

**Law, Public Safety, Corrections and Security Career Cluster**  
**Public Safety Communications**  
**Course Number: 43.46200**

**Course Description:**

This course is based on the Georgia Public Safety Training Center Basic Communications Officer Training program. Extensive training on communication skills, legal and ethical responsibilities, stress management, laws and regulations, and successful inter-agency interaction and support are the standards laying the groundwork for this course. In a fast-paced environment, students learn to handle law enforcement, as well as fire and emergency calls and medical calls. Students will complete CPR, AED, and First Aid training. A minimum of 8 hours of simulated training is required for the course. This course may be taken as the third course in the Public Safety Communications pathway in the Health Science cluster or the Law, Public Safety, Corrections and Security Cluster. Students may become eligible for certification through GA POST.

**Course Standard 1**

**LPSCS-PSC-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

**1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.**

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter

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Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

### 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

### 1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

### 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss

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Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

### 1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

### 1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

### Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

## Course Standard 2

### LPSCS-PSC-2

#### Analyze the role of the communication officer related to public safety.

- 2.1 Correctly identify the term “communications officer” as defined in O.C.G.A. 35-8-23.
- 2.2 Identify and explain the standards and qualifications required of communications officers by Georgia Peace Officer Standards and Training Council (P.O.S.T.).
- 2.3 Explain the requirements for communications officers to notify GA P.O.S.T. of disciplinary actions.
- 2.4 Identify and describe sanctions available to GA P.O.S.T. for action against a communications officer’s registration or certification.
- 2.5 Classify the three major responsibilities of a communications officer.
- 2.6 Assess the characteristics of an effective communications officer, including proper conduct and dress code.
- 2.7 Illustrate the importance of reporting for duty and the impact absences have on a communication center.

## Course Standard 3

### LPSCS-PSC-3

#### Connect ethical and liability issues faced by communication officers in accordance with current local, state, and federal laws, as well as agency policies.

- 3.1 Research the legalities of the Health Insurance Portability and Accountability Act and how it relates to communications officers.
- 3.2 Evaluate personal gain, negligence, values, and confidentiality as it could relate to a communications officer.
- 3.3 Explain liability and the categories of legal liability.
- 3.4 Define negligence and explain the criteria for successful legal action based on the Theory of Negligence.
- 3.5 Identify and describe the two elements necessary for recovery of damages under the Civil Rights Act (42 U.S.C. 1983).
- 3.6 Describe the areas of “high liability” for communication officers.
- 3.7 Identify and describe the protection afforded to communications operators under the Georgia Emergency Telephone Number ‘911’ Service Act, O.C.G.A., §46-5-131.
- 3.8 Determine strategies to avoid litigation and defenses that may be available to a communications officer in a civil liability lawsuit.

## Course Standard 4

### LPSCS-PSC-4

#### Explain how stress can affect the body and identify methods to properly manage stress.

- 4.1 Connect job-related stressors and the effects on a communications officer’s ability to properly perform job duties.
- 4.2 Differentiate how stress manifests itself in the following areas: Physical, emotional, cognitive, and behavioral.
- 4.3 Compare and contrast maladaptive and positive solutions for coping with stress.
- 4.4 Investigate post-traumatic stress disorder (PTSD) and explain management of this condition.
- 4.5 Construct a personal stress management plan based on the American Heart Association Stress Management standards.

## Course Standard 5

### LPSCS-PSC-5

**Given actual and hypothetical scenarios, apply interpersonal communications skills and concepts to effectively process emergency and non-emergency calls consistent with professional, state, and agency communication standards.**

- 5.1 Differentiate selective from active listening.
- 5.2 Demonstrate techniques used to answer the phone and calm the caller.
- 5.3 Identify and describe appropriate information to obtain based on call type.
- 5.4 Discuss techniques for processing calls from callers with limited English language proficiency.
- 5.5 Obtain and organize pertinent information for dispatch.
- 5.6 Differentiate questioning techniques from interrogation techniques.
- 5.7 Explain the importance of briefing on-coming communication officers.

## Course Standard 6

### LPSCS-PSC-6

**Perform operational skills required of a communications officer by demonstrating appropriate federal, state, and local laws and regulations for disseminating and receiving information.**

- 6.1 Describe ways incoming calls may be received and techniques for prioritizing and managing multiple calls.
- 6.2 Demonstrate the ability to document information in the appropriate forms, logs and/or files.
- 6.3 Explain procedures for processing calls from Telematic Providers.
- 6.4 Demonstrate techniques utilized with callers with limited communication ability.
- 6.5 Apply key concepts and procedures for communicating with impaired callers in accordance with Title II of the Americans with Disabilities Act and compliance standards established by the Department of Justice.
- 6.6 Obtain and process requests for service and/or resources from field units in a timely manner.
- 6.7 Explore various procedures used when dispatching emergency and non-emergency calls.
- 6.8 Analyze the importance of knowing and informing co-workers of incidents that may adversely affect operations.
- 6.9 Explain geographical jurisdiction and how it affects agency response.
- 6.10 Apply proper procedures for the effective use of public safety radios consistent with professional communication standards.

## Course Standard 7

### LPSCS-PSC-7

**Given actual and hypothetical scenarios, identify a crisis situation and apply techniques to properly handle the crisis consistent with professional communications standards.**

- 7.1 Define crisis and differentiate the steady state and the crisis state as it relates to callers or personnel.
- 7.2 Identify the types of crisis and compare the behavioral characteristics of each.
- 7.3 Differentiate the stages of crisis and the six phases of emotional reaction to crisis.
- 7.4 Identify and explain the “do’s and don’ts” of crisis intervention and methods for dealing with difficult callers.
- 7.5 Follow agency protocol in gathering information to determine the severity of risk in suicidal calls.

## Course Standard 8

### LPSCS-PSC-8

**Apply the proper procedures for the effective handling of law enforcement calls with special emphasis placed on officer safety issues consistent with professional communication standards.**

- 8.1 Summarize the roles and responsibilities of law enforcement officers and analyze various reasons citizens request police assistance in order to determine call priority.
- 8.2 Research the different ways federal, state, local and agency protocol treat various crisis situations.
- 8.3 Define the role of the communication officer (this may vary according to agency protocol and may involve someone with more advanced training) during a crisis call incident and his/her role in officer safety including unit status checks and officer distress calls.
- 8.4 Describe the proper techniques for transmitting information regarding “look-outs for persons and/or vehicles”, physical descriptions, vehicle descriptions, and weapons.
- 8.5 Follow established procedures/protocols for gathering and transmitting information in reference to missing persons, including AMBER ALERT, Levi’s Call, Mattie’s Call, ADAM and SILVER alerts, if appropriate.

## Course Standard 9

### LPSCS-PSC-9

**Apply the procedures to effectively handle calls related to fire and hazardous materials with special emphasis on safety of the responders and the general public.**

- 9.1 Summarize the roles and responsibilities of fire department responders and analyze types of fire emergency calls.
- 9.2 Identify and describe the nature of fire, the phases of the burning process, and the four classifications of fire.
- 9.3 Follow agency protocols in relaying instructions critical to safety of the responder and the general public during fire and hazardous materials calls.
- 9.4 Describe the Integrated Incident Command System (ICS) and the communications officer’s role in ICS.
- 9.5 Define Hazardous Materials as substances that when released are capable of causing harm to people, the environment, and property.
- 9.6 Identify the type of material using the Department of Transportation (DOT) Emergency Response Guide (ERG) and the location of the caller.
- 9.7 Identify and describe the appropriate Personal Protective Equipment (PPE) to protect the responder and others in a hazardous materials incident.

## Course Standard 10

### LPSCS-PSC-10

**Apply proper procedures to effectively handle calls related to emergency medical services with special emphasis on safety of the responder and the general public.**

- 10.1 Differentiate the levels of EMS providers in Georgia and response types, modes and pre-determined response configurations.
- 10.2 Describe the three phases of dispatching and the roles of the communication officer in the EMS Chain of Survival.
- 10.3 Differentiate among primary and secondary units, basic life support (BLS), and advanced life support (ALS).

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- 10.4 Prioritize the essential items of information which must be obtained from callers requesting EMS assistance.
- 10.5 Analyze pre-arrival instructions and pre-arrival medical instructions.
- 10.6 Classify special issues related to medical dispatching based on: children callers, elderly callers, dead on arrivals (DOAs), do not resuscitate (DNR) orders, and medical confidentiality and HIPAA.
- 10.7 Determine the appropriate resources to be allocated by considering such factors as the nature, size and severity of the problem; personnel and vehicles available; vehicle proximity to the patient; ambulance coverage zones; and the type of equipment and trained personnel carried by each resource.
- 10.8 Explore the definition of a multi casualty incident (MCI) and the role and responsibility of communications during a MCI.
- 10.9 Define trauma center, trauma center classifications and trauma alert criteria.

### Course Standard 11

#### LPSCS-PSC-11

**Identify potential terrorists and weapons of mass destruction (WMD) events and respond in accordance with established federal, state, local and agency guidelines.**

- 11.1 Define terrorism and distinguish between domestic and international terrorism.
- 11.2 Identify and classify potential targets of terrorism.
- 11.3 Based on information received, describe the indicators of the usage of WMD.
- 11.4 Explain the procedures identified in the all hazards protocol.
- 11.5 Research various procedures that might be utilized for handling and documenting bomb threats and reports of suspicious substances or packages. (This information may be handled by someone with more advanced training per agency protocol.)
- 11.6 Follow agency protocols in identifying key questions to be asked when handling incidence involving aircraft emergencies.
- 11.7 Identify and describe the weaponry or agents referred to in the acronym CBRNE (Chemicals, biological, radiological, nuclear, and explosives).

### Course Standard 12

#### LPSCS-PSC-12

**Successfully complete current CPR, AED, and First Aid training according to American Heart Association or American Red Cross, or other nationally recognized certifying agency.**

- 12.1 Successfully complete CPR, AED, and First Aid training.

### Course Standard 13

#### LPSCS-PSC-13

**Explore the various Homeland Security Agencies and Departments for their structure, organization and function at each level of government.**

- 13.1 Compare the effectiveness and efficiency of different organizations/agencies at the federal, state, and local levels of government during a disaster.
- 13.2 Distinguish between hazard, emergency, and disaster.
- 13.3 Explain the phases of the emergency management process.
- 13.4 Explore the concept of mutual aid.
- 13.5 Describe the role and challenges faced by a communication officer during a disaster.

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- 13.6 Describe proper response to events which may require an emergency management response including: terrorism, WMD, MCI, and weather events.
- 13.7 Examine the role and responsibility of the communications officer in the NIMS (National Incident Management System).
- 13.8 Display knowledge of the local emergency management agency including: disaster preparedness plans, emergency operations plans, and emergency operations.

### Course Standard 14

#### **LPSCS-PSC-14**

**Given actual and hypothetical scenarios, students will apply proper procedures for the effective handling of law enforcement, fire and hazardous materials, and emergency medical service calls.**

**(A minimum of 8 hours of simulated practice should be completed. Simulation could include table top, computer-based simulation or an actual physical exercise.)**

- 14.1 Utilize simulation to respond as a public safety communications officer.
- 14.2 Apply safety protocol to both personnel and public when responding as a public safety communications officer.