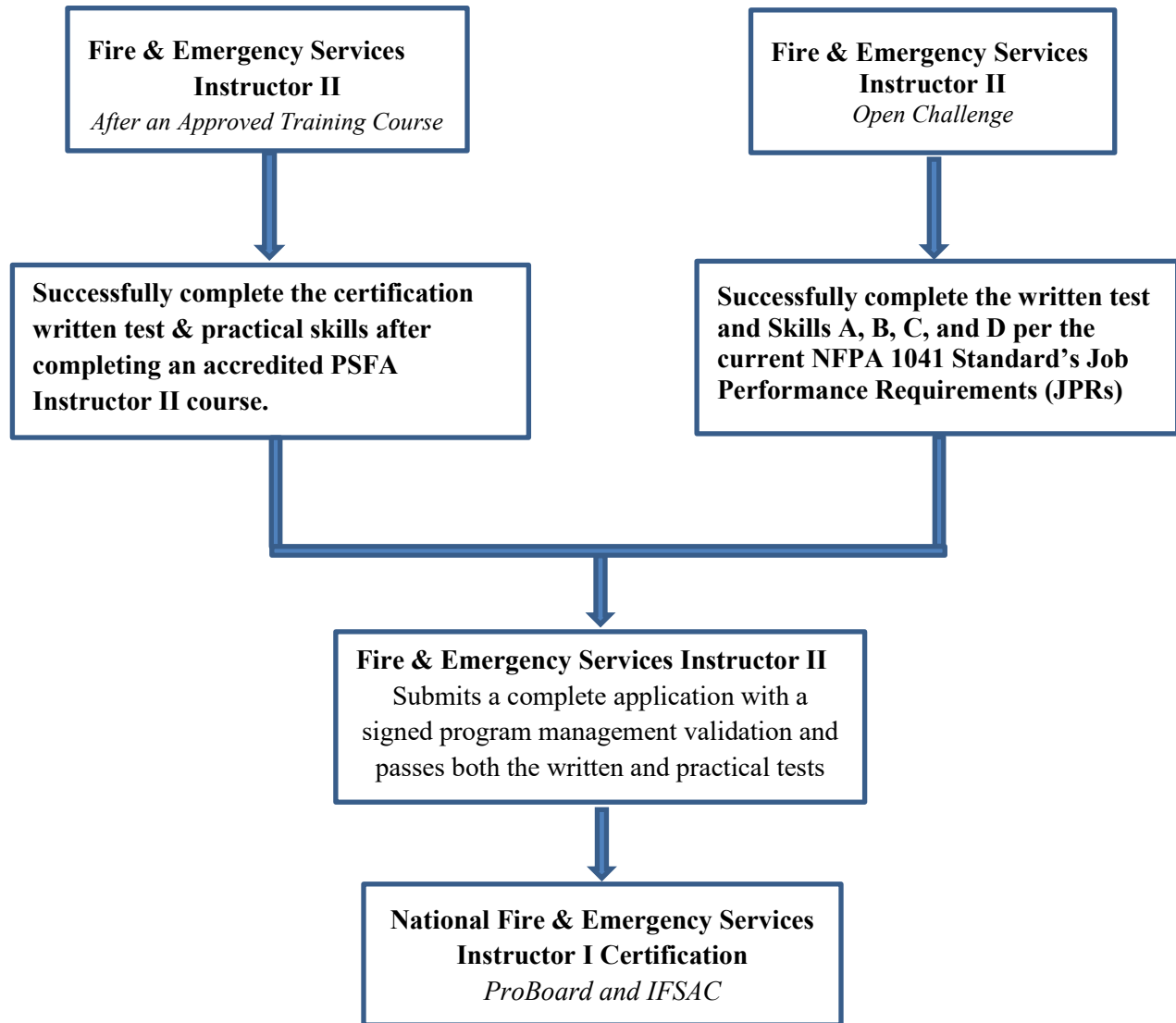
## Application Pointers

1. Make sure the application is legible and check for completeness. Applications must be typed in.
2. Social Security Number: you have the option to provide the full nine (9) or just the last four (4) digits.
3. Make sure you provide your complete name including suffix (Jr, Sr, III, etc.) **NO** nicknames please.
4. Make sure your mailing address includes street, apartment number, city, state and zip.
5. Make sure all appropriate signatures are obtained and are signed in **BLUE** or **BLACK** ink.
  - a. *Please note that Chief Officers **CANNOT** sign for themselves where a Chief Officer's signature is required;*
  - b. *For this requirement, another Chief Officer **MUST** sign this section of the application.*
6. Legible copies of all pre-requisites must be attached and signed were applicable. **NOTE:** Copies must include both the front and back of the document where applicable. (i.e. CPR & Medical cards).
7. Make sure your Pre-Requisite Verification Form (found in the back of the application) is appropriately marked off and signed in **BLUE** or **BLACK** ink.

## Pre-requisites

1. A candidate must be certified at the Fire Service Instructor I level (ProBoard or IFSAC).

## Fire & Emergency Services Instructor II Certification Pathways



## **Test Policy**

**Written Test:** The written test is randomly generated and consists of one hundred (100) questions. Candidates have a maximum of two (2) hours to complete the test. A passing score for a written test is seventy percent (70%).

**Skills Test:** Must pass 100% of the skill stations offered at the time of test.

## **Re-test Policy**

**Written Test:** If you are unsuccessful you may retest a total of two (2) times and have one (1) year to complete the retest. You need to contact the fire academy or test site of your choice to schedule a retest.

**Skills Test:** You must pass 100% of the skill stations used in this certification level.

- If you are unsuccessful on three (3) or less skill stations, you may retest the same day. (only one retest per skill station);
- If you are unsuccessful on four (4) or more skill stations, you may NOT retest the same day. Skill retests must be scheduled later.
- A total of eight (8) retest attempts are permitted and must be completed in one (1) year from the date of the initial test.

## **Appeals**

Within thirty (30) days of receipt of a failure notice, a candidate may request a review of his/her performance records by the State Fire Academy. Appeals must be in writing and in accordance with the policies and procedures of the Certification Program.

Send to: Pennsylvania State Fire Academy  
Attn: Certification Program Manager  
1150 Riverside Drive  
Lewistown, PA 17044

## **Accommodations**

The Pennsylvania Fire Service Voluntary Certification Program offers reasonable accommodations for the written certification exam for individuals with documented disabilities. Only written requests for accommodations are reviewed and each request is reviewed independent of any other requests (i.e., done on a case-by-case basis). A request **MUST** be submitted on the Accommodation Request Form. The Pennsylvania Fire Service Voluntary Certification Program provides written notification to the candidate regarding its decision upon completion of the review by PSFA and legal counsel.

The “Accommodation Request” form can be found on Page 7 of this manual; it is also available from the Pennsylvania State Fire Academy and test site coordinators. Please contact the Certification Program Manager for further information. The candidate requesting an accommodation **MUST** complete the request form and submit it with the application, or soon thereafter as the need for an accommodation is recognized. All requests **MUST** be made prior to the scheduled date of the examination. Any request for accommodation not submitted at least twenty (20) working days prior to the scheduled examination will result in a delay in the candidate’s date of examination.

Documentation of a specific disability which would impact a candidate’s performance on a written examination **MUST** be current (i.e., within five years of the date of application). Such documentation should include a signed explanation on letterhead stationary from a professional familiar with the applicant’s disability or a copy of an Individual Education Plan (IEP) from an educational institution. See below comment.

The statement **MUST** confirm and describe the disability for which the accommodation is requested. The professional **MUST** have expertise in the specific disability for which the accommodation is being made.



### **Safety Policy**

A candidate should meet the requirements of NFPA 1582, *Standard on Medical Requirements for Firefighters and Information for Fire Department Physicians* prior to physical testing to ensure his/her ability to safely perform the required tasks.

For the safety and protection of all participants, all equipment and Personal Protective Equipment (PPE) used for testing **MUST** meet the NFPA standard at the time of manufacturing. PPE will be inspected prior to being used for the test.

The facial hair policy directs that a candidate with facial hair which interferes with the operation or use of a Self-Contained Breathing Apparatus (SCBA) will not be permitted to participate in a test process that requires the use of a SCBA.

### **Test Results / Release of Results**

The Office of the State Fire Commissioner / PA State Fire Academy notifies candidates of their results in writing via the US Postal Service (i.e., mail). Only PASS / FAIL grades are provided.

In accordance with the Federal Education Records and Privacy Act (FERPA) of 1974, a Federal law which established minimum standards for the protection of education/training records, the PSFA requires prior consent from a candidate before any candidate record or other personally identifiable information can be released. In the event a third party requests a candidate's test results, a Consent to Release Information form **MUST** be completed and signed by the candidate allowing the record(s) disclosure to the third party requesting the results / information.

### **No show policy**

If a candidate is accepted for testing and fails to show up without an acceptable reason, the test site has the right to enforce their no-show policy that could include but is not limited to suspension from testing for an identified period of time and/or financial penalties.

### **Test Integrity and Dishonesty**

Test dishonesty includes, but is not limited to, cheating, plagiarism, facilitating acts of test dishonesty by others, having unauthorized possession of test / examination documents, or submitting work of another person. Any instance of test dishonesty will constitute disciplinary and/or legal actions. All certification candidates shall act with personal integrity, respect others' rights and property, and help maintain a professional environment in which all can be successful.

Test site coordinators, assistant coordinators, test proctors, evaluators and instructors should take reasonable steps to anticipate and deter acts of dishonesty, reinforce integrity and support appropriate behavior to protect the rights and trust of honest candidates. At the beginning of each test, it is the responsibility of those mentioned above to provide test candidates with the "Testing Integrity and Dishonesty" policy and clarify any questions that arise.



### ***Falsification of Documents***

Any individual found to have forged, altered, or falsified documentation for a certification test will be indefinitely suspended from participating in any certification exam within the Commonwealth of Pennsylvania. Further action may be taken in accordance with the Pennsylvania Crimes Code 18 Pa C.S. 4904 relating to unsworn falsifications.

### ***Cheating on Test***

All candidates are expected to work entirely on their own while taking any test. Test integrity violations consist of any attempt to receive assistance from written or printed aids unless provided by the test proctor for a specific test, or any persons, papers or electronic devices, or of any attempt to give assistance

### ***Document Integrity***

Certification candidates are expected to complete any and all work individually. Any materials obtained from other sources such as plot plans, web maps, etc. a source reference must be given. All essay answers must be the candidate's own work.

## **Study Reference List**

The following is a list of text that may be reference in preparation for testing.

1. National Fire Protection Association, NFPA 1041 (2019 Ed) Standard for Fire Service Instructor Professional Qualifications;
2. IFSTA, Fire and Emergency Services Instructor, 9<sup>th</sup> Edition, 1<sup>st</sup> printing;
3. Jones and Bartlett, Fire Service Instructor: Principles and Practice, 3<sup>rd</sup> Edition, 1<sup>st</sup> Printing;
4. Fire & Emergency Services Instructor II Skill Sheets available on the OSFC website  
[www.osfc.pa.gov](http://www.osfc.pa.gov)

## **Additional Information:**

1. Applications shall be submitted to the test site by their established deadline or no later than 3 weeks prior to the test date.
2. Please contact the test site of your choice to receive information about fees for testing.
3. Photo ID is required at the time of the written and skills tests.
4. Bring all appropriate PPE and SCBA needed to complete all possible skill stations.
5. Dress appropriately; bring extra dry clothes.
6. Bring food and water or a similar beverage to stay hydrated.

Certification applications and skill sheets, in addition to the test schedule and test site contact information, can be found at [www.osfc.pa.gov](http://www.osfc.pa.gov) under < State Fire Academy > link, then click the sub-link < Certification > at the top of the webpage. A page will open with information about the certification program and process. Scroll through the page to find the links for certification applications, skill sheets, test schedule, and test site contact information.

If you have additional questions or concerns about the test process, please contact the test site coordinator at the site in which you applied to be tested or the PA State Fire Academy Certification Program Staff.

# Fire & Emergency Service Instructor II - Skill Station Information

## Skill Station A: Instructor Evaluation

In this skill, the candidate will evaluate another instructor and document their observations. The evaluation should identify strengths and weaknesses of the observed instructor's lesson delivery; the candidate shall document their observations and make recommendations to address the instructional style, and delivery and communication methods. The documentation **SHALL** include a summary report and the evaluation performance form provided in Skill A (Page 2).

For candidates testing in a residential setting at a test-site, the evaluation shall be provided both orally and in writing to the instructor; observations must be documented on the approved form (Page 2 Skill A) and in a summary report. For candidates who are challenging the test, you **MUST** document your observations and provide a **DETAILED** summary report of your assessment and return this document with the completed evaluation form (Page 2 Skill A) with your practicum packet.

**NOTE:** For either method, Section 2 (Page 2) of Skill A **MUST** be used in the evaluation process.

## Skill Station B: Instructional Lesson Plan Development

In this skill, the candidate develops a lesson plan with supporting documents and/or other necessary resources for a unit of instruction. In designing the lesson plan, ample detail **MUST** be provided so that the lesson plan can be easily and effectively utilized by an alternative instructor. Essential components in the plan development include:

- Title
- Lesson goal or overview
- Prerequisites needed prior to this lesson
- Learning objective(s) that address the three criteria of an effective learning objective
- Level of instruction
- Time (estimated or actual)
- Setting(s) / Location(s)
- Equipment and materials
- References (multiple sources shall be listed with each listed in an approved format):  
(Example: Brannigan, F. L. & Corbett, G. P. (2008). *Building Construction for the Fire Service, 4<sup>th</sup> Ed.*, Boston, MA: Jones and Bartlett Publishers)
- Four components of instructional delivery
- Instructional content
- Evaluation / assessment tool(s)
- Three different medium forms (refer to Skill B Page 2)

The lesson **MUST** be developed by the candidate; it **CANNOT** be a commercially developed plan.

## **Skill Station C: High Hazard Training Supervision**

Given a high-hazard training topic with inherent increased hazard and/or risk potential, the candidate **SHALL** develop a training safety plan (**NOT** a lesson plan) which identifies and addresses the hazards and/or risks. In this skill, you are the supervisor for the training program (i.e., drill) or course. A list of topics is provided below; you will use one of these topics. More details about these topics are provided below.

The topics are either a course or a training evolution. **NOTE:** By definition:

- *A course represents a scenario whereby you are the supervising/lead instructor and the skills are done in a repetitive manner.*
- *A training evolution indicates you are the supervising training officer and the skills may occur one or more times (e.g., a drill session).*

Whether developing the safety plan for a course or training evolution, your role and responsibility is to prepare the plan and supervise the staff, instructors, and students within a management system, thus creating awareness of and eliminating/mitigating the hazards/risks involved.

The topics are:

- Trench Rescue (T-Trench or L-Trench) – **Training Evolution**.
- High Angle Rescue (Single rescuer pick-off or Self-rescue) - **Course**
- Swift Water Rescue (Line system or Boat) – **Training Evolution**
- Structural Collapse – **Training Evolution**
- Confined Space Rescue – **Training Evolution**
- Firefighter Survival (Bail-out, rope slide) – **Training Evolution**
- HAZMAT Chlorine Containment – (Railcar Chlorine C-Kit) – **Training Evolution**
- Structural Burn Session (Acquired structure) - **Course**
- Structural Burn Session (Fixed facility) - **Course**
- Advance Vehicle Rescue (i.e., commercial truck vs. passenger vehicle) – **Training Evolution**
- Rapid Intervention Team (Obscured / Smoke-Induced Environment) – **Training Evolution**

**NOTE:** If a candidate has an interest in developing a safety plan for a topic not listed above, the individual **MUST** contact the certification staff at PSFA and get approval **BEFORE** using the topic.

## **Topic Details:**

### ***Training Evolution: T-Trench***

As the training officer, you are tasked with setting up a training evolution for your technical rescue team. The evolution will focus on shoring procedures for T-Trench rescues given a recent incident highlighted the team's weakness in these skills. Mid- December is the only time available to complete the training.

### ***Training Evolution: L-Trench***

As the training officer, you are tasked with setting up a training evolution for your technical rescue team. The quarterly training topic is L-Trenches. The training day will in focus on the practical skills necessary for shoring an 8-foot L-Trench. Mid-April is the only time available to complete this training.

### ***Course: High Angle Single Rescuer Pick-off***

You are preparing for a High Angle Rescue Program. Develop a high-hazard safety plan for the next class which involves demonstration of and having the students perform a single-rescuer pick-off.

### ***Course: High Angle Self-Rescue***

Develop a high-hazard safety plan that involves both a demonstration and performance skill sessions for a high angle self-rescue situation.

### ***Training Evolution: Swift-water Rescue: Line Systems***

Your water rescue team asked you to set up and lead a training evolution using the Dynamic Ferry technique. Your training session is scheduled for late April.

### ***Training Evolution: Swift-water Rescue: Boat***

A neighboring water rescue company requested that you lead a training session involving boats. The primary objective for this training will be to assist victims into the boat.

### ***Training Evolution: Structural Collapse***

Your technical rescue team was given a Type II (non- combustible), two-story building that was heavily damaged by mine subsidence. Your assignment is to direct a training evolution for your team using this structure. Your primary objective is shoring procedures for Lean-To collapses.

### ***Training Evolution: Confined Space Rescue: Above Grade - Horizontal Entry***

Your upcoming technical rescue training involves making horizontal entries into confined spaces that are above grade. Your training facility has a representative space that is 15-feet above grade leading to a series of 24-inch tubes.

***Training Evolution: Firefighter Survival: Bail-out & Rope Slide***

This week's training topic involves firefighter survival skills to include the low window bail and the rope slide. These skills will be completed at the local training facility on the first Thursday of the month.

***Training Evolution: Chlorine "C Kit" Railcar***

Your staff received a request by the HAZMAT team for a training evolution involving the application of a Chlorine C-Kit for a railcar dome leak. The training request is for the second Saturday of next month; you assembled the needed resources and now need to complete the high-hazard safety plan.

***Course: Structural Burn Session - Acquired Structure***

You were provided an acquired structure for live fire training. The training will focus on coordinated fire attacks.

***Course: Structural Burn Session - Fixed Facility***

The "XYZ" Fire Department asked you to lead a Structural Burn Session at the PA State Fire Academy. The fire chief expressed interests in working with standpipes and 2.5" handlines. The chief indicated there will be 24 participants.

***Training Evolution: Advanced Vehicle Rescue - Commercial Truck vs. Passenger Vehicle***

The training schedule indicates this month's topic is cribbing of vehicle under-rides. The local wrecking yard agreed to provide both heavy trucks and passenger vehicles, and to provide an operator and equipment to "place" vehicles for your scenarios.

***Training Evolution: Rapid Intervention Team (in obscured / smoke-induced environments)***

Your fire department acquired a structure in the middle of town; however, since exposures are a significant concern, using it for live fire training is not an option. The decision was made to use the structure for RIT training, specifically firefighter rescues while working in zero visibility (i.e., obscured / smoke filled environments).

For any topic selected, at minimum the following components **MUST** be addressed in the safety plan. As a reminder, this is a training safety plan, **NOT** a lesson plan.

- **Emergency Notification / Procedures**
  - *List the relevant personnel and agencies necessary to contact in the event of an emergency;*
  - *Write the necessary procedures/protocols to follow in the event an emergency occurs.*
- **Compliance / Reference Criteria**
  - *List the applicable NFPA Standards and Federal, state, local, or other regulations, laws, policies, procedures, or permits relevant to the high-hazard training or course;*
  - *List all text references used in program development.*
  - *Describe, briefly, the relevance of the cited regulation, law, standard, etc. to the training or course and how these direct the preparedness activities, command and control, mitigation efforts practices, procedures, etc. This description **MUST** be done for each cited document.*
- **Objectives**
  - *List SMART objectives to meet operational needs. These are objectives focused on mitigation, elimination, procedures, or control and **NOT** lesson plan objectives;*
  - *It is recommended the ICS-202 form and/or an Incident Action Plan (IAP) be used.*
- **Incident Command Structure**
  - *Provide a clear and cohesive incident command reporting structure for the course or training evolution (i.e., drill);*
  - *It is suggested the ICS 203 or 207 form be used to simplify the reporting structure.*
- **Safety Issues and Mitigation Tactics / Procedures / Protocols**
  - *List the specific high hazards associated with the type/nature of the training to be conducted; these components need to be specific to the training and **NOT** of a general nature. For example, for RIT training, the following are components normally planned for: anxiety/panic attacks, loss of communications, patient mishandling with potential for physical injuries, etc. Discussing loss of smoke generation is not a high hazard; it is a logistics concern to be addressed elsewhere in the plan.*
  - *Address the safety concerns; describe the mitigation//control efforts and who, how, and what to do to mitigate and operational processes; consider location, weather, staffing, etc.; recommend ICS-215A form).*
- **Preparation**
  - *Consider the briefings, the types, the who, what, when, how;*
  - *Consider preparedness, that is walk-throughs, procedure reviews, communications protocols, command structure, etc.;*
  - *Describe the reporting structure, accountability, records management, checklist, RIT and MAYDAY procedures (if relevant) and resumption plan contingencies.*
- **Resources**
  - *Identify the positions and personnel, and make sure the plan is cohesive throughout;*
  - *Describe the roles and responsibilities of all personnel, how communications are managed and the protocol; it is recommended an ICS-204 form be used to address this aspect.*
  - *Identify how the positions and responsibilities defined are held accountable to mitigate, control, or eliminate the specific high hazards. **DO NOT** simply state that the safety officer is responsible to assure all activities are completed safely. While this is true in an overall picture, in actual training operations, it is the assigned personnel/staff that assures compliance to procedures. Protocols, etc. are met. You need to map these responsibilities to the identified high hazards noted in your plan. It is recommended a matrix be used to map and cross-reference this requirement.*
- **Evaluation Criteria**
  - *List the references used that established acceptable performance in high risk scenarios.*

**NOTE:** A **FEW** points about the safety plan, as assessed by the JPR criteria, are clarified below.

- **Task 1:** “*Identifies relevant regulations, standards, policies, and/or recommended practices and their impacts*”. Simply providing a list of standards, regulations, etc. for a live burn course **as illustrated below DOES NOT** meet the intent of the Standard. You **MUST** provide their impact, that is what the referenced document is meant to address, control, manage, etc. as it relates to hazards or perceived risks.
  - OSFC/PSFA Live Fire Suppression Policy No. 2006-02
  - PSFA MSA Structural Burn Session (SBS)
  - OSFC/PSFA Facial Hair/SCBA Use Policy (May 2013)
  - NFPA 1001 Standard for Fire Fighter Professional Qualifications
  - NFPA 1403 Standard for Live Fire Training Evolutions
  - PSFA Personal Protective Equipment (PPE) Inspection Checklist
- **Task 2:** “*Identifies significant safety issues/concerns*”.

Based on the topic, you need to list specific high hazards associated with the training evolution or course. For example, if conducting a burn session, simply stating that “*wet surfaces and stairways must be expected and will be addressed at the briefing*” **IS NOT** a specific high hazard. Wet surfaces can happen during wet-line drills without live fire or even during a rainstorm event; and while it is prudent to create awareness of this condition, it would not fulfill the specificity warranted by the Standard for this level of training. Discussing, respiratory or thermal burns, anxiety or panic attacks, loss of water during an interior attack, etc. **WOULD BE** a high hazard specific to this type of training.
- The safety plan **SHALL** correlate the hazards and risks you identify to the tactics/procedures/protocols developed and used and shall be correlated to the specific positions (i.e., personnel) accountable to carry-out these functions. In addition, the plan needs to relate the resources used to these actions taken during the training evolution or course thereby assuring safe delivery. The plan **MUST** clearly identify the supervisory roles and describe how these roles oversee the program delivery; essentially, a command and control structure **MUST** be defined.

#### **Skill Station D: Classroom Lecture Presentation**

In this skill, the candidate conducts a training session using a lesson plan the instructor prepared. The lesson **MUST** involve utilization of multiple teaching methods and techniques to include instructional technology and shall demonstrate that the lesson objectives are achieved. Both a topic and a target audience shall be identified in this process.

**NOTE:** A candidate who holds a Fire Service Instructor I or Fire & Emergency Services Instructor 1 national certification (i.e., ProBoard or IFSAC) meets the equivalency criterion for this skill. A copy of the national certification certificate is required, and **MUST** be submitted with the application to receive equivalency for this skill.



## **Fire & Emergency Services Instructor II SECTION V: Program Management Validation**

You **MUST** return your Instructor II his application with your practicum packet and have Section V signed by an authority (e.g., fire chief, fire academy official, community college official, etc.) who has *personal knowledge* of your *demonstrated* ability to perform all the *Job Performance Requirements (JPRs)* listed below and as specified in the NFPA 1041 standard.

**NOTE:** This **CANNOT** be an instructor from a class you attended (i.e., an approved Fire Instructor II course or an Educational Methodology course), unless the instructor has direct knowledge of your capabilities from outside direct observations independent of course's classroom activities (e.g., fire department, fire company, association, or other entity **NOT** a part of the course taught).

**JPR 5.2.2:** Assigns instructional sessions, given AHJ scheduling policy, instructional resources, staff, facilities, and timeline for delivery, so the specified lessons are delivered according to AHJ policies.

**JPR 5.2.3:** Recommends budget needs, given training goals, AHJ budget policy, and current resources, so that the resources required to meet training goals are identified and documented.

**JPR 5.2.4:** Gathers training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to AHJ policy.

**JPR 5.2.5:** Manages training record keeping, given training records, AHJ policy, and training activity, so that all AHJ and legal requirements are met.

# Firefighter Code of Ethics

**I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following...**

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicle and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

**Developed by the National Society of Executive Fire Officers**