

## **Telecommunicator Topics and Objectives**

**Total Credits for In-Service: 16 hrs/credits**

**Topic of Choice = 8 hrs/credits**

VIPER System and ESInet Explained (2 hrs/credits) – D. Worley

1. Describe the origin and history of the development of the VIPER public safety radio system.
2. Define the basic operational components of the VIPER public safety radio system and discuss how it functions.
3. List and compare other common non-VIPER public safety radio systems in use across North Carolina and how these systems interact with VIPER for incident management purposes.
4. Identify the basic operational components of ESInet and Next Generation 911 systems.
5. Discuss the benefits ESInet and Next Generation 911 systems offer when compared to previous versions of 911 call-taking technology.
6. List and explain the future goals and objectives regarding the implementation of Next Generation 911 systems.

Handling the Active Assailant Incident (2 hrs/credits) – D. Worley

1. Define what factors establish an event as an active assailant, and describe the impact of active assailant events on our nation and state.
2. List and explain the basic tactical concerns for law enforcement officers who are responding to active assailant calls for service.
3. Discuss methods available to telecommunicators that ensure the safety of all first responders on an active assailant scene.
4. Through exploring case studies of previous active assailant calls for service, describe the findings as they relate to the telecommunicators' handling of those calls.
5. Define in writing the following terms regarding "emotional fall-out," which can impact the 911 Center following mass casualty or active assailant events:
  - a) Critical incident stress management
  - b) Critical incident stress debriefing
  - c) Employee assistance program
  - d) Peer support

### Shift Management Skills in the Communication Center (2hrs/credits) – D. Grossi

1. Correctly identify three (3) reasons effective leadership is important in the communication center.
2. Correctly identify three (3) management actions that can hurt employee morale and three (3) management actions that can increase employee morale.
3. Define servant leadership and explain how it can inspire and motivate telecommunicators.
4. Identify resources available to evaluate and improve leadership skills for communication center managers.

### Physical and Mental Wellness: Building & Implementing a Plan for Improvement (2 hrs/credits)

– Merrily Cheek

1. Describe what may happen to a telecommunicator's performance over time when physical and mental wellness needs remain unmet.
2. Expand current knowledge and describe emerging concepts of both physical and mental wellness that meet the needs of the telecommunicator.
3. After reviewing case studies, confidently discuss the connection between various dietary and wellness changes as they relate to job performance and overall improvement.
4. Through practical exercise, apply the information from this lesson to complete an improvement plan that identifies personal areas to focus on and includes corresponding wellness actions.

### **REQUIRED = 10 hours**

### 2021 Followership: Being an Influential Employee (2 hrs/credits) – Merrily Cheek

1. Discuss how the critical concept of "followership" strongly supports the overall agency mission.
2. Recognize methods employees can implement to ensure they remain motivated and dependable members of their team.
3. Correctly choose incentives supervisors can employ to continue proper encouragement of telecommunicators, other than by promotional means.
4. Through scenarios, correctly demonstrate how to identify issues that negatively affect agency performance, and develop a plan of action that:
  - a) you as a team member can take to protect your accountability
  - b) the team, as a whole, can implement to increase its effectiveness
  - c) supervisors can use to enhance overall agency performance

2021 Critical Thinking for Telecommunicators – (4 hrs/credits) – S. Gillis

1. In your own words, define “critical thinking.”
2. List and provide examples of five (5) critical thinking skills presented in the course materials.
3. Identify in writing three (3) barriers to critical thinking.
4. Through practical exercises, demonstrate the ability to apply critical thinking skills when dispatching calls for service.
5. Demonstrate the ability to apply critical thinking skills when dispatching emergency calls.

2021 Crisis Negotiations (4 hrs/credits) – D. Worley and P. Phelan

1. Explain in writing the principles of crisis negotiations.
2. Correctly describe the dynamics of a hostage or barricaded situation.
3. Explain in writing the behavioral change stairway as it pertains to a hostage or barricaded situation.
4. Discuss the importance of obtaining and communicating intelligence to the crisis negotiations team.
5. Describe the elements of active listening skills as the most effective communications method during a hostage or barricaded situation.