



ADOPT

POST

public safety dispatchers'
basic course

training specifications

TRAINING SPECIFICATIONS FOR THE
PUBLIC SAFETY DISPATCHERS'
BASIC COURSE

Revision July 2023

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

TRAINING SPECIFICATIONS FOR THE PUBLIC
SAFETY DISPATCHERS' BASIC COURSE

2023

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CONTENT AND MINIMUM HOURLY REQUIREMENTS

<u>Domain Number</u>	<u>Domain Description</u>	<u>Minimum Hours</u>
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<u>Minimum Domain Hours</u>	<u>146</u>
<u>Supporting Instructional Activities/Exercises</u>	<u>14</u>
<u>Total Minimum Required Hours</u>	<u>160</u>

**PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #100**

PROFESSIONAL ORIENTATION AND ETHICS

July 1, 2023

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 of the first responders, point of public safety contact (AB1945 [2019-2020 legislative session])
2. Allocation of public safety resources
3. Serving as a liaison between the need(s) and the resource(s)

B. Common functions of the communication center

1. Traditional functions (e.g., call taker, radio dispatcher, data miner, communications training officer)
2. Non-traditional functions (e.g., public relations/outreach, peer support, crisis negotiations, tactical dispatch, recruitment)

C. Title VII of the Civil Rights Act of 1964

1. Discrimination
2. Sexual Harassment
3. Hostile work environment

D. Occupational Safety and Health Administration (OSHA)

1. Whistleblower
2. Protection from retaliation

E. Professional demeanor and ethical behavior

1. Impact of conduct both on and off duty
2. Sexual harassment
3. Ethical and/or character-based dilemmas
4. Awareness of personal bias (e.g., implicit and explicit)
5. Personal and professional values (e.g., pillars of character)
6. Agency values and expectations
7. Inclusion within the communications center

F. Developing a community service attitude

1. Community expectations of public safety services

2. [Serving varying stakeholders \(citizens, officers, etc.\)](#)
3. [Tenets of Procedural Justice](#)
- G. [Communicating effectively with the public, co-workers, field personnel and supervisors](#)
 1. [Professional](#)
 2. [Respectful](#)
 3. [Consider the views of others](#)
 4. [Following agency guidelines](#)
- H. [Roles and Responsibilities in the communication center](#)
 1. [Roles \(e.g., call taker, radio dispatcher \[law/fire\], Emergency Medical Dispatch \[EMD\], jail duties, records/evidence\)](#)
 2. [Responsibilities \(e.g., documentation, evaluation, routing, and referral of calls\)](#)
- I. [Organizational structures](#)
 1. [Chain of command \(typically paramilitary\)](#)
 2. [Types of agencies \(e.g., federal, tribal, state, county, and city\)](#)
 3. [Joint Powers Authority \(JPA\)](#)
 4. [Contract agencies \(e.g., tribal communities, colleges, transit, port authorities\)](#)
- J. [Policies and procedures impacting communications center operations, training and personnel](#)
 1. [Agency specific policies and procedures](#)
 2. [Agency specific training requirements](#)
 3. [Agency specific performance appraisals](#)
 4. [POST training requirements](#)
- K. [Career development and opportunities, including:](#)
 1. [Tactical Dispatcher/Incident Dispatcher/Special Events Dispatcher](#)
 2. [Emergency Operations Center \(EOC\) assignments](#)
 3. [Crisis Negotiator](#)
 4. [Communications Training Officer \(CTO\)](#)
 5. [Recruitment/Interview panel member](#)
 6. [Peer support](#)
 7. [Instructional opportunities](#)
 8. [9-1-1 public education](#)
 9. [Alternative assignments \(e.g., Discovery Clerk, Public Records Requests \[CPRA\], quality assurance\)](#)
 10. [Leadership development and enrichment](#)
 11. [Agency specific promotional opportunities](#)

III. [REQUIRED TESTS](#)

[None](#)

IV. 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 shall provide the students with an opportunity to examine their personal values and ethics, and demonstrate a knowledge of:

1. Title VII of the Civil Rights Act of 1964
2. Community Service Mindset
3. How personal and professional values impact the workplace
4. Ethical difference through decision making scenarios

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

July 1, 2010

July 1, 2023

PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #101
Criminal Justice System
July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need tounderstand the criminal justice system and their role within that system.

II. LEARNING OBJECTIVES

- A. Court System
 - 1. Local
 - 2. State
 - 3. Federal
- B. Duties and responsibilities of law enforcement in the criminal justice system
 - 1. Local
 - 2. State
 - 3. Federal
- C. Corrections
 - 1. City/county jail
 - 2. State/federal prison
 - 3. Parole
 - 4. Probation
- D. Role of the Public Safety Dispatcher
 - 1. First point of contact
 - 2. Information gathering and documentation
 - 3. Dispatch appropriate public safety resources
 - 4. Courtroom preparation and testimony
- E. Impact of the public safety dispatcher's actions on the outcome of a case
 - 1. Impact call processing and proper documentation impact investigation and resolution of a criminal case
 - 2. Impact of errors, omissions, and negligence
 - 3. Consequences of incomplete information gathering
 - 4. Importance of thorough documentation techniques

III. REQUIRED TEST

None

IV. REQUIRED LEARNING ACTIVITIES

The students will participate in a learning activity that will reinforce the impact of the publicsafety dispatcher's actions in the outcome of a case.

V. HOURLY REQUIREMENTS

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

VI. ORINATION

November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

July 1, 2010

July 1, 2023

PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR LEARNING

DOMAIN #102

INTRODUCTION TO LAW

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic knowledge and understanding

II. LEARNING OBJECTIVES

A. Origins of Law

1. Federal Constitution
2. State Constitution
3. Statutory Law
4. Case Law
5. Civil Law

B. Criminal Law

1. Definition of a crime (PC15)
2. Classifications of crimes
 - a. Infraction
 - b. Misdemeanor
 - c. Felony
 - d. Elective Felony ("Wobbler")
 - e. Wobblette
3. Corpus delicti
 - a. The term "corpus delicti" is Latin and literally means "body of crime"
 - b. The corpus delicti of every crime consists of all the elements of that crime, as they are specified in the statute defining the crime.
4. Elements of a crime (PC20)
 - a. Criminal intent
 - b. Mental state or mental capacity
 - c. Union of act and intent
5. Probable cause
 - a. Probable cause is true sufficient facts that which would cause a person of ordinary care and prudence to honestly believe and strongly suspect the person being arrested may have committed a crime
 - b. Lines of questioning that generate probable cause
6. Reasonable suspicion
7. Parties to a crime
 - a. Reporting party

- b. Victim(s)
- c. Principles
- d. Accessory(ies)
- e. Accomplice(s)
- f. Witness(es)

8. Evidence

- a. All recorded calls, radio transmissions, computer terminal communications, and CAD event entries are evidence and subject to subpoena
- b. Evidence preservation
- c. Dispatcher testimony and deposition

9. Spirit of the Law v. Letter of the Law (PC4)

10. Civil liability and criminal negligence

11. Confidentiality of communications information/privileged information

- a. “Need to know” versus “Right to know”
- b. Non-work-related unauthorized disclosure of information

12. Release of “public information”

- a. Freedom of Information Act (FOIA) Title 5, Section 522 (Federal)
- b. The Public Records Act (PRA), Government Code sections 7920.000 – 7931.000 (California)
- c. Peace Officers and Custodial Officers: Release of Records (PC 832.7)
- d. Consequences of unauthorized release of information (PC502)

13. Public Safety Dispatcher misconduct

- a. Criminal intent – must exist to distinguish the crime from an accident or mistake of fact
- b. 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

C. Juvenile Law

1. Purpose of Juvenile Law

- a. Accountability
- b. Safety of the minor/safety of the public
- c. Rehabilitative efforts

2. Line of Questioning

3. Rights of Juveniles

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce the student's understanding of various court orders to include:
1. Emergency Protective Orders (EPO)
 2. Gun Violence Restraining Orders (GVRO)
 3. Child custody/child visitation orders
 4. Juvenile restraining orders
 5. Juvenile removal orders
 6. Eviction Notifications
 7. Keepers Levy Court Orders
 8. Additional restraining orders
- B. The student will participate in a learning activity which enables the student to identify and explain the elements of various crimes, including:
1. Murder (PC 187)
 2. Robbery (PC 211)
 3. Sexual Assaults (PC 220, 261, 288, and 289)
 4. Assault and Battery (PC 240, 241, 242)
 5. Assault with a Deadly Weapon (PC 245)
 6. Domestic Violence (PC 273.5)
 7. Disturbing the Peace (PC 415)
 8. Displaying a Weapon in a Rude or Threatening Manner (Brandishing) (PC 417)
 9. Criminal Threats (PC 422)
 10. Burglary (PC 459)
 11. Petty Theft (PC 488)
 12. Grand Theft (PC 487)
 13. Public Intoxication (PC 647f)
 14. Violation of Domestic Violence Restraining Order(s) (PC 273.6)
 15. Violation of Court Order(s) (PC 166.4)
 16. Wobblers v Wobblettes
 17. Possession with intent to sell narcotic(s) (Health and Safety Code 11351)
- C. The students will participate in a learning activity which demonstrates the students' understanding of the intricacies of the court process

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

July 1, 2010

July 1, 2023

PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #101

Interpersonal Communication

July 1, 2023

I. LEARNING NEED

To carry out their duties and responsibilities, public safety dispatchers need to know how to effectively communicate with a wide array of stakeholders 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. Improved personal and professional relationships
3. Improved personal health (e.g., reduced stress levels)
4. Professional and personal liability
5. Set a positive tone for interactions

B. Elements of the communication process

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*)
 - a. External
 - b. Physiological
 - c. Psychological
 - d. Semantic
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. Verbal
2. Nonverbal
 - a. Paralinguistics (tone)
 - b. Body language
3. Active Listening
4. Emotional
 - a. Responding v Reacting
 - b. Empathy v Sympathy
5. Written (e.g., electronic communications, emails, CAD messages)

- D. Professional conduct
 - 1. Civil behavior
 - 2. Social Media
 - 3. Courtesy
 - 4. Word and conversation selection
 - 5. Awareness of self and others
- E. Promoting a positive workplace environment
 - 1. Absent of discrimination and harassment
 - 2. Addressing emotional/psychological issues
 - 3. Tolerance
 - 4. Valuing diversity and promoting inclusion
 - 5. Perceptions (e.g., personal v group think)
 - 6. Treating others how you want to be treated
- F. Unacceptable behavior
 - 1. Failure to listen/ignoring others
 - 2. Rude behavior (e.g., shouting, threatening, arguing, mocking, dismissing)
 - 3. Inappropriate verbal behavior (e.g., profanity, slurs, derogatory, gossip)
- G. Effects of nonverbal signals during communications:
 - 1. In person
 - 2. Over the phone
 - 3. Over the radio
 - 4. In writing (e.g., tone of written correspondence)
- H. Communication behaviors and styles
 - 1. Behaviors
 - a. Condescending
 - b. Argumentative
 - c. Abusive
 - d. Uncooperative
 - e. Abrasive
 - f. Attentive
 - g. Friendly
 - h. Flexible
 - i. Approachable
 - j. Respectful
 - k. Erratic
 - 2. Styles
 - a. Passive
 - b. Assertive
 - c. Manipulative

- d. Aggressive
 - e. Dominant
 - f. Direct
 - g. Relaxed
 - h. Avoidant
 - i. Pleasant
- I. Strategies for deflecting verbal abuse
- 1. Acknowledge the stakeholder's position
 - 2. Refocus/redirection (e.g., depersonalize verbal attacks)
 - 3. De-escalation
 - 4. Recognize triggers
 - 5. Maintain customer service mindset (allow them to be heard/focus on goal, offer solution/resources)
 - 6. Apply active listening concepts
- J. Active listening
- 1. Concepts
 - a. Minimal encouragements
 - b. Paraphrasing
 - c. Emotional Labeling
 - d. Mirroring
 - e. Open-ended questions
 - f. "I" Messages
 - g. Effective pauses
 - 2. Definition and purpose
 - 3. Techniques of active listening
 - 4. Keys to promote active listening
- K. Listening obstacles
- 1. One-upmanship
 - 2. Preemptive responses
 - 3. Interrupting
 - 4. Jumping to conclusions
 - 5. Making judgements
 - 6. Attitude/tone (e.g., sarcasm, heavy sighs)

- L. Disclosure
 - 1. Definition of disclosure
 - 2. Considerations regarding disclosures
 - a. Self-awareness
 - b. Interpersonal Sensitivity
 - c. Situational Awareness
 - d. Conflict Resolution
 - 3. Reporting requirements
- M. Dedication to Duty
 - 1. See something, say something
 - 2. Duty to intercede
 - 3. Active Bystander (e.g., “if you don’t prevent it, you promote it”)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce the student’s understanding of active listening concepts using the elements of the communication process.
- B. The students will participate in a learning activity that will identify their role in different scenarios that require various types of reportable action(s) (e.g., on and off duty conduct)
 - 1. Traumatic incident
 - 2. Policy violations
 - 3. Unacceptable behavior
 - 4. Criminal activity

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 6 hours of instruction on interpersonal communication.

VI. ORINATION

July 1, 2002

VII. REVISION DATES

July 1, 2010

July 1, 2023

PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #104

Telephone Technology and Procedures

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to understand how to appropriately process, prioritize, and collect the necessary information from calls for service utilizing current technologies.

II. LEARNING OBJECTIVES

A. Obtain information from victims, witnesses, or personnel from other agencies

1. Primary questions
 - a. Where
 - b. What
 - c. When
 - d. Who
 - e. Weapons
2. Descriptions
 - a. Vehicle (CYMBALS: color, year, make, body, anything else, license plate and state)
 - b. Persons (head to toe, outside to inside)
3. Secondary questions
 - a. Why
 - b. How
 - c. Supplemental information
4. Effectively manage a call
 - a. Build rapport
 - b. Control the flow of information
5. Implicit and explicit bias consideration
 - a. Bias by proxy
 - b. Addressing the caller by name
 - c. Use of preferred pronouns
 - d. Protected classes

B. Techniques for calming a difficult caller

1. Calm direct instruction
2. Diffusion
3. Silence
4. Reassurance
5. Active Listening

- C. Receiving and handling callers, including:
 - 1. Communication impaired
 - a. TDD/TTY systems
 - b. Video Relay Service
 - c. California Relay Service
 - 2. Communicating with callers of various languages
 - 3. Witnesses
 - 4. Victims
 - 5. Suspects
 - 6. Anonymous/Informant
 - 7. Other types (e.g., crank, nuisance, swatting, harassing)
- D. Techniques to effectively communicate with a person who is:
 - 1. Aggressive
 - a. Abrasive
 - b. Frustrated
 - c. Demanding (e.g., general or politically demanding)
 - d. Hostile or inappropriate (e.g., dominant, abusive, argumentative)
 - 2. Potentially difficult callers:
 - a. Frightened
 - b. Hysterical
 - c. Rambling
 - d. Evasive
 - e. Juvenile, elderly, or dependent adult
 - 3. Difficult to understand (e.g., impairments, accents)
 - 4. Under the influence of drugs or alcohol
 - 5. Mentally incapacitated
 - 6. Suicidal
 - 7. Homicidal/suicide by cop
- E. Process duplicate phone calls for assistance
 - 1. Determine if call is related to an incident that is already working
 - 2. If the call is a duplicate, question the caller for additional, updated information for the units
- F. Obtaining pertinent information using primary and secondary questions for the following incidents:
 - 1. Crime incidents
 - 2. Traffic incidents

3. [Medical incidents](#)
4. [Fire incidents](#)
5. [Hazardous material \(HazMat\) incidents](#)
- 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](#)
 3. [Announce the transfer on business and emergency lines \(be prepared to provide or receive the primary information\)](#)
- H. [Update CAD; relay incident information to radio dispatcher in a timely manner](#)
 1. [Importance of logical order of information in CAD](#)
 2. [Prioritize information](#)
 3. [Initial dispatch information](#)
 4. [Update information \(e.g., officer safety information, location changes, involved party status changes\)](#)
- I. [Initiating telephone number traces](#)
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 2. [Wireless pings](#)
 3. [Phone \(land line\) company traces](#)
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 2. [Medical alarms](#)
 3. [Fire alarms](#)
 4. [Panic Alarms](#)
 5. [Personal alerting systems \(e.g., Apple watch, Life Alert\)](#)
 6. [Internet of thing \(IOT\)](#)
 7. [Systems monitored by communications personnel](#)
 - a. [Electronic Tracking System \(ETS\) devices](#)
 - b. [Stolen Vehicle/Property alarms with a hidden transmitter i.e. bait car](#)
 - c. [Camera systems \(e.g., closed-circuit television systems, traffic cameras, building monitors\)](#)
- K. [Criteria to classify and prioritize multiple calls and requests for service](#)
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 - b. [Non-emergency](#)
 - c. [Referrals](#)
 - d. [Agency specific policy \(e.g., calls that do not require a law enforcement response\)](#)

2. Techniques to prioritize
 - a. In progress/Just occurred
 - b. Cold calls
 - c. Agency specific policy
- L. Procedures, guidelines, and liability considerations for emergency and non-emergency circumstances:
 1. Liability
 - a. Department issued cell phones
 - b. State mandates (e.g., 9-1-1 answer times)
 2. Related case law
 - a. Kari's Law
 - b. AB911/Warren Act
- M. Detecting and interpreting background voices and noises heard over the telephone
 1. Verbal arguments
 2. Screaming/crying
 3. Gunshots
 4. Loud crashing/banging/glass breaking
 5. Environmental sounds
- N. Effective communication skills
 1. Clear voice projection
 2. Good diction
 3. Proper modulation
 4. Active listening
 5. Purpose and appropriate use of the phonetic alphabet
- O. Convey clear and accurate directions and instructions on the telephone (e.g., building exit instructions)
 1. Use clear, concise directions
 2. Use of technology (e.g., Rapid SOS, What3Words, phone pings)
- P. Audio recorders
 1. Digital audio recorders
 2. Instant playback recorder on dispatch console
 3. Recorded versus non-recorded lines
- Q. The 9-1-1 system
 1. Calls received from Centrex and PBX systems
 2. Automatic Number Identification (ANI)
 3. Automatic Location Identification (ALI)
 4. Emergency Call Tracking System (ECaTs)
 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 \(P-ANI\) \(a telephone number used to support routing of wireless 9-1-1 calls or nomadic VoIP 9-1-1 calls. It may identify a wireless cell, cell sector or PSAP to which the call should be routed. Pseudo-ANI is also known as routing number.\)](#)
- 7. [Legal requirements for answering and transferring 9-1-1 calls](#)
 - a. [Incomplete 9-1-1 calls \(agency specific\)](#)
 - b. [Answering 9-1-1 calls \(see CalOES CA 9-1-1 Operations Manual\)](#)
 - c. [Transferring 9-1-1 calls \(see CalOES CA 9-1-1 Operations Manual\)](#)
- 8. [Reporting 9-1-1 equipment problems \(e.g., ANI/ALI failures, ALI repeats, multiple misroutes\)](#)
 - a. [Agency policy \(e.g., circuit number may be required when marking notifications\)](#)
 - b. [Reporting](#)
- 9. [Wireless 9-1-1 calls](#)
 - a. [Phase II Wireless](#)
 - b. [Phase I Wireless](#)
 - c. [Uninitialized 9-1-1](#)
 - d. [ANI/ALI rebid](#)
- 10. [Voice over Internet Protocol \(VoIP\)](#)
- 11. [Text to 9-1-1 \(call if you can, text if you can't\)](#)
- 12. [Telematics \(e.g., in car alerting systems\)](#)
- 13. [Secondary ten digit number](#)
- 14. [Other telephone technology utilized in a public safety dispatch center](#)
- 15. [Automated mapping systems](#)
- 16. [Manual ANI/ALI query](#)
- 17. [Mass notification systems \(ex. Reverse 9-1-1, Emergency Alert System, Integrated Public Alert and Warning System\)](#)
- R. [NexGen Technology](#)
 - 1. [Current](#)
 - 2. [Future](#)

III. [REQUIRED TESTS](#)

[None](#)

IV. [REQUIRED LEARNING ACTIVITIES](#)

- A. [The student will participate in a learning activity that will reinforce the student's understanding of the components of effective interviews, including:](#)
 - 1. [Active listening techniques](#)
 - 2. [Gathering information to determine the nature of the caller's problem](#)
 - 3. [Methods and techniques of interviewing that maintain](#)

control, elicit cooperation, and reflect confidence, empathy, and concern

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

1. Crime in-progress
2. Alarm call
3. Domestic violence/family disturbance
4. Traffic incident
5. Missing persons
6. Referral or no response call types

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. Irate
5. Suicidal
6. Elderly
7. Child

V. HOURLY REQUIREMENTS

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

VI. ORINATION DATE
November 1, 1994

VII. REVISION DATES
January 1, 1999
July 1, 2002
July 1, 2010
July 1, 2023

**PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #105**

Missing Persons

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of the laws governing the handling of missing person incidents

II. LEARNING OBJECTIVES

- A. Overview of missing persons
 - 1. Definition of missing persons
 - 2. Background and legislative intent
 - 3. Related Penal Codes (PC 14205, 14207, 14213)
 - 4. Influential cases
 - a. Adam Walsh (1981)
 - b. Michaela Garecht (1988)
 - c. Jaycee Dugard (1991)
 - d. Polly Klaas (1993)
 - e. Amber Hagermann (1996)
 - f. Samantha Runnion (2002)
 - g. Denise Amber Lee (2008)
 - 5. California statutes
 - 6. Federal statutes
- B. Types of missing persons, including:
 - 1. At-risk categories
 - a. Underage as defined by law
 - b. Victim of foul play
 - c. Victim of abduction
 - d. In need of medical attention
 - e. Mental or physical disabilities
 - f. Never been missing before, or missing under unexplained circumstances
 - 2. Involuntary missing
 - a. Elder/dependent adult
 - b. Catastrophic missing
 - c. Lost
 - d. Stranger abduction
 - 3. Parental/family abduction

4. Runaway
 5. Voluntary missing adult (e.g., adult that left of their own free will)
- C. Statutory requirements associated with law enforcement's response
1. Accept the report regardless of jurisdiction
 2. Prioritize the response
 3. Initiate an investigation
 4. Agency compliance with Department of Justice requirements for obtaining dental, medical records, and photographs
 5. Coordinate with jurisdictional agencies (e.g., BOLOs, allied agencies, alert activations)
 6. Enter and update required databases (e.g., MUPS, local records management systems)
 7. Timelines for entries/required notifications (e.g., agency specific, DOJ guidelines and statutory requirements)
- D. Role of the Public Safety Dispatcher
1. Initial call processing
 2. Thorough documentation
 - a. Name (to include AKAs and monikers), age/DOB, and description
 - b. Caller's relationship to the missing person and the caller's location at the time of the report
 - c. Time element (e.g., date/time last seen, delay in reporting)
 - d. Prior missing
 - e. Mental, emotional, medical, or physical condition
 - f. Suspicious circumstances (e.g., confirmed abduction v. missing person)
 - g. Property and resources available/unavailable to missing person (e.g., call phone, method of transportation, cash/credit cards)
 - h. Family, custodial, and social environment
 - i. Recent internet activity, social media accounts, email accounts to include usernames/passwords/URLs
 - j. Missing person's knowledge of the area, to include possible destination(s)
 - k. Areas searched
 - l. Weather/time of day

3. [Classifying missing persons types and categories](#)
 4. [Accurate and timely “Be on the Lookout” information](#)
 5. [Actions required when a missing person is located](#)
- E. [Statutory Alerts](#)
1. [AMBER Alert](#)
 - a. [Historical background](#)
 - b. [Criteria](#)
 - c. [Agency policy](#)
 2. [Ashanti Alert \(referred to the Endangered Missing Advisory in California\)](#)
 - a. [Historical Background](#)
 - b. [Criteria](#)
 - c. [Agency policy](#)
 3. [Blue Alert](#)
 - a. [Historical background](#)
 - b. [Criteria](#)
 - c. [Agency policy](#)
 4. [Feather Alert](#)
 - a. [Historical background](#)
 - b. [Criteria](#)
 - c. [Agency policy](#)
 5. [Silver Alert](#)
 - a. [Historical background](#)
 - b. [Criteria](#)
 - c. [Agency policy](#)
 6. [Yellow Alert](#)
 - a. [Historical background](#)
 - b. [Criteria](#)
 - c. [Agency policy](#)
- F. [Resources and investigative tools](#)
1. [CHP/Emergency Notification and Tactical Alert Center \(ETAC\)](#)
 2. [A Child is Missing \(ACIM\)](#)
 3. [National Center for Missing and Exploited Children \(NCMEC\)](#)
 4. [Technology to Recover Abducted Kids \(TRAK\) alerts or Critical Missing](#)
 5. [Adult/child tracking systems \(e.g., Project Lifesaver, Wanderers Program\)](#)
 6. [Mass Notification Systems](#)
 7. [Crime Stoppers](#)
 8. [Media/Press Releases/Social Media](#)
 9. [Geo location/Cell phone pings \(in accordance with agency policy\)](#)

10. [Search and rescue teams](#)
11. [Volunteer groups](#)
12. [Marine & Air Support, other specialized resources](#)
13. [Additional training available for dispatchers \(e.g., Denise Amber Lee Foundation\)](#)

III. [REQUIRED TESTS](#)

[None](#)

IV. [REQUIRED LEARNING ACTIVITIES](#)

[The student will participate in a scenario based exercise in which the student must demonstrate the ability to accurately process missing persons incidents](#)

V. [HOURLY REQUIREMENTS](#)

[Students shall be provided with a minimum of **6 hours** of instruction on missing persons.](#)

VI. [ORINATION DATE](#)

[November 1, 1994](#)

VII. [REVISION DATES](#)

[January 1, 1999](#)

[July 1, 2002](#)

[July 1, 2010](#)

[July 1, 2023](#)

PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #106

Domestic Violence

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic knowledge of domestic violence laws and law enforcement response.

II. LEARNING OBJECTIVES

- A. Laws related to domestic violence
 - 1. Domestic Violence defined (PC 13700)
 - 2. Corporal Injury to Spouse/Cohabitant (PC 273.5)
 - 3. Domestic Battery (PC 243(e)(1))
 - 4. Mandatory law enforcement response regardless of victim reluctance (PC 13710b)
 - 5. Other related laws
- B. Domestic violence terminology
 - 1. Abuse
 - 2. Cohabitant
 - 3. Family violence
 - 4. Dominant aggressor
 - 5. Relationships
 - 6. Witnesses (e.g., reporting party, children, heard v seen)
- C. Overview of domestic violence
 - 1. Statistics
 - a. State
 - b. Federal
 - 2. Victimology
 - a. Escalation of violence
 - b. Cultural considerations
 - c. Impact on families (i.e., learned behavior)
 - d. Substance abuse
 - e. Power and control
 - f. Emotional and financial dependency
 - g. Obstacles to leaving
 - h. History of not reporting
 - 3. Impact on children
 - a. Implications to children (present or not)
 - b. Perception of law enforcement (positive or negative)
 - c. Disruption of housing/routine
 - d. Long term consequences

- D. Role of the public safety dispatcher
 - 1. Call processing
 - a. Primary information
 - b. Investigative follow-up questions (Miranda does not apply)
 - 2. Assessing emergency medical needs and staging appropriate resources (in accordance with agency policy)
 - 3. Thorough documentation
 - a. Capture and relay spontaneous statements
 - b. Professional language, absent of bias
 - c. Requests/inquiries from field personnel
 - 4. Officer safety
 - a. Relaying premises history (in accordance with agency policy)
 - b. Weapon information
 - c. Detailed description and location of involved parties
 - d. Potential hazards (e.g., drugs, alcohol, other intoxicants, mental state of involved parties, number of persons present, environmental obstacles)
- E. Resources and Referrals
 - 1. Legal aid
 - 2. Family law
 - 3. Custody
 - 4. Request for civil standby (in accordance with agency policy)
 - 5. Counseling services
 - 6. Non-governmental organizations
- F. Victims' Rights
 - 1. Court orders
 - 2. Victims' Bill of Rights (PC 13701(c))
 - 3. Victim Advocate (PC 679.04)
 - 4. Right to Confidentiality (Government Code 6204(f))
 - 5. Marsy's Law
- G. Unique situations
 - 1. Incidents involving public safety personnel
 - 2. Incidents involving military personnel
 - 3. High profile persons (e.g., elected officials, celebrities, athletes)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Students will participate in a learning activity that reinforces the student's ability to accurately handle reports of domestic violence.
- B. Students will demonstrate the ability to research and explain the resources available in their jurisdiction.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on domestic violence.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

July 1, 2010

July 1, 2023

PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR

LEARNING DOMAIN #107

Community Policing

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to work in partnership with community members to resolve or reduce problems for the benefit of those who live and work there.

II. LEARNING OBJECTIVES

A. Define

1. Community
2. Policing
3. Community Policing
4. Problem Orientated Policing (POP)
5. Procedural Justice
 - a. Trustworthiness
 - b. Neutrality
 - c. Voice
 - d. Respect

B. History

1. Sir Robert Peel
2. Role in the United States
3. Proactive policing
4. Landmark events
 - a. Past
 - b. Present
5. Policing models
6. Evolution of community policing terminology

C. Benefits of community policing

1. Reducing/preventing crime
2. Reducing the fear of crime
3. Improving quality of life
4. Build trust
5. Increasing awareness
6. Involvement and ownership
7. Education and engagement

D. Influences on community policing

1. Economical
2. Political
3. Technology

- a. Field equipment
 - b. Communication equipment
 - c. Social media
 - d. Online reporting
 - e. Text to 9-1-1
- E. Problem solving models
- 1. Scanning, Analysis, Response, Assessment (SARA)
 - 2. The Crime Triangle
 - 3. Crime prevention through environmental design
 - 4. The Broken Window Theory
- F. Role of the public safety dispatcher
- 1. Initial point of contact
 - 2. Provide customer service
 - 3. Awareness of community needs
 - 4. Build rapport
 - 5. Leadership mentality
 - 6. Problem solve
 - 7. Provide potential solutions and resources
 - 8. Set realistic expectations in accordance with agency policy
 - 9. Awareness and/or identification of trends for crime deterrence
 - 10. Communicating potential problem areas internally
 - 11. Community engagement
- G. Resources
- 1. Internal
 - 2. City/County/State level
 - 3. Non-governmental/Non-profit

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

Given a scenario-based learning activity, students will utilize a problem-solving model to:

- 1. Identify the problem within the scenario
- 2. Develop a possible resolution and implementation plan
- 3. Provide a presentation of their findings to the class

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE
November 1, 1994

VII. REVISION DATES
January 1, 1994
July 1, 2002
July 1, 2010
July 1, 2011
July 1, 2023

PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #108
Child, Elder and Dependent Adult Abuse
July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of the types of child, elder and dependent adult abuse, related laws, and available resources.

II. LEARNING OBJECTIVES

- A. An overview of child abuse
 - 1. Child abuse defined (PC 273)
 - 2. Statistics
 - a. State
 - b. Federal
 - 3. The effects of child abuse
 - 4. Patterns, behaviors, and victimology
- B. Types of child abuse, including:
 - 1. Neglect/abandonment
 - 2. Sexual abuse
 - 3. Physical abuse
 - 4. Emotional abuse
- C. Laws related to child abuse
 - 1. Penal Code section 288a, Lewd act with a child under 14 years of age
 - 2. Penal Code sections 288b, Lewd act with a child under 14 years of age, forceinvolved
 - 3. Penal Code sections under PC 273 (e.g., 273a, 273d)
 - 4. Welfare and Institutions Codes (e.g., 300, 601)
 - 5. Other related laws
- D. Crimes associated with the abuse of children
 - 1. Domestic violence
 - 2. Sexual misconduct between children
 - 3. Human trafficking
 - 4. Child abduction (parental and non-parental)
 - 5. Internet crimes against children
 - a. Cyber bullying
 - b. Child sexual abuse material (CSAM)
- E. Resources/Referrals
 - 1. Local sheriff or police department

2. [Child abuse and neglect hotlines, council or center](#)
 3. [Local Welfare or Social Services Departments](#)
 4. [Department of Public Social Services](#)
 5. [Department of Health and Human Services](#)
 6. [Department of Public Assistance](#)
 7. [Mental Health Services \(e.g., private, county, state\)](#)
 8. [Local/County juvenile probation department](#)
 9. [Non-governmental organizations \(e.g., schools, churches, non-profit\)](#)
- F. [An overview of elder/dependent adult abuse](#)
1. [Definition of elder/dependent adult](#)
 2. [Elder Abuse defined \(PC 368\)](#)
 3. [Statistics](#)
 - a. [State](#)
 - b. [Federal](#)
 4. [The effects of elder/dependent adult abuse](#)
 5. [Patterns, behaviors, and victimology](#)
- G. [Crimes against elder/dependent adult abuse](#)
1. [Neglect/abandonment](#)
 2. [Physical abuse](#)
 3. [Emotional/psychological abuse](#)
 4. [Sexual abuse](#)
 5. [Fiduciary abuse \(e.g., scams, familial\)](#)
 6. [Victims may live in a residence where other illegal activities are occurring](#)
- 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. [Victim may refuse or withdraw consent for the investigation of the provisionof protective services \(Welfare & Institutions Code section 15636\)](#)
 4. [Power of attorney](#)
 5. [Other related laws](#)
- I. [Resources/Referrals](#)
1. [Adult Protective Services agencies](#)
 2. [National Center on Elder Abuse](#)
 3. [Office of Veteran Affairs](#)
 4. [Mental Health Services \(e.g., private, county, state\)](#)
 5. [Non-governmental organizations \(e.g., Meals on Wheels, churches\)](#)
- J. [Mandated Reporting](#)
1. [Define mandated reporting](#)

- 2. Examples of mandated reporters
 - 3. Agency specific policy
 - 4. Failure to report
 - K. Role of the public safety dispatcher
 - 1. Initial call processing
 - 2. Documentation
 - 3. Premises history
 - 4. Resource identification and referral
 - 5. Notifications (e.g., child or adult protective service agencies)
- III. REQUIRED TESTS
None
- IV. REQUIRED LEARNING ACTIVITIES
- A. Students will demonstrate their understanding of child abuse, elder/dependent adult abuse, the crimes related and available resources/referrals.
 - B. Students will participate in a scenario-based learning activity to demonstrate:
 - 1. Appropriate line of questioning
 - 2. Correctly classify call types
- V. HOURLY REQUIREMENTS
Students shall be provided with a minimum of **6 hours** of instruction on child, elder and dependent adult abuse.
- VI. ORINATION DATE
November 1, 1994
- VII. REVISION DATES
January 1, 1999
July 1, 2002
July 1, 2010
July 1, 2023

**PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #109**

Law Enforcement Telecommunications

July 1, 2023

I. **LEARNING NEED**

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic working knowledge of the various telecommunication systems and the requirements for making inquiries in each of the systems.

II. **LEARNING OBJECTIVES**

A. **Information available and minimum requirements for making inquiries and transactions within the following systems**

1. **California Law Enforcement Telecommunications System (CLETS)**
2. **Criminal Justice Information System (CJIS)**
3. **National Crime Information Center (NCIC)**
4. **National Law Enforcement Telecommunications System (NLETS)**
5. **Department of Motor Vehicles (DMV)**

B. **Information systems directly accessible to California law enforcement agencies **Wanted Persons Systems (WPS)****

1. **Inquiry requirements**
 - a. **Name (Last, First)**
 - b. **Sex**
2. **Types of records**
 - a. **Temporary warrant**
 - b. **Permanent warrant (e.g., Ramey Warrant)**
 - c. **Protective custody warrant**
3. **Types of transactions**
 - a. **Entries**
 - b. **Locates**
 - c. **Modify**
 - d. **Cancel**

C. **California Restraining and Protective Order System (CARPOS)**

1. **Inquiry requirements**
 - a. **Name (Last, First) of either the restrained or protected person**
 - b. **Sex**
2. **Types of records**
 - a. **Emergency Protective Orders (EPO)**
 - b. **Criminal Protective Order (CPO)**
 - c. **Temporary Restraining Order (TRO)**
 - d. **Domestic Violence Restraining Order (DVRO)**
 - e. **Restraining Order After Hearing (e.g., permanent restraining**

- d. Cancel
- F. **Automated Criminal History System (ACHS)**
 - 1. Inquiry requirements
 - a. Name (Last, First), Sex
OR
 - b. Criminal Index Identifications (CII) or FBI Number
AND
 - c. Reason field (e.g., Officer name, reference code, operator ID, agency specific number)
 - 2. Types of records
 - a. Automated
 - b. Hybrid
 - c. Manual
- G. **California Sex and Arson Registrant (CSAR)**
 - 1. Inquiry requirements
 - a. Name (Last, First)
 - b. Date of birth
 - c. Sex
 - 2. Types of records
 - a. Sex registrants
 - b. Arson registrants
 - 3. Types of transactions (i.e., contact messages)
- H. **Mental Health Firearms Prohibition System (MHFPS)**
 - 1. Inquiry requirements
 - a. Name (Last, First)
 - b. Date of birth
 - c. Sex
 - 2. Types of records
 - a. Positive Match
 - b. No record found
- I. **Department of Motor Vehicles (DMV)**
 - 1. Inquiry requirements: Persons
 - a. Name (Last, Exact spelling first) and date of birth
 - b. Driver's/operation license number
 - c. Identification card number
 - d. Index Number
 - 2. Inquiry requirements: Vehicles/Vessels
 - a. License plate/California Floatation Number (CF)
 - b. Vehicle Identification Number (VIN)/(Boat) Hull
 - c. Disabled persons parking placard
 - 3. Types of records: Persons
 - a. Positive match
 - b. Near match(es)
 - c. Record unavailable

- d. Record not found
 - 4. Types of records: Vehicles/Vessels
 - a. DOJ stop/DOJ referral/DOJ restraining/DOJ vehicle license type (VLT) stop
 - b. Positive match
 - c. Record not on file
- J. **Armed and Prohibited Persons System (APPS)**
 - 1. Inquiry requirements
 - a. Name (Last, First)
 - b. Date of birth
 - c. Sex
 - 2. Types of records
 - a. Positive match
 - b. no record found
- K. **Stolen Vehicle Systems (SVS)**
 - 1. Inquiry requirements
 - a. License plate
 - b. Engine number
 - c. Vehicle Identification Number (VIN)
 - d. Owner applied number (OAN)
 - e. Aircraft by tail number
 - f. Vehicle parts of serial number or OAN
 - g. Off highway vehicles (OHV)
 - h. LoJack
 - 2. Types of records
 - a. Stolen vehicle or part
 - b. Stolen or lost plates
 - c. Felony vehicle
 - d. Missing persons vehicle
 - e. Found/Evidence vehicle, part, or plate
 - f. Towed/Stored/Impounded vehicle
 - g. Repossessed vehicle
 - h. Pawned vehicle
 - i. Lost vehicle
 - j. Located/cleared vehicle
 - 3. Types of transactions
 - a. Entry
 - b. Modify
 - c. Locate
 - d. Cancel/Clear
- L. **Automated Boat System (ABS)**
 - 1. Inquiry requirements
 - a. California Floatation Number (CF)
 - b. (Boat) Hull Number (BHN)

- c. [Owner applied number \(OAN\)](#)
 - d. [Serial number for parts](#)
 - 2. [Types of records](#)
 - a. [Stolen vessel or part](#)
 - b. [Found/Evidence vessel or part](#)
 - c. [Towed/Stored/Impounded vessel](#)
 - d. [Repossessed vessel](#)
 - e. [Pawned vessel](#)
 - f. [Lost vessel](#)
 - g. [Located/Cleared vessel](#)
 - 3. [Types of transactions](#)
 - a. [Entry](#)
 - b. [Modify](#)
 - c. [Locate](#)
 - d. [Cancel/Clear](#)
- M. **[Automated Firearms System \(AFS\)](#)**
 - 1. [Inquiry requirements: Persons](#)
 - a. [Name \(Last, First\) AND](#)
 - b. [Date of birth OR Age](#)
 - OR
 - c. [Driver's license number or social security number](#)
 - 2. [Inquiry requirements: Firearms](#)
 - a. [Serial number](#)
 - b. [File control number \(FCN\) OR Originating case agency \(OCA\) number OR NCIC number](#)
 - 3. [Types of records: Law Enforcement](#)
 - a. [Stolen](#)
 - b. [Lost](#)
 - c. [Found](#)
 - d. [Evidence](#)
 - e. [Crime gun](#)
 - f. [Locate](#)
 - g. [Destroyed](#)
 - h. [Safekeeping](#)
 - i. [Law enforcement department transfer](#)
 - 4. [Types of records: Historical](#)
 - a. [Dealer record of sale \(DROS\)](#)
 - b. [Concealed carry weapon \(CCW\)](#)
 - c. [Pawn/buy](#)
 - d. [Assault weapon registration](#)
 - 5. [Types of transactions](#)
 - a. [Entry](#)
 - b. [Modify](#)
 - c. [Locate](#)

- d. [Cancel/Clear](#)
- N. **[Automated Property Systems \(APS\)](#)**
 - 1. [Inquiry requirements](#)
 - a. [Serial number OR OAN](#)
 - b. [Type OR Brand](#)
 - 2. [Types of records](#)
 - a. [Stolen](#)
 - b. [Evidence](#)
 - c. [Lost](#)
 - d. [Under observation](#)
 - e. [Found](#)
 - 3. [Types of transactions](#)
 - a. [Entry](#)
 - b. [Modify](#)
 - c. [Locate](#)
 - d. [Cancel/Clear](#)
- O. **[Other information/intelligence systems](#)**
 - 1. [Databases checked via NCIC query](#)
 - a. [Known of Suspected Terrorist \(KST\)](#)
 - b. [Securities](#)
 - c. [Identity Theft](#)
 - d. [Wanted/Missing Persons \(out of state\)](#)
 - e. [Vehicle File \(out of state\)](#)
 - 2. [Databases checked via NLETS query](#)
 - a. [Administrative Messages](#)
 - b. [INTERPOL](#)
 - c. [FAA/TECS aircraft registration system](#)
 - 3. [Oregon LEDS](#)
- P. **[State laws and policies for obtaining, verifying, and disseminating Telecommunication information](#)**
 - 1. [Unauthorized access to computers, computer systems, and computer data\(PC 502\)](#)
 - 2. [Information related to arrests, pretrial proceedings, sentencing informationincarcerations, parole, and probation \(PC 11075\)](#)
 - 3. [State summary criminal history information and persons authorized to receive the information \(PC 11105\)](#)
 - 4. [Authorized person furnishing a record or information to an unauthorized persons \(PC 11142\)](#)
 - 5. [Unauthorized persons receiving records or information \(PC11143\)](#)
 - 6. [Employee of local agency furnishing information to an unauthorized person\(PC 13302\)](#)
 - 7. [Authorized persons furnishing of information to unauthorized persons \(PC 13303\)](#)

- 8. Receipt, purchase, or possession of information by an unauthorized person(PC 13304)
- 9. Theft, destruction, falsification, or removal of information by a person other than the officer custodian (Government Code sections 6200 and 6201)
- Q. Policy and privacy requirements
 - 1. Audits
 - 2. Personal and organization liability
- R. Accuracy requirements
 - 1. Second party verification
 - 2. Confirmation
 - 3. Complete information (all fields)
- III. REQUIRED TESTS
None
- IV. REQUIRED LEARNING ACTIVITIES
Students will participate in a learning activity that will reinforce their understanding of CLETS and the laws/policies that pertain to obtaining, verifying, and disseminating telecommunication information.
- V. HOURLY REQUIREMENTS
Students shall be provided with a minimum of **8 hours** of instruction on law enforcement telecommunications.
- VI. ORIGINATION DATE
November 1, 1994
- VII. REVISION DATES
January 1, 1999
July 1, 2002
July 1, 2010
July 1, 2023

**PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #110**

Radio Technology and Procedures

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of radio technology and procedures utilizing technologies.

II. LEARNING OBJECTIVES

- A. Monitoring, documenting, and responding to radio transmissions from field personnel and other public services
 - 1. Public service organizations (e.g., allied agencies, public works, animal control)
 - 2. Field Personnel
 - a. Officer initiated
 - b. Dispatch initiated
- B. Monitoring and responding to messages from local, state and federal agencies, to include;
 - 1. Computer-Aided Dispatch (CAD) messages (e.g., dispatch to dispatch, patrol to dispatch, and dispatch to patrol)
 - 2. CLETS messages (e.g., APB, priority Hits, CLETS query responses generated from dispatch)
 - 3. Mobile Data messages (e.g., ALPR, CLETS query responses generated from field units)
 - 4. Confidentiality and security
 - a. Public Records Act
 - b. Department audits
- C. Monitor, document, coordinate, and update field units and incidents status
 - 1. Accuracy
 - 2. Timeliness
 - a. Field unit location changes and updates
 - b. Unit status updates (e.g., enroute, on scene)
 - c. Unit safety checks
 - 3. Incident status
- D. Providing requested information to law enforcement field units
 - 1. Confidential information
 - a. DOJ – Personal Identifiable Information (PII)
 - b. Encryption requirements
 - 2. Other requests

- E. 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
 - a. Speak slowly/Distinctly
 - b. Not telegraphic emotions (e.g., anger, frustration, sarcasm, and humor)
 - c. Speak with conviction and confidence
 - d. Convey a positive attitude
 - e. Avoid superfluous transmissions
 - f. Include enough information in the first transmission to get the point across
 - g. Anticipate questions
 - h. Control multiple units transmitting
 - 3. Refrain from bias implications based on tone, pitch, inflection, or word selection
 - a. Repeat callers
 - b. Repeat locations
- F. Techniques to manage and prioritize radio traffic
 - 1. Incoming radio traffic (field initiated)
 - 2. Outgoing radio traffic (dispatch initiated)
 - 3. Adjust priorities as situation changes
- G. Give clear and accurate directions and instructions on the radio
 - 1. Accuracy
 - 2. Brevity
 - 3. Clarity
- H. Decision making strategies
 - 1. Priority
 - a. In progress v just occurred v cold report
 - b. Life over property
 - 2. Deployment
 - a. Geographical considerations
 - b. Response time
 - c. Number of units responding based on type of call (agency specific)

- d. Number of units responding based on number of involved parties (agency specific)
 - e. Location of nearest additional unit/available backup
 - f. Specialized equipment
 - 3. Radio coverage capabilities (e.g., dead zone, repeaters)
 - 4. Agency policy
 - 5. Specialized units (e.g., K-9, mounted, aviation – helicopter, fixed wing, unmanned, SWAT, community policing teams)
 - 6. Social Services (e.g., mental health crisis intervention teams, family crisis intervention, and chaplains)
 - 7. Call outs (e.g., public works, CSI, on call judge)
- I. Effective dispatching techniques and professional radio demeanor
 - 1. Review text of call before beginning broadcast
 - 2. Organize the dispatch delivery
 - a. Use phonetic alphabet to clarify streets, addresses, and names
 - b. Summarize pertinent details
 - c. Provide vehicle and persons descriptions in order per agency policy
 - d. Use clear text or radio codes per agency police
 - 3. Adhere to Federal Communication Commission (FCC) Regulations
 - a. Operation of radio systems
 - b. Station identification required (typically digitalized)
 - c. Refrain from obscene, indecent, and profane broadcasts
 - 4. Appropriate transmissions for special circumstances (e.g., officer down)
- J. Officer safety considerations
 - 1. Safety precautions
 - a. Weapons
 - b. Premise history
 - c. Intoxicants
 - d. Mental health
 - e. Hazardous conditions (e.g., drug lab, power lines down, oil in the roadway, dogs)
 - f. Health alerts
 - 2. Statistically higher risk situations
 - a. Domestic violence
 - b. Traffic stops
 - c. Felony stops/Warrants
 - d. Stolen vehicles
 - e. Foot and vehicle pursuits
 - f. Clearing buildings
 - 3. Indicators of possible emergency situations

- a. Radio and mobile data terminal (MDT) Alarms
 - b. Background noises heard over the radio
 - c. Voices
 - d. Glass breaking
 - e. Gun shots
 - f. Screaming
 - g. Silence
 - h. Change in office demeanor
 - i. Multiple mic clicks
 - j. Sounds of a scuffle
- 4. Dispatcher actions
 - a. Agency policy
 - b. Clearing the air and activating emergency tones
 - c. Additional units (backup/cover)
 - d. Notify allied agencies and coordinate mutual aid responses
 - e. Roll call
- K. Supervisor notifications (per agency policy)
 - 1. Specialized unit call outs
 - 2. Officer involved accidents and shootings
 - 3. Hostage or barricaded subject (s)
 - 4. At risk missing persons
 - 5. Hazardous material spill/incidents
 - 6. Pursuits
 - 7. High-risk vehicle stops/pullover
 - 8. other
- L. Transmitting radio broadcasts to allied agencies
 - 1. Formatting
 - a. Elements of the broadcast
 - b. Broadcast rules (e.g., use of breaks, repeating pertinent information)
 - c. Use of alert tones
 - d. Agency policy
 - 2. Types of channels
 - a. Hotline or multiagency channel
 - b. Mutual aid channel
- M. Communication center radio equipment
 - 1. Components and their function
 - a. Push to talk options
 - b. Headset (wired and wireless)
 - c. Handset
 - d. Radio identifiers
 - 2. Radio systems
 - a. Types of systems (e.g., VHF, P25, 800 MHz, etc.)
 - b. Interoperability

- c. [Console v portable v mobile](#)
 - d. [Backup](#)
 - e. [Encrypted channels](#)
 - 3. [Documenting equipment malfunctions](#)
 - 4. [Emerging technologies](#)
- N. [Audio recorders](#)
 - 1. [Radio channel recorders](#)
 - 2. [Console playback](#)
 - 3. [Recorded channels v non-recorded](#)
- O. [Wireless technology](#)
 - 1. [Automatic Vehicle Locator \(AVL\)](#)
 - 2. [Global Positioning Systems \(GPS\)](#)
 - 3. [Proprietary tracking systems \(e.g., ETS, 3SI, bait tracking systems\)](#)
 - 4. [Robbery alarm tagging systems \(e.g., Robbery Activated Monitoring, Voice Activated Radio Dispatch Alarm\)](#)

III. [REQUIRED TESTS](#)

[None](#)

IV. [REQUIRED LEARNING ACTIVITIES](#)

- A. [The student will participate in a learning activity that will reinforce the student's ability to effectively dispatch calls. The activity should provide the student with an opportunity to:](#)
 - 1. [Prioritize pending calls](#)
 - 2. [Dispatch calls based upon available units](#)
 - 3. [Develop a strategy to handle pending calls for service](#)
 - 4. [Deploy resources based on the plan](#)
- B. [Given a work simulation activity, the student will dispatch a call for service regardinat 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 radiotraffic, maintaining officer safety, range of available field resources, keeping track offield units, status updates to field units, dispatching cover units, and broadcasting anyadditional \(officer safety related\) information.](#)

V. HOURLY REQUIREMENTS

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

VI. ORINATION DATE
November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

July 1, 2010

July 1, 2023

**PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #111**

Resources/Referral Services

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basicknowledge 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 (agency specific)
2. Local directories
3. Code books
4. Maps/Street guides
5. Media outlets
6. Internet resources
 - a. Social media
 - b. Rapid Deploy/Rapid SOS
 - c. Open-source data searches
 - d. Cal Photo
 - e. CLETS/California Law Enforcement Web (CLEW)
 - f. Automated License Plate Reader (ALPR)
 - g. What3Words
 - h. National Emergency Number Association (NENA) Enhanced PSAP Registry and Census (EPRC)
 - i. COPLINK/Linx
 - j. Online reporting (agency specific)
7. Other communication assistance resources (e.g., Northern 9-1-1, Language Line)

B. Types of local, state, and federal referral and support agencies

1. Local agencies (City/County)
 - a. Fire
 - b. EMS
 - c. Public Works
 - d. Allied law enforcement
 - e. Transportation
 - f. Child Protective Services (CPS)
 - g. Adult Protective Services (APS)
 - h. Animal Control
 - i. Mass Notification Systems

- j. [Code Enforcement](#)
 - k. [Health and Human Services](#)
 - l. [Probation](#)
 - 2. [State agencies](#)
 - a. [California Highway Patrol \(CHP\)](#)
 - b. [CalTrans](#)
 - c. [Fish & Wildlife](#)
 - d. [State Parks](#)
 - e. [Parole](#)
 - f. [California Department of Corrections and Rehabilitation \(CDCR\)](#)
 - g. [Peace Officer Standards and Training \(POST\)](#)
 - h. [California Office of Emergency Services \(CalOES\)](#)
 - i. [Department of Justice \(DOJ\)](#)
 - j. [CalFire](#)
 - 3. [Federal agencies](#)
 - a. [Federal Bureau of Investigation \(FBI\)](#)
 - b. [Federal Aviation Administration \(FAA\)](#)
 - c. [Drug Enforcement Administration \(DEA\)](#)
 - d. [National Transportation Safety Board \(NTSB\)](#)
 - e. [Bureau of Alcohol, Tobacco, Firearms and Explosives \(ATF\)](#)
 - f. [Department of Homeland Security \(DHS\)](#)
 - g. [Federal Emergency Management Agency \(FEMA\)](#)
 - h. [Railroad Police](#)
 - i. [Bureau of Land Management \(BLM\)](#)
 - j. [Military](#)
 - k. [Transportation Security Administration \(TSA\)](#)
 - l. [Federal Communications Commission \(FCC\)](#)
- C. [The importance of familiarization with jurisdictional geographic characteristics](#)
 - 1. [Map reading/Geography](#)
 - 2. [Street layouts/Address numbering range](#)
 - 3. [High profile locations \(e.g., government buildings, dams, waterways\)](#)
 - 4. [Landmarks/Common place names](#)
 - 5. [Jurisdictional boundaries](#)
- D. [Alternate N-1-1 Number systems](#)
 - 1. [2-1-1 of 3-1-1 \(community resource information/non-emergency reporting\) region/area specific](#)
 - 2. [4-1-1 \(directory information\)](#)
 - 3. [5-1-1 \(traffic information\)](#)
 - 4. [6-1-1 \(telephone repair\)](#)
 - 5. [7-1-1 \(California Relay for hearing/speech impaired\)](#)
 - 6. [8-1-1 \(Call Before You Dig\)](#)
 - 7. [9-8-8 Suicide and Crisis Lifeline](#)

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

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

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on resources/referralservices.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

July 1, 2010

July 1, 2023

**PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #112**

Critical Incidents

July 1, 2023

I. LEARNING NEED

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

1. Natural disasters
 - a. Earthquakes/Tsunamis
 - b. Severe weather (e.g., tornadoes, high winds, lightning, blizzards)
 - c. Wildland fires
 - d. Flooding
 - e. Avalanche/Landslides/Debris flow
2. Accidental incidents
 - a. Hazardous materials (HazMat) incidents (CRBNE – chemical, biological, radiological, nuclear, explosive)
 - b. Major transportation incidents (e.g., rail, road, aquatic)
 - c. Mass casualty incidents (MCI)
 - d. Major power outages (planned v unplanned)
3. Intentional acts
 - a. Terrorism/Weapons of Mass Destruction incidents
 - b. Active Shooters
 - c. Hostage/barricaded suspects
 - d. Suicides/suicidal persons (methodology and community impact)
 - e. Bomb incidents and threats
 - f. Civil unrest
 - g. Cyber/Electronic attack(s)
4. Critical incidents involving public safety personnel
 - a. Officer-involved shootings (OIS)
 - b. Fatal/critical injuries to public safety personnel
 - c. SWAT activations (planned v unplanned)
5. Large scale events
 - a. Concerts
 - b. Sporting events
 - c. Parades/Celebrations
 - d. Dignitaries

- e. Conferences/Rallies
- B. Role of the public safety dispatcher
 - 1. Obtain, disseminate, review critical information
 - 2. Triage each new call and document information received
 - 3. Advise citizens of actions to take in critical incidents (e.g., chemical spills, severe weather, active shooter) in accordance with agency policy
 - 4. Dispatch, deploy and track units/resources assigned
 - 5. Agency specific notifications
 - 6. Post incident review
- C. Resource materials
 - 1. Call out lists (agency specific)
 - 2. Disaster preparedness manuals
 - 3. Policy and/or procedure manuals
 - 4. Emergency Response Guidebook (Department of Transportation (DOT)Hazmat)
 - 5. Maps
 - 6. Use of the media/social media
 - 7. Mass notification systems (e.g., Reverse 9-1-1, Everbridge, Nixle, Changeable Message Signs (CMS), Wireless Emergency Alerts (WEA))
 - 8. Additional online training available (e.g., ICS/FEMA, National Wildfire Coordination Group (NWCG) and Firescope)
- D. Emergency Operation Center (EOC)/Department Operation Center (DOC):
 - 1. Activation criteria
 - 2. Guidelines
- E. Incident Command System (ICS)
 - 1. Origins
 - 2. Roles and responsibilities
 - a. Command
 - b. Planning
 - c. Operations
 - d. Logistics
 - e. Finance
 - 3. California Standardized Emergency Management Systems (SEMS)
 - 4. National Incident Management System (NIMS)
- F. Mutual aid
 - 1. Define mutual aid as the voluntary sharing of personnel and resources when an agency cannot sufficiently deploy its own resources to respond
 - 2. Purpose of mutual aid is to provide local government services, resources, and facilities when jurisdictional resources are

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

- VI. ORIGINATION DATE
November 1, 1994
- VII. REVISION DATES
January 1, 1999
July 1, 2002
July 1, 2010
July 1, 2011
July 1, 2023

**PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #113**

Wellness Management

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding how to maintain their overall wellness

II. LEARNING OBJECTIVES

A. Stress

1. Definitions

- a. A state of mental or emotional strain or tension resulting from an adverse or very demanding circumstance (Merriam-Webster)
- b. Stress can be defined as any type of change that causes physical, emotional, or psychological strain (World Health Organization)

2. Symptoms of stress, including:

- a. Physiological (e.g., increased heart rate, sweaty palms, holding breath, loss of senses, sleep disruptions)
- b. Cognitive (e.g., brain fog, lack of concentration, memory problems)
- c. Emotional (e.g., anger, crying, irritable, anxiety, laughing)

3. Potential sources of stress

- a. Emotional triggers
- b. Work schedules
- c. Balance (work v personal life)
- d. Training
- e. Probation
- f. Workplace environment (e.g., physical environment, peer interactions)
- g. Community perspective (positive and negative)
- h. Financial
- i. Family/Friends
- j. Organizational

4. Potential Effects

- a. Burnout
- b. Moral injury
- c. Compassion Fatigue
- d. Hypervigilance
- e. Depression

- f. [Post-Traumatic Stress Injury \(PTSI\)](#)
 - g. [Suicide](#)
- B. [Maladaptive Coping Mechanisms](#)
 - 1. [Alcohol abuse](#)
 - 2. [Substance abuse](#)
 - 3. [Consumerism](#)
 - 4. [Unhealthy relationships](#)
 - 5. [Inappropriate relationships](#)
 - 6. [Gambling](#)
 - 7. [Emotional disconnect](#)
 - 8. [Isolation](#)
 - 9. [Obsessive compulsive behaviors](#)
- C. [Managing wellness](#)
 - 1. [What is your why](#)
 - a. [Professional perspective](#)
 - b. [Personal perspective](#)
 - 2. [Body](#)
 - a. [Health screenings](#)
 - b. [Physical fitness](#)
 - c. [Nutrition](#)
 - d. [Sleep hygiene](#)
 - e. [Ergonomics](#)
 - 3. [Mind](#)
 - a. [Mental fitness](#)
 - b. [Therapy/Counseling](#)
 - c. [Meditation](#)
 - d. [Adaptive distancing](#)
 - e. [Finding sources of joy](#)
 - 4. [Spirit](#)
 - a. [Inner peace](#)
 - b. [Yoga](#)
 - c. [Connections](#)
 - d. [Mindfulness](#)
 - 5. [Relationships](#)
 - a. [Family](#)
 - b. [friends](#)
 - 6. [Be intentional \(e.g., journaling, personal grace, find ways to gain personal control\)](#)
 - 7. [Financial planning](#)
 - a. [Retirement](#)
 - b. [Deferred Comp/401\(k\)](#)
 - c. [Insurance](#)
 - d. [Money management](#)

D. Resilience

1. Define

- a. An ability to recover from or adjust easily to adversity (Merriam-Webster)
- b. Able to recoil or spring back into shape after bending, stretching, or being compressed (Oxford Dictionary)

2. Personal tools for resiliency

- a. Self-care
- b. Emotional intelligence
- c. Emotional labor awareness
- d. Maintain a growth mindset

3. Organizational resources

- a. Chaplaincy
- b. Peer support
- c. Mentor
- d. Employee assistance program (EAP)
- e. Emotional support animals

4. External resources

- a. Professional organizations (NENA, APCO, CCUG, WLLE, PORAC)
- b. Support System (e.g., family, self-help groups, retreats, mentor)
- c. Private organizations that support first responder wellness
- d. Nonprofit organizations

III. REQUIRED TESTS

None

IV. REQUIRED LEARNING ACTIVITIES

- A. Students will create a list of their emotional triggers and identify ways to mitigate their effects.
- B. In groups, students will create a plan to address and manage wellness as it relates to one of the following: mind, body, spirit, financial or relationships.
- C. Students will create a personalized wellness plan that will incorporate one of more resiliency tools.

V. HOURLY REQUIREMENTS

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

VI. ORIGINATION DATE

November 1, 1994

REVISION DATES

January 1, 1999

July 1, 2002

July 1, 2010

July 1, 2023

PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #114

Mental Health Conditions and
Intellectual/Development Disabilities Awareness

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need an awareness of mental health conditions, intellectual/developmental disabilities, other conditions to consider and the resources available.

II. LEARNING OBJECTIVES

A. Mental Health Conditions

1. Historical relationship with public safety
2. Lanterman-Petris Short Act (WI 5150)
3. Stigma
4. Bias (implicit v explicit)
5. Categories
 - a. Thought disorders, including schizophrenia
 - b. Mood disorders, including depression and bipolar
 - c. Anxiety related disorders
 - d. Post-Traumatic Stress Disorder (PTSD)
6. Behaviors and indications
 - a. Fearfulness
 - b. Inappropriate behavior
 - c. Agitation
 - d. Impaired self-care
 - e. Hallucinations
 - f. Delusions
 - g. Communication

B. Intellectual/Developmental Disabilities

1. Historical relationship with public safety
2. Lanterman Developmental Disabilities Act (WI 4500 et. Seq.)
3. Stigma
4. Bias (implicit v. explicit)
5. Categories and associated behavioral indicators
 - a. Intellectual disability
 - i. Difficulty responding
 - ii. May not understand complex questions
 - iii. Lack of situational awareness
 - b. Down Syndrome
 - i. Stubbornness/Trantrums
 - ii. Delayed cognition

- iii. [Delayed speech](#)
 - c. [Cerebral Palsy](#)
 - i. [Awkward gait](#)
 - ii. [Slow and/or slurred speech](#)
 - iii. [Involuntary/spastic body movements](#)
 - d. [Autism spectrum disorder](#)
 - i. [Sensory sensitivity](#)
 - ii. [Self-injurious behavior](#)
 - iii. [Repetitive movements \(e.g., rocking, spinning, hand twisting\)](#)
 - iv. [Communication challenges \(e.g., non-verbal, atypical tone and volume, repetition\)](#)
 - v. [Social interaction](#)
 - e. [Epilepsy](#)
 - i. [Staring spells](#)
 - ii. [Lack of response](#)
 - iii. [Disorientation](#)
 - iv. [Rhythmic movements of the head \(e.g., jerking uncontrollably\)](#)
 - C. [Other conditions](#)
 - 1. [Co-Occurring/dual diagnosis](#)
 - 2. [Physical disabilities](#)
 - 3. [Deaf or hard of hearing \(Effective Communication under ADA guidelines\)](#)
 - 4. [Neurological disorders \(e.g., dementia, Alzheimer's, traumatic brain injury\)](#)
 - 5. [Blind or visually impaired](#)
 - 6. [Excited delirium](#)
 - D. [Role of the public safety dispatcher](#)
 - 1. [Reporting parties' relationship to the incident](#)
 - 2. [Reason for the call](#)
 - 3. [Rapport building](#)
 - 4. [Impacts](#)
 - 5. [Person-center language](#)
 - 6. [Assistive technology](#)
 - E. [Resources](#)
 - 1. [Agency specific](#)
 - 2. [Local level](#)
 - 3. [State level](#)
- III. [REQUIRED TESTS](#)
[NONE](#)
- IV. [REQUIRED LEARNING ACTIVITIES](#)
- A. [Working in pairs, students will be given a role-playing scenario. On person will be assigned the role of the public safety dispatcher while the other is playing the role of the caller. The public safety dispatcher will need to:](#)

1. Determine who the caller is in relation to the incident
2. Identify any behavior indicators
3. User techniques for rapport building
4. Use person center language when possible
5. Be able to provide additional resources

NOTE: each student will have the opportunity to assume the role of the public safety dispatcher. The person assigned the role of the caller will be provided script by the facilitator that includes the answers to the questions related to the areas identified above.

- B. In small groups, students will be given a list of mental health conditions and intellectual/developmental disabilities as well as a list of behavioral indicators. Students will chart the correlation between the provided list of the mental health conditions, intellectual/developmental disabilities, and behavior indicators. As a class, students will discuss the commonalities and the differences of the behavior indicators.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on mental health conditions and intellectual/developmental disabilities.

VI. ORINATION DATE

July 1, 2023

VII. REVISION DATES

**PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #115**

Human Trafficking

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic understanding of human trafficking, signs indicating human trafficking, and awareness of related crimes

II. LEARNING OBJECTIVES

A. Overview of human trafficking

1. Human trafficking defined
2. Statutes and Penal Codes (e.g., PC: 236.1, 266h, 266i, 647(b), 653.22, 653.23, 745)
3. Other related laws
4. Statistics (e.g., average age of victim/survivor, vastly under reported)
5. Terminology (e.g., symbols, emojis, definitions)
6. Technology

B. Perspectives

1. Global
2. Domestic/Local
3. Smuggling v Trafficking

C. Types of human trafficking

1. Sex trafficking
 - a. Commercial Sexual Exploitation of Children (CSEC)
 - b. Massage Parlors
 - c. Brothels
 - d. Street prostitution
 - e. Hotel/Motel
 - f. Escort services
 - g. Karaoke bars
2. Labor trafficking
 - a. Farming
 - b. Restaurants
 - c. Manufacturing
 - d. Construction
 - e. Janitorial/Housekeeping
 - f. Caregivers/Nursing
 - g. Door-to-door sales
 - h. Street vendors

D. Indicators

1. Dramatic behavior changes
 - a. New friends/relationship

- b. Unexplained injuries
- c. Change in sleep patterns/fatigue
- d. Malnutrition
- e. Chronic runaways
- f. Evasiveness
- 2. Unexplained gifts (e.g., purses, shoes, multiple phones)
- 3. Tattoos/Branding
- 4. Lack of identification/documents (e.g., passport, credit cards, drivers license/ID)
- E. Victimology
 - 1. Common misconceptions
 - a. Victims keep all their money
 - b. Victims choose the lifestyle
 - c. Victims enjoy what they do
 - d. Prostitution is a glamorous lifestyle
 - e. Victims have control/power
 - f. Prostitution is a victimless crime
 - 2. Common traits
 - a. Learned behavior (e.g., home life, movies, celebrities)
 - b. Prior abuse
 - c. Exploiting lack of family structure/broken home
 - d. Beaten, humiliation, torture
 - e. Health issues
 - f. Addiction, substance abuse
 - g. Distrust of authority/relationships
 - 3. Importance of rapport building
- F. Role of the public safety dispatcher
 - 1. Initial call processing
 - 2. Red Flags
 - a. Unable to provide legal name of involved parties (only knows moniker/nickname)
 - b. Does not know their location
 - c. Does not know the phone number/does not have their phone
 - d. Not a local resident (of the jurisdiction they are contacting)
 - e. Disturbance regarding money
 - f. Call originates from hotel/motel
 - 3. Thorough documentation
 - Note: If human trafficking is suspected, ask for email address and/or social media username(s)*
- G. Resources/Referrals
 - 1. National Human Trafficking Hotline
 - a. Phone: (888)373-7888
 - b. Text: 233733
 - c. Webpage: www.humantraffickinghotline.org
 - 2. National Center for Missing and Exploited Children (NCMEC)

3. Crime stoppers
4. Polaris Project
5. Non-government organizations

III. REQUIRED TESTS

NONE

IV. REQUIRED LEARNING ACTIVITIES

Students will participate in a scenario-based exercise demonstrating their ability to build rapport and gather information while taking into consideration victimology, terminology, and resources available.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on human trafficking

VI. ORINATION DATE

July 1, 2023

VII. REVISION DATES

**PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #116**

Terrorism and Extremist Group Awareness

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a basic awareness of terrorism and extremist groups as well as available resources.

II. LEARNING OBJECTIVES

A. Define terrorism

1. FBI definitions of International and Domestic Terrorism
2. Patriot Act of 2001
3. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA)

B. Domestic terrorism

1. Categories
2. Tactics
3. Techniques
4. Procedures

C. International terrorism

1. Categories
2. Tactics
3. Techniques
4. Procedures

D. Pre-incident indicators

1. Definition
2. Event indicators
 - a. Target selection
 - b. Surveillance
 - c. Gathering/Elicitation of information
 - d. Testing of security
 - e. Financing the event
 - f. Acquiring supplies
 - g. Trial run
 - h. Deploying assets

E. Critical infrastructure

1. Identified sectors
2. Types of targets
 - a. Soft
 - b. Hard
 - c. High value

F. Information sharing

1. Notify agency specific designee/Terrorism liaison officer (TLO)
2. Suspicious activity report (SAR)

3. Fusion Centers
 - a. Five regional centers
 - b. Criteria for review for further follow up
4. Dissemination to other government agencies (e.g., Joint Terrorism Task Force (JTTF), ATF, Secret Service)
- G. Terrorism watch list
 1. Known of Suspected Terrorist File (KST)
 - a. Domestic data from FBI
 - b. International data from National Counter-Terrorism Center (NCTC)
 2. Handling Codes
- H. Violent extremists
 1. Define violent extremists
 - a. Tactics
 - b. Techniques
 - c. Procedures
 2. Homegrown v Radicalized
 3. Pre-radicalized indicators (e.g., online activity, behavioral changes)
- I. Resources
 1. POST Learning Portal
 2. TLO course(s)
 3. National Terrorism Advisory System (NTAS)
 4. California State Threat Assessment System (CTAS)
 5. Nationwide SAR Initiative (NSI)
 6. FBI
 7. DHS
 8. NCTC
 9. Office of the Director of National Intelligence (ODNI)
 10. Texas A&M Engineering Extension Service (critical infrastructure training)
- III. REQUIRED TESTS
NONE
- IV. REQUIRED LEARNING ACTIVITIES
 - A. Students will participate in a learning activity that demonstrates their ability to identify if a group is considered a domestic terrorist, international terrorist, or extremist group and provide examples of their most recent activity and ideology.
 - B. The students will participate in a learning activity that demonstrates their ability to identify critical infrastructure sectors and provide examples within their respective jurisdictions.
- V. HOURLY REQUIREMENTS
Students shall be provided a minimum of **4 hours** of instruction on terrorism and extremist group awareness
- VI. ORIGINATION DATE

July 1, 2023

VII. REVISION DATES

PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #117

Cultural Diversity and Hate Crimes

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need a foundational knowledge of hate crimes and the diverse population of California.

II. LEARNING OBJECTIVES

A. Cultural diversity

1. Define

- a. Culture
- b. Diversity
- c. Cultural Diversity
- d. Race
- e. Ethnicity
- f. Nationality
- g. Tradition
- h. Religion
- i. Beliefs and values
- j. Stereotypes
- k. Prejudice
- l. Discrimination
- m. Racism

2. Cultural composition of California

- a. Past
- b. Present

B. Sexual orientation, gender identity and expression (SOGIE)

1. Define

- a. Sexual orientation
- b. Gender identity
- c. Gender expression or gender non-conforming
- d. Non-binary or gender neutral
- e. Lesbian
- f. Gay
- g. Bisexual
- h. Transgender
- i. Queer
- j. Questioning
- k. Stereotypes
- l. Prejudice
- m. Discrimination

2. Important moments in history

- a. Organization of Mattachine Society, *first national gay rights*

- c. Gather information
- d. Proper documentation
- e. Set realistic expectations in accordance with agency policy
- 2. Determine appropriate response of referral
- 3. Potential barriers
 - a. Cultural perceptions
 - b. Language
 - i. Avoid jargon and acronyms
 - ii. Clarify slang terminology
 - iii. Utilize interpretation services when needed
 - c. Bias (implicit v explicit)
 - d. Emotional state of the caller

F. Resources

- 1. Internal
- 2. Local (e.g., city and county)
- 3. State
- 4. Non-governmental/non-profit

III. REQUIRED TESTS

NONE

IV. REQUIRED LEARNING ACTIVITIES

- A. Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be afforded the opportunity to conduct a self-assessment to determine their own implicit and explicit biases.
- B. Students will identify a protected class they are unfamiliar with, prepare a presentation and teach back to the class.
- C. Students will research landmark events; past and present, that have been catalysts in the evolution of civil rights as it pertains to protected classes.
- D. Students will demonstrate a knowledge of local resources available to victims who experience acts of hate.
- E. Given a scenario-based activity, students will:
 - 1. Identify the elements of a crime
 - 2. Determine and explain if a crime, hate crime, or hate incident has occurred.
 - 3. Determine and explain if any civil rights or first amendment rights have been violated.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on cultural diversity and hate crimes.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1994

July 1, 2002

July 1, 2010

July 1, 2011

July 1, 2023

**PUBLIC SAFETY DISPATCHERS' COURSE SPECIFICATIONS FOR
LEARNING DOMAIN #118**

Gang Awareness

July 1, 2023

I. LEARNING NEED

To effectively carry out their duties and responsibilities, public safety dispatchers need to have an awareness of gangs and related criminal activity.

II. LEARNING OBJECTIVES

A. Define

1. Gang
2. Criminal gang (PC 186.22)
3. Validation
4. Graffiti (PC 594)
5. Territory
6. Moniker

B. History

1. Social group evolution to criminal gang
2. Widely recognized gangs
3. Recruitment, initiation, and tactics
4. Characteristics and traditions (e.g., clothing, tattoos, logos, hand signs)
5. Terminology (e.g., turf, tagging, flying colors)

C. Categories

1. Street
2. Organized
3. Motorcycle
4. Prison

D. Role of the public safety dispatcher

1. Recognize potential gang involvement in calls for service
2. Responder safety considerations
3. Awareness of agency policy and procedures

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 gang awareness

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATE

January 1, 1994

July 1, 2002

July 1, 2010

July 1, 2011

July 1, 2023