



Part II: Program of Study

A. Below is a list of the 13 student performance standards required for the DOE Public Safety Telecommunication 232 ~~208~~ hour course. Indicate the page(s) number of your course outline where your program addresses each of the occupational completion point(s) and the amount of hours spent instructing the student on each point.

Occupational Completion Point(s)		Page(s) of Syllabi or Outline	Didactic Hours	Skills Practice Laboratory Hours
1.0	Describe and demonstrate professional ethics and the role of telecommunicator	page 18		
2.0	<u>Describe Guidelines and Operational Standards of call classification and prioritization.</u> Describe Florida law and its application to telecommunication operation	page 6		
3.0	<u>Identify and explain communication equipment and resources.</u> Identify and define terminology pertinent to public safety telecommunication	page 8		
4.0	<u>Demonstrate communication and interpersonal skills.</u> Identify and explain communication equipment and resources	page 23		
5.0	<u>Perform operational skills.</u> Demonstrate communication and interpersonal skills	page 24		
6.0	<u>Demonstrate understanding of fire department role and responses as well as hazardous materials awareness.</u> Perform operational skills	pages 12, 13		
7.0	<u>Demonstrate understanding of emergency medical services role and responses.</u> Demonstrate understanding of hazardous materials awareness	page 15		
8.0	<u>Demonstrate understanding of law enforcement role and responses.</u> Demonstrate proficiency in first responder to medical emergencies techniques and provide emergency medical care	page 9		
9.0	<u>Comprehend stress management techniques.</u> Demonstrate knowledge of sexually transmitted diseases, including AIDS	page 23		
10.0	<u>Understand the duties and responsibilities of a public safety telecommunicator.</u> Comprehend stress management techniques	page 4, 5		
11.0	<u>Demonstrate an understanding of Emergency Management practices.</u> Demonstrate employability skills	page 12		
12.0	<u>Demonstrate CPR proficiency.</u> Demonstrate an understanding of Emergency Management practices	page 16		
13.0	Demonstrate CPR proficiency			
		Total Didactic and Skills Practice Laboratory Hours		
NOTE: Your training program must meet or exceed a minimum of <u>232</u> 208 total contact hours.			Contact hours of entire Training Program	

You may refer to the DOE Public Safety Telecommunications Program outline for further details on each of the occupational completion point(s). Website: http://www.fldoe.org/workforce/dwdframe/law_cluster_frame10.asp



**PROFESSIONAL PRIDE
TRAINING COMPANY INC**

ABOUT THE 911 CORE CURRICULUM TRAINING

This new Emergency Communications Training Program contains the most exhaustive collection of information on Emergency Communications that can be found anywhere. This in-depth, current, information has been compiled by leading 9-1-1 experts in the Public Safety industry. Each topic 'exceeds' APCO Project 33 standards. Each topic 'exceeds' any state certification or training standards recommendations. Police, Fire or EMS units are designed to be flexible for variable state standards and college formats.

'Core' means the foundation of your training program. "This curriculum is a complete school for Emergency Communications — subject by subject. CORE is a collection of years of college training experience in one place. This curriculum was developed with a DACUM process and competencies.

COURSE OUTLINE FOR 9-1-1

CORE CURRICULUM

emergency communications

What does a college, academy or agency need to set up a full vocational training program for emergency communications? How about a High School?

In this work we have identified ten basic knowledge and skills sets. These courses of study are standard for the profession and the Core Curriculum product is an extensive curriculum for these areas. Core Curriculum exceeds all current and proposed state standards or certification and APCO Project 33 standards and recommendations.

PURPOSE

Core Curriculum is a full ten (10)-subject curriculum for Emergency Communications. Although designed as a full 630-hour course, CORE is useful for a one-day workshop up to a full college completion course. The design of the product allows for flexibility and takes into account that the course instructors may have varying levels of needs and hours available.

DESIGN

Each course of study is designed to be used independently and provided in a separate eBook format with PowerPoints and actual 9-1-1 calls specific to that topic. The curriculum follows the 9-1-1 Emergency Communications Manual, the accepted textbook used by colleges, academies and agencies to train pre-vocational, basic Telecommunicator and Advanced Telecommunicator courses. Complete Instructor's Guides are designed to assist the trainer in presenting a variety of adult learning methods.

Each training module is presented with student forms, games, answer sheets, articles, and site license for self directed learning workbook, and simulation calls. In addition, lab scenarios are designed for practical application.

COURSE REQUIREMENTS

Target Population: Basic and Advanced police, fire and EMD call takers and dispatchers in public safety communications 9-1-1, schools, colleges and academies.

Pre-requisites: None for pre-vocational, all levels can be trained depending on the use of the material. Many options for course material are presented.

Length of Time for Course: Varies according to the use. The entire course, if implemented as presented is a 630 training to include lab and simulation.

Material Requirements: Simulation lab, overhead projector, chalkboard and/or flip charts, handouts, practical exercises, and demonstrations and depending upon trainer design, tours, speakers and self directed learning and research projects.

Instructor qualifications: Police, fire or EMD communications experience. Training on adult learning and classroom training highly desired.

Evaluation Processes and Procedures: Each unit offers a 20 question final exam.

National Certification: Upon completion of the course the NECC website Online exam is available at your site for national certification. This 123 question professional exam has created a national web registry for successful candidates, along with a lab skills exam.

COURSE MODULES EXPANDED

The following pages expand the training modules for full vocational training needs.

Emergency Communications As A Profession

1.01

EMERGENCY COMMUNICATIONS

GLOBAL OVERVIEW

PREPARE AND MOTIVATE

Many enter this profession ill prepared for the actual nature of 9-1-1 work. This is a unique and valuable opportunity to springboard student's careers. Emergency Communications offers many opportunities for advancement and creativity; this is an exploration of the trade and of this training. Others who are in the profession often have tunnel vision and do not understand the scope and breadth of the work.

LEARNING OBJECTIVES

- Understand expectations of this course
- Identify expectations of the training and instructor
- Know the schedule, objectives, and evaluation process of the course
- Become familiar with emergency communications history and training
- Become familiar with this training
- Introduction to trainers, other students

1.02

EMERGENCY COMMUNICATIONS AS A CAREER

PREPARE AND MOTIVATE

How do people know they fit into any profession? Is it gut instinct, from other people, a lifelong desire? For a person to succeed, the more information known about a particular career, the more success a person will have fitting in. This training session can be compared to an adventure into new and exciting territory where most people have never been.

LEARNING OBJECTIVES

- Know the range of pay in the profession
- Know different benefits packages
- Become familiar with job descriptions
- Learn how to read a job description
- Understand the difference between requirements and desires
- Learn differences in work titles
- Understand common requirements
- Understand desirable attributes
- Learn different testing methods

1.03

GUIDED TOUR

PREPARE AND MOTIVATE

Many times people enter this profession with only a vague sense of the working conditions. Although the work is exciting and rewarding, this atmosphere is not desirable to many. The work is sedentary, in a closed room with other people, and may involve sitting at a computer wearing a headset for up to twelve hours. Rotating shifts are common. Comm Centers sometimes offer few breaks and irregular lunch times. This session allows students to experience the Comm Center atmosphere and working conditions.

LEARNING OBJECTIVE

- Gain an in-depth understanding of the variety of local area communications facilities

1.04

NATIONAL SCOPE OF 9-1-1

PREPARE AND MOTIVATE

To gain a broader perspective of this profession, examine current challenges and changes in the emergency communications industry and technology.

LEARNING OBJECTIVE

- Become familiar with current issues and changes in 9-1-1

MODULE TWO

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Emergency Call Receiving

LESSON PLAN 2.01

BASIC COMMUNICATIONS

PREPARE AND MOTIVATE

The study of communications has many aspects: phone, radio, teletype for responders, agencies, citizens, peers, and businesses. Communicating effectively is a learned skill. This unit is about understanding how to produce effective communications on emergency lines.

LEARNING OBJECTIVE

- Using group exercises, students will work together to learn about effective communications skills. Students are exposed to actual 9-1-1 calls for call classification and prioritization.

LESSON PLAN 2.02

INTRODUCTION TO PHONES/COMPUTERS

PREPARE AND MOTIVATE

The work of emergency communications isn't always just handling emergencies — however it is always communications. This day is designed to introduce students to phones and computers, necessary tools for Telecommunicators.

LEARNING OBJECTIVE

- Students will become familiar with basic phone and computer operation as readiness for simulation.

LESSON PLAN 2.03

BASICS OF CALL TAKING

PREPARE AND MOTIVATE

In the previous lesson students were able to listen to 9-1-1 calls and try to extract information. The skill of gathering vital information quickly while considering caller and the responder safety is a skill. Like any skill, first understand, next practice.

LEARNING OBJECTIVE

- Students will gain an understanding of the basics of emergency call receiving

LESSON PLAN 2.04

COMPUTER AIDED DISPATCH

PREPARE AND MOTIVATE

Once upon a time, most call taking was done using cards. Cards are still used in some remote and elementary communications systems. The majority of Comm Centers use CAD. There are many vendors and types of CAD, just as there are many types of word-processing programs. If the students understand the concept of CAD they will be better equipped to learn the CAD system. (CAD is the computer card to enter calls and track units)

LEARNING OBJECTIVE

- Students will become familiar with CAD systems as they compare them with what is done manually.

LESSON PLAN 2.05

MAP READING

PREPARE AND MOTIVATE

The job of emergency communications is to send with speed. Addresses are vital to finding a location. A Telecommunicator must know their own area intimately, understand the surrounding areas, and become familiar with map reading basics.

LEARNING OBJECTIVE

- Students will understand basic map reading principles and be able to apply knowledge to the need in emergency communications to SEND with speed.

LESSON PLAN 2.06

USING YOUR RESOURCES

PREPARE AND MOTIVATE

A professional is equipped with understanding of confidentiality and information laws.

LEARNING OBJECTIVE

- Students will gain an understanding of the different types of resources available to the emergency call taker, as well as laws such as sunshine laws.

MODULE THREE

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Enhanced 9-1-1

Technology Equipment Resources

3.01

NINE ONE ONE

PREPARE AND MOTIVATE

This session introduces 9-1-1 in the nation, explores the facts and myths as well as current issues and challenges for Next Generation 9-1-1 for technology, equipment and resources

LEARNING OBJECTIVES

- Students will gain an inside perspective and broad understanding of 9-1-1 covering all parts of Enhanced 9-1-1, wireless and Voice Over IP.
- Understand the upcoming generation of technology such as text to 911, videos sent showing in progress crime, and internet phone challenges.

MODULE FOUR

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Police Communications

4.01

CRIMINAL JUSTICE SYSTEM

PREPARE AND MOTIVATE

The criminal justice system is a large entity that encompasses city, county, State, and federal agencies. This explores the system and defines the agencies and their purpose.

LEARNING OBJECTIVE

- Students will have a basic understanding of criminal justice and the local, county, state, and federal criminal justice systems and their role and responsibility.

4.02

CRIMINAL LAW

PREPARE AND MOTIVATE

Police Telecommunicators make contact every day with different parts of the law. Although they are not lawyers or police officers, they have often been referred to as the “gatekeepers” of access to the first entry of the legal justice system.

LEARNING OBJECTIVE

- Gain a basic understanding about criminal law and police call types

4.03

LOCAL LAW ENFORCEMENT SPEAKERS AND TOURS

PREPARE AND MOTIVATE

Public Safety Communications works within a large family that extends from the local city to the county to the state to the federal government. There are a variety of sizes, politics, and configurations in the local law enforcement community. Each is similar and each is different. This defines the political law enforcement network in the state and locally as it is of interest to communications such as silver and amber alerts, NCIC, Records functions.

LEARNING OBJECTIVE

- Students will have a beginning understanding of the law enforcement network in the state.

4.04

U.S. COURTS

PREPARE AND MOTIVATE

What are the difference between Municipal, District, and Federal Courts? What is jurisdiction? How do the courts in the U.S. work? This is a basic easy-to-understand tour of the court system.

LEARNING OBJECTIVE

- Students will become familiar with the court systems in the U.S.

4.05

LAW ENFORCEMENT CORRECTIONS

PREPARE AND MOTIVATE

Patrol officers arrest people who generally do not want to be arrested. People go to jail, formally known as a corrections facility. In this facility, professional control and organization is very important. The corrections system is in contact with the communications system during the shifts.

LEARNING OBJECTIVE

- Students will become familiar with corrections agencies and personnel duties and responsibilities.

4.06

POLICE COMMUNICATIONS

PREPARE AND MOTIVATE

As the gatekeeper of police communications, the Telecommunicator is the first contact with citizens. This will expand learner's knowledge of police communications as it narrows down the information regarding law enforcement to specific interest only to communications personnel.

LEARNING OBJECTIVE

- Students will become familiar with some of the duties, responsibilities, and skills of the Emergency Call Receiver for law enforcement through practice and lecture.

Fire Communications

Emergency Management

5.01

THE NATURE OF FIRE

PREPARE AND MOTIVATE

Fire Communications requires precise action without delay. With an understanding of the nature of fire, the student will have a foundation on which to build an understanding of firefighting tactics.

LEARNING OBJECTIVE

- To understand how fire spreads, the common firefighting techniques and terms.

5.02

FIRE DEPARTMENT TOUR

PREPARE AND MOTIVATE

Telecommunicators are welcomed in the fire stations as firefighters are dedicated to training in their own profession. Firefighters are very concerned about the level of expertise for their dispatchers, every call must be handled with the highest expertise. Use interview sheets.

LEARNING OBJECTIVE

- Students will become familiar with the workings of the fire station.

5.03

INCIDENT COMMAND / FIRE EQUIPMENT

PREPARE AND MOTIVATE

Fire Departments around the nation use what is called Incident Command or ICS. The language, the system, is unique to the Fire Department and Communications must understand the basics to work with the responders on the scene. The fire response equipment is numbered in the ICS method for a reason.

LEARNING OBJECTIVES

- Become familiar with ICS
- Understand the numbering system used in the area

5.04

HAZARDOUS MATERIAL

PREPARE AND MOTIVATE

There are times when the emergency call involves hazardous material. The duty of the Telecommunicator is to understand their role in the HazMat response and carry out their special responsibilities.

LEARNING OBJECTIVE

- Become familiar with HazMat terms and responses

5.05

MCI/DISASTER RESPONSES

PREPARE AND MOTIVATE

MCI refers to Multiple Casualty Incidents. Throughout the last five years there have been many disasters to study.

LEARNING OBJECTIVE

- Students will become familiar with the fire department responses to MCIs.

5.06

FIRE TERMINOLOGY

PREPARE AND MOTIVATE

When working the fire radio, Telecommunicators must be familiar with fire terminology as they are part of the team and must understand what they are relaying or being asked for.

LEARNING OBJECTIVE

- Students will become familiar with emergency management and fire vocabulary.

5.07

FIRE COMMUNICATIONS

PREPARE AND MOTIVATE

The work of the Fire Telecommunicator is a unique combination of skills, techniques, methods, and knowledge. Since almost every fire call is an emergency, understanding and building skills is paramount.

LEARNING OBJECTIVE

- Students will become familiar with Fire Communications methods.

Medical Communications

6.01 MEDICAL

VOCABULARY/SPELLING/ANATOMY

PREPARE AND MOTIVATE

Understanding the root of medical words and definitions.

LEARNING OBJECTIVE

- Knowledge of medical vocabulary and anatomy

6.02

EMD

PREPARE AND MOTIVATE

EMD is a system of assessing the criteria for emergency medical calls to determine if pre-arrival instructions are needed and the level of response. This system is becoming the standard of care in emergency services. Note: If your area uses one particular type of EMD certification, you may substitute this and the next units of study for EMD certification if it can be obtained for the students. It is always desirable to provide certification for students while in training.

LEARNING OBJECTIVE

- Students will become familiar with the EMD system in the U.S.

6.03

PRE ARRIVAL INSTRUCTIONS

PREPARE AND MOTIVATE

Pre-arrival instruction offers assistance to the caller after a need is determined. To be proficient at using pre-arrival instructions, students must understand and practice the use of pre-arrival flip charts.

LEARNING OBJECTIVE

- Gain familiarity with the use of pre-arrival instructions

6.04

EMD TOURS

PREPARE AND MOTIVATE

Although gaining medical knowledge through classes is necessary, experiential learning brings the information alive. The smells, the sounds, and the look of a hospital or medical helicopter leaves a lasting impression.

LEARNING OBJECTIVE

- Gain an in-depth understanding of emergency medical services in the area.

6.05

MEDICAL SPEAKERS

PREPARE AND MOTIVATE

There are many specialties in medicine. This unit of study brings the experts into the classroom for an in-depth understanding on a variety of topics. CPR Course Instructors included here.

LEARNING OBJECTIVE

- Gain a broader understanding of medical subjects and personal experience

MODULE SEVEN

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Emergency Radio

7.01

TECHNOLOGY

PREPARE AND MOTIVATE

Although it is not necessary for Telecommunicators to have a depth of information regarding technology, it is important to understand the basics for a number of reasons: to work with techs, to understand how to troubleshoot, to know what is going on in the industry with technology challenges.

LEARNING OBJECTIVE

- To become familiar with technology for emergency communications

7.02

EMERGENCY RADIO

PREPARE AND MOTIVATE

Emergency radio is a skill that is learned, as well as an organized system that has procedures and methods. Understanding these methods helps the student to then listen to the radio to develop what is called a radio “ear.”

LEARNING OBJECTIVE

- To become familiar with emergency radio standards and methods
- To explore the future of emergency radio and the use of new location technology

MODULE EIGHT

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Liability And Responsibility

Ethics for The Telecommunicator

8.01

RESPONSIBILITY AND ACCOUNTABILITY

PREPARE AND MOTIVATE

There are many myths and fears surrounding the work of Emergency Services and liability. Line workers think they may end up in court defending their actions. Supervisors are micro-managing out of fear that the workers may do something that will affect them. Managers have their head in the sand, or tighten down the procedures to the point of being unworkable. Workers do not know their rights, management often violates the law unknowingly.

LEARNING OBJECTIVE

- Understand the relevant legal terms as they apply to 9-1-1
- Understand relevant laws that apply to workers and employers
- Know the components of a lawsuit
- Have a clear understanding of the ways Comm Centers can prevent liability risk
- Have a clear understanding of the ways Telecommunicators can prevent risk

8.02

RESPONDERS AND CITIZEN SAFETY

PREPARE AND MOTIVATE

What are the procedures and methods in place to protect the responders or officers and what is the telecommunicators responsibility in dealing with them? What can be done to abate dangerous situations and what types of actions increase danger for the responders?

LEARNING OBJECTIVE

- Gain a basic understanding of the procedures and methods and their responsibility and how to remain accountable.

MODULE NINE

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Crisis Intervention

9.01

UNDERSTANDING CRISIS AND INTERVENTION

PREPARE AND MOTIVATE

When a person is in crisis and reaches out, there is a very small window of time to help and the Telecommunicator must be skilled in their ability provide that assistance.

LEARNING OBJECTIVE

- Understand the components of crisis and intervention

9.02

SUICIDAL CALLER

PREPARE AND MOTIVATE

Probably one of the most frightening calls imaginable is from suicidal callers. The student may feel if they fail, a person may die. Once the students understand suicide and intervention, the tension can be alleviated and replaced with confident skill.

LEARNING OBJECTIVES

- Alleviate the fear associated with talking to suicidal callers
- Dispel common myths about suicidal subjects
- Educate on the number and types of suicide deaths in the area
- Permit students to practice using crisis listening techniques to build skill
- Learn skills in listening and working with people needing help

9.03

DOMESTIC VIOLENCE

PREPARE AND MOTIVATE

Although many 9-1-1 Operators take calls from homes where violence lives, many do not understand the depth or extent of the problem of domestic violence in our society. This day will focus not only on the dynamics of domestic violence, but the results this problem has on our society and the individuals in such families.

LEARNING OBJECTIVES

- Dispel common myths surrounding domestic violence
- Understand the dynamics and laws of domestic violence
- Understand the reasons victims do not leave the relationship
- Gain knowledge about the number of families involved in DV
- Gain knowledge about the severity of the problem of DV
- Gather methods and tools for dealing with DV calls

9.04

ABUSE

PREPARE AND MOTIVATE

Telecommunicators often are involved in sending a response to an assault, an injury, or an unknown circumstances involving child or elder abuse. This unit will focus on the topic as a societal problem.

LEARNING OBJECTIVES

- Dispel common myths surrounding child abuse
- Understand the dynamics of abuse
- Understand the laws regarding abuse
- Gain knowledge about the number of children and elders abused
- Gain knowledge about the severity of the problem of abuse

9.05 RAPE

PREPARE AND MOTIVATE

Statistics show that a woman is raped every 9 minutes. As with domestic violence, our society carries many myths about the subject of rape. In the work of emergency communications rape victims who reach out for assistance deserves understanding and professionalism.

LEARNING OBJECTIVES

- Dispel common myths surrounding rape
- Understand the dynamics of rape trauma syndrome
- Understand the laws regarding rape
- Gain knowledge about the number of rapes
- Gain knowledge about the severity of the problem of rape

9.06 ADDICTIONS

PREPARE AND MOTIVATE

The number of crimes committed that involve drugs and alcohol is staggering. Alcohol use is known to heighten the level of violence in domestic violence, road rage, and fights. Alcoholics and drug addicts are often ill and call for assistance from EMS. This unit explores the dynamics of addictions.

LEARNING OBJECTIVES

- Dispel common myths surrounding addictions
- Understand the dynamics of addictions
- Understand the laws regarding alcohol and illegal drug use
- Gain knowledge about the statistics on alcohol and drug use
- Gain knowledge about the severity of the problem of addictions

9.07

MENTALLY ILL

PREPARE AND MOTIVATE

There was one particular 9-1-1 call I remember of a family with a head injured adult son who was violent. The sadness and challenges of this family touched me. It was later when we had a speaker from the Head Injury Foundation that I learned of the devastating effects of head injuries. Another learning was brought about when we had a student who had a particular mental illness and taught us all to overcome our own fears that caused us to discriminate against the mentally ill.

LEARNING OBJECTIVES

- Dispel common myths surrounding mental illness
- Understand the family and personal dynamics of mental illness
- Understand the laws regarding the mentally ill
- Gain knowledge about the statistics on mentally ill persons
- Gain knowledge about the severity of the problem of the mentally ill

Stress Management

9-1-1 Wellness

10.01

PERSONAL AND INTERPERSONAL SKILLS

PREPARE AND MOTIVATE

“What do you do for a living?” “I work at 9-1-1.” “Isn’t that a stressful job?” This explores the realities and stressors associated with this particular type of work and what is needed to thrive.

LEARNING OBJECTIVES

- Understand basic stress management theory
- Identify personal communications styles
- Link stressors to values
- Understand interpersonal communications

10.02

HEALTH, FITNESS, AND WORK

PREPARE AND MOTIVATE

Telecommunicators face a special challenge. Health is connected to several ways of being in our lifestyle: what we eat, how we exercise, what we do with personal safety, our genetic makeup, and how we think. Each section is discussed here.

LEARNING OBJECTIVES

- Change the typical learning atmosphere to create a sense of peace and calm
- Understand the link between stress and wellness
- Learn ways to be healthier
- Understand the special challenges against wellness in this profession

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OPERATIONAL SKILLS

SIMULATION LAB

11.01

SIMULATION LAB TRAINING

PREPARE AND MOTIVATE

Lab simulation will include a variety of learning by using a simulation lab to work through a list of police, fire, EMD and crisis calls. Practice is necessary to building skills.

LEARNING OBJECTIVES

- Handle 911 simulated calls for police and dispatch calls to responders.
- Handle 911 simulated calls for fire and dispatch calls to responders.
- Handle 911 simulated calls for EMS and dispatch calls to responders.
- Handle 911 simulated calls for crisis and dispatch calls to responders.

11.02

COMPUTER AIDED DISPATCH

PREPARE AND MOTIVATE

All public safety responders practice and Telecommunicators are no different. With CAD the diversity of CAD programs the students will be learning necessitates a 'generic' learning so that the student will not need to UNlearn any complexity.

LEARNING OBJECTIVES

- Learn to talk and type at the rate a caller would call in an emergency
- Take calls and enter them into generic CAD fields