

July 2010

Florida Department of Education Curriculum Framework

Program Title: Public Safety Telecommunication
Program Type: Career Preparatory
Career Cluster: Law, Public Safety & Security

| | Secondary | PSAV |
|--|--|--|
| Program Number | 9101000 | P090101 |
| CIP Number | 0709.080100 | 0709.080100 |
| Grade Level | 11,12 | 30, 31 |
| Standard Length | OCP A=1.5 credits | OCP A=232 hours |
| Teacher Certification | FIRE FIGHT @7 G PUB SERV @7 G LAW ENF @7 G CORR OFF@7 G *Applicable Subject Matter Experts may assist in teaching this course. | FIRE FIGHT @7 G PUB SERV @7 G LAW ENF @7 G CORR OFF@7 G *Applicable Subject Matter Experts may assist in teaching this course. |
| CTSO | FPSCA | N/A |
| SOC Codes (all applicable) | 43-5031 | 43-5031 |
| Facility Code | http://www.fldoe.org/edfacil/sref.asp (State Requirements for Educational Facilities) | |
| Targeted Occupation List | http://www.labormarketinfo.com/wec/TargetOccupationList.htm | |
| Perkins Technical Skill Attainment Inventory | http://www.fldoe.org/workforce/perkins/perkins_resources.asp | |
| Industry Certifications | http://www.fldoe.org/workforce/fcpea/default.asp | |
| Basic Skills Level | Math N/A Language N/A Reading N/A | Math N/A Language N/A Reading N/A |

Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the **Law, Public Safety & Security** career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the **Law, Public Safety & Security** career cluster.

The purpose of this program is to prepare students for employment as dispatcher: police, fire, ambulance (SOC 43-5031). The content includes, but is not limited to, ethics and the role of the telecommunicator; standard telecommunication operating procedures; relationship to field personnel; understanding of command levels; typical layouts of message centers; use of performance aids; overview of emergency agencies; functions and terminology; use of correct words and grammar; communications equipment, functions and terminology; types of telecommunication equipment; malfunctions and maintenance agreements; proper and correct telephone and dispatching procedures and techniques; cooperation and reciprocal agreements with other agencies; federal, state, and local communication rules; emergency situations and operating procedures; emergency medical dispatch procedures; employability skills; leadership and human relations skills; and health and safety including CPR.

Reinforcement of basic skills in English, mathematics, and science appropriate for the job preparatory programs is provided through career and technical classroom instruction and applied laboratory procedures or practice. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the public service industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

Program Structure

This program is a planned sequence of instruction consisting of one occupational completion point.

When offered at the post secondary adult career and technical level, this program is comprised of courses which have been assigned course numbers in the SCNS (Statewide Course Numbering System) in accordance with Section 1007.24 (1), F.S. Career and Technical credit shall be awarded to the student on a transcript in accordance with Section 1001.44(3) (b), F.S.

The following table illustrates the program structure (PSAV):

| OCP | Course Number | Course Title | Course Length | SOC Code |
|-----|---------------|---|---------------|----------|
| A | EMS0002 | Dispatcher: Police, Fire, and Ambulance | 232 Hours | 43-5031 |

The following table illustrates the program structure (Secondary):

| OCP | Course Number | Course Title | Course Length | SOC Code |
|-----|---------------|---|---------------|----------|
| A | 9101100 | Dispatcher: Police, Fire, and Ambulance | 1.5 Credits | 43-5031 |

Laboratory Activities

Laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students. The program objectives and outcomes will be enhanced if the student has the opportunity to achieve actual experience in utilization of some telecommunications equipment such as telephone, teletype and radio dispatch console.

Special Notes

This program meets the DOH HIV/AIDS education requirement as specified in Section 381.0034, F.S., and the Department of Business and Professional Regulation (DBPR) HIV/AIDS education requirements as specified in Sections 455.2226 and .2228, F.S. Upon completion of this program, the instructor will provide a certificate to the student verifying that the HIV/AIDS requirements have been met. It is encouraged to also cover communicable diseases and how they are transmitted from one person or species to another by a replicating agent.

To be considered a completer OCP A must be completed in its entirety.

Effective October 1, 2012, any person employed as a 911 public safety telecommunicator at a public safety answering point, as defined s. 365.172(3)(a), must be certified by the Department of Health.

Career and Technical Student Organization (CTSO)

FPSA is the appropriate career and technical student organization (for Secondary Students Only) for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

In field work involving the handling of equipment and performance of tasks under conditions considered hazardous, there shall be no less than one certified instructor for each six students, but in no case shall there be less than two certified instructors on the scene. The instructors shall be placed to oversee the safety and effectiveness of the training."

Cooperative Training – OJT

On-the-job training is appropriate and strongly encouraged for this program. Whenever offered, the rules, guidelines, and requirements specified in the program-specific OJT framework apply.

Essential Skills

Essential skills identified by the Division of Career and Adult Education have been integrated into the standards and benchmarks of this program. These skills represent the general knowledge and skills considered by industry to be essential for success in careers across all career clusters. Students preparing for a career served by this program at any level should be able to demonstrate these skills in the context of this program.

(www.fldoe.org/workforce/dwdframe/rtf/essential_skills.rtf)

Basic Skills (if applicable)

In PSAV programs offered for 450 hours or more, in accordance with Rule 6A-10.040, F.A.C. the minimum basic skills grade levels required for postsecondary adult career and technical students to complete this program are not applicable. Students may be exempt from meeting the Basic Skills requirements by earning an eligible industry certification. See the Basic Skills Exemption List document for a list of eligible industry certifications

(<http://www.fldoe.org/workforce/dwdframe/rtf/basic-skills.rtf>).

Adult students with disabilities, as defined in Section 1004.02(7), Florida Statutes, may be exempted from meeting the Basic Skills requirements (Rule 6A-10.040). Students served in exceptional student education (except gifted) as defined in s. 1003.01(3) (a), F.S., may also be exempted from meeting the Basic Skills requirement. Each school district and Florida College must adopt a policy addressing procedures for exempting eligible students with disabilities from the Basic Skills requirement as permitted in Section 1004.91(3), F.S.

Students who possess a college degree at the Associate of Applied Science level or higher; who have completed or are exempt from the college entry-level examination pursuant to Section 1008.29, F.S.; or who have passed a state, national, or industry licensure exam are exempt from meeting the Basic Skills requirement (Rule 6A-10.040, F.A.C.)

Accommodations

Federal and state legislation requires the provision of accommodations for students with disabilities as identified on the secondary student's IEP or 504 plan or postsecondary student's accommodations plan to meet individual needs and ensure equal access. Postsecondary students with disabilities must self-identify, present documentation, request accommodations if needed, and develop a plan with their postsecondary service provider. Accommodations received in postsecondary education may differ from those received in secondary education. Accommodations change the way the student is instructed. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems. Documentation of the accommodations requested and provided should be maintained in a confidential file.

In addition to accommodations, some secondary students with disabilities (ESE) will need modifications to meet their special needs. Modifications change the outcomes or what the student is expected to learn, e.g., modifying the curriculum of a secondary career and technical education course. Note postsecondary curriculum cannot be modified.

Some secondary students with disabilities (ESE) may need additional time (i.e., longer than the regular school year), to master the student performance standards associated with a regular occupational completion point (OCP) or a modified occupational completion point (MOCP). If needed, a student may enroll in the same career and technical course more than once. Documentation should be included in the IEP that clearly indicates that it is anticipated that the student may need an additional year to complete an OCP/MOCP. The student should work on different competencies and new applications of competencies each year toward completion of the OCP(s)/MOCP. After achieving the competencies identified for the year, the student earns credit for the course. It is important to ensure that credits earned by students are reported accurately. The district's information system must be designed to accept multiple credits for the same course number (for eligible students with disabilities).

Articulation

This program has no statewide articulation agreement approved by the Articulation Coordinating Committee. However, this does not preclude the awarding of credits by any college through local agreements.

For details on statewide articulation agreements which correlate to programs and industry certifications, refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp.

Standards

After successfully completing this program, the student will be able to perform the following:

Occupational Completion Point – Data Code A

DISPATCHER: POLICE, FIRE, AND AMBULANCE - SOC 43-5031

- 01.0 Describe and demonstrate professional ethics and the role of telecommunicator.
- 02.0 Describe Guidelines and Operational Standards of call classification and prioritization.
- 03.0 Identify and explain communication equipment and resources.
- 04.0 Demonstrate communication and interpersonal skills.
- 05.0 Perform operational skills.
- 06.0 Demonstrate understanding of fire department role and responses as well as hazardous materials awareness.
- 07.0 Demonstrate understanding of emergency medical services role and responses.
- 08.0 Demonstrate understanding of law enforcement role and responses
- 09.0 Comprehend stress management techniques.
- 10.0 Understand the duties of a public safety telecommunicator.
- 11.0 Demonstrate an understanding of Emergency Management practices
- 12.0 Demonstrate CPR proficiency

July 2010

**Florida Department of Education
Student Performance Standards**

**Program Title: Public Safety Telecommunication
PSAV Number: P090101**

**Course Number: EMS0002
Occupational Completion Point: A
Public Safety Telecommunication – 232 Hours – SOC Code 43-5031**

01.0 Describe and Demonstrate Professional Ethics and the Role of Telecommunicator --The student will be able to:

- 01.01 Define ethics and professionalism.
- 01.02 Comprehend acts that are considered professionally unethical.
- 01.03 Explain team concept.
- 01.04 Demonstrate knowledge of the following: criminal acts, personal gain, negligence of duty, duty to act, agency values, and confidentiality.
- 01.05 Comprehend the historical development of the role of the telecommunication profession.
- 01.06 Describe the evolution of telecommunications and 911.
- 01.07 Explain how criminal and civil law affects telecommunication operations.
- 01.08 Describe impact and importance of disseminating public information.
- 01.09 Explain importance of and procedure for testifying in court.
- 01.10 Understand and explain the legalities of Health Insurance Portability and Accountability Act (HIPPA) and how it relates to telecommunications.
- 01.11 Explain Florida's The "Sunshine" Law and how it relates to public record requests.

02.0 Describe Guidelines and Operational Standards of call classification and prioritization --The student will be able to:

- 02.01 Explain the importance of call classification and prioritization.
- 02.02 Describe the call type using the proper classification process.
- 02.03 Demonstrate telephone techniques including call handling guidelines.
- 02.04 Demonstrate interpersonal skills.
- 02.05 Demonstrate friendly and accurate customer service.

03.0 Identify and Explain 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 functions of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).
- 03.04 Explain the operation of various manual and automated equipment that may be utilized within the communication system.
- 03.05 Explain the operation of a telephone system
- 03.06 Explain the operation of ADA services including TDD and telephone relay services.

- 03.07 Explain the operation of radio equipment.
- 03.08 Explain Florida interoperability capabilities including the Florida Interoperability Network (FIN)
- 03.09 Explain the operation of 911 equipment.
- 03.10 Identify the referral process for access to resources outside of the public safety agency.
- 03.11 Explain the role of Telematic Call Centers in a public safety related incident.

04.0 Demonstrate Communication and Interpersonal Skills--The student will be able to:

- 04.01 Use calm and controlled voice on radio and telephone.
- 04.02 Demonstrate internal and external customer service skills.
- 04.03 Demonstrate multi-function dexterity.
- 04.04 Demonstrate the ability to recognize when information received is not appropriate to the situation or appears suspicious.
- 04.05 Demonstrate active listening skills.
- 04.06 Use proper pronunciation and enunciation.
- 04.07 Demonstrate ability to give and follow instructions.
- 04.08 Demonstrate specific calming techniques as appropriate.
- 04.09 Demonstrate comprehension of diverse cultural needs.
- 04.10 Demonstrate decision-making skills.
- 04.11 Explain the difference between a fact and an inference.

05.0 Perform Operational Skills--The student will be able to:

- 05.01 Obtain and organize pertinent information for dispatch.
- 05.02 Correctly complete appropriate forms, logs, and files.
- 05.03 Utilize available resources properly.
- 05.04 Identify various procedures used when dispatching emergency and non-emergency calls.
- 05.05 Demonstrate an understanding of federal, state, and local laws for disseminating information.
- 05.06 Obtain and process requests for service and/or resources from field units in a timely manner.
- 05.07 Explain the importance of briefing on-coming telecommunicators.
- 05.08 Explain the importance of knowing and informing colleagues and supervisors of incidents that may adversely affect operations.
- 05.09 Explain geographical jurisdictions and how it affects day-to-day activities.

06.0 Demonstrate as Understanding of Hazardous Materials Awareness and Fire Department Responses (FEMA Online Training IS-317 Introduction to Community Emergency Response Teams is acceptable for hazmat awareness)--The student will be able to:

- 6.01 Understand the roles and responsibilities of fire department responders.
- 6.02 Define types of fire emergency calls
- 6.03 Understand the telecommunicator's role in firefighter safety
- 6.04 Define hazardous materials as substances (solids, liquids, or gases) that when released is capable of causing harm to people, the environment, and property.
- 6.05 Identify the differences between hazardous materials emergencies and other emergencies.

- 6.06 Identify typical locations in the community where hazardous materials are stored, transported, used, or disposed.
- 6.07 Identify that hazardous materials may be found in various types of containers.
- 6.08 Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials.
- 6.09 Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident.
- 6.10 Demonstrate, given a hazardous materials incident scenario, the role of a telecommunicator at the awareness level.

07.0 Understand the Basic Principal and Components of Emergency Medical Services (EMS) and their Relationship to the Application of Correct Dispatch Processes.-- The student will be able to:

- 07.01 Understand the roles and responsibilities of emergency medical and fire department responders. (EMT/Paramedic/Firefighters)
- 07.02 Comprehend the various types of emergency response modes to fire and medical calls
- 07.03 Define what is Primary & Secondary units
- 07.04 Define what is Basic Life Support (BLS)
- 07.05 Define what is Advance Life Support (ALS)
- 07.06 Define what is a multi-casualty incident (MCI)
- 07.07 Understand the role and responsibility of Communications during a MCI
- 07.08 Define Air Rescue Transport Unit (ATU)
- 07.09 Define Trauma Center and Trauma Alert criteria.
- 07.10 Understand why some EMS calls may require Police response

08.0 Understand the Basic Principal and Components of Law Enforcement and their Relationship to the Application of Correct Dispatch Processes.-- The student will be able to:

- 08.01 Understand the roles and responsibilities of law enforcement officers
- 08.02 Understand the various reasons that citizens request police assistance
- 08.03 Define criminal and civil complaints
- 08.04 Understand why a telecommunicator should not give legal advice
- 08.05 Define in-progress, just occurred, and past event calls
- 08.06 Understand the phases of crisis call incidents including active shooter, hostage situations, barricaded subjects, suicide threats
- 08.07 Identify the proper interview questions for crisis calls
- 08.08 Identify the officer safety issues for both primary and secondary response
- 08.09 Understand the role of the telecommunicator during a crisis call incident
- 08.10 Understand the telecommunicator's role in officer safety
- 08.11 Define Amber and Silver alert calls

09.0 Comprehend Stress Management Techniques--The student will be able to:

- 09.01 Define stress.
- 09.02 Describe stressors unique to the telecommunicator.
- 09.03 Describe techniques necessary to prevent and manage stress.
- 09.04 Explain Critical Incident Stress Management (CISM).

- 09.05 Describe actions necessary to manage stress during an “in progress” incident.
- 10.0 Understand the Duties of a Public Safety Telecommunicator. --The student will be able to:
- 10.01 Understand the proper conduct of a public safety telecommunicator.
 - 10.02 Understand the importance of adhering to dress codes (if applicable) and personal hygiene.
 - 10.03 Understand the importance of reporting for duty and the impact absences have on a communications center
- 11.0 Emergency Management—The student will be able to:
- 11.01 Understand the role and responsibilities of the US Department of Homeland Security
 - 11.02 Be familiar with different types of domestic and international terrorism threats
 - 11.03 Understand basic terminology regarding terrorism threats such as BNICE, Syndromic Surveillance, etc
 - 11.04 Understand the role and responsibilities of NIMS
 - 11.05 Understand the role and responsibilities of FEMA
 - 11.06 Successfully complete the NIMS courses IS 100 (Introduction to Incident Command System); IS 200 (ICS for Single Resources and Initial Action Incidents); and IS 700 (National Incident Management System (NIMS), An Introduction)
 - 11.07 Understand the role and responsibilities of NORAD (North American Aerospace Defense Command)
 - 11.08 Understand the role and responsibilities of Emergency Management, both on the local level and state level
 - 11.09 Be familiar with Disaster Preparedness plans
 - 11.10 Be familiar with Emergency Operations plans
 - 11.11 Understand the role and responsibilities of the Emergency Operations Center
 - 11.12 Understand mutual-aid and automatic-aid agreements and their importance
 - 11.13 Understand the role of the telecommunicator during a disaster
 - 11.14 Identify the proper interview questions for disaster calls such as hurricanes, floods, tornadoes, domestic and international terrorism, plane crashes, wildfires, sinkholes, etc
 - 11.15 Explain the history of the TERT (Telecommunicators Emergency Response Taskforce) and its role and responsibilities during a disaster
- 12.0 CPR –the student will:
- 12.01 Attend and successfully complete a CPR certification class

Program Title: Public Safety Telecommunication
Secondary Number: 9101000

Course Number: 9101100
Occupational Completion Point: A
Public Safety Telecommunication – 1.5 Credits – SOC Code 43-5031

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- 06.06 Identify typical locations in the community where hazardous materials are stored, transported, used, or disposed.
- 06.07 Identify that hazardous materials may be found in various types of containers.
- 06.08 Describe the use of, and information obtained through, CHEMTREC and the DOT ERG in the identification and mitigation of hazardous materials.

- 06.09 Identify the basic precautions to be taken to protect oneself and others in a hazardous materials incident.
- 06.10 Demonstrate, given a hazardous materials incident scenario, the role of a telecommunicator at the awareness level.

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- 08.08 Identify the officer safety issues for both primary and secondary response
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- 08.10 Understand the telecommunicator's role in officer safety
- 08.11 Define Amber and Silver alert calls

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- 09.04 Explain Critical Incident Stress Management (CISM).
- 09.05 Describe actions necessary to manage stress during an "in progress" incident.

10.0 Understand the Duties of a Public Safety Telecommunicator. --The student will be able to:

- 10.01 Understand the proper conduct of a public safety telecommunicator.

- 10.02 Understand the importance of adhering to dress codes (if applicable) and personal hygiene.
- 10.03 Understand the importance of reporting for duty and the impact absences have on a communications center

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- 11.03 Understand basic terminology regarding terrorism threats such as BNICE, Syndromic Surveillance, etc
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- 11.10 Be familiar with Emergency Operations plans
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- 11.14 Identify the proper interview questions for disaster calls such as hurricanes, floods, tornadoes, domestic and international terrorism, plane crashes, wildfires, sinkholes, etc
- 11.15 Explain the history of the TERT (Telecommunicators Emergency Response Taskforce) and its role and responsibilities during a disaster

12.0 CPR—the student will:

- 12.01 Attend and successfully complete a CPR certification class