TRAINING SPECIFICATIONS FOR THE PUBLIC SAFETY DISPATCHERS’ (1) BASIC COURSE
TRAINING SPECIFICATIONS FOR THE
PUBLIC SAFETY DISPATCHERS' (1) BASIC COURSE

July 1, 2002 (2)
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The purpose of the Training Specifications for the Public Safety Dispatchers’ Basic Course is to provide a standardized curriculum to guide law enforcement agencies and POST-certified presenters in the initial orientation and training of newly selected public safety dispatchers. The increasing complexity of the role and functions of the public safety dispatcher and the advancement of communication technology require that the instructional content and teaching methodologies in the Public Safety Dispatchers’ Basic Course be routinely updated. Effective initial training is critical if our public safety dispatchers are to acquire the necessary knowledge, skills, and abilities to provide quality service to the public and our law enforcement agencies.

The goals of the Public Safety Dispatchers’ Basic Course are:

1. To provide an understanding of the basic roles, responsibilities, and duties of the public safety dispatcher within the law enforcement agency;
2. To provide standardized training to all newly appointed public safety dispatchers and prepare them for the practical application of learned information; and,
3. To introduce the skills and knowledge necessary to work in a law enforcement communications center in a productive and professional manner.

The objective of this document is to identify the learning needs, learning objectives, instructional activities, test exercise requirements, and minimum instructional hour standards that comprise the required content of the Public Safety Dispatchers’ Basic Course.

The Commission sincerely appreciates the valuable contributions made by the Public Safety Dispatcher Ad Hoc Committee in the preparation of these training specifications. Questions regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.

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SUPPLEMENTAL REVIEW OF DOCUMENT

by

Teresa Murray

ROSEVILLE POLICE DEPARTMENT
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Learning Domain</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content and Minimum Hourly Requirements</td>
<td>ii</td>
</tr>
<tr>
<td>#100 Professional Orientation and Ethics</td>
<td>100-1</td>
</tr>
<tr>
<td>#101 Criminal Justice System</td>
<td>101-1</td>
</tr>
<tr>
<td>#102 Introduction to Law</td>
<td>102-1</td>
</tr>
<tr>
<td>#103 Workplace Interpersonal Communication (2)</td>
<td>103-1</td>
</tr>
<tr>
<td>#104 Telephone Technology and Procedures</td>
<td>104-1</td>
</tr>
<tr>
<td>#105 Missing Persons</td>
<td>105-1</td>
</tr>
<tr>
<td>#106 Domestic Violence</td>
<td>106-1</td>
</tr>
<tr>
<td>#107 Community Policing/Cultural Diversity/Hate Crimes/Gang Awareness</td>
<td>107-1</td>
</tr>
<tr>
<td>#108 Child, Elder and Dependent Adult Abuse</td>
<td>108-1</td>
</tr>
<tr>
<td>#109 Law Enforcement Telecommunications</td>
<td>109-1</td>
</tr>
<tr>
<td>#110 Radio Technology and Procedures</td>
<td>110-1</td>
</tr>
<tr>
<td>#111 Resources/Referral Services</td>
<td>111-1</td>
</tr>
<tr>
<td>#112 Critical Incidents</td>
<td>112-1</td>
</tr>
<tr>
<td>#113 Wellness Management</td>
<td>113-1</td>
</tr>
</tbody>
</table>
## CONTENT AND MINIMUM HOURLY REQUIREMENTS
FOR THE PUBLIC SAFETY DISPATCHERS’ (1) BASIC COURSE

<table>
<thead>
<tr>
<th>Domain Number</th>
<th>Domain Description</th>
<th>Minimum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Professional Orientation and Ethics</td>
<td>8</td>
</tr>
<tr>
<td>101</td>
<td>Criminal Justice System</td>
<td>4</td>
</tr>
<tr>
<td>102</td>
<td>Introduction to Law</td>
<td>12</td>
</tr>
<tr>
<td>103</td>
<td>Workplace Interpersonal(2) Communication</td>
<td>4</td>
</tr>
<tr>
<td>104</td>
<td>Telephone Technology and Procedures</td>
<td>(4) 12 14</td>
</tr>
<tr>
<td>105</td>
<td>Missing Persons</td>
<td>(4) 4 2</td>
</tr>
<tr>
<td>106</td>
<td>Domestic Violence</td>
<td>4</td>
</tr>
<tr>
<td>107</td>
<td>Community Policing/Cultural Diversity/Hate Crimes/Gang Awareness</td>
<td>(4) 8 12</td>
</tr>
<tr>
<td>108</td>
<td>Child, Elder and Dependent Adult Abuse</td>
<td>4</td>
</tr>
<tr>
<td>109</td>
<td>Law Enforcement Telecommunications</td>
<td>(4) 8 6</td>
</tr>
<tr>
<td>110</td>
<td>Radio Technology and Procedures</td>
<td>12</td>
</tr>
<tr>
<td>111</td>
<td>Resources/Referral Services</td>
<td>2</td>
</tr>
<tr>
<td>112</td>
<td>Critical Incidents</td>
<td>16</td>
</tr>
<tr>
<td>113</td>
<td>Wellness Management</td>
<td>4</td>
</tr>
</tbody>
</table>

Minimum Domain Instructional(2) Hours (4) 102 104

Presenter Supporting Instructional(2) Activities/Exercises/Tests (2) 4 18 16

Total Minimum Required Hours 120
I. LEARNING NEED

Becoming a public safety dispatcher means choosing dispatching not only as a career, but as a moral commitment to maintain public trust. Public safety dispatchers must understand their role and responsibilities, understand the operation of the Communications Center, and act with a high degree of professionalism and ethics.

II. LEARNING OBJECTIVES

A. Basic functions (6) of the public safety dispatcher within the public safety system, including:
   1. First point of public safety contact
   2. Allocation of resources
   3. Serving as a liaison

B. Common functions (6) of the communication center
   1. Traditional functions (6)
   2. Non-traditional functions (6)

C. Professional demeanor and ethical behavior, including:
   1. Impact of conduct (e.g., hostile work environment)
   2. Sexual harassment
   3. Ethical and/or character-based (6) dilemmas
   4. Personal and professional values (e.g., work ethics)
   5. Agency values and expectations
   6. Integration within the communications center environment (6)

D. Developing a community service attitude
1. Community expectations of public safety services (6)

2. Serving multiple communities (citizens, officers, etc) (6)

E. Communicating effectively with the public, co-workers, field personnel and supervisors

1. Professional (6)

2. Respectful (6)

3. Understanding the views of others (6)

4. Following agency guidelines (6)

F. Work flow in the communications center, including:

1. Various sources of calls

2. Types of calls and incidents commonly received

3. Evaluation, routing and referral of calls

4. Type/level of response

5. Documentation

G. Chain of command and organizational structures

1. Typically paramilitary (6)

H. Agency policies and procedures impacting communications center operations, training and personnel

1. Agency policies and procedures (6)

2. Agency training requirements (6)

3. POST training requirements (6)

4. Promotional requirements (6)

I. Career development and opportunities, including:

1. Tactical Dispatcher
2. Hostage Negotiator
3. Communications Training Officer (CTO)
4. Community Services Officer (CSO)
5. Peer counseling (5)
6. Promotions
7. Incident Dispatcher/Special Events Dispatcher (6)
8. Instructional opportunities (2)
9. 9-1-1 public education (6)
10. Leadership development and enrichment (6)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING INSTRUCTIONAL ACTIVITIES (7)

The students (1) will participate in an instructional learning (7) activity that will reinforce the student’s (1) understanding of the importance of professional demeanor flexibility (2) in their role as a public safety dispatcher. (1) The activity should provide the students (1) with an opportunity to examine their personal values and ethics, and minimally provide the students (1) with the opportunity to:

1. Confront alternative value systems
2. Explore ethical differences
3. Confront moral and character-based (6) dilemmas
4. Participate in a variety of ethical decision-making situations

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 8 hours of instruction on professional orientation.

VI. ORIGINATION DATE

November 1, 1994
VII. REVISION DATES
January 1, 1999
July 1, 2002
July 1, 2010(2)
I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need to understand the criminal justice system and their role within that system.

II. LEARNING OBJECTIVES

A. Court System (6)
   1. Local (6)
   2. State (6)
   3. Federal (6)

A. B. 2) Functions of law enforcement in the criminal justice system, including:
   1. Local
   2. State
   3. Federal

B. C. 2) Corrections, including:
   1. City/county jail
   2. State/federal prison
   3. Parole
   4. Probation

C. D. 2) Public safety dispatcher’s role in the criminal justice system, including:
   1. First point of contact
      a. Questioning/developing probable cause (5)
      b. Documentation (5)
   2. Courtroom preparation and testimony
D. E. 2) Impact of the public safety dispatcher’s actions on the outcome of a case, including:

1. Dispatcher’s contribution to the timely and effective investigation and resolution of a criminal case (6)

4. 2. 2) Errors, omissions, and negligence

   a. Inappropriate and/or untimely computer messages (5)
   b. Inappropriate and/or untimely telephone messages (5)
   c. Inappropriate, incomplete, and/or inaccurate radio transmissions (5)

2. 3. 2) Incomplete information gathering techniques

3. 4. 2) Thorough documentation techniques

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING INSTRUCTIONAL (7) ACTIVITIES

The students (1) will participate in an instructional learning (7) activity that will reinforce the impact of the public safety dispatcher’s actions in the outcome of a case.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 hours of instruction on the criminal justice system.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999
July 1, 2002
July 1, 2010 (2)
I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge of the law.

II. LEARNING OBJECTIVES

A. Definition of a crime
   1. A crime or public offense is an act committed or omitted in violation of a law forbidding or commanding it, and to which is annexed, upon conviction a punishment.

B. Types of crimes
   1. Infraction
   2. Misdemeanor
   3. Felony
   4. Elective Felony ("Wobbler")

C. Corpus delicti; elements of selected crimes
   1. The term "corpus delicti" is Latin and literally means "body of crime"
   2. The corpus delicti of every crime consists of all the elements of that crime, as they are specified in the statute defining the crime.

D. Probable cause
   1. Probable cause is true sufficient facts that would cause a person of ordinary care and prudence to honestly believe and strongly suspect the person being arrested may have committed a crime.
   2. Lines of questioning that generate probable cause

E. Concepts of evidence
   1. Dispatcher is often the first link in the chain of evidence
2. **Evidence preservation advice to callers** (6)

F. Confidentiality of communications information/privileged information
   1. “Need to know” versus “Right to know” (6)
   2. Information pertaining to officer/citizen safety (6)

G. **Obligation to Release of “public information”**
   1. Freedom of Information Act (FOIA) Title 5, Section 522 (Federal) (6)
   2. The Public Records Act, Government Code sections 6250-6276.48 (California) (6)

H. Civil liability and criminal negligence
   1. Civil Liability (6)
   2. Criminal Negligence (6)

I. **Codified Statutory** law
   1. Statutory law is written law enacted by the legislative body of a nation, state, county or city (6)
   2. Laws, rules, and regulations reduced to a system of codes (6)

J. Case law
   1. Body of law based on prior judicial decisions (6)
   2. The purposes of case law (6)

K. Evidentiary value of communications data
   1. All recorded calls, radio transmissions, and computer terminal communications are subject to subpoena (6)
   2. Tape recorded confessions (6)
   3. Dispatcher court appearances (6)

L. Parties to a crime, including:
   1. Principals
   2. Accessories
3. Accomplices

M. Court orders

1. Restraining or stay-away orders (6)
2. Child custody orders (6)
3. Child visitation orders (6)

N. Local ordinances

1. Local ordinances change from jurisdiction to jurisdiction (6)
2. Violation of local ordinances is generally an infraction (6)

O. Criminal and civil law

1. Criminal law deals with the violation of a criminal statute, called a crime (6)
2. Civil law deals with non-criminal violations of the law (6)

P. Statutory law vs. case law (5)

Q. P. (2) Spirit of the Law vs. Letter of the Law

1. Whereas the common law was bound to the “letter” of the law, the California legal system is directed more towards the “spirit” of the law and the intent of the legislature. (Penal Code section 4) (6)
2. Spirit of the law means that the law is applied in accordance with the intent of the legislature and not in literal compliance with the words of the statute (6)
3. Letter of the law means that the law is strictly applied in accordance with the literal meaning of the statute, leaving no room for interpretation (6)

R. Q. (2) Criminal intent vs. criminal negligence

1. Criminal intent - In every crime or public offense, there must exist a union or joining operation of act and intent or criminal negligence (Penal Code section 20) (6)
2. Criminal negligence - Negligence is failure to exercise that degree of care, which a person of ordinary prudence (reasonable person) would exercise under the same circumstances (6)

R. Elements of Specific Crimes (6)

1. Murder (Penal Code section 187) (6)
2. Robbery (Penal Code section 211) (6)
4. Assault and Battery (Penal Code sections 240, 241, and 242) (6)
5. Assault with a Deadly Weapon (Penal Code section 245) (6)
6. Domestic Violence (Penal Code section 273.5) (6)
7. Disturbing the Peace (Penal Code section 415) (6)
8. Displaying a Weapon in a Rude and Threatening Manner (Brandishing) (Penal Code section 417) (6)
9. Criminal Threats (Penal Code section 422) (6)
10. Burglary (Penal Code section 459) (6)
11. Petty Theft (Penal Code section 484) (6)
12. Grand Theft (Penal Code section 487) (6)
13. Public Intoxication (Penal Code section 647(f)) (6)

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL LEARNING ACTIVITIES

A. The student will participate in an instructional learning activity that will reinforce the student’s understanding of the elements of various crimes.

B. The student will participate in a learning activity which causes the student, given a word picture or other stimulus material, to identify and define the presence or absence of the elements of a variety of crimes. (6)

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 12 hours of instruction on introduction to law.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES
January 1, 1999
July 1, 2002
July 1, 2010(2)
PUBLIC SAFETY DISPATCHER COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #103
WORKPLACE INTERPERSONAL COMMUNICATION
July 1, 2002 July 1, 2010

I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need to know how to effectively communicate with a wide array of individuals including co-workers, field units, and allied agencies, and members of the public. (2)

II. LEARNING OBJECTIVES

A. Reasons for developing positive workplace communication skills, including:

1. Career satisfaction and success
2. Better personal and professional relationships
3. Improved personal health
4. Professional and personal liability

B. Elements of the communication process, including:

1. Sender and receiver of messages (who)
2. Verbal and nonverbal sources of communication (how; through what means)
3. Message (what)
4. Noise (distractions on sender’s or receiver’s end)
5. Filters messages travel through (sender and receiver)
6. Feedback (what did receiver convey back)
7. Context of the communication (anger, frustration, fear, etc.)

C. Elements of communication, including:

1. Content
2. Nonverbal
   a. Appearance (5)
   b. Body language (5)
e. Proxemics (5)

3. Voice

D. Professional conduct, including:

1. Civil behavior
2. Courtesy
3. Voice tone
4. Word selection
5. Body language
6. Dealing with work related stress

E. Promoting a positive workplace environment, free from in regards to:

1. Absent of discrimination (6) and harassment
2. Occupational hazards (5)

3. Addressing emotional/psychological hazards issues (6)

4. Inappropriate verbal misconduct (6) behavior (e.g., profanity, gossip)

F. Tolerance, including:

4. Tolerance (6)

4. Valuing diversity (2)
5. Perceptions (2)

3. Workplace environment (5)

4. Treating others how you want to be treated (2)

G. Unacceptable behavior, including:

1. Failure to listen/ignoring others (2)
2. Rude behavior (e.g., shouting, threatening, arguing)
3. Use of profanity and/or slurs

H. Effects of nonverbal signals during communications occurring (2)
1. In person
2. Over the phone
3. Over the radio

I. Communication behaviors and styles, including:
   1. Flexible
   2. Attentive
   3. Friendly
   4. Precise
   5. Dominant
   6. Relaxed
   7. Argumentative
   8. Abusive
   9. Uncooperative
   10. Experiencing communications difficulties (e.g., young children, elderly, speech impaired, emotionally distraught, etc.)

J. Strategies for deflecting verbal abuse, including:
   1. Verbal deflection
   2. Refocus/redirection
   3. Advantages of deflecting verbal abuse
   4. Recognizing abusive triggers

K. Active listening concepts, including:
   1. Definition and purpose
   2. Techniques of active listening
   3. Keys to promote active listening

L. Listening obstacles, including:
1. One-upmanship
2. Waiting to talk
3. Offering advice
4. Jumping to conclusions
5. Interrupting
6. Making judgments

M. Definition and purpose of feedback and Disclosure (2)
   1. Definition of disclosure (6)
   2. Considerations regarding disclosures (6)
   3. Reporting requirements (6)

N. Relationship between feedback and disclosure (5)

O. Techniques of feedback and disclosure (5)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING INSTRUCTIONAL (7) ACTIVITIES

The student will participate in an instructional learning (7) activity that will reinforce the student’s understanding of the importance of developing and maintaining positive workplace interpersonal (2) communications.

V. HOURLY REQUIREMENTS

Students (2) shall be provided with a minimum of 4 hours of instruction on workplace interpersonal (2) communication.

VI. ORIGINATION DATE

July 1, 2002

VII. REVISION DATES

None
July 1, 2010 (2)
I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need to understand and have a working knowledge of how to appropriately process, prioritize and collect the necessary information from calls for service.

II. LEARNING OBJECTIVES

A. Interview techniques to obtain information from victims, witnesses, or personnel from other agencies
   1. Effectively managing a call (facilitating acquisition of essential information) 6
   2. Asking critical questions (e.g., using the 5W’s, etc.) 6

B. Techniques for calming a caller in crisis
   1. Calm direct instruction 6
   2. Diffusion 6
   3. Silence 6
   4. Reassurance 6
   5. Active Listening 6

C. Receiving and handling callers, including:
   1. Crank
   2. Nuisance
   3. TDD/TTY—Communication impaired 5
      a. TDD/TTY systems 6
      b. Video Relay Service 6
      c. California Relay Service 6
   4. Non-English speaking callers
5. Witnesses
6. Victims
7. Suspects
8. Anonymous/Informant

D. Techniques to effectively communicate with a person who is:

1. Abrasive
2. Frightened
3. Hysterical
4. Hurried
5. Politically demanding
6. Intoxicated Under the influence of drugs or alcohol (5)
7. Very young or very old
8. Rambling
9. Foreign Heavily accented (5)
10. Hostile or unapproachable
11. Mentally incapacitated (6)
12. Suicidal (6)
13. Frustrated (6)

E. Processing duplicate phone calls for assistance

1. Determine if call is related to an incident that is already working. (6)
2. If the call is a duplicate, question the caller for additional, updated information for the units (6)

F. Obtaining pertinent information using primary and secondary questions for the following incidents:

1. Crime incidents
2. Traffic incidents
3. Medical incidents
4. Fire incidents
5. Hazardous material (HazMat) incidents
6. Evacuations

G. Routing calls for service and information to allied agencies
   1. Determine location of response, direct to the department that serves the area
   2. Determine type of first responder needed in order to send appropriate agency

H. Relaying incident information to radio dispatcher in a timely manner
   1. Importance of logical order of information in call slip
   2. Prioritizing information
   3. Initial dispatch information

I. Initiating telephone number traces including Manual ALI
   1. Manual Automatic Location Identification (ALI)
   2. Wireless traces
   3. Phone (land line) company traces

J. Explaining department procedures/policies, and legal procedures to the public
   1. Opportunity to educate the public on local policing policies and services

K. Monitoring and responding to alarm, alerting, and surveillance systems
   including:
   1. Residential/commercial security systems
   2. Medical alarms
   3. Fire alarms
   4. Alarms Systems monitored by Communications personnel
      a. Electronic Tracking System (ETS) devices
b. Stolen Vehicle/Property alarms with a hidden transmitter i.e. bait cars (6)

c. Closed-circuit television systems (6)

5. Panic Alarms (6)

6. Personal alerting systems (6)

L. Criteria to classify and prioritize multiple calls and requests for service (e.g., life-threatening, in progress, property, “cold” response) (5)

1. Emergency (6)

2. Non emergency (6)

M. Procedures, guidelines and liability issues considerations (5) for advising citizens of actions to take under the following emergency and non-emergency circumstances:

1. Crime incidents

2. Traffic incidents

3. Medical incidents

4. Fire incidents

5. HazMat Hazardous materials (2) (HazMat) incidents

6. Evacuations

7. Liability and related case law (6)

N. Purpose and appropriate use of the phonetic alphabet

1. The phonetic alphabet is used to ensure understanding of address, locations, and spelling of names (6)

O. Detecting and interpreting background voices and noises heard over the telephone (e.g., gunshots, screaming, environmental sounds) (5)

1. Verbal arguments (6)

2. Screaming/crying (6)

3. Gunshots (6)

4. Loud crashing/banging/glass breaking (6)
5. Environmental sounds

P. Effective communication skills, including:

1. Clear voice projection
2. Good diction
3. Proper modulation
4. Active listening

Q. Conveying clear and accurate directions and instructions on the telephone (e.g., building exit instructions)

1. Use clear, concise directions

R. Audio recorders

1. 24-hour logging recorder
2. Instant playback recorder on dispatch console
3. Recorded versus non-recorded lines

S. The 9-1-1 system

1. Calls received from Centrex and PBX systems
2. Automatic Number Identification (ANI)
3. Automatic Location Identification (ALI)
4. 9-1-1 printer or PC computer
5. Public Safety Answering Point (PSAP)
   a. Primary answering point
   a. Alternate answering points
   b. Secondary PSAP answering point
   c. Alternate answering points
6. Completing ALI routing sheet (9-1-1 distribution correction form)
a. Master Street Address Guide (MSAG)
b. Emergency Service Number (ESN)
c. Pseudo-ANI (P-ANI) (6)

7. Legal requirements for answering and transferring 9-1-1 calls
   a. Incomplete 9-1-1 calls(6)
   b. Answering 9-1-1 calls(6)
   c. Transferring 9-1-1 calls(6)

8. Reporting 9-1-1 equipment problems
   a. Agency policy(6)

9. Cellular Wireless 9-1-1 calls(6)
   a. Cellular phones(6)
   b. Voice-over Internet Protocol (VoIP) (6)
   c. Texting/Text Messaging(6)
   d. Video(6)
   e. Telematics (e.g., in car alerting systems) (6)

10. Secondary seven digit number

11. Alternative numbers Other N-1-1 systems (e.g., 3-1-1, 4-1-1, 5-1-1) (5)

T. Other telephone technology utilized in a public safety dispatch center (e.g., intelligent work stations and voice activated alarms) (6)

1. Automated mapping systems(6)
3. TTY Equipment(6)
5. Voice activated alarms(6)
6. Intelligent workstations(6)
III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL LEARNING(7) ACTIVITIES

A. The student will participate in an instructional learning(7) activity that will reinforce the student’s understanding of the components of effective interviews, including:

1. Active listening techniques
2. Gathering information to determine the nature of the caller’s problem
3. Methods and techniques of interviewing that maintain control, elicit cooperation, and reflect confidence, empathy and concern

B. Given a work simulation activity, the student will receive a telephone complaint regarding at least four of the following:

1. Crime in-progress
2. Alarm call
3. Domestic violence/family disturbance
4. Fire incident
5. Medical incident
6. Traffic incident
7. Missing persons

The student will gather and document(5) relevant information, maintain control of the conversation, communicate clearly with the caller, verify details with the caller and relay the information to the radio dispatcher in a timely and logical manner.

C. Given a work simulation activity, the student will be required to receive a telephone call requiring effective communication with diverse types of people to include at least four of the following special problems: (6)

1. Hysterical(6)
2. Intoxicated (Drunk) (6)
3. Abusive(6)
4. Irate(6)

5. Suicidal(6)

6. Elderly(6)

7. Child(6)

8. Non-English speaking(6)

9. Deaf/hearing impaired(6)

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 44 hours** of instruction on telephone technology and procedures.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999
July 1, 2002
July 1, 2010 (2)
PUBLIC SAFETY DISPATCHER COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #105
MISSING PERSONS
July 1, 2002 - July 1, 2010

I. LEARNING NEED

In order for public safety dispatchers to fulfill their responsibilities, dispatchers need to understand and have a working knowledge of the laws governing the receipt and handling of missing person reports.

II. LEARNING OBJECTIVES

A. Background and legislative intent underlying missing person laws and regulations, missing person definitions and related Penal Code statutes

1. A variety of missing children/adults cases in the state have led to today’s public awareness, legislation, response tactics, and search techniques

2. California statutes

3. Federal statutes

B. Types of missing persons, including:

1. At-risk categories
   a. Under age as defined by law
   b. Victim of foul play
   c. Victim of abduction
   d. In need of medical attention
   e. Mentally disabled impairments/disabilities
   f. Never been missing before, or missing with questionable circumstances

2. Involuntary missing
   a. Elder/dependent adult
   b. Catastrophic missing
   c. Lost
d. Stranger abduction

3. Parental/family abduction

4. Child

5. Runaway

6. Unknown missing
   a. Suspicious circumstances
   b. Voluntary missing adult

C. Statutory requirements associated with law enforcement’s response, including:
   1. Accepting or assisting the reporting party, regardless of jurisdiction
   2. Prioritizing the response
   3. Initiating an investigation
   4. Complying with Department of Justice requirements for obtaining dental/medical records and photographs
   5. Notifying involved agencies
   6. Entering and updating required databases

D. Critical call taking and dispatcher responsibilities and requirements, including:
   1. Empathy and compassion
   2. Information needed to assist initial response action
      a. Name, age, and description
      b. Family and social environment
      c. Missing person’s knowledge of the area
      d. Suspicious circumstances
      e. Mental, emotional, medical, or physical condition
      f. Weather/time of day
g. Resources available to missing person
h. Length of time person has been missing
i. Parental custody status
j. Callers relation to the missing person
k. Confirmed abduction vs. missing person
l. Areas searched already
m. Recent threats
n. Recent internet contacts
o. Disabilities
p. Prior missing
q. Property missing person took with them or left behind

3. Classifying missing person situations

4. Accurate and timely “Be on the Lookout” information

5. Actions required when a missing person is located

E. Role of officers and missing person investigators, public safety professionals in missing persons’ cases.

1. Reasons for making Coordinating a thorough search

2. Resources and investigative tools
   a. TRAK Alerts
   b. Media
   c. Search dogs and volunteer groups
   d. Boats, helicopters, specialized equipment

2. Initiating an aggressive investigation

F. Resources and investigative tools

1. Alerting Systems
   a. A Child is Missing (ACIM)
b. Technology to Recover Abducted Kids (TRAK) alerts or Critical Missing (6)

c. Amber Alerts (6)

d. Adult/child tracking systems (e.g., Project Lifesaver, Wanderers Program, etc. (6)

2. Media (3)

3. Search dogs and volunteer groups (3)

4. Boats, helicopters, other specialized resources (3)

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL LEARNING (7) ACTIVITIES

The student will participate in a written or verbal exercise in which the student must demonstrate the ability to accurately handle reports of missing persons.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 24 hours (8) of instruction on missing persons.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999
July 1, 2002
July 1, 2010 (2)
PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #106
DOMESTIC VIOLENCE
July 1, 2002  July 1, 2010 (2)

I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge of domestic violence laws, problems, legal definitions/terminology, and law enforcement’s role and responsibility to intervene, investigate and resolve domestic violence calls.

II. LEARNING OBJECTIVES

A. Provisions of the Penal Code which relate to domestic violence
   1. Corporal Injury to Spouse/Cohabitant (Penal Code section 273.5) 6
   2. Domestic Battery (Penal Code section 243(e)(1)) (6)
   3. Other related laws (6)

B. Domestic violence legal definitions and terminology, including:
   1. Domestic violence
   2. Abuse
   3. Cohabitant
   4. Family violence
   5. Primary Dominant (6) aggressor
   6. Relationships(6)

C. Law enforcement’s responsibility in responding to a report of domestic violence
   1. Legal obligation to enforce laws intended to protect victims(6)

D. The role of the public safety dispatcher in domestic violence calls
   1. Proper questioning(6)
   2. Assessing emergency medical needs and staging considerations(6)
   3. Relaying impulse statements(6)
4. Initiating proper documentation(6)

5. Continuing law enforcement response regardless of victim reluctance(6)

6. Officer safety(6)
   a. Relaying premises history(6)
   b. Weapon information(6)
   c. Detailed suspect description and location(6)
   d. Other potential hazards(6)
   e. Relaying new information/keeping field personnel updated(6)

E. Referral agencies and resources
   1. Legal aid(6)
   2. Family law(6)
   3. Custody(6)
   4. Counseling services(6)

F. An overview of the domestic violence problem in California, including local statistics(6)
   1. Statewide statistics(6)
   2. Local statistics(6)

G. The historical background of domestic violence laws including the legislative intent
   1. Escalating nature(6)
   2. Power and control(6)

H. The legal rights and remedies available to victims of domestic violence
   1. Court Orders(6)
   2. Penal Code section 13701(c), Victims’ Bill of Rights(6)
   3. Penal Code section 679.04, Victim Advocate(6)
4. Government Code section 6204(f), Right to Confidentiality

J. L.2 Tenancy issues and domestic violence

1. Obstacles to leaving

K. J. The impact that law enforcement intervention in domestic violence incidents may have on children

   Incidents involving children

   1. Implications of children present on scene
   2. The impact that law enforcement intervention in domestic violence incidents may have on children
   3. Placement of children
   4. Long term consequence of domestic violence on children

L. K. Emergency assistance to victims and how to assist victims in pursuing criminal justice options

   1. Medical attention
   2. Civil standby
   3. Personal safety options

M. L.2 Importance of call taking procedures in relation to the Public Safety Dispatcher’s courtroom testimony in domestic violence cases, including:

   1. Value of effective questioning
   2. Value of proper documentation

M. Specialized situations

   1. Incidents involving public safety personnel
   2. Incidents involving military personnel

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL LEARNING ACTIVITIES

The student will participate in an instructional learning activity that reinforces the student’s ability to accurately process and handle a report of domestic violence situations.
V.  HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 hours of instruction on domestic violence.

VI.  ORIGINATION DATE

November 1, 1994

VII.  REVISION DATES

January 1, 1999
July 1, 2002
July 1, 2010 (2)
I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge and understanding of community policing, cultural diversity, hate crimes and gangs.

II. LEARNING OBJECTIVES

A. History and definition of community policing

1. History (6)

2. Definition - Community policing is both an organizational and a personal philosophy that promotes police/community partnerships and proactive problem solving to:
   a. address the causes of crime (6)
   b. address the fear or perception of crime (6)
   c. improve the overall quality of life in the community (6)

B. Benefits of community policing to organization, community and employee

1. Reducing/preventing crime (6)

2. Reducing the fear of crime (6)

3. Improving quality of life (6)

4. Increasing community awareness, involvement and ownership (6)

5. Increasing local government involvement in problem solving (6)

C. Role of the public safety dispatcher in community policing

1. Identification of trends and potential neighborhood problems (6)

2. Communicating potential problem areas internally (6)

3. Awareness of what is important to the communities served (6)
D. Customer services and referrals (2) including:

1. **Police** (Law enforcement) related referrals and services (e.g., 9-1-1 for Kids; Neighborhood Watch, etc.) (2)

2. Non-police law enforcement related referrals (e.g., Public Works, civil issues, etc.) (2)

E. Culture and cultural diversity defined

1. Culture refers to a complex group of shared characteristics including beliefs, values, and ways of thinking (6)

2. Cultural diversity is the representation or existence of individuals with distinctly different group affiliations within one organization, community, state, nation or other social system (6)

F. Changing terminology associated with diversity, ethnicity, and human relations

1. Previously accepted language may no longer be appropriate (6)

G. Past, present, and future cultural composition of California

1. Past percentages (6)

2. Present percentages (6)

3. Projected percentages (6)

H. Impact of the changing cultural composition of California on the delivery of law enforcement services (2)

1. Language issues (6)

2. Cultural issues (6)

I. Professional, personal, and organizational benefits of valuing diversity within the community and law enforcement organizations

1. Enhances your department's services (6)

2. Enhances your department's diversity (6)

J. Definitions of and differences between:

1. Prejudice is a prejudgment or point of view about a person or group of individuals that is usually formed before the facts are known (2)
2. Discrimination defined as an action or behavior that is prompted or based on prejudiced thought. (2)

K. Stereotype defined
   1. A preconceived generalization involving negative or positive beliefs about another group (6)
   2. Based solely on the individual’s apparent membership in a certain group (6)

L. Dangers of relying on stereotypes to form judgments or to base actions
   1. Can lead to false assumption (6)
   2. Reliability of information may be falsely weighted (6)

M. Possible barriers to cross-cultural communications, including:
   1. Cultural perceptions of law enforcement
   2. Law enforcement’s perception of cultural groups

N. Strategies for effective communication within a diverse community, including:
   1. Verbal communication
   2. Active listening
   3. Nonverbal communication

O. Cross-cultural behaviors during telephone contacts with members of a community. Cross-cultural considerations during telephone contacts (2)
   1. Gender–based issues (6)
   2. Reluctance to speak with a public safety dispatcher versus a law enforcement officer (6)
   3. Language barriers/verbal mannerisms (6)
   4. Generational differences (6)
   5. Economic differences (6)
   6. Differing levels of education (6)
7. Diverse work experience and backgrounds (6)

8. Impact of differing religious beliefs and conventions (6)

P. Distinguishing between (2) Penal Code definition of a hate crime versus a hate incident

1. Hate crimes (As defined in Penal Code sections 422.6 and 422.7) (6)

2. Hate incidents (As defined in Penal Code section 628.1(b)(1)) (6)

Q. Elements of a hate crime: The public safety dispatcher’s responsibility in response to reports of hate crimes (5)

1. Determining that a hate crime has been committed (6)

2. Recognizing the need for internal and external notifications (6)

R. Legal rights and remedies available to victims of hate crimes based on federal law and civil code (2)

1. Civil actions under Federal civil rights acts (6)

2. Ralph Civil Rights Act (6)

3. Bane Civil Rights Act (6)

4. Victim services resources (6)

S. Identifying characteristics and crime trends associated with criminal gangs: Awareness of criminal gang activity (2)

1. Penal Code section 186.22, Criminal gangs defined (6)

2. Gang member identification (6)

3. Gang characteristics and crime trends (6)

4. Gang tracking databases (e.g., Cal Gangs) (6)

5. Types of gangs (6)

T. Methods gang members often use to communicate information and identities with one another, including: (5)

4. Graffiti (5)
2. Tattoos (5)
3. Other types of communication (e.g., jargon, signs, symbols, etc.) (5)

II. T. 2 Dispatcher’s role in enhancing officer safety on gang-related calls

1. Proper questioning (6)
2. Relaying salient information to field personnel (6)
3. Updating field personnel as additional information becomes available (6)

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL LEARNING (7) ACTIVITIES

Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be afforded the opportunity to conduct a self assessment to determine their own level of cultural sensitivity and experience in interrelating with culture groups.

1. The instructional activity should provide the students with an opportunity to determine their current level of experience in dealing with culture groups.

2. The instructional activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with culture groups.

Discussion may include, but is not limited to, cultural stereotypes, ethnophobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 12 hours of instruction on community policing, cultural diversity, hate crimes and gang awareness.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISIONS DATES

January 1, 1994
July 1, 2002
July 1, 2010 (2)
PUBLIC SAFETY DISPATCHER COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #108
CHILD, ELDER AND DEPENDENT ADULT ABUSE
July 1, 2002 July 1, 2010 (2)

I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need a basic understanding of the types of child, elder and dependent adult abuse, related laws, and the available resources, services and facilities for victims.

II. LEARNING OBJECTIVES

A. An overview of child abuse
   1. Statistics (6)
   2. The effects of child abuse (6)

B. Types of child abuse, including:
   1. Neglect
   2. Sexual abuse
   3. Physical abuse
   4. Emotional abuse (6)

C. Laws related to child abuse
   1. Penal Code section 273, Child abuse defined (6)
   2. Penal Code section 288a, Lewd act with a child under 14 years of age (6)
   3. Penal Code sections 288b, Lewd act with a child under 14 years of age, force involved (6)

D. Crimes associated with the abuse of children
   1. Domestic violence (6)
   2. Sexual misconduct in multiple child homes (6)

E. Resources, services and facilities available to victims of child abuse
   1. Local sheriff or police department (6)
2. Child abuse and neglect hotlines, council or center(6)
3. Child welfare services organizations(6)
4. Local Welfare or Social Services Departments(6)
5. Human Resources Agency, Department of Public Social Services(6)
6. Department of Health and Human Services, Department of Public Assistance(6)
7. Local/County juvenile probation department(6)

F. An overview of elder/dependent adult abuse

1. Statistics(6)

G. Types of elder/dependent adult abuse, including:

1. Physical abuse/neglect (5)
2. Emotional abuse
3. Sexual abuse
4. Fiduciary abuse

H. Laws related to elder/dependent adult abuse

1. Welfare & Institutions Code section 15656 - Elder/dependent abuse defined(6)
2. Legislative recognition that elders/dependent adults may be abused, neglected, or abandoned and the state is responsible to protect these persons (Welfare & Institutions Code section 15600 et. seq.) (6)
4. Victim may refuse or withdraw consent for the investigation of the provision of protective services (Welfare & Institutions Code section 15636) (6)
5. Punishment for failure to report (Welfare & Institutions Code section 15630(h)) (6)
6. Elder Abuse (Penal Code section 368 et. al.) (6)

I. Crimes associated with the abuse of elders and dependent adults
1. Elders can also be a helpless victim who lives in a residence where other illegal activities may be occurring (6)

2. Physical assaults (6)

3. Neglect (6)

4. Financial crimes (6)

5. Sexual assaults (6)

J. Resources, services and facilities available to victims of elder/dependent adult abuse

1. Adult Protective Services agencies (6)

2. National Center on Elder Abuse (6)

K. The public safety dispatcher’s role in child, elder and dependent adult abuse cases

1. Initial call screening (6)

2. Notifications (e.g., child or adult protective service agencies) (6)

3. Resource identification and referral (6)

4. Documentation (6)

5. Premises history (6)

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL LEARNING (7) ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 hours of instruction on child, elder and dependent adult abuse.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES
January 1, 1999
July 1, 2002
July 1, 2010 (2)
I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need a working knowledge of the various telecommunication systems and the requirements and procedures for making inquiries into each of the systems.

II. LEARNING OBJECTIVES

A. Information available, procedures for making inquiry into and the capability of cross referencing information obtained within the following systems:

1. California Law Enforcement Telecommunications System (CLETs)
2. Criminal Justice Information System (CJIS)
3. National Crime Information Center (NCIC) Telecommunication System (2)
4. National Law Enforcement Telecommunications System (NLETS)
5. Department of Motor Vehicles (DMV)
6. Oregon Law Enforcement Data System (LEDS)

B. Information systems directly accessible to California law enforcement agencies, including:

1. Wanted Person System (WPS)
3. Supervised Release File (SRF)
4. Missing/Unidentified Persons System (MUPS)
5. Stolen Vehicle System (SVS)
6. Automated Boat System (ABS)
7. Automated Firearm System (AFS)
8. Automated Property System (APS)
9. Automated Criminal History System (ACHS)
10. Department of Motor Vehicles (DMV)
11. Violent Crimes Information Network (VCIN)
12. Western States Information Network (WSIN) (5)
12. Armed and Prohibited Persons System (APPS) (6)
13. Mental Health Firearms Prohibition System (MHFPS) (6)
14. Violent Gang and Terrorist Organization Files (VGTOF, TSC, etc.) (6)
15. Other information/intelligence systems (6)

C. State laws and policies for obtaining, verifying, and disseminating Telecommunication information, including:

1. Penal Code section 502, 11075, 11105, 11142, 11179, 13150-13151, 13302, 13303 and 13304 (5)
2. Government Code sections 6200, 6201 and 15153 (5)

1. Unauthorized access to computers, computer systems, and computer data (Penal Code section 502) (6)
2. Information related to arrests, pretrial proceedings, sentencing information, incarcerations, parole and probation (Penal Code section 11075) (6)
3. State summary criminal history information and persons authorized to receive the information (Penal Code section 11105) (6)
4. Authorized person furnishing a record or information to an unauthorized persons (Penal Code section 11142) (6)
5. Unauthorized persons receiving records or information (Penal Code section 11143) (6)
6. Extradition of fugitives from justice (Penal Code section 11179)
7. Required arrest data and dispositions of cases (Penal Code section 13150-13151) (6)
8. Employee of local agency furnishing information to an unauthorized person (Penal Code section 13302) (6)
9. Authorized persons furnishing of information to unauthorized persons (Penal Code section 13303) (6)
10. Receipt, purchase or possession of information by an unauthorized person (Penal Code section 13304) (6)

11. Theft, destruction, falsification or removal of information by a person other than the officer/custodian (Government Code sections 6200 and 6201) (6)

12. Direction and use of information systems (Government Code section 15153) (6)

D. Requirements for maintaining records in law enforcement information systems, including:
   1. Entry
   2. Update Modify (5)
   3. Locate (6)
   3, 4. Cancel (2)
   4, 5. Clear (2)

E. Computer information systems, including:
   1. Departmental (5)
   2. Regional (5)
   3. Specialized (5)

F. Policy and accuracy requirements (5)
   1. Second party verification (6)
   2. Confirmation (6)
   3. Complete information (all fields) (6)
   4. Audits (6)
   5. Personal and organization liability (6)

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL LEARNING (7) ACTIVITIES
None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 6 8 hours (8) of instruction on law enforcement telecommunications.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999
July 1, 2002
July 1, 2010 (2)
I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need a basic understanding and working knowledge of radio technology and procedures.

II. LEARNING OBJECTIVES

A. Monitoring, documenting, and responding to radio transmissions from field personnel and other public services

1. Public service organizations
2. Field Personnel

B. Monitoring and responding to telecommunications messages from local, state and federal agencies, to include:

1. Computer-Aided Dispatch (CAD) messages
2. CLETS messages
3. Mobile Data messages

C. Monitoring, recording, coordinating and updating status of field units and incidents

1. Unit traffic
2. Unit status checks/unit status
3. Location changes and updates
4. Accuracy
5. Timeliness

D. Providing requested information to law enforcement field units

1. Confidential information
2. Other requests
E. Broadcasting officer safety and/or mutual aid information (e.g., incidents in adjoining jurisdictions)

1. Responder safety considerations (6)
2. Incidents in adjoining jurisdictions (6)
3. Adjoining jurisdictions need for assistance (6)

F. Dispatching strategies, including:

1. Geographic considerations (6)
2. Response time (6)
3. Available backup (6)
4. Agency policies (6)
5. Specialized units (e.g., canine, mounted, aviation, SWAT, community policing teams) (6)
6. Notification to allied agencies/mutual aid responses & coordination (6)

G. Effective dispatching techniques and professional radio demeanor, including filtering and/or editing information (2)

1. Review text of call before beginning broadcast (6)
2. Use appropriate and department approved radio language (6)
3. Use the phonetic alphabet to clarify streets, addresses, and names (6)
4. Speak in a calm, clear voice (6)
5. Portray confidence, conviction and competence (6)
6. Broadcast techniques (6)
7. Organizing the dispatch delivery (6)

H. Techniques for managing and prioritizing radio traffic

1. Incoming radio traffic (field initiated) (6)
2. Outgoing radio traffic (dispatch initiated) (6)
3. Adjust priorities as situation changes(6)

I. Use of clear text and/or radio codes used by different agencies

1. Clear text agencies use little or no codes when broadcasting (6)

2. Radio Codes(6)

J. Types of calls that require more than one field multiple units

1. Dictated by department policy (6)

2. In-progress calls(6)

3. Recently occurred incidents(6)

4. Callout considerations(6)

K. Procedures Considerations(2) for broadcasting to law enforcement personnel responding to potentially dangerous situations, including:

1. Felony warrants

2. Stolen vehicles

3. Weapons

4. Medical and fire

5. Premises(2) history

6. Supplemental information

7. Emergency traffic (“clearing the air”)

8. Foot and vehicle pursuits(6)

9. High-risk vehicle stops/pullovers(6)

L. Evaluating available information to determine what actions, personnel and resources are needed by field operations units

1. Incidents can change rapidly therefore public safety dispatchers should anticipate potential needs (6)

2. Public safety dispatchers should be aware of unit status and other available resources (6)
M. Transmitting emergency bulletins by telecommunication links to allied agencies
   1. Use of hotline or multi-agency/mutual aid channels (6)
   2. Broadcast rules (6)
   3. Elements of the broadcast (6)
   4. Typically dictated by agency policy, procedure and protocol (6)

N. Circumstances requiring notification/approval
   1. Specialized unit call outs (6)
   2. Officer involved accidents and shootings (6)
   3. Hostage or barricaded subjects (6)
   4. At risk missing persons (6)
   5. Hazardous materials spill/incident (6)
   6. Mass casualty incidents (6)
   7. Pursuits (6)
   8. High-risk vehicle stops/pulovers (6)

O. Policies, procedures and regulations that affect the dispatcher’s decision-making process
   1. Local, State, and Federal rules and regulations (6)
   2. Individual agency policies may establish a variety of procedures and practices which public safety dispatchers are obligated to follow (6)

P. Detecting, interpreting and responding to background voices and noises heard over the radio (e.g., glass breaking, gunshots, screaming, environmental sounds) including:
   1. Roll calls
   2. Backups/cover
   3. Devote maximum attention to listening (6)
   4. Change in demeanor (6)
   5. Background voices (6)
6. **Response considerations** *(6)*

Q. Importance of clear voice projection, good diction and proper modulation in radio communications

- It is critical for the public safety dispatcher to be understood by field units *(6)*
- Techniques to enhance communication *(6)*

R. **Common Radio** techniques that allow may assist the dispatcher to in controlling the flow of conversation and eliciting needed information *(2)*

- Speaking slowly/distinctly *(6)*
- Not telegraphing emotions (i.e., anger, frustration, sarcasm, and humor) *(6)*
- Speaking with conviction and confidence *(6)*
- Conveying a positive attitude *(6)*
- Avoiding superfluous transmissions *(6)*
- Including enough information in the first transmission to get the point across *(6)*
- Anticipating questions *(6)*
- Controlling multiple units transmitting *(6)*

S. Giving clear and accurate directions and instructions on the radio

- Accuracy *(6)*
- Brevity *(6)*
- Clarity *(6)*

T. Officer safety considerations

- Officer roll calls *(6)*
- Radio and Mobile Data Terminal (MDT) Alarms *(6)*
- Information regarding any weapons *(6)*
- Number of units responding/type of call *(6)*
- Quality of radio traffic *(6)*
6. In-progress call versus “cold” reports
7. Location of the nearest additional units
8. Number of persons involved

U. Communication center radio equipment, including:
   1. Components and their function
   2. Technology (Mobile Data Terminals (MDTs), radio systems, etc.)
   3. Transmitting/receiving range
   4. Documenting equipment malfunctions
   5. Emerging technologies

V. Federal Communications Commission (FCC) regulations
   1. Operation of radio systems are governed by the FCC
   2. Station identification required
   3. Professional transmissions only

W. Audio recorders
   1. Radio channel recorders
   2. Console playback
   3. Recorded channels versus non-recorded

X. Wireless technology, including:
   1. Global Positioning Systems (GPS)
   2. Proprietary tracking systems (e.g., AVL, PRONET, LOJACK)
   3. Robbery alarm tagging systems (e.g., RAM, Varda)

III. REQUIRED TESTS
    None

IV. REQUIRED INSTRUCTIONAL LEARNING ACTIVITIES
A. The student will participate in an instructional learning activity that will reinforce the student’s ability to effectively dispatch calls. The activity should provide the student with an opportunity to:

1. Prioritize pending calls
2. Dispatch calls based upon available units
3. Develop a strategy to handle pending calls for service
4. Deploy resources based on the plan

B. Given a work simulation activity, the student will dispatch a call for service regarding at least four of the following:

1. Crime in-progress
2. Alarm call
3. Domestic violence/family disturbance
4. Fire incident
5. Medical incident
6. Traffic incident
7. Missing person
8. Child, Elder, or Dependent Abuse

The student will dispatch the call(s) using proper radio procedure including: radio broadcasting rules, regulations and policy, radio codes or clear text, prioritizing radio traffic, maintaining officer safety, range of available field resources, keeping track of field units, status updates to field units, dispatching cover units, and broadcasting any additional (officer safety related) information.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 12 hours of instruction on radio technology and procedures.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES
January 1, 1999
July 1, 2002
July 1, 2010(2)
I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge of the resources and services available to them.

II. LEARNING OBJECTIVES

A. Available Examples of resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books, maps, and street guides) (5)
   1. Departmental manuals (6)
   2. Local directories (6)
   3. Code books (6)
   4. Maps (6)
   5. Media outlets (6)
   6. Internet resources (6)
   7. Street guides (6)

B. Notifying or dispatching other public service resources to an emergency or call for service (e.g., fire, EMS, Public Works, and other law enforcement agencies, etc.) (5)
   1. Fire (6)
   2. Emergency Medical Services (EMS) (6)
   3. Public Works (6)
   4. Allied law enforcement agencies (6)

C. Types of local, state and federal referral and support agencies
   1. Local agencies (6)
   2. State agencies (6)
   3. Federal agencies (6)
D. Map reading/geography
   1. Providing directions to officers or citizens

E. The importance of familiarization with jurisdictional geographic characteristics, including:
   1. Street layouts
   2. Address numbering systems
   3. Public building locations
   4. Potential law enforcement problem locations
   5. Adjoining boundaries that may require notification of outside agencies
   6. Commonly used names for locations

F. Troubleshooting unknown or unclear locations
   1. Questioning citizens for clarification
   2. Questioning officers for clarification

G. Alternate N-1-1 Number systems
   1. 2-1-1 (community resource information)
   2. 3-1-1 (non-emergency reporting)
   3. 4-1-1 (directory information)
   4. 5-1-1 (traffic information)
   5. 6-1-1 (telephone repair)
   6. 7-1-1 (California Relay for hearing/speech impaired)
   7. 8-1-1 (Call Before You Dig)

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL LEARNING ACTIVITIES
The students will participate in an instructional learning activity that will reinforce their ability to read a map and provide directions.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 2 hours of instruction on resources/referral services.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999
July 1, 2002
July 1, 2010
I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need a working knowledge of the dispatch procedures, roles, and resources available for critical incidents.

II. LEARNING OBJECTIVES

A. Types of Examples of critical incidents in which the dispatcher will typically play a critical role, including: (5)

1. Natural disasters and accidental incidents (6)
   a. Earthquakes (5)
   b. Severe weather (5)

2. Explosions (5)

2. Incidents involving intentional acts (6)
   a. Terrorism/Weapons of Mass Destruction Incidents (5)
   b. Active Shooter (5)
   c. Hostage/Barricaded Subject (5)
   d. Suicides/suicidal persons (5)
   e. Bomb incidents and threats (5)
   f. Special Weapons and Tactics (SWAT) team call outs (5)
   g. Officer-involved shootings (5)
   h. Fatal incidents involving officers (5)
   i. Civil disturbances (5)

3. HazMats (5)

4. Transportation accidents (5)

5. Evacuations (5)

6. Fires (5)

7. Terrorist activity/weapons of mass destruction (5)

B. Resource material available to guide the dispatcher through a critical incident, including:
1. Call out lists  
   a. Automated computer notification programs (5)  
   b. Pagers (5)  
   c. Telephones (5)  
2. Disaster preparedness manuals  
3. Operational guidelines  
4. General orders  
5. Policy manuals  
7. Maps  
8. Use of the media  
9. Agency intranet (6)  

C. Emergency Operation Center, including:  
   1. Activation criteria  
   2. Guidelines  

D. Public safety dispatcher’s role in critical incidents, including:  
   1. Obtaining and disseminating critical information  
   2. Screening each call carefully for new or additional information and documenting information received (2)  
   3. Advising citizens of actions to take in hazardous situations or critical incidents (e.g., chemical spills, severe weather)  
   4. Dispatching, deploying and tracking of units/resources  
   5. Initiating internal and external call outs  
   6. Maintaining flexibility
7. Continually reviewing information received

8. Reviewing of incident

E. Components and procedures to activate emergency management systems, the Standardized Emergency Management System (SEMS), to include: (5)

1. Incident Command System (ICS) (6)
3. National Incident Management System (NIMS) (6)

F. Incidents impacting officer safety, including: (5)

1. Hostage/barricaded situations (5)
2. Suicide incidents (5)
3. Bomb incidents (5)
4. High-risk stops/contacts (5)
5. SWAT call-outs (5)
6. Officer-involved shootings (5)
7. Fatal incidents involving officers (5)
8. Civil disturbances (5)

G. F. Mutual aid, including: (2)

1. Definition and purpose. Mutual aid is defined as the voluntary sharing of personnel and resources when an agency cannot deploy, sufficiently, its own resources to respond to an unusual occurrence. (5)

2. Purpose of mutual aid is to provide local government services, resources and facilities when emergency impacted jurisdiction resources are exhausted or are inadequate. (6)

2 3. (2) Law enforcement mutual aid ladder

   a. City police department
   b. County “operational area”
   c. Regional area (California Emergency Management Agency (CEMA) Regions) (OES) (2)
d. State (California Emergency Management Agency (CEMA) (OES) (2)

3. 4. Use of other public service departments or agencies as resources

4. 5. Mutual aid communication and equipment considerations including commonality of language and codes and radio inter-operability issues

   a. Commonality of language and codes (5)
   b. Radio inter-operability issues (5)

H. G. (2) Other resources, including:

1. Federal Emergency Management Agency (FEMA)
2. National Guard
3. Volunteers (e.g., Search & Rescue, amateur radio operators)
4. American Red Cross (6)

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL LEARNING (7) ACTIVITIES

The student will participate in an instructional learning (7) activity that will reinforce the student’s understanding of the dispatcher procedures and roles associated with critical incidents, including:

1. Identify threats to safety
2. Prioritize appropriate field unit response
3. Deploy appropriate resources
4. Manage available resources based on incident priorities
5. Maintain flexibility
6. Document incident events
7. Incident review

V. HOURLY REQUIREMENTS
Students shall be provided with a minimum of **16 hours** of instruction on critical incidents.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999
July 1, 2002
July 1, 2010 (2)
PUBLIC SAFETY DISPATCHER COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #113
WELLNESS MANAGEMENT
July 1, 2002    July 1, 2010(2)

I. LEARNING NEED

In order to effectively carry out their responsibilities, dispatchers need a basic knowledge of how to assess and maintain their mental and physical health and well-being and to be aware of available resources.

II. LEARNING OBJECTIVES

A. Stress defined
   1. Stress (as defined by Hans Selye) is a non-specific response to any demand (on the organism)
   2. Other clinical definitions

B. Symptoms of stress, including:
   1. Physiological responses
   2. Cognitive responses
   3. Emotional responses

C. Potential Sources of stress, including (2)
   1. Personal/family life
   2. Work schedules
   3. Balancing family and work issues
   4. Callers and field units Client interactions and relationships(2)
   5. Inter-departmental relationships Peer interactions and relationships(2)
   6. Training
   7. Probation
   8. Workplace environment
      a. Ergonomics(5)
b. Interaction with co-workers (5)

D. Acute Short-term (2) and long-term effects of stress
1. Career survival implications (6)
2. Post Traumatic Stress (PTS) (6)
3. Post Traumatic Stress Disorder (PTSD) (6)

E. Techniques to promote wellness, including:
1. Lifestyle
2. Physical fitness
3. Nutrition

F. Resources
1. Peer support/counseling
2. Employee Assistance Programs (EAP)
3. Critical Incident Stress Debriefing Teams (CISD)/Critical Incident Response Teams (CIRT)
4. Law enforcement chaplaincy (6)

III. REQUIRED TESTS
None

IV. REQUIRED INSTRUCTIONAL LEARNING (7) ACTIVITIES
Given a diagnostic instrument, questionnaire, personal inventory, or equivalent method, students will be afforded the opportunity to conduct a self assessment of their own wellness and develop a personal plan to encourage positive mental and physical health (6)

V. HOURLY REQUIREMENTS
Students shall be provided with a minimum of 4 hours of instruction on wellness management.

VI. ORIGINATION DATE
November 1, 1994

113-2
VII. REVISION DATES
January 1, 1999
July 1, 2002
July 1, 2010(2)