P.O.S.T. Public Safety Dispatcher Basic Course
San Bernardino County Sheriff's Department
Regional Training Center
Advanced Officer Training

I. **Administration and Paperwork**

    A. Paperwork

        1. Hand out POST Roster

        2. Hand out Department or Regional attendance roster

    B. Housekeeping

        1. Restrooms and facilities

        2. Breaks including breakroom and/or vending machines

II. **Introduction and Expectations**

    A. Introductions

        1. Instructor and staff introductions

        2. Students

    B. Expectations

        1. What students expect to get out of the class

        2. Expectations of the instructors

Learning Domain #100 – Professional Orientation and Ethics

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. **Welcome, Administration, and Introductions**
    A. Administration
        1. POST Roster
        2. Networking roster
        3. Facilities, security, parking, emergencies, and safety plan
    B. Introductions
        1. Instructor
        2. Attendees
    C. Expectations
        1. Organizational
        2. Personal

III. **Learning Objectives:**
    A. Basic functions of the public safety dispatcher within the public safety system, including:
        3. First point of public safety contact
        4. Allocation of resources
        5. Serving as a liaison
    B. Common functions of the communication center
        1. Traditional functions
        2. Non-traditional functions
    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 dilemmas
        4. Personal and professional values (e.g., work ethics)
        5. Agency values and expectations
        6. Integration within the communication center environment
    D. Developing a community service attitude
        1. Community expectations of public safety services
        2. Serving multiple communities (citizens, officers, etc.)
    E. Communicating effectively with the public, co-workers, field personnel and supervisors.
        1. Professional
        2. Respectful
        3. Understanding the views of others
        4. Following agency guidelines
    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
 H. Policies and procedures impacting communications center operations, training and personnel
  1. Agency policies and procedures
  2. Agency training requirements
  3. POST training requirements
  4. Promotional requirements
 I. Career development and opportunities, including:
  1. Tactical Dispatcher
  2. Hostage Negotiator
  3. Communications Training Officer (CTO)
  4. Community Services Officer (CSO)
  5. Peer counselor
  6. Promotions
  7. Incident Dispatcher/Special Events Dispatcher
  8. Instructional opportunities
  9. 9-1-1 public education
  10. Leadership development and enrichment

IV. **Required Tests:** None

V. **Required Learning Activities:**

The students will participate in a learning activity that will reinforce their understanding of the importance of professional demeanor in their role as public safety dispatchers. The activity should provide the students with an opportunity to examine their personal values and ethics, and minimally provide the students with the opportunity to:

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

Learning Domain #101 – Criminal Justice System

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
        1. Local
        2. State
        3. Federal
    B. Functions of law enforcement in the criminal justice system, including:
        1. Local
        2. State
        3. Federal
    C. Corrections, including:
        1. City/county jail
        2. State/federal prison
        3. Parole
        4. Probation
    D. Public safety dispatcher's role in the criminal justice system, including:
        1. First point of contact
        2. Courtroom preparation and testimony
    E. 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
        2. Errors, omissions, and negligence
        3. Incomplete information gathering techniques
        4. Thorough documentation techniques

III. **Required Tests:** None

IV. **Required Learning Activities:**
    The students will participate in a learning activity that will reinforce the impact of the public safety dispatcher's actions in the outcome of a case.

Learning Domain #102 – Introduction to Law

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. Classifications of crimes
    1. Infraction
    2. Misdemeanor
    3. Felony
    4. Elective Felony ("Wobbler")
  C. Corpus delicti
    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. Types of evidence
    1. Dispatcher is often the first link in the chain of evidence
    2. Evidence preservation advice to callers
  F. Confidentiality of communications information/privileged information
    1. "Need to know" versus "Right to know"
    2. Information pertaining to officer/citizen safety
  G. Release of "public information"
    1. Freedom of Information Act (FOIA) Title 5, Section 522 (Federal)
    2. The Public Records Act, Government Code sections 6250-6276.48 (California)
  H. Civil liability and criminal negligence
    1. Civil Liability
    2. Criminal Negligence
  I. Statutory law
    1. Statutory law is written law enacted by the legislative body of a nation, state, county or city
    2. Laws, rules, and regulations reduced to a system of codes
  J. Case law
    1. Body of law based on prior judicial decisions
    2. The purposes of case law
  K. Evidentiary value of communications data

1. All recorded calls, radio transmissions, and computer terminal communications are subject to subpoena
2. Tape recorded confessions
3. Dispatcher court appearances
L. Parties to a crime, including:
   1. Principals
   2. Accessories
   3. Accomplices
M. Court orders
   1. Restraining or stay-away orders
   2. Child custody orders
   3. Child visitation orders
N. Local ordinances
   1. Local ordinances change from jurisdiction to jurisdiction
   2. Violation of local ordinances is generally an infraction
O. Criminal and civil law
   1. Criminal law deals with the violation of a criminal statute, called a crime
   2. Civil law deals with non-criminal violations of the law
P. 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)
   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
   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
Q. 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)
   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
R. Elements of Specific Crimes
   1. Murder (Penal Code section 187)
   2. Robbery (Penal Code section 211)
   3. Sexual Assaults (Penal Code sections 220, 261, 288, 289)
   4. Assault and Battery (Penal Code sections 240, 241, and 242)
   5. Assault with a Deadly Weapon (Penal Code section 245)
   6. Domestic Violence (Penal Code section 273.5)
   7. Disturbing the Peace (Penal Code section 415)
   8. Displaying a Weapon in a Rude and Threatening Manner (Brandishing) (Penal Code section 417)
   9. Criminal Threats (Penal Code section 422)
   10. Burglary (Penal Code section 459)

11. Petty Theft (Penal Code section 484)
12. Grand Theft (Penal Code section 487)
13. Public Intoxication (Penal Code section 647(f)

III.   **<u>Required Tests:</u>** None
IV.   **<u>Required Learning Activities:</u>**

A. The student will participate in a 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.

Learning Domain #103- Interpersonal Communication

I.   **Learning Need:**
In order to 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, allied agencies, and members of the public.

II.   **Learning Objectives:**
A. Reasons for developing positive 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 (<u>sender and receiver</u>)
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
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, in regards to:
1. Absent of discrimination and harassment
2. Addressing emotional/psychological issues
3. Inappropriate verbal behavior (e.g., profanity, gossip)
4. Tolerance
5. Valuing diversity
6. Perceptions
7. Treating others how you want to be treated

F. Unacceptable behavior, including:
1. Failure to listen/ignoring others
2. Rude behavior 9e.g., shouting, threatening, arguing)
3. Use of profanity and/or slurs

G. Effects of nonverbal signals during communications:
1. In person

2. Over the phone
3. Over the radio
H. Communication behaviors and styles, including:
1. Flexible
2. Attentive
3. Friendly
4. Precise
5. Dominant
6. Relaxed argumentative
7. Abusive
8. Uncooperative
9. Experiencing communications difficulties (e.g., young children, elderly, speech impaired, emotionally distraught, etc.)
I. Strategies for deflecting verbal abuse, including:
1. Verbal deflection
2. Refocus/redirection
3. Advantages of deflecting verbal abuse
4. Recognizing abusive triggers
J. Active listening concepts, including:
1. Definition and purpose
2. Techniques of active listening
3. Keys to promote active listening
K. Listening obstacles, including:
1. One-upmanship
2. Waiting to talk
3. Offering advice
4. Jumping to conclusions
5. Interrupting
6. Making judgments
L. Disclosure
1. Definition of disclosure
2. Considerations regarding disclosures
3. Reporting requirements

III. **Required Tests:** *None*
IV. **Required Learning Activities:**
The student will participate in a learning activity that will reinforce the student's understanding of the importance of developing and maintaining positive interpersonal communications.

Learning Domain #104 – Telephone Technology and Procedures

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)
   2. Asking critical questions (e.g., using the 5 W's, etc.)
B. Techniques for calming a caller in crisis
   1. Calm direct instruction
   2. Diffusion
   3. Silence
   4. Reassurance
   5. Active listening
C. Receiving and handling callers, including:
   1. Crank
   2. Nuisance
   3. Communication impaired
      a. TDD/TTY systems
      b. Video Relay Service
      c. California Relay Service
   4. Non-English speaking
   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. Under the influence of drugs or alcohol
   7. Very young or very old
   8. Rambling
   9. Heavily accented
   10. Hostile or unapproachable
   11. Mentally incapacitated
   12. Suicidal
   13. Frustrated
E. Processing duplicate phone calls for assistance
   1. Determine if call is related to an incident that is already working

2. If the call is a duplicate, question the caller for additional, updated information for the units
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
   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. Systems monitored by communications personnel
        a. Electronic Tracking System (ETS) devices
        b. Stolen Vehicle/Property alarms with a hidden transmitter i.e. bait cars
        c. Closed-circuit television systems
   5. Panic Alarms
   6. Personal alerting systems
L. Criteria to classify and prioritize multiple calls and requests for service
   1. Emergency
   2. Non-emergency
M. Procedures, guidelines and liability considerations 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. Hazardous materials (HazMat) incidents
6. Evacuations
7. Liability and related case law
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
O. Detecting and interpreting background voices and noises heard over the telephone
1. Verbal arguments
2. Screaming/crying
3. Gunshots
4. Loud crashing/banging/glass breaking
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 computer
5. Public Safety Answering Point (PSAP)
   a. Primary answering point
   b. Secondary 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)
7. Legal requirements for answering and transferring 9-1-1 calls
   a. Incomplete 9-1-1 calls
   b. Answering 9-1-1 calls
   c. Transferring 9-1-1 calls
8. Reporting 9-1-1 equipment problems
   a. Agency policy
9. Wireless 9-1-1 calls

a. Cellular phones
b. Voice-over Internet Protocol (VoIP)
c. Texting/Text Messaging
d. Video
e. Telematics (e.g., in car alerting systems)
10. Secondary seven-digit number
11. Other N-1-1 systems (e.g., 3-1-1, 4-1-1, 5-1-1)
T. Other telephone technology utilized in a public safety dispatch center
1. Automated mapping systems
2. Manual ANI/ALI query
3. TTY Equipment
4. Mass notification systems (ex. Reverse 9-1-1)
5. Voice activated alarms
6. Intelligent workstations
III. **Required Tests:** *None*
IV. **Required Learning Activities**:
A. The student will participate in a learning 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 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.

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:
1. Hysterical
2. Intoxicated (Drunk)
3. Abusive
4. Irate suicidal
5. Elderly
6. Child
7. Non-English speaking
8. Deaf/Hearing Impaired

Learning Domain #105 – Missing Persons

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.   Mental 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
      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 public safety professionals in missing persons' cases, including:
1. Coordinating a thorough search
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
c. Amber Alerts
d. Adult/child tracking systems (e.g., Project Lifesaver, Wanderers Program, etc.)
2. Media
3. Search dogs and volunteer groups
4. Boats, helicopters, other specialized resources

III. **Required Tests:** *None*
IV. **Required Learning Activities**
The student will participate in a written and verbal exercise in which the student must demonstrate the ability to accurately handle reports of missing persons.

Learning Domain #106 – Domestic Violence

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)
            2.   Domestic Battery (Penal Code section 243(e)(1))
            3.   Other related laws
      B.   Domestic violence legal definitions and terminology, including:
            1.   Domestic violence
            2.   Abuse
            3.   Cohabitant
            4.   Family violence
            5.   Dominant aggressor
            6.   Relationships
      C.   Law enforcement's responsibility in responding to a report of domestic violence
            1.   Legal obligation to enforce laws intended to protect victims
      D.   The role of the public safety dispatcher in domestic violence calls
            1.   Proper questioning
            2.   Assessing emergency medical needs and staging considerations
            3.   Relaying impulse statements
            4.   Initiating proper documentation
            5.   Continuing law enforcement response regardless of victim reluctance
            6.   Officer safety
                  a.   Relaying premises history
                  b.   Weapon information
                  c.   Detailed suspect description and location
                  d.   Other potential hazards
                  e.   Relaying new information/keeping field personnel updated
      E.   Referral agencies and resources
            1.   Legal Aid
            2.   Family law
            3.   Custody
            4.   Counseling services
      F.   An overview of the domestic violence problem in California
            1.   Statewide statistics
            2.   Local statistics
      G.   The nature of domestic violence
            1.   Escalating nature
            2.   Power and control

H.   The legal rights and remedies available to victims of domestic violence
    1.   Court Orders
    2.   Penal Code section 13701©, Victims' Bill of Rights
    3.   Penal Code section 679.04, Victim Advocate
    4.   Government Code section 6204(f), Right to Confidentiality
I.   Tenancy issues and domestic violence
    1.   Obstacles to leaving
J.   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
K.   Emergency assistance to victims
    1.   Medical attention
    2.   Civil standby
    3.   Personal safety options
L.   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 Learning Activities**
The student will participate in a learning activity that reinforces the student's ability to accurately handle reports of domestic violence.

Learning Domain #107 – Community Policing/Cultural Diversity/Hate Crimes/Gang Awareness

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
            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
                  b.   address the fear or perception of crime
                  c.   improves the overall quality of life in the community
      B.   Benefits of community policing to organization, community and employee
            1.   Reducing/preventing crime
            2.   Reducing the fear of crime
            3.   Improving quality of life
            4.   Increasing community awareness, involvement and ownership
            5.   Increasing local government involvement in problem solving
      C.   Role of the public safety dispatcher in community policing
            1.   Identification of trends and potential neighborhood problems
            2.   Communicating potential problem areas internally
            3.   Awareness of what is important to the communities served
      D.   Customer services and referrals, including:
            1.   Law enforcement related referrals and services (e.g., 9-1-1 for Kids; Neighborhood Watch, etc.)
            2.   Non-law enforcement related referrals (e.g., Public Works, civil issues, etc.)
      E.   Culture and cultural diversity defined
            1.   Culture refers to a complex group of shared characteristics including beliefs, values, and ways of thinking
            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
      F.   Changing terminology associated with diversity, ethnicity, and human relations
            1.   Previously accepted language may no longer be appropriate
      G.   Past, present, and future cultural composition of California
            1.   Past Percentages
            2.   Present percentages
            3.   Projected percentages
      H.   Impact of the changing cultural composition of California on the delivery of law enforcement services

1.   Language issues
2.   Cultural issues

I.   Professional, personal, and organization benefits of valuing diversity within the community and law enforcement organizations
    1.   Enhances your department's services
    2.   Enhances your department's diversity

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

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

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

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.   Effective verbal communication
    2.   Active listening

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

P.   Distinguishing between 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)
    2.   Hate incidents (As defined in Penal Code section 628.1(b)(1))

Q.   The public safety dispatcher's responsibility in response to reports of hate crimes
    1.   Determining that a hate crime has been committed
    2.   Recognizing the need for internal and external notifications

R.   Legal rights and remedies available to victims of hate crimes

             1.   Civil actions under Federal civil rights acts
             2.   Ralph Civil Rights Act
             3.   Bane Civil Rights Act
             4.   Victim services resources

S.   Awareness of criminal gang activity
             1.   Penal Code section 186.22, Criminal gangs defined
             2.   Gang member identification
             3.   Gang characteristics and crime trends
             4.   Gang tracking databases (e.g., Cal Gangs)
             5.   Types of gangs

T.   Dispatcher's role in enhancing officer safety on gang-related calls
             1.   Proper questioning
             2.   Relaying salient information to field personnel
             3.   Updating field personnel as additional information becomes available

III.   **Required Tests:** *None*

IV.   **Required Learning 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, ethno phobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions.

Learning Domain #108 – Child, Elder and Dependent Adult Abuse

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
  2. The effects of child abuse
- B. Types of child abuse, including:
  1. Neglect
  2. Sexual abuse
  3. Physical abuse
  4. Emotional abuse
- C. Laws related to child abuse
  1. Penal Code section 273, Child abuse defined
  2. Penal Code section 288a, Lewd act with a child under 14 years of age
  3. Penal Code sections 288b, Lewd act with a child under 14 years of age, force involved
- D. Crimes associated with the abuse of children
  1. Domestic violence
  2. Sexual misconduct in multiple child homes
- E. Resources, services and facilities available to victims of child abuse
  1. Local sheriff or police department
  2. Child abuse and neglect hotlines, council or center
  3. Child welfare services organizations
  4. Local Welfare or Social Services Departments
  5. Human Resources Agency, Department of Public Social Services
  6. Department of Health and Human Services, Department of Public Assistance
  7. Local/County juvenile probation department
- F. An overview of elder/dependent adult abuse
  1. Statistics
- G. Types of elder/dependent adult abuse, including:
  1. Physical abuse/neglect
  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
  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.)

      3. Mandated reporters (Welfare & Institutions Code section 15630)

      4. Victim may refuse or withdraw consent for the investigation of the provision of protective services (Welfare & Institutions Code section 15636)

      5. Punishment for failure to report (Welfare & Institutions Code section 15630(h))

      6. Elder Abuse (Penal Code section 368 et. al.)

   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

      2. Physical assaults

      3. Neglect

      4. Financial crimes

      5. Sexual assaults

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

      1. Adult Protective Services agencies

      2. National Center on Elder Abuse

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

      1. Initial call screening

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

      3. Resource identification and referral

      4. Documentation

      5. Premises history

III. **Required Tests:** *None*

IV. **Required Learning Activities:** *None*

Learning Domain #109 – Law Enforcement Telecommunications

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)
   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)
   2. California Restraining and Protective Order System (CARPOS)
   3. Supervised Release File (SRF)
   4. Missing/Unidentified Persons System (MUPS)
   5. Stolen Vehicle System (SVD)
   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. Armed and Prohibited Persons System (APPS)
   13. Mental Health Firearms Prohibition System (MHFPS)
   14. Violent Gang and Terrorist Organization Files (VGTOF<, TSC, etc.)

   C. State laws and policies for obtaining, verifying, and disseminating Telecommunication information, including:
   1. Unauthorized access to computers, computer systems, and computer data (Penal Code section 502)
   2. Information related to arrests, pretrial proceedings, sentencing information incarcerations, parole and probation (Penal Code section 11075)
   3. State summary criminal history information and persons authorized to receive the information (Penal Code section 11105)
   4. Authorized person furnishing a record or information to an unauthorized person (Penal Code section 11142)

5.   Unauthorized persons receiving records or information (Penal code section 11143)
6.   Extradition of fugitives from justice (Penal Code section 11179)
7.   Required arrest data and dispositions of cases (Penal Code section 13150-13151)
8.   Employee of local agency furnishing information to an unauthorized person (Penal Code section 13302)
9.   Authorized persons furnishing of information to unauthorized persons (Penal Code section 13303)
10.   Receipt, purchase or possession of information by an unauthorized person (Penal Code section 13304)
11.   Theft, destruction, falsification or removal of information by a person other than the officer custodian (Government Code sections 6200 and 6201)
12.   Direction and use of information systems (Government Code section 15153)

    D.   Requirements for maintain records in law enforcement information systems, including:
1.   Entry
2.   Modify
3.   Locate
4.   Cancel
5.   Clear

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

III.   **Required Tests:** *None*
IV.   **Required Learning Activities:** *None*

Learning Domain #110 – Radio Technology and Procedures

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 messages from local, state and federal agencies, to include:
      1. Computer-Aided Dispatch (CAD) messages
      2. CLETS messages
      3. Mobile Date messages
   C. Monitoring, documenting, coordinating and updating field unit and incident status
      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
      2. Incidents in adjoining jurisdictions
      3. Adjoining jurisdictions need for assistance
   F. Dispatching strategies, including:
      1. Geographic considerations
      2. Response time
      3. Available backup
      4. Agency policies
      5. Specialized units (e.g., canine, mounted, aviation, SWAT, community policing teams)
      6. Notification to allied agencies/mutual aid responses & coordination
   G. Effective dispatching techniques and professional radio demeanor
      1. Review text of call before beginning broadcast
      2. Use appropriate and department approved radio language
      3. Use the phonetic alphabet to clarify streets, addresses, and names
      4. Speak in a calm, clear voice
      5. Portray confidence, conviction and competence

6. Broadcast techniques
7. Organizing the dispatch delivery
H. Techniques for managing and prioritizing radio traffic
   1. Incoming radio traffic (field initiated)
   2. Outgoing radio traffic (dispatch initiated)
   3. Adjust priorities as situation changes
I. Use of clear text and/or radio codes used by different agencies
   1. Clear text agencies use little or no codes when broadcasting
   2. Radio Codes
J. Types of calls that require multiple units
   1. Dictated by department policy
   2. In-progress calls
   3. Recently occurred incidents
   4. Callout considerations
K. Considerations 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 history
   6. Supplemental information
   7. Emergency traffic ("clearing the air")
   8. Foot and vehicle pursuits
   9. High-risk vehicle stops/pullovers
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
   2. Public safety dispatchers should be aware of unit status and other available resources
M. Transmitting emergency bulletins to allied agencies
   1. Use of hotline or multi-agency/mutual aid channels
   2. Broadcast rules
   3. Elements of the broadcast
   4. Typically dictated by agency policy, procedure and protocol
N. Situations which may require supervisor notification/approval
   1. Specialized unit call outs
   2. Officer involved accidents and shootings
   3. Hostage or barricaded subjects
   4. At risk missing persons
   5. Hazardous materials spill/incident
   6. Mass casualty incidents
   7. Pursuits
   8. High-risk vehicle stops/pullovers

O. Policies, procedures and regulations that affect the dispatcher's decision-making process
   1. Local, State, and Federal rules and regulations
   2. Individual agency policies may establish a variety of procedures and practices which public safety dispatchers are obligated to follow
P. Detecting, interpreting and responding to background voices or noises heard over the radio (e.g., glass breaking, gunshots, screaming, environmental sounds)
   1. Devote maximum attention to listening
   2. Change in demeanor
   3. Background voices
   4. Response considerations
Q. Importance of clear voice projection, good diction and proper modulation in radio communications
   1. It is critical for the public safety dispatcher to be understood by field units
   2. Techniques to enhance communication
R. Common techniques that may assist the dispatcher in controlling the flow of conversation and eliciting needed information
   1. Speaking slowly/distinctly
   2. Not telegraphing emotions (i.e., anger, frustration, sarcasm, and humor)
   3. Speaking with conviction and confidence
   4. Conveying a positive attitude
   5. Avoiding superfluous transmissions
   6. Including enough information in the first transmission to get the point across
   7. Anticipating questions
   8. Controlling multiple units transmitting
S. Giving clear and accurate directions and instructions on the radio
   1. Accuracy
   2. Brevity
   3. Clarity
T. Officer safety considerations
   1. Officer roll calls
   2. Radio and Mobile Data Terminal (MDT) Alarms
   3. Information regarding any weapons
   4. Number of units responding/type of call
   5. Quality of radio traffic
   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 Date Terminals (MDT's), 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
    3. Robbery alarm tagging systems (e.g., RAM, Varda)

III. **Required Tests:** *None*

IV. **Required Learning Activities**

A. The student will participate in a 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.

Learning Domain #111 – Resources/Referral Services

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. Examples of resource materials and their use in performing public safety dispatcher job duties
        1. Departmental manuals
        2. Local directories
        3. Code books
        4. Maps
        5. Media outlets
        6. Internet resources
        7. Street guides
    B. Notifying or dispatching other public service resources to an emergency or call for service
        1. Fire
        2. Emergency Medical Services (EMS)
        3. Public Works
        4. Allied law enforcement agencies
    C. Types of local, state and federal referral and support agencies
        1. Local agencies
        2. State agencies
        3. Federal agencies
    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. **<u>Required Tests:</u>** *None*

IV. **<u>Required Learning Activities</u>**

   The students will participate in a learning activity that will reinforce their ability to read a map and provide directions

Learning Domain #112 – Critical Incidents

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. Examples of critical incidents in which the dispatcher will typically play a critical role, including:
        1. Natural disasters and accidental incidents
        2. Incidents involving intentional acts
    B. Resource material available to guide the dispatcher through a critical incident, including:
        1. Call out lists
        2. Disaster preparedness manuals
        3. Operational guidelines
        4. General orders
        5. Policy manuals
        6. Emergency Response Guidebook (Department of Transportation (DOT) Hazmat)
        7. Maps
        8. Use of the media
        9. Agency intranet
    C. Emergency Operation Center, including:
        1. Activation criteria
        2. Guidelines
    D. Public safety dispatcher's role in critical information
        1. Obtaining and disseminating critical information
        2. Screening each call carefully for new or additional information and documenting information received
        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 to include:
        1. Incident Command System (ICS)
        2. California Standardized Emergency Management Systems (SEMS)
        3. National Incident Management System (NIMS)
    F. Mutual aid
        1. 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.

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

         3.   Law enforcement mutual aid ladder
   - a. City police department
   - b. County "operational area"
   - c. Regional are (California Emergency Management Agency (CEMA) regions)
   - d. State (California Emergency Management Agency (CEMA)

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

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

    G.   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

III. **Required Tests:** *None*

IV. **Required Learning Activities**

The student will participate in a learning 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

Learning Domain #113 – Wellness Management

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
        1. Personal/family life
        2. Work schedules
        3. Balancing family and work issues
        4. Client interactions and relationships
        5. Peer interactions and relationships
        6. Training
        7. Probation
        8. Workplace environment
    D. Short-term and long-term effects of stress
        1. Career survival implications
        2. Post-Traumatic Stress (PTS)
        3. Post-Traumatic Stress Disorder (PTSD)
    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

III. **Required Tests:** *None*

IV. **Required Learning 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

Written Test and Practical Assessment

I. **Written Test**
    A. Students will individually complete a written test examining the major components of the basic dispatch course.
    B. Upon completion of the exam the students will review the answers with the instructors.

II. **Practical Assessment**
    A. Students will be divided into separate groups; call-takers and reporting parties.
    B. Each student will take turns in each group and role-play as either a call-taker or reporting party.
    C. Each student will incorporate the concepts learned during the academy to process the call for service from the reporting party.
    D. Each student will teach back to the class and share their experience and any lessons learned.

III. **Summary and Conclusion**
    A. Review of practical learning activity and student assessment
    B. Certificates and Evaluations