

911 PUBLIC SAFETY TELECOMMUNICATOR PROGRAM

Study Guide

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Roles / Duties of the Public Safety Telecommunicator (PST)

LEARNING GOAL:

To provide the student with knowledge of the roles and responsibilities of the PST, the historical development and evolution of the profession, and the differences between call taking and dispatching.

OBJECTIVES:

01.0 - Understand the roles / duties of a public safety telecommunicator. The student will be able to:

- 01.01 Comprehend the historical development of the role of the telecommunication profession
- 01.02 Describe the evolution of the telecommunications and 911
- 01.03 Understand the proper conduct of a public safety telecommunicator
- 01.04 Define the difference between a call taker and a dispatcher as it relates to public safety telecommunications
- 01.05 Understand the importance of adhering to dress codes (if applicable) and personal hygiene
- 01.06 Understand the importance of reporting for duty and the impact absences have on a communications center

01.01 Comprehend the historical development of the role of the telecommunication profession

- (1) The first documented form of police communications was in Old England where the constable carried a hand bell or rattle. In 1870, The Chicago Police Department updated their signal lights to call booths called private boxes, where only officers and reputable citizens were issued keys that would allow them access to the private box. Telephones were eventually added to call booths linking the officer with the police department. The Detroit Police Department was the first to use an “on the air” voice transmission which enabled one-way radio communication from the police department to the officer. Radio communication evolved with California equipping police cars with radio receivers. Bayonne, New Jersey improved radio communications by implementing the first two-way radio system.
- (2) In 2010, the profession evolved further by requiring all PSTs to become state certified in Florida. Section 401.465, *Florida Statute, (F.S.)* requires anyone working in a public safety answering point (PSAP) to receive mandated training and certification prior to working independently.

01.02 Describe the evolution of telecommunications and 911

- (1) Initially, when requiring emergency assistance, citizens would dial “0” for the operator, placing the operator in the position of determining the emergency and locating the appropriate agency for the caller.
- (2) The 911 system was developed with the first test call being made in Haleyville, Alabama in 1968. Citizens were then able to dial one common emergency number where a 911 call taker was then required to ask for the location of the emergency and caller’s phone number.
- (3) The 911 system evolved to include an enhanced feature, allowing the telephone number, address and name of the caller to automatically be displayed on the 911 screen. The first enhanced call was received in Orange County, Florida in 1980.
- (4) In 1999, President Bill Clinton declared 911 as the National Communications Number. The number 911 is the emergency number used in the United States, (U.S.) and Canada.

01.03 Understand the proper conduct of a public safety telecommunicator.

- (1) As a public servant, a PST is held to a higher standard of professionalism.
- (2) All PSTs will conduct themselves on and off-duty in such a manner that any public actions and behavior reflect favorably on the profession.

(3) All PSTs 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 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
 - 3. Inappropriate use of social media

01.04 Define the difference between a call taker and a dispatcher as it relates to public safety telecommunications

- (1) Call taker is responsible for answering incoming calls; having working knowledge of their agency's resources; determining if it is an emergency or non-emergency call; classifying as a law, fire or EMS response; gathering pertinent responder and life safety information and relaying information in a timely manner.
- (2) Dispatcher is responsible for receiving and transmitting pertinent information; tracking responders, vehicles, equipment and recording other information; determining the appropriate type and number of resources to send in a timely fashion, while keeping responder safety in mind.

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

- (1) Importance of adhering to the dress code includes:
 - (a) Displays a positive public image
 - (b) Demonstrates professionalism
 - (c) Establishes uniformity

(2) Importance of personal hygiene includes:

- (a) Health and well being
- (b) Cleanliness
- (c) Reduction / healing of personal illness
- (d) Social acceptance
- (e) Prevention of spreading illnesses

01.06 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 environment, with professionals that work holidays and during states of emergency.
- (2) All PSTs should be at their post and prepared to work at their required time.
- (3) Explain the impact absences have:
 - (a) Increases cost 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

Professional Ethics of a PST

LEARNING GOAL:

To provide the student with knowledge of professionalism and ethical behaviors to include how to conduct one's self in court. To familiarize the student with civil and criminal laws and liability issues as related to the profession.

OBJECTIVES:

02.0 - Describe and demonstrate professional ethics of a public safety telecommunicator. The student will be able to:

- 02.01 Define ethics and professionalism
- 02.02 Comprehend acts that are considered professionally unethical
- 02.03 Demonstrate knowledge of the following: criminal acts, personal gain, negligence of duty, duty to act, agency values and confidentiality
- 02.04 Explain how criminal and civil laws affects telecommunications operations
- 02.05 Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPAA) and how it relates to telecommunications
- 02.06 Explain the importance of and procedure for testifying in court

02.01 Define ethics and professionalism

- (1) Ethics - the principles of honor, morality and accepted rules of conduct that govern an individual or group.
- (2) Professionalism - 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) Explain the importance of ethical conduct as a PST, to include:
 - (a) Maintaining professionalism
 - (b) Unethical conduct by individual PSTs is viewed by the public as a reflection on that individual, their agency, and the entire profession.

02.02 Comprehend acts that are considered professionally unethical

- (1) According to § 112.311(5), *F.S.*, no PST 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.
- (2) Acts that are considered unethical include:
 - (a) Dishonesty
 - (b) Malicious defamation
 - (c) Prejudice
 - (d) Offering or accepting gratuities and / or gifts
 - (e) Giving false or slanted testimony
 - (f) Violation of laws and regulations
 - (g) Discourteousness
 - (h) Willful neglect of duty
 - (i) Discrimination
 - (j) Harassment
 - (k) Violation of confidential and / or privileged information

02.03 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 – the PSTs will not use their official positions to secure privileges or advantages for themselves.
 - (a) Identify questions that a PST should consider when deciding whether a gratuity or gift is being offered:
 1. Would this person have given this to me if I were not a PST?
 2. Does this place me under any obligation?
- (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. PSTs should refer to Section 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 PST 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 – All PSTs 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 – All 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.

02.04 Explain how criminal and civil laws affects telecommunication operation.

- (1) PSTs need to be able to discern the differences between criminal and civil laws 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.

- (2) 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. This is a lower standard than used in a criminal case. Public Safety Telecommunicators are often faced with civil questions and situations. Public Safety 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.
 - (b) As a PST, neglect of duty or negligence can result in civil liability on the part of the PST as well as their agency. 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.
- (3) 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 defendant is found liable in a criminal case where the standard of guilt is beyond a reasonable doubt.
 - (b) A PST can be held criminally liable if they violate a law or statute.

02.05 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 HIPAA 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 PST 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 PSTs from relaying information necessary for responding units to care for and treat patients. PSTs 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.

02.06 Explain the importance of and the procedure for testifying in court

- (1) Importance of testifying in court includes:
 - (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) A deposition is the taking of testimony under oath. It is a witness' sworn testimony used to gather information as part of the discovery process
 - (a) In limited circumstances, the deposition may be used at trial
 - (b) 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
 - (c) The scope of questioning is unlimited
- (3) Appropriate demeanor, procedure and behavior for giving testimony during a hearing, trial, or grand jury appearance, include:
 - (a) Present a professional image
 - (b) Convey signs of confidence
 - (c) Be courteous; use proper titles (your honor, etc.)
 - (d) Never guess an answer
 - (e) Never provide more information than asked, answer only the question asked

END OF TOPIC

Operations of Communications Equipment and Resources

LEARNING GOAL:

To provide the student with knowledge of the equipment, internal and external resources and various components within the public safety telecommunication profession.

OBJECTIVES:

03.0 - Identify and explain the operation of communication equipment and resources. The student will be able to:

- 03.01 Describe typical components of communication centers
- 03.02 Identify communication equipment functions and terminology
- 03.03 Explain the operation of various manual and automated equipment that may be utilized within the communications system
- 03.04 Explain the operation of a telephone system
- 03.05 Explain the operation of 911 equipment
- 03.06 Explain the operation of radio equipment
- 03.07 Explain the operation of The Americans with Disabilities Act (ADA) services including Telecommunications Device for the Deaf (TDD) and telephone relay services (711)
- 03.08 Explain Florida interoperability network radio capabilities
- 03.09 Define the purpose of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC)
- 03.10 Describe the purpose of telematic call centers as it relates to the role of the public safety telecommunicator
- 03.11 Identify the referral process for accessing resources outside of public safety

03.01 Describe typical components of communications centers

(1) Components of communication centers include:

- (a) 911 / in-coming telephone lines
- (b) Radio consoles
- (c) Computer Aided Dispatch (CAD)
- (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) Telephones - receive incoming calls and used to make callbacks and notifications.
- (b) Telecommunications Device for the Deaf (TDD) / Teletypewriter (TTY) - receives calls and communicates with citizens who are hearing impaired and/or unable to verbally communicate.
- (c) Computer Aided Dispatch (CAD) - 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 PST 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 PSTs and field personnel; dispatches field units to routine and emergency scenes; receives verbal communications from field units relating to self-initiated events.
- (f) Teletype – used to 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) Interoperable radio systems – enables a pathway for radio communications between multiple jurisdictions, multiple disciplines, and/or disparate radio systems.

- (h) Recording equipment - records phone lines and radio communications within the communications center.

03.03 Explain the operation of various manual and automated equipment that may be utilized within the communications system

- (1) Computer Aided Dispatch (CAD) is an agency/vendor specific computerized automated system which allows PSTs 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 is 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 provide frequency based communications between the PSTs 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. Outgoing calls can be made to gather information, update previous calls, make notifications, etc.
- (5) Foreign language interpreter services are available for translation of all calls for non-English speaking individuals.
- (6) Call cards allow for the manual documentation of pertinent information pertaining to emergency and non-emergency events when the CAD is down.
- (7) Logs are forms utilized for the manual documentation of information pertaining to criminal histories, wrecker logs, private property tows, repossessions, etc.
- (8) Notification systems notify the community or departmental personnel of pertinent information.

03.04 Explain the operation of a telephone system

- (1) PSTs will need to understand how their agency-specific telephone system operates by identifying how to:
 - (a) Answer incoming calls
 - (b) Prioritize and categorize the call
 - (c) Screen the call
 - (d) Place the call on hold or mute
 - (e) Transfer the call

- (f) Initiate a conference call
- (g) Disconnect/release the call

03.05 Explain the operation of 911 equipment

- (1) Allows communication centers to receive emergency calls using 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 phone or Voice over Internet Protocol (VoIP).
- (3) Emerging technologies such as Next Generation 911 (NG911) allows communication through text, pictures, and videos.

03.06 Explain the operation of radio equipment

- (1) Radio equipment allows voice communication between field units and PSTs 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. Portable radios may 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.
 - (d) The PST typically operates via a radio 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.

03.07 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 impairments. There must be direct access at each position through a TDD or TTY.
- (2) TDD is a device giving people the ability to type a conversation instead of speaking. PSTs will learn the abbreviations needed to communicate with hearing and speech impaired callers, including but not limited to:
 - (a) GA - go ahead
 - (b) SK - stop keying
 - (c) Q - question
 - (d) SKSK - end of conversation
- (3) Florida Relay Systems (711) assist individuals with hearing and speech impairments in communications with those without TDD capabilities.
- (4) As required by the ADA, communications centers are required to conduct biannual TDD training.

03.08 Explain the Florida Interoperability Network (FIN) radio capabilities.

- (1) Used to provide seamless communication to all involved for daily operations as well as during emergencies.
- (2) Operated by dispatch centers by using shared frequencies, console patches and connecting dispatch centers.
- (3) Monitors Hailing (calling) channels.
- (4) Allow coordination with Regional Control Centers (RCCs) or Network Control Centers (NCCs) when required.
- (5) Use of plain language is required with mutual aid.

03.09 Define the purpose of the FCIC and the NCIC

- (1) FCIC
 - (a) Based in Tallahassee and is administered by the Florida Department of Law Enforcement (FDLE). The FDLE is the central repository for all criminal records, criminal history, and hot file records throughout the state and is responsible for delivering the FCIC records information to respective states.

- (b) Collects, maintains and provides criminal justice information to local, state and federal agencies in a complete and accurate manner.
- (c) A multi-faceted system connecting city, county, state and federal agencies.
- (d) The goal 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.
- (e) Information that can be garnered includes but is not limited to:
 - 1. Wanted / missing persons
 - 2. Stolen property, guns, or vehicles
 - 3. Criminal histories

(2) NCIC

- (a) Created by the FBI and housed in Clarksburg, West Virginia.
- (b) Maintains information on stolen and recovered property as well as wanted and missing persons for all 50 U.S. states, Canada, and other U.S. territories. In addition, NCIC houses federal, criminal and warrants data.
- (c) The primary information system on the NCIC is the International Justice and Public Safety Network formerly known as National Law Enforcement Telecommunications System and still referred to as NLETS, which 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.
- (d) Maintains certain files on behalf of the participants which includes, but is not limited to the following:
 - 1. Securities
 - 2. Unidentified persons
 - 3. U.S. Secret Service protective file
 - 4. Immigration violator file
 - 5. Foreign fugitive file
 - 6. Gang file
 - 7. Known or appropriately suspected terrorist (KST) file
 - 8. Federal supervised release file

- 3.10 Describe the purpose of telematic call centers as it relates to the role of the public safety telecommunicator
- (1) Telematic technology uses two way wireless communications between a vehicle and a processing center.
 - (2) Telematic operators 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 PST will dispatch the proper emergency services to the scene.
- 3.11 Identify the referral process for accessing resources outside of public safety
- (1) A PST will determine the needs of the caller through the interview and interrogation questions. If during the interrogation, the PST determines that a public safety response is not required based on agency policies and procedures, the caller will be referred to the appropriate service.

END OF TOPIC

Communication and Interpersonal Skills

LEARNING GOAL:

To provide the student with the knowledge of communication and interpersonal skills to include professional telephone and radio techniques, obtaining all necessary information, decision making and human diversity.

OBJECTIVES:

04.0 - Demonstrate communication and interpersonal skills. The student will:

- 04.01 Demonstrate the use of a calm and controlled voice on radio and telephone
- 04.02 Demonstrate interpersonal skills
- 04.03 Demonstrate friendly and accurate customer service skills
- 04.04 Demonstrate specific calming techniques as appropriate
- 04.05 Demonstrate the proper use of pronunciation and enunciation
- 04.06 Demonstrate active listening skills
- 04.07 Explain the difference between a fact and an inference
- 04.08 Demonstrate the ability to recognize when information received is appropriate to the situation or appears suspicious
- 04.09 Demonstrate decision-making skills
- 04.10 Demonstrate the ability to give and follow instructions
- 04.11 Demonstrate internal and external customer service skills
- 04.12 Discuss the impact of human diversity as it relates to public safety

04.01 Demonstrate the use of a calm and controlled voice on radio and telephone

- (1) Remaining calm and in control 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) Preplan your transmissions / responses
- (6) Use appropriate volume

04.02 Demonstrate interpersonal skills

- (1) Interpersonal skills encompass communications between two or more people, including verbal and non-verbal communications.
- (2) Display positive interpersonal skills. This relates to interaction between colleagues in the communications center, within the agency, with other agencies and the public,
- (3) 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 interactions with co-workers, supervisors, responders, other agencies and the public.
- (4) An understanding of the communications cycle is essential for effective communications.
 - (a) It is comprised of five (5) parts:
 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) Present information in a knowledgeable, positive manner, assuring the receiver has received the information they were seeking from a credible source.
- (5) Examples of positive interpersonal skills include:
 - (a) Active listening
 - (b) Patience
 - (c) Understanding 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 and professional
 - (j) Enunciation of words
 - (k) Non-verbal communication

04.03 Demonstrate friendly and accurate customer service skills

- (1) Courteous 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

04.04 Demonstrate specific calming techniques as appropriate

- (1) Control the call in a professional manner. There will be times to let the caller give their information. Excited utterances may assist in prosecution of a case at a later date.
- (2) Provide reassurance
- (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
- (10) Use repetitive persistence

04.05 Demonstrate the proper use of pronunciation and enunciation

- (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) Avoid confusing voice commands.
- (4) Recognize the need to change communication style based on your caller's ability to understand.
- (5) Callers, who are children, elderly, mentally impaired, intoxicated, foreign speaking, demanding, panicked, or emotional may require a different communication style.
- (6) Speak with authority. Use a calm, clear, confident voice to maintain control.

04.06 Demonstrate active listening

- (1) Active listening is a conscious effort that requires the listener to understand and interpret what is being heard by showing interest in what the speaker is saying to ensure mutual understanding. Active listening skills include:
 - (a) Avoid passing judgments or jumping to conclusions
 - (b) Asking questions and listening to the answers
 - (c) Interrupting when necessary to maintain focus; allowing the caller to tell their story
 - (d) Listening for changes in voice inflection and tone
 - (e) Avoid becoming defensive; manage the situation, not personalities
 - (f) Showing empathy for the caller's situation

- (g) Restating what the caller has said
- (h) Asking clarifying questions when needed
- (i) Being sincere
- (j) Listening for background noises and/or voices

04.07 Explain the difference between 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 a process of deriving a conclusion not only based on fact but also based on human perception, opinion and logic. It is derived by reason.
- (3) All PSTs must clearly identify facts and use caution when making inferences about a situation. Improper inferences and assumptions may lead the PST to misinterpret a situation and may result in an incorrect response.

04.08 Demonstrate the ability to recognize when information received is appropriate to the situation or appears suspicious

- (1) Obtain enough information to determine whether the information is appropriate, consistent, or suspicious.
- (2) Actively listen to background noises and comments that 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.

04.09 Demonstrate decision-making skills

- (1) Decision-making refers to the ability to use sound judgment based on available facts, prior knowledge, and / or experience when handling calls for service or responding to emergency situations.
- (2) Have the ability to anticipate problems and be prepared with possible solutions.

- (3) All PSTs must use logical and sound judgment when making decisions about how to respond to a situation within agency guidelines.

04.10 Demonstrate the 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

04.11 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) The PSTs represent themselves, their communications center, their agency and the PST profession.
- (5) Use active listening skills in call taking or obtaining information.

04.12 Discuss the impact of human diversity as it relates to public safety.

- (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 / responders and why they may react differently to certain situations.
- (3) Understand that diversity refers not only to race but to culture, geographical areas, religious beliefs, sexual orientation and economic status.
- (4) Be respectful when communicating.

END OF TOPIC

Call Classification and Prioritization

LEARNING GOAL:

To provide the student with knowledge of operational procedures to properly classify, prioritize and establish control during the call taking process.

OBJECTIVES:

05.0 - Describe guidelines and operational standards of call classification and prioritization. The student will be able to:

05.01 Explain the importance of call classification and prioritization

05.02 Describe the call type using the proper classification process

05.03 Describe prioritization based on call type

05.04 Demonstrate telephone techniques including call handling guidelines

05.01 Explain the importance of call classification and prioritization

- (1) Provides responding units with initial knowledge of the situation.
- (2) Differentiates emergency calls from non-emergency calls.
- (3) Establishes the order of dispatch and the level of response.

05.02 Describe the call type using the proper classification process

- (1) Call classification is determined by deciphering the situation at hand.
- (2) The PST must determine the nature of the call, categorize it as an emergency or non-emergency, and identify which responders are needed to handle the situation. A call can be classified as requiring law enforcement, emergency medical services or fire department response or any combination of the three. Public Safety Telecommunicators will need to learn agency-specific protocols and terminology for classifying calls depending on the type of incident.
- (3) Calls can be classified as in progress, just occurred or past event.
- (4) An incorrect call classification can delay a priority call, or expedite a non-priority call, thus creating a problem when prioritizing open calls. Incorrect classification could lead to a liability situation for the individual and the agency.
- (5) In order to properly classify a call, the PST will need to use the basic questioning techniques of “where, what, when, weapons, who and how” for each call. Information should be obtained in the order below.
 - (a) Where: Location is the vital piece of information that should be obtained first. In the event the call is disconnected and the PST 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 PST will need to ask the proper questions to determine what is happening or what has happened.
 - (c) When: On each call the PST will ask callers when the event occurred. It could be in progress, just occurred or a past event call for service.
 - (d) Weapons: Determine if any weapons are being used, threatened, or are available. What type of weapon is being used and where is the weapon now. A 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 an incident happened can be relevant in determining whether it was accidental or intentional with criminal implications.

05.03 Describe prioritization based on call type

- (1) Law Enforcement: Prioritization is based on the individual incident. Threat to life and / or property and chance of apprehension are all factors taken into consideration when prioritizing calls.
- (2) Fire Services: Prioritization is based on the individual incident. Threats to life and / or property are factors taken into consideration when prioritizing calls.
- (3) Emergency Medical Services (EMS): Prioritization is based on the individual incident and patient condition.

05.04 Demonstrate telephone techniques including call handling guidelines

- (1) Importance of establishing good telephone procedures include:
 - (a) Recognizing that calls come from people from all levels of socioeconomic status and other factors and dealing with a wide variety of situations including non-English speaking callers.
 - (b) The PST is a voice of authority. It is essential to establish and maintain control of the conversation.
- (2) Basic principles of telephone techniques include:
 - (a) Answering incoming calls promptly
 - (b) Managing multiple calls
 - (c) Identifying your agency and yourself
 - (d) Speaking directly into the mouthpiece
 - (e) Using appropriate tone and manner of speech
 - (f) Showing interest in caller
 - (g) Taking control of the conversation
 - (h) Explaining holds, pauses, actions and delays
 - (i) Avoid arguing with caller
 - (j) Gathering all pertinent information (i.e., where, what, when, weapons, who and how)

END OF TOPIC

Operational Skills

LEARNING GOAL:

To provide the student with the skills necessary to effectively complete call-taking and dispatching functions. The student will understand the varied resources used to process requests and will understand jurisdictional boundaries. The student will have knowledge of public record laws to include knowing what is considered confidential information.

OBJECTIVES:

06.0 - Perform operational skills. The student will be able to:

- 06.01 Obtain and organize pertinent information for dispatch
- 06.02 Identify various procedures used when dispatching emergency and non-emergency calls
- 06.03 Utilize available resources properly
- 06.04 Correctly complete appropriate forms, logs, and files
- 06.05 Obtain and process requests for services and/or resources from field units in a timely manner
- 06.06 Demonstrate an understanding of federal, state, and local laws for disseminating information
- 06.07 Explain the importance of and how to accurately brief on-coming telecommunicators
- 06.08 Explain the importance of knowing and informing colleagues and supervisors of incidents that may adversely affect operations
- 06.09 Explain geographical jurisdictions, mutual aid agreements and how it affects day-to-day activities
- 06.10 Demonstrate multi-functional dexterity
- 06.11 Explain Chapter 119, *Florida Statutes* "Sunshine Law" and how it relates to public records requests
- 06.12 Describe the impact and importance of disseminating public information

06.01 Obtain and organize pertinent information for dispatch

- (1) Determine where, what, when, weapons, who and how.
- (2) Relay the most accurate and updated information with clarity and brevity.
- (3) Obtain, prioritize and relay the pertinent information.
- (4) Do not rush radio transmissions; moderate the pace.

06.02 Identify various procedures used when dispatching emergency and non-emergency calls

- (1) Differentiate between emergency and non-emergency incidents.
 - (a) An emergency incident is one that requires an immediate response due to imminent threat to life or property.
 - (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 and ordinance violations).
- (2) Incidents should be prioritized in order of importance and 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 persons, intoxicated subjects, hazardous materials, combative patients, weather conditions and vicious animals. 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 unnecessary communications.
 - (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 PSTs at shift change.
 - (h) Ensure the release of resources when appropriate and complete any post-dispatch follow-ups.

- (5) Demonstrate the ability to dispatch emergency calls consistently and accurately per agency protocols. Receive and disseminate updates and handle other radio traffic.
 - (a) Eliminate unnecessary distractions such as personal conversations, TVs, non-essential communications, etc.
 - (b) Concentrate on the incident 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.
 - (e) Use checklists or standard operating procedures to ensure all required steps are followed.
 - (f) During downtime re-familiarize yourself on department policies regarding specific incidents.

06.03 Use available resources properly

- (1) All PSTs should be familiar with all available resources, the services they provide and how to contact them. Types of available resources include:
 - (a) Other agencies and public services departments such as:
 - 1. Federal
 - a. Federal Bureau of Investigation (FBI)
 - b. U.S. Coast Guard
 - c. U.S. Fish and Wildlife Service
 - d. National Oceanic and Atmospheric Administration (NOAA)
 - 2. State
 - a. Florida Highway Patrol
 - b. Florida Fish and Wildlife Commission
 - c. Department of Environmental Protection
 - d. Department of Health
 - e. Florida Forest Service
 - f. State watch office

3. Local
 - a. Sheriff's office
 - b. Police departments
 - c. Fire departments
 - d. Emergency Medical Services (county and private)
 - e. County warning points
 - f. Utilities
 - g. Animal services
 - h. Highway departments
 - i. Locksmiths
 - j. Wrecker services
 - k. Taxi companies
 4. Community
 - a. 211 / 311
 - b. Suicide Hotline
 - c. Poison Control
 - d. Red Cross
 5. Media
 6. Colleagues
 7. Agency vendors for phone, CAD, I.T., facility maintenance
- (b) Tools
1. CAD
 2. Internet / Intranet
 3. Maps
 4. Manuals / agency specific guidelines, policies and procedures
 5. Reference books

06.04 Correctly complete appropriate forms, logs and files

- (1) Forms and logs are official records which must be accurately and rapidly completed.
 - (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.
- (2) All records must be completed with detailed and correct remarks, necessary attachments and updated information.
- (3) All records must be thorough, accurate and free of spelling, punctuation and grammatical errors.
- (4) Documentation should be in chronological order and provide a timeline of events.
- (5) Use plain English, with limited use of acronyms or non-standard abbreviations.
- (6) Document what the caller says; not opinions about the conversation.
- (7) PSTs will learn about their agency-specific forms, logs and file systems.

06.05 Obtain and process requests for services and/or resources from field units in a timely manner

- (1) PSTs will process requests from field units in a complete and concise manner.
- (2) A situation can change rapidly, impacting the number and type of resources needed to handle field unit requests.
- (3) PSTs 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; recognize potential issues that may threaten responder and public safety.
- (4) Delays in processing requests could jeopardize public and responder safety.

06.06 Demonstrate an understanding of federal, state, and local laws for disseminating information

- (1) Federal law
 - (a) Freedom of Information Act – all federal, state, and 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) Chapter 119, *F.S.* – governs dissemination of public information in Florida. This is 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) All PSTs may be subject to severe penalties for violation of public information laws, including civil liability and criminal prosecution.

06.07 Explain the importance of and how to accurately brief on-coming telecommunicators

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

06.08 Explain the importance of knowing and informing colleagues and supervisors of incidents that may adversely affect operations

- (1) Relay knowledge of what is transpiring in the communications center so that others are aware of what is happening and can assist or take appropriate action.
- (2) Relay information regarding high priority incidents, newsworthy 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 have responsibilities that need to be accomplished prior to obtaining more resources, assistance or to ensure a relief period for PSTs.
- (5) Provide information to make notification to command staff for dissemination to the public.

06.09 Explain geographical jurisdictions, mutual aid agreements and how it affects day-to-day activities

- (1) Jurisdiction is the geographical area over which an entity may exercise control. It defines the proper boundaries 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) All PSTs need to know the agencies surrounding their boundaries and / or zones in case they are needed for assistance.
- (5) Be aware of the bodies of water and bridges within the jurisdiction.
- (6) Demonstrate the ability to use maps and other geographical resources.
- (7) Recognize nearby locations may be affected by an 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 use them to save time.
- (12) Maintain a high level of orientation to jurisdictions, county, city and state areas.
- (13) Relate the possible association of a nearby incident to a current incident.
- (14) Mutual aid is an agreement among emergency responders to lend assistance across jurisdictional boundaries.
- (15) A mutual aid agreement is used during high priority incidents where agencies have exhausted their resources.

06.10 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 with accuracy.
- (2) All PSTs must maintain the ability to focus on multiple tasks even when faced with outside distractions.

06.11 Explain Chapter 119, *Florida Statutes* “Sunshine Law” and how it relates to public records requests

- (1) The Sunshine Law was originally known as the “Public Records Law,” passed by the Florida Legislature in 1909.
- (2) 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.
- (3) 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.

06.12 Describe the impact and importance of disseminating public information

- (1) 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. The information 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. Methods for disseminating public information may include:
 - (a) Any emergency notification system
 - (b) A Child is Missing, non-profit organization
 - (c) Amber, Silver or Blue Alerts
- (2) All PSTs must be aware of what is confidential and protected from disclosure when disseminating public information.
 - (a) Confidential information includes:
 1. Name, address, and telephone number of the 911 caller
 2. Name of a sexual assault victim
 3. Name of a domestic violence victim
 4. Name of a juvenile victim or offender
 5. Patient care information
 6. Identity of deceased person before the next of kin is notified

7. Information obtained and directly relayed from the FCIC and the NCIC system.
 - a. Dissemination of FCIC/NCIC information is for criminal justice purposes only.
 - b. Wrongful disclosure of information could lead to disciplinary action up to and including criminal prosecution.
- (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 and / or compromised investigations.

END OF TOPIC

Basic Principles and Components of Law Enforcement

LEARNING GOAL:

To provide the student with an understanding of the role law enforcement plays in the dispatch process. The student will understand why citizens request police assistance, liability associated with legal questions, officer safety concerns, definitions of specialized alerts and common police terms, and the citizen interview process.

OBJECTIVES:

07.0 - Understand the basic principles and components of law enforcement and their relationship to the application of correct dispatch processes. The student will be able to:

- 07.01 Understand the roles and responsibilities of law enforcement officers
- 07.02 Understand the various reasons that citizens request police assistance
- 07.03 Define criminal and civil complaints
- 07.04 Understand why a telecommunicator should not give legal advice
- 07.05 Define in-progress, just occurred and past event calls
- 07.06 Understand the role of the telecommunicator during crisis call incidents to include active shooter, barricaded subjects, hostage situations, suicide threats, missing or abducted person
- 07.07 Identify the proper interview questions for crisis calls
- 07.08 Identify the officer safety issues for both primary and secondary response units
- 07.09 Describe the telecommunicator's role in officer safety
- 07.10 Define Amber, Silver and Blue alert calls
- 07.11 Review the most commonly used terms in law enforcement

07.01 Understand the roles and responsibilities of law enforcement officers

- (1) Provide safety to the public and protection of property
- (2) Stabilize situation
- (3) Investigate and document incidents and crime
- (4) Keep the peace
- (5) Maintain a positive public image
- (6) Provide community policing, education, and crime prevention
- (7) Enforce court orders

07.02 Understand the various reasons that citizens request police assistance

- (1) Protection
- (2) Report a crime
- (3) Seek legal guidance
- (4) Public assistance

07.03 Define criminal and civil complaints

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

07.04 Understand why a PST should not give legal advice

- (1) Legal advice should only be obtained from a licensed attorney.
- (2) Providing legal advice can attach liability to the PST and / or the employing agency.
- (3) Offer alternatives and resources, not advice.

07.05 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 delayed call) is an incident that has already occurred and is over.
- (4) Any call, whether in-progress, just occurred, or past, may require an immediate response based on the nature of the call and agency policies and procedures.

07.06 Understand the role of the telecommunicator during crisis call incidents to include active shooter, barricaded subjects, hostage situations, suicide threats, missing or abducted persons

- (1) The role of the PST is to gather and summarize pertinent information and relay it in a timely manner to the responder. The PST will continue to relay updates as they are received keeping responder and citizen safety in mind. The PST will understand when radio silence is appropriate. If necessary, the PST will coordinate other resources to include specialized units and mutual aid.
- (2) Active shooter (assailant) - an armed person who has or intends to use any type of weapon to inflict deadly physical force on others and continues to do so while having unrestricted access to additional victims.
 - (a) The five phases of an active shooter incident 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.
- (3) Hostage situation – involves an individual being held against their will. Keep in mind, the PST might be speaking with the suspect.
 - (a) The phases of a hostage situation are:
 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.
- (4) Barricaded subject - a subject that has blocked themselves in an area. Keep in mind, the PST might be speaking with the barricaded subject.
- (a) The phases of a barricaded subject are:
1. Observation Phase - information about suspect 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 suspect.
- (5) Suicide - the act of taking one's own life.
- (a) Suicide attempt - a suicide attempt is actively doing harm to one's self while attempting to commit suicide.
- (b) Suicidal threat - a threat to take one's own life whether or not they have the ability or means to carry out the threat.
- (6) Missing persons - anyone whose whereabouts is unknown regardless of the circumstances of the disappearance.
- (7) Abduction - wrongfully taking or carrying away of one person by another by force, fraud or persuasion.

07.07 Identify the proper interview questions for crisis calls

- (1) All PSTs should consider the following questions when handling a crisis call for service. The order and wording of questions should be based on the agency's policies and procedures
 - (a) What is the location?
 - (b) What is the nature of the incident?
 - (c) When did the incident occur?
 - (d) Are there any weapons involved? If yes, what type and where are they?
 - (e) Are there any injuries or other potential victims?

- (f) Is the caller in a safe location?
 - 1. If not, can they get to a safe location and take the phone with them?
 - 2. Is the caller able to verbally respond? If not, tap once for yes and twice for no.
 - (g) What is the location of the suspect?
 - (h) What is the description of the suspect?
 - (i) If the suspect fled; the mode, description and direction of travel?
 - (j) Is the suspect known to the caller?
 - (k) What were the circumstances leading up to the event?
 - (l) Have any demands been made?
- (2) Not all calls are treated the same way. All PSTs should always keep in mind responder, citizen, and scene safety as well as patient care. Potential additional questions for the following crisis calls include:
- (a) Active shooter (assailant) incidents:
 - 1. Is the suspect wearing body armor?
 - 2. Where is the suspect right now? Continue to update the suspect's movements.
 - 3. Did you hear the suspect say anything?
 - 4. Was the suspect carrying anything?
 - 5. Did the suspect take any hostages?
 - (b) Barricaded and / or hostage calls:
 - 1. Where is the suspect right now? Continue to update the suspect's movements?
 - (c) Suicidal caller:
 - 1. Are you suicidal?
 - 2. Is it a threat or an attempt?
 - 3. What is the method? Do they have the means?
 - 4. Is anyone else present?
 - (d) Missing and/or abducted persons calls:
 - 1. What is the age of the person?

2. Is foul play suspected?
3. How long have they been missing?
4. Are there any known medical / mental conditions?
5. If abduction, is the abductor related or known to the victim? If known or related, is a possible destination known?

07.08 Identify the officer safety issues for both primary and secondary response units

- (1) Scene hazards
- (2) Weapons
- (3) Number of people involved
- (4) Nature of incident / threat
- (5) History (premise history, history of violence, hazardous materials, homeland security issues, responder safety issues)

07.09 Describe the telecommunicator's role in responder safety

- (1) Rapidly gather and disseminate pertinent information.
- (2) Maintain composure and control of incident via phone and radio.
- (3) Identify and communicate any hazards or threats to the officers' safety.
- (4) Ascertain if weapons are involved.
- (5) Make appropriate notifications.
- (6) Ascertain if there are any medical/mental issues.
- (7) Monitor and document the officers' status and be vigilant to the situations that might arise.
- (8) Continue to update the officers with all relevant information even after the call has been dispatched.
- (9) When necessary, maintain communications with callers if possible.
- (10) Monitor the situation throughout.

07.10 Define Amber, Silver and Blue Alert calls.

- (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 Plan was established August 30, 2000. The Florida 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 broadcast to the general public.
 - (d) The criteria for activation of the Florida Amber Plan are:
 1. The child must be under 18 years of age.
 2. There must be a clear indication of 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) Florida's Silver Alert Plan was implemented because Florida's elderly population is growing and the state is committed to putting tools and technologies in place 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 the missing individual is traveling in a vehicle and the statewide messaging system is requested, there must be a description of the vehicle and / or 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/NCIC and issued a statewide "be on the lookout" (BOLO) to other law enforcement / 911 centers.
 4. Local law enforcement has already activated a local or regional alert by contacting media outlets in and/or around surrounding jurisdictions.
- (3) Blue 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, killed, or goes missing in the line of duty.
- (a) In 2011, the Florida Legislature established the Florida Blue Alert Plan. The Florida Blue Alert uses technologies employed by the Florida Amber Alert Plan to notify the public of critical information when a law enforcement officer is killed, suffers serious bodily injury, or is missing while in the line of duty and the suspect, who is considered to pose an imminent threat to the public, is still at large.
 - (b) In some of these cases, additional information is available for broadcast, such as a detailed description of the suspect's vehicle or other means of escape, and/or license plate of the suspect vehicle.
- (4) All alerts are displayed on lottery machines and on Department of Transportation dynamic message signs. The alerts may also be available through various electronic devices, social media and message boards.

07.11 Review the most commonly used terms in law enforcement

- (1) Assault - the threat to harm another person by force with the ability to carry out the threat.
- (2) Battery - any actual and intentional touching or striking of another person against that person's will, or the intentional causing of bodily harm to another person.

- (3) Be on the lookout (BOLO) / Attempt to locate (ATL) - establish, maintain and/or broadcast a description of persons or property of interest.
- (4) Burglary - unlawfully entering a dwelling, structure or conveyance with the intent to commit a crime inside.
- (5) Criminal mischief (vandalism) - destroying or damaging public or private property maliciously.
- (6) Domestic – means spouses, former spouses, persons related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family and persons who are parents of a child in common regardless of whether they have been married.
- (7) Driving Under the Influence (DUI) - driving or being in actual physical control of a vehicle while under the influence of alcoholic beverages or any chemical substance to the extent that the person’s normal faculties are impaired.
- (8) Felony - a serious crime punishable by death or imprisonment in a state penitentiary or in correctional facilities for a year or more.
- (9) Homicide - unlawful killing of a human being.
- (10) Injunction - a court order by which an individual is required to perform, or is prohibited from performing, a particular act.
- (11) Misdemeanor - criminal offense that is punishable by a term of imprisonment in a county correctional facility not in excess of one year.
- (12) Pursuit – to chase in the attempt to apprehend whether on foot or by vehicle.
- (13) Resisting arrest - knowingly and willfully resists, obstructs, or opposes a law enforcement officer engaged in the execution of legal process, or lawful execution of a legal duty.
- (14) Restraining Order / Protection Order - a command of the court issued upon the filing of an application for an injunction, prohibiting the defendant from performing a threatened act until a hearing on the application can be held and an injunction is issued or denied.
- (15) Robbery - the intentional and unlawful taking of money or property from another person through the use of force, violence, assault, or threat where the victim was placed in fear.
- (16) Sexual battery – any non-consensual touching of the intimate parts of another. This could include union with the sexual organ of another; or oral, anal, or vaginal penetration by someone or some object.
- (17) Stalking - a person who maliciously and repeatedly follows, harasses, or cyber stalks another person. Cyber stalking is to communicate words, images, or language by or through the use of electronic mail or electronic communications,

directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

- (18) SWAT - Special Weapons and Tactics – an elite group of responders trained to deal with unusually dangerous or violent situations and having special weapons more powerful than standard issue.
- (19) Theft - the taking of another person's property with the intent to either temporarily or permanently deprive the person of a right to the property or benefit the property provides.
- (20) Trespass - willfully entering or remaining on some form of real property without authorization, license, or invitation; or, returning to or ignoring a prior request to stay off real property without the intent of committing a crime.
- (21) Warrant - a written order issued by authority of the state and commanding the seizure of the person named.

END OF TOPIC

Basic Principles and Components of EMS

LEARNING GOAL:

To provide the student with knowledge of the multi-faceted aspects of EMS and how it relates to the PST. To familiarize the student with the roles, responsibilities, response modes and most commonly used terms or acronyms in the EMS field.

OBJECTIVES:

08.0 - Understand the basic principles and components of Emergency Medical Services (EMS) and their relationship to the application of correct dispatch processes. The student will be able to:

- 08.01 Define what Basic Life Support (BLS) is, who the provider is and how it relates to the care of the patient
- 08.02 Define what Advanced Life Support (ALS) is, who the provider is and how it relates to the care of the patient
- 08.03 Understand the roles and responsibilities of the emergency medical technician and paramedic
- 08.04 Comprehend the various types of emergency response modes to medical calls
- 08.05 Define multi-casualty incident (MCI)
- 08.06 Describe the role and responsibility of the telecommunicator during a MCI
- 08.07 Define air rescue transport unit
- 08.08 Define trauma center and trauma alert criteria
- 08.09 Understand why some EMS calls may require police/fire response
- 08.10 Review the most commonly used terms in EMS

08.01 Define what Basic Life Support (BLS) is, who the provider is and how it relates to the care of the patient

- (1) Basic Life Support is a non-invasive level of emergency medical care provided by emergency medical technicians (EMT) and paramedics used to treat patients with illness or injury.
- (2) An EMT is a certified health care provider who is trained to treat and transport victims of emergencies. Emergency medical technicians (EMTs) provide basic life support to victims. Skills include:
 - (a) Immobilization
 - (b) Splinting
 - (c) Bandaging
 - (d) Administering oxygen
 - (e) Cardiopulmonary resuscitation
 - (f) Defibrillation
 - (g) Extrication
 - (h) Basic airway management

08.02 Define what Advanced Life Support (ALS) is, who the provider is and how it relates to the care of the patient

- (1) Advanced Life Support is emergency medical care provided by paramedics that involves invasive procedures.
- (2) A paramedic is a certified health care 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 invasive procedures such as:
 - (a) Cardiac monitoring
 - (b) Administration of intravenous infusion
 - (c) Advanced airway adjuncts

08.03 Understand the roles and responsibilities of the EMT and paramedic

- (1) Care for and transport the sick and injured
- (2) Respond to fire, chemical and medical emergencies
- (3) Administer emergency medical care
- (4) Assess the nature and condition of the patient's injuries

08.04 Comprehend the various types of emergency response modes to medical calls

- (1) An emergency response mode is defined as a response with the use of lights and sirens. Many agencies refer to this as a "hot" response.
- (2) A non-emergency or routine response mode is defined as a response without the use of lights and sirens. Many agencies refer to this as a "cold" response.

08.05 Define multi-casualty incident (MCI)

- (1) An MCI, commonly known as mass-casualty incident, is an incident where the number and severity of casualties exceeds the capability of the responder's initial resources.

08.06 Describe the role and responsibility of the telecommunicator during a MCI

- (1) Obtain, prioritize, and relay pertinent information for the safety of the responders in a timely manner
- (2) Dispatch additional resources
- (3) Make notification and requests of other agencies, such as hospitals, air transport units, law enforcement, etc.
- (4) Coordinate the requests of other agencies

08.07 Define air rescue transport unit.

- (1) Air rescue transport unit is a licensed aeronautical transport unit used for the purpose of rapid patient transport.

08.08 Define trauma center and trauma alert criteria

- (1) A trauma center is the type of hospital that provides trauma surgeons, specialized medical personnel, and equipment to deliver care for severely injured patients. The facility is available 24 hours a day.
- (2) Trauma alert criteria is a method used by emergency medical personnel to grade the severity of a traumatic injury and determine the need to transport to a designated / verified trauma center.

08.09 Understand why some EMS calls may require police / fire 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 (AED) and immediate intervention is needed to save a life.
 - (d) Any call that requires forced entry to document the entry and/or secure the premises if necessary
 - (e) Any call that requires crowd control / traffic control
 - (f) Any call as defined by local policy
- (2) Fire response may be required in:
 - (a) Any call which requires additional resources such as specialized equipment, or apparatus or man-power (personnel) such as forced entry and ladders.
 - (b) Any call which requires wash-downs.
 - (c) Any call which requires additional resources.
 - (d) Any call which involves fire and / or hazardous materials.
 - (e) Any call as defined by local policy.
 - (f) Any call where crowd / traffic control may be required.
 - (g) Any call involving electrical hazards and / or power lines down.

08.10 Review the most commonly used terms in EMS

(1) Commonly used acronyms:

- (a) AED - Automated External Defibrillator – a portable device that checks the heart rhythm and if needed, can send an electric shock to try to restore a normal rhythm.
- (b) BP - Blood Pressure
- (c) CAB - Circulation / Airway / Breathing
- (d) CPR - Cardiopulmonary Resuscitation – an emergency procedure where the heart and lungs are made to work by manually compressing the chest and / or forcing air into the lungs.
- (e) CVA - Cerebrovascular Accident – also known as a stroke
- (f) DOA - Dead on arrival.
- (g) EKG - Electrocardiogram - an electrocardiogram is a test that checks for problems with the electrical activity of your heart
- (h) ETOH - Intoxication from ethyl alcohol – used to describe an intoxicated person
- (i) GSW - Gun Shot Wound
- (j) IV - Intravenous – a needle inserted in a vein to administer fluid
- (k) LOC - Level of Consciousness – human awareness of both internal and external stimuli
- (l) LZ - Landing Zone – a specified ground area for landing a helicopter
- (m) OD - Overdose - excessive and dangerous intake of a drug or medication whether accidental or intentional

(2) Commonly used terms:

- (a) Airway obstruction – partial or full blocking of the airway.
- (b) Diabetic – a person whose body is unable to regulate blood sugar. Symptoms may mimic those of intoxication.
- (c) Exposure – the condition of being subjected to something which may have a harmful effect, such as infectious agents, extremes of weather, or radiation.
- (d) Hypertension – high blood pressure
- (e) Hypotension - low blood pressure
- (f) Hyperthermia – a state of abnormally high internal body temperature

- (g) Hypothermia – a state of abnormally low internal body temperature
- (h) Lacerations – a deep cut or tear on the skin
- (i) Seizure - changes in the brain's electrical activity. This can cause dramatic, noticeable symptoms or even no symptoms at all
- (j) Syncope – fainting

END OF TOPIC

Basic Principles and Components of Emergency Fire Services

LEARNING GOAL:

To provide the student with knowledge of the multi-faceted aspects of emergency fire services and how it relates to the PST. Familiarize the student with the roles, responsibilities, response modes and most commonly used terms in the emergency fire services field.

OBJECTIVES:

09.0 - Understand the basic principles and components of emergency fire services and their relationship to the application of correct dispatch processes--The student will be able to:

- 09.01 Understand the roles and responsibilities of fire service responders
- 09.02 Define types of fire emergency calls
- 09.03 Define differences between fire emergency / non-emergency calls
- 09.04 Describe the telecommunicator's role in firefighting safety
- 09.05 Comprehend the various types of emergency response modes to fire calls
- 09.06 Define primary and secondary units
- 09.07 Understand why some fire calls may require law enforcement / EMS response
- 09.08 Know the different types of fire service apparatus used
- 09.09 Review the most commonly used terms in the fire service

09.01 Understand the roles and responsibilities of fire service responders

- (1) Respond to emergencies
- (2) Respond to non-emergencies requests for service
- (3) Recognize and respond to hazards and minimize danger to people and property
- (4) Respond to technical rescue emergencies
- (5) Provide basic life support to citizens

09.02 Define types of fire emergency calls

- (1) Emergencies:
 - (a) Structure fires
 - (b) Grass / brush fires
 - (c) Trash / dumpster fires
 - (d) Water / vessel incidents
 - (e) Fire alarms
 - (f) Aircraft emergencies
 - (g) Transportation crashes
 - (h) Train incidents
 - (i) Motor vehicle incidents
 - (j) Mutual aid
 - (k) Fuel leak
 - (l) Assist other agencies
- (2) Non-emergencies:
 - (a) Public assistance
 - (b) Public relations calls
 - (c) Assist other agencies
- (3) Recognize and respond to hazards and minimize danger to people and property:
 - (a) Hazardous material (HAZMAT) incidents
 - (b) Acts of nature such as sinkholes and weather related incidents

- (c) Electrical hazards
- (d) Bomb threats / explosions
- (4) Technical rescues:
 - (a) Extrication emergencies - removal of a trapped victim
 - (b) High angle rescue - a specialized skill that utilizes life safety ropes and related equipment to reach victims
 - (c) Confined space rescue
 - (d) Water rescue
 - (e) Trench rescue
- (5) Provide basic life support

09.03 Define differences between fire emergency / non-emergency calls

- (1) A fire emergency call is an incident involving an uncontrolled fire, an imminent hazard, the presence of smoke or the odor of something burning, the uncontrolled release of a flammable or combustible substance, or a fire alarm sounding.
- (2) A fire non-emergency call is defined as an incident that does not present risk to life, limb or property.

09.04 Describe the telecommunicator's role in firefighting safety

- (1) Obtain, prioritize and relay pertinent information for the safety of the responders in a timely manner.
- (2) Determine any hazards, exposures, or anything that would impede the response of the firefighter responders or present a danger to them.
- (3) Follow agency policies and procedures regarding responder's safety.

09.05 Comprehend the various types of emergency response modes to fire calls

- (1) An emergency response mode is defined as a response with the use of lights and sirens. Many agencies refer to this as a "hot" response.
- (2) A non-emergency or routine response mode is defined as a response without the use of lights and sirens. Many agencies refer to this as a "cold" response.

09.06 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.

09.07 Understand why some fire calls may require law enforcement / EMS response

- (1) Law enforcement response may be required with:
 - (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 (AED) 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.
- (2) EMS response may be required with:
 - (a) Any call where the health or well-being of patients, responders, or the public may be in question.
 - (b) Any call as defined by local policy.

09.08 Know the different types of fire service apparatus used

- (1) Engine / pumper – basic fire apparatus that has a self-contained pump used for pumping water through hoses to extinguish the fire.
- (2) Aerial / truck / ladder –apparatus that is able to reach fires or situations in multiple story buildings when they are unable to be reached by the ground crews.
- (3) Brush truck – four wheel drive vehicle that is capable of responding to off-road incidents.
- (4) Fire boat – used for fire suppression and/or water rescue.
- (5) Aircraft Rescue Firefighting Vehicle (ARFF) – a specialty vehicle used exclusively for aircraft firefighting.
- (6) Rescue – a unit used to respond and / or transport for medical emergencies.

- (7) Tanker – a mobile water source.

09.09 Review the most commonly used terms in the fire service

- (1) Mayday – an international radio distress term.
- (2) Forward lay – when the water supply line is laid from the hydrant to the incident.
- (3) Reverse lay - when the water supply line is laid from the incident to the hydrant.
- (4) Alpha / Bravo / Charlie / Delta - sides of a structure with alpha being the address side of the structure continuing clockwise through bravo, charlie and delta.
- (5) First, second, third alarms – categories of fires indicating the level of response by local authorities.
- (6) Fully engulfed – a fire that overwhelms or envelops completely.
- (7) Under control – the fire is no longer a threat.
- (8) Fire out – the fire is extinguished³
- (9) Primary search / secondary search / all clear – benchmarks in fire rescue searching for victims/occupants.
 - (a) Primary search - a quick search of all compartments in a structure for victims.
 - (b) Secondary search - once the fire is under control a second search of the structure will be conducted.
 - (c) All clear – is declared after the secondary search is complete.
- (10) Personal Accountability Report (PAR) – a system that is used to track the location of firefighters while operating on the emergency scene.
- (11) Exposure – property near fire that may become involved by transfer of heat or burning materials from the main fire.
- (12) Arson - willful and unlawful damages by fire to any dwelling, structure or property.
- (13) Staging – when a unit has arrived in the area and is standing by awaiting assignment from the incident commander or the unit is waiting on law enforcement to arrive on scene before entering.

END OF TOPIC

Hazardous Materials and Fire Department Response

LEARNING GOAL:

To provide the student with an awareness of hazardous materials (HAZMAT), their capability to cause harm, and how it relates to the role of the PST.

OBJECTIVES:

10.0 - Demonstrate an understanding of hazardous materials awareness and fire department responses (FEMA Online Training IS-5a Introduction to Hazardous Materials is acceptable for hazmat awareness). The student will be able to:

- 10.01 Describe the roles and responsibilities of fire services responders
- 10.02 Define hazardous materials as substances (solids, liquids, or gases) that when released, are capable of causing harm to people, the environment and property
- 10.03 Identify the differences between hazardous materials emergencies and other emergencies
- 10.04 Identify typical locations in the community where hazardous materials are stored, transported, used or disposed
- 10.05 Identify that hazardous materials may be found in various types of containers
- 10.06 Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials
- 10.07 Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident
- 10.08 Demonstrate the role of a telecommunicator during a hazardous materials incident scenario

10.01 Describe the roles and responsibilities of fire services responders

- (1) Response to various types of incidents, from fighting fires to handling gas / fuel leaks.
- (2) Dual response with EMS to calls or incidents where injury is present.

10.02 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 and liquids are materials that burn in the presence of an ignition source
- (4) Gases are materials contained under pressure which may be flammable, non-flammable, poisonous and / or corrosive

10.03 Identify the differences between hazardous materials emergencies and other emergencies

- (1) The type of apparatus that will respond will be determined by the size of the spill / leak. Attempt to identify the types of materials involved in an incident to determine appropriate response.
- (2) All HAZMAT incidents require a specialty unit response to assess and handle the situation. Types of possible exposure may include Biological, Nuclear, Incendiary, Chemical, Explosive (BNICE).

10.04 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
- (14) Landfills

10.05 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
- (8) Rail cars

10.06 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) Department of Transportation Emergency Response Guidebook (DOT ERG)
 - (a) Developed jointly by the U.S. 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 to:

1. Quickly identify the specific or generic classification of the material(s) involved in the incident.
 2. Protect 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 Department of Transportation Emergency Response Guidebook or online.
- (g) Responders can identify a material by finding the number on a color coded panel on the container, placard, or shipping papers.

10.07 Identify the basic precautions to be taken to protect one and others in hazardous materials incidents

- (1) Identify the material/hazard
- (2) Establish a perimeter for an evacuation zone or safe zone
- (3) Know the wind speed and direction
- (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

10.08 Demonstrate the role of a telecommunicator during a hazardous materials incident scenario

- (1) Follow the Department of Transportation Emergency Response Guidebook for that particular substance based on the placard number.

- (2) Obtain as much information as possible to determine if it is HAZMAT prior to the responder's arrival.
- (3) Once units are on scene, they will notify PSTs to give them the ability to contact necessary responders or HAZMAT teams.

END OF TOPIC

Emergency Management and Homeland Security

LEARNING GOAL:

To provide the student with knowledge of the roles and responsibilities of the state and federal emergency management operations, the National Incident Management System (NIMS), Telecommunicator Emergency Response Team (TERT) and types of terrorism and disasters.

OBJECTIVES:

- 11.0 - Understand the basic principles and components of Emergency Management and Homeland Security and their relationship as it relates to the telecommunicator. The student will be able to:
 - 11.01 Define the role and responsibilities of the state and federal emergency management operations
 - 11.02 Be familiar with different types of domestic and international terrorism threats
 - 11.03 Understand basic terminology regarding terrorism threats as it relates to Weapons of Mass Destruction (WMD)
 - 11.04 Understand the role and responsibilities of NIMS
 - 11.05 Be familiar with emergency management planning
 - 11.06 Understand the functions of the emergency operations center
 - 11.07 Identify special consideration for natural, man-made or technological disasters
 - 11.08 Explain the function of the Telecommunicator Emergency Response Taskforce (TERT) and its roles and responsibilities during a disaster
 - 11.09 Explain the functions of state and regional assets as it pertains to disasters
 - 11.10 Identify examples of incidents that are reported to the county and state watch office or warning point
 - 11.11 Be familiar with the different types of emergency notification and warning resources utilized by local, state and federal agencies for natural, man-made, or technological disasters

11.01 Define the role and responsibilities of the state and federal emergency management operations

- (1) Emergency management ensures that Florida is prepared to respond to emergencies, recover from them and mitigate their impacts. Responsibilities include:
 - (a) Plan, organize and direct the activities and operations of emergency services regarding natural or manmade disasters.
 - (b) Direct the preparation and assist in the implementation of natural disaster and survival plans for man-made disasters.
 - (c) Direct overall field operations in a jurisdictional emergency.
 - (d) Develop, administer and / or evaluate all agencies of local government in training on emergency preparedness.
- (2) Local - Florida gives each of the 67 counties the responsibility of maintaining emergency management programs at the county level.
- (3) State - Florida gives the Division of Emergency Management (DEM) the responsibility of maintaining a statewide emergency management program.
 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
- (4) Federal
 - (a) U.S. Department of Homeland Security (DHS):
 1. Guarding against terrorism
 2. Securing U.S. borders
 3. Enforcing U.S. immigration laws
 4. Improving federal readiness for response to, and recovery from disasters

(b) Federal Emergency Management Agency (FEMA):

1. An agency of the U.S. Department of Homeland Security.
2. Coordinate a response to a disaster that has occurred in the U.S. and that overwhelms the resources of local and state authorities.
3. The mission of FEMA is to support 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.
4. 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
5. FEMA provides services for:
 - a. Crisis counseling
 - b. Unemployment
 - c. Legal services
 - d. Special tax considerations

(c) Federal Aviation Administration (FAA)

1. The FAA's mission is to provide the safest, most efficient aerospace system in the world.
2. Only the FAA can require or enforce changes for the grounding of an aircraft. The National Transportation Safety Board (NTSB) investigates transportation crashes and can issue safety recommendations for improvements.

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

- (1) Terrorism is defined 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) International terrorism is defined as terrorism practiced in a foreign country by terrorists who are not native to that country.
- (3) Domestic terrorism is defined as terrorism practiced in one's own country against one's own people.
- (4) Types of terrorism include:
 - (a) State terrorism - states that use force or the threat of force without declaring war to terrorize citizens and achieve a political goal. (e.g., Hitler).
 - (b) Nationalist terrorism - terrorism used to seek to form self-determination which may range from gaining greater autonomy to establishing a completely independent sovereign state. They consider themselves freedom fighters; [e.g., Irish Republican Army (IRA)].
 - (c) Eco - Terrorism and animal rights - the use or threat of the use of violence of a criminal nature against people or property by an environmental oriented group for environmental-political reasons; [e.g. Earth Liberation Front (ELF), Greenpeace, People for Ethical Treatment of Animals (PETA)].
 - (d) Cyber terrorism - any premeditated, politically motivated attack against information, computer systems, computer programs and data which results in violence against non-combatant targets by sub-national groups or clandestine agents (hacking).
 - (e) Narcoterrorism – a subset of terrorism in which terrorist groups participate directly in the cultivation, manufacture, transportation, or distribution of controlled substances and the monies derived from these activities (e.g., Taliban).
 - (f) Nuclear terrorism - using nuclear materials as a terrorist tactic with the intent to cause massive devastation; attacking nuclear facilities, purchasing or building nuclear weapons and dispersing radioactive materials.

11.03 Understand basic terminology regarding terrorism threats as it relates to Weapons of Mass Destruction (WMD)

- (1) All WMDs are weapons that are capable of a high order of destruction and / or 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.

11.04 Understand the role and responsibilities of NIMS

- (1) The NIMS provides a consistent, nationwide approach and vocabulary for multiple agencies or jurisdictions to work together to build, sustain and deliver the core capacities needed to achieve a secure and resilient nation.
- (2) The Incident Command System (ICS) is a subcomponent of NIMS as released by the U.S. Department of Homeland Security in 2004.
 - (a) The ICS is a systematic tool used in the command, control and coordination of emergency response.
 - (b) It is a set of personnel, policies, procedures, facilities and equipment integrated into a common organizational structure designed to improve emergency response operations.
 - (c) The ICS allows the user to adopt the integrated organizational structure to match the complexities and demands of a single or multiple incidents.
 - (d) The ICS is used by all levels of government (federal, state, tribal and local) as well as many nongovernmental organizations and the private sector.
 - (e) The ICS is also applicable across all disciplines.
 - (f) The typical structure to facilitate activities includes five major functional areas:
 1. Command
 2. Operations
 3. Planning
 4. Logistics
 5. Finance/Administration
- (3) The National Response Framework (NRF) works in conjunction with NIMS. The NIMS provides the template for the management of incidents, while the NRF provides the structure and mechanisms for national-level policy.

11.05 Be familiar with Emergency Management Planning

- (1) Agency preparedness
 - (a) Building security
 - (b) Power
 - (c) Water

- (d) Food
 - (e) Personnel coverage
 - (f) Modified shifts
 - (g) ICS implementation
 - (h) Guidelines to respond to various disasters
- (2) Personal preparedness
- (a) Family/pet preparedness plan
 - (b) Overnight bag
 - (c) Vehicle maintenance
 - (d) Home maintenance
 - (e) Cash
 - (f) Food supplies
 - (g) Emergency contact information
 - (h) Medication
- (3) The comprehensive Emergency Operation Plan (EOP) 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 (EOC) activations, organization and responsibilities in line with the ICS structure and transitions to recovery operations.

11.06 Understand the functions of the EOC.

- (1) The EOC 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) State EOC - center of disaster response coordination at the state level.
- (4) County EOC - center of disaster response coordination at the county level.

11.07 Identify special consideration for natural, man-made, or technological disasters

(1) Considerations for natural disasters include:

(a) Hazardous weather:

1. Type of hazardous weather
2. Power lines down
3. HAZMAT associated
4. Entrapments

(b) Sinkholes:

1. Size of sinkhole
2. Private or public property

(c) Wildfires:

1. Wind direction / speed
2. Notification of Florida Forest Service

(d) Floods:

1. Road and bridge obstructions
2. Notification of appropriate utility departments
3. Electrical hazards

(2) Considerations for man-made disasters include:

(a) Ground transportation:

1. Types / number of vehicles involved
2. HAZMAT materials
3. Notification of National Transportation Safety Board (NTBS)

(b) Aviation:

1. Location information using geographical features
2. Type of aircraft
3. Accessibility to the location
4. Notification of Federal Aviation Administration (FAA)

5. Name of the airline carrier
6. Flight number
7. Notification of National Transportation Safety Board (NTSB)
8. Notification of the nearest airport

(3) Technological:

- (a) HAZMAT incidents
- (b) Nuclear power plant failures
- (c) Disruption of infrastructure systems
 1. Wireless devices
 2. Computers / Internet
 3. Radios
 4. Telephones

11.08 Explain the function of the Telecommunicator Emergency Response Taskforce (TERT) and its roles and responsibilities during a disaster

- (1) The TERT involves a comprehensive program that includes assistance to individual states in developing programs that would lead to the establishment of predetermined and selected trained teams of individuals who can be mobilized quickly and deployed to assist communications centers during disasters.

(a) Responsibilities of the TERT members include:

1. Specialized training
2. Mental preparation
3. Physical preparation
4. NIMS (ICS 100, ICS 200, ICS 700, team leaders also need ICS 800)
5. FEMA IS-144
6. Security and personal safety
7. Flexibility and work schedules
8. Adaptability in working with unfamiliar equipment
9. Preparation for a deployment

(b) Response of TERT team:

1. Requests for TERT are forwarded to the state EOC by the local Emergency Management Center.
2. The state TERT coordinator in conjunction with regional coordinators are responsible for activating a team to respond to the requesting agency.
3. Teams must have proper authorization and documents in order to respond.
4. In accordance with federal regulations, TERT team members are prepared to deploy:
 - a. Within Florida – up to 5 days
 - b. Out of state – up to 14 days
5. According to the APCO / NENA standards, each deployed team should be accompanied by a team leader who acts as a manager of the team.

11.09 Explain the functions of state and regional assets as it pertains to disasters

- (1) There are state and regional assets available for deployment during a disaster. Examples of these assets include:
 - (a) Caches of portable radios to hand out at the event
 - (b) Portable/mobile radio towers
 - (c) Mobile command posts and communications vehicles
 - (d) Radio “gateways” used to bridge or patch different radio systems
- (2) These assets are in place to ensure interoperable communications and continuity of operations. Some commonly used assets in Florida include:
 - (a) Emergency Deployable Interoperable Communications System (EDICS)
 - (b) Mutual Aid Radio Cache (MARC)
 - (c) Florida Interoperability Network (FIN)
 - (d) Mutual aid channels

11.10 Identify examples of incidents that are reported to the county and state watch office or warning point

- (1) Fuel spill
- (2) HAZMAT spills
- (3) State road closures
- (4) Plane crash
- (5) Severe inclement weather
- (6) Terroristic acts
- (7) Major fires involving death or arson
- (8) Wildfires when mutual aid is provided

11.11 Be familiar with the different types of emergency notification and warning used by local, state and federal agencies for natural, man-made or technological disasters.

- (1) Public service announcements
- (2) Emergency broadcast system
- (3) Social media
- (4) Mass notification systems to include voice, text and email
- (5) Dynamic message boards

END OF TOPIC

Stress Management

LEARNING GOAL:

To provide the student with techniques to identify, prevent and manage stress.

OBJECTIVES:

12.0 - Comprehend stress management techniques. The student will be able to:

12.01 Define stress

12.02 Describe stressors unique to the telecommunicator and the telecommunication profession

12.03 Describe techniques necessary to prevent and manage stress

12.04 Explain Critical Incident Stress Management (CISM)

12.05 Describe actions necessary to manage stress during an "in progress" incident

12.01 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.

12.02 Describe stressors unique to the telecommunicator and the telecommunication profession:

- (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 such as:
 - (a) Lights
 - (b) Sounds
 - (c) Temperature
- (13) Emerging technology
- (14) Activity overload / underload
- (15) Vicarious traumatization and compassion fatigue

12.03 Describe techniques necessary to prevent and manage stress

- (1) Practice self-recognition of stress. Recognize stress as physical, emotional, behavioral, and cognitive symptoms.
 - (a) Physical stress indicators may include soreness in one's joints, indigestion / heartburn, headaches, changes in weight, insomnia and chronic fatigue. Untreated physical stress could lead to other serious medical conditions.
 - (b) Emotional stress indicators may include crying unexpectedly and for no apparent reason, easy irritability, flashes of anger, inappropriate fear, guilt, anxiety / depression, generalized persistent frustration.
 - (c) Behavioral stress indicators may include pacing, erratic movements, anti-social acts, social withdrawal, appetite changes and substance abuse.
 - (d) Cognitive stress indicators may include memory loss, confusion, nightmares, excessive attention to detail, difficulty making decisions, difficulty concentrating, inability to solve problems, and feelings of being overwhelmed.
- (2) Methods to reduce and / or manage stress includes:
 - (a) Take regular breaks
 - (b) Establish proper eating habits
 - (c) Maintain a good support system
 - (d) Get adequate sleep
 - (e) Develop a regular physical activity regime outside of work
 - (f) Perform desk exercises to relieve tension from being sedentary
 - (g) Don't take things personally
 - (h) Let go of control when needed
 - (i) Realize that closure is not always possible
 - (j) Seek help from your agency's Employee Assistance Program if needed
 - (k) Enjoy life outside of the work environment; develop non-work related hobbies

12.04 Explain Critical Incident Stress Management (CISM)

- (1) A critical incident may be any situation faced by PSTs that causes them to experience unusually strong emotional reactions which have the potential to interfere with their ability to function on duty or later. The incident, regardless of the type, generates unusually strong feelings in the employees. The PST is having a normal reaction to an abnormal event.
- (2) The CISM is 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.

12.05 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) Know and follow established protocols
- (4) Avoid personalizing the situation
- (5) Change your position (stand up)
- (6) Take a deep breath

END OF TOPIC