

# LESSON PLAN COVER SHEET

<b>COURSE NAME:</b> Traffic Incident Management Enhancement		<b>UNIT CODE:</b>
<b>LESSON TITLE:</b>		<b>HOURS:</b> 3 Hours
<b>PREPARED BY:</b> Marcia Gibson - Cobb County DPS Carl Schwenk – Cobb County Fire	<b>DATE:</b> 02/2005	<b>APPROVED BY:</b>
<b>REVISED BY:</b>		<b>DATE(S):</b>
<b>INSTRUCTIONAL METHODS:</b> Lecture, Discussion, Practical Exercise		<b>CLASSROOM SETTING:</b> Lecture/Module
<p><b>TERMINAL PERFORMANCE OBJECTIVE (TPO):</b></p> <p>Make emergency services personnel who respond to traffic incidents aware of the need to increase safety and reduce incident clearance rates through multi-agency teamwork. To reduce the time it takes to clear traffic incidents from the roadway, which will decrease congestion and time wasted sitting in traffic backlogs while keeping the responding personnel and the traveling public safe.</p>		
<p><b>ENABLING OBJECTIVES (EO's):</b></p> <ul style="list-style-type: none"> <li>a. Identify effects of Traffic Congestion</li> <li>b. Classify types of Traffic Congestion</li> <li>c. Utilize effective Incident Response</li> <li>d. Plan effective Scene Management Strategies</li> <li>e. Translate the National Interagency Incident Response</li> <li>f. Apply Traffic Control Zones - Setting the Scene</li> </ul>		

**TRAINING MEDIA (see Appendix \_A\_):** *[check each that apply to your lesson plan]*

- |                                         |                                    |                                                                                      |
|-----------------------------------------|------------------------------------|--------------------------------------------------------------------------------------|
| <input type="checkbox"/> Transparencies | <input type="checkbox"/> Videotape | <input type="checkbox"/> Chalkboard                                                  |
| <input type="checkbox"/> Flip chart     | <input type="checkbox"/> Audiotape | <input type="checkbox"/> Other: Flip chart and Whiteboard markers of different color |
| <input type="checkbox"/> Slides         | <input type="checkbox"/> Poster    |                                                                                      |

**EQUIPMENT/MATERIALS (Description and amount):**

Lap Top Computer with MS Word and PowerPoint

LED Projector

**HANDOUTS (see Appendix B ):**

**REFERENCES:** *[List all references material and resources here in bibliographical format]*

- 1. Guidelines for Highway incident Scene Safety and Traffic Control “The First Hour” Instructor Manual for Pennsylvania State Fire Academy Pennsylvania Department of Transportation by Kilareski and Tarris, P.C. State College, PA Edition 1.2, 2002**
- 2. [www.respondersafety.com](http://www.respondersafety.com) – July 28, 2004**
- 3. [www.usfa.fema.gov](http://www.usfa.fema.gov) – July 28, 2004**
- 4. [www.itspublicsafety.net](http://www.itspublicsafety.net) – July 28, 2004**
- 5. Intelligent Transportation Society (ITS) Georgia**
- 6. Metro Atlanta TIME Task Force**
- 7. Cobb County Police Department STEP Unit**
- 8. Cobb County Fire and Emergency Services**

**STUDY ASSIGNMENTS:**

Not Applicable

## INSTRUCTIONAL GUIDE

### TOPIC: Traffic Incident Management Enhancement

This course is multi-disciplinary. Much of the learning that takes place will result from the interaction of the members of the various emergency response disciplines. This interaction and willingness to view the other stakeholders as human beings and professional colleagues is a key behavioral change that this course is attempting to foster.

Accordingly, the entity responsible for selecting and recruiting the students must make every effort to insure that the demographics of the student body reflect those of the emergency response community in the course offering's locale. There should be a representative mix of disciplines (police, fire, rescue, EMS, and highway/transportation agency) among the student body. There is no class maximum.

The course schedule permits it to be delivered in a three-hour session.

As with any course, the instructors are the key to effective knowledge transfer. It is the intent of the developers that a multi-disciplinary teaching team of two or more instructors, one from fire and one from police will normally be used to present this course. Seeing as how we are attempting to instill a cooperative interdisciplinary spirit in students from diverse services, 'team teaching' has some distinct advantages. However, one instructor may have the ability to teach this course, provided they are versed in the multiple issues faced in a "big picture" outlook of this problem. When team teaching, always remember to plan how the interaction will be presented; also, it is absolutely vital that all instructors have a thorough knowledge of the subject material and reach consensus on any points of disagreement among themselves regarding the course materials.

During the course, **do not** lean toward any discipline as being the solution to the problem; also, **do not** denigrate any specific disciplines or permit students in the class to do so. Be careful when relating war stories that you do not inadvertently injure a discipline or provoke a controversy; however, remember that war stories help adult learners to relate the subject matter and discussion of varying viewpoints leads to greater understanding.

In order to manage time effectively and foster a positive learning environment, instructors must practice good classroom management of questions and discussions to keep them on track and relevant to the course's objectives. Before beginning a teaching assignment delivering this course, instructors should review the basic principles of discussion management and conflict resolution that they learned in basic instructor training. There is likely to be some disagreement and even argument among students within this course. These controversies can turn out to be positive learning experiences for all ***provided they are controlled, channeled, focused and managed by the instructor!!***

Because of the structure of the course and the desirability of a three-hour time frame from a management perspective, the course authors chose to bypass the conventional educational methodology of an application step for each unit. Instead, a full-participation discussion is scheduled for the course's conclusion. Nevertheless, instructors should, during each unit's summary, allot a period of time for discussion, directed questioning, and examination of key learning points in the unit as a sort of combination application / evaluation step. One effective way to do so would be to introduce a scenario from the instructor's own experience and using it to create a 'teachable moment' that encourages the students to apply the key concepts of the unit to addressing the issues raised by the scenario. This method should not be as much of a war story as an **"If you were the????? (Incident Commander, Fire Chief, Police Officer, etc.) what would YOU do?"**

This course stands to make a significant contribution to a long-standing need to effectively coordinate highway incident response efforts in Cobb County. Instructors will be a key contributor to its success in doing so.

Appendix A contains all PowerPoint slides a copies of flip chart format. If a projector is unavailable slide may easily be copied onto overhead transparencies. A white board may be used in place of flip charts.

Appendix B contains copies of all handouts.

Appendix C contains a detailed description of the practical exercise. There is not test for this lesson plan.