

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Basic Course
1850-30900
Professional Orientation
Learning Domain #100

Instructional Goal:

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.

Performance Objectives:

- ❑ Students will be aware of a Public Safety Dispatcher's general duties/role
- ❑ Students will know the meaning of the acronym POST
- ❑ Students will recognize the goals of the Public Safety Dispatcher's course

I. Introductions (1 hour)

- A. Course Introduction/Welcome
 - 1. Welcome and Instructor introductions
 - 2. Overview of the Public Safety Dispatch Course
- B. Learning Need
 - 1. Moral Commitment to maintain public trust
 - 2. Understanding of role and responsibilities
 - 3. Acting with a high degree of professionalism and ethics
- C. Learning Objectives
 - 1. Dispatcher's Role
 - 2. Dispatch function
 - 3. Workflow
 - 4. Professional demeanor and behavior expectations
 - 5. Organizational structure and chain of command
 - 6. Agency policies and procedures
 - 7. Career opportunities

II. Roles and Functions of the Public Safety Dispatcher (1 hour)

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

III. Functions of the Communications Center (1 hour)

- A. Common functions of the communication center
 - 1. Traditional function
 - 2. Non-traditional functions

- B. Workflow in the communications center, including:
 - 1. Various sources of calls
 - 2. Types of calls and incidents commonly received
 - 3. Evaluation, routing and referral of calls
 - 4. Type/level of response
 - 5. Documentation

IV. Professional Demeanor, Ethical Behavior and Sexual Harassment (2 hours)

- A. Professional demeanor and ethical behavior, including:
 - 1. Impact of conduct (e.g., hostile work environment)
 - 2. Sexual Harassment
 - 3. Ethical and/or character-based dilemmas
 - 4. Personal and professional values (e.g., work ethics)
 - 5. Agency values and expectations
 - a. other sources
 - 6. Integration within the communications center environment
- B. Communicating effectively with the public, co-workers, field personnel, supervisors
 - 1. Professional
 - 2. Respectful
 - 3. Understanding the views of others
 - 4. Following agency guidelines

V. Community Service Attitude (1 hour)

- A. Developing a community service attitude
 - 1. Community expectations of public safety services
 - 2. Serving multiple communities (citizens, officers, etc.)

VI. Introduction to Law Enforcement (1 hour)

- A. Chain of command and organizational structures
 - 1. Paramilitary system
- B. Policies and procedures impacting communications center operations, training, and personnel
 - 1. Agency policies and procedures
 - 2. Agency training requirements
 - 3. POST training requirements

VII. Communications Training Officer and Career Development (1 hour)

- A. Policies and procedures impacting communications center training
 - 1. Promotional requirements
- B. Career development and opportunities

1. Tactical dispatcher
2. Hostage negotiator
3. Communications Training Officer (CTO)
4. Community Services Officer (CSO)
5. Peer counselor
6. Promotions
7. Incident dispatcher/Special events dispatcher
8. Instructional opportunities
9. 9-1-1 public education
10. Leadership courses, development, and enrichment

VIII. REQUIRED TEST

None

IX. REQUIRED LEARNING ACTIVITIES

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

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

X. HOURLY REQUIREMENTS

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

POST Required Hours	8
Agency Specific	0
TOTAL Hours	8

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Basic Course
1850-30900
Criminal Justice System
Learning Domain #101

Instructional Goal:

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

Performance Objective :

Using lecture and learning activities and handouts the students will:

Display knowledge of the elements of a crime.

Recognize local ordinances, codes and laws and know how to research information on each.

Understand intent, negligence and court orders relating to the laws.

I. History of Modern Policing/Components of the Criminal Justice System (1 hour)

- A. Court System
 - 1. Local
 - 2. State
 - 3. Federal

- B. Functions of law enforcement in the criminal justice system
 - 1. Local
 - 2. State
 - 3. Federal

I. Law Enforcement Agencies (1 hour)

- A. Corrections
 - 1. City/county jail
 - a. prison maintains incarceration for misdemeanor conviction
 - 2. State/federal prison
 - a. maintains incarceration for felony conviction
 - 3. Parole
 - 4. Probation

III Processing Criminal Complaints (1 hour)

- A. Public safety dispatcher's role in the criminal justice system:
 - 1. First point of contact
 - a. The public safety dispatcher is generally the public's first contact in dealing with the criminal justice system
- B. Impact of the public safety dispatcher's action on the outcome of case, specifically.
 - 1. Thorough documentation techniques

IV. Public Safety Dispatcher's Role in the Criminal Justice System (1 hour)

- A. Public safety dispatcher's role in the criminal justice:
 - 1. Courtroom preparation and testimony
- B. Impact of the public safety dispatcher's actions on the outcome of a case, including:
 - 1. Dispatcher's contribution to the timely and effective investigation and resolution of a criminal case
 - 2. Errors, omissions, and negligence
 - 3. Incomplete information gathering techniques

VI. REQUIRED TEST

None

VII. REQUIRED LEARNING ACTIVITIES

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

VIII. HOURLY REQUIREMENTS

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

POST Required Hours	4
Agency Specific	0
TOTAL Hours	4

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Introduction to Law
Learning Domain #102

Instructional Goal:

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

Performance Objective:

Using lecture, learning activities and handouts the students will:

- ❑ Display knowledge of the elements of a crime.
- ❑ Recognize local ordinances, codes and laws and know how to research information on each.
- ❑ Understand intent, negligence and court orders relating to the laws.

I. Law Overview: Definition of a Crime, Letter of the Law vs Spirit of the Law (2hours)

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

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

- C. Civil liability and criminal negligence
 - 1. Civil Liability
 - 2. Criminal Negligence

- D. Criminal and civil law
 - 1. Criminal law deals with the violation of a criminal statutes, called a crime
 - 2. Civil law deals with non-criminal violations of the law

II. Components and Classifications of Crimes: Defines and Elements, Intent and Parties to a crime (2 hours)

- A. Classifications of crimes
 - 1. Infraction
 - 2. Misdemeanor
 - 3. Felony
 - 4. Elective Felony (“Wobbler”)

- B. Corpus delicti
 - 1. The term “corpus delicti” is Latin and literally means “body of crime”
 - 2. The corpus delicti of every crime consists of all the elements of that crime, as they are specified in the statute defining the crime.
- C. Parties to a crime, including:
 - 1. Principals
 - 2. Accessories
 - 3. Accomplices
- D. Local ordinances
 - 1. Local ordinances change from jurisdiction to jurisdiction
 - 2. Violation of local ordinances is generally an infraction
- E. Criminal and civil law
 - 1. Criminal law deals with the violation of a criminal statutes, called a crime
 - 2. Civil law deals with non-criminal violations of the law
- F. Criminal intent versus criminal negligence
 - 1. Criminal intent - In every crime or public offense, there must exist a union or joining operation of act and intent or criminal negligence (Penal Code section 20)
 - 2. Criminal negligence - Negligence is failure to exercise that degree of care, which a person of ordinary prudence (reasonable person) would exercise under the same circumstances

III. Specific Crimes: Crimes Against Property, Crimes Against Persons, Statutory/Case Law (3 Hours)

- A. Elements of Specific Crimes
 - 1. Murder (Penal Code section 187)
 - 2. Robbery (Penal Code section 211)
 - 3. Sexual Assaults (Penal Code sections 220, 261, 288, 289)
 - 4. Assault and Battery (Penal Code sections 240, 241, and 242)
 - 5. Assault with a Deadly Weapon (Penal Code section 245)
 - 6. Domestic Violence (Penal Code section 273.5)
 - 7. Disturbing the Peace (Penal Code section 415)
 - 8. Displaying a Weapon in a Rude and Threatening Manner (Brandishing) (Penal Code section 417)
 - 9. Criminal Threats (Penal Code section 422)
 - 10. Burglary (Penal Code section 459)
 - 11. Petty Theft (Penal Code section 484)
 - 12. Grand Theft (Penal Code section 487)
 - 13. Public Intoxication (Penal Code section 647f)
- B. Statutory law
 - 1. Statutory law is written law enacted by the legislative body of a nation, state, county or city
 - 2. Laws, rules, and regulations reduced to a system of codes

- C. Case law
 - 1. Body of law based on prior judicial decisions
 - 2. The purposes of case law

IV. Concepts of Evidence: Reasonable Suspicion, Probable Cause, Miranda Rights (1 hour)

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

V. Concepts of Evidence: Types of Evidence, Issues of Admissibility of Evidence, Hearsay Rule, Evidence and the PSD Role (1 hour)

- A. Types of evidence
 - 1. Dispatcher is the first link in the chain of evidence
 - 2. Evidence preservation advice to callers
- B. Evidentiary value of communications data
 - 1. All incoming calls, radio transmissions, and computer terminal communications are recorded and are subject to subpoena
 - 2. Tape recorded confessions
 - 3. Dispatcher court appearances

VI. Introduction Law/Court Orders and Obligations (3 hours)

- A. Confidentiality of communications information/privileged information
 - 1. "Need to know" versus "Right to know"
 - 2. Information pertaining to officer citizen/safety
- B. Release of "public information"
 - 1. Freedom of Information Act (FOIA) Title 5, Section 522 (Federal)
 - 2. The Public Records Act, Government Code sections 6250-6276.48 (California)
- C. Court orders
 - 1. Restraining or stay-away orders
 - 2. Child custody orders
 - 3. Child visitation orders

VII. REQUIRED TEST

None

VIII. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce the student's understanding of the elements of various crimes.
- B. The student will participate in a learning activity which causes the student, given a word picture or other stimulus material, to identify and defend the presence or absence of the elements of a variety of crimes

IX. HOURLY REQUIREMENTS

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

POST Required Hours	12
Agency Specific	0
TOTAL Hours	12

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Interpersonal Communication
Learning Domain #103

Instructional Goal:

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

Performance Objective:

Using lecture, learning activities and handouts the students will:

- Apply verbal communication techniques.
- Demonstrate non-verbal techniques.
- Identify components of communication mechanics.
- Recognize importance of professional language.

I. Components of Communication/Workplace Environment (2 hours)

- A. Reasons for developing positive communication skills
 1. Career satisfaction and success
 2. Better personal and professional relationships
 3. Improved personal health
 4. Professional and personal liability

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

- C. Elements of communication, including:
 1. Content
 2. Nonverbal
 3. Voice

- D. Promoting a positive workplace environment, regarding:
 1. Absence of discrimination and harassment
 2. Addressing emotional/psychological issues
 3. Inappropriate verbal behaviors (e.g., profanity, gossip)
 4. Tolerance
 5. Valuing diversity
 6. Perceptions
 7. Treating others how you want to be treated

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

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

- G. Strategies for deflecting verbal abuse, including:
 - 1. Verbal deflection
 - 2. Refocusing/redirecting

II. Active Listening

(2 hours)

- A. Effects of nonverbal signals during communications:
 - 1. In person
 - 2. Over the phone
 - 3. Over the radio

- B. Active listening concepts, including:
 - 1. Definition and purpose
 - 2. Techniques of active listening
 - 3. Keys to promoting active listening
 - a. e.g., reserving judgment

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

- D. Disclosures
 - 1. Definition of disclosure
 - 2. Considerations regarding disclosures
 - 3. Reporting requirements

- E. Professional conduct, including:
 - 1. Civil behavior
 - 2. Courtesy
 - 3. Voice tone
 - 4. Word selection
 - 5. Body language
 - 6. Dealing with work-related stress

- F. Strategies for deflecting verbal abuse, including:
 - 1. Advantages of deflecting verbal abuse
 - 2. Recognizing abusive triggers

III. REQUIRED TEST

None

IV. REQUIRED LEARNING ACTIVITIES

The student will participate in a learning activity that will reinforce the student's understanding of the importance of developing and maintaining positive interpersonal communications.

V. HOURLY REQUIREMENTS

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

POST Required Hours	4
Agency Specific	0
TOTAL Hours	4

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Telephone Technology and Procedures
Learning Domain #104

Instruction Goal :

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

Performance Objective:

Using lecture, learning activities and handouts the students will:

- ❑ Students will distinguish the basic outline (introduction, body, and close) of an interview.
- ❑ The students will formulate open-ended and close-ended questions.
- ❑ The students will recognize the key questions (who, what, when, where, and how) of an interview.

I. Interview Techniques (2 hours)

- A. Interview techniques to obtain information from victims, witnesses, or personnel from other agencies
 - 1. Effectively managing a call (facilitating acquisition of essential information)
 - 2. Asking critical questions (e.g., using a system such as the 5W's)
- B. Techniques for calming a caller in crisis
 - 1. Calm direct instruction
 - 2. Diffusion
 - 3. Silence
 - 4. Reassurance
 - 5. Active Listening
- C. Receiving and handling callers, including:
 - 1. Crank
 - 2. Nuisance
 - 3. Communication impaired
 - a. TDD/TTY systems
 - b. Video Relay Service
 - c. California Relay Service
 - 4. Non-English speaking
 - 5. Witnesses
 - 6. Victims
 - 7. Suspects
 - 8. Anonymous/Informants
- D. Techniques to effectively communicate with a person who is:
 - 1. Abrasive
 - 2. Frightened
 - 3. Hysterical

4. Hurried/impatient
 5. Politically demanding
 6. Under the influence of drugs or alcohol
 7. Very young or very old
 8. Rambling
 9. Heavily accented
 10. Hostile or unapproachable
 11. Mentally incapacitated
 12. Suicidal
 13. Frustrated
- E. Purpose and appropriate use of the phonetic alphabet
1. The phonetic alphabet is used to ensure understanding of address, locations, and spelling of names

II. Processing Duplicate Calls/Routing Calls for Service to Allied Agencies (1hour)

- A. Processing duplicate phone calls for assistance
1. Determine if call is related to an incident that is already working
 2. If the call is a duplicate, question the caller for additional, updated information for the units
- B. 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 to send the appropriate agency

III. Relaying Information/Initiating Telephone Trace/Educate Callers on Policy (1hour)

- A. Relaying incident information to radio dispatcher in a timely manner
1. Importance of logical order of information in call slip
 2. Prioritizing information
 3. Initial dispatch information
- B. Initiating telephone number traces
1. Manual Automatic Location Identification (ALI)
 2. Wireless traces
 3. Phone (land line) company traces
- C. Explaining department procedures/policies, and legal procedures to the public
1. Opportunity to educate the public on local policing policies and services
- D. Procedures, guidelines and liability considerations for advising citizens of actions to take under the following emergency and non-emergency circumstances:
1. Crime incidents
 2. Traffic incidents
 3. Medical incidents
 4. Fire incidents
 5. Hazardous materials (HazMat) incidents
 6. Evacuations
 7. Liability and related case law

IV. 9-1-1 System

(1 hour)

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

- B. The 9-1-1 system
 - 1. Calls received from Centrex and PBX systems
 - 2. Automatic Number Identification (ANI)
 - 3. Automatic Location Identification (ALI)
 - 4. 9-1-1 printer or computer
 - 5. Public Safety Answering Point (PSAP)
 - a. Primary answering point
 - b. Secondary answering point
 - c. Alternate answering points
 - 6. Completing ALI routing sheet (9-1-1 distribution correction form)
 - a. Master Street Address Guide (MSAG)
 - b. Emergency Service Number (ESN)
 - c. Pseudo-ANI (P-ANI)
 - 7. Legal requirements for answering and transferring 9-1-1 calls
 - a. Incomplete 9-1-1 calls
 - b. Answering calls 9-1-1 calls
 - c. Transferring calls 9-1-1 calls
 - 8. Reporting 9-1-1 equipment problems
 - a. Agency policy
 - 9. Wireless 9-1-1 calls
 - a. Cellular phones
 - b. Voice-over-Internet Protocol (VoIP)
 - c. Texting/Text Messaging
 - d. Video
 - e. Telematics
 - (1) Telematics refers to emerging technologies such as proprietary in-car alerting systems
 - 10. Secondary seven-digit number
 - 11. Other N-1-1 systems (e.g. 3-1-1, 4-1-1, 5-1-1)

- C. Other technology utilized in a public safety dispatch center
 - 1. Automated mapping systems
 - 2. Manual ANI/ALI query
 - 3. TTY Equipment
 - 4. Mass notification systems (ex. Reverse 9-1-1)
 - 5. Voice activated alarms
 - 6. Intelligent workstations

V. Effective Telephone Skills (Voice Projection/Modulation, Diction, Active Listening) **(2 hours)**

- A. Obtaining pertinent information using primary and secondary questions for the following incidents:
 - 1. Crime incidents

2. Traffic incidents
3. Medical incidents
4. Fire incidents
5. Hazardous materials (HazMat) incidents
6. Evacuations

B. Effective communication skills, including:

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

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

1. Use clear, concise directions

VI. Criteria for Processing Calls (2 hour)

A. Criteria to classify and prioritize multiple calls and requests for service

1. Emergency
2. Non-Emergency

VII. Background Noises and Voices/Alarm Calls (1 hour)

A. Monitoring and responding to alarm, alerting, and surveillance systems

1. Residential/commercial security systems
2. Medical alarms
3. Fire alarms
4. Systems monitored by communications personnel
 - a. Electronic tracking systems (ETS) devices
 - b. Stolen Vehicle/Property alarms with a hidden transmitter i.e. Bait cars
 - c. Closed-circuit television systems
5. Panic Alarms
6. Personal alerting systems

B. Detecting and interpreting background voices and noises heard over the telephone, such as:

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

VIII. Call Taking Simulations (2 hours)

IX. REQUIRED TEST

None

X. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a learning activity that will reinforce the student's understanding of the components of effective interviews, including:
1. Active listening techniques
 2. Gathering information to determine the nature of the caller's problem
 3. Methods and techniques of interviewing that maintain control, elicit cooperation, and reflect confidence, empathy and concern
- B. Given a work simulation activity, the student will receive a telephone complaint regarding at least four of the following:
1. Crime in-progress
 2. Alarm call
 3. Domestic violence/family disturbance
 4. Fire incident
 5. Medical incident
 6. Traffic incident
 7. Missing persons

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

- C. Given a work simulation activity, the student will be required to receive a telephone call requiring effective communication with diverse types of people to include at least four of the following special problems:
1. Hysterical
 2. Intoxicated (Drunk)
 3. Abusive
 4. Irrate
 5. Suicidal
 6. Elderly
 7. Child
 8. Non-English speaking
 9. Deaf/hearing impaired

XI. HOURLY REQUIREMENTS

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

POST Required Hours	12
Agency Specific	0
TOTAL Hours	12

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Missing Persons
Learning Domain #105

Instructional Goal:

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

Performance Objective:

Using lecture, handouts, and learning activities, the students will:

- Be familiar with laws governing the receipt of missing person reports
- Have knowledge of how to handle missing person calls.

I. Legislative Intent Underlying Missing Person Law and Regulations (1 hour)

- A. Background and legislative intent underlying missing person laws and regulations, missing person definitions and related Penal Code statutes
1. A variety of missing children/adult cases in the state have led to today's public awareness, legislation, response tactics, and search techniques
 2. California statutes
 3. Federal statutes

II. Types of Missing Persons (At Risk, Involuntary, Abduction, Child, Runaway, Unk) (1 hour)

- 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 impairments/disabilities
 - f. Never been missing before, or missing with questionable circumstances
 2. Involuntary missing
 - a. Elder/dependent adult
 - b. Catastrophic missing
 - c. Lost
 - d. Stranger abduction
 3. Parental/family abduction
 4. Child
 5. Runaway
 6. Unknown missing
 - a. Suspicious circumstances
 - b. Voluntary missing adult

III. Critical Call Taking and Dispatcher Responsibilities (1 hour)

- A. Critical call-taking and dispatcher responsibilities and requirements, including:
 - 1. Empathy and compassion
 - 2. Information needed to assist initial response action
 - a. Name, age, and description
 - b. Family and social environment
 - c. Missing person's knowledge of the area
 - d. Suspicious circumstances
 - e. Mental, emotional, medical, or physical condition
 - f. Weather/time of day
 - g. Resources available to missing person
 - h. Length of time person has been missing
 - i. Parental custody status
 - j. Callers relation to the missing person
 - k. Confirmed abduction versus missing person
 - l. Areas searched already
 - m. Recent threats
 - n. Recent internet contacts
 - o. Disabilities
 - p. missing
 - q. Property missing person took with them or left behind
 - 3. Classifying missing person situations
 - a. e.g., runaway, voluntary missing
 - 4. Accurate and timely "Be on the Lookout" information
 - 5. Actions required when a missing person is located

- B. Role of public safety professionals in missing persons' cases
 - 1. Coordinating a thorough search
 - 2. Initiating an aggressive investigation

IV. Resources and Investigative Tools and Learning Activity (1 hour)

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

- B. Resources and investigate tools
 - 1. Alerting systems
 - a. A Child is Missing (ACIM)
 - b. Technology to Recover Abducted Kids (TRAK) alerts or Critical Missing
 - c. Amber Alerts
 - d. Adult/child tracking systems (e.g., Project Lifesaver, Wanderers Program, etc.

2. Media
3. Search dogs and volunteer groups
4. Boats, helicopters, other specialized equipment

V. REQUIRED TEST

None

VI. REQUIRED LEARNING ACTIVITIES

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

VII. HOURLY REQUIREMENTS

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

POST Required Hours	4
Agency Specific	0
TOTAL Hours	4

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Domestic Violence
Learning Domain #106

Instructional Goal:

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

Performance Objective:

Through lecture, video, and handouts, the PSD will:

- Be familiar with penal codes, definitions, and terminology related to domestic violence
- Understand the cycle of violence, why victims stay, and the differences between normal/battering relationships
- Be familiar with resources and options available to victims of domestic violence

I. Domestic Violence: Background/General (1 hour)

- A. An overview of the domestic violence problem in California
 - 1. Statewide statistics
 - 2. Local statistics
- B. The nature of domestic violence
 - 1. Escalating nature
 - 2. Power and control

II. Domestic Violence: Sworn and PSD Involvement (1 hour)

- A. Law enforcement's responsibility in responding to a report of domestic violence
 - 1. Legal obligation is to enforce laws intended to protect victims
- B. The role of the public safety dispatcher in domestic violence calls:
 - 1. Proper questioning
 - 2. Assessing emergency medical needs and staging considerations
 - 3. Relaying impulse statements
 - 4. Initiating proper documentation
 - 5. Continuing law enforcement response regardless of victim reluctance
 - 6. Officer safety
 - a. Relaying premises history
 - b. Weapon information
 - c. Detailed suspect description and location
 - d. Other potential hazards
 - e. Relaying new information/keeping field personnel updated

- C. Referral agencies and resources
 - 1. Legal aid
 - 2. Family law
 - 3. Custody
 - 4. Counseling services
- D. Importance of call-taking procedures in relation to the public safety dispatcher's courtroom testimony in domestic violence cases, including:
 - 1. Value of effective questioning
 - 2. Value of proper documentation
- E. Specialized situations
 - 1. Incidents involving public safety personnel
 - 2. Incidents involving military personnel

III. Domestic Violence: Victims (1 hour)

- A. The legal rights and remedies available to victims of domestic violence
 - 1. Court Orders
 - 2. Penal Code section 13701(c), Victims' Bill of Rights
 - 3. Penal Code section 679.04, Victim advocate
 - 4. Government Code 6204(f), Right to confidentiality
- B. Tenancy issues and domestic violence
 - 1. Obstacles to leaving
- C. Incidents involving children
 - 1. Implications of children present on scene
 - 2. The impact that law enforcement intervention in domestic violence incidents may have on children
 - 3. Placement of children
 - 4. Long term consequence of domestic violence on children
- D. Emergency assistance to victims
 - 1. Medical attention
 - 2. Civil stand-by
 - 3. Personal safety options

IV. Laws and POST Definitions (1 hour)

- A. Provisions of the Penal Code that pertain to domestic violence
 - 1. Corporal Injury to Spouse/Co-habitant (Penal Code section 273.5)
 - 2. Domestic Battery, Penal Code section 243(e)(1)
 - 3. Other related laws
- B. Domestic violence legal definitions and terminology, including:
 - 1. Domestic violence
 - 2. "Abuse"
 - a. Defined in Penal Code section 13700
 - 3. Cohabitant

4. Family violence
5. "Dominant aggressor"
 - a. Defined in Penal Code section 13701(b) as the most significant aggressor, rather than simply the first to strike
6. "Relationships"
 - a. defined in Penal Code section 13700

V. REQUIRED TESTS

None

VI. REQUIRED LEARNING ACTIVITIES

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

VII. HOURLY REQUIREMENTS

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

POST Required Hours	4
Agency Specific	0
TOTAL Hours	4

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Community Policing/Cultural Diversity
Hate Crimes/Gang Awareness
Learning Domain #107

Instructional Goal:

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

Performance Objective:

Using lecture, Case Study and Learning Activities the PSD student will:

- Define Community Oriented Policing
- Understand the Concept of Community Oriented Policing
- Be familiar with the history of the Los Angeles Police Department

**I. Community Policing
hours)**

(2

- A. History and definition of community policing
 - 1. History
 - 2. Definition - Community policing is both an organizational and personal philosophy that promotes police/community partnerships and proactive problem solving to:
 - Address the causes of crime
 - Address the fear or perception of crime
 - Improve the overall quality of life in the community
- B. Benefits of community policing to organization, community and employee
 - 1. Reducing/preventing crime
 - 2. Reducing the fear of crime
 - 3. Improving quality of life
 - 4. Increasing community awareness, involvement and ownership
 - 5. Increasing local government involvement in problem solving
- C. Role of public safety dispatcher in community policing
 - 1. Identification of trends and potential neighborhood problems
 - 2. Communicating potential problem areas internally
 - 3. Awareness of what is important to the communities served
- D. Customer services and referrals, including:
 - 1. Law enforcement related referrals and services (e.g. 9-1-1 for kids; neighborhood watch, etc.)
 - 2. Non-law enforcement related referrals (e.g. Public Works, Civil issues, etc.)

II. Cultural Diversity

(2 hours)

- A. Culture and cultural diversity defined
 - 1. Culture refers to a complex group of shared characteristics including beliefs, values, and ways of thinking
 - 2. Cultural diversity is the representation or existence of individuals with distinctly different group affiliations within one organization, community, state, nation or other social system
- B. Changing terminology associated with diversity, ethnicity, and human relations
 - 1. Previously accepted language may no longer be appropriate
- C. Past, present, and future cultural composition of California
 - 1. Past percentages
 - 2. Present percentages
 - 3. Projected percentages
- D. Impact of the changing cultural composition of California on the delivery of law enforcement services
 - 1. Language issues
 - 2. Cultural issues
- E. Professional, personal, and organization benefits of valuing diversity within the community and law enforcement organization
 - 1. Enhances your department's services
 - 2. Enhances your department's diversity
- F. Definitions of and differences between:
 - 1. Prejudice is a prejudgment or point of view about a person or group of individuals that is usually formed before the facts are known
 - 2. Discriminations defined as an *action* or *behavior* that is prompted or based on prejudiced thought
- G. Stereotype defined
 - 1. A preconceived generalization involving negative or positive beliefs about another group
 - 2. Based solely on the individual's apparent membership in a certain group
- H. Dangers of relying on stereotypes to form judgments or to base actions
 - 1. Can lead to false assumption
 - 2. Reliability of information may be falsely weighted
- I. Possible barriers to cross-cultural communications, including:
 - 1. Cultural perceptions of law enforcement
 - 2. Law enforcement's perception of cultural groups

- J. Strategies for effective communication within a diverse community,
 - 1. Effective verbal communication
 - 2. Active listening
 - 3. Effective nonverbal communication

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

III. Hate Crimes (2 hours)

- A. Distinguishing between Penal Code definition of a hate crime versus a hate incident
 - 1. Hate crimes (As defined by Penal Code sections 422.6 and 422.7)
 - 2. Hate incidents (As defined by the Penal Code section 628.1(b)(1))

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

- C. Legal rights and remedies available to victims of hate crimes
 - 1. Civil actions under Federal civil rights acts
 - 2. Ralph Civil Rights Act
 - 3. Bane Civil Rights Act
 - 4. Victim services resources

IV. Gang Awareness (2 hours)

- A. Awareness of criminal gang activity
 - 1. Penal Code section 186.22, Criminal gangs defined
 - 2. Gang member identification
 - 3. Gang characteristics and crime trends
 - 4. Gang tracking databases
 - 5. Types of gangs

- B. Dispatcher's role in enhancing officer safety on gang-related calls
 - 1. Proper questioning
 - 2. Relaying salient information to field personnel
 - 3. Updating field personnel as additional information becomes available

V. REQUIRED TEST

None

VII. REQUIRED LEARNING ACTIVITIES

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

1. The instructional activity should provide the students with an opportunity to determine their current level of experience in dealing with culture groups.
2. The instructional activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with culture groups.

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

VIII. HOURLY REQUIREMENTS

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

POST Required Hours	8
Agency Specific	0
TOTAL Hours	8

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Child, Elder, and Dependent Adult Abuse
Learning Domain #108

Instructional Goal:

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

Performance Objective:

Using lecture, learning activities and handouts the students will:

- Define Child Abuse and types of Child Abuse, Elder and Dependent Adult Abuse
- Familiar with laws related to Child Abuse, Elder and Dependent Adult Abuse
- Be familiar with available resources, services and facilities.

I. Child Abuse

(2 hours)

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

II. Elder and Dependent Abuse

(2 hours)

- A. An overview of elder/dependent adult abuse
 - 1. Statistics
- B. Types of elder/dependent adult abuse, including:
 - 1. Physical abuse/neglect
 - 2. Emotional abuse
 - 3. Sexual abuse
 - 4. Fiduciary abuse
- C. Laws related to elder/dependent adult abuse
 - 1. Welfare & Institutions Code section 15656 Elder/Dependent abuse defined
 - 2. Legislative recognition that elders/dependent adults may be abused, neglected, or abandoned and the state is responsible to protect these persons (Welfare & Institutions Code section 15600 et. seq.)
 - 3. Mandated reporters (Welfare & Institutions Code section 15630)
 - 4. Victim may refuse or withdraw consent for the investigation of the provision of protective services (Welfare & Institutions Code section 15636)
 - 5. Punishment for failure to report (Welfare & Institutions Code section 15630(h))
 - 6. Elder Abuse (Penal Code section 368 et. al.)
- D. Crimes associated with the abuse of elders and dependent adults
 - 1. Elders can also be a helpless victim who lives in a residence where other illegal activities may be occurring
 - 2. Physical assaults
 - 3. Neglect
 - 4. Financial crimes
 - 5. Sexual assaults
- E. Resources, services and facilities available to victims of elder/dependent adult abuse
 - 1. Adult Protective Services
 - 2. National Center on Elder Abuse
- F. The public safety dispatcher's role in child, elder and dependent adult abuse cases
 - 1. Initial call screening
 - 2. Notifications (e.g., child or adult protective service agencies)
 - 3. Resource identification and referral
 - 4. Documentation
 - 5. Premises history

III. REQUIRED TEST

None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

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

POST Required Hours	4
Agency Specific	0
TOTAL Hours	4

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Law Enforcement Telecommunications
Learning Domain #109

Instructional Goal:

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

Performance Objectives:

Using lecture, learning activities and handouts the students will:

- Students will identify the procedures for making inquiries into law enforcement information systems and the capability of cross referencing the information obtained within these systems for:
Wants and Warrants, Stolen Property -including vehicles and firearms', Criminal Histories, DMV Information, Miscellaneous Information
- Students will identify the statewide information systems directly accessible to California and Federal Law Enforcement Agencies.
- Students will identify the State law and policies for obtaining, verifying, and disseminating telecommunication information including restricted and unrestricted information.
- Students will increase their level of awareness and knowledge of how and what systems to access. This will give the students the ability to achieve a higher level of Quality in their job performance.

I. Law Enforcement Telecommunications (8 hours)

- A. Information available, procedures for making inquiry into and the capability of cross-referencing information obtained within the following systems:
 - 1. California Law Enforcement Telecommunications System (CLETS)
 - 2. Criminal Justice Information System (CJIS)
 - 3. National Crime Information Center (NCIC)
 - 4. National Law Enforcement Telecommunications System (NLETS)
 - 5. Department of Motor Vehicles (DMV)
 - 6. Oregon Law Enforcement Data System (LEDS)

- B. Information systems directly accessible to California law enforcement agencies, including:
 - 1. Wanted Person System (WPS)
 - 2. California Restraining and Protective Order System (CARPOS)
 - 3. Supervised Release File (SRF)
 - 4. Missing / Unidentified Persons System (MUPS)
 - 5. Stolen Vehicle System (SVS)
 - 6. Automated Boat System (ABS)

7. Automated Firearm System (AFS)
 8. Automated Property System (APS)
 9. Automated Criminal History System (ACHS)
 10. Department of Motor Vehicles (DMV)
 11. Violent Crimes Information Network (VCIN)
 12. Armed and Prohibited Persons System (APPS)
 13. Mental Health Firearms Prohibition System (MHFPS)
 14. Violent Gangs and Terrorist Organizations File (VGTOF)
 15. Other information / intelligent systems
- C. State laws and policies for obtaining, verifying, and disseminating telecommunication information, including:
1. Unauthorized access to computer, computer systems, and computer data (Felony) This includes but is not limited to: Penal Code section 502
 2. Information related to arrest, pretrial proceeding, sentencing information, incarcerations, parole, and probation; Penal Code section 11075
 3. State summary criminal history information and persons authorized to receive the information; Penal Code section 11105
 4. Authorized persons furnishing criminal offender records information (CORI) to unauthorized persons; Penal Code section 11142
 5. Unauthorized persons receiving criminal offenders' records information (CORI); Penal Code section 11143
 6. Extradition of fugitives from justice; Penal Code section 11179
 7. Required arrest data and dispositions of cases; Penal Code sections 13150-13151
 8. Employee of local agency furnishing CORI to an unauthorized person; Penal Code section 13302
 9. Authorized persons furnishing of CORI by an unauthorized person; Penal Code section 13303
 10. Receipt, purchased or possession of CORI by an unauthorized person; Penal Code section 13304
 11. Theft, destruction, falsification or removal of information by a person other than the officer custodian; Government Code sections 6200, 6201 and 15153
 12. Direction and use of information systems; Government Code section 15153
- D. Requirements for maintaining records in law enforcement information systems, including:
1. Entry
 2. Modify
 3. Locate
 4. Cancel
 5. Clear
- E. Policy and accuracy requirements
1. Second party verification

2. Confirmation
3. Complete information (all fields)
4. Audits
5. Personal and organizational liability

II. REQUIRED TEST

None

III. REQUIRED LEARNING ACTIVITIES

None

IV. HOURLY REQUIREMENT

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

POST Required Hours	8
Agency Specific	0
TOTAL Hours	8

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Radio Technology and Procedures
Learning Domain #110

Instructional Goal:

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

Performance Objective:

Using lecture the students will:

- ❑ Identify communications computer console components
- ❑ Be familiar with communications equipment used by patrol officers
- ❑ Be familiar with equipment operation and functions used in the Communications Center

**I. Descriptions and Function of Equipment used by Officers and PSD
(1 hour)**

- A. Monitoring and responding to messages from local, state and federal agencies, to include.
 - 1. Computer-Aided Dispatch (CAD) messages
 - 2. CLETS messages
 - 3. Mobile Data messages
- B. Communication center radio equipment, including:
 - 1. Components and their function
 - 2. Technology (Mobile Data Terminals (MDTs), radio systems, etc.)
 - 3. Transmitting/receiving range
 - 4. Documenting equipment malfunctions
 - 5. Emerging technologies
- C. Audio recorders
 - 1. Radio channel recorders
 - 2. Console playback
 - 3. Recorded channels versus non-recorded

II. Methods of Evaluating, Managing and Prioritizing Requests (1 hour)

- A. Techniques for managing and prioritizing radio traffic
 - 1. Incoming radio traffic (field initiated)
 - 2. Outgoing radio traffic (dispatch initiated)
 - 3. Adjust priorities as situation changes
- B. Evaluating available information to determine what actions, personnel and resources are needed by field operations units
 - 1. Incidents can change rapidly therefore public safety dispatchers should anticipate potential needs

2. Public safety dispatchers should be aware of unit status and other resources

III. Handling Radio Traffic/Incident Comments (1 hour)

- A. Monitoring, documenting, and responding to radio transmissions from field personnel and other public services
 1. Public service organizations
 2. Field Personnel
- B. Monitoring, documenting, coordinating and updating field units and incident status
 1. Unit traffic
 2. Unit status checks/unit status
 3. Location changes and updates
 4. Accuracy
 6. Timeliness
- C. Detecting, interpreting and responding to background voices and noises heard over the radio (e.g., glass breaking, gunshots, screaming, environmental sounds)
 1. Devote maximum attention to listening
 2. Change in demeanor
 3. Background voices
 4. Response considerations

IV. Stick to the Subject/Updating Unit Status (1 hour)

- A. Giving clear and accurate directions and instructions on the radio (follow the “ABC’s”)
 1. Accuracy
 2. Brevity
 3. Clarity

V. Radio/Police & Procedure (1 hour)

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

VI. Radio Dispatch Strategies/Demeanor (1 hour)

- A. Dispatching strategies, including:
 1. Geographic considerations

2. Response time
 3. Available backup
 4. Agency policies
 5. Specialized units (e.g., canine, mounted, aviation, SWAT, community policing teams)
 6. Notification to allied agencies/mutual aid responses & coordination
- B. Effective dispatching techniques and professional radio demeanor
1. Review text of call before beginning broadcast
 2. Use appropriate and department approved radio language
 3. Use the phonetic alphabet to clarify streets, addresses, and names
 4. Speak in a calm, clear voice
 5. Portray confidence, conviction and competence
 6. Broadcast techniques
 7. Organizing the dispatch delivery
- C. Policies, procedures and regulations that affect the dispatcher's decision-making process
1. Local, State, and Federal rules and regulations
 2. Individual agency policies may establish a variety of procedures and practices which public safety dispatchers are obligated to follow
- D. Common techniques that may assist the dispatcher in controlling the flow of the conversation and eliciting needed information
1. Speaking slowly/distinctly
 2. Not telegraphing emotions (i.e., anger, frustration, sarcasm, and humor)
 3. Speaking with conviction and confidence
 4. Conveying a positive attitude
 5. Avoiding superfluous transmissions
 6. Including enough information in first transmission to get the point across
 7. Anticipating questions
 8. Controlling multiple units transmitting

VII. Officer Initiated Emergencies and Urgent Field Situations (2 hours)

- A. Considerations for broadcasting to law enforcement personnel responding to potentially dangerous situations, including:
1. Felony warrants
 2. Stolen vehicles
 - a. carjacked
 3. Weapons
 4. Medical and fire
 5. Premises history
 6. Supplemental information
 7. Handling emergency traffic ("clearing the air")
 8. Foot and Vehicle Pursuits

9. High-risk vehicle stops/pulovers
- B. Situations which may require supervisor notification/approval
1. Specialized unit call outs
 2. Officer involved accidents and shootings
 3. Hostage or barricaded subjects
 4. At risk missing persons
 5. Hazardous materials spill/incident
 6. Mass casualty incidents
 7. Pursuits
 8. High-risk vehicle stops/pulovers

VIII. Policies and Procedures for Communicating with Field Units (1 hour)

- A. Providing requested information to law enforcement field units
1. Confidential information
 2. Other requests
- B. Broadcasting officer safety and/or mutual aid information (e.g. incidents in adjoining jurisdictions)
1. Responder safety considerations
 2. Incidents in adjoining jurisdictions
 3. Adjoining jurisdictions need for assistance
- C. Types of calls that require multiple units
1. Dictated by department policy
 2. In-progress calls
 3. Recently occurred incidents
 4. Callout considerations
- D. 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

IX. Common Radio Codes/Wireless Technology/FCC (1 hour)

- A. Use of clear text and/or radio codes used by different agencies
1. Clear text agencies use little or no codes when broadcasting
 2. Radio Codes
- B. Federal Communications Commission (FCC) regulations
1. Operation of radio systems are governed by the Federal Communications Commission (FCC)
 2. Station identification required
 3. Professional transmissions only
- C. Wireless technology, including:
1. Global Positioning Systems (GPS)
 2. Proprietary tracking systems

3. Robbery alarm tagging systems (e.g., RAM, Varda,)

X. Relaying Crime Information to/from Allied Agencies (1 hour)

- A. Transmitting emergency bulletins to/from allied agencies
 1. Use of hotline or multi-agency/mutual aid channels
 2. Broadcast rules
 3. Elements of the broadcast
 4. Typically dictated by agency policy, procedure and protocol

XI. REQUIRED TEST

None

XII. REQUIRED LEARNING ACTIVITIES (1 hour)

- A. The student will participate in a learning activity that will reinforce the student's ability to effectively dispatch calls. The activity should provide the student with an opportunity to:
 1. Prioritize pending calls
 2. Dispatch calls based upon available units
 3. Develop a strategy to handle pending calls for service
 4. Deploy resources based on the plan

- B. Given a work simulation activity, the student will dispatch a call for service regarding at least four of the following:
 1. Crime in progress
 2. Alarm call
 3. Domestic violence/family disturbance
 4. Fire incident
 5. Medical incident
 6. Traffic incident
 7. Missing person
 8. Child, Elder, or Dependent AbuseThe student will dispatch the call(s) using proper radio procedure including radio broadcasting rules, regulations and policy, radio codes or clear text, prioritizing radio traffic, maintaining officer safety, range of available field resources, keeping track of field units, status updates to field units, dispatching cover units, and broadcasting any additional (officer safety related) information.

XIII. HOURLY REQUIREMENTS

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

POST Required Hours	12
Agency Specific	0
TOTAL Hours	12

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Resources/Referral Services
Learning Domain #111

Instructional Goal:

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

Performance Objective:

Using lecture, learning activities and handouts the students will:

- Be familiar with various resource and reference materials and books available to the Public Safety Dispatchers
- Identify the proper guidelines for outside agency referrals and resources
- Be familiar with the importance of agency boundaries
- Understand basic map reading
- Be able to use map skills to problem solve.
- Identify the bordering police agencies

I. Resources and References

(1 hour)

- A. Examples of resource materials and their use in performing public safety dispatcher job duties
 - 1. Departmental manuals
 - 2. Local directories
 - 3. Code books
 - 4. Maps
 - 5. Media outlets
 - 6. Internet resources
 - 7. Street guides
- B. Notifying or dispatching other public service resources to an emergency or call for service
 - 1. Fire
 - 2. Emergency Medical Services (EMS)
 - 3. Public Works
 - 4. Allied law enforcement agencies
- C. Types of local, state and federal referral and support agencies
 - 1. Local agencies
 - 2. State agencies
 - 3. Federal agencies
- D. Alternate N-1-1 Number Systems
 - 1. 2-1-1 (community resource information)
 - 2. 3-1-1 (non-emergency reporting)
 - 3. 4-1-1 (directory information)
 - 4. 5-1-1 (traffic information)
 - 5. 6-1-1 (telephone repair)

- 6. 7-1-1 (California Relay for hearing/speech impaired)
- 7. 8-1-1 (Call Before You Dig)

II. Maps & Street Guides (1 hour)

- A. Map reading/geography
 - 1. Providing directions to officers or citizens
- B. The importance of familiarization with jurisdictional geographic characteristics, including:
 - 1. Street layouts
 - 2. Address numbering systems
 - 3. Public building locations
 - 4. Potential law enforcement problem locations
 - 5. Adjoining boundaries that may require notification of outside agencies
 - 6. Commonly used names for locations
- C. Troubleshooting unknown or unclear locations
 - 1. Questioning citizens for clarification
 - 2. Questioning officers for clarification

III. REQUIRED TEST
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 **2 hours** of instruction on resources/referral services

POST Required Hours	2
Agency Specific	0
TOTAL Hours	2

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Critical Incidents
Learning Domain #112

Instructional Goal:

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

Performance Objective:

Using lecture and learning activities (direct questions, verbal assessments, etc.) the PSD students will:

- ❑ Recognize the dangers of critical incidents
- ❑ Understand the importance of maintaining an accurate status for field/patrol units
- ❑ Students will know various resources available to them following a post-critical incident.

I. Types of Critical Incidents/PSD Role (1 hour)

- A. Examples of critical incidents in which the dispatcher will typically play a critical role, including:
1. Natural disasters and accidental incidents
 - a. Earthquakes
 - b. Severe weather
 - c. Major fires
 - e. Explosions
 - f. Major transportation incidents (rail, air, road, et. al.)
 - g. Flooding
 - h. Major power outages
 - i. Mass casualty situations
- B. Public safety dispatcher's role in critical incidents, including:
1. Obtaining and disseminating critical information
 2. Screening each call carefully for new or additional information and documenting information received
 3. Advising citizens of actions to take in hazardous situations or critical incidents (e.g., chemical spills, severe weather)
 4. Dispatching, deploying and tracking of units/resources
 5. Initiating internal and external call outs
 6. Maintaining flexibility
 7. Continually reviewing information received
 8. Reviewing of incident

II. High-Risk Stops/Contacts (2 hours)

- A. Examples of critical incidents in which the dispatcher will typically play a critical role, including:
1. Incidents involving intentional acts

- a. Terrorism/Weapons of Mass Destruction incidents
- b. Active Shooters
- c. Fatal incidents involving officers
- d. Civil disturbances
- e. Excited delirium

III. Resource Materials (1 hour)

A. Resource material available to guide the dispatcher through a critical incident including:

- 1. Call out lists
- 2. Disaster preparedness manuals
- 3. Operational guidelines
- 4. General orders
- 5. Policy manuals
- 6. *Emergency Response Guidebook* –Department of Transportation (DOT Hazmat)
- 7. Maps
- 8. Use of the media
- 9. Agency intranet

B. Other resources, including:

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

IV. Suicide Incidents (2 hours)

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

- 1. Incidents involving intentional acts
 - a. Suicides/suicidal persons

V. Bomb (1 hour)

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

- 1. Incidents involving intentional acts
 - a. Bomb incidents and threats

VI. Hazardous Materials (1 hour)

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

- 1. Natural disasters and accidental incidents
 - a. Hazardous materials (HazMat) incidents

VII. SWAT/Hostage/Barricaded Situations (2 hours)

- A. Examples of critical incidents in which the dispatcher will typically play a critical role, including:
 - 1. Incidents involving intentional acts
 - a. Hostage/barricaded suspects
 - b. Special Weapons and Tactics (SWAT) team/specialized entry team call outs

VIII. Standardized Emergency Management System (2 hour)

- A. Components and procedures to activate emergency management systems, to include:
 - 1. Incident Command System (ICS)
 - 2. California Standardized Emergency Management Systems (SEMS)
 - 3. National Incident Management System (NIMS)

IX. Emergency Operations (1 hour)

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

X. Mutual Aid and Tactical Scenarios (1 hour)

- A. Mutual aid
 - 1. Mutual aid is defined as the voluntary sharing of personnel and resources when an agency cannot deploy, sufficiently, its own resources to respond to an unusual occurrence.
 - 2. The purpose of mutual aid is to provide local government services, resources and facilities when emergency impacted jurisdiction resources are exhausted or are inadequate
 - 3. Law enforcement mutual aid ladder
 - a. City police department
 - b. County "operational area"
 - c. Regional area - California Emergency Management Agency (CEMA)
 - d. State - California Emergency Management Agency (CEMA)
 - 4. Use of other public service departments or agencies as resources
 - 5. Mutual aid communication and equipment considerations including commonality of language and codes and radio inter-operability issues

XI. Officer Involved Shooting (OIS) (2 hours)

- A. Examples of critical incidents in which the dispatcher will typically play a critical role, including:
 - 1. Incidents involving intentional acts
 - g. Officer-involved shootings
- B. Other resources, including:
 - 1. Federal Emergency Management Agency (FEMA)
 - 2. National Guard

3. Volunteers (e.g., Search & Rescue, amateur radio operators)
4. American Red Cross

XII. REQUIRED TEST

None

XIII. REQUIRED LEARNING ACTIVITIES

The student will participate in a learning activity that will reinforce the student's understanding of the dispatcher procedures and roles associated with critical incidents, including:

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

XIV. HOURLY REQUIREMENTS

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

POST Required Hours	16
Agency Specific	0
TOTAL Hours	16

LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Wellness Management
Learning Domain #113

Instructional Goal:

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

Performance Objective:

Using lecture and learning activities the PSD will:

- Recognize stressors both in their personal life and those related to the profession
- Recognize the symptoms associated with stress
- Know methods and techniques to relieve the identified stress
- Have knowledge of available resources

I. Wellness Management

(4 hours)

- A. Stress defined
 1. Stress (as defined by Hans Selye) is a non-specific response to any demand (on the organism)
 2. Other clinical definitions
- B. Symptoms of stress, including:
 1. Physiological responses
 2. Cognitive responses
 3. Emotional responses
- C. Potential sources of stress, including:
 1. Personal/family life
 2. Work schedules
 3. Balancing family and work issues
 4. Client interactions and relationships
 5. Peer interactions and relationships
 6. Training
 7. Probation
 8. Workplace environment
- D. Short-term and long-term effects of stress
 1. Career survival implications
 2. Post-Traumatic Stress (PTS)
 3. Post-Traumatic Stress Disorder (PTSD)

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

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

II. REQUIRED TEST

None

III. REQUIRED LEARNING ACTIVITIES

Given a diagnostic instrument, questionnaire, personal inventory, or equivalent method, students will be afforded the opportunity to conduct a self-assessment of their own wellness and develop a personal plan to encourage positive mental and physical health.

IV. HOURLY REQUIREMENTS

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

POST Required Hours	4
Agency Specific	0
TOTAL Hours	4

**LOS ANGELES POLICE DEPARTMENT
Public Safety Dispatchers' Course
1850-30900
Supporting Instructional/Activities
Learning Domain #114**

Instructional Goal:

Re-affirming to the student that 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.

Performance Objectives:

- The student will understand the role of the PSD through simulations and supporting activities.

- I. Supporting Instructional/Activities (18 hours)**
- A. Call Simulations (2 hours)
 - B. Supporting Activities (16 hours)