

Public Dispatcher

Expanded Course Outline 2010

“Public Safety Dispatcher, Basic”

COURSE NAME: Public Safety Dispatcher, Basic

COURSE HOURS: 120 hours

INSTRUCTIONAL GOALS: To provide an understanding of the basic roles, responsibilities, and duties of the public safety dispatcher within the law enforcement agency;

To provide standardized training to all newly appointed public safety dispatchers and prepare them for the practical application of learned information; and,

To introduce the skills and knowledge necessary to work in a law enforcement communications center in a productive and professional manner.

TARGET AUDIENCE: Any person employed by a law enforcement agency as a dispatcher.

INSTRUCTOR(S): Subject matter experts in the field of public safety dispatching for a law enforcement agency.

METHODS OF INSTRUCTION: PowerPoint Presentations
Lectures
Videos
Class Discussions

Individual Exercises

TRAINING MATERIALS:

Prepared handout materials

Videos

Audio Tapes

AUDIO VISUAL AIDS,

EQUIPMENT, SUPPLIES:

Cassette Recorder/Player

Laptop Computer

Chart Paper

LCD Projector

VHS Video Player

Portable Screen/White Board

Dry Eraser Markers

Permanent Ink Markers

Easels

INSTRUCTIONAL OBJECTIVES

At the conclusion of this course, the participant will be able to successfully demonstrate the job skills and knowledge required of a public safety dispatcher, specifically, the participant will be able to:

Recite the dispatcher's role and responsibility, the operation of a communications center, and develop competencies in professional service delivery;

Describe the components of the criminal justice system and the elements of various crimes as well as the application and relevancy of the dispatcher's actions in the outcome of a case;

Perform and demonstrate effective communication skills both internally and externally in the daily execution of the duties and responsibilities;

Demonstrate a fundamental working knowledge of communication systems, technology, procedures, and regulations;

Identify the various types of calls, appropriately processing, prioritizing, and collecting the necessary information from calls for service;

Name law enforcement's role and responsibility when handling missing persons, domestic violence, child abuse, and elderly and dependent adult abuse calls for service as well as relate laws, available resources, services, and facilities for victims;

Identify procedures, roles, and resources available when handling critical incidents, such as catastrophic and/or unusual enforcement in emergency situations; and

Knowledge of various telecommunication systems, requirements, and procedures for making inquiries into local, state, and federal systems.

COURSE ADMINISTRATION

Course Administration is designed to provide the presenter with the opportunity to address necessary administrative issues such as registration, expectations, attendance requirements, and course completion requirements.

INTRODUCTORY ISSUES

Introductory issues will provide an overview of the course, review of key concepts, and instructional blocks.

PROFESSIONAL ORIENTATION AND ETHICS – LD100

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 of the public safety dispatcher within the public safety system

1. First point of public safety contact
2. Resource allocations
3. Serving as a liaison

B. Common functions of the communication center

1. Traditional function

2. Non-traditional functions
- C. Professional demeanor and ethical behavior
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 (other sources)
 6. Integration within the communications 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, supervisors, and managers
1. Professional
 2. Respectful
 3. Understanding the views of others
 4. Following agency guidelines
- F. Work flow in the communications center
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 system
- 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
 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 courses, development, and enrichment

III. 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

Ethical Dilemma-Alligator River Crossing

Judge For Yourself

IV. HOURLY REQUIREMENTS

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

POST Required Hours	8
Agency Specific	0
TOTAL Hours	8

V. REVISION DATE

July 1, 2010

CRIMINAL JUSTICE SYSTEM – LD101

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. CRIMINAL JUSTICE SYSTEM

A. Court System

1. Local
2. State
3. Federal
4. Operational positions and responsibilities

B. Functions of law enforcement in the criminal justice system

1. Local
2. State
3. Federal
4. Operational responsibilities
5. Goals

C. Corrections

- conviction
 - 1. City/county jail prison maintains incarceration for misdemeanor conviction
 - 2. State/federal prison maintains incarceration for felony conviction
 - 3. Parole
 - 4. Probation
 - 5. Operational positions
 - 6. Operational responsibilities
 - 7. Agencies

D. Public safety dispatcher's role in the criminal justice system

- 1. First point of contact (The public safety dispatcher is generally the public's first contact in dealing with the criminal justice system)
- 2. Courtroom preparation and testimony

E. Impact of the public safety dispatcher's actions on the outcome of a case

- 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

F. Courtroom Testimony

- 1. Key personnel and their role within the judicial system

2. Jury
3. Courtroom procedures
4. Evidence
5. Preparation for your court appearance
6. Conduct, demeanor, and attitude
7. Testimony
8. Deposition
9. Witness credibility
10. Testifying in court
11. Questions to expect
12. Trial tactics used by attorneys
13. Helpful hints

III. 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.

Criminal Justice Jeopardy

IV. HOURLY REQUIREMENTS

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

POST Required Hours	4__
Agency Specific	0
TOTAL Hours	4

INTRODUCTION TO LAW – LD102

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
2. Purpose
3. Scope/sources
4. Criminal act
 - a. Physical act
 - b. Mental intent including general, specific, and transferred

B. Classifications of crimes

1. Infraction
2. Misdemeanor
3. Felony
4. Elective Felony ("Wobbler")

C. Corpus delicti/crime elements

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
3. Crime elements – statutory or judicially implied

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
3. All searches/arrests must be based on probable cause

E. Types of evidence

1. Dispatcher is 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)
3. Vehicle Code sections release of information from accident reports
4. Obligation to release "public information"

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 incoming calls, radio transmissions, and computer terminal communications are recorded and are subject to subpoena
2. Tape recorded confessions
3. Dispatcher court appearances

L. Parties to a crime

1. Principals
2. Accessories
3. Accomplices

M. Court orders

1. Restraining or stay-away orders
2. Child custody orders
3. Child visitation orders
4. Order Enforcement

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 versus 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 versus 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)/Manslaughter
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 647f)

III. REQUIRED LEARNING ACTIVITIES

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 defend the presence or absence of the elements of a variety of crimes.

Establishing Elements of a Crime

Specific Crime Elements

Specific Crime Elements – Contrast and Compare

Spirit of the Law vs. Letter of the Law

Intent vs. Negligence

Probable Cause

Civil vs. Criminal

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on Introduction to Law.

POST Required Hours 12____

Agency Specific 0

TOTAL Hours 12

INTERPERSONAL COMMUNICATION – LD103

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

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

1. Content
2. Nonverbal – 55%; verbal – 7%; paralanguage – 38%
3. Voice
4. Mechanics
5. Listening

D. Professional conduct, including:

1. Civil behavior
2. Courtesy
3. Voice tone
4. Word selection
5. Body language

6. Dealing with work-related stress
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- E. Promoting a positive workplace environment, in regards to:
 1. Absence of discrimination and harassment
 2. Addressing emotional/psychological issues
 3. Inappropriate verbal behaviors
 4. Tolerance
 5. Valuing diversity
 6. Perceptions
 7. Treating others how you want to be treated
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- F. Unacceptable behavior, including:
 1. Failure to listen/ignoring others
 2. Rude behavior (e.g., shouting, threatening, arguing)
 3. Use of profanity and/or slurs
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- G. Effects of nonverbal signals during communications:
 1. In person
 2. Over the phone
 3. Over the radio
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- H. 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.)

I. Strategies for deflecting verbal abuse, including:

1. Verbal deflection
2. Refocusing/redirecting
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 promoting active listening (e.g., reserving judgment)

K. Listening obstacles, including:

1. One-upmanship

2. Not listening while waiting to talk
 3. Offering advice
 4. Jumping to conclusions
 5. Interrupting
 6. Making judgments
- L. Disclosures
1. Definition of disclosure
 2. Considerations regarding disclosures
 3. Reporting requirements

III. 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 inter-personal communications.

Team Building

Emphasis Exercise

Active Listening

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on Inter-Personal Communication

POST Required Hours	4__
Agency Specific	0
TOTAL Hours	4

TELEPHONE TECHNOLOGY AND PROCEDURES – LD104

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 a system such as the 5W's)
 - 3. Use of proper terminology
- 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/Informants

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

1. Abrasive
2. Frightened
3. Hysterical
4. Hurried/impatient
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 materials (HazMat) incidents

6. Need for area 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
 - 2. Caller may not like the type of referral or response that your department advocates in their particular situation
 - 3. Customer service

- K. Monitoring and responding to alarm, alerting, and surveillance systems
 - 1. Residential/commercial security systems
 - 2. Medical alarms
 - 3. Fire alarms
 - 4. Systems monitored by communications personnel
 - a. Electronic tracking systems (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, such as:
 - 1. Verbal arguments

2. Screaming/crying
3. Gunshots
4. Loud crashing/banging/glass breaking
5. Environmental sounds

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P. Effective communication skills, including:

1. Clear voice projection
2. Good diction
3. Proper modulation
4. Active listening
5. Controlling the call – three-step process

Q. Conveying clear and accurate directions and instructions on the telephone

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

NOTE: The California 9-1-1 Operations Manual states: "During the busiest hour of any shift, ten seconds shall be the maximum amount of time in which incoming 9-1-1 calls are to be answered. The State realizes that unpredictable spikes may occur and will take abnormalities into consideration when reviewing statistics." (<http://www.cio.ca.gov/PSCD/911/pdf/Chapter1.pdf>)

- - a. Incomplete 9-1-1 calls
 - b. Answering calls 9-1-1 calls
 - c. Transferring calls 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

(1) Telematics refers to emerging technologies such as proprietary in-car alerting systems

10. Secondary seven-digit number

11. Other N-1-1 services

12. 9-1-1 history and background

T. Other 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

7. VESTA

III. 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.

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:

1. Hysterical
2. Intoxicated (Drunk)
3. Abusive
4. Irrate
5. Suicidal
6. Elderly
7. Child
8. Non-English speaking

9. Deaf/hearing impaired

Listening Test: Riddles

Call-Taking Simulations

Prioritization Exercise

Starting Lines

IV. HOURLY REQUIREMENTS

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

POST Required Hours 12

Agency Specific 0

TOTAL Hours 12

MISSING PERSONS – LD105

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
 - 5. Notifying involved agencies
 - 6. Entering and updating required databases
- D. Critical call-taking and dispatcher responsibilities and requirements
- 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 conditions
- 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 versus 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 (e.g., runaway, voluntary missing)
- 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
 - 1. Coordinating a thorough search
 - 2. Initiating an aggressive investigation
- F. Resources and investigate 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 equipment

III. 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

Missing Persons

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on missing persons

POST Required Hours 4

Agency Specific 0

TOTAL Hours 4

DOMESTIC VIOLENCE – LD106

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 that pertain 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" (Defined in Penal Code section 13700)
 - 3. Cohabitant

4. Family violence
 5. "Dominant aggressor" (Defined in Penal Code section 13701(b) as the most significant aggressor, rather than simply the first to strike)
 6. "Relationships" defined in Penal Code section 13700)
- C. Law enforcement's responsibility in responding to a report of domestic violence
1. Law enforcement's legal obligation in domestic violence cases is to enforce laws intended to protect victims
- D. The role of the public safety dispatcher in domestic violence calls involves:
1. Initiating 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 considerations
 - 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
 3. History of violence against women
 4. Cycle of violence
 5. When they leave
- 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(c), Victims' Bill of Rights
 3. Penal Code section 679.04, Victim advocate
 4. Government Code 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. Assist in obtaining appropriate medical attention
2. Providing a civil stand-by
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 LEARNING ACTIVITIES

The student will participate in a learning activity that reinforces the student's ability to accurately handle reports of domestic violence.

Domestic Violence Call for Service

IV. HOURLY REQUIREMENT

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

POST Required Hours	4
Agency Specific	0
TOTAL Hours	4

COMMUNITY POLICING/CULTURAL DIVERSITY/

HATE CRIMES/GANG AWARENESS – LD107

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

Personal philosophy that promotes police/community partnerships

And proactive problem solving to:

- Address the causes of crime
- Address the fear or perception of crime
- Improve 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 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
2. Non-law enforcement related referrals

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 organization
 - 1. Enhances your department's services
 - 2. Enhances your department's diversity

- J. Definitions of and differences between:
 - 1. Prejudice is a prejudgment or point of view about a person or group
Individuals that is usually formed before the facts are known
 - 2. Discriminations 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
1. Effective verbal communication
 2. Active listening
 3. Effective nonverbal communication
- 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 by Penal Code sections 422.6 and 422.7)
 2. Hate incidents (as defined by the 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 crimes has been committed
 - a. The crime must involve a specific target
 - b. If graffiti is involved, it must be racial, ethnic, religious, or homophobic
 - c. Bigotry must be central motive for the incident
 - d. Assaults appear to have been motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, or disability
 - e. There is an absence of other motives and vandalism has occurred to a house of worship, ethnic organization, religious organization, or gay or lesbian organization
 - f. Obscene or threatening telephone calls were involved which contain racial slurs, ethnic slurs, religious slurs, or homophobic slurs
 - g. Questions that may assist in determining whether or not a crime was motivated by bias/hate
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
 - a. 18 USC Sections 241, 242, 245
 - b. 42 USC Sections 3631, 1981, 1982, 1985(3), 3617
2. Ralph Civil Rights Act

3. Bane Civil Right 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
 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
 4. Dispatching calls
 - a. Sending "cover" or "fill" units to assist the primary unit
 - b. Keeping the radio traffic to a minimum during gang contacts so that officers have a "clear frequency" to use for additional tactical requests
- U. Methods gang members often use to communicate information and identify with one another
1. Graffiti

- a. It is the gang newspaper of the street
 - b. Used to identify individuals and/or specific gangs
 - c. Indicates pending or past gang conflicts
2. Tattoos
- a. May indicate gang affiliation, subset, or clique, and/or specific moniker
 - b. May include gang-modified religious tattoos
 - c. May identify the institution or type of crime in which a gang member was involved in or the propensity for violence, including threats toward rival gangs
 - d. May indicate the region affiliation
 - e. Other types of markings
3. Other types of communications such as drawings or correspondence
- a. Hand signs
 - b. Written communications
 - c. Specialized language

III. REQUIRED LEARNING ACTIVITY

The student will participate in a learning activity that will reinforce the impact of the public safety dispatcher as it relates to this subject matter.

CAL Gang Powerpoint

Community Policing - COPPS Powerpoint

Gang Crossword Puzzle

Thinking Outside the Box

Training Day Video

Accepting Others

Gang Intelligence

Elements of Hate Crimes

Hate Crimes

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on community policing, cultural diversity, hate crimes, and gang awareness.

POST Required Hours 8__

Agency Specific 0

TOTAL Hours 8

CHILD, ELDER AND DEPENDENT ADULT ABUSE – LD108

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 section 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 Assistant
 - 7. Local/County juvenile probation department

- F. An overview of elder/dependent adult abuse
 - 1. Statistics
 - 2. Definitions
 - a. Dependent adult
 - b. Caretaker

- G.. Types of elder/dependent adult abuse
 - 1. Physical abuse/neglect
 - a. Intentional infliction of physical harm of an elderly person or dependent adult; may range from minor to severe injuries
 - b. 242PC – battery, may be misdemeanor or felony
 - c. Potential indicators of physical abuse
 - d. Passive and active neglect
 - e. Potential indicators of neglect
 - 2. Emotional abuse

- a. Insults, threats, harassment, intimidation, humiliation and
 enforced isolation
- b. Psychological signs
- c. Behavioral signs
- 3. Sexual abuse
 - a. Trauma to the genital area
 - b. Venereal disease
 - c. Infection/unusual discharge or smell
- 4. Fiduciary abuse
 - a. Unusual banking activity
 - b. Bank statements no longer come to the elder directly
 - c. Documents are being drawn up for the elder to sign but
 the elder cannot explain or understand the purpose of the
 papers
 - d. The elder's living situation is not commensurate with the
 size of the elder's estate
 - e. The caregiver only expresses concern regarding the
 financial status of the elder and does not ask questions
 or express concern regarding the physical and/or mental
 health status of the elder
 - f. Personal belongings such as jewelry, art and/or furs are
 missing
 - g. Signature on checks and other documents do not match the
 signature of the elder

- h. Recent acquaintances, housekeepers, care providers, etc.,
declare an undying affection for the elder and isolate the
elder from long-term friends or family
 - i. Recent acquaintances, housekeepers, care providers, etc.,
make promises of lifelong care for deeding all the property
and/or assigning all assets over to them.
 - 5. Abandonment
 - 6. Self-Neglect
 - a. Long-term chronic self-neglect
 - b. Dementia
 - c. Illness, malnutrition and over-medicated
 - d. Depression
 - e. Substance abuse
 - f. Poverty
 - g. Isolation
- 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)

- a. In all incidents of elder and/or dependent adult abuse, regardless if the victim is non-desirous of prosecution, a deputy is required to submit a report (Sh-R-49)
 - b. With report, a “Report of Suspected Dependent Adult/Elder Abuse” form shall also be completed
 - c. Self-neglect, though not a crime, must be documented pending further investigation of its cause
 - d. In cases where a specific violation cannot be substantiated, a complaint report is still required, with the classification line reading, “Suspicious Circumstances – Possible Elder Abuse”
 - e. In any case, the Report of Suspected Dependent Adult/Elder Abuse shall be submitted to APS
- 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

2. National Center on Elder Abuse

3. W&I 15610.10

4. Public Guardian

5. Ombudsman

6. Senior/Elder facilities

7. Protective orders

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

1. Initial call screening

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

3. Resource identification and referral

4. Documentation

5. Premises history

III. REQUIRED LEARNING ACTIVITIES

Child Abuse Assessment Quiz

IV. HOURLY REQUIREMENTS

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

POST Required Hours	4__
Agency Specific	0
TOTAL Hours	4

LAW ENFORCEMENT TELECOMMUNICATIONS – LD109

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 with 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)
 - a. Canadian files
 - b. Hazmat File
 - c. U.S. DMV
 - d. Interpol
5. Department of Motor Vehicles (DMV)
6. Oregon Law Enforcement Data System (LEDS)
 - a. Accessibility
 - b. Available files

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 (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)
 - a. Driver's License/ID Card File
 - b. Vehicle/Vessel Registration File
 11. Violent Crimes Information Network (VCIN)
 12. Armed and Prohibited Persons System (APPS)
 13. Mental Health Firearms Prohibition System (MHFPS)
 14. Violent Gangs and Terrorist Organizations File (VGTOF)
 15. Other information/intelligent systems
 - a. Interstate Identification Index
 - b. Convicted Sexual Offender Registry File
 - c. Foreign Fugitive File
 - d. Immigration Violation File
 - e. U.S. Secret Service Protective File
 - f. Originating Agency Identifier File
 - g. Securities File
 16. Administrative Messages
 - a. Purpose
 - b. Limitations
 - c. Rules and regulations
- C. State laws and policies for obtaining, verifying, and disseminating telecommunication information
1. Penal Code section 502, unauthorized access to computer, computer systems, and computer data (Felony)—this includes

but is not limited to:

2. Penal Code section 11075, information related to arrest, pretrial proceeding, sentencing information, incarcerations, parole, and probation
3. Penal Code section 11105, state summary criminal history information and persons authorized to receive the information
4. Penal Code section 11142, authorized persons furnishing criminal offender records information (CORI) to unauthorized persons
5. Penal Code section 11143, unauthorized persons receiving criminal offender records information (CORI)
6. Penal Code section 11179, extradition of fugitives from justice
7. Penal Code sections 13150-13151, required arrest data and dispositions of cases
8. Penal Code section 13302, employee of local agency furnishing CORI to an unauthorized person
9. Penal Code section 13303, authorized persons furnishing of CORI by an unauthorized person
10. Penal Code section 13304, receipt, purchased or possession of CORI by an unauthorized person
11. Government Code sections 6200, 6201 and 15153, theft, destruction, falsification or removal of information by a person other than the officer custodian
12. Government Code section 15153, direction and use of information systems

D. Requirements for maintaining 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 organizational liability

F. Contact Information

- a. U.S. file help contacts
- b. Canadian file help contacts
- c. Local help contacts

III. REQUIRED LEARNING ACTIVITY

None

IV. HOURLY REQUIREMENT

Students shall be provided with a minimum of **8 hours** of instruction on law enforcement communications

POST Required Hours	8__
Agency Specific	0
TOTAL Hours	8

RADIO TECHNOLOGY AND PROCEDURES – LD110

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 Data messages
- C. Monitoring, documenting, coordinating and updating field units 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
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/carjacked vehicles
3. Weapons
4. Medical and fire
5. Premises history
6. Supplemental information
7. Handling emergency traffic ("clearing the air")
8. Foot and Vehicle Pursuits
9. High-risk vehicle stops/pulldowns

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 resources

M. Transmitting emergency bulletins to/from 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/pulldowns
- 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 and 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 radio techniques that may assist the dispatcher in controlling the flow of the 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 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 (follow the “ABC’s”)

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

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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 regulations

1. Operation of radio systems are governed by the Federal Communications Commission (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. 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.

Radio Priority Exercise #2

Organizing a Dispatch

IV. HOURLY REQUIREMENT

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

POST Required Hours	12
Agency Specific	8 (review and quiz - abbreviations/radio codes)
TOTAL Hours	20

RESOURCES/REFERRAL SERVICES – LD111

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
 - a) Policy and Procedures Manual
2. Local directories
 - a) Telephone/TTY
 - b) Community Services
 - c) Agency
 - d) Cross/Reverse
 - e) Government (City, County, State and Federal)
3. Code books
 - a) Penal
 - b) Vehicle
 - c) Welfare & Institutions
 - d) Health & Safety

- e) Business & Professions
- f) Government Code
- g) Municipal/County
- h) Other(s) www.leginfo.ca.gov

4. Maps

5. Media outlets

6. Internet resources

7. Street guides

- a) Thomas Guide
- b) City/County
- c) District/Beat/Run/Sector-Sheriff's Department uses RD

(Reporting District) maps

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
 - a) Public Services

- b) Child/Adult Protective Services
 - c) Business/Corporations
 - d) Universities/Schools
 - e) Public Utilities
 - f) Transportation Services
 - g) Local City/County agencies and departments
 - h) Humane Society
 - i) Red Cross/Salvation Army
 - j) Youth/Adult Organizations (Scouts)
- 2. State agencies
 - 3. Federal agencies
 - 4. Hotlines/Referrals
 - a) Suicide
 - b) Runaways/missing persons/lost adults
 - c) Substance abuse
 - d) Domestic violence
 - e) Poison Control Center
 - f) Health Department
 - g) Center for Disease Control
 - h) AIDS
 - i) Victim Assistance
 - j) Temporary shelters
 - k) Rape hotline
 - l) Elder Care

- 5. The News Media as a resource
 - a) Releasing information to the media
 - b) Search information
 - c) Evacuation

- D. Map reading/geography
 - 1. Providing directions to officers or citizens
 - 2. Locate destination before providing directions
 - 3. Familiar landmarks
 - 4. North/south rather than left/right
 - 5. Major streets rather than shortcuts
 - 6. Basic map orientation
 - a) Legend/key
 - b) PageFinder Map
 - c) Grid

- 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. LEARNING ACTIVITIES

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

Code Section Find

Map Reading Exercises

IV. HOURLY REQUIREMENTS

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

POST Required Hours	2
Agency Specific	0
TOTAL Hours	2

CRITICAL INCIDENTS – LD112

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
 - a. Earthquakes
 - b. Severe weather

- c. Major fires
 - d. Hazardous materials (HazMat) incidents
 - e. Explosions
 - f. Major transportation incidents (rail, air, road, et.al.)
 - g. Flooding
 - h. Major power outages
 - i. Mass casualty situations
 - 2. Incidents involving intentional acts
 - a. Terrorism/Weapons of Mass Destruction incidents
 - b. Active Shooter
 - c. Hostage/barricaded suspects
 - d. Suicides/suicidal persons
 - e. Bomb incidents and threats
 - f. Special Weapons and Tactics (SWAT) team/specialized entry team call-outs
 - g. Officer-involved shootings
 - h. Fatal incidents involving officers
 - i. Civil disturbance
 - j. Excited delirium
- B. Resource material available to guide the dispatcher through a critical role, 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)]
7. Maps
8. Use of the media
9. Agency intranet
10. Internet

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
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
 9. Personnel response policy
 - a. Personnel assignments
 - b. Uniform
 10. Evacuation of the dispatch
 11. Desk operations – sub-EOC steps
 12. Performance under pressure
 13. Preparations for an emergency
 - a. Before an earthquake
 - b. During an earthquake
 - c. After an earthquake
- E. Components and procedures to activate emergency management systems to include:
1. Incident Command System (ICS)
 2. California Standardized Emergency Management System (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 area [California Emergency Management Agency (CEMA)]
 - d. State [California Emergency Management Agency (CEMA)]
4. Use of other public service departments or agencies as resources
 - a. California Highway Patrol
 - b. State National Guard
 - c. State Department of Justice
 - d. Department of Alcoholic Beverage Control
 - e. State Department of Corrections
 - f. State Department of Forestry
 - g. State Department of Fish and Game
 - h. Department of General Services (California State Police)
 - i. State Department of Transportation (CalTrans)
5. Mutual aid communication and equipment considerations including commonality of language and codes and radio interoperability issues
 - a. Radio systems compatibility
 - b. Non-military agencies cannot access military radio frequencies

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
5. U.S. Department of Defense
6. Department of the Treasury
7. Federal Department of Justice (U.S. Marshal's Service)
8. Coast Guard
9. Military Explosive Disposal units
10. Federal Bureau of Investigation
11. Secret Service
12. Alcohol, Tobacco, and Firearms
13. FAA – Federal Aviation Agency
14. NTSB – National Transportation Safety Board
15. ICE/Border Patrol

H. Los Angeles Regional Tactical Communication System (LARTCS)

1. Purpose
2. Policy

I. Officer Safety

1. High risk
2. Call information – hazard mitigation
3. Actual occurrences – key points

4. 998 and Officer Down radio traffic
- J. Desk-related officer safety issues
1. Communications – basic emergency dispatch techniques
 2. Software/equipment failure
 3. Lack of knowledge and experience
- K. Hostage negotiations
1. Purpose
 2. Rules
- L. Suicide/Suicide by Cop
1. Introduction
 2. Reasons for suicide
 3. Impact of suicide
 4. Preferred methods of self-injury
 5. Suicide Do's and Don'ts
 6. Building rapport, trust, empathy and active listening
 7. Suicide by Cop introduction
 8. Key indicators of potential suicide by cop
 9. Questions by desk personnel
- M. Surviving the desk
1. Dealing with emotional calls
 2. Talk to someone

III. 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 requirements

Events Triggered by an Earthquake

Demonstrations

Escape Route Handout

Starting Lines for Critical Incidents

Information Gathering

Life Appreciation

Critical Incident Scenarios

IV. HOURLY REQUIREMENTS

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

POST Required Hours	16____
Agency Specific	0
TOTAL Hours	16

WELLNESS MANAGEMENT – LD113

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 wellbeing 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
 - a. Headaches, muscle aches
 - b. Sleep disturbances
 - c. Changed appetite
2. Cognitive responses
 - a. Flashbacks
 - b. Nightmares
 - c. Repeated visions
 - d. Difficulty concentrating/remembering
3. Emotional responses
 - a. Anxiety, fear
 - b. Guilt
 - c. Sadness
 - d. Anger, irritability

C. Potential sources of stress, including:

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
9. Critical Incidents
 - a. Line-of-duty death
 - b. Serious line-of-duty injury
 - c. Suicide of an emergency worker
 - d. Multi-casualty incident/disaster
 - e. Police shooting
 - f. Significant event involving children
 - g. Knowing the victim of the event
 - h. Prolonged incident with loss
 - i. Excessive media interest
 - j. Other
- 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
 4. Prevention

- a. Manage stress in advance
- b. Monitor stress on a regular basis
- c. Know what sets off your stress reaction
- d. Know your personal signals

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
- 5. Family
- 6. Alternative methods
 - a. Meditation
 - b. Relaxation techniques
 - c. Appropriate use of anger
 - d. Take control
 - e. Deep breathing
 - f. Spirituality
 - g. Instant mood lifters (laughter, reading)
- 7. Responsibility
 - a. Yourself
 - b. Family
 - c. Agency

d. Community

G. Available Interventions

1. Mitchell Model
2. Demobilization
 - a. Defusing
 - b. Critical incident stress debriefing
 - c. One-on-one crisis intervention
 - d. Family crisis intervention

H. Self-assessment

1. Why me, why now
2. Personal history – present/past
 - a. Childhood
 - b. Family life
 - c. Abuses
3. Life Experiences
 - a. On duty
 - b. Off duty

III. 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.

Dispatcher Stress Kit

Life Stress Test

Under Fire

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on wellness management.

POST Required Hours	4__
Agency Specific	0
TOTAL Hours	4

V. REVISION DATE

July 1, 2010

AGENCY SPECIFIC TRAINING

ACTIVE SHOOTER

L.E.T. Monique Patino

Expanded Course Outline

August 2014

-

I. Learning Need

An active shooter is an individual who is engaged in killing or attempting to kill people in a confined and populated area.

II. Learning Objectives

To provide station 90-1-1 call takers and dispatchers the tools and abilities to take active shooter calls more confidently. Train like your life depends on it; someday mine might depend on you!

III. Receiving and Handling Active Shooter Calls

A. Assess caller

1. Witness
2. 2 hand caller
3. Suspect, etc.

B. Assess location of caller

1. Inside

- 2. Outside
- C. Assess immediate safety procedures
 - 1. Lock windows and doors, etc.
- D. Assess what was observed or heard
- E. Get complete description
- F. Weapons
- G. Last seen location of suspect
- H. Identify 902R for victims
- I. Business or school layout
 - 1. Entrances/exits
 - 2. Locked gates
 - 3. Coded doors
- J. Spontaneous statements
 - 1. Why?
 - 2. Heard or seen
- K. Keep caller on the phone

L. Maintain officer safety for all field responders

M. Stage all medical and neighboring agencies

N. Lock down any major businesses and schools

IV. **Active Shooter Situations**

A. Active shooter incidents are often spontaneous

1. Movie theaters (Aurora)
2. Schools (Virginia Tech)
3. Community businesses (Beauty Salon)
4. Government businesses/post offices

B. Suspect's behavior is unpredictable

1. Emotional
2. Angry
3. Revengeful
4. Suicidal/suicide by cop
5. Government-based
6. Family
7. Children
8. Financial

C. Suspects are mentally deranged or acting in a diminished mental capacity

1. On/off medication
2. Irrational outbursts
3. Slurred speech
4. Spontaneous statements

D. Most active shooter incidents are over in 10 minutes or less

1. Suicidal/suicide by cop
2. Mission is to take out as many victims as possible
3. National statement
4. Manifestos, etc.

E. Multiple weapons and ammunition are often involved

1. Collections of guns and ammunition
2. Relative is law enforcement
3. Homemade weapons/bombs (YouTube)
4. Military ammunition (game driven)

V. **On Scene**

It is of utmost importance that the officers at the scene of an active shooter event make a rapid assessment and move to spot the active shooter with speed and aggression. They are trained to bypass victims and target the threat to protect and save the most lives.

- A. Victims vs. suspects

VI. Ronald E. McNair Discover Learning Academy Elementary in Dekalb County, GA

- A. Michael Hill
- B. School employee Antoinette Tuff
- C. Weapons and Ammunition
- D. Personal story (caller)
- E. Mental capacity (suspect)
- F. Victims (school)
- G. Outcome (surrender)

VII. Reactions vs. Emotions (Voice Inflections/Tones)

- A. Professionalism (Field units-trust)

- B. Empathy
- C. Care
- D. Concern
- E. Calm
- F. Confidence
- G. Support
- H. Strong

2 HOURS

P.O.S.T. PUBLIC SAFETY DISPATCHER COURSE

HOURLY REQUIREMENTS

POST REQUIRED HOURS	102
AGENCY SPECIFIC	<u>18*</u>
TOTAL HOURS	120

***Agency Specific =**

4 hours practical application at a station desk or SCC

**8 hours review and quiz of standardized abbreviations, radio codes,
phonetic alphabet and patrol station mnemonics**

4 hours review and quiz covering all subjects

2 hours Active Shooter
