Basic Telecommunicator Licensing Course



# Course Number 1080

**Texas Commission on Law Enforcement**

## Basic Telecommunicator Licensing Course

**2020**

**Abstract**

The Basic Telecommunicator Licensing Course is designed to provide the new career Telecommunicator with an understanding of the emergency communications environment, and the core competencies in both emergency and non-emergency situations required by the Commission for licensing.

**Note to Instructors, Training Providers, and Training Coordinators:**

The curriculum serves as the Instructor’s Resource Guide (IRG) and is the standardized outline regarding the course learning objectives. It is not a full lesson plan. **Instructors are required to develop detailed and complete lesson plans for each unit or chapter within this IRG** and are encouraged to use additional training material, including the use of scenarios and role-play to facilitate learning.

* TCOLE Course 2120 Crisis Communications, the complete course is included in Unit 10 of this course.
* Instructors are encouraged to use this IRG as a handout to students to provide both the distribution of learning objectives to the student and to serve as a study guide.

**Note to Trainers: It is the responsibility of the training coordinator to ensure this curriculum and its materials are kept up to date. Refer to curriculum and legal sources for changes in subject matter or laws relating to this course as well as the Texas Commission on law Enforcement website found at** [**http://www.tcole.texas.gov/**](http://www.tcole.texas.gov/) **.**

In conjunction with the instructor resource guide, the instructor shall:

* Provide and familiarize students with the most up-to-date TCOLE Statutes and Rules Handbook.
* Review of TCOLE rules is required however, students are no longer required to take the 1033 exam – questions on TCOLE rules are included in the state exam.

**Target Population:**

Individuals seeking to obtain a Basic Telecommunicator License.

**Student pre-requisites:**

* Meet TCOLE hiring mandates and possess a Personal Identification Number (PID).
* Prior to starting section 4.2.4: students must have a current, nationally recognized Cardiopulmonary Resuscitation (CPR) certification.
* This includes, but is not limited to, courses from the American Heart Association and the American Red Cross. The CPR course must be taken in-person and the student must complete practical scenarios for adult/infant/ AED to be certified.
* The student must present a current and valid certificate to the training provider.

**Instructor Pre-requisites:**

* Certified TCOLE Instructor and/or
* Subject Matter Expert

**Length of Course:**

Minimum: 80 hours

**Facility Requirements:**

* Classroom-Instructor preference
* On-line with TCOLE **advanced written approval**

Evaluation Process and Procedures:

Instructors are responsible for assessing and documenting student mastery of all objectives contained in the course. Training providers are responsible for reporting training in accordance with established TCOLE approved methods and requirements.

Demonstrated mastery of all course materials accomplished through a variety of methods, including but not limited to classroom interaction, chapter quizzes/tests, oral and written participation, and case study discussion. A final comprehensive written examination based on course objectives and meeting TCOLE standards is required. The student will demonstrate course comprehension with 70% or higher on a written examination.

#### Resource Material and Glossary/Acronyms

Included in each unit and appendix.

Training coordinators must ensure that each student is provided a copy (electronic or hard copy) of the TCOLE Rules Handbook at the beginning of the course.

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| Unit 10 | Crisis Communications 32 hours  TOTAL: 80 hours |  |

**Unit Goals and Learning Objectives**

1. **Roles and Responsibilities** 
   * 1. **Unit Goal:** Review TCOLE Rules and Regulations.
     2. **Learning Objective**: Discuss the TCOLE Mission as it pertains to the establishment of standards and its enforcement of those standards.
     3. **Learning Objective:** Identify how TCOLE Rules are organized.
     4. **Learning Objective:** Identify the Commission Rules concerning Basic Licensing Standards (217.1).
     5. **Learning Objective:** Identify the Commission Rules concerning training requirements and TCOLE Training Mandates and their relationship to the training cycle.
     6. **Learning Objective:** Identify the Commission rules concerning reporting training (218.5). §218.5. Reporting Legislatively Required Continuing Education.
     7. **Learning Objective:** Explain the purpose and completion requirements of the following statutorily required forms: L1, L2, L3, F5, and F5R.
     8. **Learning Objective:** Explain the process of license suspension. §223.15. License Suspension.
     9. **Learning Objective:** Explain the process of revocation of a license. §223.19. License Revocation.
     10. **Learning Objective:** Explain the process of reporting an arrest. §211.27. Reporting Responsibilities of Individuals.
     11. **Learning Objective:** Summarize the Mission of the Texas Peace Officer’s Memorial.

**1.2.0 Unit Goal:** Review and discuss various aspects of a Telecommunicator’s Role and Responsibilities as a member of public safety.

**1.2.1** **Learning Objective:** Define the term Telecommunicator as defined in the Texas Occupations Code.

* + 1. **Learning Objective:** Define the term Emergency as defined in the Texas Occupation Code 1701.405.
    2. **Learning Objective:** Define Communication.
    3. **Learning Objective:** Define a Public Safety Answering Point (PSAP).
    4. **Learning Objective:** Explain the roles and responsibilities of a Telecommunicator at a Public Safety Answering Point (PSAP).

**1.3.0 Unit Goal:** Review how Quality Assurance (QA), Quality Control (QC), Quality Improvement (QI) and performance standards are used to recognize excellence, identify areas needing improvement and ensure performance measures are met.

**1.3.1 Learning Objective:** Define Quality Assurance (QA).

**1.3.2 Learning Objective:** Define Quality Control (QC).

**1.3.3 Learning Objective:** Define Quality Improvement (QI).

**1.3.4 Learning Objective:** Define Daily Observation Report (DOR).

**1.3.5 Learning Objective:** Identify the components used to conduct Skills Performance Evaluations.

**1.3.6 Learning Objective:** Identify common Core Competencies used in Skills Performance.

**1.3.7 Learning Objective:** Identify QA Trends to address Continuing Education/In-Service for QI.

**2.0 Communication Resources and Confidentiality**

**2.1.0 Unit Goal:** Summarize available resources for the Telecommunicator in a Public Safety Answering Point (PSAP).

**2.1.1 Learning Objective:** Define the term database.

**2.1.2 Learning Objective:** Define and summarize the Texas Law Enforcement Telecommunications System.

**2.1.3 Learning Objective:** List web-based online help files located through OMNIXX Force via the TLETS Help Menu.

* + 1. **Learning Objective:** Define and summarize the International Justice and Public Safety Network.
    2. **Learning Objective:** Define and summarize the Texas Crime Information Service.
    3. **Learning Objective:** Define and summarize the National Crime Information Service.

**2.1.7 Learning Objective:** Define and summarize translation services available to PSAPs.

* + 1. **Learning Objective:** List resources available within a Public Safety Answering Point.

**2.1.9 Learning Objective:** List organizations that provide help for emergency services and shelters.

* + 1. **Learning Objective:** Discuss the history of N-1-1 and its role in public safety.
    2. **Learning Objective**: Define social media and discuss social networks and their benefits.

Public Safety Media, community, or another organizational outlet.

**2.1.12 Learning Objective:** Discuss standardized protocols and processing platforms.

* + 1. **Learning Objective:** Define the term supervisor.

**2.2.0 Unit Goal**: Discuss the importance of maintaining the confidentiality of Public Safety information.

**2.2.1 Learning Objective:**  Define the term confidential.

**2.2.2 Learning Objective:** Identify the importance of maintaining the confidentiality of Public Safety information.

* + 1. **Learning Objective:**  Discuss the legal aspects of Telecommunicator confidentiality.

**3.0. Emergency Communications Technology**

**3.1.0 Unit Goal:** Review the history of 9-1-1 administration, legislation and system technology.

**3.1.1 Learning Objective:** Review the history of 9-1-1 administration in Texas.

**3.1.2 Learning Objective:** Describe the elements of the 9-1-1 network and call flow process.

**3.1.3 Learning Objective:** Distinguish how different types of telephones affect a 9-1-1 call.

**3.1.4 Learning Objective:** Identify the different 9-1-1 systems.

**3.1.5 Learning Objective:** Identify Automatic Location Identification (ALI), Automatic Number Identification (ANI), and ANI/ALI Data Fields relevance to emergency telecommunications.

**3.1.6 Learning Objective:** Define the term Public Safety Answering Point (PSAP).

**3.1.7 Learning Objective:** Define the term Transfer Method.

**3.2.0 Unit Goal:** Summarize the legislation, systems, and technology that provides an equal level of service to citizens who are Deaf or Hard of Hearing or speech impaired.

**3.2.1 Learning Objective:** Identify the requirements of the American with Disabilities Act (ADA) involving public safety Telecommunicators.

**3.2.2 Learning Objective:** Explain the different technologies and systems used to provide Deaf and Hard of Hearing citizen access to emergency services and basic operating functions.

**3.2.3 Learning Objective:** Identify the components of a TTY.

* + 1. **Learning Objective:** Review the methods for handling a TDD call.

**3.3.0 Unit Goal:** Summarize systems and functionality used in public safety emergency communications Computer-Aided Dispatch (CAD) systems.

**3.3.1** **Learning Objective:** Define the purpose of a Computer Aided Dispatch (CAD) system and describe the basic functions and design.

**3.3.2 Learning Objective:** Define the purpose of a Mobile Data Terminal, describe the basic functions and design, and list other common named systems in use such as Mobile Data Browser, Mobile Data System, Mobile Data Computer, etc.

**3.4.0 Unit Goal:** Summarize systems and technology used in public safety emergency communications maps and recorders.

**3.4.1 Learning Objective:** Identify various types of mapping tools utilized in a communications department/center.

**3.4.2 Learning Objective:** Complete practical scenarios/exercises to demonstrate the ability to utilize mapping tools.

**3.4.3 Learning Objective:** Identify different types of recording equipment utilized in a communications center.

**3.5.0 Unit Goal:**  Summarize Emergency Communications Radio Technology systems used in Public Safety Emergency Communications.

**3.5.1 Learning Objective:** Identify various radio systems used in public safety communications.

**3.5.2 Learning Objective:** Define key terms used in radio technology today.

**3.5.3 Learning Objective:** Explain the function of a radio system by way of interoperability, intercity, and interagency.

**3.5.4 Learning Objective:** Identify the Federal Communications Commission (FCC) requirements for emergency communications (FCC 47 90.405).

**4.0 Basic Call Processing Techniques**

* 1. **Unit Goal:** Summarize the process of applying effective basic communication skills.

**4.1.1 Learning Objective:** Define the term Communication Cycle.

**4.1.2 Learning Objective:** Identify the six components of the Communications Cycle.

**4.1.3 Learning Objective:** Define the different types of listeners.

**4.1.4 Learning Objective:** List various types of ACTIVE listening techniques.

**4.1.5** **Learning Objective:** Identify call-taking listening techniques.

**4.1.6 Learning Objective:** Identify methods of effective communication.

* 1. **Unit Goal:** Summarize the process of applying basic call-taking skills.

**4.2.1 Learning Objective:** Identify basic call-taking techniques – 6W’s.

**4.2.2 Learning Objective:** Identify basic call-taking techniques – location.

**4.2.3 Learning Objective:** Identify basic call-taking techniques – incident.

**4.2.4 Learning Objective:** Identify when CPR is needed.

**4.2.5 Learning Objective:** Identify basic call-taking techniques – weapons.

**4.2.6 Learning Objective:** Identify basic call-taking techniques – persons.

**4.2.7 Learning Objective:** Identify basic call-taking techniques – vehicles.

**4.2.8 Learning Objective:** Identify basic call-taking techniques – reporting party.

**4.2.9 Learning Objective:** Identify basic call-taking techniques – documentation.

**4.2.10 Learning Objective:** Identify basic call-taking techniques – call routing.

* 1. **Unit Goal:** Summarize the process for classifying calls for service.

**4.3.1 Learning Objective:** Explain the difference between routine, non-emergency and in progress calls.

**4.3.2 Learning Objective:** Explain the importance of proper call classification for public safety calls for service.

**4.3.3 Learning Objective:** Explain the importance of maintaining responder and public safety when dealing with calls for service.

**4.3.4 Learning Objective:** Identify types of calls requiring crisis call taking strategies.

**4.3.5 Learning Objective:** Explain some considerations for dealing with calls involving children and the elderly.

* + 1. **Learning Objective:** List special call handling techniques for angry or difficult callers.
    2. **Learning Objective:** Explain how to defuse a difficult and/or crisis call for service.

**5.0 Basic Radio Communications**

**5.1.0 Unit Goal:** Summarize protocol involving radio communication techniques**.**

**5.1.1 Learning Objective**: Identify methods for using phonetic alphabets.

**5.1.2 Learning Objective:** Identify methods for using numeric codes.

**5.1.3 Learning Objective:** Identify methods for using plain language.

**5.1.4 Learning Objective:** Identify common radio communication techniques.

**5.1.5 Learning Objective:** Identify standard radio procedures and protocols.

**5.1.6 Learning Objective:** Identify key elements for dispatching calls for service to field units.

**5.1.7 Learning Objective:** Identify methods for obtaining and broadcasting descriptions of motor vehicles, persons, and events.

**5.1.8 Learning Objective:** Identify methods of microphone and headset placement and techniques to achieve effective broadcasting.

**6.0. Legal and Liability Concepts**

**6.1.0 Unit Goal:** Summarize liability and legal issues involving emergency Telecommunicators and their agencies.

**6.1.1 Learning Objective:** Define types of liability.

**6.1.2 Learning Objective:** Explain the Seven Affirmative Links to a tort.

**6.1.3 Learning Objective:** Define the term and elements of negligence.

**6.1.4 Learning Objective:** Define the term immunity and related laws.

**6.1.5 Learning Objective:** Review State laws regulating public safety Telecommunicators and their agencies.

**6.1.6 Learning Objective:** Identify methods for reducing liability in the communications center.

**6.1.7 Learning Objective:** Identify risk factors.

**6.1.8 Learning Objective:** Define the Freedom of Information Act (FOIA) and law enforcement exemptions.

**6.1.9 Learning Objective:** Review the Texas Public Information Act.

**6.1.10 Learning Objective:** Review retention schedules for records of public safety agencies as indicated by the Texas State Library and Archives Commissions.

**7.0 Stress, Health, and Awareness**

**7.1.0 Unit Goal:** Summarize health and wellness topics related to Telecommunicator stress management and critical incident stress. Summarize way to relieve the stress and improve the health of telecommunicators.

**7.1.1 Learning Objectives:** Identify the different terms related to health and wellness.

**7.1.2** **Learning Objectives:** Review the categories and examples of different types of stress.

**7.1.3 Learning Objectives:** Identify the causes and sources of Telecommunicator stress.

**7.1.4 Learning Objectives:** List common ways of reducing stress and minimizing its effect on the Telecommunicator.

**8.0 Ethics**

**8.1.0 Unit Goal:** Summarize the basic concepts of ethical principles.

**8.1.1 Learning Objective:** Define ethics and discuss the importance of ethical judgment and behavior of Telecommunicator.

**8.1.2 Learning Objective:** Identify the Six Pillars of Character.

**8.1.3 Learning Objective:** Identify the difference between profession and professionalism.

**8.1.4 Learning Objective:** Discuss moral principles and techniques used when faced with a moral issue.

**8.1.5 Learning Objective:** Identify Standards of Conduct for Telecommunicators.

**8.1.6 Learning Objective:** Discuss typical misconceptions about ethics.

**8.1.7 Learning Objective:** Identify ethical decision-making tools when faced with a decision that does not have a clear set standard or departmental policy.

**8.1.8 Learning Objective:** Participate in scenario-based ethical education exercises.

**9.0 Cultural Diversity**

**9.1.0 Unit Goal:** Review and discuss various dimensions of diversity.

**9.1.1 Learning Objective:** Define the term “diversity.”

**9.1.2 Learning Objective:** Discuss elements of “human diversity.”

**9.1.3 Learning Objective:** List the “dimensions of diversity.”

**9.1.4 Learning Objective:** Describe the three powerful trends highlighting diversity in a twenty-first-century society.

**9.1.5 Learning Objective:** Discuss the United States changing demographics.

**9.1.6 Learning Objective:** Compare a “Melting pot” vs. a “Mosaic” society.

**9.1.7 Learning Objective:** The student will define the term “Inclusion.”

**9.1.8 Learning Objective:** Discuss the concept of the three dimensions of Global Inclusion.

**9.1.9 Learning Objective:** Describe the concept of the four layers of diversity.

**9.1.10 Learning Objective:** The student will illustrate the concept of primary and secondary dimensions of diversity.

**9.1.11 Learning Objective:** Explain “Fairness vs. Equal Treatment.”

**9.1.12 Learning Objective:** Summarize the past, present, and future dimensions of diversity.

**10.0 Crisis Communications Unit 10**

**10.1.0 Unit Goal:** Identify techniques used in dealing with persons with mental illness.

**10.1.1 Learning Objective:** Define the term mental illness.

**10.1.2 Learning Objective:** Identify behaviors associated with personality disorders.

**10.1.3 Learning Objective:** Identify behaviors associated with mood disorders.

**10.1.4 Learning Objective:** Identify behaviors associated with thought disorders.

**10.1.5 Learning Objective:** Identify symptoms and behaviors associated with cognitive disorders.

**10.1.6 Learning Objective:** Discuss common myths regarding mental illness.

**10.1.7 Learning Objective:** Identify clues and patterns to indicate a person has a mental illness.

**10.1.8 Learning Objective:** Recognize techniques used to process calls from mentally ill callers.

**10.2.0 Unit Goal:** Identify techniques used when dealing with suicidal persons.

**10.2.1 Learning Objective:** Define terms related to suicide.

**10.2.2 Learning Objective:** Identify warning signs for suicidal persons.

**10.2.3 Learning Objective:** Relate important statistics and information related to suicide.

**10.2.4 Learning Objective:** Distinguish between the risk factors for suicide.

**10.2.5 Learning Objective:** Differentiate suicidal risk factors for persons of certain groups.

**10.2.6 Learning Objective:** Relate call handling methods and specialized techniques involving suicidal callers.

**10.3.0 Unit Goal:** Review processing techniques for family violence calls for service.

**10.3.1 Learning Objective:** Define the term family violence.

* + 1. **Learning Objective:** Identify Telecommunicator responsibilities related to family violence.
    2. **Learning Objective:** Review statistics related to domestic violence incidents.

**10.3.4 Learning Objective:** Discuss the causes of family violence.

**10.3.5 Learning Objective:** Review the traits of an abuser**.**

**10.3.6 Learning Objective:** Review why victims do not leave abusive situations.

**10.3.7 Learning Objective:** Discuss the complication of strangulation during a family violence incident.

**10.3.8 Learning Objective:** Discuss possible head injuries in family violence incidents.

**10.4.0 Unit Goal:** Recognize calls taking techniques for stalking incidents.

**10.4.1 Learning Objective:** Define the term stalking.

**10.4.2 Learning Objective:** Review statistical data related to stalking victimization.

**10.4.3 Learning Objective:** Describe the impact to stalking victims.

**10.4.4 Learning Objective:** Review the five types of stalkers.

**10.4.5 Learning Objective:** Identify common forms of stalking behavior.

**10.4.6 Learning Objective:** Define the term cyberstalking.

**10.4.7** **Learning Objective:** Describe the techniques used by cyberstalkers

**10.5.0 Unit Goal:** Review processing techniques for sexual assault calls for service.

**10.5.1 Learning Objective:** Define the term sexual assault.

**10.5.2 Learning Objective:** Define the term aggravated sexual assault.

**10.5.3 Learning Objective:** Review statistics related to sexual assault.

**10.5.4 Learning Objective:** Discuss victim responses to sexual assault.

**10.5.5 Learning Objective:** Review the Telecommunicators role in sexual assault calls for service.

**10.6.0 Unit Goal:** Review processing techniques for human trafficking calls for service.

**10.6.1 Learning Objective:** Define the term human trafficking.

**10.6.2 Learning Objective:** Define Texas law pertaining to trafficking of persons.

**10.6.3 Learning Objective:** Discuss statistics related to human trafficking.

**10.6.4 Learning Objective:** Discuss human trafficking victims’ mindset and common barriers to victim identification.

**10.6.5 Learning Objective:** Review the effective processing of human trafficking calls for service.

**10.7.0 Unit Goal:** Review processing techniques for hostage and barricaded persons calls for service.

**10.7.1 Learning Objective:** Define terms related to hostage calls for service.

**10.7.2 Learning Objective:** Review the different types of kidnappings.

**10.7.3 Learning Objective:** Discuss the psychological and social issues of a hostage taker.

**10.7.4 Learning Objective:** Explain the importance of active listening skills with a hostage taker.

* + 1. **Learning Objective:** Discuss a crisis negotiator response to a hostage taker.

**10.8.0 Unit Goal: S**ummarize the process for handling calls involving explosive devices (bomb threats), suspicious packages, terrorism and other emergency calls for service.

**10.8.1** **Learning Objective:** Review call processing methods for a suspicious package containing incendiary and explosive devices (i.e., bombs).

**10.8.2 Learning Objective:** Review instructions for callers reporting an explosive device.

**10.8.3 Learning Objective:** Explain the different types of bomb threat levels.

**10.8.4 Learning Objective:** Review the general characteristics of a suspicious package, mail, or envelope containing a lethal substance or object.

**10.8.5 Learning Objective:** Discuss specific call processing methods for a suspicious package.

* + 1. **Learning Objective:** Identify the process of responding to calls involving issues of weapons of mass destruction such as terrorism, biological agents/outbreaks, suspicious packages, and other warning indicators.

**10.8.7 Learning Objective:** The student will recognize the signs of a hazardous materials incident.

**10.8.8 Learning Objective:** Discuss common bacteria and toxins used in bioterrorism attacks.

**10.8.9 Learning Objective:** Define the mindset of a terrorist.

**10.8.10 Learning Objective:** Review potential targets of terrorism.

**10.9.0 Unit Goal:** Summarize the Emergency Management role as it relates to a telecommunicator’s responsibilities.

**10.9.1** **Learning Objective:** Define the Incident Command System (ICS) as the standard for incident management.

**10.9.2 Learning Objective:** Identify ICS Training educational resources for Telecommunicators.

**10.9.3** **Learning Objective:** Define the components of the National Incident Management System (NIMS).

**10.9.4** **Learning Objective:** Identify types of disasters.

**10.9.5 Learning Objective:** Review different approaches to public safety disaster preparedness.

**10.9.6** **Learning Objective:** Discuss the Telecommunicator Emergency Response Taskforce (TERT) as it relates to disaster mutual-aid.

**10.9.7 Learning Objective:** Review the common types of epidemic and pandemic disasters seen in the United States.

**10.10.0 Unit Goal:** Summarize call recognition, handling and classification procedures for involving missing and exploited children.

**10.10.1 Learning Objective:** Define the role of the National Center for Missing and Exploited Children (NCMEC).

**10.10.2 Learning Objective:** Identify types of cases in which NCMEC is able to assist agencies.

**10.10.3 Learning Objective:** Review statistics related to NCMEC Missing Children cases.

**10.10.4** **Learning Objective:** Summarize different types of missing children cases.

**10.10.5 Learning Objective:** Review the definition of an attempted abduction.

**10.10.6 Learning Objective:** Summarize the difference between a family and non-family abduction.

**10.10.7 Learning Objective:** Identify the difference between a runaway child and a throwaway child.

**10.10.8** **Learning Objective:** Identify indicators of a high-risk runaway.

**10.10.9 Learning Objective:** Discuss the programs and resources available through NCMEC.

**10.10.10 Learning Objective:** Identify goals for initial intake of missing, abducted, or sexually exploited children.