

TRAINING PROGRAM OF INSTRUCTION (TPI)
FOR
DINFOS PAQC
PUBLIC AFFAIRS QUALIFICATION COURSE



Approved by:

jeremy.martin@dinfos.dma.mil

Digitally signed by
jeremy.martin@dinfos.dma.mil
DN:
cn=jeremy.martin@dinfos.dma.mil
Date: 2014.02.26
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Commandant, Defense Information School
Supersedes TPI dated 13 December 2009



PUBLIC AFFAIRS QUALIFICATION COURSE
TRAINING PROGRAM OF INSTRUCTION

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TRAINING PROGRAM OF INSTRUCTION

Preface

TRAINING PROGRAM OF INSTRUCTION FILE NUMBER (TPFN): DINFOS-PAQC

TITLE: Public Affairs Qualification Course

The Public Affairs Qualification Course is offered in two training methodologies – residential and Advanced Distributed Learning (ADL). These two course offerings are equivalent in content scope and depth, and students who complete either version of the Public Affairs Qualification Course are fully qualified to perform the basic duties of a military public affairs leader.

TRAINING LOCATION: Defense Information School, Fort Meade, MD

PURPOSE: This course provides entry-level public affairs training for mid- to senior-level non-commissioned officers and commissioned officers from all U.S. military services, selected foreign nations, and U.S. government agency civilians selected for public affairs assignments at all levels of command. This course ensures those NCOs, officers and civilians are capable of performing the basic duties of Department of Defense military public affairs practitioners.

TRAINING METHODOLOGY: This version of PAQC is offered in residence only.

COURSE DESCRIPTION: The Public Affairs Qualification Course provides entry-level public affairs training for the Department of Defense, U.S. government agencies and selected foreign military communication professionals. Instruction focuses on the foundational elements of the communication planning process; principles and techniques associated with implementing effective communication strategies; and the processes involved in integrating communication into military planning and operations.

PAQC SERVICE PREREQUISITES:

Service	Prerequisites:	Notes:
USA		
Officer	O-1 through O-4	O-1 must have completed Officer Basic Course before submitting into ATRRS. Must meet height and weight standard IAW AR 600-9. Must pass APFT prior to graduation.
Enlisted	E-7 through E-9	E7 Multifunctional Brigade TDY enroute with no officer at unit; all other E7s and above must have APAC-approved ETP; must be control branch 46. Must meet height and weight standard IAW AR 600-9. Must pass APFT prior to graduation.
Civilian	GS-9 and above	Or GS-7 Intern in public affairs field (GS-1035, 1001 and 1082 series, or 0301 with APAC approval).
USAF		
Officer	O-1 through O-5	Officer must have 35P1- Air Force Specialty Code (AFSC).
Enlisted	E-7 through E-9	Enlisted must have 3N0X5 AFSC, with Secretary of the Air Force/Public Affairs (SAF/PA) concurrence.
Civilian	GS-7 and above	GS-1035 series.
USN		
Officer	O-1 through O-4	
Enlisted	E-6 through E-9	Enlisted must be a Mass Communication Specialist.
Civilian	GS-5 and above	Includes interns. All must be in a public affairs field (GS-1035, 1082, 1083, and 1087).
USMC		
Officer	O-1 through O-4	Officers must have completed "The Basic School."
Enlisted	E-6-select and above	Enlisted personnel must have completed the Basic Public Affairs Specialist Course (DINFOS-BPASC, DINFOS-BPASC-ADL-NR/R, DINFOS-BJC, AFIS-BJC, DINFOS-BPAS-W) or equivalent.
Civilian		Civilian prerequisites are based on their billet description and authorization from HQMC PA.
USCG		
Officer	O-1 through O-4 and CWO	
Enlisted	E-6 through E-9	
Civilian	GS-11 and above	
International		
Students must have a solid understanding of English language usage, grammar and syntax. Students must score an 85 on the English Comprehension Level (ECL) test; have completed Specialized English Training (SET); obtain a score of 2+/2+ on the Oral Proficiency Interview(OPI); and have basic keyboard skills.		
Interagency		
Must be a U.S. Government employee working in the public affairs (PA) career field (GS-1035).		

COURSE PREREQUISITES: See Army Training Requirements and Resources System (ATRRS) web site (<https://www.atrrs.army.mil/atrrscc/>). Use school code 212.

CLASS SIZE:

Maximum	60 students
Minimum	15 students
Annual Capacity	300 students

COURSE LENGTH:

Academic Hours	351 hours
Administrative Hours	15 hours
Total Course Length	366 hours, 46 days

TYPE/METHOD OF INSTRUCTION:

Lecture (L)	191 hours
Performance Exercise (PE)	51 hours
Exam Performance (EP)	101 hours
Written Exam (EW)	8 hours
Administrative (AD)	15 hours

COURSE MEASUREMENT PLAN: Located in the Course Training Standard.

TRAINING START DATE: 07 January 2014.

ENVIRONMENTAL IMPACT: No environmental impact.

MANPOWER: The Inter-service Training Review Organization (ITRO) formula was used to determine the number of instructors required.

EQUIPMENT AND FACILITIES: The Course Design Resource Estimate (CDRE) for participating courses contains this information.

TRAINING DEVELOPMENT PROPONENT: Defense Information School, Directorate of Training, Fort George G. Meade, MD 20755

REFERENCES: Located in the last section of this TPI.

SAFETY FACTORS: Routine

POC: Course Development Department, DINFOSDOTCourseDeveloper@DINFOS.DMA.mil
301-677-5733.

FUNCTIONAL AREA 1
FOUNDATIONS OF PUBLIC AFFAIRS

TRAINING OUTCOMES:

UNIT 001 FOUNDATIONS AND DOCTRINE: Students begin public affairs training by studying the doctrinal foundations of Department of Defense (DoD) public affairs. Students discuss the history of DoD public affairs from Vietnam to the present. Students study the relationship between historical events and their impact on public affairs. Students identify the mission of the DoD public affairs and discuss primary public affairs functions. Students explore the different roles of public affairs officers (PAOs). Students discuss the scope of DoD principles of information, and principles governing release of timely, accurate information. Students identify key players in the information environment. They build skills to better shape public communication for command and service. Students explore personal ethical values they bring to public affairs based on their experience and education. Students discuss ethical considerations in imagery, and the ethical codes of other organizations. Students explore internal and external factors affecting ethical decision-making plans by identifying stakeholders. Students are introduced to the foundations of communication and communication theories. As public affairs practitioners, they learn to serve as advocates for the military to build and maintain positive relationships with the public. Students apply theories learned and discussed during this unit throughout the remainder of the course.

UNIT 002 WRITING FUNDAMENTALS: Students review basic English language fundamentals of writing and grammar needed to complete writing assignments throughout the course.

UNIT 003 PUBLIC AFFAIRS CONSIDERATIONS: Students identify public affairs' role in synchronized communication strategies that support national and military objectives. Students discuss public affairs considerations related to a theater strategy. Students apply ethical decision making processes to a communication issue as they examine communication problems.

FUNCTIONAL AREA 2

PRINCIPLES OF COMMUNICATION

TRAINING OUTCOMES:

UNIT 001 STATUTORY CONSIDERATIONS IN PUBLIC AFFAIRS: Students review the laws and regulations governing protection of information such as: SAPP, ACA, FOIA, Privacy Act, HIPAA, defamation and copyright. Students focus on information boundaries and recognize specific laws and policies they need to be aware of when releasing information to the public. They research the legal rights and constraints of mass media, focusing on libel, privacy, copyright and other aspects of communication law. Students apply First Amendment considerations and related communication issues through practical exercises. Students are introduced to the basics of visual communications. Students demonstrate fundamental still photography techniques, and write and edit photo cutlines. Students evaluate elements of visual design including still photography, video, graphics, and animation. Students then apply visual design skills by communicating a command message supported by visual imagery.

UNIT 002 COMMAND INFORMATION AND COMMUNICATION: Students study the principles of command information (CI). Students examine the benefits of running a robust CI program, and identify the elements of a CI program. Research is stressed as a key element which includes establishing quantitative and qualitative research mechanisms. Students identify potential publics for a command information program. They compare and contrast the effectiveness of various products and methods used to communicate to appropriate publics in a command information program. Students are fully engaged and familiar with a command's mission and the commander's desired result. Students examine the roles and responsibilities of a public affairs professional, and acquire skills needed to deliver effective command messages. Students discuss themes, messages and talking points which are used to build messaging strategies. Students examine public information in a public affairs context to better understand how public affairs professionals, both military and civilian, support Department of Defense and Department of Homeland Security missions. Students review the nature of news and what makes an issue newsworthy to give them insight into journalistic decision-making. Students examine how news media outlets package and present news, so they will be able to use that knowledge advantageously when promoting their organizations or responding to news queries. Students apply knowledge and skills learned throughout this unit to develop products which communicate a command message.

UNIT 003 PRINCIPLES OF COMMUNICATION: Students examine the principles of community engagement and discuss the importance of understanding a given target audience when communicating a command message. Students discuss DoD support criteria for community engagement and the components of a community engagement program. In a scenario-driven exercise, students apply DoD community engagement support criteria.

UNIT 004 MEDIA ENGAGEMENTS AND COMMUNICATION PROBLEMS: Students examine communication problems and determine the newsworthiness of a given topic. They practice developing news elements to include leads, bridges, and headlines. Students demonstrate proficiency in journalistic writing by writing internal news; external news; features; editorials; and a letter to the editor. Students practice copy-editing during in-class practical exercises and become proficient in the use of the Associated Press stylebook and use of relevant references in developing written copy. Writing and copy-editing skills are then applied throughout the remainder of the course.

FUNCTIONAL AREA 3
PUBLIC AFFAIRS ENGAGEMENT METHODS

TRAINING OUTCOMES:

UNIT 001 PUBLIC AFFAIRS ENGAGEMENTS: Students create media kits which are designed to educate PAOs on a command or a specific issue in advance of interviews. Each kit consists of fact sheets and biographies that may be consolidated from the different sections and individual releases written during the journalism classes. Students continue writing communication products by creating a news story. Students facilitate a key leader engagement. Students select appropriate media types for communication of timely, accurate information to specific publics; respond verbally and in writing to queries from media organizations; prepare for and conduct media interviews; and select and prepare military spokespersons for media interviews. Students prepare to conduct a public engagement. They also conduct a press conference, and brief news media representatives on interview ground rules. Students prepare and deliver a presentation with visual aids for an audience which includes both an internal community and the general public. Students use research methods to examine communication problems. Provided with specific scenarios, students scan the information environment concerning an issue; develop a problem statement; and conduct situational analysis by identifying strengths, weaknesses, opportunities, and threats. After identifying key environmental laws, students discuss the public affairs role in the National Environmental Policy Act (NEPA) and the Defense Environmental Restoration Program (DERP).

UNIT 002 VISUAL INFORMATION: Students use digital cameras to capture imagery while applying basic compositional elements. Students identify key instructions for government websites and analyze government websites for policy and content. Students identify the characteristics of a command website. Students examine the principles of Internet-based capability (IbC) engagement strategies and best practices. Students identify target audiences and IbC outlets, and discuss tactics, techniques, and procedures for implementing IbC strategies. Students distinguish between personal and professional IbC engagements. Students examine the Internet-based environment, tools, platforms and technology trends. Students write a blog, respond to a blog and engage in a social media conversation.

FUNCTIONAL AREA 4
MEDIA ENGAGEMENTS AND CRISIS COMMUNICATION

TRAINING OUTCOMES:

UNIT 001 MEDIA ENGAGEMENTS: Students apply IbC in a performance-based exercise. Students examine scenarios using communication problem-solving strategies, and prepare and conduct on-camera interviews.

UNIT 002 CRISIS COMMUNICATION: Students discuss public affairs' role in issue, emergency and crisis management. Students examine effective crisis management strategies and consider appropriate actions. Students discuss how to recognize a crisis and review common mistakes in handling crises. Students review public affairs objectives during a crisis and explore specific public affairs responsibilities. Students discuss best practices of reputation management. They also identify crisis communication principles and the components of a crisis communication plan. Given a case study, students apply crisis communication strategies to a scenario or vignette. In a performance-based exercise, students brief the command on public affairs issues and develop written communication products.

FUNCTIONAL AREA 5

COMMUNICATION PLANNING

TRAINING OUTCOMES:

UNIT 001 COMMUNICATION PLANNING: Students develop a communication plan in support of operational objectives using communication research methods. Students learn about the principles and methodologies for content analysis, interviews, focus groups, surveys, and information environment scanning. Students conduct informal research using databases and evaluate findings using analytical criteria. Students also format bibliographies following American Psychological Association guidelines. In preparation for writing a communication plan, students develop communication goals, strategies and tactics. Students identify key publics; develop objectives for each public; identify strategies for each objective; develop themes and messages in support of objectives; and develop tactics for each objective, including IbC. Students further develop the implementation portion of the communication plan by identifying tasks associated with tactics, public affairs and non-public affairs resource requirements, and internal and external coordination requirements, before developing an execution timeline.

UNIT 002 PUBLIC AFFAIRS ENGAGEMENTS: As part of the practical application of conducting a public engagement, students conduct a media engagement and brief the command on a public affairs issue. Students continue to examine communication problems, and practice writing and public affairs skills by creating and delivering speeches.

UNIT 003 JOINT PLANNING: Students analyze the integration of public affairs into the joint operation process. Students examine each Service's planning processes as well as the Adaptive Planning and Execution (APEX) system and the Joint Operation Planning Process (JOPP). Students become familiar with key staff codes PAOs coordinate with during current operations and planning. They familiarize themselves with deliberate and rapid response planning. Students review the purpose and format of a staff estimate, and review operation orders and initiation. Students conduct informal research as part of mission analysis to determine public affairs courses of action.

FUNCTIONAL AREA 6
PUBLIC AFFAIRS AND MILITARY OPERATIONS I

TRAINING OUTCOMES:

UNIT 001 WRITTEN COMMUNICATION: Students reinforce written communication skills by participating in additional media engagement scenarios which require them to examine communication problems, write an editorial, and conduct an on-camera interview.

UNIT 002 PUBLIC AFFAIRS ANNEX: Students review public affairs support to civil authorities and clarify the limitations of DoD support. Students review the components of the National Response Framework (NRF), Emergency Support Function-15, National Incident Management System and Joint Information Center that relate to Defense Support of Civil Authorities. National Guard and Coast Guard response procedures are reviewed. Students study the purpose and common methods of interagency and combined Non-Government Organization (NGO) coordination. Students create a public affairs annex in support of steady-state joint operations.

UNIT 003 MILITARY OPERATIONS: Students analyze media coverage of military operations. Students review joint public affairs guidelines for media access, ground rules, and security review. Students discuss the topic of media embeds, reviewing related joint regulations and processes for developing media pools. Students review the concept of DoD strategic communication. Students discuss public affairs input to operations orders. Students study the fundamentals of joint task force operations. They identify the joint task force public affairs structure. Students review a joint manning document. Students discuss public affairs considerations related to a theater strategy. They compare and contrast the key elements of a media operations center, and discuss support requirements. Students also discuss the process of planning the integration of the Defense Imagery Management Operations Center (DIMOC). In a simulated operational environment, students create public affairs guidance which includes: conducting information research; analyzing mission requirements; and explaining staffing requirements.

FUNCTIONAL AREA 7
PUBLIC AFFAIRS AND MILITARY OPERATIONS II

TRAINING OUTCOMES:

UNIT 001 PUBLIC AFFAIRS TRAINING: Students participate in a discussion of the media's relationship with DoD public affairs. In a panel discussion, students explore media expectations of public affairs personnel. In a performance-based exercise, students conduct public affairs training of forces and leaders in support of steady-state joint operations. Students develop media kits and discuss the roles and responsibilities of a unit public affairs representative. Additionally, students discuss guidelines for public engagements. Students analyze training requirements, discuss effective training techniques, and create a training brief. Students participate in a second press conference as part of conducting media engagements.

UNIT 002 INFORMATION OPERATIONS: Students discuss the process of public affairs synchronization with Information Operations. Students examine an overview of public affairs/visual information resource management, which includes resource prioritization, and justification of equipment, people, and funds. Students identify the process of preparing budgets at the tactical level and discuss equipment lifecycle management. Given a panel of officers, non-commissioned officers and civilian equivalents, students participate in a discussion of emerging issues within the DoD.

UNIT 003 MEDIA INTERVIEWS: Students examine a communication problem and practice remote interviewing skills in a performance-based exercise.

FUNCTIONAL AREA 8
SERVICE SPECIFIC TRAINING

TRAINING OUTCOMES:

UNIT 001 SERVICE SPECIFIC: Students participate in discussions with Service representatives on current issues related to public affairs communities within their specific Service. Students gain an understanding of each Service's operating strategies, operational support, and the way ahead for these communities. Students produce effective public affairs responses to various real time scenarios and demonstrate public relations and spokesperson skills used to manage issues and communicate with the media.

UNIT 002 COMMUNICATION COUNSELORS: As part of the Service-specific training, students explore the roles and expectations of public affairs professionals as communication counselors.

FUNCTIONAL AREA 9
OPERATIONAL SUPPORT EXERCISE

TRAINING OUTCOMES:

UNIT 001 OPERATIONAL SUPPORT EXERCISE: Students discuss and examine communication problems. In this field exercise students conduct public affairs in support of a simulated Joint Task Force (JTF) operation.

FUNCTIONAL AREA 10
COURSE ADMINISTRATION

TRAINING OUTCOMES:

UNIT 001 COURSE ADMINISTRATION: Students are required to complete certain administrative tasks necessary for effective course management. Administrative tasks include in-processing and orientation; out-processing and providing feedback for course critiques; and participation in graduation activities.

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DINFOS CORRESPONDENCE ROUTE SHEET

1. Originating Dept/POC Name/Contact # CDD / Ingrid Jackson/ 7-5733	2. Due Date (If Required) <b style="color: red;">URGENT: Needed prior to ACE Review	3. Tracking Number _____
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4. Subject: PAQC TPI 5. Purpose: Review and approve the enclosed TPI Background: The enclosed TPI is based upon the TTI approved at the PAQC Training Task Selection Board held on 27 October 2011 and will supersede the TPI dated 13 December 2009. Recommendation: Review and digitally sign the enclosed TPI to support training of . Additional Comments: The Public Affairs Qualification Course is offered in two training methodologies - residential and Advanced Distributed Learning (ADL). Both versions of PAQC are equivalent in content scope and depth, and students who complete either version of the Public Affairs Qualification Course are fully qualified to perform the basic duties of a military public affairs leader. However, two separate TPIs are used to document the differences in instructional methodology and the resources required to support each delivery method. The digital file of the TPI will be made available for Commandant's digital signature on the DCP. Note to RQM: There are no changes in scheduled in/out processing times. The Value Template currently used by RQM is correct and does not require updating.	List of Enclosures: 1. TPI 2. CDRE
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CODE	SIGNATURE	DATE	COMMENTS
CDD, CD	F		Archive document and coordinate the update of the Course Catalogue on DINFOS site.
RQM	<i>[Signature]</i>	26 Feb 2014	
Commandant	S	26 Feb 14	
Deputy Commandant	R	25 Feb 14	Some corrections, show ready for CMOT app
Provost	R	2-18-14	Mr. Gannon has the links when the commandant gets ready to sign them.
Director of Staff	R	2-18-2014	
CG Admin	L		
CDD	A	12 Feb 2014	Prepare document for digital signature. ✓
DoT	R	11 Feb 14	Couple of minor changes (grammatical, not substantial)
D-DoT	R		minor fix
DoT Academic Ops	L	10 Feb 14	
SO	R	10 Feb 14	
Head	R	10-2-14	
D	R	10 Feb 2014	
ef	R	7 Feb 2014	
	Initiate	8 Feb 2014	

I-Information L-Log R-Review S-Signature A - Action F - Final