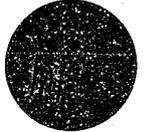


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NCJRS

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ACQUISITIONS

**TRAINING SPECIFICATIONS
FOR THE
PUBLIC SAFETY DISPATCHERS'
BASIC COURSE**



THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING

STATE OF CALIFORNIA

TRAINING SPECIFICATIONS FOR THE
PUBLIC SAFETY DISPATCHERS' BASIC COURSE

1994

153501

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FOREWORD

The increasing complexity of the Public Safety Dispatcher's job and the advance of communication technology require that instructional content and teaching methodologies in the Public Safety Dispatchers' Basic Course be routinely updated. Effective initial training is crucial if a Public Safety Dispatcher is to acquire the requisite knowledge, skills, abilities, and tasks to provide quality service to the public.

The objective of this document is to identify the instructional goals, required training topics, learning activities, tests, and instructional hour standards that comprise the required content of the Public Safety Dispatchers' Basic Course.

We sincerely appreciate the efforts and support of the subject-matter experts, core instructors, and program coordinators who worked with POST in the development and refinement of these training specifications. We also wish to extend our gratitude to the law enforcement agencies and community colleges who allowed the participation of their communications personnel and instructors in this endeavor.

Questions regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.


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PUBLIC SAFETY DISPATCHER COURSE

The Public Safety Dispatcher Course contains the following Learning Domains and minimum hours.

DOMAIN NUMBER	DOMAIN DESCRIPTION	MINIMUM HOURS
1	Professional Orientation	8 hours
2	Criminal Justice System	4 hours
3	Introduction to Law	12 hours
4	Communication Technology	4 hours
5	Telephone Procedures	12 hours
6	Radio Procedures	12 hours
7	Missing Persons	2 hours
8	Domestic Violence	2 hours
9	Resources/Referral Services	4 hours
10	Cultural Diversity/Sexual Harassment/Hate Crimes	12 hours
11	Gang Awareness	4 hours
12	Overview of Emergency Medical Services	4 hours
13	Stress Management	6 hours
14	Critical Incidents	14 hours
15	Practical Application Activities	12 hours
16	Law Enforcement Telecommunications	6 hours
EXAMINATIONS		2 hours
		<hr/>
		TOTAL 120 hours

INTRODUCTION

General Requirements: Definitions of terms used to describe testing and training requirements and the requirements for testing and training for the Public Safety Dispatchers' Basic Course are described in Commission Procedure D-1-7 as follows:

1-7. Public Safety Dispatchers' Basic Course: The terms used to describe testing and training requirements are defined in paragraph 1-7(a). Testing and training requirements are described in paragraph 1-7(b). Testing, training, content, and hourly requirements are provided in detail in *Training Specifications for the Public Safety Dispatchers' Basic Course*. Requirements for reporting successful course completion are contained in Commission Regulation 1055(i).

(a) Definitions of Terms Used to Describe Testing and Training Requirements

- (1) **Learning Domain.** An instructional unit that covers related subject matter. Each Public Safety Dispatcher Course learning domain is described in *Training Specifications for the Public Safety Dispatchers' Basic Course*. Training specifications for each learning domain include instructional goals, topics, and hourly requirements. Training specifications for a domain also may include learning activities and testing requirements.
- (2) **Instructional Goal.** A general statement of the results that instruction is supposed to produce.
- (3) **Topic.** A word or phrase that succinctly describes subject matter associated with an instructional goal.
- (4) **Test.** An evaluation of the extent to which students have achieved one or more instructional goals. Tests are graded on a pass/fail basis. Three types of tests may be used in the Public Safety Dispatchers' Basic Course:
 - (A) **POST-Constructed Knowledge Test.** A POST-constructed, paper-and-pencil test that measures acquisition of knowledge required to achieve one or more instructional goals.
 - (B) **Scenario Test.** A job-simulation test that measures acquisition of complex psychomotor skills required to achieve one or more instructional goals.
 - (C) **Exercise Test.** Any test other than a POST-constructed knowledge test or scenario test that measures the acquisition of knowledge and/or skills required to achieve one or more instructional goals.
- (5) **Learning Activity.** An activity designed to achieve or facilitate one or more instructional goals. Students participating in a learning activity may be coached and/or provided feedback, but unlike tests, learning activities are not graded on a pass-fail basis.
- (6) **Test-Item Security Agreement.** An agreement between a training presenter and POST that identifies the terms and conditions under which the training presenter may be provided access to POST-constructed knowledge tests. Failure to accept or abide by the terms and conditions of this agreement is grounds for decertification in accordance with POST Regulation 1057.

(b) **Testing and Training Requirements**

- (1) **Topics.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, training presenters shall provide appropriate instruction on each required topic.
- (2) **POST-Constructed Knowledge Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, POST-constructed knowledge tests may be required in some learning domains. Where a POST-constructed knowledge test is required, students must earn a score equal to or greater than the minimum passing score established by POST. Students who fail a POST-constructed knowledge test on the first attempt shall: (a) be provided with an opportunity to review their test results in a manner that does not compromise test security; (b) have a reasonable time, established by the training presenter, to prepare for a retest; and (c) be provided with an opportunity to be retested with a POST-constructed, parallel form of the same test. If a student fails the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances, in which case, the student may be tested a third time. If a student fails the third test, the student fails the course.
- (3) **Scenario Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, scenario tests may be required in some learning domains. Where a scenario test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case, the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.
- (4) **Exercise Tests.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, exercise tests may be required in some learning domains. Where an exercise test is required, students must demonstrate their proficiency in performing the tasks required by the test. Proficiency means that the student performed at a level that demonstrates that he or she is prepared for entry into a field training program. This determination shall be made by the training presenter. Students who fail to clearly demonstrate proficiency when first tested shall be provided with an opportunity to be retested. If a student fails to demonstrate proficiency on the second test, the student fails the course unless the training presenter determines that there were extenuating circumstances or the student performed marginally (as determined by the training presenter), in which case,

the student may be tested a third time. Marginal test performance is performance that does not clearly demonstrate either proficiency or lack of proficiency. If a student fails to clearly demonstrate proficiency on the third test, the student fails the course.

- (5) **Learning Activities.** As specified in *Training Specifications for the Public Safety Dispatchers' Basic Course*, learning activities may be required in some learning domains. Where a learning activity is required, each student must participate in that activity. A student who does not participate in a learning activity when given the opportunity fails the course unless the training presenter determines that there were extenuating circumstances. Students who do not participate in a learning activity due to extenuating circumstances shall be given a second opportunity to participate in the same or a comparable learning activity. If a student fails to participate in a learning activity after being given a second opportunity, the student fails the course.
- (6) **Training Presenter Requirements.** POST has established minimum, statewide training standards for the Public Safety Dispatchers' Course. However, local conditions may justify additional training requirements or higher performance standards than those established by POST. This may include but is not limited to the use of higher minimum passing scores on POST-constructed knowledge tests.

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #1
PROFESSIONAL ORIENTATION
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Professional Orientation** is to provide students with an understanding of the role and function of the public safety dispatcher.

II. REQUIRED TOPICS

- A. General duties and responsibilities of the Public Safety Dispatcher
- B. Functions of the dispatcher within the law enforcement system (e.g., first point of public safety contact, assigning work, and serving as a liaison)
- C. Functions of the communication center
- D. Professional demeanor and ethical job behavior
- E. Communicating with the public, co-workers, field personnel and supervisors
- F. Work flow in the communications center, including various sources of complaints, types of complaints and incidents commonly received and how they are processed
- G. Chain of command and organizational structures
- H. Agency policies and procedures as they apply to communications center operations, training and personnel
- I. Career development
- J. Role of the trainer in the communications environment

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on Professional Orientation.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #2
CRIMINAL JUSTICE SYSTEM
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on the **Criminal Justice System** is to provide students with an understanding of the components of the criminal justice system and its relevance to the public safety dispatcher.

II. REQUIRED TOPICS

- A. U. S. Constitution
- B. Law enforcement (local, state and federal)
- C. Courts (municipal, superior, appellate, supreme, federal)
- D. Judges (court judges, hearing officers, referees)
- E. Hearings (preliminary, grand jury, administrative, suppression)
- F. Corrections (city/county jail, state/federal prison, parole, probation, alternative sentencing/diversion)
- G. Arrest dispositions
- H. Dispatcher's importance as first point of contact
- I. Courtroom preparation and testifying

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on the Criminal Justice System.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #3
INTRODUCTION TO LAW
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Introduction to Law** is to provide students with an understanding of California laws as they relate to the job requirements of a Public Safety Dispatcher.

II. REQUIRED TOPICS

- A. Definition of a crime
- B. Types of crimes
- C. Corpus Delicti; elements of selected crimes
- D. Probable cause
- E. Concepts of evidence
- F. Confidentiality of communications information/privileged information
- G. Obligation to release "public information"
- H. Civil liability and criminal negligence
- I. Codified law
- J. Case law
- K. Evidentiary value of communications data
- L. Parties to a crime
- M. Court orders
- N. Local ordinances

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATION FOR LEARNING DOMAIN #4
COMMUNICATION TECHNOLOGY
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Communication Technology** is to provide students with a basic understanding of the components and technology of communications systems.

II. REQUIRED TOPICS

- A. Range and function of equipment required to run a communication center
- B. Monitoring building/station/facility/security systems (e.g., alarms, closed circuit T.V., etc.)
- C. Monitoring and responding to alarm systems
- D. Communications regulations (federal and state)
- E. Audio recorders
- F. Telephone technology (including 9-1-1)
- G. Local computer information systems.
- H. Specialized services (e.g., poison control, language translation services, TDD phone, etc.)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on Communication Technology.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #5
TELEPHONE PROCEDURES
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Telephone Procedures** is to provide students with an understanding of the elements of effective telephone communication.

II. REQUIRED TOPICS

- A. Obtaining initial complaint-screening information from victims, witnesses, or personnel from other agencies
- B. Calming emotionally upset citizen
- C. Communicating with persons who are intoxicated, mentally unstable, suicidal, abusive, rude, speech-impaired, very young or elderly citizens
- D. Receiving and handling crank, nuisance, 911, TDD, and non-English speaking callers
- E. Multiple phone calls for assistance
- F. Obtaining full complaint-dispatching information for crimes, traffic incidents or other law enforcement requests, medical emergencies, fire emergencies, safety hazards (e.g., chemical spill, power line down, flooded streets)
- G. Routing complaints and calls for service to the appropriate agency
- H. Complaint/incident classification and prioritization
- I. Transmitting complaint information to radio dispatcher
- J. Initiating telephone number trace
- K. Explaining department procedures and policies, legal procedures to the public

- L. Monitoring and responding to alarm systems
- M. Completing ALI routing sheet (9-1-1 distribution correction form)
- N. Criteria to prioritize complaints and requests for service (e.g., life-threatening, in-progress, property, "cold" response)
- O. Legal requirements for responding to 9-1-1 calls
- P. Reporting 9-1-1 equipment and information problems
- Q. Information to obtain when taking complaints and requests for service (e.g., who, what, where, when, why and how)
- R. Procedures, guidelines and liability issues for advising citizens of actions to take under the following emergency and nonemergency circumstances:
 - 1. Crime incidents
 - 2. Traffic incidents
 - 3. Medical incidents
 - 4. Fire incidents
 - 5. HazMat incidents
- S. Phonetic alphabet
- T. Detecting and interpreting background voices and noises heard over the telephone
- U. Importance of clear voice projection, good diction and proper modulation in telephone communications
- V. Telephone techniques that allow the dispatcher to control the flow of conversation and elicit needed information
- W. Giving clear and accurate directions and instructions on the telephone
- X. Active listening

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on Telephone Procedures.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #6
RADIO PROCEDURES

November 1, 1994

I. INSTRUCTIONAL GOALS

The goal of instruction on **Radio Procedures** is to provide students with an understanding of the elements of effective radio/telecommunications.

II. REQUIRED TOPICS

- A. Monitoring and responding to radio transmissions from law enforcement field units, fire department field personnel and other public services
- B. Monitoring and responding to telecommunications messages
- C. Monitoring, recording, coordinating and updating status of field units and incidents
- D. Providing requested information to law enforcement field units
- E. Broadcasting officer safety and/or mutual aid information (e.g., incidents in adjoining jurisdictions)
- F. Dispatching strategies (e.g., geographic considerations, response time, available backup, and agency policies)
- G. Documenting equipment malfunctions
- H. Maintaining status board showing the location of personnel and officers
- I. Effective dispatching techniques and professional radio demeanor
- J. Techniques for managing and prioritizing radio traffic
- K. Radio codes used by different agencies
- L. Types of calls that require more than one field unit

- M. Procedures for broadcasting and responding to potentially dangerous situations (e.g., felony warrants, stolen vehicles, weapons, medical, premise history)
- N. Evaluating dispatch information to determine what actions, personnel and resources are needed by field operations units
- O. Transmitting emergency bulletins by telecommunications links
- P. Circumstances requiring field supervisor notification
- Q. Policies, procedures and regulations that affect the dispatcher's decision-making process
- R. Detecting and interpreting background voices and noises heard over the radio
- S. Importance of clear voice projection, good diction and proper modulation in radio communications
- T. Radio techniques that allow the dispatcher to control the flow of conversation and elicit needed information
- U. Giving clear and accurate directions and instructions on the radio
- V. Officer safety considerations

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with an minimum of **12 hours** on Radio Procedures.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #7
MISSING PERSONS
November 1, 1994

I. INSTRUCTIONAL GOAL

The goals of instruction on **Missing Persons** are to provide students with:

- A. knowledge of the statutory and regulatory obligations associated with law enforcement's initial response, investigative procedure and follow-up actions related to a missing persons case;
- B. an understanding of the benefits to law enforcement associated with the proper and effective response to a missing person case;
- C. an understanding of the need for sensitivity and effective communication skills when handling a missing person case; and
- D. knowledge of the actions required when a missing person is found.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Background and legislative intent underlying missing person law and regulations
- B. The need for sensitivity during law enforcement handling of missing person cases
- C. Law enforcement's benefits from a proper and effective response to the report of a missing person
- D. Law enforcement acceptance of missing person reports, jurisdictional issues associated with missing person investigations, and notification of involved agencies
- E. Required call priority and response preference associated with missing person cases
- F. Information needed to assist initial response actions

- G. Methods for locating a missing person and information sources available to investigating personnel
- H. Automated information systems related to missing person cases
- I. Conditions that influence the nature and level of response

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **2 hours** of instruction on Missing Persons.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #8
DOMESTIC VIOLENCE
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Domestic Violence** is to provide students with an understanding of the legal requirements for responding to reports of domestic violence.

II. REQUIRED TOPICS

- A. Laws relating to domestic violence
- B. Law enforcement's responsibility in responding to a report of domestic violence
- C. The role of the Public Safety Dispatcher in domestic violence calls
- D. Referral agencies

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **2 hours** of instruction on Domestic Violence.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #9
RESOURCES/REFERRAL SERVICES
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Resources/Referral Services** is to provide students with a knowledge of resources and referral services available to public safety dispatchers.

II. REQUIRED TOPICS

- A. Available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books)
- B. Mutual Aid - definition; purpose; enabling agreements
- C. Notifying or dispatching other public service departments or agencies to an emergency or call for service
- D. Mutual aid communications considerations
- E. Using the media to assist with mutual aid problems
- F. Referral and support agencies
- G. Mapreading/geography

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on Resources/Referral Services.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #10 CULTURAL DIVERSITY/SEXUAL HARASSMENT/HATE CRIMES November 1, 1994

I. INSTRUCTIONAL GOALS

The goals of instruction on **Cultural Diversity** are to provide the student with:

- A. knowledge of California laws which define cultural groups;
- B. an understanding of how the cultural composition of California is changing and how this change is impacting the delivery of law enforcement services;
- C. an understanding of the benefits of valuing diversity both within a law enforcement organization and within the community it serves; and
- D. an understanding of principles associated with professional community contacts and techniques for effective interaction with cultural groups.

Instruction described in this domain is designed to provide fundamental instruction on how to professionally interact with a broad spectrum of cultural groups. Content is intended to complement locally-developed training which specifically addresses the history, customs, religious conventions, or core values of cultural groups within the community served.

The goals of instruction on **Sexual Harassment** are to provide the student with:

- E. an understanding of the nature and historical perspectives associated with sexual harassment;
- F. knowledge of state and federal laws which define sexual harassment;
- G. an understanding of behaviors which constitute sexual harassment;
- H. an understanding of how to respond to sexually offensive or unwanted behavior in the workplace, and if necessary, how to initiate a sexual harassment complaint; and

- I. an understanding of the state mandated sexual harassment complaint process guidelines, legal remedies available, and protection from retaliation against complainants of sexual harassment.

The goals of instruction on **Hate Crimes** are to provide the student with:

- J. knowledge of laws which define a hate crime;
- K. an understanding of the indicators of hate crimes;
- L. knowledge of legal rights of, and remedies available to, victims of hate crimes;
- M. an understanding of the impact of hate crimes on victims, victim's families and the community;
- N. an understanding of elements which comprise an effective law enforcement response to a hate crime.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. California laws which define a cultural group
- B. Terminology associated with diversity, ethnicity, and human relations
- C. California's cultural past, present, and future
- D. Professional, personal, and organizational benefits of valuing cultural diversity
- E. Definitions of prejudice and discrimination, and the difference between the two
- F. The difference between cultural stereotyping and law enforcement profiling
- G. Verbal and nonverbal factors which contribute to negative public responses to law enforcement
- H. Strategies for effective cultural contacts
- I. State and federal laws relating to sexual harassment to include

1. Title VII
2. Government Code Section 12940 et. seq.
3. Concept of "quid pro quo"
4. Concept of hostile work environment
5. Current Case Law

J. Causes of Sexual Harassment

1. Gender Issues
2. Power Issues

K. Examples of Sexual Harassment to include:

1. Verbal
2. Physical
3. Visual
4. Written material
5. Sexual Favors
6. Threats
7. Hostile work environment
8. Force

L. How to respond to a complaint of sexual harassment

M. State-mandated sexual harassment complaint process guidelines

N. Legal remedies and protection from retaliation against complainants of sexual harassment

O. Laws which define a hate crime

P. Indicators that a crime is hate motivated

Q. Legal rights of, and remedies available to, victims of hate crimes

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

Students shall be provided with an opportunity to engage in the following learning activity:

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

1. The learning activity should provide the student with an opportunity to determine their current level of experience in dealing with cultural groups.
2. The learning 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 cultural groups.

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

IV. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on cultural diversity/sexual harassment/hate crimes.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #11
GANG AWARENESS
November 1, 1994

I. INSTRUCTIONAL GOAL

The goals of instruction on **Gang Awareness** are to provide students with:

- A. knowledge of the types of gangs common to California;
- B. an understanding of the reasons why people join gangs;
- C. an understanding of gang culture; and
- D. knowledge of the relationship between gang membership and criminal activity.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Types of gangs and examples
- B. Gang culture
- C. Gang jargon, signs and symbols
- D. Dispatcher's role in enhancing officer safety on gang-related calls

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #12 OVERVIEW OF EMERGENCY MEDICAL SERVICES

November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Overview of Emergency Medical Services (EMS)** is to provide students with a basic understanding and legal requirements of emergency medical dispatching.

II. REQUIRED TOPICS

- A. Organization of the EMS system
- B. EMS terminology
- C. Dispatching other public service unit(s) or ambulance to medical emergencies
- D. Basic medical or EMS complaint dispatching functions within the law enforcement system
- E. Three levels of emergency medical dispatching
- F. Three types of emergency service responders
- G. Five provider levels of emergency services
- H. Liability issues associated with dispatching medical assistance

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

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

Overview of Emergency Medical Services.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #13
STRESS MANAGEMENT
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Stress Management** is to provide students with the ability to recognize the symptoms of stress and how to make use of recognized stress reduction techniques in a dispatcher's working environment.

II. REQUIRED TOPICS

- A. Definition of stress
- B. Types of stress
- C. Symptoms of stress
- D. Sources of stress
- E. Acute and long-term effects of stress
- F. Coping mechanisms
- G. Critical Incident Stress Debriefing (CISD)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on Stress Management.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #14
CRITICAL INCIDENTS
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction on **Critical Incidents** is to provide students with an understanding of the dispatch procedures required in catastrophic or unusual enforcement or emergency situations.

II. REQUIRED TOPICS

- A. Types of critical incidents in which the dispatcher might play a critical role (e.g., natural disasters, explosions, earthquakes, HazMat, transportation accidents, etc.)
- B. Resource material available to guide the dispatcher through a critical incident (e.g., call out lists, disaster preparedness manuals, operational guidelines, general orders, policy manuals, DOT Guidebook, etc.)
- C. Emergency Operation Center activation criteria and guidelines
- D. Advising citizens of actions to take in hazardous situations or critical incidents (e.g., chemical spills, severe weather).
- E. Incident Command System (ICS)
- F. Field-related critical incidents relating to officer safety (e.g., felony stops, family disputes, SWAT call outs, etc.)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **14 hours** of instruction on Critical Incidents.

VI. ORIGINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #15 PRACTICAL APPLICATION ACTIVITIES

November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction in **Practical Application Activities** is to allow students to apply job-related dispatcher skills, tasks and knowledge in a simulated working environment.

II. REQUIRED TOPICS

NONE

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

A. 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

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

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

The student will dispatch the call using proper radio procedure; radio broadcasting rules, regulations and policy; radio codes, prioritizing radio traffic, maintaining officer safety, range of available field resources, keeping track of field units, status up-dates to field units, dispatching cover units, broadcasting dangerous information.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of Practical Application Activities.

VI. ORINATION DATE

November 1, 1994

PUBLIC SAFETY DISPATCHER COURSE
SPECIFICATIONS FOR LEARNING DOMAIN #16
LAW ENFORCEMENT TELECOMMUNICATIONS
November 1, 1994

I. INSTRUCTIONAL GOAL

The goal of instruction in **Law Enforcement Telecommunications** is to provide students with information regarding the use of telecommunications systems and the release of protected information as required by the California Department of Justice and the Federal Bureau of Investigation.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. The procedures for making inquiry into law enforcement information systems and the capability of cross referencing the information obtained within these systems for:
 - 1. Wants and warrants
 - 2. Stolen property, including vehicles and firearms
 - 3. Criminal histories
 - 4. DMV information
- B. The statewide information systems directly accessible to California law enforcement agencies.
- C. The state laws and policies for obtaining, verifying, and disseminating telecommunication information including restricted and unrestricted information.
- D. The procedures for making input into law enforcement information systems.

III. REQUIRED TESTS

2-hour Department of Justice required examination

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on Law Enforcement Telecommunications.

VI. ORIGINATION DATE

November 1, 1994