

TRAINING PROGRAM OF INSTRUCTION (TPI)

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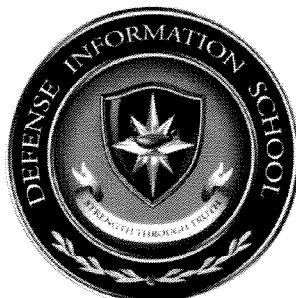
BASIC PUBLIC AFFAIRS SPECIALIST COURSE - DINFOS BPASC



Approved by:

Mary L. Keele
4 MAR. 2011

Commandant Defense Information School
Supersedes TPI Dated: 7 January 2008



BASIC PUBLIC AFFAIRS SPECIALIST COURSE
TRAINING PROGRAM OF INSTRUCTION

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TRAINING PROGRAM OF INSTRUCTION

Preface

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

TITLE: BASIC PUBLIC AFFAIRS SPECIALIST COURSE

TRAINING LOCATION: Defense Information School, Fort Meade, MD

SPECIALTY AWARDED:

USA: 46Q10
USAF: 3NOX1
USN: This is one of eight functional areas toward the
awarding of the Mass Communication Specialist rating
USMC: 4341
USCG: Public Affairs Specialist 3d Class (PA3)

PURPOSE: To train selected enlisted personnel and civilian employees of DOD components in the principles, techniques and skills required to perform the duties and functions of public affairs specialists.

COURSE DESCRIPTION: The *graduate* is prepared to perform skills as a public affairs specialist (supervised). The successful student can interact with command, community and media, and prepare and release information to report news and command information in accordance with applicable directives. This apprentice has studied and practiced theory, concepts and principles of public affairs, media relations and community relations. The student has applied various research methods and fundamentals of journalism to include acceptable media English as it applies to news writing with emphasis on style, format and techniques, and practiced basic operation of the digital camera and photojournalism skills. This graduate has successfully written news leads and headlines, and news and feature stories, and practiced publication design and layout.

TARGET POPULATION/PREREQUISITES: Attending servicemembers must meet the following Service specific requirements for enrollment:

Requests for waiver of prerequisites must be routed through the appropriate career field manager to the DINFOS Commandant and must be approved prior to student's arrival for training.

U.S. Army: Enlisted: E-1 through E-6; minimum 2 years of high school English; minimum GT score of 107.

U.S. Navy: Enlisted: E-1 through E-5; minimum GT score of 109.

U.S. Air Force: Enlisted: E-1 through E-7; minimum score of 72 on general area of the ASVAB; type minimum of 20 wpm.

U.S. Marine Corps: Enlisted: E-1 through E-6; minimum GT score of 110; minimum VE score of 45.

U.S. Coast Guard: Enlisted: E-3 through E-6; ASVAB requirement of minimum VE+AR=109 and minimum VE score of 54; and type minimum of 20 wpm.

Civilian: GS-05 and above. If below GS-05, the requester must be a high school graduate or have a certificate of equivalency.

International: Due to the extensive amount of writing required for the course, international students must have a comprehensive understanding of English language usage, grammar and syntax. The students must score an 85 on the English Comprehension Level (ECL) test and be able to type. These requirements cannot be waived.

Security and Special Information: None

CLASS SIZE:

MAXIMUM 48

MINIMUM 24

COURSE LENGTH: 56 Days Training Days

ACADEMIC HOURS: 427 Hours

ADMINISTRATIVE HOURS: 21 Hours

TOTAL COURSE HOURS: 448 Hours

ADDITIONAL INSTR SUPPORT HOURS: 122 Hours**

**These hours reflect additional instructional support requirements for FTX and grading. They are added to ICH and are not included in TPI hours

INSTRUCTOR CONTACT HOURS: 2,517 Hours

TYPE/METHOD OF INSTRUCTION:

1. Lecture (L) 111.5 Hours

2. Demonstration (D) 19.5 Hours

3. Performance Exercise (PE) 101.5 Hours

4. Performance Examination (EP)	182.5	Hours
5. Written Examination (EW)	12	Hours
6. Administrative Hours (AD)	21	Hours

TRAINING START DATE: 21 March 2010

ENVIRONMENTAL IMPACT: None. DOD policy was followed to assess the environmental impact.

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

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

TRAINING DEVELOPMENT PROPONENT: Provost Office, Defense Information School, Fort George G. Meade, MD 20755, (301) 677-4989

FUNCTIONAL AREA 1
NEWS WRITING FUNDAMENTALS

TPFN: DINFOS-BPASC-001-

TERMINAL TRAINING OUTCOME: The instruction and training throughout this functional area provide the students with a basic foundation and knowledge of military public affairs writing and print copy-editing. Upon completion of this functional area, the students will be capable of writing military news stories and headlines. The students must earn an aggregate score of at least 70 percent to successfully complete this functional area.

UNIT: 001 Introduction to News Writing

TOTAL HOURS: 74

FUNCTIONAL AREA 1
NEWS WRITING FUNDAMENTALS

TPFN: DINFOS-BPASC-001-001-

UNIT TITLE: Introduction to News Writing

UNIT INTERMEDIATE TRAINING OBJECTIVE: The students are introduced to the concepts of public affairs (PA) with emphasis on the functions of news and newsgathering. They identify the definition of news and how to evaluate the relative importance of information that could be considered news. The students examine types of stories used in military publications and how information is obtained for those stories. The students write various leads, bridges and news stories for internal and external release under a timed, in-class deadline. In accordance with classroom instruction and the Associated Press Stylebook, the students must identify and correctly use the five Ws and H; determine the lead emphasis for a news lead; use impersonal identification/ identify the local angle and military tie; use a dateline; identify sources for gathering information; and determine what information needs attribution. The students identify the purpose and guidelines for writing general news stories; advance, pre-deployment and mission stories, and localized news service stories. The students identify and correct errors in their work using copy-editing symbols. The students identify the categories, functions and forms of headlines; apply the guidelines for writing headlines; practice using punctuation and abbreviations; and determine how to ensure a headline fits the desired space in a publication.

TPFN HOURS AND TYPE: 23.5L, 11.5D, 23.5PE, 15.5EP, 1EW

TPFN TOTAL HOURS: 74

PREREQUISITE TPFN: N/A

TASKS:

- 001- Explain how news is defined and evaluated
- 002- Written Exam (definition and evaluation of news)
- 003- Apply English skills
- 004- Write a news story
- 005- Performance exam (Leads 2)
- 006- Performance exam (Leads 5)
- 007- Performance exam (News 3)
- 008- Performance exam (News 5)
- 009- Write a headline

INSTRUCTOR/STUDENT RATIO: 1:12(L, D, PE, EP) 1:24(EW)

SAFETY FACTORS: ROUTINE

FUNCTIONAL AREA 2
PUBLIC AFFAIRS FUNDAMENTALS

TPFN: DINFOS-BPASC-002-

TERMINAL TRAINING OUTCOME: The instruction and training throughout this functional area provide The students with a basic foundation of knowledge required to perform the duties of a DOD military public affairs specialist. Upon completion of this functional area, the students will be able to identify the primary principles of military public affairs policy, procedures and governing directives (laws, publications, etc.); and capable of determining appropriate guidelines for release of information and imagery, and assessing the potential news value of a given situation. The students will also be capable of developing and recommending public affairs courses of action in the areas of media relations, community relations, and internal information during peacetime, operational training, and operational deployments. The students will be able to 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. The instruction and training throughout this functional area also provide the students with continuing instruction in the concepts of public affairs (PA) with emphasis on the functions of operating PA programs in an overseas area and the necessity of coordinating issues in a joint-service expeditionary environment. This training is practiced, reinforced and critiqued in the students' application of these principles during the field training exercise as the culminating training and evaluation event of this functional area. The student is placed in a scenario-driven exercise that simulates deployment with a public affairs unit. The students must earn an aggregate score of at least 70 percent to successfully complete this functional area.

UNIT: 001 Introduction to Military Public Affairs

TPFN TOTAL HOURS: 101

FUNCTIONAL AREA 2
MILITARY PUBLIC AFFAIRS FUNDAMENTALS

TPFN: DINFOS-BPASC-002-001-

UNIT TITLE: Introduction to Military Public Affairs

UNIT INTERMEDIATE TRAINING OBJECTIVE: The students continue to review the concepts of public affairs with emphasis on the functions of these programs and ethical behavior required of PA professionals.

The students discuss the four reasons for having public affairs programs, explain the three public affairs functions, discuss each Service's public affairs organization and operations, discuss the two approaches to public affairs, and explain the four-step public affairs process.

The students define the overall goal and three objectives of internal information programs, discuss the five internal audiences, describe the advantages and disadvantages of various internal media, explain how to target a message, explain public affairs product contracting procedures, explain how to publish and distribute public affairs products, discuss how to prepare and use readership surveys, discuss how to use a commander's access channel, and describe military broadcasting and American Forces Radio and Television Service.

The students define community relations, explain why a military community conducts community relations, and explain how to use the four-step problem-solving cycle to handle community relations events and issues. The students explain how a military community affects local education systems, explain methods of dealing with encroachment, and discuss concerns associated with base closures and public affairs roles in DOD environmental programs. The students identify six major factors the public affairs specialist must consider when dealing with a community relations issue, identify civic outreach programs, explain how to handle requests for support from national organizations, identify requirements for handling requests for special Service demonstration teams, and identify DOD policy restrictions on the conduct of community relations programs. The students explain how to set up a community relations program, discuss how to respond to a speaker request, explain how to coordinate with other staff to organize a tour, describe how to respond to community concerns, explain how to handle requests for support, and discuss host nation sensitivities.

The students explain the two types of defamation, discuss the six elements of libel, recognize potentially defamatory statements, describe potential privacy rights violations, and discuss copyright laws.

The students examine and analyze the differences between the military and media cultures, review how to avoid conflicts of interests, discuss the DOD's and Service's policies on accepting gifts, review ways to use attribution to avoid plagiarism, examine how to avoid alienating portions of an audience, and discuss sources of equal opportunity information. The students identify why the military needs guidelines for releasing information, identify the meaning of the American public's right to know versus its need to know; review DOD policy on information and the principles of information, discuss the limitations of the doctrine, examine the provisions of the Freedom of Information and Privacy Acts, explain what the guidelines for the release of information can do for a public affairs office, and analyze the guidelines for the release of information involving an accident /incident.

The students discuss the definitions of a media query; identify professional telephone techniques; explain how to properly fill out a media query form; assess how to deliver a complete response that includes command messages; review the different types of attribution and when they are used; define the techniques for providing on-camera media interviews. The students examine why we escort the media; explain when we escort the media; describe ground rules and how to enforce them; recognize how to prepare for a media visit and escort the media, explain how to arrange interviews with the media; including the special considerations for electronic media; and explain what actions to take after a media visit.

The students identify how to set up and maintain a media list, explain how to track the media, describe the methods of releasing information, outline how to set up a news media center, identify how to arrange a media conference, examine how to arrange media travel/orientation flights, and describe the types and uses of media relations files.

The students review each Service's organization and operations, discuss the Service chain of command and its administrative mission, examine the unified command structure and its operational mission, explore how the unified commands support U.S. national security goals, and define selected operational and public affairs terms. The students define what is meant by the term Joint Information Bureau, discuss a JIB's major responsibilities, and examine a JIB's relationship with its commander, DOD, military units and other agencies.

The students examine host nation sensitivities overseas and how these factors can affect the public affairs mission, identify how military public affairs specialists interact with the embassy, review the factors that affect external information overseas, list six internal information tools available overseas, identify the importance of internal information overseas, and review the impact of terrorism on public affairs operations.

The students are assigned roles and teams for the Field Training Exercise. During the exercise, students apply guidelines for releasing information, conduct interviews, download Service news stories, and research information for news stories. They write external news releases, respond to media queries, arrange for media travel, respond to requests for information from the public, display professionalism, interact with military staffs, work with civil affairs staff to solve community relations problems, prepare a spokesperson for an interview, develop command messages, meet deadlines and perform as a team. Each team produces a field world-wide web site while deployed to Iraq. The students discuss DOD's nine principles for media coverage, discuss what the principles mean to public affairs specialists, describe the guidelines for arranging media pools, explain internal information objectives in wartime, discuss community relations needs in the theater of operations, and discuss community relations needs at the home base. The students' ability to meet the objectives of this unit will be measured on written exams and subsequent performance exercises.

TPFN HOURS AND TYPE:	39L, 2D, 7PE, 51EP, 5EW
TPFN TOTAL HOURS:	101
PREREQUISITE TPFN:	ALL PREVIOUS TPFNS

- TASKS:**
- 001- Identify public affairs concepts and processes
 - 002- Explain various aspects of internal information
 - 003- Explain various aspects of community relations
 - 004- Written exam (PA 1)
 - 005- Identify communication laws that impact public affairs
 - 006- Explain the role ethics plays in public affairs
 - 007- Explain guidelines for the release of information
 - 008- Written exam (PA 2)
 - 009- Escort the media
 - 010- Explain the various aspect of media relations
 - 011- Written exam (PA 3)
 - 012- Respond to a media query
 - 013- Respond to on-camera interview questions
 - 014- Write an accident/incident release
 - 015- Explain how the unified command structure and its operational mission support U.S. national security goals
 - 016- Define selected joint operational and public affairs terms
 - 017- Explain a joint information bureau's major responsibilities/structure
 - 018- Describe host nation sensitivities and how these factors can affect the public affairs mission
 - 019- Written exam (PA 4)
 - 020- Identify the Department of Defense's principles for media coverage
 - 021- Describe the guidelines for arranging media pools and embedded media
 - 022- Explain how public affairs interacts with civil affairs in theater of operations
 - 023- Explain how public affairs interacts with information operations in theater of operations
 - 024- Perform as a public affairs specialist during a field training exercise

INSTRUCTOR/STUDENT RATIO: 2: 24(L, D, PE, EP) 1:48(EW)

SAFETY FACTORS: ROUTINE

FUNCTIONAL AREA 3
PHOTOJOURNALISM FUNDAMENTALS

TPFN: DINFOS-BPASC 003-

TERMINAL TRAINING OUTCOME: The instruction and training throughout this functional area provide the student with the knowledge and skills necessary to tell a photo story using various visual communication techniques. The students review basic exposure and camera operation information, the differences between traditional and digital cameras, and differences between traditional and digital flash photography, and practice using procedures for downloading information from the camera to various storage media used with a digital camera. The students also examine various controls of both camera body and flash units. The students also define ethics and how it is critical to the effectiveness and trustworthiness of DOD Imagery released through both internal and external communications channels. The students' ability to meet the objectives of this unit will be measured on a written exam and subsequent pictorial products matched to news and feature-writing projects. The students must earn an aggregate score of at least 70 percent to successfully complete this functional area.

UNITS: 001 Introduction to Photojournalism

TPFN TOTAL HOURS: 110

FUNCTIONAL AREA 3
PHOTOJOURNALISM FUNDAMENTALS

TPFN: DINFOS-BPASC-003-001-

UNIT TITLE: Introduction to Photojournalism

UNIT INTERMEDIATE TRAINING OBJECTIVE: The students practice the skills necessary to tell a photo story using various visual communication techniques. The students identify and operate controls and functions of a camera, and perform preventive maintenance on the camera. They also practice using procedures for downloading information from the camera to various storage media. The students also examine ethics and how it is critical to the effectiveness and trustworthiness of DOD Imagery released through communications channels. Additionally, the students practice factors that govern exposure, identify focal stop and shutter speed settings, and discuss basic exposure calculations; review the effects of different lens types and identify their specific purpose; and use the electronic flash in a number of different lighting situations. The students also use the Visual Information Identification Number for identifying photos; review the importance of a cutline to a photograph and the different types and uses of cutlines; define the composition of a feature picture for publication, identify the different types of feature pictures, and research and plan photographic coverage of a personality feature subject. The students' ability to meet the objectives of this unit will be measured on a written exam and subsequent pictorial products. The students must earn an aggregate score of at least 70 percent to successfully complete this functional area.

TPFN HOURS AND TYPE: 26L, 43PE, 4EW, 37EP

TPFN TOTAL HOURS: 110

PREREQUISITE TPFN: ALL PREVIOUS TPFNS

TASKS:

- 001- Shoot photos using visual communication techniques
- 002- Perform digital camera operations
- 003- Written exam (camera operations)
- 004- Apply electronic imaging ethics
- 005- Performance exam (image-editing)
- 006- Written exam (image-editing software)
- 007- Written exam (ethics)
- 008- Label photos using a VIRIN
- 009- Written exam (CAMTECH)
- 010- Performance exam (CAMTECH)
- 011- Perform flash photography
- 012- Written exam (flash)
- 013- Performance exam (flash photo)
- 014- Performance exam (protocol photo)
- 015- Written exam (basic composition)
- 016- Performance exam (ADCAM photo)

- 017- Performance exam (uncontrolled action)
- 018- Written exam (final)
- 019- Write cutlines
- 020- Performance exam (feature photo)

INSTRUCTOR/STUDENT RATIO: 1:12(L, D, PE, EP) 1:24(EW)

SAFETY FACTORS: ROUTINE

FUNCTIONAL AREA 4
FEATURE WRITING FUNDAMENTALS

TPFN: DINFOS-BPASC-004-

TERMINAL TRAINING OUTCOME: The instruction and training throughout this functional area provide the students with the skills and techniques used to tell a story. The students are able to select topics, collect information, organize, write, revise and rewrite stories using figurative language and various storytelling devices of fiction writers. The students can write feature leads and conclusions appropriate to story types, differentiate between a good and bad interview, discuss how to prepare for an interview and identify procedures used in conducting an interview. The students will use all information learned here to successfully write subsequent feature stories during the course. The students' ability to meet the objectives of this unit will be measured on recorded writing assignments. The students must earn an aggregate score of at least 70 percent to successfully complete this functional area.

UNIT: 001 Introduction to Feature Writing

TPFN TOTAL HOURS: 72

FUNCTIONAL AREA 4
FEATURE WRITING FUNDAMENTALS

TPFN: DINFOS-BPASC-004-001

UNIT TITLE: Introduction to Feature Writing

UNIT INTERMEDIATE TRAINING OBJECTIVE: The students examine the differences between hard news stories and features in an overview on the different types of feature stories. They review how contemporary features combine traditional feature writing with new journalism. They discuss terminology common to creative and feature writing, discuss the writing process and learn some of the techniques that can be used to tell a story. The students select topics, collect information, organize, write, revise and rewrite the story using figurative language and the various story-telling devices of fiction writers. The students examine functions of feature leads and conclusions appropriate to story types. The students also review the differences between a good and bad interview, discuss how to prepare for an interview, identify procedures used in conducting an interview, determine how to take notes and undergo a practical exercise of interviewing a source using those lessons. The students define and discuss the purposes of news features. The students review the types of transitions and story structures and will identify the importance of secondary sources in feature stories. The students will observe and record action, settings and personality characteristics for use in feature stories. The students pull all training parts and experiences together to write a complete news feature. The students receive continuing instruction with emphasis on the functions of writing a human interest feature story. They discuss terminology common to creative and feature writing, discuss the writing process and learn some of the techniques that can be used to tell a story. The students learn how to select topics, collect information, organize, write, revise and rewrite the story using figurative language and the various story-telling devices of fiction writers. The students receive continuing instruction with emphasis on the functions of writing a personality feature story. The students learn how to use figurative writing to bring their subject to life through the use of description, quotes and biographical details. The students will also examine the relationship between editor and reporter as the instructor “coaches” them through information gathering and writing. The The students’ ability to meet the objectives of this unit will be measured on recorded writing assignments. The students must earn an aggregate score of at least 70 percent to successfully complete this functional area.

TPFN HOURS AND TYPE: 14.5L, 12.5PE, 1.5D, 43.5EP

TPFN TOTAL HOURS: 72

PREREQUISITE TPFN: ALL PREVIOUS TPFNS

TASKS:

- 001- Practice feature writing principles
- 002- Write a basic news feature
- 003- Write a human interest feature
- 004- Write a personality feature

.INSTRUCTOR/STUDENT RATIO: 1:12(L, D, PE, EP)

SAFETY FACTORS: ROUTINE

FUNCTIONAL AREA 5
DESIGN AND DESKTOP PUBLISHING FUNDAMENTALS

TPFN: DINFOS-BPASC 005-

TERMINAL TRAINING OUTCOME: The students examine basic design principles; identify the functions of typography; explain and demonstrate effective modular design; and the steps in publication production using desktop publishing software. The students must copy-fit stories, write headlines, and proportionally increase the size of photos to create an effective page design. The students demonstrate the layout steps using a copy log, a thumbnail sketch, a dummy sheet and desktop publishing software to create several publication pages. The students must earn an aggregate score of at least 70 percent to successfully complete this functional area.

UNIT: 001 Introduction to Design and Desktop Publishing

TPFN TOTAL HOURS: 50

FUNCTIONAL AREA 5
DESIGN AND DESKTOP PUBLISHING FUNDAMENTALS

TPFN: DINFOS-BPASC-005-001-

UNIT TITLE: Introduction to Design and Desktop Publishing

UNIT INTERMEDIATE TRAINING OBJECTIVE: The students examine the different types of publication pages and identify the elements of the page design; research a subject within his or her environment and prepare a planning sheet which details the photo shoot; explain and demonstrate how to crop photographs, and to proportionally increase the size of photographs in a layout. Additionally, students identify the functions of a layout, the significance of a photograph and its role in layout and design, demonstrate layout steps. The students' ability to meet the objectives of this unit will be measured on a written exam and subsequent performance exercises.

TPFN HOURS AND TYPE: 9L, 2D, 10PE, 29EP

TPFN TOTAL HOURS: 50

PREREQUISITE TPFN: ALL PREVIOUS TPFNS

TASKS:

- 001- Produce an internal product
- 002- Performance exam (front page)
- 003- Performance exam (inside news page)
- 004- Performance exam (inside feature page)
- 005- Performance exam (picture page)

INSTRUCTOR/STUDENT RATIO: 1:12(L, D, PE, EP)

SAFETY FACTORS: ROUTINE

FUNCTIONAL AREA 6
SERVICE-SPECIFIC TRAINING

TPFN: DINFOS-BPASC-006

TERMINAL TRAINING OUTCOME: The instruction and training throughout this functional area provide the student with a basic foundation of knowledge required to perform the duties of a military public affairs specialist within his or her respective service. Upon completion of this functional area, the student will be able to identify the primary service-specific principles of military public affairs policy, procedures and governing directives (laws, publications, etc.). The students must earn an aggregate score of at least 70 percent to successfully complete this functional area.

UNITS: 001 Service specific

TPFN TOTAL HOURS: 20

FUNCTIONAL AREA 6
SERVICE-SPECIFIC TRAINING

TPFN: DINFOS-BPASC-006-001-

UNIT TITLE: Service Specific

UNIT INTERMEDIATE TRAINING OBJECTIVE: The students identify the primary service-specific principles of military public affairs policy, procedures and governing directives (laws, publications, etc.). The students' ability to meet the objectives of this unit will be measured on a written exam and subsequent performance exercises.

TPFN HOURS AND TYPE: 8L, 2EW, 10PE

TPFN TOTAL HOURS: 20

PREREQUISITE TPFN: ALL PREVIOUS TPFNS

TASKS: 001- Service-specific Public Affairs
002- Written exam and critique

INSTRUCTOR/STUDENT RATIO: 1:24(L, D, PE, EPEW)

SAFETY FACTORS: ROUTINE

FUNCTIONAL AREA 7
ADMINISTRATION

TPFN: DINFOS-BPASC-007

TERMINAL TRAINING OUTCOME: N/A

UNITS:

- 001- Course Opening
 - 001 English Diagnostic Test
 - 002 DINFOS in-processing
 - 003 DINFOS welcome
 - 004 Receive course orientation

- 002- Course Closing
 - 001 DINFOS out-processing
 - 002 End-of-course survey
 - 003 Graduation preparation
 - 004 Graduation
 - 005 Individual out-processing

TPFN TOTAL HOURS: 21

PREREQUISITE TPFN: ALL PREVIOUS TPFNS

INSTRUCTOR/STUDENT RATIO: 1: 48

SAFETY FACTORS: ROUTINE

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