

H033 CAPTAIN EMERGENCY MEDICAL SERVICES

2019 PREPARATION GUIDE



Contents of This Guide

This *Examination Preparation Guide* is intended to help you prepare for your upcoming H033 EMS Captain promotional examination. It will cover the following:

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1. INTRODUCTION

This guide is intended to help prepare you for your upcoming H033 EMS Captain examination. A general description of the test is provided, along with sample test instructions and questions, so that you have a general idea as to what to expect on the day of the test.¹ The Department of Human Resources Public Safety Team (PST) has also included some suggestions, tips, and recommendations that have been known to help candidates here in San Francisco and elsewhere. Of course, the PST cannot guarantee that following these suggestions and tips will automatically result in a high test score. Preparing for a test is ultimately each candidate's responsibility. In fact, many successful candidates go well beyond what is suggested in this guide to prepare.

Candidates are reminded that the exam process is ultimately governed by the job announcement and official documents such as Civil Service Rules. Many of these regulations are available on the City's websites, www.sfdhr.org/ and www.sfgov.org/civilservice/.

If you have any questions after reading this Preparation Guide, please send them to hr-publicsafety@sfgov.org. Your email must be received no later than 4:00 PM Pacific time on October 28, 2019. Please include "H033 candidate question" in the email's subject line. In order to be fair, the PST will share answers to individual questions with all candidates. PST responses to relevant questions will be emailed to candidates and also posted on the DHR website no later than 5:00 PM on November 8, 2019. We will not answer questions that might compromise the security or integrity of the test.

It is each candidate's responsibility to provide a current, valid e-mail address to the PST to which to send all official notifications. If you changed your e-mail address or name after filing your application, you must visit www.jobaps.com/sf and select "Update My Contact Info".

We wish you the best of luck as you prepare for and participate in this promotional process.

¹ The PST reserves the right to make changes to this guide, if necessary. If modifications are required at a later date, the PST will notify you of the revision as soon as possible prior to the test.

2. OVERVIEW OF THE 2019 PROMOTIONAL PROCESS

The primary focus of this guide is to help you prepare for the two test components: the Performance Exercise (PE), and the Management Exercise (ME). In this guide, you will learn about the PE and ME test format and instructions, and tips that could help you to do your best on the day of the assessment.

Read through the entire guide carefully. By learning the process through which your assessment is being developed and conducted, as described within this study guide, you can better understand how to use the remainder of your pre-assessment preparation time to be ready for this process.

2.1 The Test Components

As indicated above, the H033 EMS Captain test process will include two components: a Performance Exercise (PE) and a Management Exercise (ME). The test components are designed to measure basic knowledge, skills, and abilities (KSAs) necessary to perform tasks required of an H033 EMS Captain. The component weights are based on the knowledge areas and abilities that each component will measure and the value assigned to those knowledge areas and abilities by the subject matter experts (SMEs) during job analysis. The weights of the components are:

Performance Exercise = 59%

Management Exercise = 41%

All candidates will be scheduled to take the PE on the same day tentatively scheduled for administration on November 19, 2019. All candidates will complete the ME on the same day, tentatively scheduled for administration on November 21, 2019.

3. TEST DEVELOPMENT PROCESS

3.1 Job Analysis

Job analysis is the process of studying a job to determine the specific tasks that employees in that position perform, as well as the competencies (i.e., KSAs) needed to perform those tasks. Results from job-analysis studies often yield job descriptions and lists of KSAs and other attributes that may be required of individuals who perform the job being studied. For the current H033 EMS Captain promotional process, information gathered from the most current job analysis completed in 2019 was used to identify the tasks and KSAs that serve as the foundation of the testing process.

3.1.1 Results

The following sections present tasks (organized by major duty area), abilities, and knowledge areas that were determined by the job analysis to be important to the H033 EMS Captain position.

3.1.1(a) Tasks

Responds to Incidents and Performs Treatment
Responds to life-threatening, ALS upgrade calls, shootings, critical pediatric calls, greater alarm fires, rescue calls, HazMat calls, Multi-Casualty Incidents (MCI) and high-profile incidents as dispatched by the Division of Emergency Communications.
Responds to calls at the request of Medic units and officers to supervise incidents.
Self-initiate response to calls based on the incident and the responders.
Communicates via radio or cell phone with units to obtain updates, evaluate situation and provide guidance.
Drives Department vehicle to the scene of emergency incidents as quickly and safely as possible.
Performs primary and secondary patient assessment surveys as required.
Provides basic and advanced medical treatment to patients when required.
Manages distraught or upset citizens at incidents by consoling them, guiding them away from the scene, and/or referring them to support agencies or networks.
Assumes the Incident Command System role and responsibilities at major incidents as needed.
Utilizes advanced equipment and procedures deployed with EMS Captains
Monitors and Evaluates Employees
Supervises scene safety and intervenes as needed.

Oversees actions of paramedics and EMTs to ensure proper delivery of care.
Directly supervises performance of paramedics, EMTs or Communication Center staff to ensure compliance with Department protocols, standards and/or procedures.
Monitors employee health and welfare during extended fire/rescue operations or Communications Center Operations.
Meets with subordinates to discuss their performance appraisals, provide feedback, and resolve performance or conduct issues.
Recommends formal training when necessary to correct or improve employee performance.
Recommends disciplinary action for subordinates when necessary to correct work behavior.
Carries out specific steps in the employee disciplinary processes in accordance with SFFD, Civil Service and MOU provisions.
Provides individualized remediation, coaching or counseling to enhance performance or correct deficiencies.
Detects potential personal problems experienced by subordinates and provides advice (minor issues) or referral to other units such as EAP or Stress Unit.
Mediates differences among subordinate personnel and resolves interpersonal conflicts.
Intervenes in disputes between subordinates and personnel involving other Departments and/or superiors as necessary
Performs Administrative Functions
Reviews e-mails, journal and log entries from previous watch to determine what needs to be done during his or her shift.
Reviews assignments in HR System to determine the on-duty staffing.
Makes assignments to ensure appropriate staffing
Approves requests for trades by taking into account staffing needs.
Revises company assignments using HR System to reflect trades.
Reviews forms completed by subordinates for accuracy and completeness.
Audits Paramedic and Firefighter/EMT pre-hospital care reports (PCR) as required.
Uses the computer to monitor the number and location of units in service at any given time to determine where adjustments must be made.
Prepares projections and monitors staffing to ensure adequate staffing at all times.
Listens to calls handled by Communication Center personnel to ensure incidents are appropriately triaged and pre-arrival instructions are provided following Medical Priority Dispatch System (MPDS).
Coordinates manual mode operations with Communication Center in situations wherein the CAD is not functioning.

Ensures units in field and private providers are updated regarding hospital diversion status by monitoring calls.
Ensures code 2 deferral occurs as appropriate based on resource limitations.
Receives and processes complaints from public and/or Chief Officers by forwarding and/or taking appropriate actions.
Retrieves information regarding calls for service for Chief's Office, PIO, Division Chiefs, Arson Investigators, EMS Division and others.
Monitors EMT and Paramedic Licenses to ensure they are current and valid.
Acquires and Maintains Technical Knowledge
Reads General Orders, e-mails, EMS memos etc., to learn about changes in practice, policy, procedures or other information.
Attends training classes (e.g., ACLS, PALS, CPR, etc.) required for Department officers and/or Paramedic Captains.
Interprets policies, codes, rules, and regulations to ensure compliance.
Participates in research studies.
Identifies and reduces opportunities for injury to the public or Department members as a result of Department activities.
Trains, Coaches and Instructs Others
Disseminates new information to employees as directed. (e.g. Training Bulletins, new policies/procedures, and updates)
Develops training materials (e.g., lesson plans, handouts, checklists) for training and evaluating subordinates.
Provides formal EMS training for firefighters and paramedics including clinical labs and demonstrations.
Maintains treatment and performance standards by conducting on-the-job training regarding equipment, policies and protocols.
Provides training to employees and allied agencies on policies, procedures and equipment.
Assists as an instructor with the EMS In-Service Training Section and EMS Academy.
Conducts Return to Duty Training.
Informs and Exchanges Information with Others
Provides briefings and notifications to designated Department personnel regarding the nature and status of emergency incidents.
Updates SFFD Public Information Officer, when appropriate, with background or details regarding incidents.
Coordinates with other City Agencies such as Central Shop or Radio Shop for repair and

maintenance of vehicles, radio or computer equipment.
Coordinates with Bureau of Equipment (BOE) to resolve issues related to supply shortages and vehicle maintenance and repair.
Notifies external agencies regarding emergency incidents, impacts, and required resources.
Attends routine and as-needed meetings to provide input, receive information, formulate plans and resolve problems.
Performs station visits to confer with Firefighter/EMTs, Paramedics, and Company Officers regarding the delivery of medical care.
Performs site visits to other units in districts to coordinate patient care (e.g., ER Physicians, Hospital Liaison RNs).
Responds to questions from hospital personnel after an emergency incident regarding patients to ensure that they are given appropriate information.
Interacts with other agencies including receiving hospitals, EMSA, SFPD, and others.
Meets with the on-coming and off-going EMS Captains to exchange information and review the change-of-watch report.
Updates superiors regarding the investigation of unusual occurrences.
Notifies dispatch and/or updates HR System when ambulances are de-commissioned and are not part of the fleet.
Forwards required reports to the appropriate personnel to ensure that proper documentation is maintained.
Telephones complainants to provide feedback regarding resolution of complaints.
Attends community meetings to address EMS issues.
Participates in planning efforts to improve policies, protocols, equipment, training methods, and vehicles.
Completes, Reviews and Maintains Logs, Reports and Forms
Completes RC (Clinical Evaluation) Contact (Log) to document observations and assessment of EMTs and Paramedics daily work performance, including strengths and areas for improvement.
Maintains accurate records to ensure proper documentation of activities such as patient contacts, medical care provided, staff training, administrative duties, etc.
Completes Injury Reports involving paramedics and EMTs assigned to Station 49.
Completes MCI and Unusual Occurrence Reports to document the incident and the actions of Department personnel.
Prepares and maintains reports mandated by the CCSF EMSA regarding emergency medical service provided by the Department (e.g., response times, nature of medical incidents, frequency and disposition of medical incidents, etc.).
Completes action plans related to assigned investigations to ensure that the investigation is

thorough and complete.
Completes reports on assigned investigations to document investigative steps and findings.
Writes reports explaining disposition or recommendations regarding a complaint/investigation.
Completes and/or forwards equipment loss/damage reports to EMS Division or other relevant Departments.
Uses the computer to prepare reports.
Prepares follow-up reports on greater alarm fires, multi-casualty incidents, and other significant events.
Documents and forwards the reports of investigative findings to the Chief of Department.
Inspects, Inventories and Upkeeps Equipment and Supplies
Inspects EMS Captain response vehicle for proper functioning, medical equipment, and supplies.
Maintains inventory of narcotics in EMS Captain response vehicle to ensure accurate tracking and accountability.
Checks with paramedic crews to determine ambulances are in proper working order and have the necessary equipment and supplies.
Puts company out of service if equipment or operation is not functioning properly/safely.
Oversees a fleet of relief ambulances and assigns them as necessary.
Arranges for replacement of lost or damaged equipment by submitting required documentation to EMS Division or BOE.
Arranges for resupply of narcotics, as required, to Medic units and ALS engines.
Performs random review of narcotic logs to ensure compliance with DEA regulations.
Investigates narcotic records discrepancies to ensure that an accurate accounting of all narcotics is maintained.
Assists Assistant Chiefs, as required, with tri-annual inspections of Medic Units, Rescue Ambulances, and ALS engines.
Assists Battalion Chiefs with monthly inspections, as directed by EMS Operations Section.
Assists with troubleshooting and retrieval of malfunctioning biomed equipment and supplies from medic units and ALS engines.
Researches and Investigates
Responds to complaints from hospitals and/or public regarding paramedic crews by determining the nature of the complaint and actions needed to resolve the situation.
Investigates complaints against subordinates by collecting and examining evidence and interviewing witnesses, complainants, and other subordinates.
Investigates EMS-related incidents/unusual occurrences on behalf of the Department.
Works with Battalion Chiefs and/or Company Officers, as appropriate, to conduct field

investigations.
Interviews hospital personnel and reviews hospital records as part of an investigation.
Reviews Division of Emergency Communications tapes and other records as part of an investigation.
Assists in the management of chronic 911 users by investigating their background to find out if they have been assigned a social worker and offering them alternatives.

3.1.1(b) Abilities

Ability to adapt or improvise methods, equipment, and procedures to the requirements of an unusual EMS response situation.
Ability to trouble-shoot and correct equipment that is malfunctioning.
Ability to evaluate the information obtained from crews at emergency incidents in order to determine what needs to be done.
Ability to assess multiple events and circumstances to coordinate a response.
Ability to integrate information gathered from visual, auditory, and other senses and to act accordingly (e.g., presence of diabetic supplies, unusual odors, patient's Do Not Resuscitate (DNR) directive etc.)
Ability to anticipate changes in conditions and circumstances and adapt approach accordingly.
Ability to assess and evaluate the risk involved in EMS operations and/or specialized response and to perform accordingly.
Ability to draw logical conclusions from a body of facts (e.g., evaluating appropriateness of subordinates' response to medical emergencies).
Ability to determine the tools, equipment, supplies, and procedures appropriate to the situation during an emergency response.
Ability to apply the correct treatment protocol to a particular victim's/patient's situation.
Ability to integrate information from non-SFFD sources (e.g., police, hospital) with SFFD rules, regulations, and procedures.
Ability to incorporate new material (e.g., new treatment protocol) through listening to information from others (e.g., presented in training classes).
Ability to recall information learned in training for use in performing/supervising emergency response activities.
Ability to use information obtained during an EMS response to instruct/coach/counsel subordinates.
Ability to extract information from manuals and to apply to training, EMS response, and investigative activities.

Ability to comprehend and learn from SFFD and EMSA manuals, training bulletins, and other professional publications.
Ability to read and interpret written material available in EMS training, in manuals, or in material found at the scene of an emergency response.
Ability to use basic arithmetic operations (i.e., addition, subtraction, multiplication, and division) in order to make necessary calculations (e.g., drug dosages based upon body weight).
Ability to retain and accurately describe circumstances, conditions, and events that are observed throughout an emergency response.
Ability to clearly express the expected standards of performance to subordinates.
Ability to determine whether subordinates understand treatment protocols and directions by observing subordinates' behaviors.
Ability to assess capabilities of subordinates and to assign them appropriately.
Ability to assess whether a subordinate is experiencing stress or having difficulties that require help or referral.
Ability to advise and counsel subordinates who are having difficulties about how they can improve.
Ability to resolve disputes among subordinates or between self and subordinates.
Ability to assume command of medical operations at multi-casualty incidents.
Ability to remain calm, make decisions and to give clear directions when under pressure or in an emergency.
Ability to decide quickly how to treat victims/patients in responding to emergency incidents.
Ability to take initiative in making decisions in the absence of a superior officer.
Ability to allocate resources according to the needs of the situation.
Ability to coordinate emergency response activities with personnel from other agencies (e.g., police, highway patrol, other EMS providers, Red Cross, etc.).
Ability to recognize limitations of authority and act accordingly.
Ability to recognize situations that may compromise ethical standards.
Ability to present and promote a professional image of the SFFD and EMS Division.
Ability to carry out activities in a manner that serves as a model for other personnel, presenting positive command image.
Ability to consistently apply policies in a fair manner.
Ability to effectively work as part of a team.
Ability to recognize and correct deficiencies in their own work.
Ability to accept feedback when having their work (actions) critiqued in an appropriate manner.
Ability to control personal feelings and to demonstrate respect.

Ability to recognize the legitimacy of the viewpoints of others.
Ability to select, organize, and present information in writing in a logical order.
Ability to write a report that describes in concise and objective terms what was observed during an emergency response.
Ability to maintain daily journal in a legible, concise, and chronological order.
Ability to follow instructions to complete forms including those on-line, in a timely, concise, and accurate manner.
Ability to use proper English grammar, spelling, punctuation and structure in written communications.
Ability to use common computer technology (e.g., e-mail, word processing, internet).
Ability to use current SFFD reporting software.
Ability to review written reports and identify deficiencies.
Ability to read and interpret written messages and dispatches.
Ability to read and interpret maps in order to locate addresses, hospitals, etc.
Ability to transmit messages clearly, concisely, and according to proper procedure using equipment such as radio or telephone.
Ability to speak clearly at all times.
Ability to question patients and others in tactful way to obtain the information needed to address the situation.
Ability to communicate with and calm victims/patients and their friends or relatives.
Ability to explain procedures to people who are upset, distressed, and anxious.
Ability to explain reasons for action so that all will cooperate.
Ability to explain or present arguments in support of actions, conclusions, or recommendations.
Ability to communicate verbally with people from a wide variety of backgrounds.
Ability to understand verbal communications from others.
Ability to explain information and procedures in manuals and books to subordinates.
Ability to communicate problems with equipment/supplies to others.
Ability to explain technical information in a way that is understood.
Ability to speak in a polite and courteous manner.
Ability to apply muscular force over time or over a number of repetitions (e.g., carrying patient).
Ability to operate tools and equipment used in EMS activities (e.g., defibrillator).
Ability to withstand overall body fatigue and exhaustion while physically working for periods of time in stressful or uncomfortable conditions (e.g., during large-scale emergency response operations).

Ability to bend or stretch the body limbs and work in awkward or contorted positions while performing/supervising EMS functions (e.g., during vehicle extrication).
Ability to maintain the body in a stable position while performing EMS functions and to resist forces that would result in loss of balance (e.g., during cliff rescue).
Ability to coordinate movements precisely that involve the hands, arms, legs, and/or body (e.g., transporting victim/patient on a gurney).
Ability to perform coordinated, steady, and accurate actions involving wrists, hands, and/or fingers (e.g., establishing IV/IO access).
Ability to maintain cardiovascular fitness over time.
Ability to perform Cardiopulmonary Resuscitation (CPR).
Ability to drive in a safe and responsible manner.

3.1.1(c) Knowledge Areas

Knowledge of SFFD Rules and Regulations and Procedures Guide.
Knowledge of SFFD EMS Division deployment.
Knowledge of the operational plan used by SFFD and the SFFD EMS Division for large-scale emergency response.
Knowledge of the EMS Division Policy, Training Bulletins and Memos.
Knowledge of the organization of the SFFD EMS Division.
Knowledge of the San Francisco Emergency Medical Services Agency (EMSA) Policies.
Knowledge of city streets and major streets used by SFFD EMSS for navigating San Francisco (direct routes to scene).
Knowledge of SFFD Base Hospital Physician Contact (BHPC) requirements.
Knowledge of SFFD Communications Manual.
Knowledge of the contents of the Department General Orders.
Knowledge of the Department's policies and procedures regarding greater alarms.
Knowledge of SFFD EMS procedures for responding to emergency calls at local jails and court holding areas.
Knowledge of the SFFD Multi-Casualty Incident (MCI) Management Policy.
Knowledge of when to use and how to complete SFFD EMS forms (e.g., Pre-hospital Care Record, Exception Report, etc.).
Knowledge of the City and County of San Francisco EMSA treatment protocols including Medical Priority Dispatch System.
Knowledge of Basic Life Support procedures (e.g., airway/breathing/circulation).

Knowledge of Advanced Life Support procedures (e.g., cricothyrotomy, external pacing, defibrillation).
Knowledge of Pediatric Advanced Life Support (PALS).
Knowledge of Advanced Cardiac Life Support (ACLS).
Knowledge of Pre-hospital Trauma Life Support (PHTLS).
Knowledge of medical terminology and system-approved abbreviations.
Knowledge of how to conduct and interpret the findings of a patient assessment.
Knowledge of how to write a thorough, legally defensible incident narrative.
Knowledge of the City and County of San Francisco EMSA pharmacology index.
Knowledge of the SFFD Infection Control Training (Blood borne and Airborne Pathogens) Company Officers Guide.
Knowledge of the SFFD Semi-Annual Automatic External Defibrillator (AED) Training Company Officers Guide.
Knowledge of current AED and EKG monitors (Zoll M series, E series, X series) and all durable medical devices.
Knowledge of mandatory reporting responsibilities.
Knowledge of the principles of quality improvement as it related to providing medical care.
Knowledge of the Managing Employee Performance (MEP) Manual.
Knowledge of specialized response manuals and policies (e.g. Active Shooter, HazMat, Cliff and Surf).
Knowledge of Controlled Substance Policy and related memos and management.
Knowledge of Mutual Aid and Strike Team Leader responsibilities.

3.1.2 How does this help you?

As mentioned above, job analysis information is used to support the development of test components used in the selection process. The intent is to develop test components that approximate behaviors that H033 EMS Captain currently performs. To help better prepare for the upcoming test components, you may want to first review and familiarize yourself with the job tasks, knowledge areas, and abilities listed above.

For example, you may want to carefully read through the tasks associated with the various duty areas and then assess your personal level of comfort and understanding of the behaviors that would be required of you if you were to perform those job duties. Such a review may help you to identify those job tasks for which you may need further preparation. Similarly, review the knowledge areas and abilities to identify areas where you may wish to improve. [See Section 4.6 Suggested Reference List for possible source material associated with relevant knowledge

areas.] Then, create a study checklist of the subjects or topics that you feel you should learn or “brush-up” on. Mapping out a schedule or plan as to when you can review each of these areas prior to the exam can be reassuring to you, as you will have given some thought to maximizing your time to study subjects for which you might most benefit in mastering. Some subjects may just require a quick review and other subjects may require that you devote more time to learn. Your study schedule should take these differences into account. As you approach the test date, check off the subjects that you had originally identified in your personal checklist of subjects to review. It is also recommended that you familiarize yourself with the test component descriptions below to help identify the parts of the job that we will be measuring in the exam.

3.2 Test Content Development and Review

Although the content of a test may not be known in advance, how tests are created should not be altogether mysterious. Test content is derived from the job’s major or important work areas. These work areas are often conceptualized from the task groups that are created in association with the job analysis questionnaire.

In the development of test components, the PST works closely with SMEs at the rank of H033 or higher to identify scenarios and other work behaviors that can be simulated in the assessment. The PST and SMEs collaborate to refine the scenarios by adding or removing information, and otherwise make the scenarios appropriate for use in the assessment. With complete and accurate scenario information for each test item, the PST and SMEs, again collaborate to identify the response options (e.g., “positive courses of action” to be taken) for each test item.

4. YOUR TEST COMPONENTS

For each test component, you will assume the role of EMS Captain “Chris Candidate”. The goal of the test exercises is to evaluate candidates’ abilities to apply their knowledge of department policies, procedures, best practices, and operations. This hopefully will produce an eligible list that reflects candidates’ relative abilities and readiness to perform if appointed to an H033 position. Again, these attributes were identified in the job analysis (see section 3.1 Job Analysis above) as important and required to perform the job of an H033 EMS Captain. In other words, they link directly back to the job analysis information.

The competencies that MAY be measured by the exercises are linked to the following clusters:

PE:

- Technical Knowledge
- Analysis and Judgment
- Learning and Recall
- Supervision

- Leadership
- Reading and Written Communication
- Oral Comprehension and Communication

ME:

- Technical Knowledge
- Analysis and Judgment
- Learning and Recall
- Supervision
- Leadership
- Reading and Written Communication
- Oral Comprehension and Communication
- Physical Fitness and Manual Dexterity

Take time to familiarize yourself with the information presented below regarding the two test components.

4.1 Overview of the PE

The PE consists of two parts, both “tactical” exercises wherein you will be in the role of an H033 Rescue Captain overseeing the field delivery of medical care. The stimulus material for the exercises will be provided to you in written, video, and audio formats. Each exercise will be driven by audio which will instruct you when to respond aloud to the information provided. Your responses will be recorded for later presentation to assessors for evaluation.

4.2 Sample PE Candidate Narration

The narration below is similar to what you will hear on the day of the test. An audio sample of this narration will be made available to candidates on October 28, 2019.

This is the H033 Performance Exercise. If you would like the volume of this narration adjusted, please say so now.

This exercise measures how well you can respond during two emergency incidents, including coordinating, directing, and giving orders to personnel under your command. You will be given initial information about the situations. You will hear additional information via radio traffic or other means as the situations evolve. Throughout this exercise, you will be Chris Candidate, Rescue Captain 5.

The exercise will be presented via audio narration, along with written and visual background information. You will be told how much time you have to review materials

and to respond to questions. You will be told when to respond verbally to the evolving scenarios including when to start and stop your responses. Because your verbal responses will be recorded, you must ensure that you speak clearly when responding.

Everything that you know about the scenario will be based on the information provided. Please note that new information may be introduced at any time. The introduction of new information during any of your response periods will be preceded by the ringing of a bell [ring bell]. When you hear the bell, you should focus on the new information. Some new information delivered during a response period will be repeated.

The following materials are provided for your use when responding to the exercise:

- Dispatch Schematic
- Two (2) photos
- Overhead street map
- Status Board
- Lined notepaper

If you are missing any of these materials, immediately tell your proctor. All other information that I provide to you will not be in a written form. Therefore, it is important that you take notes so that you can make appropriate decisions regarding the information.

The lined notepaper is for your use during the Exercise. You may request additional notepaper from your proctor at any time.

You are free to draw or make notes on the Dispatch Schematic, photos, street map, status board or notepaper as an aid for you to track your actions. However, any notations on the Dispatch Schematic, photos, street map, status board or notepaper will not be scored.

When you arrive on scene, you will verbally provide an initial report and indicate what, if any, actions you will take at that time. Any description of actions should include relevant information such as what you will do, assignments that you make to companies on scene, additional resources that you request, and why you need those resources. Remember that your verbal responses must be clear so that the raters can understand what you are saying.

You will hear the initial dispatch. You will give an initial report, assume your role, and interact with additional companies as they arrive on scene.

It is recommended that you specify the resource to which you are assigning a task and track your assignments as you make them. You will not receive credit for assigning

tasks to resources that have not arrived on scene. If you request a resource that is not listed in the dispatch, you must specify the tasks that will be performed by that resource upon arrival. If you lose track of existing resources and double assign them, you will not receive credit for either assignment. However, if you have two resources available to you, [for example: Medic-105 and Medic-107], and one task to assign, you may assign the task to either resource and be correct.

The resources included in the initial dispatch will reflect an initial response assignment. At any time after you begin your verbal response to the test questions, you may call for additional resources as you deem necessary.

After the exercise is over, the proctor will collect all of your test materials, including your notes.

You now have two minutes to review and/or begin making notes on the Dispatch Schematic, the photos, the map, the status board or your notepaper. We will begin the scenario in two minutes. Begin your review now.

[Candidate gets two minutes to review the documents.]

Stop your review. We will now begin the first scenario.

You are Rescue Captain 5, Chris Candidate responding to an incident. Refer to the Dispatch Schematic now to see the dispatch as it is read to you.

(Narrator) Unit Dispatch

Units Due: Engine 53, Truck 33, Battalion 13, Rescue Squad 3, Rescue Captain 5, and Medic 101

Location: 1280 Treat Avenue

Between 25th Street and 26th Street

Reported as *[information to be provided on test day]*

Respond on Control A-3

Your Tactical Channel is A-16

(Narrator) Engine 53 has arrived on scene and gives the following initial report:

(Engine 53) Control A-3, Engine 53 on scene at 1280 Treat Avenue. We are *[information to be provided on test day]*. More to follow.

(Narrator) You arrive on scene. *[information to be provided on test day]*

1st RESPONSE: You have 90 seconds to provide your initial report and verbalize what actions, if any, you will take at this time. Begin your response now.

Stop your response now. Battalion 13 and Medic 101 have arrived on scene.

(Control A-3) 1280 Treat Avenue *[information to be provided on test day]*

I repeat: 1280 Treat Avenue *[information to be provided on test day]*

(Battalion 13) Battalion 13 *[information to be provided on test day]*

(Engine 53) Command, Engine 53, *[information to be provided on test day]*

2nd RESPONSE: You have 90 seconds to verbalize what actions, if any, you will you take at this time. Begin your response now.

Stop your response now.

This is the end of the sample narration for the Performance Exercise.

4.3 Overview of the ME

The ME consists of “in-basket” type items and a roleplay. You will write responses in ink on paper and at least one response on the computer in a “General Form” template for the “in-basket” type items. For the roleplay, you will create a lesson plan on an EMS topic and then

train a “subordinate” on that topic. You will be told the topic and the equipment available to you on the day of the test.

You will have an initial fixed amount of time [such as 45 minutes] to review the materials, write some final responses in ink, draft your “General Form” response, and prepare for the roleplay. Then you will be taken to another room wherein you will have a fixed amount of time to meet with a roleplayer [such as 10 minutes], and a separate fixed amount of time [such as 15 minutes] to type your response into the General Form template. You should budget your time carefully so that you are able to complete this exercise during the allowed time period. If you finish before the time limit, you may have to wait until time has expired before you are allowed to leave the test site.

4.4 Sample ME Candidate Instructions

The instructions below are similar to those that will be provided on the day of the test.

SAMPLE CANDIDATE INSTRUCTIONS MANGEMENT EXERCISE

The Management Exercise [ME] is designed to simulate some tasks and/or situations that a Captain may encounter in the course of his or her work. For purposes of this exercise, you are to assume that you are Captain Chris Candidate assigned to RC 10. Do not use your real name on any of the materials, answer pages, or written documents.

The Management Exercise consists of three independent scenarios:

- *Creation and delivery of a lesson plan to a “subordinate”*
- *An investigation*
- *An issue with an employee*

It is your responsibility to ensure that, in addition to these instructions, you have the following:

1. Lesson Plan Background Information
2. Investigation Background Information
3. Investigation Response page
4. Employee Background Information
5. SFFD Reference
6. Six pages of double-sided notepaper [you may request additional notepaper from a proctor at any time during the test period.]

The notepaper is for your use upon which to make notes and/or draft your responses to the exercise. Your notepaper will not be evaluated; your responses must be recorded as indicated below.

Lesson Plan / Roleplay - create a lesson plan, then use up to ten (10) minutes to deliver the lesson plan to a roleplayer in the role of a recruit in the Fire Academy. You will be evaluated on your delivery of the training to the subordinate, but your written lesson plan will not be evaluated.

Investigation - list in bullet format on the “Investigation Response Page” the steps that you would take to conduct the investigation.

Employee Issue - draft a General Form report to the EMS director regarding the specific steps that you will take to address the issue. Type your final response in the General Form template on the computer [up to 15 minutes].

All responses must be legible/audible and easily understood in order to be fairly evaluated by the raters.

You have 45 minutes to accomplish the three above tasks. Following the 45-minute test period, you will be taken to another room. In that room, you will have ten (10) minutes to train the subordinate in accordance with your lesson plan, and then 15 minutes to enter your employee issue response into a General Form template on a computer.

Exercise Format:

45-Minute Test Period

- Prepare your lesson plan
- Write your final response to the Investigation on the Investigation Response Page
- Draft your response to the employee issue

10-Minute Period

- Train the subordinate

15-Minute Period

- Enter your response to the employee Issue into a General Form template on a computer

Reminders:

As you work on the items, remember the following:

- Be sure your Investigation response is written on the correct answer page, and your tardiness issue response is typed in the General Form template.
- Each item is independent of the others.
- All reference materials and/or background information needed to complete the exercise have been provided to you, and you may refer to those materials at any time throughout the exercise.
- You may make notes or marks on the notepaper or on any of the exercise materials, **but your notes will not be evaluated or scored.**

4.5 Sample Lesson Plan Format

The format below is one option for how your lesson plan could be structured.

Motivation/Preparation Step

This step prepares or motivates students to learn. Students should be provided information that explains why they will benefit from the training. You can provide examples of how the material will enhance the students' ability to do their job. For example, the training may:

- *count toward a certification*
- *count towards required hours of training*
- *increase the student's knowledge of a subject*

The preparation section in a lesson plan usually contains a paragraph or bulleted list describing the rationale for the class. During the preparation step the instructor needs to get the student's attention and prepare them to learn when the instructor begins presenting the prepared plan.

PRESENTATION STEP

This step comprises the actual presentation of the lesson plan, which usually includes an outline of the information to be presented. During this step the instructor lectures or leads discussions, uses audio-visual aids, answers student questions, and performs other techniques to present the lesson plan.

APPLICATION STEP

This is the most important step in the four-step method of instruction because during this phase students apply the knowledge presented during the presentation step. Learning occurs during this step as students practice skills, make mistakes, and retry skills as necessary. The instructor

provides direction and support as the student performs this step. The instructor must also ensure all safety rules are followed as students engage in new behaviors.

In a lesson plan, the application section usually lists the activities or assignments that the students will perform. In the Fire Service, the application section often requires the use of skill sheets for evaluation purposes. The instructor uses the application step to ensure that each student is progressing along with the lesson plan. This step also allows the students to actively participate and remain engaged in the learning process.

EVALUATION STEP

This step ensures that students have correctly acquired the knowledge and skills presented in the lesson plan. The evaluation may take the form of a written test, a skills performance test, or both. In this step the student must demonstrate competency without assistance.

In a lesson plan, the evaluation section indicates the type of evaluation method and the procedures for performing the evaluation.

4.6 Suggested Reference List

Candidates should be familiar with all Fire Department General Orders and Training Bulletins, as well as the Fire Department manuals and other references listed below. Test material may be drawn from the materials listed below. It may also be based on the collective fire service experience of subject matter experts.

Advanced Cardiac Life Support Provider Manual, 2010 standards
Basic Life Support Health Care Provider Manual 2010 standards
Basic Trauma Life Support for Advanced Providers (5th Ed.)
Communications Manual (2008)
Department of Transportation Emergency Response Guidebook, 2008
Department General Orders
Disaster Operations Manual (2013)
EMSA San Francisco County Policy Manual, Online July 29, 2013
EMSA San Francisco County Treatment Protocols, Online July 29, 2013
Incident Command System Manual (2008) 2012 revision
Injury & Illness Prevention Program Manual (2008)
Managing Employee Performance Manual and Procedures Guidebook (2008)
Multi-Casualty Incident (MCI) Management Policy, SF EMSA Policy 8000
Pediatric Advanced Life Support Provider Manual, 2010
Pre-Hospital Trauma Life Support, 7th edition
Rules and Regulations (1997) and revision to Article 39 and 40 (2009)

5. ADMINISTRATION OF THE H033 EMS CAPTAIN TEST

5.1 Location and Sign-in

The PE is tentatively scheduled to be administered to all candidates on Tuesday, November 19, 2019. The ME is tentatively scheduled to be administered to all candidates on Thursday, November 21, 2019. Test appointment notices will be sent via email approximately ten (10) days before the PE is administered. Both exercises will be held at:

City and County of San Francisco Test Center
1740 Cesar Chavez St.
San Francisco, CA 94124

At sign-in, your identity will be verified against your picture identification [either Driver License or Department ID]. Your picture ID will be collected and returned following your participation in the test.

5.2 Sequestering

To protect the security of the tests, candidates with early appointment times will be sequestered until all candidates have registered. Candidates with late appointments will register early and be sequestered until their registration time. You may be sequestered for up to three hours.

Applicants with disabilities requiring reasonable accommodation for this examination process must contact PST as soon as possible, but no later than 5:00 PM on November 12, 2019 by email to dhr-publicsafety@sfgov.org or by phone at (415) 551-8943 or, if hearing impaired (415) 557-4810 (TDD).

5.3 Video Recording

Your PE will be video-recorded so that assessors can evaluate your performance at a later date. A proctor will be present in the test room during the PE to operate and address any technical issues involving the video equipment, should they occur. In the event that there is a technical problem during your test administration, test staff will investigate and resolve the matter as soon as possible. In some cases, the only reasonable remedy might be to re-record a candidate's performance immediately following the discovery of the technical problem.

5.4 Prohibited Items

You are prohibited from video recording, audio recording, or taking pictures as these methods capture test content and thus violate the integrity of the test. Certain items are prohibited

during the assessment and any sequester period, including any and all electronic communication devices (this includes cellular phones, tablets, iPods, smartwatches, recording devices, etc.), any large bags or portfolios (including backpacks and the like where paperwork or electronic devices could be hidden) and paperwork of any kind (e.g., policy manuals, previously prepared notes, notepads, etc.).

Please notify PST staff if you have any of these items as they can be stored until you are discharged from the test center. You must turn off your devices. You may place smaller devices in lockers. For larger devices, a note with your name will be attached via rubber band to the device. These items will be placed in a “prohibited items” box that will likely be located at reception, and not in a secure area. For this reason, it is highly recommended **that you leave such items at home.**

The City and County of San Francisco will not be responsible for any lost or damaged devices. Anyone who is caught with a prohibited item during testing is subject to disqualification and other penalties up to and including departmental disciplinary action and ineligibility for future promotional opportunities. Having a device in one’s possession that is “turned off” does not exempt a candidate from such consequences. You may not use any materials/devices during the test other than what is provided to you by PST, including any external documents or notes.

A regular wristwatch is acceptable to wear, but you may not use any watch that has an audible alarm or tone that could distract others. As indicated above, watches with advanced capabilities are **not allowed.**

5.5 Test Rules and Confidentiality

You should, of course, maintain silence with other candidates during the test to avoid the appearance of improper behavior. You should have on your desk only the materials that you need to take the test (e.g., test materials, a writing tool, notepaper, etc.). If you have to leave the test room for any reason, obtain the proctor’s permission. Do not bring any food or drinks (water is the only exception) into the test room unless you have received specific permission from the PST.

Since the content and nature of the assessment components are confidential, you will be required to sign a confidentiality agreement prior to the test in order to participate in the test. There will be no exceptions. By participating in the promotional process you must agree to keep the contents of the assessment confidential. Also, you may not take any of your notes or exercise materials with you when you leave the test site. You must turn in all materials once you have completed your test. Failure to do so may result in disqualification.

You should not discuss the contents of the assessment with anyone after the test, including other candidates (even those who have already participated) or individuals of a differing rank

(whether they are participating or not). If any proctor, Fire Department employee or City employee observes you discussing the content of the assessment with another individual, you may be disqualified from the current and future promotional opportunities.

5.6 Dress Code

Because only your voice will be recorded for the PE [November 19], no uniform is required. However, you will be on camera for the ME roleplay [November 21]. For that exercise, you must be attired in Class B uniform consisting of a white shirt, tie, navy blue pants, and boots. Note that the cap is not required, and you must not wear any badge, nameplate or insignia.

6. RATINGS OF YOUR RESPONSES

6.1 Assessors

Your test responses will be evaluated by a panel of assessors from outside agencies. PST will train the selected assessors prior to their participation in rating candidate responses. Assessor training covers the role of H033 EMS Captain, the agency, and the specific nuances of the examination. The training also covers a great deal of information on the rating process and various facets of documentation, observation, avoidance of implicit bias, and rating. Finally, assessors are thoroughly trained on how to apply the scoring criteria to make accurate and effective ratings.

6.2 What will the assessors see or hear?

For the ME, the assessors will review ink-written responses to “in-basket type” items, your General Form response that you complete in MS Word, and view and listen to the recording of your roleplay. For the PE, the assessors will listen to the recording of your verbal response to the oversight of the tactical exercises.

7. PREPARATION METHODS

In addition to reviewing job areas important to the H033 position and the reference material previously mentioned (as well as references or books relating to supervision, etc.), it also may be helpful for you to prepare by using one of the approaches discussed below.

7.1 Informal Study Group Method

Study groups are often helpful for this type of assessment because group members can brainstorm and create various types of “mock” or hypothetical test scenarios or incidents (involving various types of problems or challenges) that could be possible test material because they are highly relevant to the job in question. The study group could also create questions

related to these situations/incidents and share their ideas as to how one should answer or respond to the situations/incidents. The benefit of group study is that it gives one an opportunity to explore perspectives that one might otherwise not consider when addressing a test question/situation. In other words, it often allows group members to compile the “best” available information since it is coming from multiple sources and discussed by individuals with different perspectives.

Sometimes such a study group might divide responsibilities among group members. For example, they might assign the creation of hypothetical test scenarios to particular group members who show an interest or skill in this type of activity. The person could also outline general questions related to the scenarios. The same person or other group members could be assigned to the task of researching and/or documenting appropriate answers or responses to the hypothetical test scenarios/situations. These study group members, in turn, could then submit their scenarios and questions to an administrative lead whose job would be to compile the scenarios into a study guide.

The group then might meet to discuss the scenarios. This part of the process is critical. Individuals should share, discuss, and debate their responses. This is a process where real “learning” often occurs, as group members can gain the perspective of others in the group (e.g., regarding how they would address a given scenario).

Taking notes during these discussions is highly recommended. Leave plenty of room when taking notes so that you can fill in details or make comments later. The sooner you review your notes after meeting with your study group, the better. If possible, you should review your notes several times a week, as well as days before the test. This repeated review will help to ingrain in your mind the points that you have made in your notes so that you can better recall them during the actual test.

7.2 Individual Study Method

Some candidates may be good test takers or believe they have greater mastery of testable subjects than other candidates. Consequently, they may not want to engage in study groups because they believe that sharing what they know would only help their “competition.” Other candidates may simply not have the time or flexible schedule to meet with others for study test preparation purposes. Regardless of the reason, there is of course nothing wrong in deciding to study alone. In fact, many of the recommendations included in the study group method also apply to individual preparation. For example, one could brainstorm scenarios, outline responses related to the scenarios, research the appropriate responses to these scenarios, and take notes, etc., in order to prepare for the test.

If you choose to prepare on your own but still want to network in some limited capacity (e.g., with others who might have prepared the same way as you did), that “hybrid” option also is a

possibility. That is, you could share your notes or final study guide with others in advance of the assessment administration and review their material, in turn.

7.3 General Strategies

- Expectations of an SFFD H033 EMS Captain. Familiarize yourself with the roles and responsibilities of an SFFD H033 EMS Captain. Review the job analysis section presented earlier in this guide. This will help you learn as much as you can about the position and what would be expected of someone working in this position.
- Reference List. Review the suggested reference list as this may help you learn proper ways to respond to various situations that may be presented in the test.
- Practice. Practice by creating hypothetical test scenarios/questions, either alone or with a group, and preparing your responses and answers to those questions/situations.

Diligent preparation for this assessment will help you succeed; however, there are other considerations that can affect your performance on the day of the assessment such as:

- Your Physical Well-being. If you can, do your best to eat right and get a good night's rest before the test. Avoid drugs, alcohol and sleeping medication the night before. In fact, physical exercise/activity can help take your mind off the test the day before and help to relieve some stress. Avoid conflicts or emotional upsets. In other words, you want to be in the best possible condition, both physically and mentally, on the day of the test. Unfortunately, candidates in public safety promotional processes across the country often must work the day before or even the day of a test. Therefore, plan accordingly and think about how you can best prepare yourself if you will be facing such circumstances.
- Arrive Early. Make all necessary arrangements to ensure that you arrive early at the test site. It would be wise to anticipate traffic delays in traveling to the site and to allocate extra travel time to ensure an early arrival even with delays, especially due to the limited parking in the neighborhood of the test center.
- Controlling Anxiety and Stress. Many candidates experience anxiety as a result of the stress and pressure to perform well on the assessment. This is common and natural. Acknowledging your anxious feelings may help you to relax and put yourself in a better mindset for taking the assessment. As much as possible, try to have a positive attitude on the day of the test. Engage in positive self-talk and relaxation breathing. Get rid of excess body tension by tensing and relaxing your muscles. If at all possible, try to keep your mind clear, calm and uncluttered.

7.4 General Test Taking Strategies

There are several strategies and tips to keep in mind when taking the test to achieve a test score that accurately reflects your level of knowledge about the job.

1. **Review all written material carefully.** Scan all the material before you start. This may include the instructions, the test stimulus material, and test questions. Then read everything carefully. Underline key words and/or phrases. Be sure that you understand what you are being required to do.
2. **Listen carefully.** The exam administrator will provide direction to facilitate your test taking. Be sure to pay close attention to all test instructions.
3. **Keep track of time.** Budget your time and pace yourself. You must track your time so that you are able to pace yourself throughout the exam. You do not want to run out of time and leave parts of the test unaddressed. You should allot a few minutes of time for one last review of your work at the end of the exam. The PE will be video driven with a count-down timer on screen during response periods. The test administrator will make announcements regarding remaining test time for the ME.
4. **Remain calm.** It is important that you remain calm throughout this exam so that you are able to work most effectively. You can't allow yourself to become nervous or confused by a few difficult or challenging items.
5. **Use your time.** If you finish the exam before the time period is over, review your work and make any changes that are necessary. Be sure that you have attempted to address every question and/or issue.