Florida Public Safety Telecommunicator Instructor Manual

First Edition

2024

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Editors

Kathleen Baum – Nassau County Sheriff's Office

Lisa Cahill – Marion County Public Safety Communications

Michael W. Campbell – Jacksonville Sheriff's Office

Melissa Cohen

Natalia Duran – Miami Dade College Adjunct Instructor/FL TERT Coordinator

Arleen Fernandez – Coral Springs Emergency Communications Center

Lisa Figueredo – Miami Dade Fire Rescue

Lee Gilreath – Escambia County Public Schools

Margaret Hamrick – Hillsborough County Fire Rescue

Amy Huchla – Temple Terrace Police Department

Michelle Jones – Bell High School

Jennifer Martinez – Miami-Dade Police Department

Rodney Mascho – Marion County Fire Rescue, Ret.

Vidya Mcnair – Miami Dade Fire Rescue

Heather Musolff

Harold Rutledge – Clay County Adult Education

Jeanne Shadaram – Lee County Public Safety

Laura Simpson – Florida Highway Patrol

March 2024 PST Workbook Subcommittee Meeting Editors (from left to right): Amy Huchla, Lisa Cahill, Michael Campbell, Margaret Hamrick, Natalia Duran, Kathleen Baum, Michelle Jones, Lisa Figueredo, Laura Simpson

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Section 01 Objectives

01.0 Understand the roles and duties of a Public Safety Telecommunicator (PST). The student will be able to:

01.01   Comprehend the history of the telecommunication profession.

01.02   Describe the evolution of telecommunications and 911.

01.03   Define the roles of a call taker and a dispatcher as it relates to public safety telecommunications.

01.04   Understand the proper conduct of a PST.

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

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

01.07   Identify performance standards and explain why they are important.

01.08   Identify statutory and other legal requirements and expectations for a certified PST.

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01.01 Comprehend the History of the Telecommunication Profession

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

<u>History of Telecommunications</u>

- The first 911 call was made in Haleyville, Alabama in 1968.

- The first word spoken on a 911 line – "Hello"

- The 911 act took effect in 1999.

- The first one-way radio communications were made in 1928. Detroit's radio call sign was named "KOP" and music was played in between broadcasts.

- The first two-way radio was implemented in Bayonne, New Jersey in 1933.

<u>National Public Safety Telecommunicators Week</u>

- In 1981, California declared the first National Public Safety Telecommunicators Week.

Instructor Notes:

01.02 Describe the Evolution of Telecommunications and 911

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

<u>Technological Evolutions</u>
- The enhanced 911 system was introduced in Orange County, FL in 1980.

- Text-to-911 has been available since 2014.

<u>The Denise Amber Lee Act: A Legacy of Improved Training</u>

- Abducted on January 17th, 2008, from her south Florida home.
- April 24th, 2008, lawmakers unanimously passed the Denise Amber Lee act creating Florida Statute, 401.465.
- Effective October 1st, 2012, any person employed as a 911 PST must be certified by the department.

Instructor Notes:

01.03 Define the Roles of a Call Taker and a Dispatcher as it Relates to Public Safety Telecommunications

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

The Call Taker

- Discuss the importance of remaining calm and professional while answering emergency and non-emergency calls.
- Instruct students on using effective communication skills to gather critical information from callers in crisis situations, including the nature of the emergency, location, and potential risks.
- Train students on how to assess a situation and classify incidents effectively.
- Explain the role of providing pre-arrival instructions, such as CPR or first aid, to callers based on the type of emergency.
- Instruct students on prioritizing calls based on established protocols to ensure the fastest response for critical situations.

Explain "Room / Situational Awareness":
- Being aware of what other call takers are handling in case they can offer backup or share information.
- Understanding the overall call volume in the center.
- Listening and processing information heard in the background of the calls.

The Dispatcher

- Explain the role of a dispatcher in analyzing call information and determining the appropriate response based on urgency, resource availability, and incident type.
- Train students on deploying the right emergency personnel (police, fire, medical) to the scene based on the nature of the emergency.
- Instruct students on maintaining clear communication between the Emergency Call Center (ECC) and responding units by providing updates and relaying critical information.
- Discuss the importance of monitoring ongoing emergencies and offering additional support or guidance to responders as needed.

Explain "Room / Situational Awareness":
- Being aware of what other dispatchers are handling in case they can offer backup or share information.
- Knowing the status of emergency responders in the field.
- Staying updated on any critical incidents or weather events that might impact emergency services.

Instructor Notes:

01.04 Understand the Proper Conduct of a PST

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Professionalism and Empathy

- Discuss the importance of maintaining professionalism in all PST interactions, regardless of the situation.
- Explain the concept of balancing professionalism with empathy and how to demonstrate compassion towards callers in distress.
- Instruct students on using appropriate communication techniques that maintain composure, while also conveying empathy and understanding.

Effective Communication

- Instruct students on active listening techniques to effectively gather information from callers while conveying attentiveness and patience.
  - Nonverbal cues:
    - Maintaining eye contact (be mindful of cultural norms)
    - Leaning in slightly to show attentiveness
    - Using open and relaxed body language (uncrossed arms, uncrossed legs)
    - Nodding your head to show you're following along
  - Verbal cues:
    - Encouraging words: "Yes," "Okay," "I understand"
    - Reflective statements: "It sounds like you're feeling..." or "So you're saying that..."
    - Open-ended questions: "Can you tell me more about that?" or "How did that make you feel?"
    - Summarizing: "So far, I've heard that..."
  - Minimizing distractions:
    - Putting away phones or other devices
    - Avoiding interrupting the caller
- Train students on using clear and concise communication to convey essential details to responders without ambiguity.

Adherence to Protocols and Procedures

- Explain the importance of following Standard Operating Procedures (SOPs) for various emergencies to ensure a consistent and efficient response.
- Instruct students on call prioritization and triage techniques to ensure the fastest response for critical situations.

Stress Management and Self-Care

- Discuss the impact of stress on PSTs and the importance of developing effective stress management techniques to maintain composure and performance under pressure.
- Explain the importance of self-care for PST well-being and introduce resources and support systems available to help them cope with the emotional challenges of the job.

Instructor Notes:

01.05 Understand the Importance of Reporting for Duty and the Impact Absences Have on a Communications Center

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

<u>The Impact of Absences on an ECC</u>

- Explain the affect absences have on morale.
- Discuss the affects absences can have on other employees inside of the ECC.
- Discuss the progressive discipline for excessive absences/tardies.

<u>Specific Considerations for PSTs</u>

- Explain instances where PSTs may be required to work time past your scheduled shift.
    - o Mandatory Overtime
    - o Emergency Activations (Hurricanes, natural disasters, MCIs, etc.)
    - o High profile calls requiring the call taker / dispatcher to remain involved in the incident.

Instructor Notes:

01.06 Understand the Importance of Adhering to Dress Codes (If Applicable) and Personal Hygiene

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

<u>Importance of Professional Dress Code</u>

- Explain the importance of representing your agency in a professional manner.

<u>Impact of Personal Hygiene</u>

- Discuss the negative impact of excessive fragrances (perfume, cologne, cigarette smoke, etc.) and poor personal hygiene.

<u>Benefits of Professional Appearance and Personal Hygiene</u>

- Explain how a professional appearance and good personal hygiene can enhance a PST's credibility and project a sense of professionalism to colleagues, supervisors, and callers.
- Discuss the importance of maintaining a clean and professional work environment to promote a positive and healthy atmosphere for all employees.
- Instruct students on how taking pride in their appearance can boost their self-confidence and improve their overall demeanor and performance as a PST.

Instructor Notes:

01.07 Identify Performance Standards and Explain Why They Are Important

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Why are Performance Standards Important?

- Explain the role of performance standards in ensuring consistent and effective service delivery to the public, including accuracy, timeliness, and professionalism.
- Instruct students on how to utilize performance standards as a tool for self-assessment and identify areas for improvement in their knowledge, skills, and abilities.
- Discuss the concept of accountability and transparency within the organization and how performance standards contribute to achieving these goals.
- Train students on how performance standards provide a framework for fair and consistent evaluation, fostering a culture of continuous improvement.

Examples of Performance Standards for PSTs

- Explain Quality Assurance (QA) and performance standards and the impact they have on a PST's continual growth and education.

- Discuss the professional associations that provide best practice standards for PSTs.
    - American National Standards (ANS)
    - Association of Public Safety Communications Officials (APCO)
    - National Emergency Number Association (NENA)
    - National Fire Protection Association (NFPA)

Instructor Notes:

01.08 Identify Statutory and Other Legal Requirements and Expectations for a Certified PST

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Statutory Requirements

- Discuss how House Bill (HB) 593 mandates TCPR training every two (2) years.
- Discuss the following as it relates to the PST certification renewal process:
    - PST certifications expire every odd year on February 1st.
    - To renew the certification, holders must complete 20 hours of training based on the Department of Education's PST Curriculum Framework.
    - A certificate that is not renewed at the end of the 2-year period automatically reverts to an inactive status for a period that may not exceed 6 years.
        - Inactive certificates may be reactivated and renewed within the 6-year period by the certificate holder.
        - A certificate that has been inactive for more than 6 years automatically expires and may not be renewed (per HB 341).

Continuous Compliance and Training

Discuss the ongoing education requirements below:

Delivery Methods	Maximum Credit Hours Allowed
Tours/Geography	16 Hours
Instructor Led -Classroom	10 Hours
Publication Review	10 Hours
Workshop/Seminar/Conference	16 Hours
Multi-media	10 Hours
QA/QI Review	8 Hours
Planning and Management Meetings	4 Hours
Teaching	8 Hours
Ride a long	6 Hours
Protocol Review	8 Hours

Definitions

- **Tours / Geography** – Providing tours to citizens or public safety personnel.
- **Instructor-led Classroom** – Any class presented by an instructor. Can be an in-person classroom setting or via interactive video conferencing platforms that include video and live chat.
- **Publication review** – Review of printed -or online articles.
- **Workshop/Seminar/Conference** – Attending any workshop, seminar, or conference that relates to any topic in the DOH curriculum. Including post or preconference tracks.

- **Multimedia** – Video, audio clips, self-led PowerPoint reviews, video presentations, online training, online webinar, social media, audio recordings live or playback.
- **QA/QI Review** – Review of calls or radio transmissions by the PST as part of a Quality Assurance process; the reviewer or reviewee can receive training credits.
- **Planning and Management Meetings** – Meetings attended regarding any topic that is included in the DOH curriculum.
- **Teaching** – Instructing on any topic included in the DOH curriculum. This can include new hire training and/or refresher training.
- **Ride along** – Ride along with police, fire, or EMS responders.
- **Protocol Review** – Review of agency policies/procedures/protocol that pertains to topics included in the DOH curriculum. Can include newly adopted or revised protocols.

- Discuss specific QA/QI methods.

Instructor Notes:

Section 02 Objectives

02.0 Describe and understand professionalism, ethics, and legal concepts as it relates to a PST. The student will be able to:

02.01   Understand ethics, professionalism, values, image, and personal conduct.

02.02   Explain how PST actions related to ethics, professionalism, values, image, and personal conduct affect the role of a PST.

02.03   Explain how criminal and civil law affects a PST and the agency (liability, confidentiality, negligence, breach of duty, etc.).

02.04   Understand and explain how federal, state, and local laws, codes, and regulations relate to the PST.

02.05   Understand the impact and importance of disseminating information.

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

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02.01 Understand Ethics, Professionalism, Values, Image, and Personal Conduct

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Ethics

- Define ethics and its role in governing PST conduct within the workplace.
- Instruct students on the importance of maintaining confidentiality of sensitive information, including personal details and emergency situations, and the protocols for handling such information.
- Discuss the concept of conflicts of interest and how to avoid situations where personal interests could influence professional judgment. Train students on how to identify and report potential conflicts.
- Explain the responsibility of PSTs to report any observed unethical or illegal behavior within the workplace, including both personal misconduct and violations of agency policies or procedures.

Professionalism

- Define professionalism and its importance in building trust and confidence with the public for PSTs.
- Instruct students on maintaining a neat and clean appearance that adheres to established dress code guidelines, projecting a professional image.
- Discuss the importance of demonstrating empathy and compassion towards callers, especially those in crisis situations. Guide students on techniques to convey understanding, offer reassurance, and show genuine concern.
- Emphasize the need for continuous learning and adaptability in PSTs. Instruct students on how to embrace new technologies and actively seek opportunities to improve their knowledge and skills to meet evolving challenges.
- Explain the importance of teamwork and collaboration for PSTs. Instruct students on how to work effectively with other professionals within the emergency call center and with responders in the field to achieve shared goals.

Values

- Define core values and their role in guiding a PST's actions and decision-making within the public safety environment.
- Instruct students on the importance of integrity and how to consistently demonstrate trustworthiness, transparency, and ethical conduct in all situations.
- Facilitate discussions on treating all callers with respect, regardless of background, beliefs, or circumstances. Guide students on how to embody courtesy and consideration in their interactions.
- Instill a commitment to service in students. Encourage them to prioritize the needs of others and strive to make a positive impact in their communities.

Image

- Define the concept of public image and its importance for PSTs as the public face of emergency services.
- Discuss the impact of PST conduct, both on and off duty, on the public's perception of the profession. Emphasize maintaining ethical standards in all aspects of life.
- Explain to students that background checks may be required as a part of the pre-employment screening.
- Guide students on responsible online presence. Instruct them on how to ensure their social media use and online interactions align with professional expectations.
- Encourage students to become advocates for the profession. Facilitate discussions on how PSTs can share their experiences, highlight the significance of their role, and engage with the community to build trust and confidence.

Personal Conduct

- Define personal conduct and its impact on the public perception of PSTs and the agency they represent.
- Explain progressive discipline to students and the importance of adhering to policy and procedure to prevent further disciplinary action from being taken.
- Instruct students on the importance of punctuality and reliability. Emphasize arriving on time for shifts and fulfilling their work responsibilities with dedication.
- Facilitate discussions on maintaining a positive attitude in the workplace. Guide students on demonstrating patience, understanding, and a helpful spirit, even under pressure.
- Instruct students on minimizing distractions to ensure focus on critical tasks. This could involve discussing strategies to manage personal conversations and social media use during work hours.

Instructor Notes:

02.02 Explain How PST Actions Related to Ethics, Professionalism, Values, Image, and Personal Conduct Affect the Role of a PST

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Examples:
- Malicious defamation
- Prejudice
- Discrimination
- Accepting gratuity
- Giving false or slanted testimony
- Violation of laws and regulations
- Harassment/Sexual harassment
- Negligence of duty
- Untruthfulness
- Criminal activity
- Harassment/sexual harassment
- Discrimination
- Poor interpersonal skills
- Unprofessionalism/ poor customer service

Ethics

- Instruct students on the ethical principle of veracity (truthfulness) and its importance in all PST interactions. This includes emphasizing the need for clear, concise, and accurate information exchange with callers and responders.
- Discuss the concept of confidentiality and its role in protecting the privacy of callers. Instruct students on how to safeguard sensitive information with discretion and adhere to established protocols for handling such data.
- Facilitate discussions on treating all callers with dignity and respect, regardless of their background, beliefs, or the nature of the emergency. Emphasize fairness and avoiding discrimination in any form.
- Equip students with critical thinking skills to navigate ethical dilemmas effectively. This could involve case studies or role-playing exercises where students practice applying established protocols and sound judgment in challenging situations.

Professionalism

- Instruct students on projecting a confident and trustworthy demeanor. This includes maintaining composure under pressure to facilitate clear and effective decision-making in critical situations.
- Discuss the importance of professional appearance in fostering a positive impression. Instruct students on adhering to dress code guidelines and maintaining a neat and well-groomed appearance that reflects their role as agency representatives.

- Equip students with effective communication techniques. This includes using clear, concise language, active listening skills, and avoiding jargon to ensure smooth and efficient information exchange.
- Emphasize the importance of empathy and understanding, particularly when interacting with callers in crisis. Instruct students on techniques to demonstrate compassion, offer support, and provide guidance during difficult situations.
- Instill a commitment to excellence within students. Encourage them to continuously improve their knowledge, skills, and abilities through ongoing learning and development opportunities.
- Facilitate discussions on collaboration and teamwork. Instruct students on how to work effectively with other emergency service professionals to ensure a seamless and coordinated response during emergencies.

Values

- Instruct students on the importance of adhering to established protocols and procedures. Emphasize how this ensures efficient and coordinated emergency responses, reflecting the value of public safety.
- Discuss the core values of trustworthiness, fairness, and accountability. Guide students on how to consistently demonstrate these values in all interactions with callers, colleagues, and responders.
- Instill a sense of respect in students. Instruct them on treating everyone they interact with during their work, including callers, colleagues, and responders, with dignity and courtesy, reflecting the value of respect.
- Emphasize the core value of public service. Encourage students to prioritize the safety and well-being of the community above all else, demonstrating their dedication to serving the public.

Image

- Instruct students on the importance of being a calm and reassuring presence for callers in distress. This reinforces the image of PSTs as a source of comfort and stability during emergencies.
- Equip students with multitasking and prioritization skills. This could involve simulations or exercises where students practice efficiently handling multiple tasks and prioritizing critical actions during emergencies.
- Discuss the concept of responsible online presence and its impact on public image. Instruct students on how to maintain professional conduct and avoid disclosing sensitive information or engaging in behavior that could undermine the PST profession.
- Encourage students to participate in positive public service efforts when possible. This allows them to demonstrate their dedication to the community and reinforce a positive image of emergency service personnel.

Personal Conduct

- Discuss the importance of upholding high personal standards both on and off duty. Emphasize how a PST's personal conduct reflects on the profession and the agency they represent.
- Instruct students on maintaining a strong work ethic, including commitment to reporting to work as scheduled and on time.
- Promote a culture of continuous learning and adaptability. Encourage students to embrace new challenges, actively seek opportunities for professional development, and maintain a positive attitude in the face of a dynamic work environment.
- Instruct students on the importance of following established protocols and procedures to ensure reliable and consistent service delivery. This minimizes errors and reduces the risk of agency liability.

02.03 Explain How Criminal and Civil Law Affects a PST and the Agency (Liability, Confidentiality, Negligence, Breach of Duty, etc.)

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Criminal Law

- Explain the concept of criminal law and its role in holding individuals accountable for offenses against society.
- Discuss the legal duty of PSTs to act promptly and responsibly when receiving emergency calls. Instruct students on how their actions (or inactions) can lead to criminal charges if they cause harm or loss of life due to negligent delays in dispatching emergency services.
- Emphasize the importance of accurate and truthful information exchange. Instruct students on the potential criminal consequences of intentionally providing false or misleading information to other PSTs and emergency responders.
- Highlight the legal implications of confidentiality breaches. Discuss the sensitive nature of information handled by PSTs and the potential criminal charges associated with unauthorized disclosure of personal details, medical data, or other confidential information.
- **Discuss the following examples of criminal law:**
  - Violent crimes: Murder, assault, battery, robbery, kidnapping, rape
  - Property crimes: Theft, burglary, vandalism, arson
  - White-collar crimes: Fraud, embezzlement, insider trading, tax evasion
  - Drug crimes: Possession, distribution, manufacturing of illegal drugs
  - Traffic violations: DUI/DWI, reckless driving

Civil Law

- Explain the concept of civil law and its role in resolving disputes between individuals or organizations seeking compensation for damages or injuries.
- Instruct students on the importance of adhering to established protocols and procedures. Discuss how negligent failure to follow these guidelines could lead to civil liability if the breach of duty causes harm or loss to callers.
- Emphasize the PST's duty to provide callers with the necessary information and assistance during emergencies. Instruct students on the potential civil consequences of failing to provide adequate assistance, which could result in harm or loss to the caller.
- Highlight the legal implications of negligent confidentiality breaches. Discuss how PSTs can be held civilly liable if their negligence leads to the unauthorized disclosure of sensitive information, causing harm or loss to the affected individual.
- **Discuss the following examples of civil law:**
  - Breach of contract: One party fails to uphold their end of an agreement (e.g., construction company failing to build a house as per contract).
  - Personal injury: Lawsuits for damages due to negligence or recklessness (e.g., car accident injuries).
  - Property disputes: Boundary disagreements between neighbors, inheritance issues.

- o Business disputes: Contract breaches, product liability claims.
- o Family law: Divorce, child custody, child support.

Liability and Negligence

Liability:

- Discuss the following examples:
  - o This refers to being legally responsible for the harm caused. In PST cases, it typically applies to civil lawsuits, not criminal charges.
  - o For a PST's employer to be held liable, the following might apply:
    - The PST was inadequately trained or supervised.
    - The PST has a history of similar mistakes.
    - The ECC has faulty protocols or technology.

Negligence:

- Discuss the following examples:
  - o This is the key factor determining liability. It means failing to act with the care a reasonable person would in the same situation.
  - o PST actions that could be considered negligent:
    - Misunderstanding the severity of a situation: For example, dismissing a call for help from a choking person as non-urgent.
    - Failing to gather critical information: Not getting the caller's exact location or details of the emergency.
    - Sending the wrong type of help: Dispatching police to a medical emergency.
    - Unreasonable delays in sending help: Especially when every second counts.
  - o Providing incorrect instructions to the caller: Jeopardizing the caller's safety with bad medical advice.

Confidentiality

- Explain the legal and ethical obligations of PSTs to maintain confidentiality of sensitive information, including personal details and medical data.
- Instruct students on established protocols and procedures for handling confidential information securely and ensuring restricted access.
- Discuss the importance of obtaining informed consent before disclosing any confidential information, with exceptions for legally mandated situations.
- Equip students with the knowledge to identify situations where disclosure of confidential information may be required by law, such as preventing harm to oneself or others. In such cases, instruct students on how to follow proper reporting procedures.
- Facilitate discussions on the potential consequences of confidentiality breaches, including legal repercussions and damage to public trust.

Breach of Duty

- Define the concept of breach of duty and its legal implications in the context of PST work.
- Instruct students on the legal standard of care expected from PSTs when handling emergency calls.
- Discuss how failing to follow established protocols, procedures, or training guidelines can constitute a breach of duty and potentially lead to harm or loss for callers or the community.

02.04 Understand and Explain How Federal, State, and Local Laws, Codes, and Regulations Relate to the PST

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Federal Laws

Discuss the following:

Kari's Law: Named in honor of Kari Hunt, who was killed by her estranged husband in a motel room in Marshall, Texas in 2013. Ms. Hunt's 9-year-old daughter tried to call 911 for help four times from the motel room phone, but the call never went through because she did not know that the motel's phone system required dialing "9" for an outbound line before dialing 911.

Congress responded by enacting Kari's Law in 2018. Kari's Law requires direct 911 dialing and notification capabilities in multi-line telephone systems (MLTS), which are typically found in enterprises such as office buildings, campuses, and hotels. The statute provides that these requirements take effect on February 16, 2020, two years after the enactment date of Kari's Law.   In addition, Kari's Law and the federal rules are forward-looking and apply only with respect to MLTS that are manufactured, imported, offered for first sale or lease, first sold or leased, or installed after February 16, 2020.

Under the statute and the Commission's rules, MLTS manufacturers and vendors must pre-configure these systems to support direct dialing of 911—that is, to enable the user to dial 911 without having to dial any prefix or access code, such as the number 9. In addition, MLTS installers, managers, and operators must ensure that the systems support 911 direct dialing.

The Commission's rules also implement the notification requirement of Kari's Law, which is intended to facilitate building entry by first responders. When a 911 call is placed on a MLTS system, the system must be configured to notify a central location on-site or off-site where someone is likely to see or hear the notification. Examples of notification include conspicuous on-screen messages with audible alarms for security desk computers using a client application, text messages for smartphones, and email for administrators. Notification shall include, at a minimum, the following information:
1. The fact that a 911 call has been made;
2. A valid callback number; and
3. The information about the caller's location that the MLTS conveys to the public safety answering point (PSAP) with the call to 911; provided, however, that the notification does not have to include a callback number or location information if it is technically infeasible to provide this information. (47 CFR § 9.3.)

RAY BAUM'S Act – Dispatchable Location for MLTS
Under Section 506 of RAY BAUM'S Act, the Commission has adopted rules to ensure that "dispatchable location" is conveyed with 911 calls to dispatch centers, regardless of the technological platform used, including 911 calls from MLTS. Dispatchable location means a location delivered to the PSAP with a 911 call that consists of the validated street address of the calling party, plus additional information such as suite, apartment, or similar information necessary to adequately identify the location of the calling party. (47 CFR § 9.3.)   For further

information on dispatchable location requirements applicable to non-MLTS, including compliance timelines, see the Dispatchable Location web page https://www.fcc.gov/911-dispatchable-location

State Laws

- Explain the information is redacted from records per FS 119.
    - **FS 119.071**: Here are some examples of information redacted under FS 119.071:
        - Social Security Numbers (FS 119.071(1))
        - Medical and Financial Information (FS 119.071(1))
        - Home Addresses and Phone Numbers for Certain Professions (FS 119.071(4)(d))
        - Confessions before Adjudication (FS 119.071(2)(e))
        - Identity of Confidential Informants (FS 119.071(2)(f))
        - Criminal investigative information: This can include details that could jeopardize an investigation or endanger witnesses (though it excludes basic details like the time, date, location, and nature of the reported crime).
        - Victim's identity: Except in specific situations outlined in FS 119.071(2)(h) or (o).
- Explain the emergency call laws:

- Discuss Alyssa's Law:
    - This law requires public elementary and secondary schools to be equipped with "silent panic alarms directly linked to law enforcement." The law is named in honor of Marjory Stoneman Douglas High School shooting victim Alyssa Alhadeff.
- HB 775: Surrendered Infants
    - Authorizes parent to surrender infant with medical staff or licensed healthcare professional at hospital after delivery; authorizes parent to surrender infant by dialing 911 to request that EMS provider meet surrendering parent at specified location; requires surrendering parent to stay with infant until EMS provider arrives to take custody of infant.

Local Laws

- Provide agencies that handle specific laws or ordinances in the ECCs jurisdiction.

Codes and Regulations

- Explain the role of codes and regulations in addition to laws, that govern the work of PSTs.
- Instruct students on the different sources of codes and regulations, including federal agencies (like FCC), state agencies (like DOT), and local authorities.
- Provide an overview of specific codes and regulations relevant to PST work, such as FCC regulations regarding telecommunications equipment used for emergency calls.
- Discuss the importance of DOT regulations for PSTs in handling emergencies involving hazardous materials, including spills or accidents.

02.05 Understand the Impact and Importance of Disseminating Information

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Why is Information Dissemination Important?

- Explain the importance of information dissemination in enhancing situational awareness for emergency responders and officials. Instruct students on how clear and timely information sharing helps to form a comprehensive understanding of the emergency and allows for informed decision-making and effective resource deployment.
- Discuss how information dissemination facilitates a coordinated response. Instruct students on the importance of sharing information with all relevant agencies and personnel involved in an emergency. This ensures everyone is working from the same set of facts and can effectively coordinate their efforts for a faster and more efficient response.
- Highlight the role of information dissemination in promoting public safety. Instruct students on how keeping the public informed about emergencies through appropriate channels can help them stay safe by enabling them to take necessary precautions or evacuate if needed.
- Explain that information dissemination is based on departmental policy and can change from agency to agency.

Methods of Information Dissemination

- Instruct students on the various methods PSTs use to disseminate information during emergencies, including radio communication, telephone communication, CAD systems, and public warning systems.
- Explain the role of radio communication in providing real-time updates and dispatching instructions to emergency responders.
- Discuss how telephone communication is used to relay information to other law enforcement agencies, fire departments, and relevant personnel involved in the emergency response.
- Instruct students on how to utilize CAD systems effectively to enter critical call data, ensuring automatic updates and information sharing with all relevant parties.
- Explain the process of notifying public warning systems to activate sirens, alerts, and media broadcasts to keep the public informed of imminent threats or emergency instructions.

Impact of Effective Information Dissemination

- Explain how effective information dissemination contributes to reduced response times for emergency responders. Instruct students on how timely information sharing plays a crucial role in getting help to the scene faster, potentially saving lives and minimizing property damage.
- Discuss the role of information dissemination in improved decision-making by emergency personnel. Instruct students on how accurate and comprehensive information empowers responders to make informed decisions regarding resource allocation and tactical strategies for a more effective response.

- Highlight the importance of information dissemination in reducing public anxiety during emergencies. Instruct students on how clear and consistent communication with the public helps alleviate anxiety, prevent panic, and promote compliance with emergency instructions, ensuring public safety.
- Emphasize how effective information dissemination enhances public trust in emergency services. Instruct students on how fostering trust through clear communication reinforces the public's confidence in their ability to respond effectively during emergencies.

Challenges of Information Dissemination

- Explain the concept of information overload and its impact on PSTs during emergencies. Instruct students on strategies to effectively manage and filter incoming information to ensure clarity and prioritize critical details for efficient information sharing.
- Discuss the various communication barriers that can hinder information dissemination, including language barriers, technological limitations, and physical obstructions. Instruct students on techniques to overcome these barriers and ensure clear communication despite challenges.
- Highlight the dangers of misinformation and disinformation during emergencies. Instruct students on how to identify potential sources of false information and the importance of verifying information before disseminating it. Equip them with skills to counter the spread of misinformation and promote trust through accurate communication.

Strategies for Effective Information Dissemination

- Instruct students on the importance of verification and validation in information dissemination. This could involve teaching them techniques to evaluate information sources, cross-check details, and ensure accuracy before sharing information with responders or the public.
- Equip students with prioritization skills for information dissemination. Instruct them on how to prioritize information based on relevance, urgency, and potential impact on emergency response and public safety.
- Emphasize the importance of clear and concise communication. Instruct students on using easy-to-understand language, avoiding technical jargon, and tailoring messages to the intended audience for better comprehension.
- Discuss the need for consistent communication across all channels. Instruct students on how maintaining consistent messaging across radio, phone, CAD systems, and public warnings helps to avoid confusion and reinforces key messages during emergencies.
- Instruct students on the importance of monitoring and feedback in information dissemination. This could involve teaching them techniques to monitor the effectiveness of their communication, gather feedback from responders and the public, and adapt their strategies accordingly to ensure clear and efficient information sharing.
- Consider incorporating role-playing exercises where students practice applying these information dissemination strategies in simulated emergency scenarios.

02.06 Explain the Importance of and Procedure for Testifying in Court

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Importance of Testifying in Court

- Discuss the following examples of testifying in court for PSTs:
1. **Corroborating a Crime:**
   - o Domestic Violence: The PST can verify details reported by the victim during a 911 call, such as threats made, injuries described, or the location of the abuser. This can be crucial evidence in domestic violence cases where physical evidence might be limited.
   - o Robbery: The PST can confirm details reported by the victim, such as the description of the suspect, the weapon used, or the stolen items. This can help establish the elements of the crime and support the victim's testimony.
2. **Establishing a Timeline:**
   - o Assault: The PST's record of the call, including the time and date, can help establish a timeline of events. This can be important for placing the defendant at the scene of the crime or corroborating the victim's account.
   - o Medical Emergency: The PST's record can show the nature of the reported emergency call (e.g., difficulty breathing, choking) and the time it took for help to arrive. This can be relevant in cases where the delay in response is a factor, such as a medical malpractice lawsuit.
3. **Identifying Inconsistencies:**
   - o Alibi: If the defendant claims they were somewhere else at the time of the crime, the PST can testify about the details of the 911 call and the location information provided by the caller. This could potentially contradict the defendant's alibi.
   - o False Reporting: In rare cases, a PST might be called upon if there's suspicion a call was a prank or fabricated. Details from the call itself, caller ID (if available), and the PST's experience in handling different situations might be used to support this.

Procedure for Testifying in Court

- Explain the legal significance of a subpoena and its role in compelling PSTs to appear in court as witnesses.
- Instruct students on the importance of following agency protocols when preparing for court testimony. This may involve reviewing relevant call recordings, reports, notes, and potentially requesting transcripts of previous testimonies to refresh their memory.
- Discuss the purpose and procedure of depositions, including the possibility of their use as evidence in court.
- Equip students with courtroom etiquette, emphasizing the importance of arriving on time, dressing professionally, and maintaining respectful behavior towards the judge, jury, and all court personnel.
- Explain the concept of the oath of truthfulness and the legal consequences of perjury.
- Walk students through the different stages of testimony, including direct examination by the calling attorney, cross-examination by the opposing attorney, potential redirect examination, and possible questioning by the judge.

- Instruct students on how to respond effectively during each stage of testimony. This may involve techniques for answering questions clearly, concisely, and truthfully, while avoiding speculation or personal opinions.

<u>Considerations to Remember While in Court</u>

- Explain the importance of clear communication in court and instruct students on proper speaking techniques, including volume and enunciation.
- Discuss the importance of honesty and accuracy while testifying, explaining the consequences of lying in court.
- Instruct students on how to identify and correct mistakes in their testimony, incorporating role-playing exercises for practice.
- Explain the importance of only answering the questions asked and discuss how volunteering extra information can be detrimental to the case.
- Discuss the impact of body language in court, explaining how posture, eye contact, and avoiding fidgeting project professionalism and respect.
- Instruct students on active listening skills, emphasizing the importance of paying close attention to the questions and answering only what is asked. Implement exercises using mock courtroom scenarios.
- Discuss proper courtroom etiquette, explaining how to address the judge as "Your Honor" and lawyers by "Mr./Ms./Mx. Last Name."

Instructor Notes:

Section 03 Objectives

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

03.01   Describe and explain the function and operation of typical components found within communication centers.

03.02   Explain the 911 various call routing processes.

03.03   Describe the various delivery methods of information into the communications center.

03.04   Understand the various three-digit call options such as N-9-1-1 code (411,711, 911,988 etc.)

03.05   Explain the operation of ADA services including TDD and telephone relay services.

03.06   Explain notification systems within the communications center (radio, mass notification, etc.)

03.07   Explain the overall radio systems and interoperability capabilities.

03.08   Explain the Florida Interoperability radio capabilities. Define the purpose of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC).

03.09   Explain the importance of cyber security in the communications center.

03.10   Explain the various resources available to the PST.

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03.01 Describe and Explain the Function and Operation of Typical Components Found Within Communication Centers

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Equipment

- Explain the role of consoles in an Emergency Call Center (ECC), highlighting their design features that aid emergency call dispatchers (PSTs) in handling calls efficiently.
- Describe the purpose of headsets in an ECC, emphasizing how they contribute to maintaining a calm environment while enabling clear communication between PSTs, callers, and emergency responders.
- List the various types of manuals found in an ECC (e.g., training manuals, dispatch manuals, reference guides, equipment manuals).
- Explain the importance of these manuals for PSTs, emphasizing how they provide critical information on procedures, protocols, and equipment operation.

CAD

- Explain the concept of a Computer-Aided Dispatch (CAD) system and its role as a centralized database within an ECC.
  - List the various types of information typically stored in a CAD system, including:
  - Addresses
  - Caller history
  - Resource availability (e.g., police cars, ambulances, firetrucks)
  - Incident details
- Describe how PSTs utilize the CAD system to enter information from emergency calls.
- Explain the function of the CAD system in prioritizing dispatch based on urgency and allocating appropriate resources to incidents.
- Describe how the CAD system utilizes detailed maps and navigation tools to aid in accurate response localization for emergency responders.

Telephone Systems

- Explain the importance of having multiple phone lines for an ECC to effectively manage incoming and outgoing communications.
- List the different types of phone lines typically found in an ECC:
  - 911 Lines: Describe these lines as dedicated for emergency calls requiring immediate dispatch.
  - Administrative Lines: Explain the purpose of these lines for non-emergency calls or communication with other agencies.
  - Dedicated Lines (Ringdowns): Define dedicated lines and explain how they allow for direct calls into ECCs.

Radio Communications Systems

- Explain the role of radio communications systems in facilitating direct communication between PSTs and emergency responders, including firefighters, police officers, and paramedics.
- Describe how different radio channels within the system may be dedicated to specific agencies or incident types, ensuring efficient communication flow.
- Highlight how PSTs utilize radio communications to:
  - Receive updates on the progress of emergency response efforts.
  - Coordinate deployments of resources based on real-time information.
- Explain proper microphone placement (not too close to mouth, not too far away, etc.) to prevent any distortion or issues transmitting to units.

Recording Systems

- Explain the practice of recording emergency calls and radio communications in ECCs.
- List the various purposes for recording these communications, including:
  - Training Purposes: Recordings can be used to evaluate PST performance, identify areas for improvement, and provide training scenarios for new hires.
  - Legal Documentation: Recordings serve as a legal record of the events reported during an emergency call and the actions taken by PSTs.
  - Incident Review: Recordings can be reviewed after an incident to analyze the response, identify potential issues, and improve future procedures.
- Describe how recordings can be used to reconstruct the sequence of events during an emergency for investigative purposes.
- Explain how recordings can be used to resolve disputes between parties involved in an emergency call or incident.

Monitoring Equipment

- Explain the concept of using video surveillance or audio monitoring systems in some ECCs.
- Describe how these systems can enhance situational awareness for PSTs by providing them with a real-time view of:
  - Traffic conditions
  - Public events
- Highlight how ECCs can leverage video and audio monitoring to gather additional information during ongoing incidents, potentially aiding in:
  - More informed decision-making
  - Improved resource allocation
  - Enhanced response coordination

Alerting and Notification Systems

- Explain the purpose of alerting and notification systems in Emergency Call Centers (ECCs). Emphasize their role in mass communication during widespread emergencies.
- Describe how these systems can deliver instant alerts to the public through various channels, including:
  - Text messages
  - Phone calls

o   Public address systems
- Highlight the effectiveness of these systems in informing the public about dangers or critical instructions during emergencies.

Backup and Redundancy Systems

- Explain the critical role of uninterrupted operation in ECCs, especially during emergencies.
- Describe the concept of redundancy in ECC systems and its purpose in ensuring continued functionality.
- Highlight how essential components within an ECC, such as communication lines and power sources, often have built-in backups.
- Explain the benefits of redundancy:
    o   Maintaining open communication lines even if a primary component fails.
    o   Enabling continued emergency response efforts despite equipment malfunctions.

Instructor Notes:

03.02 Explain the 911 Various Call Routing Processes

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Traditional Call Routing

- Define traditional call routing in the context of emergency calls.
- Explain how traditional call routing uses caller location information.
- Identify the sources of caller location information (cell tower data, landline identification).
- Describe how traditional call routing directs calls to the appropriate PSAP.
- Recognize the situations where traditional call routing functions effectively.
- Identify the limitations of traditional call routing, particularly in areas with dense buildings or poor cell coverage.

E911

- Define E911 and explain its functionalities like automatic caller identification and call back capabilities.
- Discuss the benefits of E911 functionalities in improving emergency response effectiveness (e.g., faster verification of caller information, communication even if call drops).
- Define Automatic Number Identification (ANI) and its role in transmitting phone number information to the Emergency Call Center (ECC).
- Define Automatic Location Identification (ALI) and its role in transmitting caller location information to the ECC.

Cell Phone Locations

- Differentiate between the misconception of pinpoint location from cell phone calls and the reality of estimated location.
- Explain the role of call routing in determining the level of location information received by the emergency call center.
- Describe the two phases of cell phone location information in emergency calls:
    - Phase 1: Provides phone number and general location based on cell tower proximity.
    - Phase 2: Provides phone number, approximate location, and potentially longitude/latitude.

Voice over Internet Protocol (VoIP)

- Explain the challenges of using VoIP for 911 calls:
    - Inaccurate location information due to user registration or dynamic updates.
    - Dependence on internet stability for call completion.
    - Potential delays and failures due to third-party services used by some providers.
- Recognize regulations requiring VoIP providers to offer 911 service, accurate call routing, and caller information transmission.

Next Gen 911

- Define Next Gen 911 and its use of advanced technologies for improved emergency response.
- Explain the benefits of Next Gen 911:
  o Precise Caller Location: Improves response times by pinpointing location even indoors.
  o Multimedia Sharing: Provides richer context for responders through pictures, videos, and text messages.
  o Text-to-911: Enables communication in situations where speaking is difficult or dangerous.

Call Routing Based on Call Type

- Describe advanced call routing in some PSAPs based on the nature of the emergency (e.g., medical emergencies to ambulance dispatch, fire incidents to fire dispatch).
- Explain the benefit of advanced call routing: ensures faster dispatch of specialized resources.

Automatic Call Distribution (ACD)

- Define Automatic Call Distribution (ACD) in the context of emergency call centers.
- Explain the benefit of ACD for emergency call centers:
  o Efficient workload management
  o Minimizing caller wait times

Factors Influencing Call Routing

- Identify the primary factors influencing call routing, including:
  o Caller Location (Traditional & Next Gen 911)
  o Type of Emergency
  o Available Resources
  o Technical Limitations
  o 911 Spill-Over
- Explain how each factor impacts call routing decisions within the ECC.
- Discuss the benefits of understanding these factors for:
  o Efficiently dispatching appropriate emergency responders.
  o Maintaining effective service during peak call volumes or technical issues.

PST Role in Call Routing

- Describe the key functions of PSTs in supplementing automated call routing:
  o Verifying caller information (location and nature of emergency) for accurate resource allocation.
- Explain the importance of PSTs in:
  o Providing callers with essential instructions (e.g., CPR, first aid) while awaiting help.
- Maintaining open communication with callers:
  o Offering pre-arrival instructions and reassurance.
  o Gathering updates on the situation.

03.03 Describe the Various Delivery Methods of Information into the Communications Center

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Traditional Channels

- Distinguish between the three primary call types received by the ECC:
    - 911 Calls: Emergency calls requiring immediate dispatch of responders.
    - Non-Emergency Calls: Calls for information or assistance with non-emergency government services.
    - Dedicated Lines: Calls from specific agencies or entities with direct access to the ECC.
- Highlight the importance of:
    - Efficiently handling 911 calls to ensure timely emergency response.
    - Possessing knowledge of available resources and referral protocols for non-emergency calls.
    - Following established procedures for handling calls on dedicated lines.

Modern Communication Streams

- Identify and define the following emerging communication channels:
    - Text-to-911: Text messaging for emergencies when speaking is unsafe or difficult.
    - Video-to-911: One-way video calls for emergency situations.
    - Social Media: Public safety information received through social media platforms.
    - Emails: Non-emergency reports or requests for assistance sent via email.
- For Text-to-911, emphasize the importance of PSTs being able to:
    - Interpret text messages effectively, considering limitations like brevity and lack of nonverbal cues.
    - Prioritize needs based on the urgency of the situation conveyed in the text.
    - Provide clear and concise guidance through text messages.
- Regarding Social Media and Emails, highlight the need for PSTs to:
    - Effectively categorize and prioritize incoming reports or requests received through these channels.
    - Establish appropriate response protocols for social media and email communication.

Alternative Communication Methods

- Identify two alternative communication methods used by individuals who may not be able to utilize a phone:
    - Walk-ins: Citizens who come to the ECC in person.
    - Telecommunication Device for the Deaf (TDD) / Teletypewriter (TTY): Text-based communication for deaf and hard of hearing individuals.
- For Walk-in interactions, emphasize the importance of PSTs:
    - Maintaining composure and professionalism in potentially stressful situations.
    - Quickly assessing the nature of the walk-in request.
    - Directing individuals to the appropriate resources or personnel within the ECC.

- For TDD/TTY communication, train PSTs on:
  - Using specialized equipment to facilitate text-based communication with deaf or hard of hearing callers.
  - Following established protocols for effective information exchange and assistance via TDD/TTY.

Interconnected Ecosystem

- Identify various notification systems within the ecosystem:
  - Mass alert systems for emergencies.
  - Internal dispatch channels for coordinated response within the ECC.
- Emphasize the importance of PSTs understanding and utilizing these notification systems effectively to:
  - Facilitate a more comprehensive response during emergencies.
  - Improve communication and information flow within the ECC.
- Inter-Agency Collaboration:
  - Highlight the role of inter-agency collaboration in emergency response.
  - Established communication protocols for seamless information sharing across emergency services.
  - Utilizing technology to effectively coordinate resources with other responding agencies.
- Explain the role of Telematic Call Centers (TCCs) and how they interact with the ECC:
  - Receiving data from emergency notification features in vehicles (e.g., OnStar, Sync).
  - Routing requests for assistance based on GPS or Automatic Vehicle Locator (AVL) data.
  - Notifying PSTs of relevant information about stolen vehicles or assistance requests.
- Emphasize the importance of PSTs being able to:
  - Effectively interact with TCCs to gather crucial information from vehicle data.
  - Utilize this information to enhance emergency response efforts.

Instructor Notes:

03.04 Understand the Various Three-Digit Call Options such as N-9-1-1 Code (411, 711, 911, 988 etc.)

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Emergency Services

911 Calls:
- Define 911 as the universal emergency number for police, fire, and medical emergencies in the United States.
- Emphasize the priority of 911 calls for PSTs.
- Train PSTs on procedures for immediately dispatching appropriate emergency responders based on the nature of the 911 call.

988 Calls:
- Define 988 as the National Suicide and Crisis Lifeline number.
- Train PSTs on crisis intervention protocols for effectively responding to 988 calls.
- Ensure PSTs understand how to connect callers with trained counselors or mental health resources.
- Acknowledge the limitations of 988 compared to 911:
    - Inability to directly geolocate callers.
    - Lack of chat or text functionalities currently available for 911 callers.
    - Explain how 988 attempts to route callers to the nearest ECC based on area code for more efficient support.

Non-Emergency Services

Identify and define the following non-emergency service numbers:
- 211: Community services and information hotline (food assistance, housing, healthcare, etc.)
- 311: Citizen hotline for non-emergency municipal services.
- 411: Directory assistance (phone number information).
- 511: Traffic information hotline (traffic updates, road closures, accident reports).
- 611: Cell phone carrier customer service line.
- 711: Telecommunications Relay Service for the deaf and hard of hearing.

Train PSTs on the appropriate response for each non-emergency service call type:
- 211: Connect callers with resources for various support services.
- 311: Provide information on non-emergency municipal services or route calls to appropriate departments.
- 411: Utilize directory resources or refer callers to alternative methods for finding phone numbers (if 411 is no longer available in the area).
- 511: Share real-time traffic information to assist callers with route planning.
- 611: Refer callers to their cell phone provider's customer service for account-specific issues; troubleshoot basic issues within the PST's expertise.
- 711: Act as intermediaries, relaying communication between deaf or hard of hearing callers and emergency responders or other service providers.

Emphasize the importance of:
- Possessing knowledge of available community resources and referral protocols for non-emergency calls.
- Efficiently directing callers to the appropriate service providers to avoid burdening emergency lines.

Instructor Notes:

03.05 Explain the Operation of ADA Services Including TDD and Telephone Relay Services

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

TDD/TTY for Direct 911 Access

- Explain the Americans with Disabilities Act (ADA) and its mandate for equal access to 911 services for everyone.
- Emphasize the importance of PSTs having the skills to serve individuals who use TDD/TTY devices for communication.
- Describe the role of TDD/TTY (Telecommunication Device for the Deaf/Teletypewriter) as communication tools for deaf and hard of hearing individuals.
- Distinguish between built-in and standalone TDD/TTY units within the ECC environment.
- Highlight that both types of TDD/TTY units allow for direct 911 calls from individuals with hearing or speech impairments.

Communicating with TDD/TTY Users

- Train PSTs on established protocols for TDD/TTY communication, considering limitations:
    - Recognize silent open lines as potential TDD/TTY calls.
    - Initiate communication using TDD/TTY protocols for silent calls.
    - Learn and utilize common TDD/TTY abbreviations for streamlined communication (e.g., GA, SK, Q, XXXX, SKSK).
- Employ clear and concise communication:
    - Short sentences.
    - One question at a time.
    - Simple vocabulary.
    - Repeat key information.
    - Be specific.
    - Check for understanding.
    - Be patient with typing speed.
- Emphasize adapting communication style to TDD/TTY limitations due to small display screens.

Telecommunication Relay Service (TRS)

- Explain the role of the Communications Assistant (CA) in TRS calls as a bridge between PSTs and deaf/hard-of-hearing callers.
- Instruct PSTs on facilitating TRS call flow:
    - The CA will convert typed messages from the deaf/hard-of-hearing caller to spoken language for the PST.
    - The PST will communicate with the CA, who will then relay the message back to the deaf/hard-of-hearing caller in text format.

- o   Emphasize respectful and professional communication with the CA.
- o   Instruct PSTs to speak clearly and avoid jargon during TRS calls to ensure smooth information exchange.
- Advise PSTs to allow the CA to manage the flow of conversation for optimal TRS call efficiency.

<u>Real-Time Text (RTT)</u>

- Explain key characteristics of RTT:
  - o   No "send" button needed, similar to typing while someone listens during a voice call.
  - o   Faster information exchange compared to traditional texting.
  - o   Particularly valuable for emergency calls using 911.
- Highlight the role of RTT in the migration from TTY technology to IP-based networks.
- Emphasize the current requirement for interoperability between TTY and RTT devices for user accessibility.
- Explain limitations of TTY-RTT communication:
  - o   Restricted character set compared to full RTT capabilities.
  - o   Turn-taking required for message exchange between TTY and RTT users.

Instructor Notes:

03.06 Explain Notification Systems Within the Communications Center (Radio, Mass Notification, etc.)

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

<u>Radio Systems</u>

- Define Dispatch Radio as the primary PST tool for direct communication with emergency responders (police, fire, EMS).
- Explain how different radio channels are designated for specific agencies and operations.
- Highlight the Importance of Interoperability:
  - Define interoperability in radio systems as the ability to communicate across different agencies and jurisdictions.
  - Emphasize the critical role of interoperable radios in facilitating coordinated response during large-scale emergencies.
- Introduce Mobile Radios:
  - Describe mobile radios as handheld devices used by officers and firefighters for real-time updates and coordination in the field.

<u>Mass Notification Systems (MNS)</u>

- Describe various MNS channels:
  - Emergency Alert System (EAS): Broadcasts warnings and vital information through TV, radio, and cable providers for wide audience reach.
  - Wireless Emergency Alerts (WEA): Sends text messages and audible alerts to mobile phones within designated areas for imminent threats (severe weather, active shooters, AMBER Alerts).
  - Reverse 911: Delivers targeted calls to specific geographic areas, alerting residents of dangers or instructions.

<u>Other Notification Channels</u>

- Include Social Media Platforms as additional MNS channels: Public safety agencies leverage these platforms to share updates, instructions, and resources during emergencies.
- Describe Outdoor Warning Sirens as audible alerts used in specific areas, typically as a last resort to signal immediate danger.
- Introduce Public Address Systems as communication tools within buildings and public spaces to address large crowds during emergencies.
- Mention School Alert Systems as a specific requirement in Florida, enabling direct communication between schools and law enforcement for immediate notification during emergencies without requiring calls from within the school.
  - Explain Alyssa's Alert

Instructor Notes:

03.07 Explain the Overall Radio Systems and Interoperability Capabilities

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Radio System Basics

- Analog vs. Digital Radio Systems:
- Analog: Simpler technology, but prone to interference.
- Digital: Clearer sound, better coverage, offers data transmission.
- Radio System Components:
- Base Station: Main transmitter/receiver, relays information between PSTs and responders.
- Handheld Radios: Portable radios for responders (limited range).
- Mobile Radios: Mounted in vehicles, offer better coverage than handhelds.
- Radio Console: PST workstation, displays channels and talk groups.
- Talk Groups: Groupings of channels/users based on agency needs (like chat rooms).

Key Functions and Equipment

- Identify and describe the functions of the following radio system components:
- Antennas: Explain how antennas strengthen and broadcast radio transmissions.
- Back-up Radios: Emphasize the importance of back-up radios and their role in maintaining communication during outages.
- Foot Pedals and Microphones: Train PSTs on the proper use of foot pedals and microphones for clear voice transmission.
- Headsets: Highlight the benefits of using headsets for improved sound quality and reduced background noise.
- Radio Console: Familiarize PSTs with the radio console interface, including channel selection and talk group identification.
- Radio Towers: Explain how radio towers facilitate communication between field units and the base station.
- Repeaters: Describe the function of repeaters in extending the range of radio signals.
- Transmitters and Receivers: Differentiate between transmitters and receivers as devices sending and receiving radio signals.
- Communication Practices:

- Instruct PSTs on proper radio communication techniques to avoid:
- Clipping: Train PSTs on using the microphone correctly to prevent cutting off parts of messages.
- Over-modulating: Emphasize clear and even-toned speech to avoid overloading the receiver.
- System Functions:

- Define and explain the functionalities of radio systems:
- Patching: Train PSTs on using patching to enable communication between different talk groups.
- Simulcasting: Distinguish simulcasting from patching and explain how it allows one-way broadcasting from the base station.

- Radio Broadcasts: Instruct PSTs on procedures for relaying messages via radio to field personnel and other centers.
- Talk Groups: Explain the concept of talk groups as organized channels for communication with specific responder teams.

PST Role in Interoperability

- Explain how interoperability allows emergency responders from different agencies to communicate seamlessly while handling incidents together.
- Emphasize the importance of interoperable communication in facilitating coordinated response and improved outcomes.
- Communication Protocols for Interoperability:

- Discuss how to use plain language during radio communication to ensure comprehension across agencies.
- Discourage the use of agency-specific codes or jargon that may not be understood by all responders.
- Instruct PSTs on concise communication, avoiding unnecessary chatter that could impede critical information flow.
- Highlight the role of the lead agency in managing communication during joint operations, with PSTs offering support unless instructed otherwise.

Instructor Notes:

03.08 Explain the Florida Interoperability Radio Capabilities. Define the Purpose of the Florida Crime Information Center (FCIC) and the National Crime Information Center (NCIC)

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Florida Interoperability Radio Capabilities

- Explain how interoperable radio systems are crucial for seamless communication and collaboration between emergency responders from various agencies during critical events.
- Describe the Florida Interoperability Network (FIN) as an internet-based system bridging communication gaps between agencies with incompatible radio systems, enabling real-time interaction during emergencies.
- Explain the purpose of the Mutual Aid Radio Cache (MARC) as a set of portable towers and repeaters deployed in disaster zones or areas with limited communication, ensuring responders maintain connectivity.
- Introduce the Emergency Deployable Interoperable Communications System (EDICS) as a trailer-based solution equipped with various communication technologies (radio, FIN, VoIP, satellite, cellular) to provide versatile communication options in the field.
- Discuss the Statewide Law Enforcement Radio System (SLERS) as a high-coverage radio system accessible to participating agencies, offering reliable communication across large geographic areas.
- Explain Project 25 (P25) as a radio protocol with built-in features for mutual aid, including a dedicated 700 MHz frequency designed to enable cross-agency communication regardless of internal radio frequencies used by different agencies.
- Identify National, State, and Local Mutual Aid Frequencies as dedicated channels across all radio spectrums specifically designated for interagency communication during emergencies.
- Instruct PSTs on proper procedures for utilizing Florida's interoperable radio systems to connect with responders from various agencies during emergencies.

FCIC

- Introduce the FCIC (Florida Crime Information Center) as the central repository for criminal justice data managed by the Florida Department of Law Enforcement (FDLE).
- Highlight that FCIC is based in Tallahassee.
- Explain the FCIC's function as a platform for collecting, maintaining, and disseminating confidential criminal justice data to local, state, and federal agencies.
- Emphasize the importance of the FCIC in promoting data accuracy and completeness across various jurisdictions.
- Highlight the FCIC's role in assisting law enforcement by providing timely and accurate information to:
  - Facilitate investigations.
  - Apprehend criminals.
  - Ensure public safety.
- Identify various types of data available within the FCIC, including:

- o   Wanted/missing persons
- o   Stolen property (including guns and vehicles)
- o   Criminal histories
- o   Crime reports and investigation details
- Instruct PSTs on data security protocols for protecting confidential criminal justice information within the FCIC system.

NCIC

- Introduce the NCIC (National Crime Information Center) as the central hub for criminal justice information, encompassing all fifty states, U.S. territories, and Canada.
- Explain how the NCIC goes beyond state-specific data on stolen property and missing persons by housing federal criminal and warrant data, providing a nationwide perspective for investigations.
- Introduce the International Justice and Public Safety Network (NLETS) as a high-speed message switching system that facilitates the secure exchange of criminal justice information between law enforcement agencies across the nation.
- Instruct PSTs on the existence of crucial national data files maintained by NCIC in addition to state-specific information, including but not limited to:
  - o   Securities data (e.g., stolen financial instruments)
  - o   Unidentified persons
  - o   U.S. Secret Service protective file
  - o   Immigration violator file
  - o   Foreign fugitive file
  - o   Gang file
  - o   Known or appropriately suspected terrorist (KST) file
  - o   Federal supervised release file
- Emphasize data security protocols for protecting confidential criminal justice information within the NCIC system.

Instructor Notes:

03.09 Explain the Importance of Cyber Security in the Communications Center

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Why Cybersecurity is Important

- Define cybersecurity as the protection against unauthorized access to electronic data.
- Explain how cyberattacks can disrupt ECC operations by crippling communication systems, hindering call reception, resource dispatch, and response coordination. Emphasize the critical nature of time in emergencies and the potential consequences of outages.
- Highlight the sensitive nature of data stored in ECCs, including caller information and dispatch records. Explain the risks associated with a data breach, including potential exposure of personal information and identity theft.
- Emphasize the importance of cybersecurity in maintaining public trust in emergency services. People need to know their calls will be answered and their information is protected.

Cybersecurity Best Practices

- Train PSTs to create and maintain strong, unique passwords for all user accounts and systems. Encourage regular password changes and emphasize the importance of never sharing login credentials.
- Educate PSTs on how to identify and avoid phishing scams designed to steal login credentials or sensitive information. Train them to be wary of suspicious emails, links, and attachments.
- Promote a culture of cybersecurity awareness within the ECC by encouraging PSTs to continuously educate themselves and colleagues about best practices.

Instructor Notes:

03.10 Explain the Various Resources Available to the PST

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Internal Resources

- Equip PSTs with proficiency in Computer-Aided Dispatch (CAD) systems, emphasizing features like:
    - Caller information display
    - Incident detail recording
    - Dispatch option selection
    - Mapping and search functionalities
    - Reporting capabilities
- Train PSTs on effectively utilizing various databases for background checks and investigations, including:
    - Criminal records
    - Driver's licenses
    - Property records
    - Search methods and data limitations
- Instruct PSTs on internal communication tools for seamless collaboration:
    - Chat systems
    - Email
    - Voice communication systems
    - Importance of clear and concise communication
- Ensure PSTs are familiar with agency policies, procedures, and emergency response protocols outlined in training manuals.

External Resources

- Train PSTs to access and utilize nationwide databases like NCIC and FCIC for critical information on criminal records and missing persons. Emphasize understanding specific data sets and reporting protocols for each database.
- Instruct PSTs on methods for monitoring social media platforms to gather real-time updates during emergencies and potential threats.
- Inform PSTs about the availability of interpreters and translation services to assist non-English speaking callers.
- Equip PSTs with knowledge of local mental health resources and crisis hotlines for providing referrals to callers in distress.
- Train PSTs to provide information on local shelters, food banks, and other community organizations that can offer assistance in various situations.

Utilizing Resources Effectively

- Equip PSTs with effective call handling techniques through:
  - Active Listening and Questioning: Train PSTs to ask the right questions to gather accurate and detailed information from callers, facilitating identification of the most appropriate resources needed.
- Prioritization and Triage: Instruct PSTs on assessing call urgency and prioritizing resource dispatch based on the severity of the situation.
- Clear Communication: Train PSTs on providing clear instructions and directions to both callers and responders, ensuring efficient response and minimizing confusion.
- Detailed Documentation: Train PSTs to document all actions and information thoroughly for accountability and future reference.

Instructor Notes:

Section 04 Objectives

04.0 Demonstrate communication and interpersonal skills. The student will be able to:

04.01   Understand the communication cycle.

04.02   Demonstrate interpersonal skills.

04.03   Demonstrate the proper use of pronunciation and enunciation.

04.04   Demonstrate the ability to give and follow instructions.

04.05   Explain the difference between a fact and an inference.

04.06   Demonstrate. professional customer service skills.

04.07   Demonstrate problem solving and critical thinking skills.

04.08   Demonstrate specific call management techniques.

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

04.10   Discuss the impact of cultural diversity as it relates to public safety.

04.11   Demonstrate the ability to communicate with challenging callers.

04.12   Utilize voice techniques to control radio transmissions and telephone calls.

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04.01 Understand the Communication Cycle

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Stages of the Communication Cycle

Equip PSTs with a comprehensive understanding of the communication cycle to enhance call handling effectiveness:
- Define the role of the sender in initiating communication by formulating clear and concise messages tailored for the intended receiver.
- Emphasize the message as the content being conveyed, including both verbal and nonverbal aspects like words, gestures, and tone.
- Train PSTs on selecting appropriate channels for message transmission, considering factors like urgency and recipient preference (e.g., face-to-face, phone, text).
- Explain the receiver's role in decoding the message based on their own background and understanding.
- Highlight the importance of feedback as a two-way process, ensuring clear comprehension through verbal, nonverbal, or action-based responses.
- Train PSTs to be aware of contextual factors that can influence communication, including cultural background, environment, timing, and emotional state.
- Define noise as any interference that distorts the message during transmission and emphasize strategies to minimize both external (distractions) and internal (biases) noise for effective communication.

Importance of the Communication Cycle

Train PSTs to understand the importance of the communication cycle in enhancing their call handling abilities. Explain how this knowledge can:
- Improve communication effectiveness: By understanding each stage of the cycle, PSTs can transmit messages more clearly, actively listen to callers, and accurately interpret feedback.
- Facilitate conflict resolution: The ability to identify potential breakdowns in communication allows PSTs to de-escalate situations and work towards resolving conflicts arising from misunderstandings.
- Foster positive relationships: Effective communication is key to building trust and rapport with callers, leading to improved relationships and a more positive emergency response experience.

Instructor Notes:

04.02 Demonstrate Interpersonal Skills

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Factors Influencing Effective Communication

Equip PSTs with the skills necessary for effective communication during emergencies, emphasizing the following key factors:
- Active Listening: Train PSTs to actively listen to callers by using attentive body language, avoiding interruptions, and employing clarifying questions to ensure clear understanding of the situation.
- Empathy: Instruct PSTs to demonstrate empathy by acknowledging callers' emotions and expressing understanding of their distress during emergencies.
- Clarity: Train PSTs on using clear, concise, and professional language when communicating with callers. This includes avoiding jargon and technical terms that may not be readily understood.
- Cultural Sensitivity: Educate PSTs on the importance of cultural sensitivity. Train them to be mindful of potential cultural differences in communication styles and expressions to ensure respectful and inclusive interactions with all callers.

Active Listening

Train PSTs on the importance and techniques of active listening, a crucial skill for effective emergency call handling. Active listening goes beyond simply hearing words; it involves understanding the emotions and needs underlying them.
Emphasize that skilled active listening forms the foundation for productive and supportive interactions with callers in distress. Train PSTs on utilizing tools like paraphrasing, summarizing, and asking clarifying questions to:
- Ensure mutual understanding
- Facilitate accurate information exchange
- Tailor support and solutions effectively
Explain how active listening fosters stronger relationships with callers, improves problem-solving abilities, and ultimately leads to better outcomes for those seeking emergency assistance.

Empathy

Equip PSTs with empathy skills to build trust and manage caller distress during emergencies. Train them to:
- Recognize and understand the emotional state of callers through verbal and nonverbal cues.
- Communicate empathy sincerely using appropriate language and tone, acknowledging the caller's emotions while maintaining professionalism.
- Leverage empathy to build rapport, reduce caller anxiety, and de-escalate tense situations for a more effective emergency response.

Clear and Concise Communication

Train PSTs on clear and concise communication during emergencies, emphasizing critical aspects:

- Time-Sensitive Delivery: Every second counts. Train PSTs to deliver information quickly and accurately, focusing on the essential details to avoid delays in emergency response.
- Simple and Direct Language: Eliminate jargon and technical terms. Emphasize the use of clear, concise language that callers in distress can easily understand.
- Unambiguous Instructions: Ensure instructions for both callers and emergency responders are clear and unambiguous. This facilitates appropriate actions and minimizes confusion during critical moments.

Cultural Sensitivity

Train PSTs on cultural sensitivity to ensure effective and respectful interactions with all callers. Emphasize the importance of:

- Recognizing Diversity: PSTs will encounter individuals from diverse cultural and ethnic backgrounds, each with unique communication styles and needs.
- Respectful Interaction: Promote understanding and respect for these differences to foster effective communication.
- Bridging Misunderstandings: Train PSTs to recognize cultural nuances in communication styles, nonverbal cues, and preferred methods of support to bridge potential misunderstandings.
- Culturally Responsive Support: Instruct PSTs to adapt their communication and support approaches to cater to individual cultural backgrounds, ensuring everyone receives appropriate and effective assistance during emergencies.

Team Collaboration and Coordination

- Train PSTs on the significance of teamwork and collaboration within the emergency response network. Emphasize that PSTs are part of a complex system working alongside other PSTs, responders, and agencies.
- Highlight the importance of clear and consistent communication as a cornerstone of effective collaboration. This ensures:
  - Coordinated Efforts: Streamlined information sharing and collaboration lead to a unified emergency response.
  - Minimized Delays: Effective teamwork reduces delays and avoids duplication of efforts, expediting the response process.
  - Improved Outcomes: A cohesive emergency response system leads to faster and more effective assistance for those in need.

04.03 Demonstrate the Proper use of Pronunciation and Enunciation.

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Understanding Pronunciation and Enunciation

Differentiate between pronunciation and enunciation to enhance call clarity:
- Pronunciation: Train PSTs on the concept of pronunciation, which refers to speaking words correctly according to the specific sounds, stress patterns, and intonation of a language.
- Enunciation: Instruct PSTs on enunciation, emphasizing the clear and distinct formation of sounds and syllables during speech. This ensures callers can easily understand what is being said.

Guidelines for Proper Pronunciation and Enunciation

- Explain the importance of clear and concise communication in emergency response situations, emphasizing how proper pronunciation and enunciation can prevent misunderstandings and expedite critical information exchange.
- Instruct PSTs on the concept of pronunciation, focusing on speaking words correctly according to the specific sounds, stress patterns, and intonation of a language.
- Discuss the importance of enunciation and how it relates to forming sounds and syllables distinctly to ensure clarity during communication.
- Train PSTs on practical techniques to improve pronunciation and enunciation, such as articulating sounds clearly, practicing commonly used emergency terminology, and maintaining a moderate speaking pace with appropriate intonation.
- Instruct PSTs on the use of a standardized phonetic alphabet when conveying critical information like spellings or codes to minimize misunderstandings.

Instructor Notes:

04.04 Demonstrate the Ability to Give and Follow Instructions

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

The Importance of Clear Instruction Delivery

- Emphasize the critical role of clear and concise instructions during emergencies. Explain how they ensure prompt and accurate actions by callers and responders, potentially saving lives and minimizing risks.
- Train PSTs on how to deliver instructions that minimize misunderstandings. This includes using plain language, avoiding jargon, and providing step-by-step guidance.
- Highlight how clear and confident instructions can build trust and confidence with callers and responders. This fosters a sense of security and reinforces the PST's ability to effectively manage the situation.

Strategies for Effective Instruction Giving

- Equip PSTs with effective instruction delivery techniques to enhance emergency response outcomes. Emphasize the critical role of clear and concise instructions during emergencies. Explain how they ensure prompt and accurate actions by callers and responders, potentially saving lives and minimizing risks. Train PSTs on how to deliver instructions that minimize misunderstandings. This includes using plain language, avoiding jargon, and providing step-by-step guidance. Highlight how clear and confident instructions can build trust and confidence with callers and responders. This fosters a sense of security and reinforces the PST's ability to effectively manage the situation.

Train PSTs on effective strategies for delivering clear and actionable instructions during emergencies:
- Instruct PSTs to use plain language that is easy to understand. Avoid technical jargon or complex phrasing. Break down complicated instructions into smaller, manageable steps.
- Train PSTs to provide precise instructions that include all necessary details. This may involve location information, required actions, and any relevant safety precautions.
- Instruct PSTs to encourage feedback to verify that callers comprehend the instructions. This can involve asking callers to repeat or summarize the instructions in their own words.
- Train PSTs to maintain composure and project confidence while delivering instructions, even in high-pressure situations. This instills a sense of calm and trust in the caller.

The Importance of Following Instructions

Train PSTs on the importance of clear instructions and caller compliance to ensure successful emergency response outcomes. Explain how following instructions:
- Enhances Safety and Efficiency: Accurate adherence to instructions safeguards both callers and responders. This lays the foundation for a coordinated and efficient emergency response.
- Minimizes Errors and Risks: Following instructions reduces the potential for misunderstandings or mistakes that could worsen the situation.
- Supports Effective Communication: When both callers and responders follow instructions, communication and collaboration between all parties involved become smoother and more effective.

Strategies for Following Instructions Effectively

Train PSTs to instruct callers on the importance of following instructions to ensure a safe and efficient emergency response. Explain how following instructions:

- Enhances Safety and Efficiency: Accurate adherence to instructions safeguards both callers and responders. This lays the foundation for a coordinated and efficient emergency response.
- Minimizes Errors and Risks: Following instructions reduces the potential for misunderstandings or mistakes that could worsen the situation.
- Supports Effective Communication: When both callers and responders follow instructions, communication and collaboration between all parties involved become smoother and more effective.

Train PSTs on strategies to guide callers through effectively following instructions:

- Active Listening: Instruct PSTs to emphasize active listening. Callers should pay close attention to the instructions being given and ask for clarification if any part is unclear.
- Repeat and Confirm: Train PSTs to instruct callers to repeat the instructions back to ensure mutual understanding. Callers should confirm any critical details to avoid confusion.
- Take Immediate Action: Instruct PSTs to advise callers to act promptly on the instructions provided, prioritizing safety measures and following the steps as directed.
- Seek Clarification: Train PSTs to instruct callers that if circumstances change or new information arises, they should seek clarification or updated instructions.

Instructor Notes:

04.05 Explain the Difference Between a Fact and an Inference

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Understanding Facts

Train PSTs to distinguish between facts and opinions during emergency calls. Explain that:
- Facts are objective statements that can be verified through evidence. They are based on concrete observations and not open to interpretation.
- Facts are characterized by being specific, verifiable, and universally accepted. Examples include: "The caller reported a fire in a residential building" or "The caller is experiencing chest pain."

Understanding Inferences

Train PSTs to differentiate between facts and inferences during emergency calls. Emphasize that:
- Facts are objective statements verifiable through evidence. They are based on concrete observations and not open to interpretation. (Examples: "The caller reported a broken window" or "There are flames visible from the building").
- Inferences are interpretations drawn from facts. They involve using reasoning and available information to make educated guesses. (Examples: "The caller might have been injured because they mentioned difficulty breathing" or "Based on the caller's frantic tone, there could be multiple people involved").

Significance for PSTs

- Explain that facts are objective statements verifiable through evidence. They are based on concrete observations and not open to interpretation. Examples include: "The caller reported a fire alarm activation" or "The caller is bleeding from the arm."
- Inferences are interpretations drawn from facts. They involve using reasoning and available information to make educated guesses. Examples include: "The building might be occupied based on the caller mentioning screams" or "There could be a gas leak because the caller reported a strong odor."

Emphasize the significance of this distinction for PSTs:
- Accurate Information Processing: By differentiating between facts and inferences, PSTs ensure only reliable information is disseminated to responders, leading to a more effective emergency response.
- Critical Thinking and Decision Making: Recognizing the difference allows PSTs to analyze information critically, make informed decisions, and prioritize actions during emergencies.
- Communication Clarity: Distinguishing facts from inferences during communication with responders helps convey the level of certainty and the nature of the information received. This ensures responders have a clear understanding of the situation.

<u>Challenges and Considerations</u>

Train PSTs to identify challenges in differentiating between facts and inferences during emergency calls, emphasizing the following:

- Subjectivity: Accurately separating facts from inferences can be difficult, especially when information is incomplete, conflicting, or emotionally charged.
- Caller Statements: PSTs must distinguish between a caller's direct observations (facts) and their interpretations or conclusions (inferences) based on their perception of the situation.
- Documentation: Train PSTs to meticulously record and report both facts and inferences during calls. This includes clearly marking each to ensure a comprehensive understanding of the situation for responders and future reference.

Instructor Notes:

04.06 Demonstrate Professional Customer Service Skills

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Professionalism and Courtesy

Train PSTs on the importance of professionalism and courtesy throughout their interactions, emphasizing:
- Respectful Communication: Treat every caller with respect and dignity, regardless of the situation. PSTs should maintain a courteous demeanor throughout all interactions.
- Cultural Sensitivity: Promote cultural awareness and the ability to adapt communication styles to ensure respectful interactions with callers from diverse backgrounds.
- Going the Extra Mile: Strive to leave a positive impression by demonstrating that the caller's well-being is a priority. For callers, this might involve providing the transfer number in case the initial attempt fails. Similarly, anticipate responders' needs and have relevant information prepared in advance.

Problem-Solving and Decision-Making

Train PSTs to develop their critical thinking and problem-solving skills for effective emergency response:
- Information Analysis: Equip PSTs with the ability to analyze information efficiently during calls. This involves evaluating details, identifying relevant facts, and understanding the caller's situation.
- Decision-Making Under Pressure: Train PSTs on making informed decisions under pressure. This includes considering available options, potential consequences, and prioritizing actions to ensure the best course of action for the situation.

Time Management and Prioritization

Train PSTs on effective time management and prioritization techniques to ensure prompt assistance to callers in emergency situations:
- Multitasking and Call Handling: Equip PSTs with the ability to manage multiple calls simultaneously while prioritizing based on urgency. This ensures efficient call handling and minimizes wait times.
- Prioritization for Emergencies: Train PSTs to develop the skill of quickly identifying life-threatening emergencies. This allows for immediate prioritization and dispatch of resources to critical situations.

Knowledge of Resources and Protocols

- Train PSTs to develop a comprehensive understanding of the agency's response area, including:
  - Neighborhood layouts and landmarks
  - Major streets and intersections
  - Geographic features like rivers, lakes, or bridges
- Familiarize PSTs with surrounding jurisdictions and their response protocols to facilitate interagency cooperation during emergencies.
- Equip PSTs with a solid understanding of the capabilities of various responder types:
  - Police: Patrol units, K-9 units, traffic units, detectives

o   Fire: Engine companies, ladder companies, rescue squads, hazmat teams
o   Medical: EMS units, air ambulances
- Train PSTs to effectively match caller needs with the most appropriate responder type, considering urgency and the nature of the situation.
- Emphasize proper protocols for dispatching specialty units like SWAT, bomb squads, or crisis negotiators.
- Instruct PSTs on the importance of adhering to the agency's policies and procedures:
     o   Call handling protocols
     o   Dispatch guidelines
     o   Information collection procedures
     o   Data security and privacy measures
- Provide PSTs with easy access to the agency's policy and procedure manuals for reference during calls.
- Train PSTs to confidently answer caller questions regarding procedures or available resources while adhering to agency protocols.

Techniques and Control

Equip PSTs with effective call-taking techniques to manage diverse caller interactions:
- Active Listening and Repetitive Persistence: Train PSTs on active listening skills to understand callers' needs. Instruct them on using repetitive persistence techniques with highly emotional callers to gather essential information while maintaining a calm and reassuring demeanor.
- Effective Information Gathering: Train PSTs on information gathering techniques using proper questioning methods. This includes structured questioning for details like people and vehicle descriptions, ensuring clear and concise data collection for responders.

Train PSTs on clear and concise radio communication techniques to control the flow of information:
- Voice Tone and Speed: Instruct PSTs on using appropriate voice tone and speed to maintain control over radio transmissions. This ensures critical information is relayed effectively to responders while avoiding confusion during fast-paced situations.

04.07 Demonstrate Problem Solving and Critical Thinking Skills

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

<u>Problem-Solving Skills</u>

- Discuss the importance of analytical thinking in problem-solving, emphasizing the ability to break down complex situations into manageable components.
- Explain how adaptability plays a critical role in problem-solving, highlighting the need for quick adjustments in response to changing circumstances or information.
- Instruct on the concept of resourcefulness in problem-solving, outlining strategies for utilizing available tools, protocols, and expertise to address challenges effectively.
- Explore real-world examples where analytical thinking, adaptability, and resourcefulness have been key components in successful problem-solving scenarios.
- Facilitate discussions on how analytical thinking, adaptability, and resourcefulness can be cultivated and enhanced through training and practical exercises.
- Provide guidance on developing strategies for enhancing analytical thinking skills, adaptability, and resourcefulness in problem-solving contexts.

<u>Critical Thinking Abilities</u>

- Discuss the importance of evaluating information in critical thinking, emphasizing the need for PSTs to assess credibility and relevance to make informed decisions.
- Explain the concept of predictive analysis in critical thinking, highlighting its role in anticipating potential outcomes based on available information to make proactive decisions.
- Instruct on decision-making under pressure, emphasizing how critical thinking enables PSTs to make quick and effective decisions in high-stress situations while considering the impact of their choices.
- Explore strategies for self-initiated decision-making in critical thinking, outlining how PSTs can make decisions in the absence of direct policy and supervision while anticipating the needs of callers or field units.
- Facilitate discussions on real-world examples where evaluating information, predictive analysis, decision-making under pressure, and self-initiated decision-making have been critical in emergency response situations.
- Provide guidance on developing and honing critical thinking abilities through training exercises and simulations that focus on evaluating information, predictive analysis, decision-making under pressure, and self-initiated decision-making.

<u>Application in Emergency Response</u>

- Discuss the role of problem-solving skills in assessing urgency during emergency response, emphasizing the importance of prioritizing responses based on the severity of emergencies.
- Explain how critical thinking aids in formulating clear and concise instructions for callers and responders during emergency situations, ensuring efficient and effective communication.

- Instruct on the application of critical thinking in coordination and collaboration efforts during emergency response, highlighting how PSTs engage with multiple agencies and responders to coordinate efforts for a unified response.
- Explore real-world examples where problem-solving skills and critical thinking have been essential in assessing urgency, providing clear instructions, and facilitating coordination and collaboration in emergency response scenarios.
- Facilitate discussions on challenges and best practices in applying problem-solving skills and critical thinking to emergency response situations, encouraging participants to share their experiences and insights.
- Provide guidance on developing and enhancing problem-solving skills and critical thinking abilities specifically tailored to emergency response contexts through scenario-based training and exercises.

Instructor Notes:

04.08 Demonstrate Specific Call Management Techniques

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Active Listening and Information Gathering

- Discuss the importance of focused listening in active listening and information gathering, emphasizing how PSTs employ active listening techniques to allow callers to convey information without interruption while gathering crucial details about the emergency.
- Explain the role of asking clarifying questions in active listening and information gathering, highlighting how strategic questioning helps obtain essential information, clarify details, and ensure a comprehensive understanding of the situation.
- Instruct on techniques for employing active listening effectively in emergency response situations, including strategies for maintaining focus, minimizing interruptions, and demonstrating empathy.
- Provide guidance on developing skills in asking clarifying questions, including the types of questions to ask, when to ask them, and how to ensure thorough information gathering.
- Explore real-world examples where active listening and asking clarifying questions have been instrumental in gathering accurate and timely information during emergency response scenarios.
- Facilitate discussions on challenges and best practices in applying active listening and asking clarifying questions in emergency response situations, encouraging participants to share their experiences and insights.

Prioritization and Triage

- Discuss the role of assessing urgency in prioritization and triage, emphasizing how PSTs swiftly evaluate the severity of emergencies using standardized protocols to determine the level of response required, prioritizing calls based on urgency.
- Explain triage techniques in prioritization and triage, highlighting how categorizing calls according to their urgency enables effective resource allocation, ensuring that critical incidents receive immediate attention.
- Instruct on call categorization strategies in prioritization and triage, outlining how PSTs must handle each call appropriately by sending a responder, having a responder call back, transferring the call to the appropriate department or agency, giving a referral to the appropriate provider for the service being requested, or taking the information and relaying it to the proper parties.
- Explore real-world examples where assessing urgency, triage techniques, and call categorization have been critical in prioritizing and triaging emergency calls effectively.
- Facilitate discussions on challenges and best practices in prioritizing and triaging emergency calls, encouraging participants to share their experiences and insights.
- Provide guidance on developing and honing skills in assessing urgency, triage techniques, and call categorization through scenario-based training and exercises tailored to emergency response contexts.

Call Handling Protocols

- Discuss the importance of Standard Operating Procedures (SOP) in call handling protocols, emphasizing how PSTs follow established protocols for different types of emergencies to streamline call handling and ensure consistency.
- Explain the concept of protocol adaptation in call handling, highlighting how flexibility within protocols allows PSTs to adapt responses based on unique or evolving situations, ensuring a tailored approach to each call.
- Instruct on the implementation of SOPs in call handling protocols, outlining the specific procedures PSTs should follow for different types of emergencies and the importance of adhering to predetermined protocols.
- Provide guidance on how PSTs can effectively adapt protocols to suit the needs of individual calls while maintaining adherence to standard procedures and ensuring efficient and effective call handling.
- Explore real-world examples where adherence to SOPs and protocol adaptation have been instrumental in effective call handling and emergency response.
- Facilitate discussions on challenges and best practices in implementing SOPs and adapting protocols in call handling, encouraging participants to share their experiences and insights.

Stress Management and Empathy

- Discuss the importance of maintaining a calm demeanor in stress management, emphasizing how PSTs can effectively manage both the caller's stress and their own emotions by maintaining composure and projecting a calm and reassuring tone.
- Explain the role of empathetic communication in stress management, highlighting how expressing empathy and understanding reassures callers, builds rapport and trust, and facilitates clearer communication.
- Instruct on techniques for maintaining a calm demeanor during stressful situations, including strategies for managing emotions, controlling breathing, and projecting a reassuring tone.
- Provide guidance on developing empathetic communication skills, including active listening, validating feelings, and responding with empathy, to effectively connect with callers and address their needs.
- Explore real-world examples where maintaining a calm demeanor and employing empathetic communication have been effective in managing stress and building rapport with callers during emergency situations.
- Facilitate discussions on challenges and best practices in stress management and empathetic communication, encouraging participants to share their experiences and insights.

Multitasking and Time Management

- Discuss the importance of multitasking and time management in the role of PSTs, emphasizing how they manage multiple calls concurrently by utilizing efficient note-taking techniques and prioritization to address each call effectively.
- Explain the concept of time efficiency in multitasking and time management, highlighting how effective time management ensures prompt responses and minimizes delays in dispatching appropriate assistance.
- Instruct on techniques for handling multiple calls simultaneously, including strategies for efficient notetaking, prioritization, and task-switching to manage workload effectively.
- Provide guidance on developing skills in time management, including setting priorities, allocating resources effectively, and minimizing distractions to optimize productivity.

- Explore real-world examples where multitasking and time management have been essential in effectively handling emergency calls and dispatching assistance promptly.
- Facilitate discussions on challenges and best practices in multitasking and time management in the context of emergency response, encouraging participants to share their experiences and insights.

Team Communication and Collaboration

- Discuss the importance of effective coordination in team communication and collaboration, emphasizing how PSTs connect with emergency responders and other agencies to communicate vital information accurately and in a timely manner for a coordinated response.
- Explain the concept of team support in team communication and collaboration, highlighting how collaboration within the telecommunication team ensures seamless handoffs and continuous support, enhancing overall call management efficiency.
- Instruct on techniques for effective coordination with emergency responders and other agencies, including strategies for clear and concise communication, information sharing protocols, and coordination of resources.
- Provide guidance on fostering collaboration within the telecommunication team, including establishing channels for communication, defining roles and responsibilities, and promoting a supportive team culture.
- Explore real-world examples where effective coordination and team support have been critical in facilitating seamless communication and collaboration in emergency response situations.
- Facilitate discussions on challenges and best practices in team communication and collaboration, encouraging participants to share their experiences and insights.

Instructor Notes:

04.09 Demonstrate the Ability to Recognize When Information Received is Appropriate to the Situation or Appears Suspicious

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Recognizing Appropriate Information

- Discuss the critical role of recognizing appropriate information in emergency response, emphasizing how PSTs assess the information's relevance to the reported emergency, ensuring alignment with the incident's nature.
- Explain the characteristics of appropriate information, including consistency, clarity, and coherence with the caller's behavior and statements, and how these contribute to effective response.
- Instruct on techniques for evaluating the relevance of information to the emergency, such as probing questions and observation of caller behavior, to ensure accurate assessment.
- Provide guidance on maintaining consistency and clarity in communication, including strategies for structuring questions and summarizing information to enhance understanding.
- Explore real-world examples where recognizing appropriate information has been vital in accurately assessing emergencies and providing timely assistance.
- Facilitate discussions on challenges and best practices in recognizing appropriate information in emergency response scenarios, encouraging participants to share experiences and insights.

Identifying Suspicious Information

- Discuss the importance of identifying suspicious information in emergency response, emphasizing how PSTs actively search for inconsistencies, contradictions, and vague or evasive responses within the caller's narrative or provided details.
- Explain the indicators of suspicious information, including inconsistencies, evasive responses, and unusual requests or behavior, and how these may indicate a lack of credibility or authenticity in the reported emergency.
- Instruct on techniques for identifying suspicious information, such as asking probing questions, seeking clarification on vague responses, and observing caller behavior for signs of dishonesty or manipulation.
- Provide guidance on handling suspicious information appropriately, including protocols for escalating concerns to supervisors or authorities and maintaining professionalism and empathy in interactions with callers.
- Explore real-world examples where identifying suspicious information has been critical in preventing fraudulent or malicious activities and ensuring the safety and security of responders and the public.
- Facilitate discussions on challenges and best practices in identifying suspicious information in emergency response scenarios, encouraging participants to share experiences and insights.

Techniques for Assessment

- Discuss the significance of employing techniques for assessment in emergency response, emphasizing how PSTs utilize questioning and probing, active listening for context clues, and verifying information to ensure the accuracy and credibility of the information provided by callers.
- Explain the effectiveness of questioning and probing as techniques for gathering additional details or clarification from callers, with the aim of verifying the authenticity of the information.
- Instruct on the importance of active listening for context clues, highlighting how attentive listening aids in identifying inconsistencies or suspicious elements in the caller's narrative.
- Provide guidance on verifying information using available resources or databases, including techniques for cross-referencing information to confirm credibility and accuracy.
- Explore real-world examples where techniques for assessment, such as questioning and probing, active listening, and information verification, have been instrumental in accurately assessing emergencies and providing appropriate assistance.
- Facilitate discussions on challenges and best practices in employing techniques for assessment in emergency response scenarios, encouraging participants to share experiences and insights.

Handling Suspicious Information

- Discuss the importance of handling suspicious information in emergency response with professionalism, emphasizing how PSTs maintain composure and professionalism while gathering necessary details and avoiding confrontations.
- Explain the significance of engaging protocols and supervisors in cases of suspicion, highlighting how PSTs involve supervisors or follow established protocols for handling potentially dubious information to ensure appropriate actions are taken.
- Instruct on the process of documenting and reporting suspicious calls, emphasizing the importance of documenting details accurately and reporting to appropriate authorities or departments for further investigation if needed.
- Provide guidance on maintaining professionalism while handling suspicious information, including techniques for active listening, maintaining empathy, and following established protocols.
- Explore real-world examples where maintaining professionalism, engaging protocols and supervisors, and documenting suspicious calls have been essential in ensuring appropriate responses to potential threats or risks.
- Facilitate discussions on challenges and best practices in handling suspicious information in emergency response scenarios, encouraging participants to share experiences and insights.

04.10 Discuss the Impact of Cultural Diversity as it Relates to Public Safety

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Understanding Cultural Diversity

- Discuss the significance of understanding cultural diversity in emergency response, emphasizing how PSTs serve diverse communities with varying beliefs, languages, customs, and practices.
- Explain the concept of intersectionality in cultural diversity, highlighting how diversity encompasses factors such as age, gender, socioeconomic status, religion, and language diversity, among others.
- Instruct on the importance of recognizing and appreciating diverse cultural backgrounds and beliefs within Emergency Communication Centers (ECC), emphasizing the role of PSTs in fostering respectful workplaces.
- Provide guidance on how PSTs can effectively navigate cultural diversity, including techniques for active listening, cultural sensitivity training, and respecting differences in beliefs and practices.
- Explore real-world examples where understanding cultural diversity has been critical in providing effective emergency response and building trust within diverse communities.
- Facilitate discussions on challenges and best practices in understanding cultural diversity in emergency response scenarios, encouraging participants to share experiences and insights.

Impact on Emergency Communication

- Discuss the challenges posed by language barriers during emergencies and their potential hindrance to conveying critical information effectively.
- Explain how differences in cultural norms influence perceptions of emergencies and appropriate responses, impacting the information shared by callers.
- Explore the impact of cultural diversity on access to and trust in emergency services, influencing the likelihood of seeking assistance during crises.

Challenges Faced by PSTs

- Instruct on techniques for overcoming communication hurdles, such as navigating language barriers and ensuring clear communication with callers from diverse linguistic backgrounds.
- Provide guidance on navigating potential misunderstandings arising from misinterpreting cultural cues or context provided by callers.
- Discuss the importance of PSTs being aware of their own cultural biases to avoid misjudgments or assumptions based on cultural differences.

Importance of Cultural Competence

- Explain how cultural competence enables PSTs to adapt communication styles and overcome language barriers, ensuring clear and effective communication.
- Discuss how understanding diverse cultural backgrounds fosters trust between PSTs and callers, encouraging more accurate information sharing.
- Highlight how cultural competence aids PSTs in interpreting information contextually, allowing for more accurate assessment and response to emergencies.

Strategies for Cultural Competence

- Instruct on the importance of language training or utilizing language interpretation services to bridge communication gaps.
- Provide cultural awareness training programs to educate PSTs about diverse cultural practices, beliefs, and norms prevalent within their service areas.
- Discuss the significance of engaging in community outreach programs to foster understanding and build relationships with diverse communities.

Instructor Notes:

04.11 Demonstrate the Ability to Communicate with Challenging Callers

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Understanding Challenging Callers

- Discuss the different types of challenging callers, ranging from those experiencing high levels of distress to those exhibiting aggressive or uncooperative behavior.
- Explore the various causes of challenges during emergency calls, including the caller's emotional state, cognitive impairment, language barriers, or frustration with the emergency.

Approaches for Effective Communication

- Instruct on the importance of remaining calm and composed to diffuse tension and create reassurance for challenging callers.
- Provide guidance on active listening techniques to understand the caller's concerns, along with expressing empathy to build rapport and trust.
- Explain the significance of using clear and simple language to ensure that instructions and information provided are easily understood by challenging callers.

De-escalation Techniques

- Instruct on staying neutral and non-confrontational to avoid escalating the situation, using language and tone that are calming and non-threatening.
- Provide techniques for acknowledging feelings and validating concerns to help calm down challenging callers without necessarily agreeing with their perspective.
- Explain the importance of offering reassurance and support to instill confidence and calm anxious or distressed callers during challenging situations.

Strategies for Engagement

- Discuss the importance of establishing rapport through brief conversation to build a connection and gain the caller's trust.
- Instruct on setting clear expectations by communicating the steps being taken or the expected course of action to manage the caller's expectations during the emergency response process.
- Provide guidance on maintaining control of the call by asking open-ended questions and directing the caller toward providing essential information while keeping the conversation focused.

Safety Protocols and Support

- Explain the necessity of safety assessment during challenging calls to ensure the safety of the caller, responders, and PSTs themselves.
- Instruct on involving supervisors or specialized teams equipped to handle difficult calls in challenging situations to ensure appropriate support and intervention.

Instructor Notes:

04.12 Utilize Voice Techniques to Control Radio Transmissions and Telephone Calls

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Radio Transmission Techniques

- Instruct on clear enunciation techniques, emphasizing pronunciation to ensure that messages are easily understood by responders despite potential background noise.
- Provide guidance on maintaining appropriate pacing and tone during radio transmissions, utilizing an authoritative yet calm tone to convey urgency without causing panic.
- Explain the importance of radio discipline, including adhering to established protocols such as using clear and standardized language (10-codes or plain language) to enhance communication efficiency.

Telephone Call Handling Techniques

- Instruct on answering techniques, including employing a standard greeting, speaking clearly and confidently, and providing a professional introduction to reassure callers.
- Provide guidance on active listening during calls, utilizing verbal cues like "I understand" or "Please continue" to demonstrate engagement and assure callers that they are being heard.
- Explain the significance of using an empathetic tone, especially in sensitive or distressing situations, to convey compassion, calm callers, and build trust.

Voice Control Strategies

- Instruct on modulation and pitch techniques to maintain interest and engagement, while varying pitch appropriately to emphasize urgency or importance in communication.
- Provide guidance on practicing breath control to avoid speaking too quickly or running out of breath during longer transmissions, ensuring consistent and clear communication.
- Explain the importance of training in techniques to prevent vocal fatigue, helping PSTs maintain voice clarity and effectiveness during extended shifts.

Reducing Noise and Distractions

- Provide techniques for minimizing background noise during transmissions, such as speaking directly into the microphone and using noise-canceling headsets, to ensure clarity.
- Instruct on focused listening techniques, including concentrating on the caller's voice and minimizing distractions, to enhance active listening, accurate comprehension, and response.

Instructor Notes:

Section 05 Objectives

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

05.01   Explain the importance of incident types, incident classification, and incident prioritization.

05.02   Identify and describe incident types.

05.03   Identify and describe incident classification.

05.04   Identify and describe incident prioritization.

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05.01 Explain the Importance of Incident Types, Incident Classification, and Incident Prioritization

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

<u>Incident Types</u>

- Discuss the wide range of incidents PSTs encounter, including medical emergencies, fires, crimes in progress, and mental health crises, and how understanding these types helps PSTs ask appropriate questions, dispatch the right resources, and provide guidance to callers.

<u>Incident Classification</u>

- Instruct on the process of classifying incidents by assigning them a severity level based on their potential impact, and how this helps PSTs prioritize calls effectively, allocate resources efficiently, and manage expectations with callers accordingly.

<u>Incident Prioritization</u>

- Provide guidance on prioritizing incidents by balancing urgency with resource limitations, considering factors such as severity of the incident, number of people affected, availability of resources, and public safety risks.
- Explain the importance of effective prioritization in ensuring that critical incidents receive immediate attention, resources are used efficiently and effectively, and response times are minimized, potentially saving lives.

Instructor Notes:

05.02 Identify and Describe Incident Types

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Major Incident Types

- Explain the major incident types encountered by PSTs, including police emergencies, medical emergencies, fire emergencies, environmental emergencies, and public service calls.
- Emphasize the importance of accurate identification of incident types to dispatch appropriate resources, provide relevant instructions to callers, prioritize calls effectively, and maintain situational awareness.

Additional Incident Types

- Discuss additional incident types such as environmental emergencies and public service calls, highlighting their significance in emergency response and the need for accurate identification.

Importance of Accurate Identification

- Instruct on the importance of accurately identifying incident types, emphasizing how it allows PSTs to dispatch appropriate resources, provide relevant instructions to callers, prioritize calls effectively, and maintain situational awareness.

Tips for PSTs

- Provide tips for PSTs, including asking open-ended questions to encourage callers to provide details, actively listening and paying attention to key words to identify potential threats or urgency indicators, using call-taking protocols and scripts for consistency and accuracy, and staying calm and professional to reassure callers and provide clear instructions.

Instructor Notes:

05.03 Identify and Describe Incident Classification

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Police

- Define and differentiate between various types of police incidents, including robbery vs burglary, fight vs disturbance, assault vs battery, fraud vs theft, abduction vs missing person, and silent alarm vs audible alarm.
- Provide PSTs with the knowledge and understanding necessary to accurately identify and categorize police incidents for appropriate response and resource allocation.
- Discuss the AVS Alarm scale, used by alarm companies to better inform the ECC of the nature of the alarm, and verify the validity of alarms::
  - Level 0: No Call for Service
  - Level 1: A Call for Service with no other information.
  - Level 2: A Call for Service, with proof of or a high probability of knowing person or persons are present at the alarm site.
  - Level 3: A Call for Service, knowing person or persons are present at the alarm site and it appears there is a threat to property.
  - Level 4: A Call for Service, knowing person or persons are present at the alarm site and it appears there is threat to life.

Fire

- Define and differentiate between different types of fire incidents, including residential vs commercial structure fire, hazardous material (HazMat) incident, brush fire, forest fire/wildfire, vehicle accidents, rescue, and fire alarms.
- Equip PSTs with the knowledge to recognize the unique characteristics and potential hazards associated with each type of fire incident, enabling effective response coordination and resource deployment.

Emergency Medical Services (EMS)

- Define and differentiate between different types of EMS incidents, including advanced life support (ALS) vs basic life support (BLS), medical incidents, and trauma incidents.
- Provide PSTs with an understanding of the nature and scope of medical emergencies, enabling them to accurately assess the severity of EMS incidents and coordinate appropriate medical response resources.

Instructor Notes:

05.04 Identify and Describe Incident Prioritization

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Understanding Incident Priority Systems

- Explain the purpose of formal incident prioritization systems in standardizing call assessment, facilitating decision-making, and optimizing response times for emergency response agencies.

Factors Influencing Incident Prioritization

- Discuss the factors influencing incident prioritization, including threat to life, potential for injury or damage, number of people involved, public safety risk, and availability of resources.

Examples of Priority Levels

- Provide examples of high, medium, and low priority incidents, illustrating life-threatening emergencies, serious incidents requiring prompt attention, and non-emergency situations, respectively.

Challenges and Considerations

- Identify challenges and considerations in incident prioritization, such as limited information, emotional pressure, and resource limitations, emphasizing the importance of maintaining composure, clear thinking, and effective decision-making.

Improving Prioritization Skills

- Instruct on techniques for improving prioritization skills, including thorough call-taking, active listening, critical thinking, utilizing technology, and ongoing training and practice in simulated scenarios.

Instructor Notes:

Section 06 Objectives

06.0 Identify and perform the operational skills of a public safety telecommunicator. The student will be able to:

06.01   Obtain and organize pertinent information.

06.02   Identify the difference between emergency and non-emergency incidents.

06.03   Utilize available resources properly.

06.04   Correctly complete appropriate forms, logs, and files.

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

06.06   Explain geographical jurisdictions and mutual aid agreements, and how they affect day-to-day activities.

06.07   Demonstrate multi-functional dexterity.

06.08   Identify various resources for crisis call handling.

06.09   Explain the importance of informing other PST's and supervisors of pertinent activities and incidents as they relate to operations.

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06.01 Obtain and Organize Pertinent Information

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Obtaining Pertinent Information

- Instruct on the "6 W's" method of gathering information in order of priority: Where, What, Weapons, When, Who, Why, emphasizing the importance of prioritizing location and incident details for effective response.
- Provide guidance on holding and prioritizing non-emergency calls for emergencies, explaining actions and delays to callers, and avoiding arguments while maintaining professionalism.
- Emphasize the importance of documenting all relevant information accurately, knowing when to disconnect the call, and listening for background noises to gather clarifying information.

Organizing Pertinent Information

- Instruct on gathering and organizing pertinent information including incident location, phone number, incident type, person description, vehicle description using the CYMBALS mnemonic, and paraphrasing information for clarity and brevity.

Transferring a Call

- Provide a step-by-step process for transferring a call, including gathering necessary details, informing the caller of the transfer, staying on the line and notifying the receiving agency, and ensuring acceptance before disconnecting.

Instructor Notes:

06.02 Identify the Difference Between Emergency and Non-Emergency Incidents

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Identifying Call Types

- Define and differentiate between emergency and non-emergency call types, emphasizing the characteristics of serious, unexpected events with potential for injury, loss of life, or property damage for emergencies, and unexpected situations that do not require immediate response for non-emergencies.

Prioritizing Calls and Messages

- Instruct on sorting calls based on urgency, prioritizing incidents posing the greatest threat to life then property and considering agency-specific response protocols to match incident types to appropriate situations according to agency protocols.

Communication Tools and Methods

- Provide training on various communication tools and methods used in emergency response, including alert tones to differentiate incident severities, emergency radio traffic to prioritize high-risk situations, simulcasting to disseminate information to multiple teams or agencies simultaneously, silent dispatch for discreet response via CAD, radio silence during dangerous incidents to conceal responder location, and notifications to inform supervisors and other agencies about significant incidents per agency policy.

Instructor Notes:

06.03 Utilize Available Resources Properly

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Assess Before Allocation

- Ensure PSTs understand the importance of fully comprehending the nature and severity of incidents before assigning resources, emphasizing the analysis of details to determine the appropriate type and level of support needed.
- Instruct PSTs to evaluate all available resources, including personnel, equipment, and technology, considering factors such as expertise, location, and response time to make optimal resource allocation decisions.
- Emphasize the prioritization of emergencies and the allocation of resources accordingly, recognizing that not all calls demand the same level of response.

Communicate and Coordinate

- Train PSTs to prioritize clear communication of incident details and resource allocation plans to other PSTs and emergency responders to ensure everyone is informed and to avoid duplication of effort.
- Encourage the cultivation of a collaborative environment where information is shared, progress updates are exchanged, and resource adjustments can be made quickly when needed.
- Provide guidance on utilizing technology such as CAD systems and communication platforms to optimize response coordination, track deployed resources, share updates, and adjust plans as needed.

Reflect and Adapt

- Instruct PSTs to dedicate time following incidents to review resource allocation plans and actively seek areas for improvement, including assessing whether assigned resources effectively met the situation's needs and identifying potential improvements for future responses.
- Emphasize the importance of leveraging insights from each incident to refine resource utilization strategies and staying open to adapting approaches based on new information and evolving situations.
- Encourage continuous learning by prioritizing staying updated on the latest best practices and advancements in resource management for emergency response through training workshops, professional development programs, and feedback from colleagues and supervisors.

Instructor Notes:

06.04 Correctly Complete Appropriate Forms, Logs, and Files

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Understanding Forms

- Ensure PSTs have a thorough understanding of the purpose and format for all relevant forms, logs, and files encountered in emergency response, including incident reports, dispatch logs, evidence logs, and agency-specific documents.
- Instruct PSTs to readily seek guidance from supervisors or colleagues when filling out specific forms, emphasizing the importance of clear understanding for accurate completion.
- Emphasize the need for PSTs to strictly follow established protocols and consistently utilize standardized language in all documentation to ensure clarity and enable efficient data analysis.

Capture Details Accurately

- Train PSTs to employ the "6 W's" (Where, What, Weapons, When, Who, Why) as a guide for accurately documenting all details, including call time, caller information, incident specifics, and actions undertaken.
- Instruct PSTs to actively listen for critical details and ask clarifying questions to ensure accurate comprehension of emergencies.
- Emphasize the importance of using clear and concise language in all communication, avoiding jargon and technical terms that could be misinterpreted.

Organize and Secure Information

- Instruct PSTs to complete forms and logs in a timely manner while details are fresh in their mind to ensure accuracy and prevent memory lapses.
- Provide guidance on following designated procedures for proper filing to ensure easy retrieval of information.
- Emphasize the importance of following agency protocols for data security and access restrictions to protect personal details and confidential case information.

Instructor Notes:

06.05 Obtain and Process Requests for Service and/or Resources from Field Units in a Timely Manner

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Gather and Verify Information

- Instruct PSTs to practice active listening when receiving emergency responder requests, asking clarifying questions to ensure complete understanding of the emergency and resource needs.
- Train PSTs to double-check information such as location, type of resource required, and potential hazards to reduce errors and ensure accurate resource allocation.
- Emphasize the importance of documenting requests clearly, including time, unit identification, nature of the emergency, and specific requirements, to serve as vital records for future reference and follow-up.

Prioritize and Categorize

- Ensure PSTs understand how to analyze the urgency of each request and its potential impact to prioritize emergencies requiring immediate resource allocation.
- Provide guidance on categorizing requests based on need, distinguishing between requests for personnel, equipment, or specialized support to identify the most appropriate resources for each emergency.

Communicate and Coordinate

- Train PSTs to provide clear and concise instructions to field units regarding resource allocation, response protocol, and any necessary updates.
- Emphasize the importance of maintaining open communication with field units throughout the process, updating them on resource availability, ETA, and any changes.
- Foster a collaborative environment among PSTs, encouraging active partnership with other agencies to streamline resource deployment and optimize response efforts for timely and effective assistance in emergencies.

Instructor Notes:

06.06 Explain Geographical Jurisdictions and Mutual Aid Agreements, and How They Affect Day-To-Day Activities

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Jurisdictional Familiarization

- Ensure PSTs have comprehensive knowledge of their agency's jurisdiction, including boundaries, landmarks, and neighboring agencies, through map study and training exercises.
- Instruct PSTs to identify mutual aid agreements established with nearby agencies and understand the types of resources that can be shared per these agreements.

Collaboration

- Train PSTs to build positive relationships with neighboring agencies through regular communication and interactions, fostering a spirit of collaboration and mutual support.
- Emphasize the importance of flexibility in adapting resource deployment protocols and communication channels based on specific situations and mutual aid agreements, ensuring effective response regardless of circumstances.

Instructor Notes:

06.07 Demonstrate Multi-Functional Dexterity

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Multi-Functional Dexterity

- Instruct PSTs on processing information from multiple sources simultaneously, such as listening to calls, reading computer screens, entering data into CAD systems, and monitoring radio transmissions.
- Train PSTs to respond effectively to diverse situations, including calming agitated callers, providing CPR instructions, and dispatching emergency resources as needed.
- Teach PSTs to prioritize critical tasks by quickly assessing the urgency of each call and allocating appropriate response units accordingly.
- Provide techniques for maintaining focus under pressure, emphasizing the importance of remaining calm and composed during stressful situations.
- Enhance communication skills by instructing PSTs on delivering clear instructions, gathering information accurately, and de-escalating tense situations with verbal skills.

Why Multi-Functional Dexterity is Important for PSTs

- Emphasize the importance of multi-functional dexterity for PSTs, highlighting its role in achieving faster response times, improving the caller experience, and enhancing situational awareness.

Developing Multi-Functional Dexterity

- Implement training and simulations that simulate real-world emergencies, allowing PSTs to develop their multi-tasking skills and build confidence.
- Utilize technology such as call-taking software and incident management systems to streamline information processing and resource allocation.
- Provide mindfulness and stress management techniques to help PSTs maintain focus and manage stress during high-pressure situations.
- Offer communication skills training to PSTs, focusing on active listening, questioning, and de-escalation skills to effectively handle diverse callers and situations.

Instructor Notes:

06.08 Identify Various Resources for Crisis Call Handling

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Key Characteristics of Crisis Calls

- High Urgency: Calls involve situations with imminent danger, life-threatening emergencies, or significant emotional distress.
- Emotional Intensity: Callers may exhibit extreme emotions such as crying, yelling, or panic.
- Complexity: Crisis calls often involve multiple factors like mental health issues, domestic violence, or substance abuse.
- Unpredictability: The crisis and the caller's behavior can be unpredictable, requiring PSTs to adapt quickly.
- Demand for Immediate Action: Immediate intervention, such as dispatching emergency services or providing crisis intervention, is often necessary.

Examples of Crisis Calls

- Suicidal threats or attempts
- Domestic violence incidents
- Active assailant situations
- Severe medical emergencies
- Mental health crises
- Hostage situations or violent crimes in progress

Internal Resources

- Crisis Protocols and Scripts: Agency protocols and scripts provide guidance on handling specific crisis situations.
- Supervisor and Peer Support: Seek guidance and support from supervisors or peers when dealing with challenging calls.
- Crisis Response Teams: Agencies may have specialized teams to provide support after handling traumatic incidents.
- Internal Databases: Access agency databases for information on mental health resources, shelters, and hotlines.

External Resources

- National Suicide Prevention Lifeline (988): Confidential crisis intervention and prevention services available 24/7.
- Crisis Text Line: Text HOME to 741741 to connect with a trained crisis counselor via text.
- National Domestic Violence Hotline (1-800-799-SAFE): Confidential support and resources for victims of domestic violence.
- MentalHealth.gov: Comprehensive information on mental health resources and treatment options.

- National Alliance on Mental Illness (NAMI): Resources and support for individuals and families affected by mental illness.
- Local Mental Health Agencies and Hotlines: Familiarize yourself with local resources like crisis hotlines and mental health facilities.

Technology Resources

- Mapping and Navigation Tools: Use mapping tools to locate nearby resources like shelters and hospitals.
- Translation Services: Ensure access to translation services for non-English speaking callers.

Instructor Notes:

06.09 Explain the Importance of Informing Other PST's and Supervisors of Pertinent Activities and Incidents as they Relate to Operations

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Information Sharing

- Discuss how enhanced situational awareness through information sharing enables PSTs to ensure everyone remains informed and facilitates coordinated response strategies.
- Explain the importance of improved resource allocation facilitated by sharing updates on ongoing incidents and resource availability to prioritize dispatch effectively.
- Instruct on the significance of reducing redundant efforts by sharing information promptly to prevent duplicate calls about the same incident.
- Describe how increased transparency and accountability are fostered by clear communication, leading to better decision-making and a more cohesive response.
- Discuss the benefits of early identification of patterns and trends through sharing information about recurring incidents or emerging threats for taking proactive measures.

What Information Should be Shared?

- Explain the importance of sharing details of ongoing incidents, including the nature of the incident, location, severity, involved parties, and resources deployed.
- Discuss the necessity of providing updates on incident status, such as changes in situation, additional information gathered, and progress made.
- Instruct on the significance of sharing information regarding resource availability and deployment, including units on scene, units available for dispatch, and potential resource limitations.
- Describe the importance of sharing potential risks or threats, such as suspicious activity, weather warnings, and HazMat incidents, to ensure preparedness and safety.
- Discuss the relevance of sharing any information relevant to ongoing operations, such as traffic closures, roadblocks, power outages, to facilitate effective response and coordination.

Effective Information Sharing Practices

- Instruct on the importance of utilizing established communication channels, such as designated radio channels, chat platforms, or internal reporting systems, to facilitate efficient sharing of information.
- Explain the necessity of being concise and clear when sharing information, emphasizing the importance of providing key details in a structured and easy-to-understand manner to ensure comprehension.
- Discuss the significance of using standardized terminology to avoid confusion, ensuring that everyone involved in the communication process uses the same terms and codes consistently.
- Describe the need to prioritize urgency when sharing information, emphasizing the importance of sharing critical information immediately and following up with less urgent updates as needed.

- Instruct on the importance of documenting and logging information to maintain accurate records of all shared information for future reference, ensuring accountability and facilitating effective communication and decision-making.

Instructor Notes:

Section 07 Objectives

07.0 Understand the principles of a command structure. The student will be able to:

07.01   Understand the need for structure within the communications center and internal chain of command.

07.02   Understand the National Incident Management System (NIMS) and identify the roles and responsibilities within the incident command system (ICS).

07.03   Understand the role of the PST in relation to the communications within ICS.

07.04   Understand the impacts to ICS from providing or receiving aid from other agencies.

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07.01 Understand the Need for Structure Within the Communications Center and Internal Chain of Command

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Importance of Structure

- Explain the importance of a well-defined structure and chain of command within the ECC or any command structure to ensure efficient and effective response to emergencies.
- Discuss the benefits of having a structured chain of command, including clarity of roles and responsibilities, improved decision-making, enhanced communication and coordination, accountability, performance improvement, and reduced stress and workload.

Understanding the Chain of Command

- Describe the key levels in the chain of command within an ECC, such as PSTs, Team Lead/Supervisor, Shift Commander/Operations Manager, and Chief/Director, and their respective roles and responsibilities.
- Instruct on the significance of addressing chiefs/directors by their rank in an ECC to maintain discipline, foster clear communication, and ensure a smooth chain of command during emergency situations.

Benefits of a Strong Chain of Command

- Discuss the benefits of a strong chain of command, including faster response times, improved incident management, reduced risk of errors, and increased morale and teamwork among PSTs.

Instructor Notes:

07.02 Understand the National Incident Management System (NIMS) and Identify the Roles and Responsibilities within the Incident Command System (ICS).

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

NIMS

- Discuss the purpose and development of NIMS as a standardized approach to incident management by FEMA.
- Explain the key components of NIMS, including resource typing, standardized terminology, mutual aid, and command and control systems.

Benefits of NIMS for PSTs

- Describe the benefits of NIMS for PSTs, such as improved understanding of incident scope and resource availability, enhanced communication and collaboration, and streamlined response and recovery efforts

ICS

- Define ICS as an organizational structure for managing incidents of all sizes and complexities.
- Identify the key positions within the ICS, including the Incident Commander (IC), Operations Chief (OC), Planning Chief (PC), Logistics Chief (LC), Public Information Officer (PIO), and Branch Chiefs.
- Explain the roles and responsibilities of each key position within the ICS and how they contribute to coordinated and effective incident response.

Instructor Notes:

07.03 Understand the Role of the PST in relation to the Communications within ICS

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

<u>Roles of PSTs within ICS</u>

- Discuss the role of PSTs in information gathering during incident response, including gathering initial details from callers and identifying potential hazards.
- Explain how PSTs dispatch appropriate emergency responders based on the information gathered, contributing to efficient resource deployment.
- Instruct on the importance of communication and coordination for PSTs within ICS, emphasizing their role in relaying information to the public, incident responders, and other agencies.
- Describe the responsibility of PSTs in documentation and recordkeeping, highlighting the importance of accurate records for future analysis and evaluation.

<u>Benefits of ICS for PSTs</u>

- Explain how ICS provides PSTs with a clear understanding of their roles and responsibilities, enabling them to focus on their tasks and avoid confusion.
- Discuss how ICS facilitates efficient resource allocation, ensuring resources are directed where they are needed most, leading to a faster and more effective response.
- Highlight the role of ICS in improving communication and situational awareness for PSTs, allowing them to stay informed about the overall incident status and relay updates effectively.
- Emphasize how a well-organized ICS structure enhances safety and security for PSTs and all personnel involved in the response.

Instructor Notes:

07.04 Understand the Impacts to ICS from Providing or Receiving Aid from Other Agencies

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Positive Impacts of Inter-Agency Cooperation

- Discuss how inter-agency cooperation leads to an expanded resource pool, enabling faster and more comprehensive response to incidents.
- Explain how collaboration enhances response capabilities by leveraging specialized skills and knowledge from different agencies, potentially leading to innovative solutions.
- Instruct on the benefits of reduced response burden through resource sharing, minimizing response times and pressure on individual departments.
- Describe how inter-agency cooperation strengthens interoperability by fostering communication and understanding between agencies, improving future coordination efforts.
- Outline the role of a unified command structure provided by ICS in integrating resources and personnel from multiple agencies, ensuring overall coherence in the response.

Challenges and Considerations

- Identify communication barriers such as differing terminology and protocols, highlighting their potential to cause misunderstandings and delays.
- Discuss jurisdictional issues and the importance of clear delineation of responsibilities and decision-making authority to avoid confusion and conflict between agencies.
- Explain the complexity of resource allocation and prioritization across agencies, emphasizing the need for careful negotiation and coordination.
- Instruct on the importance of training and familiarity with ICS protocols and inter-agency cooperation procedures for PSTs to facilitate communication and resource sharing.
- Address cultural differences and communication styles, emphasizing the need to recognize and adapt to diverse agency cultures to build trust and ensure smooth collaboration.

Strategies for Effective Inter-Agency Cooperation in ICS

- Discuss the importance of establishing clear communication protocols, including standardizing terminology and utilizing designated channels to minimize ambiguity.
- Instruct on the necessity of prioritizing joint training and planning exercises to familiarize personnel with ICS protocols and inter-agency procedures, fostering trust and collaboration.
- Explain the benefits of forming joint communication teams with representatives from various agencies to streamline communication and resource allocation decisions, enhancing coordination.

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Section 08 Objectives

08.0   Understand the basic principles of law enforcement communications. The student will be able to:

08.01   Identify the most commonly used terms in law enforcement.

08.02   Understand the roles and responsibilities of law enforcement officers.

08.03   Know the different types of law enforcement units.

08.04   Understand the various reasons that citizens request police assistance.

08.05   Understand the difference between criminal and civil complaints.

08.06   Understand why a PST should not give legal advice.

08.07   Understand the difference between in-progress, just occurred, and past event incidents.

08.08   Comprehend the various types of emergency response modes.

08.09   Understand the role of the PST during critical incidents to include active assailant, barricaded subjects, hostage situations, suicide threats, and missing or abducted persons.

08.10   Understand why some law calls may require EMS and/or fire service response.

08.11   Describe the PST's role in officer safety.

08.12   Understand the various types of law enforcement related broadcast alerts.

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08.01 Identify the Most Commonly Used Terms in Law Enforcement

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Instructor Notes:

08.02 Understand the Roles and Responsibilities of Law Enforcement Officers

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Enforcing the Law and Maintaining Public Safety

- Instruct on the primary duty of law enforcement officers to uphold the law, investigate crimes, and apprehend offenders to maintain order and protect individuals and communities.
- Discuss the varied responsibilities of law enforcement officers, including conducting traffic stops, enforcing traffic laws, patrolling designated areas, and serving warrants or making arrests.
- Explain the role of specialized units within law enforcement, such as narcotics, forensics, or SWAT teams, and how understanding their expertise can help PSTs direct resources effectively.

Recognizing Limitations and Supporting Roles

- Discuss the importance of distinguishing roles between PSTs and law enforcement officers, highlighting that officers have the authority to make arrests and enforce the law.
- Instruct on the importance of sharing accurate and timely information with law enforcement officers about the situation, caller details, and potential risks to help them make informed decisions and take appropriate action.
- Explain the role of PSTs in de-escalation and support during situations involving emotional distress or conflict, emphasizing the importance of active listening, calming techniques, and requesting additional resources when needed.

Instructor Notes:

08.03 Know the Different Types of Law Enforcement Units

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Instructor Notes:

08.04 Understand the Various Reasons that Citizens Request Police Assistance

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

The Spectrum of Police Calls

- Discuss the three main categories of citizen requests for police assistance: crimes in progress or immediate threats, suspicious activity or concerns, and non-criminal requests for assistance.
- Explain examples of each category, such as domestic violence incidents, suspicious persons loitering, requests for welfare checks, and traffic accidents.

Factors Influencing Citizen Requests

- Instruct on the factors that influence why citizens call the police, including fear and vulnerability, lack of alternative resources, misunderstanding of police role, and cultural and community norms.
- Provide examples of how these factors can impact the nature and frequency of citizen requests for police assistance.

PSTs as Gatekeepers and Navigators

- Explain the role of PSTs in navigating citizen requests by actively listening to callers, understanding the underlying context, and assessing the situation.
- Instruct on how PSTs can triage calls effectively, provide support and guidance to callers, gather accurate information, and contribute to data-driven decision-making within law enforcement agencies.

Instructor Notes:

08.05 Understand the Difference Between Criminal and Civil Complaints

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Clarifying the Differences

- Discuss the fundamental differences between criminal and civil complaints, empowering PSTs to provide accurate information and guide individuals to the right support.
- Explain the focus, objective, initiation, evidence required, and examples of criminal complaints versus civil complaints.

Criminal Complaints

- Discuss the focus of criminal complaints, which involve violations of criminal laws punishable by local, state, and federal governments.
- Explain the objective of criminal complaints, which is to hold the offender accountable through arrest, prosecution, and potential incarceration.
- Clarify that criminal complaints are initiated by the appropriate government agency, typically represented by the prosecutor's office.
- Emphasize that evidence in criminal cases must prove the defendant's guilt beyond a reasonable doubt, demonstrating they committed a specific crime.
- Provide examples of criminal complaints, such as reporting a robbery, assault, or vandalism.

Civil Complaints

- Discuss the focus of civil complaints, which involve disputes between individuals or entities seeking compensation or resolution of a non-criminal matter.
- Explain the objective of civil complaints, which is to receive financial compensation, enforce a contract, or obtain a court order to address the issue.
- Clarify that civil complaints are initiated by the individual or entity seeking relief, either through a lawyer or on their own.
- Highlight that evidence in civil cases must show by a preponderance of the evidence that the claim is more likely than not to be true.
- Provide examples of civil complaints, such as reporting a contract breach, property damage, or a neighbor dispute.

Key Distinctions for PSTs

- Explain the nature of the wrong addressed by each type of complaint, the burden of proof required, the remedies sought, and how each type of case is initiated.
- Clarify the differences in legal pathways between criminal and civil complaints to help PSTs accurately identify and address caller needs.

PST Responsibilities in Action

- Instruct on the importance of active listening and clarification techniques to fully understand the caller's situation and document key details.
- Provide guidance on analyzing the information gathered to determine whether the complaint falls under criminal or civil jurisdiction.
- Explain how to navigate resources effectively by providing accurate information and connecting callers to the appropriate resources for their specific complaint.
- Emphasize the importance of maintaining neutrality, avoiding personal opinions or legal advice, and remaining objective while guiding callers towards relevant resources.

Instructor Notes:

08.06 Understand why a PST Should not Give Legal Advice

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Emphasize the importance of recognizing PSTs' expertise lies in communication, emergency protocols, and resource management, not legal statutes or court rulings.
- Highlight the risks associated with providing inaccurate or misleading legal advice, which could have serious consequences for both the caller and the responding agency.
- Stress the importance of ethical boundaries and the potential legal liability associated with crossing the line into offering legal advice.
- Discuss the potential negative impact of offering legal advice, such as diverting the caller's attention from the immediate emergency and hindering their ability to provide accurate information or follow safety instructions.
- Recommend active listening and validation of the caller's concerns to establish rapport and trust.
- Encourage gathering relevant information about the situation to facilitate efficient response and resource allocation.
- Suggest providing information about available resources, such as legal aid organizations or hotlines, for callers seeking legal guidance.
- Emphasize the importance of seeking professional legal counsel for complex situations, reinforcing the role of PSTs in connecting callers with appropriate support resources.

Instructor Notes:

08.07 Understand the Difference Between In-Progress, Just Occurred, and Past Event Incidents

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

In Progress Events

- Explain the characteristics and distinctions between in-progress events, just occurred events, and past events.
- Identify examples of each event type and discuss their implications for response urgency.
- Emphasize the importance of accurately categorizing events to ensure appropriate resource allocation and response strategies.
- Describe the actions required for handling each event category, including in-progress events, just occurred events, and past events.
- Provide guidelines for prioritizing responses based on the urgency and potential impact of each situation.
- Train PSTs to assess the level of immediate danger or ongoing harm associated with each event to determine the appropriate level of response.
- Teach techniques for active listening to gather crucial details about the situation and event timing.
- Train PSTs to ask clarifying questions to pinpoint the exact timeframe and nature of events described by callers.
- Emphasize the importance of clear and concise communication when relaying information and instructions to callers and emergency responders.

Just Occurred Events

- Describe the actions required for handling each event category, including in-progress events, just occurred events, and past events.
- Provide guidelines for prioritizing responses based on the urgency and potential impact of each situation.
- Train PSTs to assess the level of immediate danger or ongoing harm associated with each event to determine the appropriate level of response.
- Discuss the significance of immediate response for in-progress events and the appropriate deployment of resources such as firefighters, paramedics, or police officers.
- Provide training on assessing potential risks and determining the appropriate level of response for just occurred events, considering factors such as scene safety and resource availability.
- Train PSTs to appropriately prioritize and allocate resources for past events, directing callers to appropriate resources for non-urgent issues.

Past Events

- Describe the actions required for handling each event category, including in-progress events, just occurred events, and past events.
- Provide guidelines for prioritizing responses based on the urgency and potential impact of each situation.
- Train PSTs to assess the level of immediate danger or ongoing harm associated with each event to determine the appropriate level of response.
- Discuss the significance of immediate response for in-progress events and the appropriate deployment of resources such as firefighters, paramedics, or police officers.
- Provide training on assessing potential risks and determining the appropriate level of response for just occurred events, considering factors such as scene safety and resource availability.
- Train PSTs to appropriately prioritize and allocate resources for past events, directing callers to appropriate resources for non-urgent issues.

Differentiating These Event Types

- Stress the importance of understanding the context of each event, including its potential for immediate danger or ongoing harm.
- Provide scenarios to help PSTs practice prioritizing responses based on the urgency and potential impact of different event types.
- Train PSTs to consider the nature of the event, caller's description, and potential risks when prioritizing and allocating resources effectively.
- Emphasize the importance of documenting details of each call, including event type, timing, caller information, and actions taken.
- Provide guidance on documenting follow-up actions for each event type, including dispatching resources, providing instructions, or directing callers to appropriate resources.
- Train PSTs to maintain accurate records for future reference and analysis, ensuring accountability and continuous improvement in response procedures.

Instructor Notes:

08.08 Comprehend the Various Types of Emergency Response Modes

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Understand the distinction between emergency and non-emergency responses.
- Familiarize with agency policies governing the use of lights and sirens during different types of responses.
- Identify the criteria that dictate when to initiate an emergency response versus a non-emergency response.

Instructor Notes:

08.09 Understand the Role of the PST During Critical Incidents to Include Active Assailant, Barricaded Subjects, Hostage Situations, Suicide Threats, and Missing or Abducted Persons

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Critical Incidents Definitions

Active Assailant:
- Define an active assailant as an armed individual who poses an immediate threat to others and continues to engage in deadly force while having access to potential victims.
- Clarify the distinction between an active assailant and other types of incidents involving weapons or violence.

Hostage Situation:
- Define a hostage situation as an event where an individual is being held against their will, potentially involving negotiations and specific challenges for PSTs.
- Highlight the complexity of communication when dealing with both the suspect and hostages.

Barricaded Subject:
- Define a barricaded subject as an individual who has barricaded themselves in an area, potentially creating a standoff situation.
- Emphasize the unique communication challenges and safety considerations when dealing with a barricaded subject.

Suicide:
- Define suicide as the act of intentionally taking one's own life.
- Distinguish between suicide attempts and suicidal threats, emphasizing the importance of assessing risk and providing appropriate support.

Missing Persons and Abduction:
- Define missing persons as individuals whose whereabouts are unknown, regardless of the circumstances.
- Define abduction as the wrongful taking or carrying away of one person by another through force, fraud, or persuasion.

Information Gathering and Communication

- Train PSTs to remain calm and focused while actively listening to callers during critical incidents.
- Emphasize the importance of gathering crucial details such as location, weapon presence, and the number of people involved to assess the immediate threat level accurately.
- Teach effective communication techniques to PSTs for relaying critical information accurately and concisely to responders.
- Provide guidelines on avoiding jargon and using clear language to facilitate efficient information sharing.
- Stress the importance of maintaining open communication lines with all involved parties, including supervisors and other agencies, to ensure coordinated response efforts and avoid confusion.

Resource Management and Support

- Train PSTs to prioritize the dispatch of appropriate resources based on the threat level and specific situation details.
- Provide guidelines for coordinating the response efforts of police, medical personnel, and specialized units effectively.
- Equip PSTs with skills to offer emotional support to callers during critical incidents, maintaining a calm and reassuring tone.
- Provide information on crisis hotlines or suicide prevention resources to assist callers in need.
- Train PSTs to assist with de-escalation efforts and relay messages between negotiators and involved individuals when necessary.

Documentation

- Emphasize the importance of accurately documenting all information gathered during critical incident calls, including caller details, event timelines, and any specific instructions or actions taken.
- Highlight the role of documentation as a vital record for future reference and potential investigations.

Instructor Notes:

08.10 Understand why some Law Calls May Require EMS and/or Fire Service Response

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Recognize the potential need for EMS and fire service response during law enforcement calls.
- Understand the importance of interagency collaboration in ensuring timely and appropriate responses to diverse situations.
- Identify factors that may necessitate the involvement of EMS and fire service personnel in law enforcement incidents.

Instructor Notes:

08.11 Describe the PST's Role in Officer Safety

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Train PSTs to relay crucial information such as the presence of weapons and other safety concerns to field units promptly and accurately.
- Instruct PSTs to ensure officers can copy sensitive information before releasing it, maintaining confidentiality and operational security.
- Teach PSTs to rebroadcast relevant information during crisis incidents to ensure all responders are aware of critical updates and changes.
- Train PSTs to keep track of perimeter locations during operations to assist in maintaining scene security and officer safety.
- Guide PSTs in ensuring the proper number and type of units are dispatched for back-up, considering the level of threat and resource availability.
- Emphasize the importance of PSTs checking on units in a timely manner according to established policies, ensuring the safety and well-being of field personnel.
- Teach PSTs to be aware of changes in the tone and pitch of an officer's voice, which may indicate escalating situations or distress.
- Instruct PSTs to follow up on officers who do not answer the radio or key the mic without verbally transmitting, ensuring their safety and providing assistance if needed.
- Equip PSTs with the skills to utilize various resources such as cell phones, GPS/AVL systems, and alert tones to locate units that do not respond to radio communication, facilitating timely assistance and support.

Instructor Notes:

08.12 Understand the Various Types of Law Enforcement Related Broadcast Alerts

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Emergency Broadcasts

- Train PSTs to accurately relay information regarding AMBER Alerts, including details about missing children, vehicle information, and suspect descriptions if available, emphasizing the need for immediate dissemination through all channels.
- Instruct PSTs on the issuance and dissemination of Purple Alerts, highlighting the specific criteria for missing adults with disabilities and the importance of emphasizing disability as a factor in the alert.
- Teach PSTs about the purpose and details of Silver Alerts, focusing on missing elderly adults with dementia or cognitive impairments, and stressing the need for tailored alerts for vulnerable adults.
- Train PSTs on the issuance and dissemination of Blue Alerts, emphasizing the imminent danger to law enforcement officers, including officer descriptions, suspect information, and last known location, and the need for immediate public assistance.

AMBER Alerts

January 13, 1996: 9-year-old Amber Hagerman was riding her pink bicycle with her brother in Arlington, Texas. They stopped at their grandmother's house, and Amber decided to ride her bike a little longer in the parking lot of an abandoned grocery store across the street.

Abduction: Witness accounts describe a man exiting a black pickup truck, grabbing Amber, and forcing her into the vehicle. Her screams alerted her brother who found her abandoned bike moments later.

Search and Discovery: A frantic search for Amber began immediately. Local media played a crucial role in spreading the news and description of Amber and the suspect's vehicle. Sadly, Amber's body was found four days later in a nearby creek.

Unsolved Case: The abduction and murder of Amber sent shockwaves through the community. Despite a detailed investigation, Amber's killer has never been identified.

A Legacy of Action: In the wake of this tragedy, Donna Williams, Amber's mother, channeled her grief into action. Partnering with citizen groups and media outlets, they advocated for a new system to quickly broadcast information about missing children.

Birth of the AMBER Alert: In 1996, the Dallas-Fort Worth area implemented the AMBER Alert System, named in memory of Amber Hagerman. The system relies on immediate broadcasts of abductions that meet specific criteria, including:
- The child is believed to be in imminent danger.
- There is a specific description of the child and the suspect's vehicle.
- Law enforcement believes the public can play a role in recovery.

National Impact: The success of the AMBER Alert system in the Dallas-Fort Worth area led to its rapid adoption across the United States and then Canada. Today, AMBER Alerts are credited with the safe return of hundreds of children.

A Search for Answers Continues: While the AMBER Alert system is a powerful legacy for Amber Hagerman, the search for her killer continues. Law enforcement remains hopeful that new information or advancements in forensic technology will eventually bring justice for Amber.

Purple Alerts

Purple Alerts in Florida are designed to help find missing adults with mental or cognitive disabilities. They are issued in situations where the missing person is in danger and meets the following criteria:
- Has an intellectual or developmental disability
- Has a brain injury
- Has other mental or emotional disabilities (excluding substance abuse)
- Disappearance poses a credible threat of immediate danger or serious bodily harm

These alerts are different from Silver Alerts, which are used for missing senior citizens with Alzheimer's or dementia.

Here are some resources for learning more about Purple Alerts:
Florida Department of Law Enforcement: Florida Purple Alert Plan:
http://www.fdle.state.fl.us/PurpleAlerts/Purple-Alert-Plan.aspx

Silver Alerts

The Florida Silver Alert is a program designed to locate missing seniors with a cognitive decline, such as Alzheimer's disease or dementia.

Here's a breakdown of the key points:

Purpose: Helps find vulnerable missing persons who may be lost and wandering.
Criteria:
- Must be 60 years or older.
- OR - Be 18-59 years old and lack the capacity to care for themselves, with law enforcement believing a Silver Alert is the best way to find them.
-

Activation: Local law enforcement will attempt to locate the person before issuing a statewide Silver Alert.
Dissemination: Once activated, the Silver Alert is broadcast through various channels:
- Media outlets (TV, radio)
- Dynamic message signs on roadways
- Law enforcement networks

Here are some resources for further information:
Florida Department of Law Enforcement - Silver Alert Plan: Florida Silver Alert Plan: http://www.fdle.state.fl.us/Silver-Alert-Plan/Frequently-Asked-Questions.aspx

Public Safety Broadcasts

- Instruct PSTs on the issuance and dissemination of BOLOs, detailing the information required for wanted suspects, missing persons, or stolen vehicles, and emphasizing public awareness and reporting of sightings.
- Educate PSTs on evacuation notices during natural disasters or HazMat incidents, emphasizing the importance of clear communication regarding evacuation routes, shelters, and potential dangers to ensure immediate action and prevent panic.
- Train PSTs on issuing shelter-in-place orders during active assailant situations or hazardous material releases, providing clear instructions for residents to stay indoors, lock doors, and take cover, and emphasizing the need for updates on the situation.

Investigative Broadcasts

- Instruct PSTs on issuing witness requests to seek information from the public about specific crimes or incidents, detailing the required information and emphasizing the need for public cooperation and watchful awareness.
- Educate PSTs on issuing suspicious activity reports to alert the public about suspicious activity patterns or individuals potentially involved in criminal activity, emphasizing the need for public vigilance and reporting of suspicious behavior.

PST Role in Broadcast Alerts

- Train PSTs on the importance of accuracy and clarity in relaying information, emphasizing double-checking details and avoiding jargon or abbreviations.
- Instruct PSTs on the timely dissemination of alerts through all available channels, including radio, social media, and emergency notification systems, to ensure effective communication.
- Teach PSTs to consider the affected area and tailor messages to reach the relevant population effectively, emphasizing the importance of targeting the audience appropriately.
- Educate PSTs on providing continual updates as the situation evolves and new information becomes available, emphasizing the importance of keeping the public informed.
- Train PSTs on the importance of coordination with other agencies and public information officers to ensure consistent and accurate messaging in broadcast alerts.

Instructor Notes:

Section 09 Objectives

09.0   Understand the basic principles of emergency medical services (EMS) communications. The student will be able to:

09.01   Identify the most commonly used terms in EMS.

09.02   Understand the roles and responsibilities of the emergency medical technician or paramedic and the patient care provided.

09.03   Understand the various transportation methods used.

09.04   Comprehend the various types of emergency response modes.

09.05   Define multi-casualty incident (MCI).

09.06   Describe the role and responsibility of the PST during an MCI.

09.07   Define Trauma Center and Trauma Alert criteria.

09.08   Understand why some EMS calls may require law enforcement and/or fire service response.

09.09   Describe the PST's role in EMS responder safety.

09.10   Understand the PST's role in referral to other resources

09.11   Understand the role of the PST in relation to telecommunicator CPR.

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09.01   Identify the most commonly used terms in EMS.

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Instructor Notes:

09.02 Understand the Roles and Responsibilities of the Emergency Medical Technician or Paramedic and the Patient Care Provided

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Key Responsibilities of EMTs and Paramedics

- Familiarize PSTs with the roles and responsibilities of Emergency Medical Technicians (EMTs) and Paramedics in pre-hospital care.
- Describe the training and skill sets required for EMTs and Paramedics.
- Explain the differences between basic life support (BLS) care provided by EMTs and the advanced care provided by Paramedics.
- Train PSTs to identify the capabilities of EMTs and Paramedics based on their training and scope of practice.
- Provide examples of tasks performed by EMTs, such as first aid, oxygen administration, and patient assessment.
- Illustrate advanced procedures performed by Paramedics, including medication administration, advanced airway management, and cardiac monitoring.
- Teach PSTs how to communicate effectively with EMTs and Paramedics during emergency incidents.
- Emphasize the importance of clear and concise communication to relay critical information about the situation and the caller's condition.
- Provide guidelines for using standardized terminology and protocols to facilitate communication with EMS personnel.

Instructor Notes:

09.03 Understand the Various Transportation Methods Used

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

<u>Transportation Methods</u>

- Educate PSTs on the differences between Advanced Life Support (ALS) and Basic Life Support (BLS) transportation methods.
- Define ALS as paramedic-staffed units providing advanced medical care on-site for critical situations.
- Define BLS as EMT-staffed units providing essential medical care during transportation.
- Clarify the roles and responsibilities of PSTs in coordinating transportation for patients.
- Emphasize the importance of accurately assessing the patient's condition to determine the appropriate level of care needed during transportation.
- Highlight the need for effective communication with EMS personnel to ensure seamless coordination in transporting patients to appropriate medical facilities.
- Introduce the concept of Medical Evacuation (Medevac) as a method of swift transportation for critically ill or injured patients.
- Explain the use of helicopters or specialized vehicles in Medevac operations to provide access to advanced care facilities.
- Stress the significance of prioritizing Medevac for patients requiring urgent medical attention or inaccessible by ground transportation.
- Introduce the concept of a Tiered Response System for matching transportation methods to the urgency level of patient conditions.
- Train PSTs on assessing the urgency of patient situations and selecting the appropriate transportation method accordingly.
- Emphasize the goal of ensuring timely and appropriate care for all patients by implementing a Tiered Response System.

Instructor Notes:

09.04 Comprehend the Various Types of Emergency Response Modes

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Understand the distinction between emergency and non-emergency responses.
- Familiarize with agency policies governing the use of lights and sirens during different types of responses.
- Identify the criteria that dictate when to initiate an emergency response versus a non-emergency response.

Instructor Notes:

09.05 Define Multi-Casualty Incident (MCI)

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Define Multi-Casualty Incidents (MCIs) as incidents where the number and severity of casualties exceed the initial resources of responders.
- Provide examples of MCIs, including terrorist attacks, mass shootings/active assailant incidents, natural disasters, vehicle crashes with numerous patients, and aircraft emergencies.
- Educate PSTs on recognizing signs and characteristics indicating the occurrence of an MCI, such as a sudden surge in emergency calls reporting multiple casualties, requests for additional resources exceeding normal capacity, or reports of widespread injuries from various locations.
- Train PSTs on the importance of clear and efficient communication during MCIs to ensure effective coordination among emergency responders, agencies, and other stakeholders.
- Emphasize the need for establishing unified command structures and designated communication channels to streamline information sharing and decision-making processes during MCIs.
- Familiarize PSTs with established protocols and procedures for responding to MCIs, including triage, treatment, and transportation of casualties.
- Provide training on resource management, such as prioritizing the allocation of personnel, equipment, and supplies based on the severity of injuries and available resources.
- Highlight the importance of collaboration and coordination with external agencies, organizations, and community partners during MCIs to enhance the overall response effort and maximize resource utilization.

Instructor Notes:

09.06 Describe the Role and Responsibility of the PST During an MCI

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Understanding the MCI

- Define a Multi-Casualty Incident (MCI) as any event that overwhelms local resources, resulting in numerous casualties requiring immediate medical attention.
- Provide examples of MCIs, including natural disasters, explosions, shootings, and transportation accidents.
- Emphasize the uniqueness of each MCI, requiring adaptability and quick decision-making from PSTs.

The PST's Critical Responsibilities

Rapid Triage:
- Train PSTs to gather information quickly and accurately to prioritize calls and allocate resources effectively during MCIs.
- Teach concise questioning techniques to determine the incident's nature, number of casualties, and severity of injuries.
- Utilize triage protocols to categorize victims based on their need for immediate medical attention.

Clear Communication:
- Emphasize the importance of maintaining clear and concise communication with all responders during MCIs to ensure accurate information transfer.
- Instruct PSTs to avoid using jargon or abbreviations that may be misunderstood in high-pressure situations.
- Teach PSTs to relay updates on the situation, resource deployment, and arrival times to keep everyone informed.

Resource Mobilization:
- Provide training on dispatching appropriate resources based on the incident's nature and severity, including ambulances, fire departments, law enforcement, and medical personnel.
- Highlight the importance of prioritizing critical resources like trauma teams and specialized equipment.

Scene Management:
- Train PSTs to provide instructions to callers within the affected area, guiding them to safety and minimizing further harm.
- Instruct PSTs to relay important information to responders arriving on the scene, such as potential hazards and entry points.
- Emphasize the importance of maintaining a calm and professional demeanor to reassure both callers and responders.

Documentation:
- Stress the significance of documenting all calls and actions taken throughout the incident for future reference and potential investigations.
- Instruct PSTs to record details like the time of calls, reported information, and resource deployments.

Additional Skills for Success

- Develop training modules to enhance PSTs' emotional resilience, teaching coping mechanisms to maintain composure and focus under pressure during emotionally challenging MCIs.
- Provide exercises to improve multi-functional dexterity, helping PSTs juggle multiple calls, coordinate resources, and manage information flow effectively.
- Foster critical thinking skills among PSTs, enabling them to analyze situations quickly and make sound decisions based on limited information.
- Emphasize the importance of adaptability, preparing PSTs to tailor their approach to the unique circumstances of each MCI they encounter.

Instructor Notes:

09.07 Define Trauma Center and Trauma Alert Criteria

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Trauma Centers

- Define trauma centers as hospital units specializing in acute and life-threatening injuries.
- Explain that trauma centers are divided into levels based on resources and capabilities.
- Highlight that not all hospitals are trauma centers and emphasize the importance of identifying and directing patients to appropriate facilities.

Trauma Alert Criteria

- Introduce trauma alert criteria as a method for grading injury severity and determining trauma center transport.
- Clarify that the final decision for trauma center transport rests with emergency responders but emphasize the role of PSTs in using situational awareness skills and preparing to allocate additional resources when necessary.

Conditions Potentially Requiring Trauma Alert

- Provide a list of conditions potentially requiring trauma alert, including falls greater than 10 feet, severe head, neck, or torso injuries, advanced airway assistance (i.e., intubation), paralysis, and other life-threatening conditions.
- Train PSTs to recognize these conditions and respond accordingly, ensuring prompt and appropriate activation of trauma alerts when indicated.

Instructor Notes:

09.08 Understand why some EMS Calls May Require Law Enforcement and/or Fire Service Response

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Define situations where law enforcement response may be required, emphasizing the importance of ensuring the safety of patients, responders, and the public.
- Provide examples of calls that may necessitate law enforcement involvement, such as potential crimes (arson, shooting, stabbing, suspicious death), crowd/traffic control needs, combative patients, suicide calls, suspected drug overdoses, domestic violence cases, standby with unattended minors, securing structures after forced entry, evacuations, and any other situations as defined by local policy.

Instructor Notes:

09.09 Describe the PST's Role in EMS Responder Safety

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Define the top priority of PSTs as responder safety, emphasizing the importance of putting personal feelings aside and prioritizing the safety of emergency responders.
- Highlight the ethical and professional responsibilities of PSTs in ensuring the safety of field units during emergency response situations.
- Train PSTs on the importance of relaying pertinent information, such as the presence of weapons or other safety concerns, to emergency responders in a timely manner.
- Provide guidance on ensuring that emergency responders can copy information prior to releasing sensitive details, maintaining confidentiality while disseminating critical information.
- Emphasize the role of PSTs in rebroadcasting pertinent information during crisis incidents, ensuring that all emergency responders are informed and aware of the evolving situation.
- Provide training on effective communication strategies during high-pressure situations to maintain clear and concise communication channels.
- Establish protocols for PSTs to check on emergency responders in a timely manner according to policy, ensuring their well-being and readiness to respond to emergencies.
- Train PSTs on the importance of following up on emergency responders who do not answer the radio or key the mic without verbally transmitting, utilizing resources to locate them and ensure their safety.
- Provide training on the utilization of resources, such as cell phones, GPS/AVL systems, and alert tones, to locate emergency responders who do not respond to radio communication.
- Establish protocols for dispatching units to the last known location of emergency responders who cannot be reached, ensuring prompt assistance and support in case of emergency situations.

Instructor Notes:

09.10 Understand the PST's Role in Referral to Other Resources

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Acquire knowledge of available crisis resources, including suicide crisis lines (e.g., 988), poison control centers, animal control services, and wildlife resources.

Instructor Notes:

09.11 Understand the Role of the PST in Relation to Telecommunicator CPR

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

What is T-CPR?

- Define T-CPR as the provision of clear and concise instructions to callers over the phone to guide them through life-saving chest compressions and rescue breaths until professional help arrives.
- Explain the significance of T-CPR in increasing the chances of survival for individuals experiencing cardiac arrest.

The PST's Role in T-CPR

- Train PSTs to equip themselves with Emergency Medical Dispatch (EMD) training to become qualified in providing T-CPR instructions.
- Teach PSTs how to quickly assess the situation to determine if CPR is needed, asking key questions about the victim's condition and surroundings.

The Impact of the PST's Role

- Develop PSTs' ability to maintain composure and speak clearly with the caller, guiding them through the initial phase of shock and fear.
- Provide training on delivering step-by-step instructions for chest compressions, emphasizing proper hand placement, compression depth, and rate.
- Encourage PSTs to utilize empathy to connect with callers in distress and motivate them to act in performing T-CPR.
- Teach PSTs how to provide empowering support and encouragement to the caller throughout the T-CPR process, reminding them of their crucial role in saving a life.

PST Skill Development

- Emphasize the importance of embracing EMD training and regularly practicing T-CPR scenarios to maintain proficiency.
- Encourage PSTs to continually refine their communication skills and stay prepared to assume their T-CPR role instantaneously during every call.

Instructor Notes:

Section 10 Objectives

10.0 Understand the basic principles of fire services communications. The student will be able to:

10.01   Identify the most commonly used terms in the fire service.

10.02   Understand the roles and responsibilities of fire service responders.

10.03   Define types of fire incidents.

10.04   Comprehend the various types of emergency response modes.

10.05   Know the different types of fire service apparatus used.

10.06   Comprehend the various types of fire response plans.

10.07   Identify basic precautions taken during a hazardous materials incident.

10.08   Identify typical locations and various containers used for the storage, transport, use, or disposal of hazardous materials.

10.09   Understand various resources and notifications required for hazardous materials incidents.

10.10   Describe the PST's role when a mayday is called and overall firefighter safety.

10.11   Understand why some fire calls may require law enforcement and/or EMS response.

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10.01   Identify the Most Commonly Used Terms in the Fire Service

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Additional Terms for Fire Service:

- **Backdraft**: A fire phenomenon caused when heat and heavy smoke accumulate inside a compartment, depleting the available oxygen, and then oxygen is re-introduced, completing the fire triangle and causing sudden, violent reignition (combustion).
- **Defensive Attack**: A calculated attack on part of a problem or situation in an effort to hold ground until sufficient resources are available to convert to an offensive form of attack.
- **Engulfed**: To swallow up or overwhelm.
- **Flashover**: A sudden event that occurs when all the contents of a container reach their ignition temperature simultaneously.
- **Offensive Attack**: Method of firefighting in which water or other extinguisher is taken directly to the seat of the fire, as opposed to being pumped in that general direction from a safe distance.
- **Overhauling**: Late stage in fire-suppression process during which the burned area is carefully examined for remaining sources of heat that may re-kindle the fire. Often coincides with salvage operations to prevent further loss to structure or its contents, as well as fire-cause determination and preservation of evidence.
- **Salvage**, **Salvage Cover**: Heavy-duty tarpaulins folded or rolled for quick deployment to cover personal property subjected to possible water or other damage during firefighting.
- **Thermal Imaging Camera**: Ruggedized infrared equipment used by some firefighters to detect hidden people, animals, heat sources (i.e., fire) and structural compromise.

Additional terms can be found on the below website:
        https://www.amagansettfd.org/content/terminology/fireterminology.pdf

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Instructor Notes:

10.02 Understand the Roles and Responsibilities of Fire Service Responders

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Define the primary functions of Fire Service Responders, including fighting fires, providing medical care, responding to HazMat incidents, extricating individuals from vehicles, providing mutual aid, and conducting public education and community relations.

Instructor Notes:

10.03 Define Types of Fire Incidents

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Educate PSTs on the various types of fires, including structure fires, vehicle/motorized transportation fires, vegetation/grass fires, electrical fires, chemical fires, and hazardous fires.
- Train PSTs to recognize the distinguishing features of each type of fire, such as the presence of specific materials, the environment where the fire occurs, and any associated hazards.
- Teach PSTs about the unique challenges and risks posed by electric vehicles in fire situations.
- Develop PSTs' active listening skills to ask relevant questions and gather essential information from callers about the location, nature, and extent of the fire.
- Instruct PSTs on the importance of obtaining key details, such as the type of structure or vehicle involved, the presence of hazardous materials, and the potential presence of occupants.
- Emphasize the significance of accurately reporting the type of fire to ensure appropriate resource allocation and response.
- Provide guidance on how to convey the specific details of each type of fire to responding units for effective incident management.
- Provide PSTs with an overview of specialized response procedures required for different types of fires, including hazardous materials handling, wildland firefighting techniques, and procedures for dealing with electrical or chemical fires.

Line of Questioning

Example line of questioning for a fire call:
- What is on fire?
  - What type of structure?
    - How many floors is the structure?
      - If there are multiple floors, what floor is it on?
    - If in structure; where in the structure? (i.e. front of the house, in the attic, etc.)
    - If outside a structure; how close to a structure?
    - Is the structure occupied?
      - If yes, how many occupants are in the structure?
        - Is anyone trapped or unable to get out?
    - Are there any hazardous materials involved?
  - If vehicle; is it electric?
    - Is it occupied?
  - What color is the smoke?

Instructor Notes:

10.04 Comprehend the Various Types of Emergency Response Modes

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Understand the distinction between emergency and non-emergency responses.
- Familiarize with agency policies governing the use of lights and sirens during different types of responses.
- Identify the criteria that dictate when to initiate an emergency response versus a non-emergency response.

Instructor Notes:

10.05 Know the Different Types of Fire Service Apparatus Used

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Additional Apparatus:

- **Bambi Bucket:** A collapsible bucket suspended from a helicopter performing firefighting operations and used for lifting and dumping water or fire-retardant chemicals.

Instructor Notes:

10.06 Comprehend the Various Types of Fire Response Plans

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Building Evacuation Plans

- Educate PSTs about the purpose and components of building evacuation plans, including evacuation routes and procedures tailored to specific types of buildings such as schools, hospitals, and offices.

Community Wildfire Protection Plan (CWPP)

- Teach PSTs to assess the wildfire situation by gathering information from callers about the fire location, direction, and potential threats to structures or residents in affected communities.
- Instruct PSTs on following established protocols to activate emergency alert systems and notify residents in affected areas about the wildfire, ensuring timely dissemination of critical information.
- Train PSTs to work collaboratively with emergency services to prioritize and facilitate evacuation efforts based on the wildfire's trajectory and severity, ensuring the safety of community members.

Facility Emergency Response Plan (FERP)

- Educate PSTs on identifying the type of hazardous material involved in emergencies reported by callers and assessing potential danger zones within industrial facilities.
- Provide guidance on referring to the facility's FERP or consulting with on-site personnel to determine appropriate evacuation and containment measures in response to chemical spills, fires, or other emergencies involving hazardous materials.
- Instruct PSTs on alerting emergency services and requesting specialized HazMat teams if necessary to effectively respond to emergencies involving hazardous materials.

Large-Scale Incident Plans

- Train PSTs to quickly assess the scope of large-scale incidents such as high-rise fires or MCIs involving multiple response agencies to determine the appropriate response measures.
- Teach PSTs to relay clear and accurate information to callers about evacuation or shelter-in-place procedures based on directives from the lead agency managing the response to large-scale incidents.
- Develop PSTs' skills in acting as coordinators between emergency services and the public during large-scale incidents, providing critical updates and maintaining order to ensure effective incident management.

Instructor Notes:

10.07 Identify Basic Precautions Taken During a Hazardous Materials Incident

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

<u>Understanding the Challenges</u>

- Educate PSTs about the nature of hazardous materials, including their various forms (solids, liquids, gases) and potential risks to people, the environment, and property.
- Train PSTs on the meticulous preparation required for HazMat incidents, including the donning of specialized protective gear by responders and the associated time-consuming procedures.
- Instill in PSTs and field personnel the importance of prioritizing safety at all times, emphasizing the continuous evaluation of risks and the implementation of necessary precautions during HazMat incidents.
- Instruct PSTs on gathering information about the hazardous material involved in incidents without jeopardizing anyone's safety, enabling them to provide accurate guidance to callers.

<u>Additional Resources:</u>

- **CHEMTREC:** National emergency response center that provides 24/7 assistance with identifying hazardous materials and recommending response strategies.
- **Emergency Response Guidebook (ERG):** Provides a way to quickly identify HazMat emergency procedures.
- **National Fire Protection Association (NFPA):** Publishes standards and best practices for HazMat incident response, including the NFPA 472 standard for competency of responders.

Instructor Notes:

10.08 Identify Typical Locations and Various Containers Used for the Storage, Transport, Use, or Disposal of Hazardous Materials

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Typical Locations

- Educate PSTs about the typical locations where hazardous materials may be present, including industrial facilities, commercial establishments, homes, farms, and transportation conveyances.

Common Container Types

- Train PSTs to recognize common container types used for hazardous materials, such as drums, totes, cylinders, tanks, and pallets, enabling them to identify potential hazards more effectively.

Identifying Signs

- Instruct PSTs on how to identify signs indicating the presence of hazardous materials, including labels, placards, color codes, and physical characteristics, to facilitate accurate assessment and response to hazardous material incidents.
- Teach PSTs to look for diamond-shaped placards on vehicles or hazardous material labels displaying symbols, hazard class information, and product names as key indicators of the presence of hazardous materials.
- Educate PSTs about specific color codes used to identify hazards, such as red for flammable materials and yellow for oxidizers, on tanks, drums, and cylinders, enhancing their ability to recognize potential hazards based on visual cues.

Instructor Notes:

10.09 Understand Various Resources and Notifications Required for Hazardous Materials Incidents

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Recognizing a HazMat Incident

- Train PSTs to recognize keywords and phrases that suggest a potential HazMat incident, such as "chemical spill," "gas leak," "explosives," "strange odor," or "unidentified container," enabling them to identify and respond to HazMat incidents effectively.
- Instruct PSTs on active listening techniques and methods for gathering essential details about HazMat incidents, including the type of material, container size, location, and any immediate dangers observed, facilitating accurate assessment and response.
- Familiarize PSTs with available databases containing information on specific hazardous materials, including their properties, risks, and recommended response protocols, empowering them to access relevant information quickly during HazMat incidents.

Resource Activation

- Educate PSTs about the different types of HazMat response teams in their area and their capabilities, such as fire department HazMat units and specialized private contractors, enabling them to coordinate with appropriate resources effectively during HazMat incidents.
- Instruct PSTs to coordinate with EMS and medical facilities for potential exposure cases or decontamination needs, ensuring timely medical assistance and proper handling of HazMat-related health concerns.
- Train PSTs to notify environmental agencies of spills or other environmental concerns and contact utility companies if infrastructure like gas lines or power grids are involved, facilitating coordinated response efforts and mitigating potential environmental impacts.

Notification Procedures

- Instruct PSTs to dispatch appropriate HazMat response teams and other necessary resources promptly upon identifying a HazMat incident, ensuring swift and effective response to mitigate hazards and protect public safety.
- Educate PSTs on established protocols for initiating public evacuations based on the severity of the HazMat incident and wind direction, utilizing available notification systems like sirens, radio broadcasts, and text alerts to disseminate evacuation orders to affected populations.
- Train PSTs to coordinate with public information officers to release accurate and timely information to the public regarding HazMat incidents while maintaining operational security for emergency responders, ensuring transparent communication and minimizing public panic.
- Instruct PSTs to ensure that the State Warning Point is notified for incidents that fit the notification criteria according to agency procedures, facilitating appropriate coordination and communication at the state level for effective incident management.

Instructor Notes:

10.10 Describe the PST's Role When a Mayday Is Called and Overall Firefighter Safety

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Recognizing the Mayday

- Train PSTs to listen for changes in tone, urgency, and broken transmissions that might indicate a Mayday situation, recognizing keywords like "Mayday," "urgent," "down," or mentions of being trapped or injured as red flags necessitating immediate action.
- Instruct PSTs not to wait for confirmation when suspecting a Mayday situation, emphasizing the need for instant activation of emergency protocols to ensure swift and effective response to potential firefighter emergencies.

Gathering Information

- Educate PSTs on the importance of maintaining a calm and clear voice while questioning firefighters in distress, providing guidance on asking concise, direct questions to gather crucial details such as location, nature of distress, and injuries.
- Train PSTs to pay attention to background noises during Mayday calls, which might provide clues about the situation, enabling them to gather additional information and enhance situational awareness for effective response coordination.

Initiating Rescue

- Instruct PSTs to alert the appropriate fire department units and any necessary additional resources, such as EMS or technical rescue teams, immediately upon receiving a Mayday call, ensuring rapid deployment to the firefighter in distress.
- Educate PSTs on the importance of acting as a conduit between the firefighter in distress and responding units, clearly relaying all gathered information, updates, and the firefighter's location to facilitate efficient rescue operations.

Maintaining Situational Awareness

- Train PSTs to track the call and monitor radio traffic and updates from responding units, enabling them to keep the firefighter informed about the progress of their rescue and adjust response efforts as needed.
- Emphasize the importance of accurately documenting Mayday calls, including the time, location, details of distress, and actions taken, to provide valuable information for post-incident analysis and improvement of response protocols.

Firefighter Safety
- Educate PSTs about common hazards firefighters face and preventive measures like proper gear, training, and risk assessment, emphasizing the importance of prevention in ensuring firefighter safety beyond Mayday response scenarios.

Instructor Notes:

10.11 Understand why some Fire Calls may Require Law Enforcement and/or EMS Response

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Understand factors that may indicate the need for law enforcement or EMS response, such as the presence of weapons, violent behavior, or hazardous conditions.

Instructor Notes:

Section 11 Objectives

11.0 Understand the basic principles of emergency management functions, homeland security, and disaster operations. The student will be able to:

11.01   Understand the roles and responsibilities of the local, state, and federal emergency management operations.

11.02   Identify the various types of terrorist threats and disasters.

11.03   Explain the roles and responsibilities of the Telecommunicator Emergency Response Taskforce (TERT).

11.04   Identify the different types of public notification resources utilized by local, state, and federal agencies.

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

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11.01 Understand the Roles and Responsibilities of The Local, State, and Federal Emergency Management Operations

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Local Level

- Educate PSTs about the roles and responsibilities of local emergency responders, including fire departments, police, EMS, and other agencies, emphasizing their frontline role in providing immediate response and lifesaving actions during emergencies.
- Train PSTs on the importance of coordinating with local EMAs, understanding their role in coordinating local resources, assessing the situation, initiating evacuations, and activating recovery plans to ensure effective response efforts.
- Instruct PSTs on the significance of communication with local PIOs, highlighting their role in communicating critical information to residents through press releases, social media, and emergency alert systems for effective public outreach during emergencies.

State Level

- Educate PSTs about the functions of state EOCs in coordinating disaster response across the state, providing resources, and support to local agencies, emphasizing their role in facilitating coordinated statewide response efforts.
- Train PSTs to understand the involvement of state agencies like the National Guard, Department of Transportation, and Environmental Protection Agency in providing specialized tasks such as search and rescue, infrastructure repairs, and environmental cleanup during emergencies.
- Instruct PSTs on the processes involved in state funding allocation for disaster relief, coordination with FEMA, and oversight of long-term recovery efforts, emphasizing the importance of effective resource management and recovery planning at the state level.

Federal Level

- Educate PSTs about FEMA's role in coordinating national response to major disasters, providing resources, funding, and technical assistance to state and local governments, emphasizing their crucial role in facilitating effective disaster response and recovery efforts.
- Train PSTs to understand the involvement of other federal agencies such as the Department of Defense, Department of Health and Human Services, and the Environmental Protection Agency in providing specialized resources and expertise during emergencies, emphasizing the importance of interagency coordination.
- Instruct PSTs to comply with national standards and protocols set by FEMA for emergency preparedness, response, and recovery, emphasizing the importance of adhering to established guidelines to ensure a cohesive and effective overall response system.

Instructor Notes:

11.02 Identify the Various Types of Terrorist Threats and Disasters

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

- Educate PSTs about the definition of terrorism, including its unlawful use of force or violence by individuals or organized groups to intimidate or coerce societies or governments, covering various scenarios like bombings, chemical or biological attacks, cyberterrorism, eco-terrorism, narcoterrorism, nationalist terrorism, nuclear terrorism, and state terrorism.
- Train PSTs to recognize cyberterrorism as premeditated, politically motivated attacks against information, computer systems, and data resulting in violence against non-combatant targets by sub-national groups or clandestine agents, emphasizing the importance of cybersecurity measures and response protocols.
- Instruct PSTs about eco-terrorism as the use of violence or threat of violence by environmental-oriented groups for environmental-political reasons, highlighting the need for awareness of potential threats and coordination with environmental agencies for response efforts.
- Educate PSTs about narcoterrorism as a subset of terrorism involving terrorist groups' direct participation in the cultivation, manufacture, transportation, or distribution of controlled substances, emphasizing the importance of collaboration with law enforcement agencies for combating drug-related terrorism.
- Train PSTs on the challenges posed by natural disasters such as hurricanes, earthquakes, floods, wildfires, tornadoes, and severe storms, emphasizing the need for preparedness, coordination with local emergency management agencies, and effective response strategies to protect communities.
- Instruct PSTs on the coordinated response required for public health emergencies like pandemics and disease outbreaks, emphasizing the importance of collaboration with public health agencies, healthcare providers, and community organizations for effective mitigation and containment efforts.
- Educate PSTs about technological disasters such as nuclear incidents or large-scale industrial accidents, emphasizing the need for specialized expertise, coordination with relevant agencies, and adherence to safety protocols for effective management and response.
- Train PSTs on the swift response and coordination required for transportation accidents ranging from plane crashes to train derailments, emphasizing the importance of multi-agency collaboration, scene assessment, and victim triage for efficient and effective response efforts.
- Instruct PSTs on the security concerns associated with mass gatherings like concerts or sporting events, emphasizing the need for situational awareness, crowd management strategies, and coordination with event organizers and law enforcement agencies for maintaining public safety.
- Educate PSTs about environmental incidents such as hazardous material spills or pollution events, emphasizing the need for immediate attention, coordination with environmental agencies, and implementation of containment and cleanup measures to mitigate environmental damage and protect public health.

Instructor Notes:

11.03 Explain the Roles and Responsibilities of the Telecommunicator Emergency Response Taskforce (TERT)

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Essential Skills

- Train PSTs in positive interpersonal communication and leadership skills.
- Develop flexibility and energy to handle changing circumstances and long hours.
- Equip PSTs with multitasking and problem-solving abilities for effective emergency response.
- Provide assertiveness training to express needs confidently while maintaining professionalism.
- Emphasize teamwork for collaboration within TERT teams and with other agencies.
- Encourage above-average performance to excel in TERT operations.

Technical Skills

- Provide comprehensive training on public safety emergency response operations and equipment.
- Train PSTs to adapt quickly to new policies, procedures, and technology.
- Prepare PSTs to withstand challenging conditions encountered during emergency response missions.

Additional Skills

- Foster cultural diversity awareness to navigate diverse settings encountered during deployments.
- Provide training on accurate documentation practices essential for documenting response and recovery efforts.

Instructor Notes:

11.04 Identify the Different Types of Public Notification Resources Utilized by Local, State, and Federal Agencies

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- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Local Level

- Train PSTs to initiate EAS activations for immediate threats like severe weather or HazMat incidents.
- Educate PSTs on triggering WEAs through authorized channels for imminent threats like severe weather, active assailant incidents, or AMBER Alerts.
- Instruct PSTs on activating outdoor warning sirens in coordination with other response protocols for immediate threats in specific areas.
- Provide training on monitoring and contributing to social media platforms used by local government and emergency agencies to share updates, instructions, and resources during emergencies.
- Train PSTs on initiating or assisting with reverse 911 calls, allowing targeted alerts to specific geographic areas for dangers or instructions.

State Level

- Familiarize PSTs with the State Emergency Alert System (SEAS) and how to collaborate with state agencies to activate SEAS for emergencies impacting multiple regions.
- Instruct PSTs to stay informed about information and updates shared by state agencies like departments of transportation, public health, and environmental protection through their websites and social media platforms.

Federal Level

- Educate PSTs on accessing national updates and resources provided by FEMA through its website and social media channels during large-scale disasters.
- Instruct PSTs to utilize the National Weather Service (NWS) website and social media for detailed weather forecasts, warnings, and watches, and share relevant information with the public.

Instructor Notes:

11.05 Identify Examples of Incidents that are Reported to the County and State Watch Office or Warning Point

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Natural Disasters and Severe Weather

- Train PSTs to recognize major storms such as hurricanes, tornadoes, blizzards, and other large-scale weather events with significant potential for widespread damage or impact on multiple jurisdictions.
- Educate PSTs on identifying severe flooding events affecting multiple areas or critical infrastructure like dams or levees.
- Instruct PSTs on identifying large-scale wildfires threatening communities or requiring coordinated resource mobilization across agencies.
- Provide training on recognizing major earthquakes or potential precursors like tremors requiring widespread public alerts and coordinated response planning.

Public Safety and Security Threats

- Train PSTs to identify reports of suspicious activity or potential threats, such as suspicious packages, unattended devices, or activities near critical infrastructure that could involve terrorism or sabotage.
- Educate PSTs on identifying suspected or confirmed releases of hazardous materials with potential for widespread impact, including chemical, biological, radiological, or nuclear (CBRN) incidents.
- Instruct PSTs on recognizing unfolding events requiring immediate and coordinated deployment of emergency responders, such as active assailant incidents or mass casualty incidents (MCIs).
- Provide training on recognizing major infrastructure failures like widespread power outages affecting critical services or large populations.

Other Critical Events

- Train PSTs to identify major accidents involving planes, trains, commercial motor vehicles, or hazardous materials with regional or national impact.
- Educate PSTs on recognizing large-scale demonstrations or civil unrest with potential for public safety risk or widespread disruption.
- Instruct PSTs on identifying outbreaks of infectious diseases or significant public health threats requiring coordinated surveillance and response.
- Provide training on recognizing cyberattacks on critical infrastructure or widespread computer network disruptions affecting multiple jurisdictions.

Instructor Notes:

Section 12 Objectives

12.0   Comprehend health and wellness of the PST. The student will be able to:

12.01   Understand the importance of health, wellness, and resiliency of the PST.

12.02   Identify and define stressors unique to PSTs.

12.03   Identify signs and symptoms of stress and compassion fatigue.

12.04   Identify best practices for stress management and health/wellness.

12.05   Understand the various resources available to the PST to maintain health and wellness.

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12.01 Understand the Importance of Health, Wellness, and Resiliency of the PST

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

The Impact of Chronic Stress

- Educate PSTs on the potential consequences of chronic stress, including burnout, job performance decline, and decreased job satisfaction.
- Train PSTs to recognize the signs of chronic stress, such as fatigue, cynicism, and changes in sleep patterns, for early intervention.

Building a Support System

- Provide information on Employee Assistance Programs (EAPs) and the benefits of confidential counseling and mental health resources.
- Educate PSTs on the value of peer support groups and crisis teams in providing connection and support for mental health.
- Offer stress management training, including techniques like mindfulness, relaxation exercises, and Cognitive-Behavioral Therapy (CBT), to help PSTs manage stress effectively.
- Promote healthy coping mechanisms within peer groups to build resilience and encourage open communication about challenges.

Physical and Emotional Balance

- Emphasize the importance of adequate rest breaks and proper scheduling to prevent fatigue and allow for emotional and mental recharging.
- Encourage healthy habits such as healthy eating, regular exercise, and sleep hygiene practices to promote overall health and emotional well-being.

Cultivating Resilience

- Foster a positive work culture that acknowledges PSTs' contributions and celebrates successes to build resilience.
- Implement peer support programs, encourage open communication, and create a sense of belonging within the team to enhance resilience and strengthen the entire unit.

The Bigger Picture
• Highlight the importance of investing in the health, wellness, and resilience of PSTs for the efficiency and effectiveness of emergency response systems. • Emphasize that ensuring PSTs are well-equipped to handle the demands of their job ultimately ensures the safety and well-being of the communities they serve.

Instructor Notes:

12.02 Identify and Define Stressors Unique to PSTs

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Understanding the Pressures

- Educate PSTs about the constant exposure to trauma inherent in their role, which can lead to feelings of powerlessness and stress.
- Highlight the pressure of decision-making under tight timeframes and with limited information, as well as the responsibility of allocating resources.
- Address the emotional toll of empathy and the risk of emotional fatigue and compassion fatigue among PSTs.
- Recognize the impact of irregular shift work on sleep patterns and overall health, and the challenges it poses to work-life balance and social isolation.
- Acknowledge the unique challenge of maintaining professional detachment while navigating intense and emotional calls.

Building Resilience

- Provide access to mental health resources such as confidential counseling, trauma-informed therapy, and Employee Assistance Programs.
- Offer stress management training, including techniques like mindfulness, relaxation exercises, and Cognitive-Behavioral Therapy (CBT).
- Foster peer support programs to create a supportive network of colleagues for sharing experiences and building camaraderie.
- Implement organizational strategies like shift rotation plans, optimized scheduling, and flexible work arrangements to mitigate the impact of shift work on PSTs' health.
- Promote work-life balance through healthy boundaries, opportunities for breaks and relaxation, and resources for childcare and eldercare.
- Provide training in emotional detachment techniques and self-care strategies specific to the demands of the job to help PSTs navigate the emotional aspects of their work effectively.

Instructor Notes:

12.03 Identify Signs and Symptoms of Stress and Compassion Fatigue

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Identifying the Signs and Symptoms of Stress

- Educate PSTs about the physical symptoms of stress, such as headaches, fatigue, and muscle tension.
- Highlight emotional changes like irritability, anxiety, and mood swings as potential indicators of stress.
- Discuss cognitive impairments such as difficulty concentrating, memory problems, and indecisiveness that may arise from stress.
- Address behavioral changes like changes in appetite, sleep disturbances, and increased use of substances as signs of stress.

Identifying the Signs and Symptoms of Compassion Fatigue

- Educate PSTs about the emotional exhaustion associated with compassion fatigue, including feeling drained and depleted.
- Highlight reduced empathy as a symptom, characterized by difficulty connecting emotionally with callers and experiencing emotional numbness.
- Discuss apathy towards the well-being of others and decreased motivation for the job as signs of compassion fatigue.
- Address desensitization, where PSTs may begin to view callers as objects rather than individuals, leading to a sense of detachment.
- Recognize decreased job satisfaction, increased cynicism, and a negative outlook as indicators of compassion fatigue.

Building a Support System

- Promote a supportive work environment that fosters understanding, open communication, and peer support to help PSTs feel heard and supported.
- Provide access to mental health resources such as confidential counseling, Employee Assistance Programs, and trauma-informed therapy to support emotional well-being.
- Offer stress management training to equip PSTs with techniques like mindfulness, relaxation exercises, and Cognitive-Behavioral Therapy (CBT) to effectively manage stress.
- Establish peer support programs to create networks where PSTs can share experiences, offer advice, and build camaraderie and understanding.

Prioritizing Well-Being

- Emphasize that investing in the mental well-being of PSTs is essential for their effectiveness and resilience in serving communities.
- Recognize that by addressing stress and compassion fatigue, organizations can prevent burnout, enhance job performance, and support emotional health.
- Encourage ongoing education and awareness about stress and compassion fatigue, promoting a proactive approach to mental well-being in emergency dispatch environments.

Instructor Notes:

12.04 Identify Best Practices for Stress Management and Health/Wellness

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

Empowering with Knowledge

- Provide comprehensive training programs that equip PSTs with coping strategies like mindfulness, CBT, and emotional intelligence.
- Build awareness of mental health resources and encourage proactive utilization among PSTs.
- Foster a sense of community and understanding through confidential peer support programs.
- Create spaces where PSTs can share experiences, offer advice, and find solace in knowing they are not alone.

Prioritizing Breaks

- Encourage and facilitate regular breaks throughout shifts to prevent stress buildup.
- Recognize the importance of short breaks in boosting mental well-being and enhancing focus for improved job performance.

Strengthening Access

- Remove the stigma around mental health and ensure easy access to counseling services, EAPs, and mental health professionals.
- Make accessing support seamless and confidential, encouraging early intervention for PSTs facing emotional challenges.

Balancing Life's Demands

- Allow PSTs to prioritize personal time and recharge outside of work to maintain overall well-being.

Investing in Physical Wellness

- Recognize that a healthy body contributes to a resilient mind, better equipped to handle the demands of the job.

Calming the Storm

- Equip PSTs with practical tools for managing stress in real-time, such as mindfulness and relaxation techniques.
- Provide training in deep breathing exercises and other relaxation methods to help PSTs navigate challenging moments with greater composure.

Instructor Notes:

12.05 Understand the Various Resources Available to the PST to Maintain Health and Wellness

- Provide overview of key points and summarize information in Student Workbook.
- *Provide PSAP specific information.*

A Safety Net of Support

- Understand the role and benefits of Employee Assistance Programs (EAPs) in supporting PSTs' mental health.
- Learn how to access and utilize EAP resources for counseling and support related to stress, anxiety, depression, and family matters.
- Develop skills to address personal and work-related challenges effectively while reducing stigma associated with seeking assistance.
- Recognize the importance of peer support in coping with the unique challenges faced by PSTs.
- Learn strategies for connecting with colleagues through peer support programs to share experiences, coping strategies, and frustrations.
- Understand the value of peer support networks in promoting resilience and reducing feelings of isolation.
- Identify the range of mental health services available to PSTs, including individual counseling and group therapy sessions.
- Gain knowledge of how to access mental health professionals and resources for addressing stress, trauma, and emotional fatigue.
- Develop skills for actively participating in mental health services to promote healing and resilience.

Investing in 911 First Responders

- Acquire techniques and strategies for stress management, including mindfulness, relaxation, and self-care.
- Understand the importance of physical health in promoting emotional well-being and resilience.
- Learn about the benefits of participating in health and wellness initiatives such as fitness classes, nutrition education, and preventive care.

Work-Life Harmony

- Recognize the impact of shift work on PSTs' well-being and job performance.
- Understand the importance of flexible scheduling and sufficient rest periods in preventing burnout and promoting work-life balance.
- Learn strategies for managing work schedules effectively to prioritize personal time, recharge, and maintain resilience.

Instructor Notes:

Glossary / Acronyms:

Abdominal Thrust (formerly known as the "Heimlich Maneuver"): An emergency technique that utilizes upward thrusts just below the rib cage, to force air from the lungs and up through the trachea to dislodge a foreign body from a choking person's airway.

Abduction: Wrongfully taking or carrying away of one person by another by force, fraud, or persuasion.

Acknowledged / Received: Acknowledging that units have received the incident.

Advanced Life Support (ALS): Emergency medical care provided by paramedics that involve invasive procedures.

Aerial Firefighting: Helicopters or planes used to drop water or fire retardant in large quantities.

Aerials: An engine with aerial capabilities.

Air Truck: A truck which provides additional air supplies to the firefighters on scene.

Aircraft Rescue Firefighting Vehicle (ARFF): A specialty vehicle used exclusively for aircraft firefighting.

Airway Obstruction: A partial or full blocking of the airway. An airway may be obstructed by the tongue, foreign bodies, swelling, trauma, and some infections.

Alarm Levels: A response matrix which determines the number and type of units that will respond.

All Clear: There are no additional occupants or victims.

Alpha: Front side of a structure as established by incident command.

Americans with Disabilities Act (ADA): Ensures equal access to 911 services for everyone.

Arson: The act of maliciously setting fires or causing an explosion.

Assault: The threat of bodily harm by a person with the apparent, present ability to carry out the threat.

Attempt to Locate (ATL): Initiation of efforts to find and identify a person or object.

Audible Alarm: A visual cue or tone to direct attention to the source.

Automated External Defibrillator (AED): A portable device which can analyze the heart rhythm and deliver an electrical shock (when necessary) to restore the heart to a normal rhythm.

Automatic Aid: A pre-determined agreement between multiple agencies to provide mutual assistance for fires and other large-scale emergencies.

Automatic Call Distribution (ACD): Distributes incoming calls among available PSTs, ensuring efficient workload management and minimizing caller wait times.

Automatic Location Identification (ALI): The automatic identification and transmission of the caller's approximate location to the ECC.

Automatic Number Identification (ANI): The automatic identification and transmission of the phone number associated with an incoming call to the ECC. This includes both landline and mobile numbers.

AVL: Automatic Vehicle Locator

Basic Life Support: Emergency medical care provided by **Emergency Medical Technicians (EMTs)** and paramedics that involve non-invasive procedures. EMTs must complete classroom and practical education in trauma care, cardiac and stroke care. They are trained in CPR, advanced first aid, oxygen therapy, AED usage, childbirth, and assisting with basic medication administration.

Battery: The intentional touching or striking of another person in a harmful or offensive manner, without that person's consent.

Be on the Look Out (BOLO): Establish, maintain, and/or broadcast a description of persons or property of interest.

Blood Pressure (BP): Pressure of circulating blood against the walls of the blood vessels.

Bravo: Left side of a structure as established by incident command.

Brush Truck: Four-wheel drive vehicle that is capable of responding to off-road incidents.

Bunker Gear: The protective clothing worn by firefighters for interior structural firefighting.

Burglary: Unlawfully entering a dwelling, structure, or conveyance with the intent to commit an offense inside.

CA: Communications Assistant

Cardiac Arrest: The abrupt loss of effective heart function.

Cardiopulmonary Resuscitation (CPR): A technique which utilizes rescue breathing and chest compressions when a patient has suffered from cardiac arrest.

CBRN: Chemical, Biological, Radiological, or Nuclear

CBT: Cognitive-Behavioral Therapy

Cerebrovascular Accident (CVA): An interruption or severe reduction of oxygen-rich blood supply to a part of the brain. The interruption may be caused by a clot, plaque fragments, or a ruptured or leaking vessel. A CVA is commonly referred to as a stroke.

Charlie: Rear side of a structure as established by incident command.

Civil Law: Disputes between individuals or organizations where one party seeks compensation for the damages or injuries caused by the other.

CIU: Crisis Intervention Unit

CJIS: Criminal Justice Information System; A division of the **Federal Bureau of Investigation (FBI)** that provides information about people's criminal history, stolen property, criminal organizations/activities, and other law enforcement related data to qualified entities.

Clear / Available: Units have completed the assignment and are available for the next incident.

Compassion: Involves displaying empathy, offering reassurance, and showing genuine concern.

Computer Aided Dispatch (CAD): A centralized platform to manage and track emergency calls, allocate resources, and disseminate critical information.

Criminal Law: Offenses against society, where the government prosecutes individuals who violate established laws. The willful, negligent, or reckless violation of criminal law or statute which can result in sanctions in the form of imprisonment.

CWPP: Community Wildlife Protection Plan

Cyber Stalking: 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.

Cybersecurity: The state of being protected against the criminal or unauthorized use of electronic data, or the measures to achieve this.

Cyberterrorism: 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).

CYMBALS: Color; Year, Make/Model, Body; Additional Descriptors; License/Tag; State

Delta: right side of a structure as established by incident command

Diabetic: A person whose body is unable to regulate blood sugar. Some symptoms may mimic those of intoxication.

Disturbance: A verbal argument which has not yet resulted in physical contact.

DNR: Do Not Resuscitate

DOA: Dead on arrival

DOT: Department of Transportation

Driving Under the Influence (DUI): Operating a vehicle while under the influence of drugs and/or alcohol.

E911: Enhanced 911

EAP: Employee Assistance Program

EAS: Emergency Alert System

ECC: Emergency Communications Center

ECC: Emergency Communications Center

Eco-terrorism: 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.

EMA: Emergency Management Agency

EMD: Emergency Medical Dispatch

Emergency / Priority Traffic: An urgent message which takes precedence over routine radio traffic.

Emergency Deployable Interoperable Communications System (EDICS): Trailers equipped with various communication technologies like radio, FIN, VoIP, satellite, and cellular, providing versatile communication options in the field.

Emergency Response: Includes utilizing lights and sirens.

Emergency: Serious, unexpected events with potential for injury, loss of life, or property damage.

EMS: Emergency Medical Services

EMT: Emergency Medical Technician

Engine: Basic fire apparatus that has a self-contained pump used for pumping water through hoses to extinguish the fire.

EOC: Emergency Operations Center

ETA: Estimated Time of Arrival

Ethics: The principles of conduct that govern a person's actions and behavior.

ETOH: Intoxication from ethyl alcohol.

Exposures: Property or structures in close enough proximity that can be damaged by smoke, heat, or flames.

Extrication: An incident in which a trapped victim must be removed from a vehicle or other type of machinery.

Fact: A statement that can be objectively verified or proven to be true. It is based on observable, concrete evidence and is not subject to interpretation.

FBI: Federal Bureau of Investigations

FCC: Federal Communications Commission

FDLE: Florida Department of Law Enforcement

FDOH: Florida Department of Health

Felony: A serious crime punishable by death or imprisonment in a state penitentiary or in correctional facilities for at least one day over a year.

FEMA: Federal Emergency Management Agency

FERP: Facility Emergency Response Plan

Field Information Report (FIR): A short narrative completed by field units after contact with citizens.

Fight: A physical altercation.

Fire Alarms: Audible and visual notifications tell occupants that emergency conditions exist.

Fire Boat: A boat used for fighting fires on waterways or for providing water rescues.

Florida Crime Information Center (FCIC): The state's central repository for criminal records, histories, and hot files.

Florida Interoperability Network (FIN): This internet-based system bridges the gap between agencies with incompatible radio systems, enabling real-time communication during critical situations.

Foam Truck: Trucks which carry large amounts of foam to fight fires accelerated by airplane fuel.

Forest Fire / Wildfire: A non-structure fire that occurs in the wildland.

Fraud: Wrongful or criminal deception intended to result in personal or financial gain.

Gone on Arrival (GOA): No longer on scene when responder arrived.

GPS: Global Positioning System

GSW: Gunshot Wound

Hazardous Materials: Substances that can be solids, liquids, or gases. These substances can cause harm to people, the environment, and property if not handled properly.

HazMat: Hazardous Materials

Health Insurance Portability and Accountability Act (HIPAA): A federal law that provides data privacy and security provisions for safeguarding confidential and **Protected Health Information (PHI).**

Hypertension: High blood pressure

Hyperthermia: A state of abnormally high internal body temperature.

Hypotension: Low blood pressure

Hypothermia: A state of abnormally low internal body temperature

IC: Incident Commander

Incident Command (IC) Time/Benchmark: The incident time will be initiated by the PST and the incident commander will respond with a status update. Status updates are provided every ten to twenty minutes, or as defined by the agency.

Incident Command System (ICS): An organizational structure for managing incidents of all sizes and complexities. It establishes clear roles and responsibilities for personnel involved in the response, ensuring coordinated and effective action.

Incident Commander (IC): The position of authority on a scene. The IC is responsible for all decision-making. It is the only position which must always be staffed.

Inference: A conclusion or interpretation drawn from available evidence or facts. It involves making deductions or educated guesses based on the information at hand.

Internal Affairs (IA): A division of a law enforcement agency that investigates citizen complaints of police misconduct and handles internal disciplinary matters.

Intravenous (IV): An apparatus used to administer a fluid into a vein.

IP: Internet Protocol

K9: Canine Units

Laceration: A cut or tear of the skin or flesh.

Ladders: Fire engines with built in ladders that allow personnel to climb to reach higher levels.

Landing Zone (LZ): A secured area for landing emergency aircraft.

LC: Logistics Chief

Level of Consciousness (LOC): The measure of a person's responsiveness to stimuli.

Mayday: Internationally recognized distress signal.

Medevac: Medical Evacuation

Misdemeanor: A criminal offense that is punishable by a term of imprisonment in a county correctional facility for up to a year.

Missing Person: Not necessarily believed to be in physical danger at the time of their disappearance.

MLTS: Multi-Line Telephone Services

MNS: Mass Notification Systems

Multi Casualty Incident (MCI): An incident where the number and severity of casualties exceeds the capability of the responder's initial resources.

Mutual Aid Radio Cache (MARC): A set of portable towers and repeaters that can be deployed to disaster zones or other locations with limited communication, ensuring responders stay connected.

Mutual Aid: Facilitating the sharing of resources between different jurisdictions.

NAMI: National Alliance on Mental Illness

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.

National Crime Information Center (NCIC): The national hub for criminal justice information, encompassing all fifty states, U.S. territories, and Canada.

Nationalist Terrorism: Terrorism used to seek self-determination which may range from gaining greater autonomy to establishing a completely independent sovereign state.

NextGen: Also known as NG911, the "Next Generation" of 911, which includes receiving texts, videos, and images.

NIMS: National Incident Management System

NLETS: International Justice and Public Safety Network

Non-Emergency Response: Involves not utilizing lights and sirens.

Non-Emergency: An unexpected situation that does not require immediate response.

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.

NWS: National Weather Service

OC: Operations Chief

On Scene / Arrival: Units have arrived on the scene of an incident.

Overdose (OD): An excessive and/or dangerous dose of a drug, whether intentional or accidental.

PC: Planning Chief

Performance Standards: A set of expectations or guidelines that define the level of performance required for a specific job or task.

Personal Alert Safety System (PASS): An audible alarm which notifies other firefighters when a team member becomes motionless.

Personnel Accountability Report (PAR): Roll call of all units assigned to an incident, usually done with incident command.

PHI: Protected Health Information

Platforms: Specialized rescue and access tools reaching various heights and angles.

Primary Search: A rapid search to locate victims before or during the fire suppression operation.

Professionalism: The outward appearance, behavior, and attitudes that reflect a commitment to excellence and a dedication to serving others.

Project 25 (P25): Radio protocols with built-in mutual aid features and a dedicated 700 MHz frequency designed to enable cross-agency communication regardless of the internal radio frequencies used.

PSAP: Public Safety Answering Point

PST: Public Safety Telecommunicator

Public Information Officer (PIO): Responsible for managing public communication and media relations during critical incidents and large-scale events.

Quality Assurance (QA): A method which provides PSTs and supervisors with the opportunity to regularly monitor work performance and take corrective action in the form of training.

Quints: Versatile all-in-one firefighting and rescue units.

Radio Silence: Maintain silence during dangerous incidents (bomb threats, active assailants, etc.) to conceal responder location.

Real Time Text (RTT): A technology that allows text to be sent immediately as it is created through wireless handsets that use IP-based technology on networks that support RTT.

Rescue: A unit used to respond and/or transport for medical emergencies.

Resisting Arrest: Knowingly and willfully resisting, obstructing, or opposing a law enforcement officer engaged in the execution of legal process, or lawful execution of a legal duty.

Respiratory Arrest: Cessation of breathing due to a failure of the lungs to effectively function.

Restraining Order: An injunction or protective order issued by the court which requires one person to stop harming another.

Robbery: An intentional and unlawful taking of property from a person through the use of force, violence, assault, or threat.

Scene Safety: Assessing the environment for any potential hazards (weapons, number of people involved, environmental concerns, downed power lines, spilled chemicals, unstable structures, violent patients, etc.)

Scene Size-Up: Initial observations and evaluations from the first responding units.

SEAS: State Emergency Alert System

Secondary Search: A slow thorough search to ensure no occupants were overlooked during the prior search.

Seizure: A sudden surge of electrical activity in the brain that typically affects how a person acts or feels for a short time. Symptoms may range from dramatic shaking to barely noticeable.

Self-contained Breathing Apparatus (SCBA): A device which allows firefighters to breathe fresh oxygen while in a hazardous environment. Radio transmissions can be muffled and difficult to understand when the SCBA is used.

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.

Silent Alarm: May be used to conceal a call for help from a suspect.

Situational Awareness: Being aware of one's surroundings, potential exposures, scene safety, and the wellbeing of the team.

SOP: Standard Operating Procedure

Special Weapons and Tactics (SWAT): A group of responders trained to deal with unusually dangerous or violent situations and having special, or superior, weapons more powerful than standard issue.

SRO: School Resource Officer

Staging: A location away from the scene where units wait for their assigned position.

Stalking: A person who maliciously and repeatedly follows, harasses, or cyber stalks another person.

State Terrorism: States that use force or the threat of force without declaring war to terrorize citizens and achieve a political goal.

Statewide Law Enforcement Radio System (SLERS): A high-coverage radio system accessible to participating agencies, offering reliable communication across vast areas.

Syncope: Fainting

Tanker: A mobile water source.

TCC: Telematic Call Center

TDD: Telecommunications Device for the Deaf

Telecommunicator CPR (T-CPR): The delivery of high-quality cardiopulmonary resuscitation (CPR) instruction by trained 911 PSTs for acute events requiring CPR. Could also be referred to as Dispatch Directed CPR.

Telecommunicator Emergency Response Taskforce (TERT): Groups of trained PSTs sent to disaster zones to bolster overwhelmed ECCs.

Terrorism: 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.

Theft: The unauthorized removal or concealment of property.

Towers: High-reach platforms for specialized scenarios requiring extended reach and capabilities.

Trespass: Willfully remaining on a property without authorization.

TRS: Telecommunication Relay Service

TTY: Teletypewriter

Under Control: A status called by incident command when the situation is no longer escalating.

Voice over Internet Protocol (VoIP): Allows call over the internet.

Warrant: A written order issued by authority of the state and commanding the seizure of the person named.

WEA: Wireless Emergency Alerts

WO: Watch Office

Writ of Bodily Attachment: A warrant issued as a result of civil contempt.

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End of Section 01 Worksheet Answer Key

1. Where was the first 911 call made?

[01.01] Haleyville, Alabama

2. Describe the main purpose and importance of the Wireless Communications and Public Safety Act.

[01.01] The Wireless Communications and Public Safety Act (911 Act) was enacted to establish 911 as the national emergency phone number and to put other mandates in place to preserve the integrity of emergency services.

3. The acronym PSAP stands for _____.

[01.02] Public Safety Answering Point

4. The technology implemented in Orange County, Florida that enabled emergency responders to pinpoint the caller's location with greater precision, particularly for mobile phone users is called _____.

[01.02] Enhanced 911 (E911)

5. List the primary responsibilities of the call taker.

[01.03]
Answering emergency and non-emergency calls
Gathering information
Providing pre-arrival instructions
Prioritizing calls

6. List the primary responsibilities of the dispatcher.

[01.03]
Analyzing call information
Deploying resources
Maintaining communication
Monitoring the situation

7. _____ and _____ communication includes communicating information accurately and succinctly, ensuring that responders receive clear details without ambiguity.

[01.04] Clear; Concise

8. _____ communication can greatly reassure and comfort individuals in crisis.

[01.04] Compassionate

9. List the three (3) main impacts absences have on a Communication Center.

[01.05]
Increases call wait times
Reduces response times
Increases stress and burnout

10. PSTs must be available in the event of _____, emergency mobilizations, or other declarations of emergency.

[01.05] Natural Disasters

11. List the four (4) main benefits of maintaining a professional appearance and personal hygiene.

[01.06]
Enhances Professionalism and Credibility
Promotes a Positive Work Environment
Boosts Self-Confidence
Reduces Distractions

12. List three (3) items that might be included in a professional dress code.

[01.06]
Neat and clean attire
Minimal jewelry
Modest and appropriate clothing

13. Explain why performance standards are important.

[01.07]
Ensures Consistency and Effective Service
Promotes Professional Development
Maintains Accountability and Transparency
Supports Fair and Consistent Evaluations

14. PSTs must adhere to established _____ and _____ to ensure consistent and effective handling of emergency calls.

[01.07] Policy; Procedures

15. Define ethical conduct.

[01.08] Treating all individuals with respect and impartiality, regardless of circumstances.

16. What are the examples of state statutes that PSTs are required to operate within?

[01.08]
Florida Communications Fraud Act
Florida Public Record Laws

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End of Section 02 Worksheet Answer Key

1. PSTs must avoid situations where personal interests could influence their professional judgment. This includes refraining from accepting _____ or favors from individuals or businesses that may be involved in emergency situations.

[02.01] Gifts

2. PSTs should exercise _____ when using social media and other online platforms, ensuring their posts and interactions align with professional standards.

[02.01] Caution

3. PSTs have a responsibility to _____ any instances of unethical or illegal behavior observed within the workplace.

[02.01] Report

4. The actions and decisions of a PST have a profound impact on the _____ and well-being of their communities.

[02.02] Safety

5. PSTs must demonstrate _____ and understanding during times of crisis, offering support and guidance.

[02.02] Compassion

6. _____ defines the PST's demeanor and approach to their work.

[02.02] Professionalism

7. _____ law deals with offenses against society, where the government prosecutes individuals who violate established laws. PSTs may face criminal liability if their actions or inactions directly contribute to harm or endangerment.

[02.03] Criminal

8. PSTs must adhere to established protocols and procedures to ensure the proper handling of emergency calls and dispatching of responders _____ to follow these guidelines could result in civil liability.

[02.03] Failure

9. Breach of _____ occurs when a person fails to meet the legal standard of care owed to another person.

[02.03] Duty

10. The Telecommunications Act regulates the use of telecommunications networks and services, including the obligation to provide assistance to persons with _____.

[02.04] Disabilities

11. The Federal _____ Commission regulates the use of telecommunications equipment and services, and PSTs must comply with these regulations when handling emergency calls.

[02.04] Communications

12. The Department of _____ regulates the transportation of hazardous materials, and PSTs must be aware of these regulations when handling calls related to hazardous material spills or accidents.

[02.04] Transportation

13. PSTs enter critical information into _____ systems, which automatically updates and shares data with relevant agencies and personnel.

[02.05] CAD

14. PSTs may face challenges in disseminating information, including:

[02.05]
Information Overload
Communication Barriers
Misinformation/Disinformation

---

15. Language barriers, technological limitations, or physical obstructions can hinder _____ and information sharing, creating challenges to disseminating information.

[02.05] Communication

16. List the three (3) key reasons why a PST could testify in court.

[02.06]
To provide a factual account of an emergency call or incident
To clarify information or answer questions about their actions or observations
To corroborate or refute other testimony

---

17. PSTs will receive a _____, a legal document ordering their appearance in court to testify. It will specify the date, time, and location of the hearing, as well as the subject matter of the testimony.

[02.06] Subpoena

18. PSTs must maintain the _____ of any sensitive information they possess, even in court. They should only disclose information that is relevant to the case and authorized by the court.

[02.06] Confidentiality

End of Section 03 Worksheet Answer Key

1. What type of phone line is used for non-emergency calls or communication with other agencies?
a) Dedicated 9-1-1 line
b) **Administrative line [03.01]**
c) 3-1-1 line
d) VoIP line

2. List three (3) types of mass notification systems available to inform the public about an emergency.

[03.01]
Text messages
phone calls
public address systems

3. What are the two (2) additional functionalities included in Enhanced 9-1-1?

[03.02]
Automatic Number Identification (ANI)
Automatic Location Identification (ALI

4. Traditional call routing methods rely on caller location information from cell towers or landline identification. The system works well but does have some limitations. List those limitations.

[03.02] Limitations exist in areas with dense buildings or poor cell coverage

5. Vehicles with emergency notification features have _____.
a) telecommunications
b) teletype
c) telephones
d) **telematics [03.03]**

6. Text to 9-1-1, social media, and emails are all considered modern communications streams.
a) **True [03.03]**
b) False

7. The number for deaf and hard of hearing callers to communicate with when requesting emergency responders or other service providers.
   a) 4-1-1
   b) 6-1-1
   c) **7-1-1 [03.04]**
   d) 5-1-1

8. Understanding _____ can empower a PST to guide callers effectively and connect them to the resources they need.

[03.04] the three-digit call options available

9. What special devices are used to communicate with the deaf or speech impaired?
   a) Computer Aided Dispatch (CAD)
   b) **TDD/TTY [03.05]**
   c) Radio
   d) Telephone

10. What law ensures equal access to 9-1-1 for everyone.
   a) **Americans with Disabilities Act [03.05]**
   b) Americans with Abilities Act
   c) Citizen's Act of 1999
   d) Relay Systems Act

11. List the four (4) components of a radio system.

[03.06]
Base station
handheld radios
mobile radios
radio console

12. Matching

A. Radio Console	E. Base Station
B. Clipping	F. Repeaters
C. Preparedness	G. Patching
D. Handheld Radios	H. Mobile Radios

A	PSTs workstation, often with a computer interface, displays available channels and talk groups.
H	Mounted in response vehicles, offering better coverage than handhelds.
E	The agency's main transmitter and receiver, relaying information between PSTs and emergency responders.
D	Portable radios for emergency responders, but with limited range compared to mobile radios.
B	Cutting off parts of the transmission when utilizing the radio.
G	Joining talk groups to allow interaction.
F	Extend signal range for wider coverage.
C	Regularly practice using interoperability tools and reviews protocols, ensuring seamless collaboration during critical situations.

13. Radio protocols with built-in mutual aid features and a dedicated 700 MHz frequency designed to enable cross-agency communication regardless of the internal radio frequencies used is known as _____.

[03.08] Project 25 (P25)

14. _____ are Trailers equipped with various communication technologies like radio, FIN, VoIP, satellite, and cellular, providing versatile communication options in the field.

[03.08] Emergency Deployable Interoperable Communications Systems (EDICS)

15. List three (3) reasons Cybersecurity is important in a Communications Center:

[03.09]
Disrupts Operations
Comprises Data
Erosion of Trust

16. Scams that attempt to steal login credentials or sensitive information are known as _____.

[03.09] Phishing

17. List four (4) internal resources within the Communications Center:

[03.10]
CAD
Databases
Internal communication tools
Training manuals and protocols

18. Chat, email, and voice communication systems are examples of _____ resources.

[03.10] Internal communication tools

End of Section 04 Worksheet Answer Key

1. What are the stages of the communication cycle?

[04.01]
Sender
Message
Transmission
Receiver
Feedback
Context
Noise

2. What factors influence effective communication?

[04.01]
Clarity
Active Listening
Empathy
Non-Verbal Cues
Cultural Sensitivity

3. What is active listening?

[04.02] Active listening goes beyond simply receiving words, it involves grasping the emotions and needs behind them.

4. Why is cultural sensitivity important?

[04.02] Understanding and respecting these differences is essential to an effective and respectful interaction.

5. _____ refers to the correct way to say words, including the sounds, stress, and intonation patterns specific to a language.

[04.03] Pronunciation

6. _____ involves the articulation and clarity with which words are spoken. It emphasizes the precise formation of sounds and syllables to ensure they are distinctly heard and understood.

[04.03] Enunciation

7. Why is it important to provide clear instruction delivery and to follow instructions?

[04.04] It's critical in emergency response, minimizes misunderstandings and builds trust and confidence between the PST and those they interact with

8. What are strategies for effectively giving and following instructions?

[04.04] For giving: Clarity and Simplicity, be specific and detailed, confirm understanding, maintain calmness and confidence
For following: Ensures safety and efficiency, reduces errors and risks, supports effective communication.

9. A _____ is a statement that can be objectively verified or proven to be true. It is based on observable, concrete evidence and is not subject to interpretation.

[04.05] Fact

10. An _____ is a conclusion or interpretation drawn from available evidence or facts. It involves making deductions or educated guesses based on the information at hand.

[04.05] Inference

11. Customer service skills should apply to who?

[04.06]
Co-workers
Supervisors
Trainees
Emergency Responders
Other agencies
Callers
Providers

12. What are some professional customer service skills that play a vital role in the PST role?

[04.06]
Empathy and Compassion
Clear and Calm Communication
Professionalism and Courtesy
Problem-Solving and Decision-Making
Time Management and Prioritization
Continuous Training and Development

13. Mastery of _____ and _____ elevates the effectiveness of emergency response systems and ensures swift and appropriate assistance during crises.

[04.07] Problem solving; critical thinking

14. _____ helps in obtaining essential information, clarifying details, and ensuring a comprehensive understanding of the situation.

[04.08] Asking clarifying questions

15. Categorizing calls according to their urgency enables effective _____ _____, ensuring that critical incidents receive immediate attention.

[04.08] resource allocation

16. Collaboration within the _____ ensures seamless handoffs and continuous support, enhancing overall call management efficiency.

[04.08] PST team

17. What are three (3) main ways to identify suspicious information?

[04.09]
Inconsistencies or Contradictions
Vague or Evasive Responses
Unusual Requests or Behavior

18. How do PSTs handle suspicious information?

[04.09]
Maintaining Professionalism
Engaging Protocols and Supervisors
Documenting and Reporting

19. What are some challenges faced by PSTs in regard to cultural diversity?

[04.10]
Communication Hurdles
Misinterpretation of Cultural Cues
Cultural Sensitivity and Bias

20. What are strategies for cultural competence?

[04.10]
Enhanced Communication
Building Trust and Rapport
Improved Response Accuracy

21. How does a PST approach a challenging caller for effective communication?

[04.11]
Remain Calm and Composed
Active Listening and Empathy
Use Clear and Simple Language

22. PSTs may use de-escalation techniques such as:

[04.11]
Stay Neutral and Non-Confrontational
Acknowledge Feelings and Validate Concerns
Offer Reassurance and Support

23. What are some radio transmission techniques that PSTs utilize?

[04.12]
Clear Enunciation
Appropriate
Pacing and Tone
Radio Discipline

24. What voice control strategies do PSTs utilize?

[04.12]
Modulation and Pitch
Breath Control
Avoiding Vocal Fatigue

End of Section 05 Worksheet Answer Key

1. PSTs must ask _____ questions to gather accurate information.

[05.01] appropriate

2. Prioritizing incidents involves balancing urgency with resource limitations. PSTs must consider factors such as:

[05.01]
Severity of the incident
Number of people
Availability of Resources
Public Safety Risks

3. What are the three (3) major incident types?

[05.02]
Police
Fire
Medical

4. Are there other incident types PSTs may have to provide assistance for?

[05.02]
Environmental and Public Service

5. What is the difference between assault and battery?

[05.03] Assault: intentional unlawful threat by word or act to do violence to another with an apparent ability to do so along with an act which creates a well-founded fear that such violence is imminent
Battery: is intentional striking of another person by touching or hitting against the victim by willfully or intentionally inflicting bodily harm

6. What is the difference between Advanced Life Support and Basic Life Support?

[05.03]Advanced: Emergency medical care provided by paramedics that involve invasive procedures
Basic: Emergency medical care by emergency medical technicians and paramedics that involve non-invasive procedures

7. What are factors influencing incident prioritization?

[05.04]
Threat to life
Potential for injury or damage
Number of people involved
Public safety risk
Availability of resources

8. What are skills that help PSTs improve prioritization?

[05.04]
Thorough call-taking
Active Listening
Critical Thinking
Utilizing Technology
Ongoing training and practice

End of Section 06 Worksheet Answer Key

1. What is the correct order of the 6 W's?

a)   Who, What, When, Where, Why, & Weapons

b)   **Where, What, Weapons, When, Who, & Why [06.01]**

c)   Who, What, When, Where, Weapons, & Why

d)   What, Where, Weapons, When, Who, & Why

2. What does the mnemonic CYMBALS stand for?

[06.01]
Color
Year
Make & Model
Body
Additional Descriptors
License/Tag
State

3. How does a PST sort calls based on urgency?

[06.02] Prioritize incidents posing the greatest threat to life, then property.

4. What communications tool differentiates between incident severities and attracts field personnel's attention?

[06.02] Alert tones

5. PSTs should cultivate a collaborative space where information is shared freely, progress updates are exchanged, and resource adjustments can be made quickly when needed.

a)   **True [06.03]**

b)   False

6. PSTs   prioritize   clear   communication   of   incident   details   and   resource   allocation   plans   to _____.

[06.03] Other PSTs and emergency responders.

7. PSTs must possess a thorough understanding of the purpose and format for all relevant forms, logs, and files encountered, except for incident reports and dispatch logs.
    a) True
    b) False [06.04]

8. PSTs are entrusted to follow agency protocols for data security and access restrictions to protect _____ & _____ information.

[06.04] Personal details; confidential case

9. This serves as a vital record for future reference and potential follow-up.
    a) Communication
    b) Coordination
    c) Document Clearly [06.05]
    d) Data Integrity

10. Keep the field unit informed throughout the process, updating them on _____, & _____, and any changes in the situation.

[06.05] Resource availability & ETA

11. PSTs should thoroughly familiarize themselves with their agency's jurisdiction, incorporating _____, _____ & _____. Having a mental map fosters understanding of their authority and responsibility.

[06.06] Boundaries; landmarks; neighboring agencies

12. All of the following are key tips that empower the PSTs to leverage geographical boundaries and mutual aid agreements as valuable tools in achieving effective response, except:
    a) GPS availability [06.06]
    b) Mapping
    c) Knowledge
    d) Collaboration

13. Multi-functional dexterity is the ability to listen to calls, read computer screens, enter information into a CAD system and monitor radio transmissions doing it one step at a time.
    a) True
    b) False [06.07]

14. Name three (3) reasons why Multi-Functional Dexterity is important for PSTs.

[06.07]
Faster response times
Improve caller experience
Enhance situational awareness

15. What is the name of the confidential lifeline that provides 24/7 crisis intervention and prevention services.

[06.08] National Suicide Prevention Lifeline (988)

16. This hotline offers confidential support and resources for victims and survivors of domestic violence.
   a)   Domestic Violence International Hotline
   b)   Domestics National Hotline
   c)   International Violence Hotline
   d)   National Domestic Violence Hotline [06.08]

17. What is enhanced when PSTs play a vital role in ensuring everyone remains informed and facilitates coordinated response strategies by sharing updates on ongoing incidents, resource deployment, and potential risks.

[06.09] Situational Awareness

18. List at least three (3) effective information sharing practices. (5 possible)

[06.09]
Utilize established communication channels
Be concise and clear
Use standardized terminology
Prioritize urgency
Document log information.

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End of Section 07 Worksheet Answer Key

1. Established hierarchy of authority and responsibility within the ECC or any command structure.
   a)   Chain of Control
   b)   **Chain of Command [07.01]**
   c)   Chain of Order
   d)   Chain of Instruction

2. List three (3) reasons why structure is important.

[07.01]
Clarity of Roles and Responsibilities
Improved Decision Making
Enhanced Communication and Coordination
Accountability and Performance Improvement
Reduce Stress and Workload

3. A well-defined structure and chain of command are not meant to restrict but to empower the PST.
   a)   **True [07.01]**
   b)   False

4. The acronym NIMS stands for.
   a)   National Information Management System
   b)   National Incident Main System
   c)   **National Incident Management System [07.02]**
   d)   National Incident Supervision System

5. NIMS is a standardized approach to incident management developed by the Federal Emergency Management Agency (FEMA) to ensure consistent and effective response across all levels of government, private sector, and non-profit organizations.
   a)   **True [07.02]**
   b)   False

6. The Incident Command System (ICS) is an organizational structure for managing incidents of all sizes and complexities. It establishes clear roles and responsibilities for personnel involved in the response, ensuring coordinated and effective action. List the six (6) key positions.

[07.02]
Incident Commander (IC)
Operation Chief (OC)
Planning Chief (PC)
Logistics Chief (LC)
Public Information Officer (PIO)
Branch Chiefs

7. While the PST plays an important role in the ICS, the PST is not a vital link between the public, responders, and the incident itself.

    a) True

    b) **False [07.03]**

8. Name two (2) positive impacts of inter-agency cooperation. (5 possible)

[07.04]
Expanded Resource Pool
Enhanced Response Capabilities
Reduced Response Burden
Strengthened Interoperability
Unified Command Structure

9. List at least three (3) challenges and considerations of inter-agency cooperation. (5 possible)

[07.04]
Communication Barriers
Jurisdiction Issues
Resource Allocation and Prioritization
Training and Familiarity
Cultural Differences and Communication Styles

10. Forming joint communication teams and establishing clear communications protocols are strategies for establishing effective inter-agency cooperation.

    a) **True [07.04]**

    b) False

End of Section 08 Worksheet Answer Key

1. A(n) _____ is the threat of bodily harm by a person with the apparent, present ability to carry out the threat while a(n) _____ is the intentional touching or striking of another person in a harmful or offensive manner, without that person's consent.

[08.01] assault; battery

2. FCIC is an acronym for the _____.

[08.01] Florida Crime Information Center

3. List the primary duties of law enforcement officers.

[08.02]
uphold the law
investigate crimes
apprehend offenders

4. The sharing of information by the PST provides officers with _____ information about the situation, _____ details, and potential _____.

[08.02] accurate and timely; caller; risks

5. Knowing the different types and their specialties is crucial for _____ response and accurate _____.

[08.03] efficient; resource allocation

6. List examples of federal law enforcement agencies.

[08.03]
FBI
DEA
Secret Service

7. Citizen requests for police assistance can be broadly categorized into three main areas:

[08.04]
Crimes in Progress or Immediate Threats
Suspicious Activity or Concerns
Non-Criminal Requests for Assistance

8. By carefully listening to callers, understanding the underlying context, and skillfully assessing the situation, PSTs can:

[08.04]
Triage calls effectively
Provide support and guidance
Gather accurate information
Contribute to data-driven decision making

9. Identify the following as a criminal or civil complaint:

Robbery	Criminal
Breach of Contract	Civil
Assault	Criminal
Vandalism	Criminal
Property Damage	Civil
Neighbor Dispute	Civil

10. As a PST, your primary focus is on gathering _____, _____, and _____ .

[08.05] accurate information; assessing the situation; connecting the caller to the right resources.

11. List three (3) key reasons PSTs should not offer legal advice.

[08.06]
Unqualified Expertise
Ethical Boundaries
Resource Misdirection

12. Crossing the line into legal advice violates professional _____ and potentially puts the PST at risk of legal _____.

[08.06] ethics; liability

13. When prioritizing calls, events are classified as either _____,-_____, or _____.

[08.07] In Progress Events; Just Occurred Events; Past Events

14. To prioritize effectively the PST must allocate resources and support based on the _____ and potential impact of each situation.

[08.07] urgency

15. The two (2) modes of response are _____ and _____.

[08.08] Emergency; Non-Emergency

16. During critical incidents, the role of the PST is to _____

[08.09] gather and summarize pertinent information
relay it in a timely manner to the responder

17. Wrongfully taking or carrying away of one person by another by force, fraud, or persuasion is defined as a(n) _____.

[08.09] abduction

18. Potential injuries, potential loss of life, hazardous situations and standby are all situations that may require _____response.

[08.10] EMS/Fire Service

19. The PST's top priority is _____.

[08.11] responder safety

20. List the various roles of the PST in broadcast alerts.

[08.12]
Accuracy and Clarity
Timeliness
Target Audience
Continual Updates
Coordination

21. A(n) _____ is issued for missing children under 18 in imminent danger. Details include the child's description, vehicle information, and suspect description (if available). Requires immediate action and dissemination through all channels.

[08.12] AMBER Alert

End of Section 09 Worksheet Answer Key

1. Match commonly used EMS terms:

A. Seizure	D. Do not Resuscitate
B. Syncope	E. Automated External Defibrillator
C. Diabetic	F. Intoxication from Ethyl Alcohol

A	Sudden surge of electrical activity in the brain that typically affects how a person acts or feels for a short time. Symptoms may range from dramatic shaking to barely noticeable
D	Medical Order written by a doctor instructing health care providers not to do CPR if a patient's breathing or heart stops
B	Fainting
E	A portable device which has the ability to analyze the heart rhythm and deliver an electrical shock (when necessary) to restore the heart to a normal rhythm
C	A person whose body is unable to regulate blood sugar. Some symptoms may mimic those of intoxication
F	Intoxication from ethyl alcohol

2. _____ possess advanced medical training and equipment, providing a higher level of care.

[09.02] Paramedics

3. _____ provide basic life support care in pre-hospital settings.

[09.02] EMTs

4. Define Advanced Life Support (ALS):

[09.01] Emergency medical care provided by paramedics that involve invasive procedures.

5. Define Basic Life Support (BLS):

[09.01] Emergency medical care is provided by Emergency Medical Technicians (EMTs) and paramedics that involve non-invasive procedures.

6. Define emergency response and non- emergency response modes.

[09.04]
Emergency Response: Includes utilizing lights and sirens.
Non-Emergency Response: Involves not utilizing lights and sirens.

---

7. Give two (2) examples of a mass casualty incident.

[09.05]
Terrorist attacks
Mass shootings
Natural disasters
Vehicle crashes with numerous patients

---

8. The PST has critical responsibilities during an MCI incident. Explain the importance of rapid triage.

[09.06]
Gather information quickly and accurately to prioritize calls and allocate resources effectively
Ask concise questions to determine the nature of the incident
Number of casualties and severity of injuries
Utilize triage protocols to categorize victims based on their need for immediate medical attention.

---

9. List four (4) skills a PST should use during an MCI to ensure success.

[09.06]
Emotional Resilience
Multi-Functional Dexterity
Critical Thinking
Adaptability

---

10. A method used for grading injury severity and determining trauma center transport is known as trauma alert criteria.
    a)   True [09.07]
    b)   False

11. List two (2) conditions that could potentially require a trauma alert.

[09.07]
Falls > 10 ft
Severe head, neck or torso injuries
Airway assistance beyond oxygen
Paralysis

12. List two (2) reasons law enforcement would respond on an EMS incident.

[09.08]
Any call that involves a potential crime (arson, shooting, stabbing, suspicious death, etc.)
Any call where crowd/traffic control may be required
Combative patients
Suicide calls
Suspected drug overdoses
Domestic violence cases
Standby with unattended minors
To secure a structure if entry was forced in the response
Evacuations
Any call as defined by local policy

13. List three (3) roles the PST plays in responder safety.

[09.09]
Relaying pertinent information, such as weapons and other safety concerns in a timely manner
Assuring the first responder is able to copy information prior to releasing sensitive information
Rebroadcasting pertinent information during crisis incidents
Checking on first responders in a timely manner, according to policy
Following up on first responders who do not answer the radio or key the mic without verbally transmitting
Utilizing resources to find first responders who do not respond the radio (cell phone, GPS/AVL, alert tones, dispatch of units to last known location, etc.)

14. The PST should never refer anyone to other resources.
   a)   True
   b)   False [09.10]

15. _____ involves PSTs providing clear and concise instructions to callers over the phone, guiding them through life-saving chest compressions and rescue breaths until professional help arrives. This crucial intervention can significantly increase the chances of survival for individuals in cardiac arrest.

[09.11] T-CPR

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End of Section 10 Worksheet Answer Key

1. What is a location away from the scene where units wait for their assigned position called? _____

[10.01] staging

2. What is the Internationally recognized distress signal? _____

[10.01] mayday

3. List three (3) functions of firefighters:

[10.02]
Fight fires
Supplement EMS personnel by providing ALS and/or BLS care.
Respond to hazardous materials (HAZMAT) incidents.
Extricate
Provide mutual aid.
Respond to requests for assistance.
Provide public education and community relations.
Conduct fire inspections
Maintain fire hydrants

4. Match fire incident types:

A. Structure Fire	**D.** Chemical Fire
B. Vegetation Fire	**E.** Electrical Fire
C. Vehicle Fire	

B	Involves wildlands, forests, grasslands, and outdoor areas
A	Involves buildings, including residential homes, commercial buildings, industrial facilities.
C	Involves cars, trucks, motorcycles, boats
E	Caused by faulty wiring, overload circuits, or malfunctioning appliances.
D	Involves hazardous materials and requires specialized response procedures.

5. Define emergency response and non- emergency response modes:

[10.04]
Emergency Response: Includes utilizing lights and sirens.
Non-Emergency Response: Involves not utilizing lights and sirens.

6. What are trucks that carry large amounts of foam to fight fires accelerated by airplane fuel called?

[10.05] Foam Truck

7. What is a mobile water source called?

[10.05] Tanker

8. Define the fire response plan for Community Wildfire Protection Plans (CWPPS) and the PSTs role.

[10.06] Established for communities prone to wildfires, outlining risk mitigation strategies and response protocols.
PSTs Role: Assess the situation, Disseminate warnings, Coordinate evacuation

9. Define large- scale incident plans and the PST's role.

[10.06] Designed for events like high-rise fires or mass casualty incidents involving multiple response agencies.
PSTs Role: Gather information, Relay instructions, Act as a coordinator

10. During a hazardous material incident responders should be aware of wind, _____ ____ _____, as this information is crucial for establishing command posts and containment zones.

[10.07] speed and direction

11. List three (3) typical locations hazardous materials could be stored:

[10.08]
Industrial Facilities
Commercial Establishments
Homes and Farms
Transportation Routes

12. Define a mayday.

[10.10] A "Mayday" call is a firefighter's desperate cry for help, a signal that their life is in immediate danger.

13. What kind of information should be gathered by the PST during a mayday?

[10.10] Location, Nature of the Distress, Injuries

14. Explain why law enforcement may be required on a fire call.

[10.11] Law enforcement response may be required with any call where the safety of patients, responders, or the public may be in question.

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End of Section 11 Worksheet Answer Key

1. Match the agency type: **[11.01]**

Environmental Protection Agency	**C**	**A**. Local Agency
Fire Department	**A**	**B**. Federal Agency
FEMA	**B**	**C**. State Agency

2. PSTs are the first point of contact during emergencies.
    a) **True [11.01]**
    b) False

3. Match the threat or disaster type: **[11.02]**

Hazardous Material Spill	**B**	**A**. Public Health Emergency
Plane Crash	**C**	**B**. Environmental Incident
Pandemic	**A**	**C**. Transportation Accident
Hurricane	**E**	**D**. Terrorist Threat
Chemical Attack	**D**	**E**. Natural Disaster

4. A group of trained PSTs sent to disaster zones to bolster overwhelmed ECCs, who handle surging call volumes, dispatch resources, and keep emergency response flowing by maintaining crucial communication in crisis situations are known as:
    a) **Telecommunication Emergency Response Taskforce [11.03]**
    b) Telecommunication Emergency Disaster Taskforce
    c) Telecommunication Emergency Team
    d) Telecommunication Emergency Incident Team

5. List three (3) types of notification systems used to keep the public informed during emergencies.

[11.04]
TV
Radio
Social media
Warning Sirens
WEA
NWS

6. The system that allows targeted calls to be made to specific geographic areas, alerting residents of dangers or instructions is known as _____.

[11.04] Reverse 911

7. The _____ system operates similarly to the EAS but at the state level, providing broader reach for emergencies impacting multiple regions.

[11.04] State Emergency Alert (SEAS)

8. The _____ acts as a central hub for information, coordinating resources and alerting agencies during critical events.

[11.05] County and State Watch Office (WO)

9. _____ or _____ with potential for public safety risk or widespread disruption.

[11.05] Large-scale demonstrations; civil unrest

End of Section 12 Worksheet Answer Key

1. What are the signs of chronic stress?

[12.01]
Fatigue
Cynicism
changes in sleep patterns

2. Supporting a PST's mental health requires a multi-pronged approach including:

[12.01]
Employee Assistance Programs (EAP's)
Stress Management Training
Coping Mechanism Strategies

3. What are some pressures PSTs face?

[12.02]
Constant exposure to trauma
decision-making under pressure
Emotional toll of empathy
impact of shift work
work-life balance challenges
maintaining professional detachment

4. Opportunities to build resiliency for the PST includes:

[12.02]
Mental health resources
stress management training
peer support programs
organizational strategies
promoting work-life balance
training in emotional detachment.

5. What are signs of compassion fatigue?

[12.03]
Emotional Exhaustion
Reduced empathy
Apathy
Depersonalization
Decreased Job Satisfaction

6. Investing in the mental well-being of a PST is not just a compassionate gesture; it is an investment in our own _____ and _____.

[12.03] safety; security

7. What is an EAP?

[12.04] Employee Assistance Program

8. Investing in the PST's resilience translates to:

[12.04]
Enhanced job satisfaction
improved performance
stronger emergency response system for our communities

End of Section 01 Worksheet

1. Where was the first 911 call made?

_____

2. Describe the main purpose and importance of the Wireless Communications and Public Safety Act.

_____

_____

_____

3. The acronym PSAP stands for _____.

4. The technology implemented in Orange County, Florida that enabled emergency responders to pinpoint the caller's location with greater precision, particularly for mobile phone users is called _____.

5. List the primary responsibilities of the call taker.

_____

_____

_____

6. List the primary responsibilities of the dispatcher.

_____

_____

_____

7. _____ and _____ communication includes communicating information accurately and succinctly, ensuring that responders receive clear details without ambiguity.

8. _____ communication can greatly reassure and comfort individuals in crisis.

9. List the three (3) main impacts absences have on a Communication Center.

_____

_____

_____

10. PSTs must be available in the event of _____, emergency mobilizations, or other declarations of emergency.

11. List the four (4) main benefits of maintaining a professional appearance and personal hygiene.

_____

_____

_____

_____

12. List three (3) items that might be included in a professional dress code.

_____

_____

_____

13. Explain why performance standards are important.

_____

_____

_____

14. PSTs must adhere to established _____ and _____ to ensure consistent and effective handling of emergency calls.

15. Define ethical conduct.

_____

_____

_____

16. What are the requirements for PST certification renewal?

_____

_____

_____

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End of Section 02 Worksheet

1. PSTs must avoid situations where personal interests could influence their professional judgment. This includes refraining from accepting _____ or favors from individuals or businesses that may be involved in emergency situations.

2. PSTs should exercise _____ when using social media and other online platforms, ensuring their posts and interactions align with professional standards.

3. PSTs have a responsibility to _____ any instances of unethical or illegal behavior observed within the workplace.

4. The actions and decisions of a PST have a profound impact on the _____ and well-being of their communities.

5. PSTs must demonstrate _____ and understanding during times of crisis, offering support and guidance.

6. _____ defines the PST's demeanor and approach to their work.

7. _____ law deals with offenses against society, where the government prosecutes individuals who violate established laws. PSTs may face criminal liability if their actions or inactions directly contribute to harm or endangerment.

8. PSTs must adhere to established protocols and procedures to ensure the proper handling of emergency calls and dispatching of responders _____ to follow these guidelines could result in civil liability.

9. Breach of _____ occurs when a person fails to meet the legal standard of care owed to another person.

10. The Telecommunications Act regulates the use of telecommunications networks and services, including the obligation to provide assistance to persons with _____.

11. The Federal _____ Commission regulates the use of telecommunications equipment and services, and PSTs must comply with these regulations when handling emergency calls.

12. The Department of _____ regulates the transportation of hazardous materials, and PSTs must be aware of these regulations when handling calls related to hazardous material spills or accidents.

13. PSTs enter critical information into _____ systems, which automatically updates and shares data with relevant agencies and personnel.

14. PSTs may face challenges in disseminating information, including information:

_____

_____

_____

15. Language barriers, technological limitations, or physical obstructions can hinder _____ and information sharing, creating challenges to disseminating information.

16. List the three (3) key reasons why a PST could testify in court.

_____

_____

_____

17. PSTs will receive a _____, a legal document ordering their appearance in court to testify. It will specify the date, time, and location of the hearing, as well as the subject matter of the testimony.

18. PSTs must maintain the _____ of any sensitive information they possess, even in court. They should only disclose information that is relevant to the case and authorized by the court.

End of Section 03 Worksheet

1. What type of phone line is used for non-emergency calls or communication with other agencies?
    e)   Dedicated 9-1-1 line
    f)   Administrative line
    g)   3-1-1 line
    h)   VoIP line

2. List three (3) types of mass notification systems available to inform the public about an emergency.

_____

_____

_____

3. What are the two (2) additional functionalities included in Enhanced 9-1-1?

_____

_____

4. Traditional call routing methods rely on caller location information from cell towers or landline identification. The system works well but does have some limitations. List those limitations.

_____

_____

_____

5. Vehicles with emergency notification features have _____.
    e)   telecommunications
    f)   teletype
    g)   telephones
    h)   telematics

6. Text to 9-1-1, social media, and emails are all considered modern communications streams.
    c)   True
    d)   False

7. The number for deaf and hard of hearing callers to communicate with when requesting emergency responders or other service providers.
   e)   4-1-1
   f)   6-1-1
   g)   7-1-1
   h)   5-1-1

8. Understanding _____ can empower a PST to guide callers effectively and connect them to the resources they need.

9. What special devices are used to communicate with the deaf or speech impaired?
   e)   Computer Aided Dispatch (CAD)
   f)   TDD/TTY
   g)   Radio
   h)   Telephone

10. What law ensures equal access to 9-1-1 for everyone.
   e)   Americans with Disabilities Act
   f)   Americans with Abilities Act
   g)   Citizen's Act of 1999
   h)   Relay Systems Act

11. List the four (4) components of a radio system.

_____

_____

_____

_____

12. Matching

A.	Radio Console	E. Base Station
B.	Clipping	F. Repeaters
C.	Preparedness	G. Patching/Simulcasting
D.	Handheld Radios	H. Mobile Radios

	PSTs workstation, often with a computer interface, displays available channels and talk groups.
	Mounted in response vehicles, offering better coverage than handhelds.
	The agency's main transmitter and receiver, relaying information between you and field units.
	Portable for first responders, but with limited range compared to mobiles.
	Cutting off parts of your message can be avoided by keying the mic and not immediately speaking and unkeying after you have completed your transmission.
	Joining talk groups; patching allows interaction, while simulcasting enables everyone to hear base station transmissions but not interact across groups.
	Extend signal range for wider coverage.
	Regularly practice using interoperability tools and reviews protocols, ensuring seamless collaboration during critical situations.

13. Radio protocols with built-in mutual aid features and a dedicated 700 MHz frequency designed to enable cross-agency communication regardless of the internal radio frequencies used is known as _____.

14. _____ are Trailers equipped with various communication technologies like radio, FIN, VoIP, satellite, and cellular, providing versatile communication options in the field.

15. List three (3) reasons Cybersecurity is important in a Communications Center:

_____

_____

_____

16. Scams that attempt to steal login credentials or sensitive information are known as _____.

17. List four (4) internal resources within the Communications Center:

_____

_____

_____

18. Chat, email, and voice communication systems are examples of _____ resources.

End of Section 04 Worksheet

1. What are the stages of the communication cycle?

_____

_____

_____

2. What factors influence effective communication?

_____

_____

_____

3. What is active listening?

_____

_____

_____

4. Why is cultural sensitivity important?

_____

_____

_____

5. _____ refers to the correct way to say words, including the sounds, stress, and intonation patterns specific to a language.

6. _____ involves the articulation and clarity with which words are spoken. It emphasizes the precise formation of sounds and syllables to ensure they are distinctly heard and understood.

7. Why is it important to provide clear instruction delivery and to follow instructions?

_____

_____

_____

8. What are strategies for effectively giving and following instructions?

_____

_____

_____

9. A _____ is a statement that can be objectively verified or proven to be true. It is based on observable, concrete evidence and is not subject to interpretation.

10. An _____ is a conclusion or interpretation drawn from available evidence or facts. It involves making deductions or educated guesses based on the information at hand.

11. Customer service skills should apply to who?

_____

_____

_____

12. What are some professional customer service skills that play a vital role in the PST role?

_____

_____

_____

13. Mastery of _____ and _____ elevates the effectiveness of emergency response systems and ensures swift and appropriate assistance during crises.

14. _____ helps in obtaining essential information, clarifying details, and ensuring a comprehensive understanding of the situation.

15. Categorizing calls according to their urgency enables effective _____ _____, ensuring that critical incidents receive immediate attention.

16. Collaboration within the _____ ensures seamless handoffs and continuous support, enhancing overall call management efficiency.

17. What are three (3) main ways to identify suspicious information?

_____

_____

_____

18. How do PSTs handle suspicious information?

_____

_____

_____

19. What are some challenges faced by PSTs in regard to cultural diversity?

_____

_____

_____

20. What are strategies for cultural competence?

_____

_____

_____

21. How does a PST approach a challenging caller for effective communication?

_____

_____

_____

22. PSTs may use de-escalation techniques such as:

_____

_____

_____

23. What are some radio transmission techniques that PSTs utilize?

_____

_____

_____

24. What voice control strategies do PSTs utilize?

_____

_____

_____

End of Section 05 Worksheet

1. PSTs must ask _____ questions to gather accurate information.

2. Prioritizing incidents involves balancing urgency with resource limitations. PSTs must consider factors such as:

_____

_____

_____

3. What are the three (3) major incident types?

_____

_____

_____

4. Are there other incident types PSTs may have to provide assistance for?

_____

_____

_____

5. What is the difference between assault and battery?

_____

_____

_____

6. What is the difference between Advanced Life Support and Basic Life Support?

_____

_____

_____

7. What are factors influencing incident prioritization?

_____

_____

_____

8. What are skills that help PSTs improve prioritization?

_____

_____

_____

End of Section 06 Worksheet

1. What is the correct order of the 6 W's?
     e)   Who, What, When, Where, Why, & Weapons
     f)   Where, What, Weapons, When, Who, & Why
     g)   Who, What, When, Where, Weapons, & Why
     h)   What, Where, Weapons, When, Who, & Why

2. What does the mnemonic CYMBALS stand for?

_____

_____

_____

_____

_____

_____

_____

3. How does a PST sort calls based on urgency?

_____

_____

_____

4. What communications tool differentiates between incident severities and attracts field personnel's attention?

_____

5. PSTs should cultivate a collaborative space where information is shared freely, progress updates are exchanged, and resource adjustments can be made quickly when needed.
     c)   True
     d)   False

6. PSTs prioritize clear communication of incident details and resource allocation plans to _____.

7. PSTs must possess a thorough understanding of the purpose and format for all relevant forms, logs, and files encountered, except for incident reports and dispatch logs.

    c) True

    d) False

8. PSTs are entrusted to follow agency protocols for data security and access restrictions to protect _____ & _____ information.

9. This serves as a vital record for future reference and potential follow-up.

    e) Communication

    f) Coordination

    g) Document Clearly

    h) Data Integrity

10. Keep the field unit informed throughout the process, updating them on _____, & _____, and any changes in the situation.

11. PSTs should thoroughly familiarize themselves with their agency's jurisdiction, incorporating _____, _____ & _____. Having a mental map fosters understanding of their authority and responsibility.

End of Section 07 Worksheet

1. Established hierarchy of authority and responsibility within the ECC or any command structure.

    e)   Chain of Control
    f)   Chain of Command
    g)   Chain of Order
    h)   Chain of Instruction

2. List three (3) reasons why structure is important.

_____

_____

_____

3. A well-defined structure and chain of command are not meant to restrict but to empower the PST.

    c)   True
    d)   False

4. The acronym NIMS stands for.

    e)   National Information Management System
    f)   National Incident Main System
    g)   National Incident Management System
    h)   National Incident Supervision System

5. NIMS is a standardized approach to incident management developed by the Federal Emergency Management Agency (FEMA) to ensure consistent and effective response across all levels of government, private sector, and non-profit organizations.

    c)   True
    d)   False

6. The Incident Command System (ICS) is an organizational structure for managing incidents of all sizes and complexities. It establishes clear roles and responsibilities for personnel involved in the response, ensuring coordinated and effective action. List the six (6) key positions.

_____

_____

7. While the PST plays an important role in the ICS, the PST is not a vital link between the public, responders, and the incident itself.
  c) True
  d) False

8. Name two (2) positive impacts of inter-agency cooperation. (5 possible)

_____

_____

9. List at least three (3) challenges and considerations of inter-agency cooperation. (5 possible)

_____

_____

_____

10. Forming joint communication teams and establishing clear communications protocols are strategies for establishing effective inter-agency cooperation.
  c) True
  d) False

End of Section 08 Worksheet

1. A(n) _____ is the threat of bodily harm by a person with the apparent, present ability to carry out the threat while a(n) _____ is the intentional touching or striking of another person in a harmful or offensive manner, without that person's consent.

2. FCIC is an acronym for the _____.

3. List the primary duties of law enforcement officers.

_____

_____

_____

4. The sharing of information by the PST provides officers with _____ information about the situation, _____ details, and potential _____.

5. Knowing the different types and their specialties is crucial for _____ response and accurate _____.

6. List examples of federal law enforcement agencies.

_____

_____

_____

7. Citizen requests for police assistance can be broadly categorized into three main areas:

_____

_____

_____

8. By carefully listening to callers, understanding the underlying context, and skillfully assessing the situation, PSTs can:

_____

_____

_____

9. Identify the following as a criminal or civil complaint:

Robbery	
Breach of Contract	
Assault	
Vandalism	
Property Damage	
Neighbor Dispute	

10. As a PST, your primary focus is on gathering _____, _____, and _____ .

11. List three (3) key reasons PSTs should not offer legal advice.

_____

_____

_____

12. Crossing the line into legal advice violates professional _____ and potentially puts the PST at risk of legal _____.

13. When prioritizing calls, events are classified as either _____,-_____, or _____.

14. To prioritize effectively the PST must allocate resources and support based on the _____ and potential impact of each situation.

15. The two (2) modes of response are _____ and _____.

16. During critical incidents, the role of the PST is to _____

17. Wrongfully taking or carrying away of one person by another by force, fraud, or persuasion is defined as a(n) _____.

18. Potential injuries, potential loss of life, hazardous situations and standby are all situations that may require _____response.

19. The PST's top priority is _____.

20. List the various roles of the PST in broadcast alerts.

_____

_____

_____

21. A(n) _____ is issued for missing children under 18 in imminent danger. Details include the child's description, vehicle information, and suspect description (if available). Requires immediate action and dissemination through all channels.

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End of Section 09 Worksheet

1. Match commonly used EMS terms:

A. Seizure	D. Do not Resuscitate
B. Syncope	E. Automated External Defibrillator
C. Diabetic	F. Intoxication from Ethyl Alcohol

	Sudden surge of electrical activity in the brain that typically affects how a person acts or feels for a short time. Symptoms may range from dramatic shaking to barely noticeable
	Medical Order written by a doctor instructing health care providers not to do CPR if a patient's breathing or heart stops
	Fainting
	A portable device which has the ability to analyze the heart rhythm and deliver an electrical shock (when necessary) to restore the heart to a normal rhythm
	A person whose body is unable to regulate blood sugar. Some symptoms may mimic those of intoxication
	Intoxication from ethyl alcohol

2. _____ possess advanced medical training and equipment, providing a higher level of care.

3. _____ provide basic life support care in pre-hospital settings.

4. Define Advanced Life Support (ALS):

_____

_____

_____

5. Define Basic Life Support (BLS):

_____

_____

_____

6. Define emergency response and non- emergency response modes.

_____

_____

_____

7. Give two (2) examples of a mass casualty incident.

_____

_____

8. The PST has critical responsibilities during an MCI incident. Explain the importance of rapid triage.

_____

_____

_____

9. List four (4) skills a PST should use during an MCI to ensure success.

_____

_____

_____

_____

10. A method used for grading injury severity and determining trauma center transport is known as trauma alert criteria.
   c) True
   d) False

11. List two (2) conditions that could potentially require a trauma alert.

_____

_____

12. List two (2) reasons law enforcement would respond on an EMS incident.

_____

_____

13. List three (3) roles the PST plays in responder safety.

_____

_____

_____

14. The PST should never refer anyone to other resources.
   c) True
   d) False

15. _____ involves PSTs providing clear and concise instructions to callers over the phone, guiding them through life-saving chest compressions and rescue breaths until professional help arrives. This crucial intervention can significantly increase the chances of survival for individuals in cardiac arrest.

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End of Section 10 Worksheet

1. What is a location away from the scene where units wait for their assigned position called? _____

2. What is the Internationally recognized distress signal? _____

3. List three (3) functions of firefighters:

_____

_____

_____

4. Match fire incident types:

A. Structure Fire	**D.** Chemical Fire
B. Vegetation Fire	**E.** Electrical Fire
C. Vehicle Fire	

	Involves wildlands, forests, grasslands, and outdoor areas
	Involves buildings, including residential homes, commercial buildings, industrial facilities.
	Involves cars, trucks, motorcycles, boats
	Caused by faulty wiring, overload circuits, or malfunctioning appliances.
	Involves hazardous materials and requires specialized response procedures.

5. Define emergency response and non- emergency response modes:

_____

_____

6. What are trucks that carry large amounts of foam to fight fires accelerated by airplane fuel called?

_____

7. What is a mobile water source called?

_____

8. Define the fire response plan for Community Wildfire Protection Plans (CWPPS) and the PSTs role.

_____

_____

9. Define large- scale incident plans and the PST's role.

_____

_____

10. During a hazardous material incident responders should be aware of wind, _____ ____ _____, as this information is crucial for establishing command posts and containment zones.

11. List three (3) typical locations hazardous materials could be stored:

_____

_____

_____

12. Define a mayday.

_____

_____

13. What kind of information should be gathered by the PST during a mayday?

_____

_____

_____

14. Explain why law enforcement may be required on a fire call.

_____

_____

_____

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End of Section 11 Worksheet

1. Match the agency type:

Environmental Protection Agency		**A**. Local Agency
Fire Department		**B**. Federal Agency
FEMA		**C**. State Agency

2. PSTs are the first point of contact during emergencies.
- c) True
- d) False

3. Match the threat or disaster type:

Hazardous Material Spill		**F.** Public Health Emergency
Plane Crash		**G.** Environmental Incident
Pandemic		**H.** Transportation Accident
Hurricane		**I.** Terrorist Threat
Chemical Attack		**J.** Natural Disaster

4. A group of trained PSTs sent to disaster zones to bolster overwhelmed ECCs, who handle surging call volumes, dispatch resources, and keep emergency response flowing by maintaining crucial communication in crisis situations are known as:
- e) Telecommunication Emergency Response Taskforce
- f) Telecommunication Emergency Disaster Taskforce
- g) Telecommunication Emergency Team
- h) Telecommunication Emergency Incident Team

5. List three (3) types of notification systems used to keep the public informed during emergencies.

_____

_____

_____

6. The system that allows targeted calls to be made to specific geographic areas, alerting residents of dangers or instructions is known as _____.

7. This _____ system operates similarly to the EAS but at the state level, providing broader reach for emergencies impacting multiple regions.

8. The _____ acts as a central hub for information, coordinating resources and alerting agencies during critical events.

9. _____ or _____ with potential for public safety risk or widespread disruption.

End of Section 12 Worksheet

1. What are the signs of chronic stress?

_____

_____

_____

2. Supporting a PST's mental health requires a multi-pronged approach including:

_____

_____

_____

3. What are some pressures PSTs face?

_____

_____

_____

4. Opportunities to build resiliency for the PST includes:

_____

_____

_____

5. What are signs of compassion fatigue?

_____

_____

_____

6. Investing in the mental well-being of a PST is not just a compassionate gesture; it is an investment in our own _____ and _____.

7. What is an EAP?

_____

8. Investing in the PST's resilience translates to:

_____

_____

_____