Basic Telecommunications Academy

2019 Curriculum Overview

State of Oregon

Department of Public Safety Standards and Training

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ACKNOWLEDGEMENTS

TABLE OF CONTENTS

EXECUTIVE SUMMARY

The Oregon Department of Public Safety Standards and Training (DPSST) is entrusted to provide quality training as a service to its public safety constituency. The 3-Week Basic Telecommunications curriculum is the product of the collaborative efforts between DPSST and the statewide telecommunication constituents.

As a result of constituent input and community feedback, it is clear that today's Telecommunicators must be creative problem solvers; there is not often one answer, nor one book that holds all of the answers, to the complex issues they face. To be successful, Telecommunicators must possess versatile interpersonal skills, be knowledgeable in effective intervention and de-escalation strategies, capable of obtaining and evaluating information, skilled at critical thinking, and ultimately able make decisions that impact the lives of others, as well as their own safety and well-being.

The 3-Week Basic Telecommunications curriculum is designed to address these needs and help new Telecommunicator acquire essential knowledge, as well as develop job specific skills that will be utilized throughout their careers. Students will learn the justification behind effective telecommunication procedures. The learning experience will progress daily as students delve deeper into concepts and begin understanding their applications to the field. Students will also have numerous opportunities to practice important skills such as effective communication, map reading, database interpretation, call control and other methods for effectively interacting with the community, as well as techniques related to behavioral health and career resiliency.

In addition to incorporating evidence based practices into the procedures a Telecommunicator follows in the field, the new curriculum also makes use of evidence based practices from the field of adult learning. Student-centered facilitated learning and problem-based learning are contemporary educational models that empower learners to think critically, problem-solve, challenge assumptions, be innovative and creative, conduct research, integrate theory and practice, and apply knowledge and skills to develop viable solutions to job-related problems and/or challenges. Recognizing this process instills competencies directly related to the practices of an effective Telecommunicator, the 3-Week Basic Telecommunications curriculum utilizes student-centered facilitation, problem based learning exercises, as well as other "hands on" and/or social learning activities, aimed at ensuring student comprehension, increasing student retention, enhancing job performance, and developing career confidence.

PROGRAM CHANGES – "AT A GLANCE"

- Change in program length: expanded by one week

- Change in curriculum concepts

    - Addition of training topics such as Enhanced 9-1-1, Emerging Technologies, Public Relations, Resource Utilization, Crisis Communications, Behavioral Health, Problem Solving, Toolkit for Building Resiliency, Radio Overview, Map Reading and Critical Incidents.

    - Addition of a wellness thread as part of the Academy, to include physical fitness and nutrition components, as well as mental and emotional wellness.

    - Reduction of time spent on topics that are either available online to all agencies or identified as too advanced for the basic academy: Weapons of Mass Destruction (WMD), Oregon Vehicle Code, Domestic Violence and Understanding DMV Printouts (DMV to be covered in Resource Utilization).

- Student performance evaluations will expand beyond written tests (see **Assessment Model** starting on page 8).

    - More coaching/feedback as a result of scenario based/role play training.

    - More quantifiable evaluation criteria.

    - Use of self-reflection to promote intrinsic development.

- Teaching methodologies have changed to reflect adult learning principles, student-centered approaches and problem-based learning.

    - More and/or addition of: group work/presentations, small group discussions, journaling, pre-assignments, problem-based learning exercises, scenarios, self-reflection, role plays, hands on exercises, coaching and feedback.

- Concepts will no longer be presented merely in time blocks; rather they will be interlaced and on-going.

    - This allows for better connectivity between concepts as well as a framework for building upon skills and increasing complexity.

116 Hour Basic Telecommunications Curriculum
Hourly Breakdown

COURSE SUBJECT	HOURS
BEHAVIORAL HEALTH	**8**
Crisis Communications	2
Behavioral Health and Veterans Awareness	6
COMMUNITY RELATIONS	**22.5**
Customer Service	2
Diversity	2
Ethics	8
Problem Solving	2
Public Relations	2.5
Workplace Communications	6
FIELD PROCEDURES	**9**
Critical Incidents	5
Fire/EMS Overview	2
Law Enforcement Overview	2
LEGAL TOPICS	**10**
Civil Rights & Liabilities	4
Courtroom Testimony	2
Criminal Law	4
SCENARIOS	**24**
Application Scenarios	14
Call Handling Scenarios	8
Scenario and Safety Briefing	2
TELECOMMUNICATIONS	**20.5**
Call Handling	6
Documentation	2
Emergency Preparedness	2
Emerging Technologies	2
Enhanced 9-1-1	1
Map Reading	2
Radio Overview	1.5
Resource Utilization	3
Trouble Shooting	1
WELLNESS	**11**
Fitness & Nutrition	4
Stress First Aid	4
Toolkit for Building Resiliency	3
COURSE ADMINISTRATION	**11**
Academy Closeout	0.5
Certification and Standards Presentation	0.5
Checkout	1
Final Exam	2
Graduation Practice/Graduation	2
Orientation	2
Project Time	3
GRAND TOTAL	**116**

BT Curriculum Development: Support for Expansion

Below are various justifications, evidence for the need, support and reasoning behind expanding the Basic Telecommunications Academy Program. Contained within the table are the reasons, sources and expected impacts.

Source	Reason	Expected Impact
Constituent Survey (surveymonkey) – 106 Respondents 47% - line level 29% - CTO 17% - Supervisor 17% - Director/Mgr.	For the following topic areas, over 90% of the respondents requested adding them and identified them as either Somewhat Important or Very Important: - Active Shooter/Tactical Dispatch - Call Control - Call Questioning Scenarios - Crisis Communications - De-escalation - LEDS/NCIS Interpretation - Map Reading - Mental Health - NG911 - Phase I / Phase II - Problem Solving - LAT/LONG Location - Pinging Cell - Trauma Exposure - Voice Dispatching	Considering the request holistically across the constituent base, including all sized agencies, these topics need to be incorporated somehow into the Basic Academy. This would result in: - Constituent needs being met - Consistent, foundational training on key topics for telecommunicators across the state - Foundational training on critical topics that smaller agencies may not be able to provide their staff - More knowledgeable and prepared recruit leaving the academy to return to the agency - Improved service for public safety across the state with modernized and current training topics being covered

Source	Reason	Expected Impact
Constituent Survey (surveymonkey) – 106 Respondents	Additional Comment - "Academy needs to be extended to compensate for the growing volume of skills required to perform this job as well as the long term impact on mental health." Additional Comment - "I agree it needs to be longer and more in depth."	• More knowledgeable, prepared and proficient recruit being produced at the end of the Academy training • New hires in the field are better prepared to serve public safety needs in Oregon • Better retention of staff (mental and emotional preparation for the job, as well as better meeting mental/emotional needs)
Constituent Survey (surveymonkey) – 106 Respondents	Additional Comment – "Need to emphasize physical fitness. This has become a profession that is woefully unfit and unhealthy, which as a manager, leads to excessive sick usage / staffing issues." • This would require the addition of a physical fitness & nutrition program within the Academy (requiring more time)	• More knowledgeable staff on how to be or maintain a healthy lifestyle • Improved life habits developed at Academy to be able to be continued afterward • Fewer staffing issues due to illness • More productive and healthy staff
Constituent Survey (surveymonkey) – 106 Respondents	Additional Comment – "…we are deeply failing our employees by not stressing the affects and causes right from the beginning. We have a generation of new hires that are not mentally able to handle this job." Additional Comment – "Mental health as a dispatcher/call taker is extremely important. I see many dispatchers late in their careers that have not taken care of themselves mentally and are now in positions that they can no longer handle and cannot retire."	• New hires in the field are better prepared to for the potential impact this particular career could have and able to be proactive about it • Better retention of staff (mental and emotional preparation for the job, as well as better meeting mental/emotional needs) • Setting the field up for a career hires, again, rather than short term jobs that burn people out

Source	Reason	Expected Impact
Site Visits (T. Atkinson) – 56 total	When asked about expanding the Basic Telecomm. Academy, the responses were as follows: • 27 – YES! (48%) • 11 – YES, if specifically for scenarios (20%) • 7 – "eh…" (12%) • 11 – No! (20%)	Overall, at least 68% of the site visit locations were for expansion; 12% could be swayed either way; and only 20% were completely opposed. • Consistent, foundational training the meets the needs of the growing and changing field • More in-depth training that meets learning levels according to best practices to ensure better retention • Training provided to staff and agencies that otherwise would not receive it • Getting the program current and aligned with all other programs/disciplines within the public safety field (all others have expanded to meet the needs of the field, while BT has not in over a decade) • Change the negative stigma (program is outdated and consequently perceived as irrelevant – "just go to the academy and be quiet; we will teach you what you need to know when you get back")

Source	Reason	Expected Impact
Media, Policy & Board Committee Meetings, observations from constituents, research, etc.	The field is changing, which means topics previously not included in the basic training need to be, in order to stay current and even ahead of the changes to be better prepared, rather than scrambling to react. There are topics that have maintained their significance within the field, which is largely what has been taught to this point, but incorporating new needs of the field and of our hiring generation will require more time. Also, need to utilize methodology that is research based and proven most effective.	• Allow new hires and personnel within the field to be proactive, rather than reactive • Oregon telecommunicators consistently and progressively trained and on the front end of coming changes or future movement within the field →better able to serve the public and other public safety entities throughout the state • Better retention; higher level thinking skill development (critical thinking, decision making, etc.)
Job Task Analysis (JTA)	The job task analysis was just revised to incorporate the changes that have happened already in the field and potentially address some of the pending changes.	In order to meet the updated needs addressed in the JTA, as well as the current and evolving needs of the field, the current program must be expanded. This would result in: • Board mandates being met in the field and at the academy • Current and future needs being met at the foundational level (basic training) • Consistency between standards required of personnel and standards set for certification, while also meeting training needs to best prepare personnel for the career

ASSESSMENT MODEL

Below is the entire plan for creating a Basic Telecommunications Academy program that contributes to and is a part of the bigger training model for Oregon's telecommunicators. The intention is that this small piece of the puzzle provides what is needed for public safety in Oregon to be positively impacted. The use of evidence-based program and assessment models provides DPSST with a format through which to evaluate the intended impact.

High Level Training Model Phases for a Telecommunications Recruit –

DPSST Training Academy (Phase 1)

Critical Behaviors – *Measurement*

1.1   Engagement / Learning Growth – *Observation/Feedback/Exam*

1.2   Outcomes Met – *Observation/Feedback/Exam*

1.3   Resources Developed / Obtained – *Observation/Feedback*

Field Training (Phase 2)

Critical Behaviors – *Measurement*

2.1   Completion of Field Training Manual – *Observation/Feedback/Scoring*

2.2   Application of Knowledge, Skills and Attitudes from Academy – *Feedback/Observation/Field Training Completion*

2.3   Able to Contribute to Agency / Team Needs – *Feedback/Observation*

Solo Telecommunicator Performance (Phase 3)

Critical Behaviors – *Measurement*

3.1   Application of Problem-Solving / Critical Thinking Skills – *Observation/Performance Results*

3.2   Filling Telecommunicator Role for Agency Shift – *Scheduling/Feedback/Constituent Reports*

3.3   Improving Agency Functioning in Community – *Constituent Feedback/Observation*

<u>Level 4 Result (per Kirkpatrick levels of evaluation):</u> This is the overall – large – impact you're looking for with whatever training model being developed and implemented. The Level 4 result looks beyond just the Academy or FTEP, and takes the entire process from hire to successful telecommunicator and identifies what that looks like. Level 4 results are what agencies can speak to when working with their communities and trying to demonstrate the positive impact they are having. We wanted to build a DPSST Academy program that was promoting and supporting those efforts back at the agencies. So, we built it with this in mind.

The development of a Level 4 Result (to be assessed after implementation of a training model) is below:
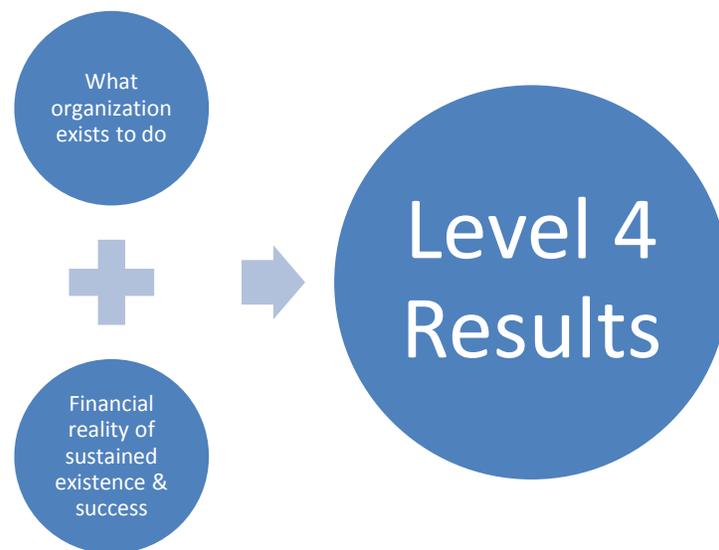
<u>Proposed L4 Result:</u> **Upon completion of their training experience,   (recruit name)   will enable their employing agency to provide quality and efficient public safety communications to the communities and constituent partners they serve in order to promote safer communities, while promoting fiscal responsibility of tax payer funds.**

<u>What that means for the Basic Academy (as discussed and determined by the Committee):</u>

Critical outcomes to promote this result -
- Effective Communication Skills
- Understanding of what this career truly is and entails (and whether they are All In, or it's not for them)
- Problem Solving Skills (including the gray areas)
- Basic Call Taking / Questioning Skills
- Solid, consistent foundation for each agency to build from
- Ethical Awareness

Changes needed from what outcomes are being seen from today's academy graduates –

- "Erase what you learned at the Academy"
- The academy was "fun" (but not educational)
- Black and white thinking – no application or transfer of knowledge; no problem solving outside the checklist

Outcomes of the current program that we don't want to lose –

- "Be quick; but don't hurry"
- Sense of community among the diverse group of agencies represented with each class
- DPSST as a resource (beyond the time spent at the basic academy)

What is needed from trainers, coaches, agencies and communities for this program to be a success?

- Agency mindset or view of the academy may need to change (education to the agencies of what is happening and all the value)
- Be 'in the know" about the curriculum (what is being taught) at the academy – education to all agencies: curriculum is public record and can be requested at any time
- Cohesion with agency training programs
- For students:
  - Set up to be life-long learners; regularly seeking out trends and what is new, or just staying up on their skills (pursuing training)
  - Have an accurate sense of their customers and realize the customer service element to this career

So What…?

The goal of the newly designed academy is that we are able to accomplish all of these things as a collective and collaborative effort.   However, we don't want to simply claim that. We want to show how this can be measured (evaluated). When we talk about actually assessing whether or not we are achieving our Level 4 result (that far-reaching vision for the program), there are specific things we can measure and assess. These are called "Leading Indicators". These indicators happen outside the academy, but can actually be traced back to impacts from the academy. The foundation laid during a recruit's time at the academy can lead them down this path (as identified above in what needs to be happening as a result of their time at the academy).

However, the added benefit to designing the academy in this way is that agencies are able to speak to their constituents, customers, community members and partners about the direct (positive) impact their telecommunicators (and dispatchers) are having on their communities and the safety of their communities. The leading indicators are examples of metrics (specific data sources you can measure) that can be collected and evaluated to determine the impact. When measuring the indicators, there are two avenues to be considered: the external impact (on customers, constituents, community members, etc. – everyone outside the recruit/staff member's agency) and the internal impact (customers, co-workers, supervisors, partners, etc. – everyone within the recruit/staff member's agency). Below are proposed indicators and how they can be measured.

Leading Indicators (of L4)

(Observations of critical behaviors on track for driving positive results)

Performance Improvement Areas	New Contributing Behaviors	Changes in Practice

External (outside the agency)

- ✓ **Increased Community Safety**
  - o Call Records
  - o Agency Complaint – Compliment Ratio

- ✓ **Decrease in Citizen Complaints**
  - o Agency Records
  - o Comparison (Before / After)

- ✓ **Decreased Wait / Response Time**
  - o Agency Records
  - o Partner Agency Feedback
  - o Complaint Logs

Internal (within the agency)

- ✓ **Demonstrating expectations of excellence in call taking**
  - o Accountability
  - o Role Model
  - o Confidence
  - o Professionalism

- ✓ **Improved Employee Engagement**
  - o Attitudes / Talk
  - o Involvement
  - o Decreased (regrettable) Turnover

- ✓ **Improved Problem Solving/Critical Thinking at Individual Level**
  - o Observation / Feedback
  - o Help Request Logs

By designing the academy as a part of the overall training model (rather than its own entity), we hope to build some cohesion. We hope to provide what agencies need as a foundation to deepen that field training, while also have specific feedback to drive personalized training for each recruit in order to make them successful in this career. Through much input from constituents throughout the state, we have determined the critical and essential tasks needed to be successful in this field, as well as what agencies need from their recruits as a result of their time at the academy. We went beyond that, though, to also seek out and determine what agencies need *while* their recruit is at that academy; what types of feedback would be beneficial to help guide their field training, as well as assess their potential success in their training program. Additionally, we determined what students/recruits needed to be successful both at the academy and in their field training. The proposed assessment scheme for the new academy is intended to start linking these two levels of their training.

The new Basic Telecommunications Academy will have an assessment scheme that involves completing tasks and a project, in addition to the final exam. The discussion explained above is the reason for this change – we intend to bridge the gap between the Academy experience and a recruit's training program with their agency. The specific tasks throughout the academy that students must complete will be the platform by which agencies will receive informal feedback as to their recruit's learning and development *while* they are at the academy. The project will be the resource to bridge the gap between what is learned at the academy and what is needed for their field training program.

The requirements of the academy linked to the assessment scheme and the benefit to agencies are listed below:

- **Weekly Journals** – the weekly journals will consist of 1-3 prompts a day (Mon-Thurs) that are aligned with the critical outcomes of the courses the students have that day during the Academy. These prompts will solicit higher levels of thinking, reasoning, justification and even reflection related to the content, which will provide agencies and trainers insight into the recruit's development of critical thinking skills, problem solving/reasoning skills, reflection and the knowledge base they are building based on the new content areas.
  - o This will be a completion based score, meaning that students must complete all the required journal prompts to be considered complete for graduation.
  - o Students must remediate any incompletes.

- **Scenarios** – there will be opportunities for students to have scenario-based (reality) training wherein they're able to apply what they've been learning. This type of training can be a really valuable tool to reveal possible challenges, strengths, obstacles, etc. associated with performance. This is also the "safe" place to make mistakes and learn from them, before getting back to the agencies and possibly making those mistakes with their communities. Due to the fact that the scenarios are intended to be learning opportunities, the feedback gleaned during these experiences is strictly for learning purposes (not as an evaluative or punitive tool). That being said, the feedback will be structured with specific

behavior outcomes that are intended for each experience to be able to be objective in capturing what is being observed and ways to improve.

- o Students must participate in their scenario days in order to graduate (remediation required if not able to at that time).

- **Final Project** – this project will be a resource guide (of sorts) associated with what they've learned at the academy that will contribute to their success in their field training. They should be compiling it and adding to it as they progress through the academy. The end product will look different per student, as the intention is that they create a workable training aid specific to their own needs that they will use when they return to their agency. This training aid will contain the critical information that they would likely need to access in their training program back at the agency, and it would promote their ability to be resourceful and autonomous in their training tasks.
  - o Historically, there's been a perceived gap in the learning accomplished at the academy and what they are able to do when they return to their agency. Additionally, the committee talked at length about the need for them to have something that worked for them, rather than just a scripted resource, as that was either (a) unusable for them, or (b) promoting black & white thinking, thereby minimizing the recruit's ability to problem solve and think for themselves.
  - o Students must complete this project in order to graduate (remediation required if not able to at that time).

- **Final Exam** – there is currently a final exam for the Basic Telecommunications Academy to assess foundational knowledge. The new academy will also have a final exam with questions tied specifically to the critical outcomes, as established by the Curriculum Committee.
  - o Students must obtain 75% or better to graduate, per OAR 259-008-0085.

Level 3 Result (per Kirkpatrick levels of evaluation): Level 3 is specific to the behaviors that must be present to be able to bring about those leading indicators associated with the Level 4 result. Levels 3 and 4 results are directly related to the impact back at the students' agencies, as well as within their communities and the field of public safety/ telecommunications as a whole. The training and learning associated with the Academy should directly impact level 3 and 4 results, so it can therefore be evaluated. There are specific critical behaviors that can be identified and assessed to better inform a student's success and ability to apply their training back at their agencies, which has been identified as a gap historically. These behaviors and how to assess/measure them are listed below.

Critical Behaviors (Few, key behaviors that must be consistently performed to bring about targeted outcomes) for participants applying their training back on the job:
1. DPSST Basic Telecommunications Academy students fully engage with their academy program, participating and completing all components
2. DPSST Basic Telecommunications Academy students successfully meet targeted outcomes and commit to apply what they learn at the Academy when returning to their employer (back on the job)

#	Metric(s)	Method(s)	Timing
1	• Participation during courses • Completion of journals and project • Growth demonstrated	• Classroom activities / engagement • Journal / Project Review • Observations - instructor/coach/mentor • Informal / Formal Assessments	• During / Upon completion of course • Upon submission of journal/ project • Exams / Observation / Scenarios
2	• Performance based learning outcomes met • Academic based learning outcomes met • Increased confidence to apply learned skills	• Classroom activities / engagement • Final Exam Scores • Observations - instructor/coach/mentor • Informal / Formal Assessments	• During / Upon completion of course • Review of Journals/Project (by agency & coordinator) • Exams / Observation • Retrospective Confidence to Apply survey

Level 2 Result (per Kirkpatrick levels of evaluation): Level 2 results are specifically associated with the learning done during the training event. So, this is associated with the knowledge, skills, attitudes and behaviors expected as a result of the Basic Academy, as well as the learning outcomes established for that program. The learning outcomes were then vetted to evaluate which were critical for students to know/do (based on their impact on the overall intended results – levels 3 & 4). The measurement of level 2 is captured in the "requirements of the academy" described above.

L2 Learning

To what degree participants acquire the intended knowledge, skills and attitudes based on their training

Learning Outcomes

Established within the development of the Basic Telecommunications Academy curriculum

Measurement

Forms of assessment decided upon for use during the Basic Telecommunications Academy
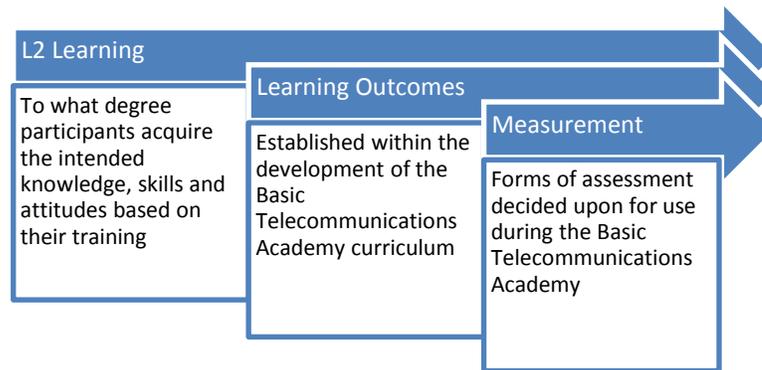
Level 1 Result (per Kirkpatrick levels of evaluation): Level 1 results are specifically associated with the reaction of the student to the training. This is capturing whether or not their reaction or response to the training is favorable, or not, and the reasoning behind it. The three main categories captured at this level are **engagement** of the student, the **relevance** of the content for the student, and the student's **satisfaction** with the course.

L1 Reaction

To what degree participants react favorably to the training (learning events)

Source: Surveys / Feedback

Engagement

The degree to which participants are actively involved in the learning

Relevance

The degree to which the content directly relates to participants' job responsibilities

Satisfaction

The degree to which participants feel satisfied and that there was value in the training they received

Committee Expectations – Non-Academic Feedback

The committee discussed the specific period of training while at the academy and what other information they would like or need to know related to their recruits' experience. We discussed both the Levels 1 and 2 results to ensure that we were intentionally capturing whatever feedback was requested or needed. The "requirements of the academy" (listed above) would provide evaluative data associated with the learning (level 2), and students have the opportunity to provide level 1 feedback through the weekly agency contacts, academy surveys, as well as directly with DPSST staff.

In addition to what is being captured by the requirements of the academy, the committee expressed that behavioral feedback would be valuable as well. While behavioral concerns are often brought forth by the Class Coordinator, this is largely dependent upon discretion of instructor (passing the information along) and coordinator (whether it is significant enough to warrant follow-up). However, the committee asserted that the following should prompt agency notification:

- Lack of participation, especially a refusal
- Argumentative or challenging (non-productive conflict or insubordination)
- Freeze or shut down (if a student refuses to engage because they are overwhelmed & freeze/shut down)

The above pages detail and explain the process through which we established an assessment model for the new Basic Telecommunications program. It encapsulates the desire to bridge gaps between DPSST and agencies, while also bridge the gap between the Basic Training program and field training.

CONTENT OVERVIEWS

BEHAVIORAL HEALTH AND VETERANS AWARENESS

INSTRUCTIONAL GOAL:

This course is designed to develop a new telecommunicator's ability to recognize actions and behaviors which could indicate that an individual or veteran may be experiencing a behavioral health crisis and safely and effectively de-escalate the individual from the crisis state.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Articulate how stigma impacts mental illness	In-Class Activity
Identify behaviors which may be present during a behavioral health crisis	In-Class Activity Exam
Describe appropriate intervention strategies to resolve a behavioral health crisis situation	In-Class Activity
Identify specific challenges associated with Veterans	In-Class Activity Exam

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

INCOMING CALLS
Determine if there are responder safety issues
COMMUNICATIONS & CONFLICT RESOLUTION
Effectively communicate with various callers (emotionally distraught, PTSD, suicidal, belligerent, under the influence and callers who are elderly, children, from different cultures and with language barriers)
Maintain professional conversation control (managing and controlling conversations on phone, radio and in person)
Effectively use techniques to extract critical information from callers who are hysterical or traumatized and may believe they are unable to remember or provide information

CALL SCREENING & CALL TAKING
Obtain information on weapons, what type(s), who has them, their location, and whether the weapons were involved in the incident
Obtain information about alcohol, drugs, and mental issues with the people involved
COMMUNICATION SYSTEMS
Utilize different methods of communications with situations involving active threat, active shooter or weapons of mass destruction
EMOTIONAL WELLNESS
Understand how a healthy lifestyle and fitness counteracts sedentary, but high stress and/or adrenaline spikes

CONTENT SUMMARY:

I. Overview
   a. Significance of Stigma
   b. Myths and Facts

II. Mental Disorders/Developmental Disorders
   a. Psychotic Disorder
      i. Schizophrenia
   b. Mood Disorder
      i. Bipolar Disorder
      ii. Clinical Depression
   c. Anxiety Disorder
      i. Post Traumatic Stress Disorder
   d. Suicide
   e. Trauma
   f. Intellectual Disability
   g. Autism Spectrum Disorder
   h. Dementia

III. Veterans' Awareness
   a. Overview
   b. Deployment
   c. Call taking strategies for Veterans

   d. Resource specific to Veterans

IV. Receiving the Behavioral Health Call

V. LEDS

VI. Resources

CALL HANDLING

INSTRUCTIONAL GOALS:

This course is designed to introduce a new telecommunicator to the basic knowledge necessary to handle emergency and non-emergency calls.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify strategies and techniques to effectively communicate with and gather information from callers in non-emergency and emergency situations	In-Class Activity Exam
Identify the methods and techniques to obtain information about an unknown address or location	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

INCOMING CALLS
Answer incoming telephone calls
Answer multiple incoming 9-1-1 emergency lines
Answer multiple incoming non-emergency lines
Answer direct "hot line" lines (e.g. from PD, USCG, USFS, etc.)
Obtain identifying information from the caller
Obtain additional information (person information, business, or vehicle information) from the caller
Answer calls from Telecommunications Device for the Deaf/Teletypewriter (TTD/TTY)
Determine if call is a referral only
Determine if caller has been a victim of a serious crime
Determine if caller is in need of medical attention

Determine if caller is within service area
Dispatch the appropriate services needed for each call
Determine and confirm address/location and utilize various resources such as ALI/ANI or point locations in data files such as CAD/GIS.
Obtain detailed information necessary to dispatch appropriate emergency and non-emergency service providers
Prioritize between calls received from both emergency and non-emergency lines
Screen calls for pertinent information to pass on to units in the field
Actively listen and determine if a caller or field unit is acting in an unusual manner for the situation (only answering in "yes/no", whispering, voice higher or speaking faster than typical)
Determine if there are responder safety issues
COMMUNICATIONS & CONFLICT RESOLUTION
Effectively communicate with various callers (emotionally distraught, PTSD, suicidal, belligerent, under the influence and callers who are elderly, children, from different cultures and with language barriers)
Summarize and paraphrase information
Maintain professional conversation control (managing and controlling conversations on phone, radio and in person)
Clearly and concisely communicate the most pertinent information
Effectively use techniques to extract critical information from callers who are hysterical or traumatized and may believe they are unable to remember or provide information
CALL SCREENING & CALL TAKING
Obtain and verify information on address or location
Obtain name of caller and how they are related to the call
Obtain phone number, call back number and when caller is available for contact
Identify incident or event type as specifically as possible (i.e., police, fire, EMS)
Obtain description of the problem, people involved (identifying the suspect, victim, witness, patient, parent, etc.), vehicles involved (victim/suspect)
Obtain information regarding whether or not the victim is willing to go to court, sign a complaint, be a named witness, or wants to be anonymous
Obtain information on weapons, what type(s), who has them, their location, and whether the weapons were involved in the incident
Obtain information about alcohol, drugs, and mental issues with the people involved

Obtain description of the location including lights on outside, cars parked outside, any landmarks)
Understand when, and how, to utilize language interpretation systems
Understand social media and electronic resources as an investigative tool to locate callers, suspects or missing persons
Determine the caller's needs and translate those needs into accurate event summary for Police, Fire or EMS response

RESPONSE & REFERRAL
Contact and request assistance from non-public safety entities

RESPONDER SAFETY
Check locations and subjects for caution information and relay to responders

LOGISTICS & RESOURCE ALLOCATION
Determine appropriate resources to be dispatched

MAP INTERPRETATION & GEOGRAPHY
Determine if event is located outside jurisdiction and transfer critical information to appropriate public safety answering point (PSAP)
Interpret a caller's description of a location to determine where an event is occurring or has occurred
Identify clearly where the victim is located, where the crime occurred, and where the suspect is

AUTOMATED OR ELCTRONIC DATABASES
Enter necessary information into computer aided or automated dispatch systems (call location, type)
Verify addresses and phone numbers
Relay information to others through automated systems

CONTENT SUMMARY:

    I.   Call Handling
         a. Non-emergency business calls vs. emergency calls
         b. Prioritization of calls
         c. 6 W's
         d. ABC's of Telecommunication

    II.   Call Control
         a. Techniques
         b. Verbal Control

III.   Agency Policies and Procedures

IV.   Jurisdictional Boundaries
    a. Transferring callers
    b. Multi-agency calls

V.   Utilization of Resources (for callers needing information or options)
    a. Fusion Centers
    b. School Safety Tip Line

VI.   Diverse Communications

CALL SCENARIOS

INSTRUCTIONAL GOAL:

This course is designed to provide a new telecommunicator with the opportunity to practice and improve their call handling skills.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Apply strategies and techniques to handle calls for service, including the Telephone Device for the Deaf (TDD)	In-Class Activity Scenarios
Apply feedback to improve call handling skills	In-Class Activity Journal Assignment

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

INCOMING CALLS
Answer direct "hot line" lines (e.g. from PD, USCG, USFS, etc.)
CALL SCREENING & CALL TAKING
Determine the caller's needs and translate those needs into accurate event summary for Police, Fire or EMS response
RESPONSE & REFERRAL
Contact and request assistance from non-public safety entities
LOGISTICS & RESOURCE ALLOCATION
Coordinate the response of multiple responders to an event
MAP INTERPRETATION & GEOGRAPHY
Determine if event is located outside jurisdiction and transfer critical information to appropriate public safety answering point (PSAP)

AUTOMATED OR ELECTRONIC DATABASES
Relay information to others through automated systems

CONTENT SUMMARY:

I.   Non-Emergency Calls

II.   Emergency Calls

III.   Diverse Callers

IV.   Telephone Device for the Deaf (TDD)

CIVIL RIGHTS & LIABILITIES

INSTRUCTIONAL GOAL:

This course is designed to develop a new telecommunicator's understanding of the cause and effect of civil liability issues within the telecommunications field.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the differences between civil and criminal law	In-Class Activity Exam
Describe torts directly related to telecommunications	In-Class Activity
Identify the common causes of civil liability cases involved with telecommunications	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

CALL SCREENING & CALL TAKING
Identify incident or event type as specifically as possible (i.e., police, fire, EMS)
LOGISTICS & RESOURCE ALLOCATION
Determine when there is nothing the agency can do for the caller and provide other options

CONTENT SUMMARY:

    I.   Differences between Civil and Criminal Law

          a. Definitions

          b. Comparisons

II.   Civil Liability

    a. Defined

    b. Torts generally

    c. Initiation of a Civil Lawsuit

    d. The Requirements for a Successful Tort Claim

III.   Sources of Legal Authority for Civil Liability Claims Against Telecommunicators

    a. State Torts – The Oregon Tort Claims Act

        i. Definitions

        ii. Damage limits

        iii. Indemnity and Subrogation

    b. Federal Civil Rights Violations

        i. Civil Rights Act of 1871 (Title 42 Sec. 1983)

        ii. Americans with Disabilities Act

        iii. HIPPA

IV.   Areas of Potential Civil Liability for Telecommunicators

    a. Disobedience of Rules

    b. Inattention to Work

    c. Not Following Standard Operating Procedures

    d. Guessing

    e. Poor Judgment

    f. Taking Chances

    g. Horseplay

    h. Burnout

V.   Strategies to mitigate/minimize liability exposure

VI.   Special Relationship or Special Duty

COURTROOM TESTIMONY

INSTRUCTIONAL GOAL:

This course is designed to introduce a new telecommunicator to basic courtroom procedures and testimony preparation.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Describe strategies and techniques for courtroom testimony preparation	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

NO TASKS LINKED
Justification for Inclusion: This topic has been included previously and was identified as at least somewhat, if not very, important by constituents from all over the state (by survey). Additionally, this topic has been identified as significant through student surveys, as well as invaluable specifically for those agencies that do not have the capacity to provide this type of training. The amount of time spent on this topic is well worth the value obtained by students and telecommunications agencies throughout the state.

CONTENT SUMMARY:

    I.   Testimony
        a. Deposition
        b. Trial

    II.   Trial Preparation
        a. Advance Preparation
        b. Day of Trial
        c. Testimony

    III. Hearsay
        a. Exceptions to Hearsay Rule

    IV. Audio Recording Review
        a. Pretrial
        b. Day of Trial
        c. Testimony

    V.   Mock Trial Activity

CRIMINAL LAW

INSTRUCTIONAL GOAL:

This course is designed to develop a new telecommunicator's understanding of the Oregon Criminal laws, with the ability to recognize and classify the most common crimes police officers encounter.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Interpret commonly used criminal law phrases and definitions	In-Class Activity
Differentiate a felony from a misdemeanor or a violation	In-Class Activity
Given a set of facts, identify the crime category (i.e. assault, theft, robbery, etc.)	In-Class Activity Exam Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

CALL SCREENING & CALL TAKING
Identify incident or event type as specifically as possible (i.e., police, fire, EMS)
Obtain information about children present at the event
LOGISTICS & RESOURCE ALLOCATION
Determine when there is nothing the agency can do for the caller and provide other options
Analyze information on a given situation and take appropriate action
MAP INTERPRETATION & GEOGRAPHY
Identify clearly where the victim is located, where the crime occurred, and where the suspect is

CONTENT SUMMARY:

    I.   Crime Types
        a. Crimes
        b. Offenses

    II.   Classification of Crimes
        a. Felony
        b. Misdemeanor
        c. Violation

    III.   Property Crimes
        a. Overview
        b. Elements

    IV.   Person Crimes
        a. Overview
        b. Elements
        c. Deadly / Dangerous Weapons

    V.   Perception vs. Reality of Offenses

CRISIS COMMUNICATIONS

INSTRUCTIONAL GOAL:

This course is designed to develop a new telecommunicator's ability to recognize and effectively communicate with individuals in crisis, or crisis circumstances.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Apply effective intervention strategies when communicating with an individual in crisis	In-Class Activity
Articulate strategies and techniques to effectively communicate within crisis circumstances	In-Class Activity Exam
Analyze a situation and determine the appropriate intervention strategy to apply to that circumstance	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

INCOMING CALLS
Determine if there are responder safety issues
COMMUNICATIONS & CONFLICT RESOLUTION
Maintain professional conversation control (managing and controlling conversations on phone, radio and in person)
Effectively use techniques to extract critical information from callers who are hysterical or traumatized and may believe they are unable to remember or provide information
CALL SCREENING & CALL TAKING
Obtain information on weapons, what type(s), who has them, their location, and whether the weapons were involved in the incident

Obtain information about alcohol, drugs, and mental issues with the people involved
LOGISTICS & RESOURCE ALLOCATION
Call out additional resources when appropriate
Implement appropriate call out procedures for critical incidents
COMMUNICATION SYSTEMS
Utilize different methods of communications with situations involving active threat, active shooter or weapons of mass destruction

CONTENT SUMMARY:

I.   Crisis Circumstances
   a. Direct
   b. Community
   c. Constituent (LE)
   d. National

II.   Individuals in Crisis
   a. Self
   b. Peers
   c. Callers

III.   Crisis Intervention
   a. Crisis Communication Skills
   b. De-escalation

IV.   After the Crisis
   a. Responsibilities
   b. Actions
   c. Recovery

CRITICAL INCIDENTS

INSTRUCTIONAL GOALS:

This course is designed to develop a new telecommunicator's knowledge and understanding of critical incidents and appropriate responses.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Define critical incidents	In-Class Activity
Describe your role and responsibilities during a critical incident	In-Class Activity
	Exam
Differentiate call taking vs. dispatching critical incidents	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

COMMUNICATION SYSTEMS
Utilize different methods of communications with situations involving active threat, active shooter or weapons of mass destruction
Understand what information the units are asking for and, if possible, anticipate the needs prior to the requests

CONTENT SUMMARY:

I. Elements of a Critical Incident

II. Identifying Critical Incidents
   a. Assistance Needed
   b. Types
   c. High Risk Incidents

III. Telecommunicator Role in Critical Incidents

IV. Responder Safety

V. Preparedness

CUSTOMER SERVICE

INSTRUCTIONAL GOAL:

This course is designed to develop a new telecommunicator's ability to recognize the impact of customer service and professionalism in their role within public safety interactions.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Compare positive and negative customer service interactions	In-Class Activity
Define the customer base for a telecommunicator	In-Class Activity Exam
Describe potential impacts of public safety interactions	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

COMMUNICATIONS & CONFLICT RESOLUTION
Effectively communicate with various callers (emotionally distraught, PTSD, suicidal, belligerent, under the influence and callers who are elderly, children, from different cultures and with language barriers)
Maintain professional conversation control (managing and controlling conversations on phone, radio and in person)
Effectively use techniques to extract critical information from callers who are hysterical or traumatized and may believe they are unable to remember or provide information
CALL SCREENING & CALL TAKING
Obtain phone number, call back number and when caller is available for contact
Obtain description of the problem, people involved (identifying the suspect, victim, witness, patient, parent, etc.), vehicles involved (victim/suspect)
Obtain information regarding whether or not the victim is willing to go to court, sign a complaint, be a named witness, or wants to be anonymous

Obtain information on weapons, what type(s), who has them, their location, and whether the weapons were involved in the incident
Obtain information about alcohol, drugs, and mental issues with the people involved
Obtain information about children present at the event
Determine the caller's needs and translate those needs into accurate event summary for Police, Fire or EMS response
RESPONSE & REFERRAL
Contact and request assistance from non-public safety entities
LOGISTICS & RESOURCE ALLOCATION
Determine when there is nothing the agency can do for the caller and provide other options
MAP INTERPRETATION & GEOGRAPHY
Provide a route to a responder by using clear directions
AUTOMATED OR ELECTRONIC DATABASES
Verify addresses and phone numbers

CONTENT SUMMARY:

    I.   Identification of Customer Base
           a. Internal
           b. External

    II.   Interaction Types
           a. Positive
           b. Negative
           c. Potential Outcomes
                i.   Positive Ambiguity
                ii. Voice Tone
                iii. Repetitive Persistence

    III.   Personal Accountability
           a. Servant-Minded Conduct
           b. Tips for Success

DIVERSITY

INSTRUCTIONAL GOAL:

This course is designed to enhance a new telecommunicator's awareness of cultural/interpersonal issues that impact values, attitudes, beliefs and outlooks among multi-cultural environments.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify strategies for improving cultural awareness and interactions with individuals from varied cultures	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

COMMUNICATIONS & CONFLICT RESOLUTION
Effectively communicate with various callers (emotionally distraught, PTSD, suicidal, belligerent, under the influence and callers who are elderly, children, from different cultures and with language barriers)
Effectively use techniques to extract critical information from callers who are hysterical or traumatized and may believe they are unable to remember or provide information

CONTENT SUMMARY:

    I.   Background – Current Events

    II.   Culture

    III.   Bias

    IV.   Privilege

    V.   Cultural Competence and Cultural Humility

    VI.   Procedural Justice and Legitimacy

    VII.   Conclusion – How Can We Be Better?

DOCUMENTATION

INSTRUCTIONAL GOAL:

This course is designed to enhance a new telecommunicator's awareness of the significance of effective and accurate documentation.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Explain the potential consequences of inaccurate and ineffective documentation	In-Class Activity Journal Assignment
Identify the fundamental components to accurate documentation	In-Class Activity Exam

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

COMMUNICATIONS & CONFLICT RESOLUTION
Summarize and paraphrase information
Clearly and concisely communicate the most pertinent information
CALL SCREENING & CALL TAKING
Obtain name of caller and how they are related to the call
Obtain phone number, call back number and when caller is available for contact
Obtain description of the problem, people involved (identifying the suspect, victim, witness, patient, parent, etc.), vehicles involved (victim/suspect)
Obtain information on weapons, what type(s), who has them, their location, and whether the weapons were involved in the incident
Obtain information about alcohol, drugs, and mental issues with the people involved
Obtain information about children present at the event

Obtain description of the location including lights on outside, cars parked outside, any landmarks)
Determine the caller's needs and translate those needs into accurate event summary for Police, Fire or EMS response
RESPONDER SAFETY
Check locations and subjects for caution information and relay to responders
LOGISTICS & RESOURCE ALLOCATION
Apply mutual aid agreements
Monitor critical incidents for resource needs
Coordinate the response of multiple responders to an event
Analyze information on a given situation and take appropriate action
MAP INTERPRETATION & GEOGRAPHY
Read and interpret maps, discerning the differences between locations
Recognize mile posts and major highways in area
Use an agency's local addressing system to determine how to access a location
Determine if event is located outside jurisdiction and transfer critical information to appropriate public safety answering point (PSAP)
Identify cross streets or other identifying landmarks from maps
Use appropriate maps in a given circumstance
AUTOMATED OR ELECTRONIC DATABASES
Enter necessary information into computer aided or automated dispatch systems (call location, type)
Verify addresses and phone numbers
Check for "history" at addresses involved in event and related "alerts"
Search and retrieve data base using vehicle license/description
Relay information to others through automated systems

CONTENT SUMMARY:

I.   Fundamentals

    a. Accuracy, Brevity, Clarity

    b. Formats

    c. Professionalism

II.   Terms and Abbreviations

    a. Industry

    b. Agency

III.   Potential Consequences

    a. Policy Violation

    b. Exposure to Liability

    c. Incorrect Responder Approach

EMERGENCY PREPAREDNESS

INSTRUCTIONAL GOAL:

This course is designed to familiarize a new telecommunicator with how to be prepared for all types of emergencies.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify resources for an emergency	In-Class Activity
Identify recommended practices for an emergency	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

LOGISTICS & RESOURCE ALLOCATION
Monitor critical incidents for resource needs

EMOTIONAL WELLNESS
Understand how a healthy lifestyle and fitness counteracts sedentary, but high stress and/or adrenaline spikes

CONTENT SUMMARY:

    I.   Preparedness Organizations
         a. Federal (FEMA)
         b. State (Oregon Emergency Management, OERS)
         c. Local (County Emergency Manager)
         d. Partners (Red Cross, PIO Group, Amateur Radio, SAR)

    II.   Prepare
         a. Continuity of Operation Plans (COOP)
         b. Disaster Recovery Plans
         c. Resource Lists
         d. Procedures

III.   Telecommunicator's Role
a. Increased Call Volume
b. Make Notifications
c. Activate Teams
d. Maintain Lists
e. Identify Necessary Resources

IV.   Declaration of Emergency
a. Authority
b. Process

V.   Emergency Operations Center (EOC)
a. Activation
b. Division Descriptions
c. Media Requests

VI.   Notification and Response
a. Citizen Notification Systems
b. Evacuation Authority
c. Anticipate Needs

VII.   Individual Preparation
a. Effects of Emergencies
b. Family Preparedness and Back Up Plans
c. Work Considerations

EMERGING TECHNOLOGIES

INSTRUCTIONAL GOALS:

This course is designed to enhance a new telecommunicator's awareness of the technological trends affecting public safety.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify current technological trends affecting public safety	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

NO TASKS LINKED
Justification for Inclusion: This topic has been identified as at least somewhat, if not very, important by constituents from all over the state (by survey) due to the fact that the public safety field is constantly evolving, especially with new technology. Additionally, this topic has been identified as invaluable specifically for those agencies that do not have the capacity to provide this type of training. The amount of time spent on this topic is well worth the value obtained by students and telecommunications agencies throughout the state. This course will be continually evolving as needs within the field change, to ensure that basic students are introduced to potential technology they will be required to work with or that will be coming during their careers.

CONTENT SUMMARY:

I.   Historical Overview

II.   Driving Forces

III.   Telecommunications

IV.   Police

V.   Fire

VI.   Parole and Probation

VII.   Corrections

ENHANCED 9-1-1 (E911)

INSTRUCTIONAL GOAL:

This course is designed to develop a new telecommunicator's ability to interpret an ANI/ALI screen.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Define and interpret fields contained within an ANI/ALI screen	In-Class Activity Exam

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

INCOMING CALLS
Determine if caller is within service area
Determine and confirm address/location and utilize various resources such as ALI/ANI or point locations in data files such as CAD/GIS
Update a cellphone caller's location using ALI re-bids or "pinging"
Determine if there are responder safety issues
CALL SCREENING & CALL TAKING
Obtain and verify information on address or location
Obtain phone number, call back number and when caller is available for contact
Understand social media and electronic resources as an investigative tool to locate callers, suspects or missing persons
MAP INTERPRETATION & GEOGRAPHY
Read and interpret maps, discerning the differences between locations
Recognize mile posts and major highways in area
Use an agency's local addressing system to determine how to access a location

Determine if event is located outside jurisdiction and transfer critical information to appropriate public safety answering point (PSAP)
Interpret a caller's description of a location to determine where an event is occurring or has occurred
Identify clearly where the victim is located, where the crime occurred, and where the suspect is
AUTOMATED OR ELECTRONIC DATABASES
Verify addresses and phone numbers

CONTENT SUMMARY:

    I.   History

    II.   How It Works
        a. Primary PSAP
        b. Secondary PSAP

    III.   Reading Screens (Returns)
        a. Fields of Data
        b. Phases

ETHICS

INSTRUCTIONAL GOAL:

This course is designed to:

1. Develop a new telecommunicator's understanding of human behavior and risk factors that can lead to unethical behavior

2. Enhance a new telecommunicator's ability to recognize and report unethical behavior

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Summarize the ethical standards and expectations of a telecommunicator	In-Class Activity
Describe how conscious and non-conscious processes in the human brain impact behavior	In-Class Activity Exam
Identify risk factors that can lead to unethical behavior	In-Class Activity Exam
Articulate strategies for reporting unethical behavior	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

COMMUNICATIONS & CONFLICT RESOLUTION
Effectively communicate with various callers (emotionally distraught, PTSD, suicidal, belligerent, under the influence and callers who are elderly, children, from different cultures and with language barriers)

CONTENT SUMMARY:

I.   Ethical Standards/Expectations of the Profession

II.   Understanding the Brain and Human Behavior

III.   Brain Processing and Ethical Behavior

IV.   Risk Factors for Unethical Behavior

V.   Risks and Benefits Related to Moral Character

VI.   Recognizing Ethical Situations

VII.   Reporting Unethical Behavior

FIRE / EMS OVERVIEW

INSTRUCTIONAL GOAL:

This course is designed to develop a new telecommunicator's awareness of the Fire Service and Emergency Medical Service, including the purpose and function of different departments, districts and responses.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Recognize the resources needed when handling calls for fire and EMS service	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

CALL SCREENING & CALL TAKING
Identify incident or event type as specifically as possible (i.e., police, fire, EMS)
Determine the caller's needs and translate those needs into accurate event summary for Police, Fire or EMS response
LOGISTICS & RESOURCE ALLOCATION
Determine appropriate resources to be dispatched
Call out additional resources when appropriate
Coordinate the response of multiple responders to an event
Monitor critical incidents for resource needs

CONTENT SUMMARY:

    I.   Fire Service
          a. Federal
          b. State
          c. Local

II.   Organizations
    a. Example Organization Chart
    b. Divisions
    c. Department Roles (Command/Line Staff)

III.   Apparatus and Equipment

IV.   Notification Systems

V.   Common Language

VI.   Scene Assignments
    a. Water Supply
    b. Entry Team
    c. RIT Team
    d. Firefighter Accountability Systems
    e. Rehab

VII.   Incident Types

VIII. Fuels and Conditions

IX.   EMS Service

X.   Ambulance Service Area (ASA)

XI.   Level of Care
    a. Advanced Life Support (ALS)
    b. Basic Life Support (BLS)
    c. Emergency Medical Responder (EMR)

XII.   Resource Allocation

FITNESS & NUTRITION

INSTRUCTIONAL GOAL:

This course is designed to develop a new telecommunicator's awareness of:

1. The correlation between fitness and quality of life.

2. The importance of nutrition in both occupational and lifestyle wellness.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Assess the nutritional value of a food through reading the nutrition facts label	In-Class Activity Exam
Recognize and assess the benefits and pitfalls of various diet plans	In-Class Activity
Identify the nutritional and timing needs of macronutrients for the body	In-Class Activity Exam

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

EMOTIONAL WELLNESS
Understand how a healthy lifestyle and fitness counteracts sedentary, but high stress and/or adrenaline spikes

CONTENT SUMMARY:

I. Basic Health Introduction

    a. Health problems faced by public safety officers

    b. Factors influencing health

    c. Controllable risk factors

    d. Effects of tobacco and alcohol on body

II. Nutrition

    a. Reasons we eat what we eat

    b. Macronutrients

    c. Saturated fat

    d. Cholesterol and your diet

    e. Eating Healthier

    f. 80/20 Rule

    g. Reading food labels

    h. Food preparation

III. Fitness

LAW ENFORCEMENT OVERVIEW

INSTRUCTIONAL GOALS:

This course is designed to provide the new telecommunicator a basic understanding of the criminal justice system and specifically the role of law enforcement.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the primary levels of law enforcement in Oregon	In-Class Activity Exam
Describe some of the essential job functions of an Oregon police officer	In-Class Activity Exam

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

LOGISTICS & RESOURCE ALLOCATION
Determine appropriate resources to be dispatched
Coordinate the response of multiple responders to an event
COMMUNICATION SYSTEMS
Utilize different methods of communications with situations involving active threat, active shooter or weapons of mass destruction

CONTENT SUMMARY:

    I.   Law Enforcement
        a. Federal
        b. State
        c. County
        d. Local

II.   State Law Enforcement
    a. Oregon State Police (OSP)
    b. Dept. of Justice (DOJ)
    c. Motor Carrier Enforcement

III.   Federal Law Enforcement
    a. Federal Bureau of Investigations (FBI)
    b. Drug Enforcement Administration (DEA)
    c. Immigration & Customs Enforcement (ICE)
    d. US Marshal
    e. Secret Service
    f. USDA Forest Service, Bureau of Land Management (BLM) Rangers

IV.   Local Jurisdictions
    a. Municipal Police
    b. County Sheriff
    c. Civil Deputy

V.   Crime Types
    a. Offenses
    b. Crimes

VI.   Essential Job Functions of an Oregon Police Officer
    a. Respond to, manage emergencies
    b. Public service
    c. Conduct investigations
    d. Make custodial detentions
    e. Prepare reports

VII.   Law Enforcement Specialized Units
    a. Patrol
    b. Detectives
    c. SWAT
    d. Bombs
    e. Narcotics – Drug unit, etc.

VIII.   Law Enforcement Resources
    a. Fusion Centers
    b. School Safety Tip Line

IX.   Role of the Telecommunicator in Law Enforcement
    a. First contact with the public
    b. Information gathering
    c. Officer safety / officer status
    d. Support service
    e. Dealing with confidential information

MAP READING

INSTRUCTIONAL GOALS:

This course is designed to develop a new telecommunicator's skills associated with reading and interpreting all types of map styles and formats.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Locate a point on a map using a variety of source information	In-Class Activity Exam
Apply a map legend	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

INCOMING CALLS
Determine if caller is within service area
Determine and confirm address/location and utilize various resources such as ALI/ANI or point locations in data files such as CAD/GIS
Update a cellphone caller's location using ALI re-bids or "pinging"
CALL SCREENING & CALL TAKING
Obtain and verify information on address or location
Obtain description of the location including lights on outside, cars parked outside, any landmarks)
Understand social media and electronic resources as an investigative tool to locate callers, suspects or missing persons
RESPONDER SAFETY
Check locations and subjects for caution information and relay to responders
LOGISTICS & RESOURCE ALLOCATION
Determine appropriate resources to be dispatched

MAP INTERPRETATION & GEOGRAPHY
Read and interpret maps, discerning the differences between locations
Recognize mile posts and major highways in area
Use an agency's local addressing system to determine how to access a location
Determine if event is located outside jurisdiction and transfer critical information to appropriate public safety answering point (PSAP)
Interpret a caller's description of a location to determine where an event is occurring or has occurred
Identify clearly where the victim is located, where the crime occurred, and where the suspect is
Identify cross streets or other identifying landmarks from maps
Use appropriate maps in a given circumstance
AUTOMATED OR ELECTRONIC DATABASES
Enter necessary information into computer aided or automated dispatch systems (call location, type)
COMMUNICATION SYSTEMS
Utilize different methods of communications with situations involving active threat, active shooter or weapons of mass destruction

CONTENT SUMMARY:

I. GPS
   a. Decimal Degrees
   b. Degrees Minutes seconds
   c. Degrees Decimals Minutes

II. Latitude / Longitude
   a. Decimal Degrees
   b. Degrees Minutes Seconds
   c. Degrees Decimals Minutes

III. Map Types / Formats

IV. Map Legends
   a. Symbols
   b. Colors

V. Map Use by Telecommunicators
   a. Paper Maps
   b. Digital Maps

PROBLEM SOLVING

INSTRUCTIONAL GOAL:

This course is designed to enhance a new telecommunicator's problem solving skills related to all operations, including but not limited to: call-taking, workload management and officer safety.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Describe the steps of the problem solving process	In-Class Activity
Analyze a problem and determine the steps necessary to develop a solution	In-Class Activity
Complete the steps of the problem solving process to address a telecommunicator-specific problem	In-Class Activity Scenarios
Present solutions to a complex, telecommunicator-specific problem	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

INCOMING CALLS
Obtain additional information (person information, business, or vehicle information) from the caller
Answer calls from Telecommunications Device for the Deaf/Teletypewriter (TTD/TTY)
Determine if call is a referral only
Determine if caller has been a victim of a serious crime
Determine if caller is in need of medical attention
Determine if caller is within service area

Determine and confirm address/location and utilize various resources such as ALI/ANI or point locations in data files such as CAD/GIS
Obtain detailed information necessary to dispatch appropriate emergency and non-emergency service providers
Prioritize between calls received from both emergency and non-emergency lines
Dispatch the appropriate services needed for each call
Screen calls for pertinent information to pass on to units in the field
Update a cellphone caller's location using ALI re-bids or "pinging"
Determine if there are responder safety issues

COMMUNICATIONS & CONFLICT RESOLUTION

Effectively communicate with various callers (emotionally distraught, PTSD, suicidal, belligerent, under the influence and callers who are elderly, children, from different cultures and with language barriers)
Maintain professional conversation control (managing and controlling conversations on phone, radio and in person)

CALL SCREENING & CALL TAKING

Obtain and verify information on address or location
Identify incident or event type as specifically as possible (i.e., police, fire, EMS)
Obtain description of the problem, people involved (identifying the suspect, victim, witness, patient, parent, etc.), vehicles involved (victim/suspect)
Understand when, and how, to utilize language interpretation systems
Understand social media and electronic resources as an investigative tool to locate callers, suspects or missing persons
Determine the caller's needs and translate those needs into accurate event summary for Police, Fire or EMS response

RESPONSE & REFERRAL

Contact and request assistance from non-public safety entities

RESPONDER SAFETY

Check locations and subjects for caution information and relay to responders

LOGISTICS & RESOURCE ALLOCATION

Determine appropriate resources to be dispatched
Apply mutual aid agreements

Call out additional resources when appropriate
Implement appropriate call out procedures for critical incidents
Monitor critical incidents for resource needs
Determine when there is nothing the agency can do for the caller and provide other options
Analyze information on a given situation and take appropriate action
MAP INTERPRETATION & GEOGRAPHY
Read and interpret maps, discerning the differences between locations
Recognize mile posts and major highways in area
Use an agency's local addressing system to determine how to access a location
Provide a route to a responder by using clear directions
Interpret a caller's description of a location to determine where an event is occurring or has occurred
Identify clearly where the victim is located, where the crime occurred, and where the suspect is
Identify cross streets or other identifying landmarks from maps
Use appropriate maps in a given circumstance
AUTOMATED OR ELECTRONIC DATABASES
Check for "history" at addresses involved in event and related "alerts"
Search and retrieve data base using vehicle license/description
COMMUNICATION SYSTEMS
Understand what information the units are asking for and, if possible, anticipate the needs prior to the requests
Utilize different methods of communications with situations involving active threat, active shooter or weapons of mass destruction

CONTENT SUMMARY:

I. The Problem Solving Process
    a. What is the Problem?
    b. What Do You Know?
    c. What Do You Need to Know?
    d. Use Resources and Identify Possible Solutions
    e. Act/Try the Solution
    f. Evaluate the Solution

PUBLIC RELATIONS

INSTRUCTIONAL GOAL:

This course is designed to enhance a new telecommunicator's understanding of the implications of information dissemination in public service.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the necessity of telecommunicator confidentiality and potential consequences	In-Class Activity Exam
Describe the role media plays in public safety operations	In-Class Activity
Explain the implications of creating and handling public records	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

COMMUNICATIONS & CONFLICT RESOLUTION
Effectively communicate with various callers (emotionally distraught, PTSD, suicidal, belligerent, under the influence and callers who are elderly, children, from different cultures and with language barriers)
Maintain professional conversation control (managing and controlling conversations on phone, radio and in person)
Clearly and concisely communicate the most pertinent information
CALL SCREENING & CALL TAKING
Obtain information regarding whether or not the victim is willing to go to court, sign a complaint, be a named witness, or wants to be anonymous
RESPONSE & REFERRAL
Contact and request assistance from non-public safety entities
LOGISTICS & RESOURCE ALLOCATION
Implement appropriate call out procedures for critical incidents

Analyze information on a given situation and take appropriate action
AUTOMATED OR ELECTRONIC DATABASES
Relay information to others through automated systems

CONTENT SUMMARY:

I.   Confidentiality

II.   Media Etiquette
    a. Perspectives
    b. Agency Policy – regarding contacts
    c. Professional Communication

III.   Media Strategies
    a. Target Audience
    b. Purpose
    c. Delivery Methods

V.   Social Media
    a. Personal Accounts
    b. Agency Accounts
    c. Work Related Concerns

IV.   Public Information Officer (PIO)
    a. Role and Responsibilities
    b. Working Relationships

V.   Public Record
    a. Mandates (OAR/ORS)
    b. Sources
    c. Exclusions

RADIO OVERVIEW

INSTRUCTIONAL GOAL:

This course is designed to introduce a new telecommunicator to the fundamentals of radio use and dispatching functions.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the fundamentals of radio operation	In-Class Activity Exam
Explain the basics of dispatching functions	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

INCOMING CALLS
Actively listen and determine if a caller or field unit is acting in an unusual manner for the situation (only answering in "yes/no", whispering, voice higher or speaking faster than typical)

COMMUNICATIONS & CONFLICT RESOLUTION
Summarize and paraphrase information
Clearly and concisely communicate the most pertinent information

LOGISTICS & RESOURCE ALLOCATION
Determine appropriate resources to be dispatched
Coordinate the response of multiple responders to an event

MAP INTERPRETATION & GEOGRAPHY
Provide a route to a responder by using clear directions

AUTOMATED OR ELECTRONIC DATABASES
Relay information to others through automated systems

COMMUNICATION SYSTEMS

Understand what information the units are asking for and, if possible, anticipate the needs prior to the requests

Utilize different methods of communications with situations involving active threat, active shooter or weapons of mass destruction

CONTENT SUMMARY:

    I.   Voice Dispatching
        a. Terminology
        b. Etiquette
        c. Voice Control

    II.   Radio Basics / Technology
        a. Radio Types
        b. Operation
        c. Trouble Shooting

RESOURCE UTILIZATION

INSTRUCTIONAL GOAL:

This course is designed to enhance a new telecommunicator's ability to utilize resources available to them.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify potential resources available	In-Class Activity Exam
Given a specific circumstance, explain what resource(s) should be used and how	In-Class Activity Scenarios
Determine when notification needs to be made to the Department of Motor Vehicles (DMV)	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

CALL SCREENING & CALL TAKING
Obtain description of the problem, people involved (identifying the suspect, victim, witness, patient, parent, etc.), vehicles involved (victim/suspect)
Obtain information about children present at the event
Understand social media and electronic resources as an investigative tool to locate callers, suspects or missing persons
RESPONDER SAFETY
Check locations and subjects for caution information and relay to responders
AUTOMATED OR ELECTRONIC DATABASES
Check locations and subjects for caution information and relay to responders
Implement appropriate call out procedures for critical incidents

COMMUNICATION SYSTEMS

Understand what information the units are asking for and, if possible, anticipate the needs prior to the requests

Utilize different methods of communications with situations involving active threat, active shooter or weapons of mass destruction

CONTENT SUMMARY:

    I.   LEDS / NCIC / DMV

    II.   Social Media (for research)
        a. Social Media Outlets
        b. Data Mining

    III.   Resources
        a. Local
        b. State
        c. National
        d. Technological

STRESS FIRST AID

INSTRUCTIONAL GOAL:

This course is designed to teach telecommunicators about stress first aid with a focus on how the stress first aid model helps peers to recognize stress injuries, first aid strategies for stress injuries, and some implications for leaders.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Describe how Stress First Aid reduces the risk for stress reactions	In-Class Activity
Describe the Seven Core Actions of Stress First Aid	In-Class Activity
Recognize the physical and psychological effects of stress	In-Class Activity
Identify appropriate techniques for coping with stress	In-Class Activity
	Exam

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

LOGISTICS & RESOURCE ALLOCATION
Call out additional resources when appropriate
Implement appropriate call out procedures for critical incidents
Monitor critical incidents for resource needs
EMOTIONAL WELLNESS
Understand how a healthy lifestyle and fitness counteracts sedentary, but high stress and/or adrenaline spikes

CONTENT SUMMARY:

I.   Introduction

II.   Introduction to Stress First Aid

III.   Stress Continuum Model

IV.   Stress Injuries
        a. Videos

V.   Stress First Aid actions
        b. Check
        c. Coordinate
        d. Cover
        e. Calm
        f. Connect
        g. Competence
        h. Confidence
        i. Scenarios

VI.   Career Balance

VII.   Evaluation and close out

TOOLKIT FOR BUILDING RESILIENCY

INSTRUCTIONAL GOAL:

This course is designed to introduce a new telecommunicator to the complexities of trauma exposure and its potential effects, while developing their ability to recognize and cope with the impacts of a telecommunicator career in public safety.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify potential effects of trauma exposure	In-Class Activity
Describe the complexities of trauma exposure	In-Class Activity
Recognize the physical and psychological effects of a career in public safety	In-Class Activity Journal
Identify resources for assistance coping with personal and professional difficulties	In-Class Activity

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

COMMUNICATIONS & CONFLICT RESOLUTION
Effectively communicate with various callers (emotionally distraught, PTSD, suicidal, belligerent, under the influence and callers who are elderly, children, from different cultures and with language barriers)
Maintain professional conversation control (managing and controlling conversations on phone, radio and in person)
Effectively use techniques to extract critical information from callers who are hysterical or traumatized and may believe they are unable to remember or provide information
LOGISTICS & RESOURCE ALLOCATION
Call out additional resources when appropriate
Implement appropriate call out procedures for critical incidents

COMMUNICATION SYSTEMS
Understand what information the units are asking for and, if possible, anticipate the needs prior to the requests
Utilize different methods of communications with situations involving active threat, active shooter or weapons of mass destruction

CONTENT SUMMARY:

    I.   Types of Trauma Exposure

        a. Cumulative Stress

        b. Compassion Stress / Fatigue

        c. Critical Incident Stress

        d. Secondary Trauma Exposure

    II.   Vigilance: Aware, Ready & Prepared

        a. On Duty Examples

        b. Hypervigilance

        c. Risks

    III.   Over-Identification

        a. Over-investment

        b. Telecommunicator Role vs. Sense of Self

        c. Sale of Soul

        d. High Demand – Low Control

    IV.   General Stress Management

        a. Symptoms

        b. Stress Care

TROUBLE SHOOTING

INSTRUCTIONAL GOAL:

This course is designed to develop a new telecommunicator's understanding of how to identify potential problems and possible solutions with public safety (PSAP) communications equipment.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify available resources for trouble shooting equipment	In-Class Activity
List potential equipment problems and possible solutions	In-Class Activity Journal

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

COMMUNICATIONS & CONFLICT RESOLUTION
Effectively use techniques to extract critical information from callers who are hysterical or traumatized and may believe they are unable to remember or provide information
AUTOMATED OR ELECTRONIC DATABASES
Enter necessary information into computer aided or automated dispatch systems (call location, type)

CONTENT SUMMARY:

I.   Defining Trouble Shooting

II.   Steps to Trouble Shooting

II.   Personal Tools of the Job

III.   Equipment

IV.   Identifying the Problem

V.   Causes

VI.   Resources

VII.   Steps to a Resolution

WORKPLACE COMMUNICATIONS

INSTRUCTIONAL GOAL:

This course is designed to develop a new telecommunicator's ability to recognize interpersonal conflict and apply adaptive approaches toward resolution.

LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the main barriers to effective communication	In-Class Activity Exam
Identify techniques to contribute to professional interpersonal relationships	In-Class Activity
Explain the difference between hearing and listening	In-Class Activity Exam
Demonstrate and evaluate the process of being an effective listener	In-Class Activity Scenarios
Analyze a situation involving conflict and identify an appropriate resolution approach	In-Class Activity Scenarios

CRITICAL AND ESSENTIAL TASKS:

The listed learning outcomes support competence in the following tasks and their associated competencies identified in DPSST's 2015 *Telecommunications Job Task Analysis*:

MAP INTERPRETATION & GEOGRAPHY
Provide a route to a responder by using clear directions

COMMUNICATION SYSTEMS
Understand what information the units are asking for and, if possible, anticipate the needs prior to the requests

Utilize different methods of communications with situations involving active threat, active shooter or weapons of mass destruction

CONTENT SUMMARY:

I. Communication Cycle
   a. Sender
   b. Receiver
   c. Message
   d. Medium
   e. Context
   f. Feedback

II. Effective Communication
   a. Listening
   b. Non-Verbal Communication
   c. Clarity and Concision
   d. Friendliness
   e. Confidence
   f. Empathy
   g. Open-Mindedness
   h. Respect
   i. Feedback
   j. Medium

III. Barriers to Communication
   a. Interpersonal Conflict
   b. Expectations and Prejudices
   c. Background Noise
   d. Language Barriers
   e. Rate of Thought
   f. Understanding Your Audience

IV. Effective Listening
   a. Hearing vs. Listening
   b. Open-Ended Questions
   c. Paraphrasing/Summarizing Statements

V. Dynamics of Interpersonal Relationships
   a. Emotional Intelligence
   b. Conflict Resolution