



PUBLIC SAFETY TELECOMMUNICATOR PROGRAM
Basic Recruit Curriculum

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PROFESSIONAL ETHICS AND THE ROLE OF THE PUBLIC SAFETY TELECOMMUNICATOR (PST)

LEARNING GOAL:

The student will be able to define ethics and professionalism and will be able to identify acts that are considered professionally unethical. The student will comprehend the historical development of telecommunications and 911 and will be able to describe the historical development of the role of the telecommunication profession. The student will be able to explain the importance of and procedure for testifying in court. The student will be able to explain the legalities of the Health Insurance Portability and Accountability Act and how it relates to telecommunications. The student will be able to explain the Sunshine Law and how it relates to public records requests.

OBJECTIVES:

01.0 Describe and Demonstrate Professional Ethics and the Role of Telecommunicator

The student will:

01.01 Define ethics and professionalism.

- (1) "Ethics" can be defined as the principles of honor, morality and accepted rules of conduct that govern an individual or group.
- (2) "Professionalism" can be defined as behavior and attitude patterns exhibiting standards and character marked by pride in oneself and one's career, respect for the people served and commitment to the continued development of skills in the pursuit of excellence.
- (3) A high standard of ethical and moral conduct is an essential ingredient in the development of a professional public safety telecommunicator on and off duty.
- (4) Identify that, according to s. 112.311(5), F.S., no public safety telecommunicator or employee of a state agency or of a county, city or other political subdivision of the state shall have any interest, financial or otherwise, direct or indirect; engage in any business transaction or professional activity; or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his/her duties in the public interest.

- (5) Define “gratuity” as anything of value intended to benefit the giver more than the receiver, given to a person because of position and authority rather than because of individual or personal qualities.
- (6) Identify questions that a public safety telecommunicator should consider when deciding whether a gratuity is being offered:
 - (a) Would this person have given this to me if I were not a public safety telecommunicator?
 - (b) Does this place me under any obligation?
- (7) Explain the importance of ethical conduct as a public safety telecommunicator, to include:
 - (a) maintaining professionalism
 - (b) Unethical conduct by individual public safety telecommunicators is viewed by the public as a reflection of their agency and the entire profession.

01.02 Comprehend acts that are considered professionally unethical.

- (1) Identify acts that are considered unethical, to include:
 - (a) Dishonesty
 - (b) Malicious defamation
 - (c) Prejudice
 - (d) Offering or accepting gratuities
 - (e) Giving false or slanted testimony
 - (f) Violation of laws and regulations
 - (g) Discourteousness
 - (h) Willful neglect of duty
 - (i) Discrimination
 - (j) Sexual harassment

(Resource for 1.01 and 1.02 - Criminal Justice Legal 1
CJK_0270(A), Ethical and Professional Behavior, Florida
Department of Law Enforcement, Criminal Justice

Standards and Training Commission, Traditional
Correctional Basic Recruit Training Program)

01.03 Explain team concept.

- (1) A team consists of two or more people working together to accomplish a common goal.
- (2) A team understands that each individual's performance contributes to the successful completion of the required tasks in the performance of duties, ranging from routine calls for service to catastrophic events.

01.04 Demonstrate knowledge of the following: criminal acts, personal gain, negligence of duty, duty to act, agency values, and confidentiality.

- (1) Criminal Acts – violations of criminal laws and regulations, such as perjury, bribery, theft, identification theft, false report to law enforcement, false official statement, vandalism, burglary, firearms violations, etc.
- (2) Personal Gain – public safety telecommunicators will not use their official positions to secure privileges or advantages for themselves.
- (3) Doing Business with One's Agency – most public safety agencies have rules that prohibit employees from conducting personal business for profit with their agencies. Public safety telecommunicators should refer to s.112.313, F.S., Standards of Conduct for Public Officers, Employees of Agencies and Local Government Attorneys.
- (4) Negligence of Duty – the failure to do that which a public safety telecommunicator has a directed or moral obligation to do; careless or reckless performance of one's duties.
- (5) Duty to Act - the duty of a responsible party to take action to prevent harm to the public or another party. This duty may be directed by agency policy and procedure or may result from a moral obligation.
- (6) Agency Values – telecommunicators must be familiar with and follow all codes of ethics, professional conduct codes, standards, policies and procedures as determined by their agency. They must always uphold and follow the values and mission of their agency.
- (7) Confidentiality – PSTs will maintain the integrity of private information; they will neither seek personal data beyond that needed to perform their professional responsibilities, nor reveal

case information to anyone not having proper professional use for such. Violations of confidentiality are subject to disciplinary actions and/or civil liability and/or criminal prosecution.

01.05 Comprehend the historical development of the role of the telecommunication profession.

(The following information was taken from “The History of Police Communications”, by supervising public safety dispatcher Carol Fleischer, of the City of Irvine, California, and was retrieved from http://www.ci.irvine.ca.us/ipd/divisions/dispatch/911_dispatch.asp)

- (1) The first documented police communications was in Old England where the constable carried a hand bell or rattle, sometimes referred to as a ratchet. If he needed assistance, he would rattle the ratchet to alert others in the area of his need.
- (2) In the late 1880's when officers started using vehicles in the United States, the only means of communications was a red signal light placed near major intersections. When the officer saw the light on, he knew to call into the station.
- (3) In 1870, the Chicago Police Department updated their signal lights with “call booths” called “private boxes”, where only officers and reputable citizens were issued keys that would allow them access to the private box. The private box contained a telegraph that was set up with a clock-looking device that allowed the officer to move a pointer on the telegraph to one of eleven specific choices (arson, thieves, forgers, riots, drunkard, murder, accident, violation of city ordinances, fighting, fire, test line) and pull a handle. This would send a message to police headquarters.
- (4) In 1880, telephones were added to the call booths, linking the officer with the police department.
- (5) The Detroit Police Department was the first to use an “on the air” voice communication system in 1928. This was a one-way radio system allowing the police department to talk to the officer but the officer had to use a call booth to communicate with the police department.
- (6) In 1929, California began equipping their police cars with radio receivers.
- (7) The first two-way radio was used in Bayonne, New Jersey in 1933.
- (8) In 1940, the first statewide radio system was implemented by the Connecticut State Police.

- (9) The first hand-held radios were introduced in 1960.

01.06 Describe the evolution of telecommunications and 911.

- (1) Initially, when requiring emergency assistance, citizens would just dial "0" for the operator, placing the operator in the position of determining the emergency and locating the appropriate agency for the caller.
- (2) On February 16, 1968, in Haleyville, Alabama, the 911 system was developed and the first test call was made.
- (3) In January, 1980, the first 911 enhanced call was received in Orange County, Florida. The enhanced system displays not only the telephone number but also the name and address of the business or resident as it is listed in the telephone book.
- (4) On October 26, 1999, President Clinton signed Senate Bill 800 declaring 911 as the National Communications Number.
- (5) The number 911 is used as the emergency number only in the United States and Canada.

01.07 Explain how criminal and civil law affects telecommunication operations.

- (1) Civil law deals with disputes between individuals or organizations. It seeks to resolve these non-criminal disputes (for example, divorce, child custody, property damage, etc.) peacefully. Compensation can be awarded for violations of civil law.
 - (a) A defendant is found liable in a civil case using the preponderance of the evidence standard of guilt, which is a lower standard than a criminal case where the standard of guilt is guilt beyond a reasonable doubt.
 - (b) Telecommunicators are often faced with civil questions and situations. Telecommunicators will rely on their agency policy and procedure to determine response and keep in mind that unit response may be necessary as a means to keep the peace.
 - (c) As a telecommunicator, neglect of duty or negligence can result in civil liability on the part of the telecommunicator as well as their agency overall. Typically liability exposure for public safety agencies revolves around issues where the service and standard of care provided did not meet the expectations of the public.

- (2) Criminal law deals with the body of statutes and other laws that define conduct which is prohibited by the government and that sets out government sanctions to be imposed on those that breach the laws. These sanctions can include imprisonment.
 - (a) A telecommunicator can be held criminally liable if they violate a law or statute.
- (3) PSTs need to be able to discern the differences between criminal and civil law to determine when law enforcement officers need to respond and what level of response is required for officer safety versus when a caller should be referred to another resource to handle a complaint.

01.08 Describe impact and importance of disseminating public information.

- (1) The public safety telecommunicator will understand the difference between public information and confidential information. Public information is that which can be given to the public at their request or is provided in the interest of the safety and welfare of the community. It can be disseminated through records such as reports or recordings and may be issued through the media for immediate broadcast, or using an emergency notification system, and can include but is not limited to:
 - (a) Code Red or any emergency notification system.
 - (b) A child is missing.
 - (c) Amber and Silver Alerts.
 - (d) Via the telephone if a citizen calls in requesting any information that is not confidential.
- (2) The telecommunicator must be aware of what is confidential and protected from disclosure when disseminating public information.
 - (a) Confidential information may include:
 - (1) the name, address, and telephone number of the 911 caller.
 - (2) the name of the sexual assault victim.
 - (3) the name of the domestic violence victim.
 - (4) the name of a juvenile victim or offender.
 - (5) the identity of the deceased before the next of kin is Notified.

- (6) information obtained and directly relayed from the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC) system.
 - (a) Dissemination of FCIC/NCIC information is for criminal justice purposes only. Wrongful disclosure of information could lead to criminal prosecution.
- (7) patient care information.
 - (b) Any disclosure of confidential information must be properly documented and only released to those with a need to know, such as public safety officials or those with a right to know as authorized by law.
 - (c) Improper dissemination of confidential information may result in employment termination, legal action, officer safety issues, compromised investigations, and could even jeopardize public safety.

01.09 Explain importance of and procedure for testifying in court.

(The below information was taken from CJK 0270, M3, Courtroom Demeanor and Testimony, Florida Department of Law Enforcement, Criminal Justice Standards and Training Commission, Traditional Correctional Basic Recruit Training Program.)

- (1) Importance of testifying in court:
 - (a) To prove or disprove material facts
 - (b) To offer facts that will assist in determining guilt or innocence
 - (c) To offer facts that will assist in determining sentence
- (2) Public safety telecommunicators will understand that they may be subpoenaed to appear in court or deposition when they have been involved in handling a public safety response for law enforcement, fire or Emergency Medical Services (EMS). This subpoena can be for a criminal or civil action.
- (3) Depositions:
 - (a) A deposition, also known as a depo, is the taking of testimony under oath.
 - (1) It is one way defense attorneys prepare themselves to cross-examine.

- (2) Depositions are used in part to determine how strong a witness the telecommunicator will be.
 - (3) The opposing attorney may use the deposition to attempt to destroy witness credibility.
 - (4) Depositions are not taken in front of a judge or jury. They are usually held by the defense attorney and may be videotaped. They are also recorded by a court reporter.
 - (5) The scope of questioning in depositions is unlimited.
 - (6) Always read, sign and request a copy of the deposition.
- (4) Importance of personal appearance when testifying, to include:
 - (a) uniform or professional attire
 - (b) personal grooming
 - (c) posture
 - (d) professional stature
 - (5) Describe appropriate demeanor to display during a hearing, trial or grand jury appearance, to include:
 - (a) Present an image of professional appearance, manner, and bearing; when taking oath, raise right hand high and answer in firm voice.
 - (b) Be seated in full view of attorneys and jury; sit in comfortable but alert position with both feet on floor and hands in lap or on chair arms.
 - (6) Procedure and appropriate behavior for giving testimony, to include:
 - (a) Refrain from fidgeting, displaying signs of nervousness.
 - (b) Convey signs of confidence; do not put hands over mouth or convey an evasive manner.
 - (c) Be courteous; use proper titles (your honor, etc.).
 - (d) Avoid sarcasm, witticism or ridicule.

- (e) Face the judge or jury when speaking except when short answers are required.
 - (f) Look directly at attorney asking questions.
 - (g) Narrate incidents in chronological order.
 - (h) Never guess what an answer is.
 - (i) Present modest demeanor; display a sincere interest in accuracy and truth of statement.
 - (j) Avoid bias and prejudice.
 - (k) Avoid display of extraordinary interest in case.
 - (l) Be concise and expressive; avoid monotone.
 - (m) Never provide more information than asked for; answer only the question asked.
 - (n) Pause when answering defense attorney to give prosecutor time to raise any objection.
- (7) Identify different kinds of objections that may be raised, to include:
- (a) leading question
 - (b) calling for conclusion of witness
 - (c) irrelevancy
 - (d) not within the proper scope of questioning
- (8) Identify rulings a judge may make on any objection, to include:
- (a) sustain
 - (1) objection withheld
 - (2) witness may not answer
 - (3) mistrial could result if witness answers and witness could be held in contempt
 - (b) overrule
 - (1) witness may answer question

- (9) Describe tactics used by opposing counsel during cross-examination, to include:
 - (a) rapid fire questions:
 - (1) used to confuse and attempt to force inconsistent answers
 - (b) condescending counsel:
 - (1) to give impression witness is inept, lacks confidence or is unreliable
 - (c) friendly counsel:
 - (1) to lull witness into a false sense of security to give answers in favor of defense
 - (d) badgering, belligerent:
 - (1) to make witness angry so sense of logic and calmness is lost and telecommunicator is portrayed as one who can lose his/her temper
 - (e) mispronouncing telecommunicator's name:
 - (1) to cause lack of concentration on witness' part (focus on error rather than question)
 - (f) suggestive question:
 - (1) attempt to confuse or lead witness
 - (g) demanding a "yes" or "no" answer to a question that needs an explanation:
 - (1) to prevent pertinent and mitigating details from being considered by the jury
 - (h) reversing witness words:
 - (1) to confuse witness and demonstrate a lack of confidence in witness
 - (i) repetitious questions:
 - (1) to obtain inconsistent or conflicting answers from witness

- (j) conflicting answers:
 - (1) to show inconsistency in the investigation or testimony
 - (k) staring:
 - (1) to provoke the witness into offering more than the question called for
- (10) Describe techniques the telecommunicator may use to overcome cross examination tactics used by defense counsel, to include:
- (a) rapid fire
 - (1) take time to consider question
 - (2) be deliberate in answering
 - (3) remain calm
 - (4) ask to have question repeated
 - (b) condescending counsel
 - (1) give firm, decisive answer
 - (2) ask to have question repeated if improperly phrased
 - (c) friendly counsel
 - (1) stay alert
 - (2) be mindful that purpose is to discredit
 - (d) badgering/belligerent
 - (1) stay calm
 - (2) speak in deliberate voice
 - (3) give prosecutor time to make appropriate objections
 - (e) mispronunciations
 - (1) ignore
 - (2) concentrate on question

- (f) suggestive question
 - (1) disregard suggestion
 - (2) concentrate carefully on facts
 - (3) answer question
- (g) demanding “yes” or “no” answer
 - (1) explain answer to court
 - (2) if stopped by counsel, pause until court instructs you to answer in your own words
- (h) reversing witness words
 - (1) listen intently whenever counsel repeats back something you have said
 - (2) remember what you said
 - (3) if counsel makes an error, correct it
- (i) repetitious questions
 - (1) listen carefully to questions
 - (2) answer, “I have already answered that question”
- (j) conflicting answers
 - (1) remain calm
 - (2) be guarded in your answers
 - (3) if exact information is not known (i.e., measurement of something) use the term “approximately”
 - (4) refer to your notes
- (k) staring
 - (1) remain calm
 - (2) shift gaze away from defense attorney
 - (3) wait for next question

01.10 Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPAA) and how it relates to telecommunications.

- (1) The Health Insurance Portability and Accountability Act of 1996 was designed to protect patients from disclosure of protected health information (PHI) that is oral, written or electronic.
- (2) The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other purposes defined by law.
- (3) The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities to use to assure the confidentiality, integrity, and availability of electronically protected health information.
- (4) The telecommunicator must be able to quickly identify the seriousness of the problem, dispatch the appropriate response and provide instructions to the caller when necessary, which may include dissemination of protected health information.
- (5) HIPAA does not prevent telecommunicators from relaying information necessary for responding units to care for and treat patients; however they should be aware of their agency's HIPAA policies including what information is confidential and protected, and what can legally be released and to whom.

01.11 Explain Florida's "Sunshine Law" and how it relates to public record requests.

- (1) The Sunshine Law
 - (a) originally known as the "Public Records Law"; passed by the Florida Legislature in 1909.
 - (b) provides that any records made or received by any public agency in the course of its official business are available for inspection, unless specifically exempted by the Florida Legislature.
 - (c) section 119.011(12), F.S., defines public records as all documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business by any agency.

- (2) General state policy on public records
 - (a) Per section 119.01, F.S., all state, county and municipal records are open for personal inspection and copying by any person. Providing access to public records is a duty of each agency.

END OF TOPIC

CALL CLASSIFICATION AND PRIORITIZATION

LEARNING GOAL:

The student will be able to explain the importance of call classification and prioritization and will be able to describe the call type using the proper classification process. The student will demonstrate telephone techniques, to include demonstrating call handling guidelines, interpersonal skills and friendly and accurate customer service.

OBJECTIVES:

02.0 Describe Guidelines and Operational Standards of Call Classification and Prioritization

The student will:

02.01 Explain the importance of call classification and prioritization.

- (1) provides responding units with a basic knowledge of the situation
- (2) differentiates the routine calls from the priority calls
- (3) establishes the order of dispatch and level of response

02.02 Describe the call type using the proper classification process.

- (1) Call classification is determined by deciphering the situation at hand.
- (2) The telecommunicator must determine the nature of the call, categorize it as emergency or non-emergency, and identify which responders are needed to handle the situation. A call can be classified as requiring a law enforcement, emergency medical services, or fire department response or any combination of the three. Telecommunicators will need to learn agency-specific protocols and terminology for classifying calls depending on the type of incident.
- (3) A wrong call classification can delay a priority call, or expedite a delayed call, thus creating a problem when prioritizing open calls. Additionally improper classification could lead to a liability situation for the individual and the agency.
- (4) Calls can be classified as in progress, just occurred or past event.

(5) In order to properly classify a call, the telecommunicator will need to use the basic questioning techniques of “where, what, when, weapons, who and how” for each call. How an incident happened can be relevant in determining whether it was accidental or intentional with criminal implications. Information should be obtained in the order below.

(a) Where: Location (a/k/a address)

This is the vital piece of information that should be obtained first. In the event the call is disconnected and the telecommunicator is unable to make contact back with the caller, help can at least be sent to the location to investigate the unknown problem.

(b) What

What is the nature of the incident? The telecommunicator will need to ask the proper questions to determine what is happening or what has happened.

(c) When

On every call a telecommunicator takes, the telecommunicator needs to determine from callers “when” the event actually took place. It could be an IP (in progress), JOC (just occurred) or past event call for service.

(d) Weapons

Determine if any weapons are being used, threatened or are available and what the weapon is. It is important to keep in mind that the weapon may not always be a gun or knife.

(e) Who

Applies to any person involved in an event. For example: complainant, suspect, witness, caller, victim, patient.

(f) How

How is the incident being carried out?

02.03 Demonstrate telephone techniques including call handling guidelines.

- (1) Importance of establishing good telephone procedures:
 - (a) Recognize that calls come from people from all levels of society and deal with a wide variety of situations. Many agencies contract with interpreter services to provide interpretation on calls.
 - (b) Assure that the caller is put in the best psychological mood so that pertinent information can be obtained.
 - (c) To the public the telecommunicator is the voice of authority for their agency. It is essential to establish and maintain control of the conversation.
- (2) Basic principles of telephone techniques:
 - (a) Answer incoming calls as promptly as possible.
 - (b) Be able to handle multiple calls.
 - (c) Identify your agency and yourself.
 - (d) Speak directly into the mouthpiece.
 - (e) Use appropriate tone and manner of speech.
 - (f) Show interest in caller.
 - (g) Take charge of conversation.
 - (h) Explain holds, pauses and delays.
 - (i) Never argue with caller.
 - (j) Gather all pertinent information: Where, What, When, Who, Weapons.

02.04 Demonstrate interpersonal skills.

- (1) Telecommunicators must display positive interpersonal skills given the people-oriented nature of the profession. This relates to interaction between co-workers in the communications center, within the agency, with other agency colleagues and the public.
- (2) Interpersonal skills encompass communications between two or more people, including verbal and non-verbal communications.

- (3) Interpersonal skills include interaction between co-workers in a communications center, co-workers at the agency, and interaction between public safety telecommunicators and the public.
- (4) Importance of developing positive interpersonal skills:
 - (a) to communicate effectively
 - (b) to foster teamwork and camaraderie
 - (c) to build a sense of confidence, trust and respect in your interactions with co-workers, supervisors, responders, associate agencies and the public
- (5) An understanding of the communications cycle is essential for effective communications.
 - (a) It is comprised of 5 parts: the sender, receiver, message, medium and feedback
 - (1) sender - initiates communications
 - (2) receiver - receives communication
 - (3) message - the content
 - (4) medium - the means of delivery
 - (5) feedback- verification that message was received from the sender
 - (b) It includes verbal and non-verbal communications.
 - (c) Presentation of information must be made in a knowledgeable, positive manner, leaving the receiver feeling that they have received the information they were seeking from a credible source.
- (6) Examples of positive interpersonal skills include:
 - (a) active listening - a conscious effort that requires the listener to understand, interpret, and evaluate what is being heard.
 - (b) patience
 - (c) open-minded acceptance of others' differences
 - (d) positive thinking

- (e) sensitivity to others
- (f) good sense of humor
- (g) seek solutions to problems and conflict
- (h) treat others with respect
- (i) tone of voice – even, well modulated, professional
- (j) enunciation of words

02.05 Demonstrate friendly and accurate customer service.

- (1) friendly and calm demeanor
- (2) professional tone of voice
- (3) authority and accuracy in answering questions
- (4) simple, straight-forward language; avoid industry jargon
- (5) control of a stressful situation
- (6) clear and concise information

END OF TOPIC

COMMUNICATION EQUIPMENT AND RESOURCES

LEARNING GOAL:

The student will be able to describe typical components of communication centers. The student will be able to identify communication equipment functions and terminology and will be able to explain the various manual and automated equipment within the communication system. The student will be able to explain the functions of the Florida Crime Information Center and the National Crime Information Center. The student will be able to explain the operation of a telephone system, to include the operation of American with Disabilities Act (ADA) services including Telecommunication Devices for the Deaf (TDD) and telephone relay services. The student will be able to explain the operation of radio equipment and interoperability capabilities, to include the Florida Interoperability Network. The student will be able to explain the operation of 911 equipment and the referral process for access to resources outside of the public safety agency. The student will be able to explain the role of Telematic Call Centers in a public safety related event.

OBJECTIVES:

03.0 Identify and Explain Operation of Communication Equipment and Resources

The student will:

03.01 Describe typical components of communication centers.

- (1) Components of a communication center include:
 - (a) 911/in-coming telephone lines
 - (b) radio consoles
 - (c) CAD (computer aided dispatch)
 - (d) teletype
 - (e) communications personnel

03.02 Identify communication equipment functions and terminology.

- (1) Several types of equipment are used to perform daily operational tasks, including call taking, dispatching and maintaining intelligence databases, such as:
 - (a) phones - receiving incoming calls and making callbacks and notifications
 - (b) TDD (telecommunications device for the deaf/teletypewriter) - receives calls and communicates with citizens who are hearing impaired and/or unable to verbally communicate.
 - (c) CAD (computer aided dispatch) - In accordance with the Association of Public-Safety Communications Officials (APCO), Public Safety Telecommunicator Course, "A computer aided dispatch (CAD) system is an electronic database that provides the telecommunicator with call information, response unit availability, and other resources such as criminal records, vehicle registration and other outside information sources."
 - (d) mapping systems - search engines that provide accurate locations based on physical address and/or longitude and latitude coordinates.
 - (e) radio - enables communications between public safety telecommunicators and field personnel; dispatches field units to routine and emergency scenes; receives verbal communications from field units relating to self-initiated events.
 - (f) teletype - obtain criminal justice intelligence utilizing local, state and national databases; input criminal justice information that will be added to the FCIC/NCIC hot files; send and receive state and national messages pertaining to criminal justice information.
 - (g) FIN (Florida Interoperability Network) - provides an internet pathway to enable communications between multiple agencies in the event of emergency situations.
 - (h) recording equipment - records phone lines and radio communications within the communications center.

03.03 Explain functions of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).

- (1) Florida Crime Information Center (FCIC)
 - (a) created in June, 1970
 - (b) FCIC is based in Tallahassee and is administered by the Florida Department of Law Enforcement (FDLE).
 - (c) It collects, maintains and provides criminal justice information to local, state and federal agencies in a complete and accurate manner.
 - (d) It is a multi-faceted system connecting approximately 1,300 city, county, state and federal agencies.
 - (e) Over 87 million transactions a month travel through the system.
 - (f) The goal of the FCIC is to assist the criminal justice community in performing its duties by providing accurate and timely criminal justice information to as many criminal justice agencies as possible.
 - (g) The FCIC is the state of Florida's central database for tracking crime related information.
 - (h) The following information can be garnered from the FCIC:
 - wanted persons
 - missing persons
 - stolen vehicles/parts
 - stolen license plates/decals
 - stolen boats/parts/decals
 - stolen guns
 - stolen articles
 - criminal histories
 - Driver and Vehicle Information Database (DAVID)
 - sexual predators/offender file
 - career offender file
 - protection order file
 - probation/supervised released file
 - US Secret Service protection file
 - foreign fugitive file
 - gang file
 - immigration file
 - federal supervised released file

- known or appropriately suspected terrorist file
- Department of Highway Safety and Motor Vehicle information (DHSMV)
- Department of Agriculture and Consumer Services (DOACS)
- National Law Enforcement Telecommunications System (NLETS)
- NLETS hazardous material file
- National Insurance Crime Bureau (NICB)
- International Criminal Police Organization (INTERPOL)

(2) National Crime Information Center (NCIC)

- (a) NCIC was created by the FBI in 1967 and is housed in Clarksburg, West Virginia.
- (b) The primary information system on the NCIC is the National Law Enforcement Telecommunications System. NLETS is a computerized high speed message switching system created for and dedicated to the criminal justice community. The purpose of NLETS is to provide for the interstate and/or inter-agency exchange of criminal justice and related information.
- (c) The NCIC maintains information on stolen and recovered property as well as wanted and missing persons for all 50 U.S. states, Canada, U.S. Virgin Islands, Puerto Rico, Guam, American Samoa and Mariana Islands. NCIC also houses federal criminal and warrants data.
- (d) NCIC also maintains certain files on behalf of the participants which include the following: securities, unidentified persons, the United States Secret Service protective file, the immigration violator file, the foreign fugitive file, the gang file, the known or appropriately suspected terrorist (KST) file, and the federal supervised release file.

03.04 Explain the operation of various manual and automated equipment that may be utilized within the communication system.

- (1) Computer Aided Dispatch (CAD) is an agency/vendor specific computerized automated system which allows public safety telecommunicators to input information for a response from field personnel, collect information as a permanent record, and relay informational broadcasts to field units via mobile data devices.

- (2) recording equipment - an automated voice system to collect audio recordings as permanent records that may be used in criminal or civil actions, providing exact recollection of events as they happened.
- (3) radio systems - provides frequency based communications between the public safety telecommunicators and field personnel to relay and receive information pertaining to public safety response.
- (4) telephone systems - receive calls from the public on 911 emergency lines or routine calls on administrative lines; allows public safety personnel to make outgoing calls related to gathering information to update previous calls, make notifications, etc.
- (5) fax and copy machines - send, copy and receive information pertaining to public safety telecommunications.
- (6) call cards - allows for the manual documentation of pertinent information pertaining to emergency and non-emergency events when the CAD is down.
- (7) logs - forms utilized for the manual documentation of information pertaining to criminal histories, wrecker logs, private property tows, repossessions, etc.

03.05 Explain the operation of a telephone system.

- (1) Telecommunicators will need to understand how their agency-specific telephone system operates. They will learn to:
 - (a) answer incoming calls
 - (b) categorize the call as either an emergency or non-emergency
 - (c) screen the call
 - (d) place the caller on hold or mute the call while obtaining information
 - (e) transfer the caller to the appropriate person or agency
 - (f) a conference call may be necessary for multiple parties
 - (g) disconnect/release a call

03.06 Explain the operation of The Americans with Disabilities Act (ADA) services including Telecommunications Device for the Deaf (TDD) and telephone relay services.

- (1) The Americans with Disabilities Act (ADA) dictates that 911 services must be accessible to people with hearing and speech impediments. There must be direct access at each position through Telecommunications Device for the Deaf (known as TDD or TTY).
- (2) TDD is a device giving people the ability to type a conversation instead of speaking. Telecommunicators will learn the abbreviations needed to communicate with hearing and speech impaired callers, including but not limited to GA (go ahead) SK (stop keying), Q (question) SKSK (end of conversation).
- (3) Florida Relay Systems (711) assist individuals with hearing and speech impediments in communications with those without TDD capabilities.

03.07 Explain the operation of radio equipment.

- (1) Radio equipment allows voice communication between field units and public safety telecommunicators physically active on the system.
- (2) There are three types of service radios: the portable radio, the mobile radio and the base station.
 - (a) Portable radios are hand-held two-way radios small enough for a responder to carry at all times. A rechargeable battery usually powers the portable radio. Because the battery has a limited capacity, it must be recharged or replaced after extended operations. Battery-operated portable radios also have limited transmitting power. The signal can be heard only within a certain range and is easily blocked or overpowered by a stronger signal.
 - (b) Mobile radios are more powerful two-way radios permanently mounted in vehicles and powered by the vehicle's electrical system.
 - (c) Base station radios are permanently mounted in the station or remote transmitter site. Base station radios are more powerful than portable or mobile radios.

- (3) The telecommunicator normally operates via a console which has enhanced features allowing for the monitoring and patching of channels/talk groups, emergency button acknowledgment, user identification and at times repeater control.

03.08 Explain Florida interoperability capabilities including the Florida Interoperability Network (FIN).

- (1) provided by the state of Florida for all public safety disciplines
- (2) is a statewide, voice over internet protocol
- (3) can be used for daily operations as well as emergencies, providing seamless communication to all involved.
- (4) operated by dispatch centers who reside on the system by utilizing shared frequencies, console patches and connecting dispatch centers.

03.09 Explain the operation of 911 Equipment.

- (1) Allows communication centers to receive emergency calls utilizing the 911 network. This includes Automatic Location Identifier (ALI), Automatic Number Identifier (ANI), mapping systems, recording equipment and computer aided dispatch.
- (2) The utilization of 911 equipment starts with a 911 call via landline phone, cellular phones and voice over internet protocol.

03.10 Identify the referral process for access to resources outside of the public safety agency.

- (1) A public safety telecommunicator will determine the needs of the caller through the interview and interrogation questions. If during the interrogation, the telecommunicator determines that a public safety response is not required, the caller will be referred to the appropriate service.

03.11 Explain the role of Telematic Call Centers in a public safety related incident.

- (1) Telematic technology uses two way wireless communications between a vehicle and a processing center.

- (2) Telematic operators will notify public safety agencies of emergency situations related to a specific vehicle. This may include vehicle crashes, medical emergencies and stolen vehicle location information. Upon notification by the telematic call center, the public safety telecommunicator will dispatch the proper emergency services to the scene.

END OF TOPIC

COMMUNICATION AND INTERPERSONAL SKILLS

LEARNING GOAL:

The student will be able to demonstrate the use of calm and controlled voice, the use of proper pronunciation and enunciation, the use of specific calming techniques, and internal and external customer service skills. The student will be able to demonstrate multi-function dexterity and will be able to demonstrate the ability to recognize when information received is not appropriate or is suspicious. The student will demonstrate active listening skills, the ability to give and follow instructions and decision-making skills. The student will demonstrate comprehension of diverse cultural needs. The student will be able to explain the difference between a fact and an inference.

OBJECTIVES:

04.0 Demonstrate Communication and Interpersonal Skills.

The student will:

04.01 Use calm and controlled voice on radio and telephone.

- (1) Remain calm and controlled as it conveys credibility and instills confidence in callers and responders.
- (2) Moderate rate of speech.
- (3) Be specific, not vague.
- (4) Be clear and distinct; articulate.
- (5) In order to remain controlled, be relaxed, prepared and take a deep breath.

04.02 Demonstrate internal and external customer service skills.

- (1) Maintain a professional demeanor on and off the phone and radio.
- (2) Be courteous, patient, sincere and empathetic.
- (3) Take time and pride in your work.
- (4) Remember that telecommunicators represent themselves, their communications center and their agency.
- (5) Use active listening skills in call taking or obtaining information.

04.03 Demonstrate multi-functional dexterity.

- (1) Multi-functional dexterity is the successful simultaneous performance of two or more tasks by one individual; the individual must be able to write, type, listen and talk at the same time.
- (2) Telecommunicators must maintain the ability to focus on multiple tasks even when faced with outside distractions.

04.04 Demonstrate the ability to recognize when information is not appropriate.

- (1) Obtain enough information to determine whether the information is appropriate and consistent or is suspicious.
- (2) Actively listen to background noises and comments which could possibly alter the situation.
- (3) Ask follow up/open ended questions to gather information.
- (4) Do not draw premature conclusions.
- (5) Ask the necessary questions based on the information the caller has provided to determine the appropriate action to take.
- (6) Zero in on key words.

04.05 Active Listening

- (1) Active listening is a way of listening and responding that shows interest in what the speaker is saying and ensures mutual understanding. Active listening skills include:
 - (a) not passing judgments or jumping to conclusions.
 - (b) asking questions and listening to the answers.
 - (c) not interrupting; allowing the caller to tell their story.
 - (d) listening for changes in voice inflection and tone.
 - (e) avoiding becoming defensive and dealing with the situation, not personalities.
 - (f) showing empathy for the caller's situation.

- (g) restating what the caller has said.
- (h) asking clarification questions when needed.
- (i) being sincere.

04.06 Use proper enunciation and pronunciation.

- (1) Use of inflection – vary the volume rate and/or pitch of speech to give particular emphasis on certain words.
- (2) Use plain language with the public and other agencies.
- (3) Make sure you do not give confusing voice commands.
- (4) Never use codes/signals or any public safety jargon.
- (5) Recognize the need to change your communication style based on your caller's ability to understand. For example, callers who are children, elderly, mentally impaired, intoxicated, foreign speaking, demanding, panicked or emotional may require a different communication style.
- (6) Speak with authority in a calm, clear voice, sounding confident and in control.

04.07 Demonstrate ability to give and follow instructions.

- (1) Giving instructions
 - (a) Provide a sequential step by step process.
 - (b) Keep instructions direct, concise and appropriate.
 - (c) Obtain feedback to ensure understanding.
- (2) Following instructions
 - (a) Actively listen to the instructions.
 - (b) Provide understanding through feedback.
 - (c) Accurately complete the task.

04.08 Demonstrate specific calming techniques.

- (1) Take control of the call in a professional manner. Remember there will be times to let the caller give their information. Keep in mind excited utterances may assist in prosecution of a case at a later date.
- (2) Provide reassurance with statements such as "I can help you."
- (3) Project confidence through tone of voice, knowledge base and understanding.
- (4) Provide clear direction.
- (5) Remain calm; do not elevate to the caller's emotional level.
- (6) Keep the caller focused and acknowledge their emotions.
- (7) Use the caller's or responder's name.
- (8) Empower the caller by giving them something to do.
- (9) Keep the caller and responder informed about what is going on and assure them when help is on the way.

04.09 Demonstrate comprehension of diverse cultural needs.

- (1) Always keep an open mind and communicate respectfully with those of different cultures by not judging or jumping to conclusions.
- (2) Try to understand the differences in callers/officers and why they may react differently to certain situations.
- (3) Ask co-workers and responders questions in order to gain better knowledge of their culture.
- (4) Understand that diversity refers not only to race but to culture, geographical areas, religious beliefs, sexual-orientation and economical status.
- (5) Be respectful when communicating with a diverse culture or anyone in general.

04.10 Demonstrate decision-making skills.

- (1) Decision-making refers to the ability to use sound judgment in making decisions based on available facts, prior knowledge or experience when handling calls for service or responding to emergency situations.
- (2) Public safety telecommunicators must have excellent perception in anticipating problems and arriving at advanced solutions.
- (3) Public safety telecommunicators must use logical and sound judgment when making decisions about how to respond to a situation.

04.11 Explain the difference between a fact and inference.

- (1) A fact refers to something that actually exists and can be verified. It is something that has been proven.
- (2) An inference refers to the process of deriving a conclusion not only based on fact but also based on human perceptions and logic. It is derived by reason.
- (3) Public safety telecommunicators must clearly identify facts and use caution when making inferences about a situation. Improper inferences and assumptions may lead the telecommunicator to misinterpret a situation and may result in an incorrect response.

END OF TOPIC

OPERATIONAL SKILLS

LEARNING GOAL:

The student will be able to obtain and organize pertinent information for dispatch and will correctly complete appropriate logs, forms and files. The student will be able to utilize available resources properly. The student will be able to identify various procedures used when dispatching and will be able to obtain and process requests for service and/or resources. The student will demonstrate an understanding of federal, state, and local laws for disseminating information. The student will be able to explain the importance of briefing on-coming telecommunicators and informing colleagues and supervisors of incidents. The student will be able to explain geographical jurisdictions and their effect on day to day activities.

OBJECTIVES:

05.0 Perform Operational Skills.

The student will:

05.01 Obtain and organize pertinent information for dispatch.

- (1) Determine the "5 W's": where, what, when, weapons, who, how.
- (2) Relay the most accurate and updated information about the call with clarity and brevity.
- (3) Obtain, prioritize and relay the facts.
- (4) Moderate your pace and do not rush radio transmissions.
- (5) Provide information in the most efficient manner.

05.02 Correctly complete appropriate forms, logs, and files.

- (1) Telecommunicators will learn about their agency-specific forms, logs and file systems.
- (2) Any required forms and logs are official records which must be accurately and rapidly completed without assistance.
 - (a) Forms may be utilized for documentation purposes.

- (b) Inaccurate or incomplete forms may result in responder safety issues, civil lawsuits, and ineffective/inappropriate response.
- (3) All incident records must be completed with detailed and correct remarks, necessary forms and updated information.
- (4) All records must be thorough and accurate and free of spelling, punctuation, and grammatical errors.
- (5) Documentation should be in chronological order and provide a timeline of events.
- (6) Use plain English, with limited use of acronyms or non-standard abbreviations. Avoid industry jargon.
- (7) Document what the caller says; not opinions about the conversation.

05.03 Utilize available resources properly.

- (1) Telecommunicators should be familiar with all available resources and the services they provide, and should know how to contact them.
 - (a) Types of available resources include:
 - (1) Other agencies and public service departments
 - (a) state (i.e., Florida Highway Patrol, Fish and Wildlife Commission, Department of Environmental Protection, Department of Health, Division of Forestry)
 - (b) federal (i.e., FBI, United States Coast Guard, US Fish and Wildlife, NOAA)
 - (c) local (i.e., PD, FD, SO, Utilities, Animal Services, Highway Department, locksmiths, wrecker services, taxi companies)
 - (d) community resources (i.e., 211/311, Suicide Hotline, Poison Control, Red Cross)
 - (e) media
 - (f) co-workers

- (2) tools
 - (a) CAD
 - (b) internet/intranet
 - (c) maps
 - (d) manuals
 - (e) reference books

05.04 Identify various procedures when dispatching emergency and non-emergency calls.

- (1) Be able to differentiate between emergency and non-emergency incidents.
 - (a) An emergency incident is one that requires an immediate response due to persons in imminent danger of loss of life or limb, or injuries beyond immediate first aid.
 - (b) A non-emergency incident does not require an immediate response and no imminent threat exists. It is a non-critical situation that requires a public safety response (i.e. disabled vehicles, public assists, noise complaints, resource and ordinance violations).
- (2) Prioritize incidents in order of importance according to those that pose the greatest threat to life or property. The type of response assigned is agency-specific based on the nature of the incident.
- (3) Maintain heightened awareness of responder safety issues such as weapons, mentally ill and intoxicated subjects, hazardous materials, combative patients, weather conditions and vicious animals and immediately determine if other resources are needed to assist.
- (4) Dispatch all calls with accuracy, brevity and clarity.
 - (a) Document pertinent information using incident-specific language based on the information provided.
 - (b) Quickly provide updates to responders.
 - (c) Limit communication to emergency traffic only.

- (d) Delegate tasks and notifications to co-workers during high activity or when handling a high priority incident.
 - (e) Quickly and accurately respond to all requests.
 - (f) Maintain awareness of all resources and all aspects of the incident.
 - (g) Relay key incident information to telecommunicators at shift change.
 - (h) Ensure the release of resources when no longer needed and complete any post-dispatch follow-ups.
- (5) Demonstrate the ability to dispatch emergency calls consistently and accurately per agency standard while receiving and disseminating updates and other non-emergency traffic during high volume radio traffic.
- (a) Eliminate unnecessary distractions such as personal conversations in the communications center, TV's, non-essential communications, etc., during high priority events.
 - (b) Concentrate on the situation at hand and anticipate the responders' needs.
 - (c) Place the radio channel or talk group on urgent or emergency radio traffic only.
 - (d) Announce an alternate radio channel or talk group for routine radio traffic that will be handled by another telecommunicator.
 - (e) Utilize checklist or standard operating procedures to ensure all required steps are followed.
 - (f) During downtime re-familiarize yourself on department policies regarding specific incidents.

- 05.05 Demonstrate an understanding of federal, state and local laws for disseminating information.
- (1) Federal law
 - (a) Freedom of Information Act – All federal, state, local laws for disseminating public information evolve from Public Law 89.554, more commonly known as the Freedom of Information Act.
 - (b) Health Insurance Portability and Accountability Act (HIPAA) - provides federal protections for personal health information held by covered entities but permits the disclosure of personal health information needed for patient care and other important purposes.
 - (2) State law
 - (a) F.S.119 – governs dissemination of public information in Florida. Also known as the “Sunshine” Law.
 - (b) Section 119.01, F.S., provides that all state, county and municipal records are open for personal inspection and copying by any person. Providing access to public records is a duty of each agency.
 - (3) Local Law and Agency Policies
 - (a) Local government and agency policies may further define how public information will be disseminated.
 - (4) Telecommunicators may be subject to severe penalties for violation of public information laws, including civil liability and criminal prosecution.
- 05.06 Obtain/process requests for service and/or resources from field units in a timely manner.
- (1) Telecommunicators will process requests from field units in a complete and concise manner that does not impede the progress of incident handling.
 - (2) A situation can change rapidly, impacting the number and type of resources needed to handle field unit requests.

- (3) Telecommunicators should have knowledge of the skills and capabilities of the unit handling the incident, be aware of resources available at a local or regional level, and recognize potential issues that may threaten responder and public safety.
- (4) Delays in processing requests could jeopardize public and responder safety.

05.07 Explain the importance of briefing on-coming telecommunicators.

- (1) On-coming telecommunicators will have an understanding of what occurred or transpired throughout the day or shift.
- (2) On-coming telecommunicators will be informed in case additional information is needed for a particular call or incident.

05.08 Explain the importance of knowing and informing colleagues and supervisors of incidents that may affect operations.

- (1) need to relay knowledge of what is transpiring in the Center so that others are aware of what is happening and can assist or take appropriate action.
- (2) information that may need to be relayed includes high priority incidents, news worthy events, public safety concerns and anything that will impact how incidents are handled.
- (3) relay of information is important for responder and public safety.
- (4) supervisors may also have certain duties that need to be accomplished prior to obtaining more resources or assistance or to ensure relief period for telecommunicators during high stress situations
- (5) to ensure supervisors can take appropriate actions for public records and notify superiors of events to prepare for news release.

05.09 Explain geographical jurisdictions and how they affect day-to-day activities.

- (1) Jurisdiction - the area, persons and subject matter over which an entity may exercise control; the proper geographical location for interpreting and applying the law by power, right or authority.
- (2) Jurisdictions are primarily configured as agency specific and can be known as, but not limited to, city, county, zone, region, territory or state.

- (3) Jurisdiction assists in determining which resources handle certain areas of the city, county, zone, region, territory or state.
- (4) Telecommunicators need to know which agencies surround their boundaries/zones in case they are needed for assistance.
- (5) It is important to know the bodies of water and bridges within your jurisdiction.
- (6) Demonstrate the ability to use maps and other geographical resources.
- (7) Relate locations to the incident.
- (8) Dispatch to the correct jurisdictions, zones or boundaries.
- (9) Verify or correctly force incidents into the correct jurisdictions as needed.
- (10) Remember locations from previous calls.
- (11) Be aware of shortcuts and utilize them to save time.
- (12) Maintain a high level of orientation to jurisdictions, county, city and other state areas.

END OF TOPIC

HAZARDOUS MATERIALS AWARENESS AND FIRE DEPARTMENT RESPONSES

LEARNING GOAL:

The student will demonstrate an understanding of the roles and responsibilities of fire department responders. The student will be able to identify the types of fire emergency calls and understand the telecommunicator's role in firefighter safety. The student will be able to define hazardous materials and describe the information obtained through CHEMTREC and DOT ERG in the identification and mitigation of hazardous materials. The student will be able to identify the basic precautions to protect themselves and others and demonstrate the role of a telecommunicator at the awareness level.

OBJECTIVES:

- 06.0 Demonstrate an Understanding of Hazardous Materials (HAZMAT) Awareness and Fire Department Response (Federal Emergency Management Administration (FEMA) Online Training IS-317, Introduction to Community Emergency Response Teams, is acceptable for HAZMAT awareness.)

The student will:

- 06.01 Understand the roles and responsibilities of fire department responders.
- (1) dual response with EMS to calls or incidents where injury is present
 - (2) response to various types of incidents, from fighting fires to handling gas/fuel leaks
- 06.02 Define types of fire emergency calls.
- (1) fires
 - (a) conveyance
 - (b) structure
 - (c) brush/woods
 - (d) gas
 - (e) trash/dumpster

- (2) technical rescue
 - (a) high angle rope rescue
 - (b) confined space rescue
 - (c) surface water/dive recovery
 - (d) trench rescue
 - (e) vehicle extrication
- (3) first responder medical assistance
- (4) bomb threats
- (5) wires down
- (6) elevator rescues
- (7) mutual aid
- (8) airport response
- (9) motor vehicle crash/extrication
- (10) train derailment

06.03 Understand the telecommunicator's role in firefighter safety.

- (1) Obtain, prioritize and relay information to the responders.
- (2) Determine any hazards, exposures or anything that would impede the response of the firefighter responders or present a danger to them.

06.04 Define hazardous materials as substances (solids, liquids or gases) that when released are capable of causing harm to people, the environment and property.

- (1) hazardous material – in various forms can cause death or serious injury to humans and animals, or harm the environment or property.
- (2) can come in the form of explosives, flammable and combustible substances, poisons, and radioactive materials.

- (3) solids – materials that burn in the presence of an ignition source.
 - (a) magnesium
 - (b) sulfur
 - (c) calcium carbide
- (4) liquids – materials that burn in the presence of an ignition source.
 - (a) gasoline
 - (b) diesel fuel
 - (c) acetone
- (5) gas – materials contained under pressure; may be flammable, non-flammable, poisonous and/or corrosive.
 - (a) chlorine
 - (b) acetylene
 - (c) hydrogen
 - (d) anhydrous ammonia

06.05 Identify the differences between hazardous materials emergencies and other emergencies.

- (1) different apparatus will respond
- (2) immediately attempt to identify the types of materials involved in an incident to determine possible response
- (3) for HAZMAT a specialty unit will respond to assess and handle the situation

06.06 Identify typical locations in the community where hazardous materials are stored, transported, used or disposed.

- (1) power plants
- (2) gas stations
- (3) water treatment plants
- (4) airports

- (5) ports
- (6) train stations
- (7) industrial complexes
- (8) nuclear plants
- (9) hospitals
- (10) janitorial closets
- (11) personal homes
- (12) warehouses/storage units
- (13) conveyances

06.07 Identify that hazardous materials may be found in various types of containers.

- (1) tanker trucks
- (2) aerosol cans
- (3) barges/cargo ships
- (4) barrels
- (5) paint cans
- (6) plastic containers
- (7) incendiary devices

06.08 Describe the use of, and information obtained through, CHEMTREC and DOT ERG in the identification and mitigation of hazardous materials.

- (1) CHEMTREC is a 24/7/365 emergency call center that provides immediate information and assistance to anyone involved in a chemical or hazardous material incident around the globe. Information is used to aid responders in safe containment and cleanup of hazardous materials.

- (2) DOT ERG – Department of Transportation Emergency Response Guidebook (ERG)
 - (a) developed jointly by the US Department of Transportation, Transport Canada, and the Secretariat of Communications and Transportation of Mexico
 - (b) for use by firefighters, police, and other emergency services personnel who may be the first to arrive at the scene of a transportation incident involving a hazardous material
 - (c) primarily a guide to aid first responders in:
 - (1) quickly identifying the specific or generic classification of the material(s) involved in the incident, and
 - (2) protecting themselves and the general public during this initial response phase of the incident.
 - (d) updated every three to four years to accommodate new products and technology
 - (e) has established a four-digit numbering system to identify materials
 - (1) The ID number is placed on placards on conveyances that transport hazardous materials. In addition to the placards, these ID numbers are used on shipping documents to identify the hazardous material.
 - (f) Information can be obtained in the Emergency Response Guidebook or online.
 - (g) Officers can identify a material by finding the number on the orange panel on the container, placard, or shipping papers.

06.09 Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident.

- (1) Identify the material/hazard.
- (2) Establish a perimeter for an evacuation zone or safe zone.
- (3) Know the direction of the winds.

- (4) Isolate the area without entering it; keep people away from the scene and ensure people are upwind and out of low-lying areas.
- (5) Avoid contact with the product.
- (6) Avoid secondary contamination resulting from contact with persons who have not been properly decontaminated.
- (7) Know contamination areas.
- (8) Establish decontamination areas/tents.
- (9) Evacuate, if necessary.

06.10 Demonstrate, given a hazardous materials incident scenario, the role of a telecommunicator at the awareness level.

- (1) Follow the Emergency Response Guidebook (ERG) for that particular substance based on the placard number.
- (2) Obtain as much information as possible to determine if it is HAZMAT prior to arrival.
- (3) Once units are on scene, they will notify telecommunicators to give them the ability to contact necessary responders or HAZMAT teams.

END OF TOPIC

BASIC PRINCIPLES AND COMPONENTS OF EMERGENCY MEDICAL SERVICES

LEARNING GOAL:

The student will be able to identify the roles and responsibilities of emergency medical and fire department responders. The student will be able to identify the various types of emergency response modes to fire and medical calls. The student will be able to specify the role and responsibility of communications during a multi-casualty incident.

OBJECTIVES:

07.0 Understand the Basic Principles and Components of the Emergency Medical Services (EMS) and their Relationship to the Application of Correct Dispatch Processes.

The student will:

07.01 Understand the roles and responsibilities of emergency medical and fire department responders. (EMT/Paramedic/Firefighters)

- (1) Care for and transport the sick and injured.
- (2) Recognize hazards to people and property.
- (3) Respond to fire, chemical, and medical emergencies.
- (4) Minimize danger to people and property.
- (5) Administer emergency medical care.
- (6) Assess the nature and condition of the patient's injuries.

07.02 Comprehend the various types of emergency response modes to fire and medical calls.

- (1) Life threatening versus non-life threatening
- (2) "Hot" – lights and siren response
- (3) "Cold" – no lights or siren response

07.03 Define primary and secondary units.

- (1) Primary unit is the main unit assigned to a particular call.
- (2) Secondary units are additional unit(s) assigned to the same call.

07.04 Define Basic Life Support as a non-invasive level of emergency medical care provided by emergency medical technicians and paramedics used to treat patients with illness or injury.

- (1) EMT - A certified healthcare provider who is trained to treat and transport victims of emergencies. Emergency medical technicians (EMT) provide basic life support to victims. Skills include immobilization and splinting, bandaging, administering oxygen, cardiopulmonary resuscitation, defibrillation, extrication, and basic airway management.
- (2) Paramedic - a certified healthcare provider who is trained to treat and transport victims of emergencies. Paramedics provide advanced life support to victims. Skills include all of those of an EMT as well as injections, intravenous infusions, needle thoracostomy, cricothyroidotomy, intraosseus infusions and advanced airway management.

07.05 Define Advanced Life Support as emergency medical care that involves invasive procedures, such as cardiac monitoring, administration of intravenous (IV) fluids, and advanced airway adjuncts. This care will be provided by paramedics.

07.06 Define a multi-casualty incident (MCI) as an incident where the number and severity of casualties exceeds the capability of the responders' initial resources.

07.07 Understand the role and responsibility of communications during a MCI.

- (1) Dispatch additional resources.
- (2) Make notification and requests of other agencies, such as hospitals, air transport units, law enforcement, etc.
- (3) Coordinate the requests of other agencies.

07.08 Define Air Rescue Transport Unit (ATU) as a licensed aeronautical conveyance used for the purpose of rapid patient transport.

07.09 Define Trauma Center and Trauma Alert criteria.

- (1) Trauma Center – the type of hospital that provides surgeons and other medical personnel and equipment to provide care for severely injured patients around the clock.
- (2) Trauma Alert criteria – a method used by emergency medical personnel to grade the severity of a traumatic injury and determine the need for transport to a trauma center.

07.10 Understand why some EMS calls may require police response.

- (1) Police response may be required in:
 - (a) any call where the safety of patients, responders or the public may be in question.
 - (b) any call that involves a crime.
 - (c) any call where patient life status is questionable and law enforcement units have the capability (such as an automated external defibrillator) and immediate intervention is needed to save a life.
 - (d) any call as defined by local policy.
 - (e) any call where crowd/traffic control may be required.

END OF TOPIC

BASIC PRINCIPLES AND COMPONENTS OF LAW ENFORCEMENT

LEARNING GOAL:

The student will be able to identify the roles and responsibilities of law enforcement officers. The student will be able to differentiate between civil and criminal complaints. The student will be able to define in-progress, just occurred, and past event calls. The student will be able to demonstrate an understanding of the phases of crisis call incidents, be able to identify the proper interview questions, and understand the role of the telecommunicator. The student will be able to relate the telecommunicator's role in officer safety. The student will be able to define Amber and Silver alert calls.

OBJECTIVES:

08.0 Understand the Basic Principles and Components of Law Enforcement and Their Relationship to the Application of Correct Dispatch Processes

The student will:

08.01 Understand the roles and responsibilities of law enforcement officers.

- (1) Provide safety to the public and protection of property.
- (2) Stabilize situations.
- (3) Investigate and document incidents and crimes.
- (4) Keep the peace.
- (5) Maintain a positive public image.

08.02 Understand the various reasons that citizens request police assistance.

- (1) for protection
- (2) to report a crime
- (3) to seek legal guidance
- (4) for assistance

08.03 Define criminal and civil complaints.

- (1) Criminal complaints involve an offense against society and can be penalized by imprisonment.

- (2) Civil complaints involve disputes between private individuals or disputes involving contractual matters and are penalized by fines, forfeitures, or some other non-criminal sanction.

08.04 Understand why a telecommunicator should not give legal advice.

- (1) Legal advice can only be obtained from an attorney.
- (2) Providing legal advice can attach liability to the telecommunicator and/or the employing agency.
- (3) Give information, not advice.

08.05 Define in-progress, just occurred, and past event calls.

- (1) An in-progress call is an event that is currently taking place and requires an immediate response.
- (2) A just occurred call is an event that occurred within a short period of time.
- (3) A past event call (also known as a delayed call) is an incident that has already occurred and is over.

Note: Any call, whether in-progress, just occurred, or past, may require an immediate response based on the nature of the call and individual agency policy and procedure.

08.06 Understand the phases of crisis call incidents such as active shooter, hostage situations, barricaded subjects, and suicide threats.

- (1) Define Active Shooter.
 - (a) An active shooter is an armed person who has used deadly physical force on other persons and continues to do so while having unrestricted access to additional victims.
 - (b) The five phases of active shooter are:
 - (1) fantasy phase - perpetrator dreams of carrying out an act
 - (2) planning phase - perpetrator researches and determines logistics and planning
 - (3) preparation phase – perpetrator gathers equipment needed to carry out event

- (4) approach phase - the suspect has made plans and has committed to carrying out the act. Suspect is moving toward the intended target and will most likely be carrying the tools that are needed to complete the incident.
 - (5) implementation phase - this is the actual incident occurring.
- (2) Define Hostage Situation.
 - (a) A hostage is an individual being held against their will.
 - (b) understand the phases of a hostage situation
 - (1) initial phase - the phase when individuals are taken hostage
 - (2) negotiation phase – demands have been received and negotiations are in progress between the suspect (s) and law enforcement
 - (3) termination phase – the final phase which will result in surrender, suspect arrested or killed, or demands met
- (3) Define Barricaded Subjects.
 - (a) a subject that has blocked himself in an area that is not accessible
 - (b) understand the phases of a barricaded subject
 - (1) observation phase - information about subject is obtained
 - (2) containment phase - officers are on scene and securing the surrounding area
 - (3) termination phase - the final phase which could end in arrest, recovery, or fatality of the subject.
- (4) Define Suicide.
 - (a) Suicide is the act of taking one's own life.
 - (b) Define suicidal threats as threats to take one's own life.

- (c) Understand the role of a telecommunicator in handling suicidal calls:
 - (1) determine location of caller.
 - (2) open discussion with caller regarding suicide
 - (a) ask, "Are you suicidal?"; "Are you planning to hurt yourself?"
 - (3) determine if there are means to commit suicide; are there weapons of any kind.
 - (4) obtain as much information as possible about the caller.
 - (5) determine if anyone else is present.
 - (6) follow agency policy and procedure for handling suicidal callers.

08.07 Identify the proper interview questions for crisis calls.

- (1) What is the location?
- (2) What is the nature of the event?
- (3) What is the location of the suspect? What was his direction of travel?
- (4) Are there any weapons involved?
- (5) When did the incident occur?
- (6) Are there any injuries?
- (7) Is the subject known to the caller?
- (8) What is the description of the subject?
- (9) What were the circumstances leading up to the event?

08.08 Identify the officer safety issues for both primary and secondary units.

- (1) scene hazards
- (2) weapons
- (3) number of people involved

- (4) description of subjects
- (5) nature of the incident
- (6) nature of the threat (mental health issues, history of violence, hazardous materials, homeland security issues, universal precautions)

08.09 Understand the role of the telecommunicator during a crisis call incident.

- (1) Rapidly gather and disseminate information.
- (2) Maintain composure and control of incident.
- (3) Assess the safety of the scene.
- (4) Determine if weapons are involved.
- (5) Determine if there are any mental health issues.
- (6) Make appropriate notifications.
- (7) Monitor situation throughout.
- (8) Constantly update responders with pertinent information.
- (9) Maintain communication with callers, if possible.

08.10 Understand the telecommunicator's role in officer safety.

- (1) Identify and communicate any hazards or threats to the officer's safety.
- (2) Monitor the officer's status and be vigilant to the situations that may arise.
- (3) Continue to update officers after the call has been dispatched with all relevant information.

08.11 Define Amber, Silver and Law Enforcement Officer (LEO) Alert calls.
(Source of following information: Florida Department of Law Enforcement)

- (1) Amber Alerts contain critical information about child abduction cases.
 - (a) The AMBER Alert™ Program is a voluntary partnership between law enforcement agencies, broadcasters, transportation agencies, and the wireless industry, to activate an urgent bulletin in the most serious child-abduction cases.

- (b) The Florida Amber Alert Plan was established August 30, 2000. The “Amber Plan” was created in memory of Amber Hagerman, a 9 year old girl who was abducted and brutally murdered in 1996.
- (c) The Florida Department of Law Enforcement, along with the Department of Community Affairs and the Florida Association of Broadcasters, Inc., developed this plan so that child abductions could be broadcasted to the general public.
- (d) The criteria for activation of the Amber Alert are:
 - (1) the child must be under 18 years of age.
 - (2) there must be a clear indication of an abduction.
 - (3) the law enforcement agency's investigation must conclude that the child's life is in danger.
 - (4) there must be a detailed description of the child and/or abductor/vehicle to broadcast to the public (a photo of the child should be provided as soon as possible, when available).
 - (5) the activation must be recommended by the local law enforcement agency of jurisdiction.
- (2) Silver Alerts provide a standardized system to aid local law enforcement in the rescue of an elderly person with a cognitive impairment who is lost or missing.
 - (a) Florida's Silver Alert Plan was made effective by an Executive Order signed by Governor Charlie Crist on October 8, 2008.
 - (b) The Silver Alert Plan was implemented because Florida's elderly population is growing and the state is committed to putting in place tools and technologies to ensure their safety and protection.

- (c) The criteria for activation of the Silver Alert are:
 - (1) the missing person must be 60 years or older and there must be a clear indication that the individual has an irreversible deterioration of intellectual faculties (i.e., dementia). This must be verified by law enforcement or; under extraordinary circumstances, when a person age 18 to 59 has irreversible deterioration of intellectual faculties and law enforcement has determined the missing person lacks the capacity to consent, and that the use of dynamic message signs may be the only possible way to rescue the missing person.
 - (2) the law enforcement agency's investigation must conclude that the disappearance poses a credible threat to the person's welfare and safety.
 - (3) if a vehicle is involved and the statewide messaging system is requested, there must be a description of the vehicle and a tag number to display on the Florida Department of Transportation's dynamic message signs, and
 - (a) the local law enforcement agency must verify vehicle and tag information.
 - (b) the law enforcement agency must have entered the missing person into the FCIC and issued a statewide BOLO (be on the lookout) to other law enforcement/911 centers.
 - (4) local law enforcement has already activated a local or regional Alert by contacting media outlets in theirs and/or surrounding jurisdictions.
- (3) LEO (Law Enforcement Officer) Alert contains a subject and/or vehicle description of persons that may pose a serious threat to the public after an officer has been seriously injured or killed by an offender.
 - (a) On May 5th, 2008 Florida Governor Charlie Crist signed an executive order establishing the Florida Law Enforcement (LEO) Alert Plan. This plan was established in response to the increasing number of law enforcement officers in the state who were killed or injured in the line of duty. In some of these cases the offender(s) used vehicles to flee and attempt escape.

- (4) All alerts are displayed on lottery machines and on Dept. of Transportation dynamic message signs.

END OF TOPIC

STRESS MANAGEMENT TECHNIQUES

LEARNING GOAL:

The student will be able to define stress and identify stressors unique to the telecommunicator. The student will be able to describe techniques to prevent and manage stress and will be able to explain Critical Incident Stress Management.

OBJECTIVES:

09.0 Comprehend Stress Management Techniques.

The student will:

09.01 Define stress.

- (1) Stress is defined as physical, mental or emotional factors that cause bodily or mental tension.
- (2) Eustress is defined as any stress associated with pleasant experiences or positive emotions.
- (3) Distress is defined as any stress reaction resulting from unpleasant or harmful events or consequences.
- (4) A stressor is defined as any factor with the potential to produce stress.

09.02 Describe stressors unique to the telecommunicator.

- (1) multi-tasking
- (2) life or death situations
- (3) being restricted to verbal communication only
- (4) urgency
- (5) scheduling demands
- (6) shift rotations
- (7) understaffing
- (8) scrutiny

- (9) responder safety
- (10) caller safety
- (11) sedentary work environment
- (12) subject to various sensory perceptions
 - (a) lights
 - (b) sounds
 - (c) temperature

09.03 Describe techniques necessary to prevent and manage stress.

- (1) Take regular breaks.
- (2) Establish proper eating habits.
- (3) Practice self-recognition of stress.
 - (a) Recognize mental and physical stress symptoms.
 - (1) mental stress
 - (a) lack of work ethic
 - (b) low morale
 - (c) difficulty concentrating and remaining focused
 - (d) the effect of long-term mental stress is known as “burnout”
 - (e) lack of drive
 - (2) physical stress
 - (a) soreness in one’s joints
 - (b) indigestion/heartburn
 - (c) headaches
 - (d) change in weight
 - (e) insomnia

(f) chronic fatigue

- (4) Maintain a good support system.
- (5) Exercise - outside and at desk.
- (6) Get adequate sleep.
- (7) Don't take it personally.
- (8) Let go of control when needed.
- (9) Realize that closure will not always be possible.
- (10) Seek assistance from your agency's Employee Assistance Program, if needed.

09.04 Explain Critical Incident Stress Management (CISM)

- (1) A structured process for managing the stress involved in a critical incident that may include group or individual debriefing where participants share experiences and emotions and are provided referrals if additional help is required.

09.05 Describe actions necessary to manage stress during an "in-progress" incident.

- (1) Remain focused on the incident.
- (2) Do not hesitate to ask for assistance, if needed.
- (3) Follow established protocols.
- (4) Avoid personalizing the situation.
- (5) Change your position (stand up).
- (6) Take a deep breath.

END OF TOPIC

DUTIES OF A PUBLIC SAFETY TELECOMMUNICATOR

LEARNING GOAL:

The student will understand the proper conduct of a public safety telecommunicator and will be able to explain the importance of adhering to the dress code, maintaining personal hygiene and reporting to duty.

OBJECTIVES:

10.0 Understand the Duties of a Public Safety Telecommunicator.

The student will:

10.01 Understand the proper conduct of a public safety telecommunicator.

- (1) As a public servant, a public safety telecommunicator is held to a higher standard.
- (2) Members will conduct themselves on and off-duty in such a manner that their actions and behavior reflect favorably on the profession.
- (3) Members will not engage in conduct which discredits the profession or its members, or which impairs the operations of the agency. Behaviors that might discredit the profession, the agency, or its members could include:
 - (a) negative attitude and demeanor
 - (b) gossiping
 - (c) making derogatory statements about any agency or its members
 - (d) inappropriate behavior
 - (1) insubordination
 - (2) misuse of equipment
- (4) Define the Chain of Command.
 - (a) The chain of command is that connection or linkage of authority and responsibility that joins one level of an organization to another.

- (5) Display Professionalism
 - (a) maintain positive attitude and demeanor
 - (b) be respectful
 - (c) keep a neat and tidy appearance

10.02 Understand the importance of adhering to dress codes (if applicable) and personal hygiene.

- (1) Importance to adhering to the dress code
 - (a) displays a positive public image
 - (b) shows professionalism
 - (c) establishes uniformity
- (2) Importance of personal hygiene
 - (a) health and well being
 - (b) cleanliness
 - (c) reduction/healing of personal illness
 - (d) social acceptance
 - (e) prevention of spreading illnesses

10.03 Understand the importance of reporting for duty and the impact absences have on a communications center.

- (1) Public Safety Telecommunications is a 24/7/365 professional environment, with professionals that work holidays and during states of emergency.
- (2) Public Safety Telecommunicators should be at their post and prepared to work at their required time.

- (3) Explain the impact absences have.
 - (a) increases costs due to overtime
 - (b) puts additional workload on others
 - (c) lowers morale
 - (d) adversely affects staffing
 - (e) adversely affects standard of care provided to the public

END OF TOPIC

EMERGENCY MANAGEMENT

LEARNING GOAL:

The student will understand the roles and responsibilities of the U. S. Department of Homeland Security and will be familiar with the different types of domestic and international terrorism threats. The student will understand basic terminology regarding terrorism. The student will be able to describe the roles and responsibilities of National Incident Management System (NIMS), FEMA, and North American Aerospace Defense Command (NORAD). The student will understand the roles and responsibilities of emergency management at the local and state levels and will be familiar with disaster preparedness plans and emergency operations plans. The student will understand the role of the telecommunicator during a disaster. The student will be able to explain the history of the Telecommunicators Emergency Response Taskforce (TERT).

OBJECTIVES:

11.0 Emergency Management

The student will:

11.01 Understand the role and responsibilities of the U.S. Department of Homeland Security.

- (1) According to the mission of the Department of Homeland Security, its main areas of responsibility include:
 - (a) guarding against terrorism.
 - (b) securing our borders.
 - (c) enforcing our immigration laws.
 - (d) improving our readiness for, response to and recovery from disasters.
 - (e) maturing and unifying the Department.
 - (f) securing the nation from threats from aviation to border security to emergency response and to keep America safe.

11.02 Be familiar with different types of domestic and international terrorism threats.

- (1) The American Heritage Dictionary defines terrorism as the unlawful use or threatened use of force or violence by a person or an organized group against people or property with the intention of intimidating or coercing societies or governments, often for ideological or political reasons.

- (2) The Free Dictionary (thefreedictionary.com) defines international terrorism as terrorism practiced in a foreign country by terrorists who are not native to that country.
- (3) The Free Dictionary defines domestic terrorism as terrorism practiced in one's own country against one's own people.
- (4) Types of terrorism:
(The below definitions were retrieved from <http://terrorism.about.com/od/-whatisterroris1/tpDefiningTerrorism.htm>)
 - (a) State Terrorism: states that use force or the threat of force without declaring war to terrorize citizens and achieve a political goal (ex., Hitler).
 - (b) Bio-terrorism: intentional release of toxic biological agents to harm and terrorize citizens in the name of a political or other cause (Anthrax, botulism, plague, smallpox).
 - (c) Cyber Terrorism: using informational technology to attack civilians and draw attention to their cause (hacking).
 - (d) Eco Terrorism: violence in the interest of environmentalism (Earth Liberation Front, Greenpeace, Sea Shepherd Conservation Society, Whales PETA).
 - (e) Nuclear Terrorism: using nuclear materials as a terrorist tactic (attacking nuclear facilities, purchasing or building nuclear weapons, dispersing radioactive materials).
 - (f) Narco-terrorism: Use of drug trafficking to fund their operations.

11.03 Understand basic terminology regarding terrorism threats such as BNICE, Syndromic Surveillance, etc.

(The below definitions were retrieved from <http://www.terrorism-research.com/glossary/>)

(1) Syndromic Surveillance

Surveillance using health related data that precedes diagnosis and signals a significant probability of a case or an outbreak to warrant further public health response; is utilized to target investigation of potential cases and for detecting outbreaks associated with bioterrorism (such as H1N1 flu)

- (2) BNICE is defined as Biological, Nuclear/Radiological, Incendiary, Chemical, and Explosive Agents
- (a) biological agent - a microorganism that causes disease in personnel, plants, or animals or causes the deterioration of materiel.
 - (b) biological weapon - an item of materiel, which projects, disperses, or disseminates a biological agent including arthropod vectors.
 - (c) chemical weapon - together or separately,
 - (1) a toxic chemical and its precursors, except when intended for a purpose not prohibited under the Chemical Weapons Convention;
 - (2) ammunition or device, specifically designed to cause death or other harm through toxic properties of those chemicals specified in (1), above, which would be released as a result of the employment of such ammunition or device;
 - (3) any equipment specifically designed for use directly in connection with the employment of munitions or devices specified in (2), above.
 - (d) chemical agent – a chemical substance that is intended for use in military operations to kill, seriously injure, or incapacitate people through its physiological effects. Excluded from consideration are riot control agents, and smoke and flame materials. The agent may appear as a vapor, aerosol, or liquid; it can be either a casualty/toxic agent or an incapacitating agent.
 - (e) nuclear weapon - a complete assembly (i.e., implosion type, gun type, or thermonuclear type), in its intended ultimate configuration which, upon completion of the prescribed arming, fusing, and firing sequence, is capable of producing the intended nuclear reaction and release of energy.
 - (f) Improvised Explosive Device (IED) - devices that have been fabricated in an improvised manner and that incorporate explosives or destructive, lethal, noxious, pyrotechnic, or incendiary chemicals in their design.
 - (g) Radiological Dispersal Device (RDD) - a device (weapon or equipment), other than a nuclear explosive device, designed to disseminate radioactive material in order to cause destruction, damage, or injury by means of the radiation produced by the decay of such material.

(3) Anarchism

A political theory holding all forms of governmental authority to be unnecessary and undesirable and advocating a society based on voluntary cooperation and free association of individuals and groups.

(4) Anti-terrorism

Defensive measures used to reduce the vulnerability of individuals and property to terrorist acts, to include limited response and containment by local military forces.

(5) Asset (terrorist)

A resource - person, group, relationship, instrument, installation, or supply - at the disposition of a terrorist organization for use in an operational or support role. Often used with a qualifying term such as suicide asset or surveillance asset.

(6) Counter-terrorism

Offensive measures taken to prevent, deter, and respond to terrorism.

(7) Dirty Bomb

A dirty bomb, or Radiological Dispersal Device (RDD), uses conventional explosive to disperse radioactive material like that used in the medical arena over a given area. Though a dirty bomb may not cause immediate physical damage, the spread of radioactive material can render an area uninhabitable and cause cancers and other illness to those that are exposed.

(8) Nerve Agents

A nerve agent is a substance that interferes with the central nervous system. Exposure is primarily through contact with the liquid (skin and eyes) and secondarily through inhalation of the vapor. Three distinct symptoms associated with nerve agents are: pin-point pupils, an extreme headache, and severe tightness in the chest.

(9) Pathogen

Any organism (usually living) capable of producing serious disease or death, such as bacteria, fungi, and viruses.

(10) Terrorism

The calculated use of violence or threat of violence to inculcate fear; intended to coerce or to intimidate governments or societies in the pursuit of goals that are generally political, religious, or ideological.

(11) Weapons of Mass Destruction (WMD)

Weapons that are capable of a high order of destruction and/or of being used in such a manner as to destroy large numbers of people. Weapons of mass destruction can be high explosives or nuclear, biological, chemical, and radiological weapons, but exclude the means of transporting or propelling the weapon where such means is a separable and divisible part of the weapon.

11.04 Understand the role and responsibilities of NIMS.

- (1) NIMS is the acronym for the National Incident Management System.
- (2) NIMS provides a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.

NIMS works hand in hand with the National Response Framework (NRF). NIMS provides the template for the management of incidents, while the NRF provides the structure and mechanisms for national-level policy for incident management.” (Excerpt: IS-700.A NIMS course from NIMS site).

11.05 Understand the role and responsibilities of Federal Emergency Management Agency (FEMA).

- (1) “FEMA’s mission is to support our citizens and first responders to ensure that as a nation we work together to build, sustain, and improve our capability to prepare for, protect against, respond to, recover from, and mitigate all hazards.” (from FEMA.gov)
- (2) FEMA provides funding for:
 - (a) housing
 - (b) medical assistance
 - (c) funerals

- (d) fuels (heat source)
 - (e) items for clean-up
 - (f) vehicle repair
 - (g) moving/storage
- (3) FEMA provides services for:
- (a) crisis counseling
 - (b) unemployment
 - (c) legal services
 - (d) special tax considerations

11.06 Successfully complete the NIMS courses IS100, IS200 and IS700.

11.07 Understand the role and responsibilities of NORAD (North American Aerospace Defense command).

- (1) The mission of NORAD is to conduct persistent aerospace warning, aerospace control and maritime warning and the defense of North America. Its objectives are to detect, deter and defend against aerospace threats to North America and to provide timely and accurate maritime warning of threats to and attacks against North America. It strives to be a model for an international cooperation in defense planning, execution, training, information management and technological innovation. (This mission was retrieved from <http://www.norad.mil/about/vision.html>)

11.08 Understand the role and responsibilities of Emergency Management, both on the local level and state level.

- (1) Emergency Management ensures that Florida is prepared to respond to emergencies, recover from them, and mitigate against their impacts. Bureaus include Preparedness, Response, Recovery and Mitigation (MyFlorida.com Emergency Management). All 67 counties of Florida have an Emergency Management director responsible for all emergency preparedness activities and disasters within their county.
- (2) Plan, organize and direct the activities and operations of emergency services regarding natural or manmade disasters.
- (3) Direct the preparation and assist in the implementation of natural disaster and survival plans for man-made and natural disasters.

- (4) Coordinate and assist in the development and administration of the Comprehensive Emergency Management Plan (CEMP).
- (5) Direct local government, emergency agencies and other units in relation to the Comprehensive Emergency Operations Plan.
- (6) Direct overall field operations in a jurisdictional emergency.
- (7) Develop, administer and/or evaluate all agencies of local government in training on emergency preparedness. (taken from Myflorida.com/Emergency Management)
- (8) Florida's State Emergency Response Team (SERT)
 - (a) SERT is composed of Emergency Coordination Officers (ECOs) from state agencies, non-governmental organizations, and volunteer agencies.
 - (b) The SERT operates under the direction and control of the Governor. The Governor delegates authority to the State Coordinating Officer (SCO).
 - (c) The SCO, usually the Director of the Division of Emergency Management, is authorized to commit any and all in-state resources necessary to cope with an emergency or disaster.
 - (d) The SERT Chief coordinates the rendering of all state assistance and is responsible for overall management and operation of the SERT.
- (9) Florida Division of Emergency Management (DEM)
 - (a) Florida Statute 252.35 gives DEM the responsibility of maintaining a statewide emergency management program.
 - (b) DEM's Coordination Partners
 - (1) Other state agencies
 - (2) Federal government
 - (3) County governments
 - (4) Municipal governments
 - (5) Tribal governments
 - (6) School boards
 - (7) Non-governmental organizations

- (8) Private agencies with emergency management roles

- (10) County Emergency Management

- (a) Florida Statute 252.38 gives counties the responsibility of maintaining emergency management programs at the county level.
- (b) Other responsibilities
 - (1) Develop and maintain an emergency management plan
 - (2) Maintain and operate a 24-hour warning point
 - (3) Coordinate emergency management needs of its municipalities
 - (4) Declare a local state of emergency and request state assistance
 - (5) Coordinate emergency response efforts within its jurisdiction
 - (6) Activate emergency shelters
 - (7) Order evacuations for county residents
 - (8) Activate mutual aid agreements with neighboring counties

11.09 Be familiar with Disaster Preparedness plans.

- (1) Agency preparedness
 - (a) building security
 - (b) power
 - (c) water
 - (d) food
 - (e) personnel coverage
 - (f) modified shifts
 - (g) Incident Command System (ICS) implementation
 - (h) guidelines to respond to various disasters (check your local Standard Operating Procedures)

- (2) Personal preparedness
 - (a) family preparedness plan
 - (b) overnight bag
 - (c) vehicle maintenance
 - (d) home maintenance
 - (e) cash
 - (f) food supplies
 - (g) emergency contact information

11.10 Be familiar with Emergency Operations Plans (EOP).

- (1) The comprehensive Emergency Operation Plan is the framework through which the state handles emergencies and disasters. It defines responsibilities of the government, private, volunteer and non-governmental organizations that comprise the state emergency response team. The EOP provides procedures for emergency notifications, Emergency Operations Center activations, organization and responsibilities in line with the ICS structure and transitions to recovery operations.”
(Source: FL Department of Emergency Management (DEM) website.)

11.11 Understand the role and responsibilities of the Emergency Operations Center.

- (1) The Emergency Operations Center is a centralized location for representatives of all emergency support functions (ESF) that respond to major emergency incidents to provide support and coordination of resources during disaster activation.
- (2) There are three levels of activation:
 - (a) Level 1 = Full Activation
 - (b) Level 2 = Partial Activation
 - (c) Level 3 = Monitoring
- (3) Emergency Support Function.

Florida has 18 Emergency Support Functions (ESFs), grouped by function rather than agency. Each ESF is headed by a primary state agency and supported by additional state agencies.

- (a) ESF 1: Transportation
 - (1) aviation/airspace management and control
 - (2) transportation safety
 - (3) restoration/recovery of transportation infrastructure
 - (4) movement restrictions
 - (5) damage and impact assessment
- (b) ESF 2: Communications
 - (1) coordination with telecommunications and information technology industries
 - (2) restoration and repair of telecommunications infrastructure
 - (3) protection, restoration, and sustainment of national cyber and information technology resources
 - (4) oversight of communications within the federal incident management and response structures
- (c) ESF 3: Public Works and Engineering
 - (1) infrastructure protection and emergency repair
 - (2) infrastructure restoration
 - (3) engineering services and construction management
 - (4) emergency contracting support for life-saving and life-sustaining services
- (d) ESF 4: Firefighting
 - (1) coordination of federal firefighting activities
 - (2) support to wild land, rural, and urban firefighting operations
- (e) ESF 5: Plans
 - (1) coordination of incident management and response efforts
 - (2) issuance of mission assignments

- (3) resource and human capital
- (4) incident action planning
- (5) financial management
- (f) ESF 6: Mass Care and Human Services
 - (1) mass care emergency assistance
 - (2) disaster housing
 - (3) human services
- (g) ESF 7: Logistics, Management and Resource Support
 - (1) comprehensive, national incident logistics planning, management, and sustainment capability
 - (2) resource support (facility space, office equipment and supplies, contracting services, etc.)
- (h) ESF 8: Public Health and Medical Services
 - (1) public health
 - (2) medical
 - (3) mental health services
 - (4) mass fatality management
- (i) ESF 9: Search and Rescue
 - (1) life-saving assistance
 - (2) search and rescue operations
- (j) ESF 10: Oil and HazMat Response
 - (1) oil and hazardous materials (chemical, biological, radiological, etc.) response
 - (2) environmental short- and long-term cleanup
- (k) ESF 11: Agriculture and Natural Resources
 - (1) nutrition assistance
 - (2) animal and plant disease and pest response
 - (3) food safety and security

- (4) natural and cultural resources and historic properties protection and restoration
- (5) safety and well-being of household pets
- (l) ESF 12: Energy
 - (1) energy infrastructure assessment, repair, and restoration
 - (2) energy industry utilities coordination
 - (3) energy forecast
- (m) ESF 13: Public Safety and Security
 - (1) facility and resource security
 - (2) security planning and technical resource assistance
 - (3) public safety and security support
 - (4) support to access, traffic, and crowd control
- (n) ESF 14: Long Term Community Recovery
 - (1) social and economic community impact assessment
 - (2) long-term community recovery assistance to states, local governments, and the private sector
 - (3) analysis and review of mitigation program implementation
- (o) ESF 15: Volunteers and Donations
 - (1) provide a central point for the coordination of information and activities of voluntary agencies responding in times of disaster and the effective utilization of donated cash, goods, and services
- (p) ESF16: Law Enforcement
 - (1) provide law enforcement coordination and support services in support of emergency events

- (q) ESF 17: Animal and Agricultural Issues
 - (1) coordinate the state's response for animal and agricultural issues in case of an emergency or disaster situation.
- (r) ESF 18: Business, Industry and Economic Stabilization
 - (1) coordinate local, state and federal agency actions that will provide immediate and short-term assistance for the needs of business, industry and economic stabilization.
- (4) State EOC
 - (a) Center of disaster response coordination at the state level
- (5) County EOC
 - (b) Center of disaster response coordination at the county level

11.12 Understand mutual-aid and automatic-aid agreements and their importance.

- (1) Mutual aid agreements and memoranda of understanding are essential components of emergency management planning, response and recovery operations. These agreements provide reciprocal emergency aid and assistance during an emergency or disaster. They can increase available resources and improve response and recovery efforts.

The Statewide Mutual Aid Agreement encourages the requesting county or political sub-division to submit a written request for mutual aid through the Division of Emergency Management.

- (2) Intra-State Mutual Aid: The State of Florida maintains a Statewide Mutual Aid Agreement (SMAA) that allows entities to both request as well as provide personnel, equipment, vehicles, aircraft, and resources to each other during emergencies. Mutual aid occurs each day under this agreement such as fire and law enforcement departments sharing resources during local emergencies.
- (3) Inter-State Mutual Aid: In accordance with Chapter 252, Part III, Florida Statutes, Florida has also adopted the Emergency Management Assistance Compact (EMAC) and Memoranda of Understanding with other States and private organizations. These agreements provide mechanisms to share resources between each other during major disasters.

11.13 Understand the role of the telecommunicator during a disaster

- (1) Mission critical – The telecommunicator is the first responder to any event.
- (2) On-call status – Telecommunicators must maintain contact with their center pertaining to their status and contact numbers.
- (3) Modified schedules – During disasters all personnel may be required to work alternate schedules to maintain adequate staffing.
- (4) Mutual aid – Assisting other agencies when they've depleted their resources or to provide other assistance as needed.
- (5) Evacuation plans – Knowledge of evacuation routes as well as evacuation plans for your immediate communications center.
- (6) Shelters – Knowledge of locations of local shelters and their available services.
- (7) Locations of resources – Resources as needed from various agencies such as road department, utilities, public works, etc.
- (8) Increased calls for service – Higher volume of calls will be received during an emergency situation.
- (9) Recovery – Be familiar with recovery groups (e.g. Special Response Teams).
- (10) Media relations – Know who your public information officers are.
- (11) Backup equipment – Be familiar with backup equipment (e.g. radios, generators, telephone system, flashlights, manual record keeping).
- (12) Prioritizing calls and handling non-response calls – be familiar with those calls requiring immediate response and how to respond to them during and after the event.
- (13) Heightened stress – “Calgon take me away!” Expect higher stress levels and be aware of how to cope with the stress on your own individual level.
- (14) Personal preparation - sleeping accommodations, food and water, overnight bags, family plans, animals, transportation, mental and physical preparation, medications, emergency contact information, details to residence by landmarks

(15) Reportable Incidents

- (1) There are many incidents, to include natural and man-made, that must be reported to the State Watch Office, which is the communications contact point between local governments, emergency agencies, state government and the federal government.
- (2) The local agency's protocols should be checked for reporting responsibilities and procedures.

11.14. Identify the proper interview questions for disaster calls such as hurricanes, floods, tornadoes, domestic and international terrorism, plane crashes, wildfires, sinkholes, etc.

(1) Hazardous Weather (Tornado, Severe Storm)

- (a) location
- (b) caller's name and callback information
- (c) type of hazardous weather
- (d) injuries
- (e) power lines down
- (f) HazMats associated
- (g) property damage
- (h) anyone trapped

(2) Aviation Disaster (e.g. Plane Crash):

- (a) attempt to get location information using geographical features
- (b) caller's name and callback information
- (c) type of aircraft/glider
- (d) tail number
- (e) actions of plane doing before the crash (sputtering, on fire, spinning)
- (f) number of known injuries
- (g) accessibility by ground
- (h) equipment needed to access site

- (i) notification of FAA
- (j) special equipment or vehicles needed for access to the site
- (3) Terrorism
 - (a) location
 - (b) when will this occur/has this occurred
 - (c) caller's name and callback information
 - (d) what type
 - (e) intended target
 - (f) suspect information
 - (g) injuries or fatalities
 - (h) wind direction
- (4) Terrorism Involving a Plane
 - (a) nature of the onboard emergency
 - (b) name of the airline carrier
 - (c) flight number
 - (d) departure and destination locations
 - (e) current location of the plane
 - (f) caller's name
 - (g) location in plane (seat number)
 - (h) is call from wireless phone or onboard phone
 - (i) if wireless, cell phone number and cell phone carrier
 - (j) This information should be relayed immediately to the FAA National Operations Manager Office in northern Virginia.
- (5) Transportation (e.g.; tanker derailment; tanker explosion)
 - (a) location
 - (b) caller's name and callback information
 - (c) type of vehicle and number of vehicles involved

- (d) HazMat placards
 - (e) fire
 - (f) wind direction
 - (g) number of persons involved
 - (h) number and type of injuries
 - (i) National Transportation Safety Board
 - (j) roadblock
 - (k) accessibility to the location
- (6) Natural Disaster (e.g. Sink Hole)
- (a) where
 - (b) roadways involved
 - (c) caller's name and callback information
 - (d) private or public property
 - (e) size of sinkhole (diameter and depth)
 - (f) structure or vehicle endangered
 - (g) people injured or in danger

11.15 Explain the history of the Telecommunicators Emergency Response Taskforce (TERT) and its role and responsibilities during a disaster.

- (1) Public safety telecommunicators have faced numerous natural and man-made disasters. Several lessons were learned as a result of these incidents. The most challenging was maintaining adequate staffing levels due to increases in call and response volumes and telecommunicators personally affected by the disaster. TERT was established as a joint initiative of the Association of Public Safety Communications Officials (APCO) and the National Emergency Numbering Association (NENA) to have specially trained telecommunicators respond to agencies in need of additional personnel to handle the extra duties and staff during a critical incident.
- (a) Currently not all states participate in the TERT program but they can request assistance from other states.

- (2) Roles and responsibilities of the TERT Team:
 - (a) provide mission critical assistance for call-taking and dispatch functions during and after a disaster incident.
- (3) Training of the TERT Team:
 - (a) specialized training in interpersonal skills, mental and physical preparation, security and personal safety, flexibility in work schedules, equipment, lodging, etc.
 - (b) ICS training
 - (c) preparation and packing for deployment
- (4) Response of TERT Team:
 - (a) Requests for TERT are forwarded to the State EOC by the local Emergency Management Director.
 - (b) The state TERT coordinator is responsible for coordinating the team to respond to the requesting agency.
 - (c) Teams must have proper authorization and documents in order to respond.
 - (d) Duration of response ranges from five days to two weeks depending on area and severity of the incident.

END OF TOPIC

CARDIOPULMONARY RESUSCITATION

LEARNING GOAL:

The student will be able to appropriately perform CPR.

OBJECTIVES:

12.0 CPR

The student will:

12.01 Attend and successfully complete a CPR certification class.

END OF TOPIC