

# This month's *Working Fire*...

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**Volume 03- 9: September 2003**  
**Approx. Program Length: 59:30**

## **FIRELINE**

### **Jim Beam Distillery Fire Bardstown, KY**

**Approx. length: 9:46**

Firefighters in Bardstown, Kentucky had responded to a distillery fire before (covered previously by *Working Fire*) so they were somewhat prepared for what they encountered. Lightning had ignited this bourbon-fueled warehouse blaze which fully engulfed the structure and threatened nearby exposures due to incredible ambient heat. Aerial streams protected the exposures as Haz-Mat teams controlled runoff which set nearby ponds on fire. Such fires present extremely dangerous conditions. For more information, contact Chief Anthony Mattingly, Bardstown/Nelson County Fire Department., 220 North 5th Street, Bardstown, KY 40004 or contact him at 502-349-6562.

### **Multiple Grass Fires San Francisco, CA**

**Approx. length: 11:55**

A series of grass fires broke out in a San Francisco park, some of which ignited nearby homes. It later appeared that the fires were related and possibly the work of an arsonist. The segment outlines the response and management of the fires. For more information, contact Lt. Jeff Wong, Training Division, San Francisco Fire Department, 2310 Folsom Street, San Francisco, CA 94110 or call him at 415-558-3535.

## **HANDS-ON**

### **On-The-Job Discrimination & Harassment Part I**

**Approx. length: 15:00**

In the first of a two-part series, *Working Fire* presents information of importance to departments where people work in close quarters. Topics covered include what is discrimination, who can be discriminated against, examples of various kinds of harassment and under what circumstances a harassment complaint can be lodged. For more information, contact Ken Clark, Director, HR and Mgmt. Services, Personal Assistance Services, 9735 Landmark Pkwy, Suite 17, St. Louis, MO 63127 or call 800-356-0845 or visit them online at [www.paseap.com](http://www.paseap.com).

## **This month's *Working Fire*...**

### **HANDS-ON (cont.)**

#### **R.I.T. & Mutual Aid Partners Part I**

**Approx. length: 8:17**

In the first of this two-part series, we revisit the subject of Rapid Intervention Teams as the knowledge level has increased since we first featured our multi-volume series on the subject back in 1998. As fire departments have embraced the concept and have tried to work it into their response routine, a number of factors have become evident, particularly in the areas of staffing. R.I.T. needs manpower resources to be staffed correctly. Consequently, smaller departments look to their mutual aid partners for assistance. Also, training needs to be standardized. This aspect is discussed this month with a typical rescue scenario demonstrated. For more information, contact Chief Bill Kramer, Deerfield Township Fire Protection District, 8355 Snider Road, Mason, OH 45040 or call him at 513-459-0875.

### **FIRE MEDICS**

#### **Large Venue EMS Response**

**Approx. length: 6:37**

*Working Fire* has studied the area of mobile EMS response from many different angles, often on bicycles in open areas where road access is not possible. This month we take a look at such a response at a large venue sporting event such as a pro tennis tournament. For more information, contact Chief Bill Kramer, Deerfield Township Fire Protection District, 8355 Snider Road, Mason, OH 45040 or call him at 513-459-0875.

### **EVOLUTIONS 2000**

#### **Kramer vs. Kramer R.I.T. Fireground Deployment**

**Approx. length: 3:31**

*Working Fire* and Professor/Chief Bill Kramer present our Continuing Education segment that's worth one credit from the University of Cincinnati. This month, Bill debates whether Rapid Intervention Teams are staffed with sufficient personnel and other questions relating to how large a Rapid Intervention Team should be. For more information, contact Professor Bill Kramer at the Open Learning Fire Service Program, College of Applied Science, 2220 Victory Parkway, ML #103, Cincinnati, Ohio 45206 or call 513-556-6583.

## **This month's *Working Fire*...**

### ***From the Departments Involved...***

#### **DISCUSSION QUESTIONS FOR THIS MONTH'S INCIDENTS**

The departments involved in this month's incidents pose some discussion questions that you can use as discussion-starters in your own department's training sessions. Let's kick it around!

#### **Jim Beam Distillery Fire/Bardstown, KY**

#### **Captain Anthony Mattingly/Bardstown/Nelson County Fire Department**

1. This is a case where prior experience with this kind of incident really paid dividends in knowing what to expect.
2. Because of the fire load, we knew a collapse would cause a massive "tidal wave" of bourbon runoff that Haz-Mat teams and others would have to address. Bring them in early.
3. The flames from fires driven mainly by alcohol are often invisible because the burning is so clean. This means extreme caution must be exercised by firefighters in knowing where they are and where they can go.

#### **Multiple Grass Fires/San Francisco, CA**

#### **Bat. Chief Robert T. Serrano, Battalion 10/San Francisco Fire Department**

1. In this case, the grass fires were impinging upon adjacent residences that had to be defended while other crews dealt with the actual grass fire suppression. Though at the time we didn't know whether the homes were vacant or not, searches were conducted to make sure. Entry was forced in some cases.
2. Because of the multiple nature of the fires, arson was suspected. Such fires can overtax resources quickly if the arsonist moves quickly. Have Dispatch alert police in the neighborhoods in case the arsonist might still be at large. It's possible that a "copycat" fire nearby might be averted if police patrol similar areas in the vicinity.

# Enhanced Training

## On-The-Job Discrimination & Harassment, Part I

### Objectives

After watching this program, the student shall understand:

1. what constitutes discrimination
2. what constitutes harassment.

### Standards & Regulations

This training is consistent with Title VII, Civil Rights Act of 1991 and all other appropriate acts and legislation.

### Training Outline

#### I. DISCRIMINATION

##### A. Title VII, Civil Rights Act of 1991

1. Title VII prohibits discrimination in employment based on race, color, religion, gender, or national origin.
2. The courts have interpreted discrimination based on sex to include sexual harassment.

##### B. Definition

1. The definition:  
To make a clear distinction; distinguish; discriminate among the options available. To make sensible decision; judge wisely. To make distinctions on the basis of class or category without regard to individual merit; show preference. To perceive the distinguishing features of; recognize as distinct; discriminate right from wrong.
2. When we choose our clothing or what restaurant to visit, we are discriminating. However, it isn't illegal because clothes and restaurants aren't members of a protected class.

##### C. Unlawful Discrimination

1. Discrimination becomes unlawful if, in an employment setting, an individual is treated differently because he or she is a member of a protected category.

## On-The-Job Discrimination & Harassment, Part I

2. Is it discrimination or is it unlawful to discriminate against these people?



May you discriminate against this person?  
Yes.



May you discriminate against this person?  
Yes.



May you discriminate against this person?  
No. Age is a protected group by another Civil Rights act.



May you discriminate against this person?  
No. Pregnant women are protected by another Civil Rights act.

## II. HARASSMENT

### A. Harassment

Unlawful harassment based on race often occurs in the form of racial epithets and the telling of jokes that are disrespectful to a racial or ethnic group. Unless it is severe, a single instance of joke-telling or a single use of an epithet probably is insufficient to make the harassment meet the criteria for being unlawful. There must be a pattern, persistence, or severity to make the harassing behavior unlawful. Harassment need not rise to a standard of unlawfulness to be unacceptable in the workplace.

### B. Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, request for sexual favors, or other physical or verbal behavior of a sexual nature that has the effect or intent of interfering with an individual's work performance by creating an intimidating, hostile, or offensive environment. Essentially, sexual harassment often, but not always, implies a power relationship between individuals, which can seriously undermine the work environment.

Answers to the questions on Page 7:

1. False 2. True 3. False

4. f. 5. e.

## On-The-Job Discrimination & Harassment, Part I

DIRECT		SUBTLE
VERBAL	PHYSICAL	NON-VERBAL
<ul style="list-style-type: none"><li>• Terms of address such as “honey,” “baby,” “chick,” “hunk,” or “dear.”</li><li>• Sexual jokes and innuendos</li><li>• Whistling, catcalls, leering</li><li>• Sexual comments about a person’s body, clothes, looks, anatomy, manner of walking</li><li>• Turning work discussions into sexual topics</li><li>• Asking about sexual fantasies, preferences, or history</li><li>• Repeatedly asking out a person who is not interested</li><li>• Making kissing sounds, howling, smacking lips</li><li>• Telling lies or spreading rumors about a person’s sex life</li><li>• Explicit descriptions of the harasser’s own sexual experiences</li></ul>	<ul style="list-style-type: none"><li>• Giving a neck or shoulder massage</li><li>• Touching a person’s hair, clothing or body</li><li>• Hugging, kissing, or patting</li><li>• Brushing up against a person</li><li>• Touching or rubbing oneself sexually around another person</li><li>• Unwanted deliberate touching, leaning over, cornering, or pinching</li><li>• Explicit offers of sex for advancement, grades, money, or other rewards</li><li>• Physical or sexual assault, including rape</li></ul>	<ul style="list-style-type: none"><li>• Staring at an individual or focusing on a particular area of the body</li><li>• Elevator eyes...looking someone up and down</li><li>• Regularly offering personal gifts such as flowers, candy, etc.</li><li>• Display of suggestive objects or pictures</li><li>• Pressure for intimacy or private “personal” discussions</li><li>• Blocking someone’s path or standing close</li><li>• Making sexual gestures with hands or through body movements</li><li>• making facial expressions such as winking, blowing kisses, or licking lips</li><li>• Unsolicited and unwelcomed flirtations</li><li>• Notices/articles in a mailbox or email</li></ul>

### C Quid Pro Quo

- This for that
- Usually occurs within the context of a supervisor/employee relationship.

### D. Hostile Work Environment

- Severe and pervasive conduct
- Unreasonable interference with job performance
- Offensive, intimidating, hostile work environment
- Can be created by anyone in the workplace

## On-The-Job Discrimination & Harassment, Part I: Quiz

Date \_\_\_\_\_

Chief/T.O. \_\_\_\_\_

Firefighter (print) \_\_\_\_\_

Education Credits/  
Hours/Units \_\_\_\_\_

Signature \_\_\_\_\_

### Select the best answer:

1. True or False      If you don't like someone telling jokes (just any kind of jokes) in the workplace, you can file a harassment complaint.
2. True or False      You can discriminate against someone based on how they look unless their ugliness stems from old age.
3. True or False      A pattern of repeated harassing behavior is usually necessary for a complaint to have a good chance of being upheld.
4. Which of the following terms **may** be at issue in a discrimination case?
  - a. Protected class
  - b. Poor work performance
  - c. Ethnicity
  - d. Religious affiliation
  - e. Automobile ownership
  - f. Three of the above
  - g. None of the above
5. Which of the following items are **not** examples of harassment?
  - a. Fondling a co-worker
  - b. Telling one off-color joke at work
  - c. Promising promotions for sex
  - d. Exposing one's genitals once last year
  - e. None of the above

*(See answers at the top of page 6)*

# Enhanced Training

## R.I.T. & Mutual Aid Partners, Part I

### Objectives

After watching this program, the student shall understand:

1. the importance of developing Mutual Aid partners
2. the importance of standardized training among partners.

### Standards & Regulations

This training is consistent with NFPA 1500 and appropriate OSHA regulations.

### Training Outline

#### **I. RAPID INTERVENTION (ASSISTANCE) TRAINING**

1. Rapid Intervention Teams (R.I.T.), FAST Teams, GO Teams, etc. -- all do the same thing: keeping firefighters alive on the fireground
2. Two In/Two Out rule
3. A new concern: having sufficient numbers on-scene to provide the assistance and coverage necessary.
4. Career, volunteer, mixed, and combination departments are now agreeing to come together to staff R.I.T. jointly.

#### **II. NEED FOR COUNTY-WIDE/MUTUAL AID PARTNERING PROGRAMS**

1. There's a need for some level of standardization in training and SOPs in departmental responses.
2. This need was identified via the County Chiefs Association about a year ago
3. Cooperation across jurisdictional boundaries was necessary but no level of expected performance was in place.

#### **III. STANDARDIZED POLICIES**

1. A drafted training plan revealed that department policies regarding R.I.T. differed greatly.
2. Agreement was reached on policies regarding:
  - a. county-wide response procedures for R.I.T. operations and assembling teams on the fireground and
  - b. a training outline to be used by all county departments

Answers to the questions on Page 10:

1. True 2. False 3. False
4. e. 5. b.

## R.I.T. & Mutual Aid Partners, Part I

3. Avoided “pushing” the policy of any one department by basing the new policies on the IFSTA national R.I.T. standard which covered the basics generically.
  - a. Used a national standard-based policy to build guidelines and lesson plans.
4. Realized one class wouldn’t be enough; too much information to deliver.
  - a. Currently three classes with lesson plans are available for training the trainer
  - b. These trainers will then go back to their departments and teach their colleagues.
  - c. One of the three classes amounts to a Firefighter I class that is geared toward saving firefighters rather than civilians.
  - d. Three levels or modules of courses allow trainers to separate some techniques or evolutions which are thought to be higher-risk than others to be taught separately, thereby not excluding any department that might not want to use these specific techniques.
5. All firefighters know they do the same job but now they can do it the same way.

### IV. STANDARDIZED TRAINING MANUAL

1. Uniform expectation of performance from nine county departments.
2. What equipment mutual aid partners should bring as opposed to what equipment will be supplied by the originating jurisdiction department.
3. Personnel requirements and staffing:
  - a. For example, it became obvious as departments worked through the evolutions that a four-person R.I.T. team is not enough people.
4. Development of standardized training evolutions including search-and-rescue mazes.
  - a. Training is geared toward firefighter rescue and the unique challenges that presents.

## R.I.T. & Mutual Aid Partners, Part I: Quiz

Date \_\_\_\_\_

Chief/T.O. \_\_\_\_\_

Firefighter (print) \_\_\_\_\_

Education Credits/  
Hours/Units \_\_\_\_\_

Signature \_\_\_\_\_

### Select the best answer:

1. True or False      Rapid Intervention training provides a safety net or insurance for firefighter survival.
2. True or False      The political aspects of interdepartmental differences will never allow county-wide or mutual aid partner training on R.I.T.
3. True or False      As important as it is, R.I.T. training is a luxury smaller departments can't afford.
4. What are the problems that departments encounter when they try to train jointly?
  - a. Equipment incompatibility
  - b. Differing departmental procedures
  - c. Differing attitudes in approach to fireground operations
  - d. Differing procedures and permissions influenced by insurance coverage
  - e. All of the above.
5. What do departments hope to achieve by joint training in R.I.T.?
  - a. A decrease in expenses for firefighting equipment.
  - b. A unified expectation of performance by partnering departments achieved through standardized training.
  - c. By having R.I.T. teams on-scene, duty firefighters can relax more as they work.
  - d. A new way to apprentice newly-appointed fireground officers.
  - e. None of the above

*(See answers at the top of page 9)*

# **Evolutions 2000**

## **University of Cincinnati Continuing Education Program**

### **R.I.T. Staffing Size**

If you're enrolled in the **Open Learning Fire Service Program** at the **University of Cincinnati**, here's your opportunity this month to earn one college credit hour for watching *Working Fire*.

#### **VOLUME 03-9**

#### **Kramer vs. Kramer: R.I.T. Staffing Size**

**Complete written responses to the following three essay questions:**

1. In your opinion, are Firefighter Assistance Teams (R.I.T., Go Teams, FAST Teams) adequate in size for the responsibility they are given?
2. Should the size of a Firefighter Assistance Team vary with the size of the structure and/or magnitude of a fire?
3. Establish guidelines regarding the number of personnel that should be used for Firefighter Assistance Teams in your area.

**Send your responses to:**

**Mr. Bill Kramer  
University of Cincinnati  
College of Applied Science  
2220 Victory Parkway, ML #103  
Cincinnati, OH 45206**

#### **ENROLLMENT INFORMATION:**

For more information on enrolling in the Open Learning program to gain college credit, call *Working Fire* at 800-516-FIRE (-3473) for a brochure or, to register directly, call the University of Cincinnati at 513-556-6583. Associates and Bachelors programs are available. Call to have your transcripts evaluated.