

Utah Peace Officer Standards & Training



Basic Public Safety Dispatcher Training Program

December 2010

**Utah Peace Officer Standards and Training
Basic Dispatcher Training Program**

Unit No.	Unit Title	Course Hours
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Unit 13	Health and Wellness – Stress Management	3
	Total Hours	40

Unit 1 - Performance Objectives

COURSE ORIENTATION

Minimum Training Time: 1 hour

Unit Goal:

The goal of this unit is to give the student an understanding of the POST Dispatcher Certification and Recertification processes.

Enabling Objectives:

1. The student will provide the definition of a dispatcher and list three primary duties found in Utah Code Annotated (U.C.A.), Section 53-6-102.
 - A. “Dispatcher” means an employee of a public safety agency of the state or any of its political subdivisions
 - B. Receive calls for one or a combination of, emergency police, fire and medical services, and to dispatch the appropriate personnel and equipment in response to calls
 - C. In response to emergency calls, make urgent decisions affecting the life, health, and welfare of the public and public safety employees
 - D. Supervise dispatchers or direct a dispatch communication center

2. The student will identify the requirements necessary to take the dispatcher certification examination as found in U.C.A 53-6-302.
 - A. Applicants for certification examination must:
 1. Be a United States citizen
 2. Be 18 years of age or older at the time of employment as a dispatcher
 3. Be a high school graduate or have a G.E.D. equivalent
 4. Have not been convicted of a crime for which the applicant could have been punished by imprisonment in a federal penitentiary or by imprisonment in the penitentiary of this or another state
 5. Have demonstrated good moral character, as determined by a background investigation
 6. Be free of any physical, emotional, or mental condition that might adversely affect the performance of the applicant’s duty as a dispatcher
 - B. Requirements
 1. Criminal history background check
 2. Background investigation

3. The student will list what additional requirements and certifications are necessary before they can become a certified dispatcher.
 - A. POST dispatcher application
 - B. Utah Emergency Medical Dispatcher (EMD) certification
 - C. BCI proficiency certificate
 - D. ICS 100, ICS 200, NIMS 700 training
 - E. POST approved dispatch certification training
 - F. Pass POST dispatcher certification exam
4. The student will have an understanding of the U.C.A. 53-6-303.
 - A. Completion of basic dispatcher training course required
 - B. Examination required
 - C. Applies to dispatchers hired after July 1, 1996
5. The student will explain the waiver requirements found in U.C.A. 53-6-304.
 - A. Waiver of training course requirements
 1. Provide evidence the applicant meets the requirements
 2. Provide evidence applicant has completed an equivalent basic dispatcher course
 3. Pass a written examination
6. The student will have an understanding of the U.C.A. 53-6-305.
 - A. Participation in dispatcher training and certification is at the option of the legislative body of each county or municipality that employs dispatchers
 - B. The minimum standards concerning dispatcher qualifications and training do not preclude counties or municipalities from establishing standards higher than the minimum standards
7. The student will explain the meaning of inactive or lapsed certification as well as the continuing education requirements found in U.C.A. 53-6-306.
 - A. Inactive – has not been engaged in the duties of a dispatcher for one year
 - B. Lapsed – has not been engaged in the duties of a dispatcher for four continuous years
 - C. Reinstatement
 1. Inactive – written examination required
 2. Lapsed – completion of basic training course and written examination required
 - D. Continuing education requirements
 1. 20 hours or more annually
 2. Failure to obtain continuing education may result in inactive or lapsed certification
8. The student will understand the requirements for a change of status notice found in U.C.A. 53-6-307.
 - A. POST must be informed of any change of status to include:
 1. Termination of employment
 2. Reason for termination of employment
 3. Name change

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9. The student will understand the process for revocation, suspension or refusal of certification and identify five reasons that could cause a dispatcher's status to change as outlined in U.C.A. 53-6-309.
 - A. Certification may be revoked, suspended or refused for cause
 - B. Due process rights will be maintained
 - C. Cause for action on dispatcher certification includes:
 1. Willful falsification of any information to obtain certified status
 2. Physical or mental disability affecting the employee's ability to perform his duties
 3. Addiction to or the unlawful sale, possession, or use of narcotics, drugs, or drug paraphernalia
 4. Conviction of a felony or any crime involving dishonesty, unlawful sexual conduct, physical violence, or driving under the influence of alcohol or drugs
 5. Any conduct or pattern of conduct that would tend to disrupt, diminish, or otherwise jeopardize public trust and fidelity in law enforcement
 - D. Termination for infraction of agency's policies, general orders, or similar guidelines is not a cause for action on dispatcher certification
 - E. Notice to employing agency will be given before action is taken on dispatcher certification

10. The student will have a basic knowledge of U.C.A. 53-6-310.
 - A. Responsibility for training rests with the individual or employing agency - The division (POST) is not responsible for providing basic or in-service training
 - B. The head of the employing agency shall certify the dispatcher's annual training

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Unit 2 - Performance Objectives

ROLE OF THE PUBLIC SAFETY DISPATCHER OVERVIEW OF PUBLIC SAFETY ORGANIZATIONS

Minimum Training Time: 1 hour

Unit Goal:

The goal of this unit is to provide the student with an understanding of the role a public safety dispatcher plays within law enforcement, fire and emergency medical service organizations. The student will gain an understanding of the other elements of the public safety system. The student will also understand their responsibility regarding the Telecommunicators Code of Ethics.

Enabling Objectives:

1. The student will identify the different types of agencies and divisions within law enforcement.
 - A. Types:
 1. Local
 - a. City Police
 - b. Town Marshall
 2. County
 - a. Sheriff
 3. State Agencies
 - a. Department of Public Safety (DPS)
 - i. Highway Patrol (UHP)
 - ii. State Bureau of Investigations (SBI)
 - iii. Peace Officer Standards and Training (POST)
 - b. Department of Natural Resources
 - i. State Parks
 - ii. Division of Wildlife Resources (DWR)
 - c. Department of Corrections
 - i. Utah State Prison
 - ii. Adult Probation and Parole (AP&P)
 - d. Attorney General's Office
 - i. Investigations
 - ii. Internet Crimes Against Children (ICAC)
 4. Metropolitan/Combined Forces
 5. Universities and School Districts
 6. Federal
 - a. Department of Justice

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- i. Federal Bureau of Investigation (FBI)
 - ii. Drug Enforcement Administration (DEA)
 - iii. Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF)
 - iv. U.S. Marshals Service
 - b. Department of Homeland Security
 - i. Homeland Security Investigations (HSI)
 - ii. United States Secret Service (USSS)
 - iii. Immigration Customs and Enforcement (ICE)
 - iv. U.S. Customs and Border Protection (CPB)
 - v. U.S. Border Patrol (USBP)
 - vi. Federal Protective Services (FPS)
 - vii. U.S. Coast Guard (USCG)
 - viii. Federal Air Marshal Service (FAMs)
 - c. Department of Agriculture
 - i. Forest Service (USFS)/National Parks (NPS)
 - d. Department of the Interior
 - i. Bureau of Land Management (BLM)
 - B. Divisions:
 - 1. Patrol
 - 2. Traffic
 - 3. Investigations
 - 4. Specialty
 - a. Special Weapons and Tactics (SWAT/SERT)
 - b. K-9
 - c. Search and Rescue (SAR)
 - 5. Administration
 - 6. Support Services
2. The student will identify two essential job functions of a law enforcement agency.
- A. Enforce the law
 - B. Ensure the safety of the public
3. The student will identify the different types of Fire and/or EMS departments and their personnel. *(this information will be covered in more detail in unit 8)*
- A. Fire
 - 1. Full-time
 - 2. Part-time
 - 3. Volunteer
 - B. EMS
 - 1. Fire
 - 2. Sheriff's Office
 - a. Search and Rescue
 - 3. Private
 - 4. Advanced Life Support (ALS) - Paramedic
 - 5. Basic Life Support (BLS) - Emergency Medical Technician
 - 6. Emergency Medical Dispatcher (EMD)

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4. The student will identify the basic functions and positions of a Communications/Public Safety Dispatch Center.
 - A. Functions
 1. Serve as centralized location for collecting requests for service
 2. Dispatch appropriate response of police, fire and EMS
 3. Ensure responder safety and provide quality assistance and customer service to the public as well as public safety agencies
 4. Provide the key connection between the public and the public safety provider
 - B. Positions
 1. Call-taker
 2. Radio-dispatcher
(Note: depending on agency policy, the above positions may be consolidated and staffed by one dispatcher - to include EMS, fire and law enforcement dispatching)
 3. Supervisor
 4. Administration

5. The student will explain the functions of chain of command and why we should follow it.
 - A. Functions
 1. Provide paramilitary structure for accomplishing tasks
 2. Provide clear understanding of responsibility and authority
 3. Establish first line and middle management levels of supervision for daily operations thereby allowing department heads to focus on big picture
 - B. Why follow chain of command
 1. It is policy
 2. To facilitate rapid resolution at the lowest level
 3. Avoid confusion and conflicting orders

6. The student will identify the command structure for Police, Fire, EMS, and Dispatch.
 - A. Police structure
 1. Chief of Police
 2. Assistant Chief of Police
 3. Captain
 4. Lieutenant
 5. Sergeant
 6. Corporal/Senior Patrol Officer
 7. Officer/Deputy/Trooper
 - B. Fire Structure
 1. Fire Chief
 2. Assistant/Deputy Fire Chief
 3. Battalion Chief (Shift Commander)
 4. Captain (Station Commander)
 5. Lieutenant
 6. Engineer
 7. Firefighter/Paramedic/EMT (where applicable)

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- C. Communications/Dispatch
 - 1. Director
 - 2. Manager
 - 3. Supervisor
 - 4. Special assignments
 - 5. Radio Dispatcher
 - 6. Call Taker

- 7. The student will identify the skills and abilities of a public safety dispatcher
 - A. Good listener
 - B. Concise and accurate
 - C. Calm
 - D. Resourceful
 - E. Effective coordinator
 - F. Multi-task oriented
 - G. Decisive
 - H. Quick thinker
 - I. Leadership (take charge personality)
 - J. Flexible

- 8. The student will identify why reliability is an important characteristic of a public safety dispatcher.
 - A. Fosters confidence and trust between the dispatcher and officers
 - B. Reduces unnecessary questions between officers and dispatch

- 9. The student shall identify essential reasons why the image projected by a public safety dispatcher affects all aspects of their job functions.
 - A. Remember whom they represent and serve
 - B. Verbal vs. visual contact
 - C. Positive vs. negative contact
 - D. Going the extra mile
 - E. Caller safety
 - F. Victim safety
 - G. Responder safety

- 10. The student will define the ethical qualities of a dispatcher outlined in the Telecommunicators Code of Ethics.
 - A. Member of an honorable profession
 - B. Relationship between good physical and mental conditioning
 - C. Perform with efficiency to the best of their ability
 - D. Perform duties in an honest manner, observing all laws
 - E. No unethical advantage or profit
 - F. Responsible to the public
 - G. Give most efficient and impartial service
 - H. Understand importance of courtesy
 - I. Regard fellow telecommunicators with the same standards

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- J. Share a reciprocal affinity and obligation to the agency, administrators and co-workers
- K. Accept responsibility for actions
- L. Strive for values reflecting honor to agency, self and co-workers

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Unit 3 - Performance Objectives

COMMUNICATIONS TECHNOLOGY

Minimum Training Time: 2 hours

Unit Goal:

The goal of this unit is to give the student a basic understanding of the different communication systems and technologies that public safety dispatchers use.

Enabling Objectives:

1. The student will identify three basic systems used in public safety communication centers.
 - A. Telephone systems
 - B. Radio systems
 - C. Data systems

2. The student will list and explain the advantages to the public of the 9-1-1 system.
 - A. Promotes citizen involvement
 - B. Only one number to remember
 - C. Easy number to dial
 - D. Special benefit to travelers or new residents
 - E. Directs calls to trained professionals
 - F. Enables the free use of pay phones and cell phones
 - G. Reduction in response time of emergency personnel

3. The student will define the acronyms ANI and ALI, and list the information available to the call-taker
 - A. ANI: Automatic Number Identification
 - B. ALI: Automatic Location Identification
 - C. The number the call originated from
 - D. The name of the subscriber (wireline)
 - E. The type of phone line (business, residence, cell, pbx, VoIP, etc)
 - F. The address (wireline) or GPS coordinates of the phone and/or cell tower location (wireless line)
 - G. A list of correct responders for law enforcement, fire service, and ambulance service

4. The student will list and explain the advantages of 9-1-1 to public safety providers.
 - A. Promotes and facilitates cooperation between public safety providers

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- B. Selective routing reduces transfers between agencies
 - C. ANI/ALI features of E9-1-1 enables tracing of silent callers, those unable to give an address, bomb threats, pranks, and other similar calls
 - D. Allows agencies answering both non-emergency and emergency calls to prioritize
5. The student will define the acronym PSAP, explain the difference between a primary PSAP and secondary PSAP, and state the primary function of a PSAP.
 - A. PSAP - Public Safety Answering Point where 9-1-1 calls are received and/or dispatched
 - B. The primary function of the PSAP is to facilitate the flow of information between the citizen and the responding agency
 - C. A PSAP is a facility equipped and staffed to receive emergency calls requesting police, fire, emergency medical and other public safety services via telephone and other communication devices
 - D. A primary PSAP is a facility at which emergency calls are first answered and triaged - it may also be the point from which calls are dispatched
 - E. The secondary PSAP is the point to which a primary PSAP transfers calls for service for dispatch or further processing
 - F. Most PSAPs across the nation are managed at the local or county level
 6. The student will define the terms selective routing and trunk, identify reasons that a PSAP would be unable to receive calls, and explain what would happen to those calls.
 - A. Selective Routing - The routing of a 9-1-1 call to the proper PSAP based upon the location of the caller in an area equipped with Enhanced 9-1-1 (E9-1-1)
 - B. Trunk - A physical line reserved for the transmission of 9-1-1 audio from the phone company's office to the PSAP
 - C. Blocked or busy trunks - calls automatically routed to an alternate routing point
 7. The student will explain the advantages of E9-1-1 over Basic 9-1-1.
 - A. Selective routing
 - B. Automatic Number Identification (ANI)
 - C. Automatic Location Identification (ALI)
 8. The student will identify potential pitfalls and problems in relying on E9-1-1 exclusively.
 - A. Always follow agency operating procedures
 - B. Always verify complete address - never rely totally on ANI/ALI
 - C. If caller hangs up follow agency procedures
 - D. Avoid complacency on hang-up calls
 - E. Problems
 1. Database errors/ALI screen errors can occur
 - a. Report errors promptly to MSAG (Master Street Address Guide) Coordinator
 2. Cell phone accuracy
 - a. Cell towers in neighboring jurisdictions
 9. The student will list the records kept by an ANI computer terminal or printer.

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- A. Time a call was answered
 - B. How long the call rang
 - C. Position the call was answered from
 - D. Time the call was terminated
 - E. Trunk the call came in on
 - F. The calling number
10. The student will list and explain the different phases of cell phone technology as it applies to 9-1-1, and the advantages of later phases.
- A. Phase 0 – delivering call to any PSAP
 - B. Phase 1 – presenting PSAP with caller callback number
 - C. Phase 2 – presenting PSAP with specific location information
11. The student will describe the basic technology behind locating cell phone callers, and identify advantages and/or disadvantages of the various systems.
- A. Technologies:
 - 1. GPS - Global Positioning System
 - 2. TDOA - Time Difference of Arrival
 - 3. AOA - Angle of Arrival
 - B. Tracing and pinging cell callers
 - 1. Exigent or emergency circumstances only
 - C. Required accuracy of 50-300 meters (164 to 984 feet)
12. The student will describe the function of Advanced Automatic Collision Notification or Telematics services and what information they provide to PSAPs.
- A. Onstar/SYNC
 - 1. Location information
 - 2. Crash type/damage
 - 3. In car communication
13. The student will identify other methods of communication available to the public for contacting 9-1-1, and outline their potential pitfalls. Recognize the potential future capabilities of 9-1-1 systems.
- A. Satellite phones
 - 1. Subject to visibility of satellite
 - B. Internet based systems
 - 1. Skype, VoIP
 - 2. Disadvantages to 9-1-1
 - a. Mobile
 - b. Packet loss (network congestion)
 - c. Power interruption
 - d. Consumer must update service provider with new address
 - e. Call may be delivered to wrong line at the PSAP (administrative phone line or not a 24-hour number)

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- C. Next Generation 9-1-1
 - 1. Text messaging
 - 2. Photo/video messages
 - 3. Automatic re-routing of 9-1-1 calls due to busy PSAPs
14. The student will describe functions of other phone communication systems commonly found in PSAPs.
- A. Ring down lines
 - B. Rapid call systems/emergency notification systems
 - C. Audio recording systems
 - 1. Records audio from telephone lines and radio channels
 - 2. Recordings retained for predetermined amount of time based on agency policy, often available to the public via the Government Records Access Management Act (GRAMA)
15. The student will list the common equipment used in a radio communication system, and describe the function or purpose of each.
- A. Transmitter/receiver
 - B. Telephone/radio patch system
 - C. Portable (handheld) radio
 - D. Base station
 - E. Mobile radio (vehicle)
 - F. Antenna
 - G. Frequency
 - H. Repeater
 - I. Omni Link
16. The student will explain the difference between a conventional and trunked radio system, and define the common terms used in a trunked radio system.
- A. Talk Group – a virtual channel made up of individual users that need to communicate with other users with a specific function or responsibility
 - B. Talk around, direct, or simplex channels
 - C. Simulcast vs. site-trunking
 - D. Large trunked public safety radio systems in Utah
 - 1. Salt Lake City
 - 2. Utah Communications Agency Network (UCAN)
 - a. Regional talk groups
 - b. Operation talk groups
 - c. Event talk groups
 - d. Helicopter landing zone talk groups
 - e. Wildland fire wide area talk groups
17. The student will identify common obstacles to effective radio communication.
- A. Position of microphone in relation to mouth

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- B. Trees, buildings, mountains
 - C. Radio Frequency Interference (RFI)
 - D. Low power/battery
 - E. Indirect path to other radios/repeaters
18. The student will define the acronym CAD - Computer Aided Dispatch, and list the functions and capabilities of a CAD System.
- A. Direct link to the records management system
 - B. Direct link to E9-1-1
 - C. Accommodates several jurisdictions
 - D. Command line processing
 - E. Agency security access levels
 - F. Verification of addresses, intersections, common places
 - G. Unit monitoring/tracking
 - H. Date and time stamps on all transactions
 - I. Access to medical sequence cards
 - J. Interface with Mobile Data Terminal (MDT)
 - K. Automatic Vehicle Location (AVL)
19. The student will list and explain the basic features of a map system, identify some common questions answered by mapping systems and predict how the answers to those questions impact the PSAP.
- A. Grid system
 - B. Cross streets
 - C. Landmarks
 - D. Boundaries
 - E. Common PSAP questions answered by mapping systems
 1. What are the baseline streets
 2. What is the addressing system, or lack thereof
 3. What are the major highways in the area
 4. What are the bodies of water, and how are they accessed
 5. What are commonly used landmarks
 6. Are there areas that are addressed atypically
 7. What are the neighboring jurisdictions, and how are the boundaries determined
20. The student will list the mapping resources commonly available in a PSAP.
- A. CAD system
 - B. Phone system
 - C. Internet mapping (Google Maps, Mapquest, etc.)
 - D. Street directory
 - E. Telephone book
 - F. Knowledge of area
 - G. Co-workers/supervisor/officer
 - H. Utility or public works department

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I. Reverse directories

21. The student will list the common types of jurisdictional boundaries and explain how they affect public safety.

A. Roads

1. Two directions of travel
2. Some highways are handled by local jurisdiction, while others are handled by state agencies
3. Some roads are the defined boundary between jurisdictions

B. Rivers

C. Natural landmarks

22. The student will explain GPS coordinates and how to translate a set of coordinates to an address.

A. Latitude: Measured from 0° to 90° north and south of the equator with positives going north and negative values going south

B. Longitude: Measured from 0° to 180° east and west of the Prime Meridian, with positives going east and negative values going west

C. Degrees, minutes and seconds vs. decimal degrees

D. Common resources for conversion/translation

Unit 4 - Performance Objectives

BASIC TELEPHONE COMMUNICATION SKILLS

Minimum Training Time: 3 hours

Unit Goal:

The goal of this unit is to give the student an understanding of the proper techniques and skills to handle calls for service. The student will also be able to obtain information in an efficient manner while projecting a positive and professional image of commitment to service.

Enabling Objectives:

1. The student will describe what is necessary to meet the public's expectation of a professional, efficient and concerned public safety dispatcher.
 - A. Exhibit an image that is professional and competent at all times under all circumstances
 - B. Give the caller confidence in your ability to assist them
 - C. Show the caller empathy and understanding
 - D. Use effective techniques in reducing a caller's anxiety, panic or anger before emergency responders arrive at the scene
 - E. Be polite and courteous
2. The student will identify active listening techniques.
 - A. Clarifying - obtain additional facts, explore all sides of the problem
 - B. Restating - check meaning and interpretation, avoid hasty and preconceived judgments
 - C. Open-minded/understanding - convey you are interested, listening and understanding, encourage cooperation
 - D. Summarizing - verify interpretation and understanding
 - E. Leave your emotions behind - it is not personal
 - F. Empathy vs. sympathy
 - G. Be prepared - know your resources
 - H. Remain patient with a positive attitude
3. The student will list techniques for ensuring that information received is accurate.
 - A. Listen carefully to what the caller is saying
 - B. Listen and type at the same time (multi-tasking)
 - C. Let the caller's statements speak for themselves – never assume
 - D. Judge the information not the caller
 - E. Ask questions that clarify the caller's statements

- F. Paraphrase or rephrase the information, but be careful not to change the meaning of what they are saying
 - G. Do not use police jargon or 10-codes
4. The student will be able to list the four primary barriers in communication.
 - A. Human
 - B. Emotional
 - C. Physical
 - D. Language
 5. The student will identify specific types of callers and situations that may complicate and/or cause failure in the communication process.
 - A. Under the influence
 - B. Language barriers
 - C. Mental problems
 - D. Juvenile callers
 - E. Elderly callers
 - F. Lonely callers
 - G. Suicidal callers
 - H. Hostage situations
 - I. Incomplete telephone calls
 - J. Medical problems
 6. The student will list three crucial components of a telephone call.
 - A. The greeting
 1. Answer all calls promptly
 - a. Identify yourself and your department according to your agency's policy
 - b. Speak directly into mouthpiece
 2. Observe telephone courtesy and professionalism
 - B. The Interview - eliciting and obtaining essential information
 1. Structure interrogation in a sequential format
 - a. Assures a thorough and complete interrogation on every call
 - b. Safeguard for ensuring accurate call prioritization and classification
 - c. Organizes pertinent information and provides a method for eliciting information in a quick, concise and effective style
 - d. Projects a confident and professional image and assists in directing and controlling the call
 - e. Assists in providing officer and citizen safety by ensuring accurate and essential information is quickly dispatched to the responding units
 2. The dispatcher's attitude and behavior may influence or affect the outcome of a call or the safety of a responding officer
 - a. Inappropriate responses to callers:
 - i. Never argue, be self-righteous, indignant, condescending or place blame
 - ii. Never project boredom or irritation

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- iii. Never correct a caller's terminology, (e.g. burglary vs. robbery or paramedic vs. EMT)
 - iv. Never judge the situation severity based on past calls, caller's demeanor or attitude, or your own personal experiences
 - C. The termination - closing the call
 - 1. The call-taker/dispatcher should always close the call positively and courteously
 - 2. Do not give a specific time an officer will arrive
 - 3. Do not give legal advice
- 7. The student will identify five basic key questions that must be obtained on every call for service.
 - A. Basic interrogation actions - learning to question a person in a crisis takes training and practice
 - B. Basic key interrogation questions:
 - 1. Where - always verify exact location including city by having the caller repeat it
 - a. Where did incident occur
 - b. Where should the emergency response unit be sent
 - c. Where is victim's location
 - d. Where is reporting party's (RP) location
 - e. Where is suspect's location
 - 2. What
 - 3. When
 - 4. How
 - 5. Who
- 8. The student will list the questions required for in-progress and just occurred calls.
 - A. What is the problem/incident
 - B. Location of occurrence (house/business/apt) city
 - C. Phone number
 - D. Time-Lapse
 - E. Suspect's direction of travel (DOT)
 - F. Suspects mode of travel-on foot or vehicle
 - G. Suspect and/or vehicle description
 - H. Type of weapon (knife, gun, etc.)
 - I. Verify injuries
- 9. The student will describe why citizens calling for help may become uncooperative and difficult.
 - A. They believe you are wasting their time
 - B. They expect an immediate response
 - C. They are reacting to the situation
 - D. They believe you are too busy to deal with the call
- 10. The student will define "Hysteria Threshold" as:

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The point at which a person changes from hysterical behavior to calm, cooperative action. This threshold varies from individual to individual. – (*Principles of Emergency Medical Dispatch Clawson/Dernoceour*)

11. The student will list effective calming techniques in breaking the hysteria threshold.
 - A. Do not take it personal - always maintain professional control of yourself
 - B. Respond to the caller's need, not the behavior
 - C. Repetitive persistence - repeating the phrase word for word every time
 - D. Concern and empathy
 - E. Tolerance and patience
 - F. A calm, competent, decisive and even tone of voice

12. The student will list other types of call management techniques.
 - A. Speak slowly and clearly
 - B. Do not keep asking callers to repeat themselves
 - C. Use appropriate techniques to calm the caller
 - D. Be precise when asking questions
 - E. Be creative and flexible
 - F. Admit mistakes

13. The student will explain what requirements the Americans with Disabilities Act (ADA) has for public safety, and what methods hearing impaired individuals have for contacting PSAPs.
 - A. ADA Requirements
 - B. Text Telephone Teletype (TTY)
 - C. Video relay

14. The student will explain what a Text Telephone Teletype (TTY) for the hearing and speech-impaired is and how it is used.
 - A. Who uses TTY's:
 1. American sign language (ASL) users
 2. Bilingual users (ASL and English)
 3. Deafened individuals (deaf after hearing normally)
 4. Hard of hearing
 5. Elderly
 6. Deaf Blind (Telebraille)
 - B. Understanding differences in how TTY users communicate
 - C. How to use a TTY to assist the hearing and speech-impaired
 - D. Responding to emergency TTY calls
 - E. Required abbreviations
 1. **GA** - Go ahead it is your turn to type
 2. **Q, QQ** - Question or inquiry
 3. **GA SK, GA to SK, GA or SK** (any of these options) - Go ahead or stop keying- indicates that you are ready to stop keying and disconnect, but gives the other person an option to continue or stop keying
 4. **SK SK** - Stop keying, stop keying - indicates the call is being terminated
 - F. Repeated messages, indicate an emphasis of importance, urgency, or a lot of

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- G. Relay Utah- allows TTY callers and voice callers to communicate with each other via phone
15. The student will list three ways to recognize a TTY call.
- A. The line is silent after you speak to the caller
 - B. You hear an electronic tone or a series of tones (not similar to a fax tone)
 - C. You hear a repeating recorded message announcing that there is a TTY caller on the line
16. The student will describe what over-the-phone language interpretation services provide.
- A. Many dispatch agencies utilize a 24/7 foreign language interpreter providing service for multiple languages
 - B. Accessing language interpretation services
17. The student will define the term Emergency Rule as:
A sudden high-call volume, in which it may be impossible to perform tasks or duties to the same standard as would be expected under normal circumstances.
18. The student will identify the actions or information where their feelings/intuition may determine the existence of a problem.
- A. Background noise
 - B. Abrupt answers
 - C. Voice inflection
 - D. History
19. The student will list techniques to obtain information regarding a situation that will keep the caller safer and provide better information for the responding units.
- A. Yes/no questions
 - B. Press button to answer yes
 - C. Pretend to be visiting with a relative
 - D. Leave the line open and listen
 - E. Separate the caller from the situation

Unit 5 - Performance Objectives

CRIME CLASSIFICATION/DEFINITIONS - UTAH CRIMINAL CODE

Minimum Training Time: 3 hours

Unit Goal:

The goal of this unit is to give the student an understanding of criminal law, what elements make up a criminal act and provide the knowledge necessary to identify if a particular crime has occurred. The student will also have a working knowledge of the general provisions of Utah Criminal Code, and understand the difference between a criminal or civil complaint.

Enabling Objectives:

1. The student will explain why a dispatcher should be familiar with crime classifications and definitions.
 - A. Calls for service may be correctly categorized in accordance with state law and agency policy
 - B. Enhance the dispatcher's ability to assist citizens
2. The student will list the major classifications of offenses.
 - A. Felonies - punishable by death, imprisonment in a prison facility and/or fine (76-3-103)
 - B. Misdemeanors - punishable by fine and/or imprisonment in a jail facility (76-3-104)
 - C. Infractions - punishable by fine only (76-3-105)
3. The student will explain the differences between property crimes and crimes against persons.
 - A. Crime against property is any criminal act that destroys another's property, or that deprives an owner of property against the owner's will
 1. This includes any form of real property or tangible personal property, which is capable of being damaged or destroyed, and includes habitual (place of lodging) structures
 - B. A crime against the person usually refers to a crime which is committed by direct physical harm or force being applied to another person
4. The student will list the four categories of crime and identify specific crimes within each category.
 - A. Property Crimes
 1. Burglary (residential, commercial, vehicle)
 2. Robbery (strong arm or aggravated)
 3. Theft

4. Fraud/Forgery
 5. Criminal Mischief
 6. Arson /Reckless Burning
 7. Criminal Trespassing
 - B. Crimes against the person
 1. Homicide
 2. Assault (simple, aggravated, domestic)
 3. Kidnapping
 4. Unlawful Detention
 5. Child Kidnapping
 6. Custodial Interference
 7. Harassment/Telephone Harassment
 8. Stalking
 9. Disorderly Conduct
 10. Child Abuse
 11. Domestic Violence
 - C. Sexual Crimes
 1. Unlawful sexual activity with a minor
 2. Sexual abuse of a child or minor
 3. Rape
 4. Sodomy - Forcible sodomy
 5. Aggravated sexual assault
 6. Custodial sexual relations (person in police custody - 76-5-412)
 7. Sexual exploitation of a minor
 - D. Status offenses

Note: A status offense is an action that is prohibited only to a certain class of people, and most often applied to offenses only committed by minors.

 1. Alcohol
 2. Tobacco
 3. Curfew (specific to city)
 4. Truancy
 5. Weapons
 6. Protective custody
5. The student will define the term cohabitation. (77-36-1)(78B-7-102)
 Cohabitant means an emancipated person pursuant to Section 15-2-1 or a person who is 16 years of age or older who:
- (a) is or was a spouse of the other party;
 - (b) is or was living as if a spouse of the other party;
 - (c) is related by blood or marriage to the other party;
 - (d) has one or more children in common with the other party;
 - (e) is the biological parent of the other party's unborn child; or
 - (f) resides or has resided in the same residence as the other party.

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6. The student will identify the circumstances under which a petition for a protective order and a protective order are authorized.

Note: The person who requests a protective order, is called the petitioner. The other person is called the respondent.

A. A person can get a protective order if:

1. The respondent has harmed the petitioner, or petitioner is afraid the respondent will harm her or him; and
2. The petitioner and respondent are related, live with or used to live with each other, are parents of a child together, or if the petitioner is pregnant by the respondent, and
3. The petitioner and respondent are at least 16, married or emancipated

Note: If the petitioner and respondent are under 16 and not married or emancipated, an adult can ask for a child protective order. If the petitioner doesn't qualify for a protective order, he/she may still be able to get a stalking injunction.

7. The student will demonstrate familiarity with the process of obtaining, dismissing, and enforcing a protective order.

A. To request a protective the petitioner:

1. Fills out necessary forms
2. Files forms with the court
3. Appears before a judge to provide evidence to support the protective order
4. Protective orders are served by the county sheriff
5. Court clerk will enter information about the protective order in the Statewide Domestic Violence Network
6. Forms and instruction on-line at Utah Courts website

B. Dismissing or altering a protective order

1. Cannot be changed or dismissed without approval of the judge
2. Petitioner must file a written and sworn request to modify the protective order

8. The student will explain the differences between, basic provisions contained in, penalties for violation of, and effective period for, the following types of protective orders:

- A. Ex parte civil protective order (78B-7-106)
- B. Civil protective order (78B-7-105)
- C. Child protective order (78B-7-202)
- D. Jail-issued no-contact agreement/order (77-36-2.5)

9. The student will identify several community agencies whose purpose is to assist victims.

- A. Victim's Advocate
- B. Victim's Reparations
- C. Victim's Witnesses
- D. Rape Crisis
- E. Crisis lines
- F. Clergy and other supportive groups

10. The student will define a civil dispute as:

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A conflict between two or more parties where no crime has occurred.

11. The student will explain a peace officer's responsibility when encountering a civil dispute.
 - A. Keep the peace
 - B. Determine if a crime has been committed
 - C. Provide safety to individuals and property
 - D. Attempt to help find solutions without giving legal advice or getting involved

12. The student will list the types of civil processes and who may serve them.
 - A. Summons
 - B. Writs of replevin, attachment and garnishment
 - C. Temporary restraining order
 - D. Protective order
 - E. Notice of Eviction
 - F. Liens
 - G. Civil bench warrants for arrest
 - H. Custody decrees

13. The student will list common situations that may be either civil or criminal in nature and how to differentiate whether it is civil or criminal.
 - A. Vehicle theft
 1. Criminal (76-6-412)
 2. Civil i.e. repossession - intent to permanently take the vehicle from the owner for failure to make payments
 - B. Check fraud
 1. Criminal (76-6-505 (3))
 2. Civil – Insufficient Funds (unknowingly writes checks for more than the amount available in checking)
 - C. Landlord/tenant problems
 - D. Child and property exchange
 - E. Property disputes
 - F. Neighborhood problems

14. The student will explain the difference between Utah criminal code and city or county ordinances.
 - A. Utah criminal and traffic code
 1. Applicable statewide
 - B. City or county ordinances
 1. Each community may have their own municipal code
 2. May reflect state code
 3. Must not supersede state law

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Unit 6 - Performance Objectives

LAW ENFORCEMENT CALL-TAKING CLASSIFICATION/INTERROGATION

Minimum Training Time: 6 hours

Unit Goal:

The goal of this unit is to give the student an understanding of the responsibilities of a law enforcement call taker. The student will also develop knowledge of the type of questions that should be asked when interrogating callers reporting law enforcement incidents.

Enabling Objectives:

1. The student will list the basic responsibilities of a call taker for a law enforcement incident.
 - A. Answer incoming telephone calls
 - B. Enter citizen complaints into CAD systems
 - C. Obtain necessary information
 - D. Effectively control and manage the call

2. The student will list the reasons for following basic protocols when taking calls on law enforcement incidents.
 - A. Creates uniformity and efficiency
 - B. Avoids liability
 - C. Maintains consistency through practice/reflective reaction
 - D. Descriptions and information on incidents could be used by officers in the field to detain suspect, search vehicle or use force
 - E. Consequences of incomplete, inaccurate information entered in the CAD could lead to officer and public safety issues
 - F. May be used in a court hearing
 - G. Quality Assurance

3. The student will explain why developing questioning skills is critical for the call taker.
 - A. Ensures completeness of information beginning with the most important first
 - B. Knowing what questions to ask and asking them quickly provides caller with confidence in call taker ability to help
 - C. Enhances willingness and ability of callers to cooperate when questioned

4. The student will list basic guidelines to help determine priority on calls for service.

- A. Life over property
 - B. Known vs. unknown
 - C. In progress vs. just occurred
 - D. Weapons vs. no weapons
 - E. Suspect fleeing vs. suspect has already fled
 - F. Changing situation vs. static situation
 - G. Loss of life or potential for injury to a person
 - H. Accidents - known injuries vs. unknown injuries
 - I. Injuries vs. property damage only
5. The student will explain when to keep the caller on the phone.
- A. When there are injuries and the dispatcher is relaying instructions
 - B. When a citizen is reporting an officer down and is able to keep the dispatcher updated on the situation
 - C. When the call is still in-progress or information is still to be received
 - D. When suspect(s) are still in sight
 - E. When the caller is frightened or upset and the dispatcher is trying to calm the situation
 - F. When it is necessary to keep the caller from danger
 - G. When it is necessary to keep the caller from creating additional confusion or problems at the scene
 - H. High priority calls when additional information is needed for responding officers
- Note: Callers may refuse to stay on the line*
6. The student will list the basic interrogation questions that should be asked when taking any law enforcement related call.
- A. Basic incident information
 - 1. Where - location/address
 - 2. What - what is the problem/type of incident
 - 3. When - in progress, just occurred, time lapse
 - 4. How - weapons etc.
 - 5. Who - suspect, victim
 - B. Descriptions
 - 1. Location/address
 - 2. Weapon/alcohol/drugs
 - 3. Vehicle - use acronym CYMBALS
 - a. Color
 - b. Year
 - c. Make/model
 - d. Body style
 - e. All other identifying marks
 - f. License

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- g. State
 - 4. Suspect(s)
 - a. Description (head to toe - outside to inside)
 - b. Location - on scene or direction of travel
 - 5. Caller information
 - a. Name
 - b. Address
 - c. Phone number
 - d. Description (if needed)
7. The student will be able to list the questions required for in-progress and just occurred calls.
 - A. What is the problem/incident
 - B. Location of occurrence (house/business/apt) city
 - C. Phone number
 - D. Time lapse
 - E. Suspect's direction of travel (DOT)
 - F. Suspects mode of travel - on foot or vehicle
 - G. Suspect and/or vehicle description
 - H. Type of weapon (knife, gun, etc.)
 - I. Verify injuries
 8. The student will explain techniques call takers can use to control how information is received.
 - A. Ask the most important information first, i.e. address, phone number, name
 - B. If violent crime or fight, obtain at the very beginning, the number of people and if weapons or alcohol are involved
 - C. Stay focused and maintain control of the call especially when the caller strays from the topic - refocus their attention to questions being asked
 - D. Repetitive persistence
 9. The student will list types of calls that could be considered crimes against persons.
 - A. 9-1-1 hang up/9-1-1 unknown problem
 - B. Assault/aggravated assault
 - C. Brandishing a weapon/man with a gun
 - D. Bank alarm/hold up alarm/panic alarm
 - E. Bomb threat/suspicious package
 - F. Child abuse/child neglect
 - G. Custodial interference/custody dispute
 - H. Family fight/domestic violence
 - I. Fight in progress/public disturbance/civil disturbance
 - J. Harassment/telephone harassment/threats
 - K. Lewdness/indecent exposure
 - L. Kidnapping/unlawful detention
 - M. Rape/sexual assault/molestation

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- N. Robbery/aggravated robbery
 - O. Suspicious persons/circumstances/vehicles
10. The student will list types of calls that would be considered property crimes.
- A. Auto theft/joyriding
 - B. Burglary/burglary in progress/prowler
 - C. Burglary alarm/intrusion alarm/audible alarm
 - D. Criminal mischief/vandalism
 - E. Forgery/fraud/check fraud
 - F. Theft/shoplifting/gas skip
11. Identify types of calls that would be considered traffic incidents.
- A. Abandoned vehicle/motorist assist
 - B. Driving complaint/reckless driver/DUI
 - C. Traffic accidents/hit and run
 - D. Traffic hazards/parking complaints
12. The student will identify additional information to obtain on specific types of law enforcement calls - this may vary based on agency guidelines and protocols.
- A. Robbery
 - 1. Just occurred vs. in-progress
 - 2. Aggravated
 - a. Injury
 - b. Weapon used
 - B. Burglary
 - 1. Just occurred vs. in-progress
 - 2. Burglary type
 - a. Residential
 - b. Vehicle
 - c. Business
 - C. Alarms
 - 1. Entry alarm/motion alarm
 - 2. Bank/hold-up/panic
 - 3. Burglar/intrusion/audible
 - 4. Residential
 - 5. Medical alerts
 - D. Death
 - 1. Attended vs. unattended death
 - 2. Shooting/stabbing
 - 3. Homicide
 - 4. Suicide
 - E. Abduction
 - 1. Custodial interference/custody dispute
 - 2. Unlawful detention

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- 3. Kidnapping
- 4. AMBER alert
- 5. Endangered Person Advisory (EPA)
- F. Hostage situation
 - 1. Officer
 - 2. Citizen
 - 3. Victim-suspect relationship
- G. Bomb threat
 - 1. Follow agency checklist
- H. Domestic violence
 - 1. EMS response
 - 2. Protective orders
 - 3. Ex parte
 - 4. No contact order
- I. Breach of public peace
 - 1. Civil dispute/disturbance
 - 2. Public disturbance/disturbing the peace
 - 3. Public intoxication
 - 4. Labor disputes
 - 5. Prowler
 - 6. Standby assist
 - 7. Suspicious person/vehicle/circumstance
 - 8. Trespass
 - 9. Juvenile problem/ungovernable juvenile
 - 10. Unwanted guest
 - 11. Fight in progress
 - 12. Loud party
- J. Assault/Aggravated Assault
 - 1. EMS response
- K. Missing persons
 - 1. Adult
 - a. Medical problems
 - b. Mental status/suicidal
 - 2. Juvenile
 - a. Runaway
 - b. Custodial issue
 - c. Mental status/suicidal
 - d. Possible destination
 - 3. Lost child/found child
 - 4. Walk away/runaway
- L. Homeland Security
 - 1. Terrorist activity
 - 2. Hi-jacked plane
 - 3. Bio chemical hazards

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- M. Disasters
 - 1. Natural
 - 2. Man made
 - 3. Extent of damage
- N. Man down
 - 1. Medical problem
 - 2. Mental health issue
 - 3. Alcohol related
 - 4. Drug related
- O. Attempt suicide/overdose
 - 1. EMS response
 - 2. Mental health
 - 3. Weapons/drugs
- P. Patrol checks
 - 1. Vacation checks
 - 2. Property checks
 - 3. Premise checks
- Q. Property
 - 1. Found/lost/recovered
 - 2. Damaged
 - 3. Possession of stolen property
- R. Minor crimes
 - 1. Car prowl
 - 2. Theft of services
 - 3. Forged prescription
 - 4. Forgery/check fraud/fraud
 - 5. Shoplifter
 - 6. Theft
 - 7. Gas skip
 - 8. Vandalism
 - 9. Barking dog
- S. Assists
 - 1. Agency assist
 - a. Fire
 - b. Medical
 - c. Other law enforcement jurisdiction
 - 2. Attempt to contact/deliver a message - general or emergency
 - 3. Welfare check
 - 4. Motor inspection/VIN inspection
 - 5. Standby assist
 - 6. Repossessions
 - 7. Traffic control
 - 8. Warrant service
 - 9. Crowd control

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- 10. Public utilities complaint
- T. Sex offenses
 - 1. Rape
 - 2. Sexual assault
 - 3. Molestation
 - 4. Sexual abuse of a child
 - 5. Lewdness
- U. Traffic incidents
 - 1. Accidents
 - a. Injuries
 - b. Unknown injuries
 - c. Property damage
 - d. Hit and run
 - e. Debris
 - f. Hazardous materials
 - 2. Traffic hazards
 - a. Debris
 - b. Spills
 - c. Mud slide/rock slide
 - d. Safety hazard/unsafe vehicles
 - 3. Traffic stop
 - 4. Motorist assist (in traffic)
 - 5. Abandoned vehicle (in traffic)
 - 6. Reckless driver
 - 7. Traffic control
 - 8. Blocked driveway/parking problems/parking complaints
 - 9. DUI
- V. Stolen/recovered vehicles
 - 1. Vehicle theft
 - 2. Breach of trust
 - 3. Joyriding
 - 4. Repossession
- W. Weapon offenses
 - 1. Man with a gun
 - 2. Brandishing
 - 3. Armed subject
- X. Officer needs help
 - 1. Back-up other jurisdiction
 - 2. Citizen report of an officer needs help
 - 3. Officer down
 - 4. Officer needs assistance (10-33)
- Y. Pursuit/chase
 - 1. In vehicle
 - 2. On foot

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Unit 7 - Performance Objectives

LAW ENFORCEMENT DISPATCHING

Minimum Training Time: 8 hours

Unit Goal:

The goal of this unit is to provide the student with an understanding of the roles and responsibilities of a Law Enforcement Dispatcher.

Enabling Objectives:

1. The student will define responsibilities and authority of a law enforcement dispatcher.
 - A. Establish priorities for all calls for service
 - B. Make incident assignments using the dispatch center's written policies and procedures developed in conjunction with the law enforcement agency
 - C. Dispatch calls via radio
 - D. Coordinate field officers and their radio traffic
 - E. Honor orders from the Officer In Charge (OIC)
 - F. Maintain status of all units
 - G. Facilitate appropriate resolution of all incidents
2. The student will describe types of activities critical to law enforcement dispatching.
 - A. Being aware of the needs of responding officers, especially the need for information on high risk situations
 - B. Gathering and relaying information so officers can make informed decisions
 - C. Keeping officers apprised of the status of the scene
 - D. Be aware of the need to properly document time and mileage on all transports
3. The student will identify why attention and concentration are important on a law enforcement channel.
 - A. During emergencies, the dispatcher is the officer's sole link to other officers and assistance
 - B. Radio reception can be poor and sometimes partial transmissions are all that are heard
 - C. Preoccupations and distractions can lead to serious mistakes
 - D. Any error or lapse of attention could have grave consequences including endangering the life of an officer or citizen
4. The student will identify how a dispatcher's attitude/behavior can affect their performance.
 - A. Getting overexcited will lead to a loss of objectivity

- B. Being self confident and assertive will ensure you remain in control
 - C. Becoming short tempered or expressing emotions may cause officers to mirror the same reactions
 - D. Not paying attention (too many requests to “repeat” or “10-9”) will cause a loss of confidence in the dispatcher
5. The student will describe how a dispatcher can increase their skill at managing the fast pace of a police radio.
 - A. Never acknowledge a transmission that was not heard - if unsure ask for clarification
 - B. Try to regulate on-going events to match the speed of operations
 - C. Use spare moments to do non-priority tasks so that when an officer calls on the radio they can be answered immediately
 6. The student will explain what, in addition to established policies, a law enforcement dispatcher will need to take into consideration when prioritizing call responses.
 - A. Urgency of the request (call priority)
 - B. Staffing levels
 - C. Current activity
 - D. Location of officers
 - E. Citizen information
 - F. Location of the incident
 7. The student will explain why being knowledgeable about local geography makes a dispatcher’s job easier.
 - A. Have a sense of where incidents are occurring and which officers are nearest the scene
 - B. Have an understanding of traffic routes and patterns to determine which officers can reach a scene quickly
 8. The student will identify Federal Communications Commission regulations dispatchers should be aware of.
 - A. Transmitting superfluous signals or messages of a personal nature
 - B. Using profane, indecent or obscene language
 - C. Willfully damaging or permitting radio equipment to be damaged
 - D. Causing unlawful or malicious interference with other radio communications
 - E. Intercepting, using or publishing contents of any radio message without the expressed written permission of the proper authority
 - F. Making unnecessary or unidentified transmissions
 - G. Transmitting without first making sure that the transmissions will not cause harmful interference
 9. The student will identify the purpose and proper use of radio terminology.
 - A. Reasons to use codes (10-code)
 1. Shorten transmissions
 2. Improve clarity by standardization

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- B. Reasons to use plain speech
 - 1. To meet NIMS/ICS requirements
 - 2. To prevent misunderstandings with other agencies who may use different codes
 - 3. To eliminate confusion by simply stating what is meant
 - C. Phonetic Alphabet
 - 1. Used in all cases when transmitting license numbers
 - 2. Used to spell out word or names to assure they are understood correctly
 - D. Process for transmitting names or numbers on the police radio
 - 1. Pronounce the complete name; follow it with the phonetic spelling (unless spelling is simple or common)
 - 2. When requesting a warrant or drivers license check the name must be spelled phonetically
 - 3. Given names are never used for making contact with officers in the field - officers should always be identified by unit/badge number or agency affiliation
 - 4. Numbers should always be repeated for clarification
10. The student will identify the process for handling requests from officers.
- A. If current location is not stated or is unclear - ask
 - 1. Be careful to distinguish similar addresses
 - B. Quickly handle all requests for additional information, directions or assistance
 - C. Acknowledge and explain delays
 - D. Respond to all radio transmissions including clicks or static to determine if an officer is attempting contact
 - E. If simultaneous transmissions are received or one officer's transmission covers the transmission of another officer
 - 1. Consider who is in the least jeopardy and advise one officer to "stand-by unless urgent" and the other to "go ahead"
 - 2. Ask if they have priority traffic
 - 3. When two or more officers broadcast at the same time, either one or none of the broadcasts is heard - try to identify one of the calling officers or, if that is not possible try to at least identify some part of one of the transmissions
 - 4. Do not say "Last officer repeat traffic (10-9)" - this will cause both officers to repeat their broadcasts again covering
 - 5. If two transmissions cover each other but one is still understandable, always acknowledge with the badge or ID number so everyone will know which officer was heard
11. The student will explain the importance of tracking the status of officers and how this is done.
- A. It is vital to know the status and location of every patrol officer at all times
 - B. CAD status screens help dispatchers monitor the status of officers and incidents
 - C. Enter all status changes into CAD
 - D. Reflect all incident assignments in CAD

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12. The student will identify common radio transmission problems and how they may be overcome.
 - A. Over modulation - caused when someone speaks with their mouth too close to the microphone causing the words to become distorted
 1. If officer over modulates (yells into mic) when calling for help, send back up units immediately using calm, clear voice
 - B. Open microphones can be caused by any number of reasons including sitting on transmit buttons, or bending over and pressing on them
 1. Officers are unable to receive transmissions and do not know their radio is transmitting
 2. Broadcast "All units check for open mic" - this will only alert the officer if they are standing near another officer with a radio
 3. If transmission persists and offending radio cannot be found, patrol units may be switched to service channels and have each officer check in with dispatch - if an officer does not check in, investigate officer location - also referred to as a security check or board check
 - C. Feedback is caused when two or more radios are close together and one person tries to transmit
 - D. Dead spots are areas where radio signals do not send out or are not received

13. The student will identify how to broadcast sensitive information on the police radio.
 - A. Be aware of the sensitive nature of some information
 - B. Broadcasting sensitive information may violate policy, common practice, or expose sensitive patient information to citizens with radio scanners
 - C. Consider/use alternate means of communicating the sensitive information, such as instant messaging, email, phone call, etc.

14. The student will define a relief briefing, identify why it is important and list how to accomplish it.
 - A. A relief briefing is the exchange of information that takes place between the on-coming dispatcher and the dispatcher being relieved
 1. Keep your relief dispatcher advised of the situation and make sure officer safety is kept as a top priority
 2. Knowledge of the situation enables the relief dispatcher to perform as quickly as possible
 3. Eliminates the need to scramble for information and allows the dispatcher to know when and if to check an officer's status
 - B. Consistency of operation is important after a shift change; a briefing is needed to understand the status of all officers and ongoing incidents
 - C. Ensure there is an understandable location recorded for all officers on vehicle stops or field interrogations
 - D. Review unassigned incidents for priority, if any incidents with special circumstances are pending, provide explanation

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15. The student will identify the purpose and procedures for prioritizing calls for service.
- A. Statistically, the sooner police arrive at a crime scene, the higher the apprehension rate
 - B. Volume of calls received for police services may necessitate establishment of priorities
 - C. Calls of the same priority should be dispatched in the order that they are received
 - D. Consider the presence of weapons, number of persons or potential dangers to citizens and the caller's situation (standing on a street corner, waiting at home, waiting in an isolated area, etc.) when deciding which call to dispatch first
 - E. Crimes against persons have priority over crimes against property
 - F. High priority calls may include:
 - 1. All crimes in progress regardless of nature of offense
 - 2. Robbery just occurred
 - 3. Shots fired
 - 4. Fights
 - 5. Assault with potential injury to citizens
 - 6. Vehicle accidents with injuries
 - 7. Pedestrian and traffic stops
 - G. Some calls do not require an immediate response and are usually a lower priority depending on agency policies - these may include:
 - 1. Cold report of a crime
 - 2. Abandoned vehicles
 - 3. Parking problems (not traffic hazards)
 - 4. Other service type calls
16. The student will identify standard dispatching techniques.
- A. Develop sequential style of broadcasting calls
 - B. Broadcast all important information
 - 1. Review information prior to broadcast determining what is critical
 - 2. Transmissions should be short and concise
 - C. Ensure accuracy
 - D. Do not read into events or give opinions
 - E. Repeat officer's transmission only when confirmation is needed
 - F. Use correct terminology
 - G. Do not use please and thank you on the radio
 - H. Use phonetic alphabet
 - I. Give addresses in clear and consistent manner
 - J. Check the volume meter to determine if volume is sufficient
 - K. Advise officers when keeping caller on the phone and continue to provide updates on critical information
17. The student will identify a standardized method for dispatching a police call.
- A. Call officer with brief statement of call type
 - B. After officer acknowledges, repeat call type, give location and additional information
 - 1. Give address twice, state the numbers as pairs of whole numbers then repeat address using individual numbers

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2. Give basic statement on what is occurring
 3. State the presence of any scene safety issues such as weapons, intoxication, etc.
 4. Provide suspect or vehicle descriptions as needed
 - C. Be familiar with dispatch alternatives such as voiceless dispatch and minimal/near-voiceless dispatch
18. The student will identify what information should be transmitted after the initial call has been given and how information should be broadcast.
- A. Important information
 1. Previous history or prior calls
 2. Reporting party's name
 3. Anything else important for officer safety
 4. Anything relevant to updating the officer
 - B. Description of a person
 1. Broadcast suspect information in systematic fashion
 2. Begin with personal data including name, sex, race, height, weight
 3. Proceed with clothing description from head to toe - outside to inside
 4. Broadcast less obvious information last (tattoos, etc.)
 - C. Description of a vehicle
 1. Use acronym CYMBALS to remember needed information (explained in unit 6)
 2. Color descriptors should be primary color descriptions: red, yellow, green, blue, brown, black, white, silver, bronze, etc.
 3. On two-toned vehicles give top color first followed by "over" and then bottom color - tri-colored vehicles should be given in descending order from top to bottom
19. The student will identify factors that determine how many officers are sent on calls and when two or more officers should be sent.
- A. Determining factors
 1. Presence of weapons
 2. Number of people
 3. Prior violent history
 4. The extent of the area to be covered
 - B. Circumstances requiring two or more officers
 1. Any time a crime is reported in progress or occurred just prior
 2. Weapons are involved
 3. Several suspects involved in an incident
 4. Depending on the nature of the crime and availability of officers, additional officers may respond to assist
20. The student will identify the types of incidents which require a dispatcher to anticipate resources that may be useful to law enforcement.
- A. Extrication of non-compliant suspects from difficult locations, such as basements, crawl spaces, and attics
 - B. Locating suspects inside a given area

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- C. Locating hidden narcotics
- D. Locating certain types of evidence in large open areas
- E. Tracing the route taken by and/or capturing fleeing suspects
- F. Locating lost/injured victims

21. The student will describe special response teams and what types of incidents require a special response team.

- A. Special response teams
 - 1. SWAT/SERT teams
 - 2. Search and Rescue teams
 - 3. K-9
 - 4. Gang Task Force
 - 5. DPS Aircraft Emergency Response Operations Bureau
 - 6. Mobile Field Force
 - 7. Homeland Security
 - 8. Dive Team
 - 9. Bomb Squad
 - 10. Other specialty teams
- B. Types of incidents that may require special response teams
 - 1. Hostage situations
 - 2. Suicidal subjects
 - 3. Barricaded subjects
 - 4. Search warrants
 - 5. Prison breaks
 - 6. Drug raids
 - 7. Lost people
 - 8. Body recovery
 - 9. Gang activity
 - 10. Crowd control
 - 11. Riot
 - 12. Terrorist activity
 - 13. Water extrication
 - 14. Bomb threat/suspicious package
 - 15. Area evacuation
 - 16. Officer involved shooting
 - 17. Active shooter

22. The student will identify ways dispatchers can prepare for officer emergencies.

- A. Identify types of calls that are the most dangerous for officers
 - 1. Arrest situations
 - 2. Ambush situations
 - 3. Traffic pursuit/stops
 - 4. Disturbance calls
 - 5. Investigating suspicious person/circumstances

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- 6. Tactical situations
 - 7. Transporting/handling custody of prisoners
 - 8. Handling person with mental illness
 - 9. Any crime in progress
- B. Be aware even the most routine calls may escalate
 - C. Know procedures because urgent situations require strict adherence with no room for error
 - D. Be highly proficient because the life of an officer or citizen may depend upon an accurate and expedient response
23. The student will list the responsibilities a dispatcher has in assisting officer safety.
- A. Keeping track of location, type of call, time out on the call or stop and containments
 - B. Give the officer priority
 - C. Control the channel
 - D. Give appropriate/priority information as soon as it is received
 - E. Document all radio traffic related to the incident
 - F. Time stamp radio transmissions
 - G. Be aware of surroundings
 - H. Be prepared to control radio traffic and provide additional personnel as necessary
 - I. Notify Public Information Officer (PIO)
 - J. Be prepared to call out special response teams
 - K. Provide appropriate information
 - L. Complete regular security checks on the officer(s) at the scene especially on high hazard or felony stops
24. The student will identify indicators that a problem may exist at the scene.
- A. No radio contact with the officers on scene
 - B. Citizens reporting an officer in trouble
 - C. Possible squelch breaks on radio that are not discernible could indicate that an officer is unable to talk on the radio
 - D. Synchronous garble - when the strongest signal may drown out the others, but usually no clear message is discernible
 - E. Officer's tone of voice
 - F. Hostage code(s)
 - G. Emergency button on officer's radio activated
25. The student will identify a "Help Me Quick" (10-33) transmission and what the procedure for response would be.
- A. An officer is in trouble and needs immediate assistance
 - B. "10-33" or "help me" may be the only words an officer can say
 - C. Use designated alert tones and immediately broadcast officer's location and repeat "10-33" or "officer needs help"
 - D. If officer is not assigned to a case and no location is known, the last known location should be broadcast

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1. Check GPS mapping if available
 - E. Repeat officer's location as well as any business name, apartment number, floor, cross-street or other information that will expedite finding them
 - F. Properly document all details in CAD
 - G. Once a help me quick code is requested, only the officer who made the request may announce that they are safe (10-4)
26. The student will identify emergency signals most important to officer safety.
 - A. 10-33 (9-1) - Help me quick
 - B. 10-18 - Urgent (Quickly)
 - C. 10-78 (9-2) - Requesting back up
 - D. "Utah" or "10-4 Utah," - officer hostage situations
 27. The student will identify procedures in responding to emergency radio alarm activation.
 - A. Check safety of the officer activating the alarm
 - B. Monitor open transmission of distress calls for any information an officer may be trying to transmit
 - C. Notify OIC, send additional officers to assist and broadcast any information received during an open transmission
 - D. If officer does not need assistance they should indicate an accidental activation, you will then notify OIC and any officers en-route that the situation is resolved
 - E. If unable to determine which officer activated an alarm, key the emergency channel and ask, "Officer on this channel 10-36" (security check or code 4 check)
 - F. Notify the OIC that you are unable to determine which officer activated the alarm
 - G. If still unable to determine which officer activated an alarm conduct a security check to ensure all officers are secure
 - H. Make every effort to locate source of a distress signal if the officer's identification is unclear
 28. The student will identify the proper response to an officer who says "10-4 UTAH" during a security (10-36) check.
 - A. There is a high probability that the officer is in a hostage situation and/or dealing with an armed suspect who may be able to overhear all radio traffic
 - B. Acknowledge officer with "10-4"
 - C. Notify the OIC about the "Code Utah" and provide the officer's call sign and current or last known location
 - D. Notify your dispatch supervisor
 - E. Assume the suspect is listening and choose your words or codes carefully
 - F. If possible arrange for backup on another channel
 - G. Properly document all details in CAD
 29. The student will explain the procedures for security checks (board checks, 10-36 or Code 4).
 - A. Why security checks are performed
 1. To establish and verify present status of all officers on duty

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2. Performed following major incidents when radio traffic was at an extremely high volume
 3. To verify assignments when CAD fails without warning and dispatch is using a manual dispatch system
 4. If identity of an officer calling for assistance cannot be established
- B. Procedure for security checks
1. Notify field supervisor of the check
 2. If check is following a CAD failure attempt to have another dispatcher assist in getting officers logged to correct locations and onto correct calls
 3. Verify that no critical calls are in progress or waiting to be dispatched
 4. Broadcast "All officers standby for security check" (board check, 10-36 or code 4 check)
 5. Use standard method for calling on status (Lowest to highest badge number, etc.)
 6. Record response from all officers who acknowledge
 7. Bring status of all officers current on computer screen
- C. Recommended time frames for security checks
1. Five minutes after arrival on emergency calls
 2. Ten minutes for a traffic stop
 3. Twenty minutes for entering a building on a search
 4. Between midnight (0000 hours) and 0500 hours, an hourly security check is recommended on all officers not assigned to calls
 5. Every one or two hours if not heard from during the shift
- D. Procedure when an officer fails to respond to a security check
1. Call the officer a second time
 2. If the last location for missing officer is known, send the next closest officer to respond and check status
 3. Notify OIC
30. The student will identify dispatch procedures for traffic and pedestrian stops.
- A. On traffic stop officers should give location, license number or vehicle description - actual location may be different than location originally given by officer
 - B. On pedestrian stop officer should give location and indicate race and gender of person
 - C. It is critical to obtain correct and complete location for all traffic stops
 1. If officer later requires assistance, they may not be able to repeat the location
 2. Properly document the details in CAD as the officer provides the information
31. The student will identify field tactical goals that aid in officer safety on high hazard or felony traffic stops.
- A. Availability of officers - have enough officers to deal with most probable suspect reactions
 - B. Containment - being able to position police units at multiple observation angles and fields of fire in relation to the suspect/vehicle/incident
 - C. PIT - Pursuit Intervention Technique - The PIT maneuver is used by officers during a pursuit, to physically stop the suspect vehicle

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1. The officer should advise dispatch if they are going to perform the technique, or if they have already done so, for documentation and notification purposes
 - D. Spike Deployment - used by officers during a pursuit to stop suspect vehicle by deflating the tires
 1. The officer should advise dispatch if they are going to deploy spikes for documentation and notification purposes
32. The student will identify procedure for notifying an officer on wants, warrants and stolen property checks.
- A. If the vehicle is stolen, or the owner is wanted, immediately ask the officer if the subject is present (10-84) do not broadcast stolen or wanted information if the subject may be able to hear the transmission
 - B. When the officer indicates it is clear to proceed, advise the officer of your findings and advise you are sending back up to their location
33. The student will identify the dangers of vehicle pursuits and the responsibilities associated with them.
- A. Pursuit or a chase in progress (10-80) is a serious hazard to those involved and to others on the road
 - B. The suspect may behave without concern for safety and drive without regard to traffic signals, stop signs or the speed limit
 - C. Officer responsibilities include:
 1. Always act with due regard for the safety of others
 2. Use emergency lights and siren
 3. Announce they are in pursuit (in a 10-80) or have a motorist refusing to stop
 4. Broadcast a location, vehicle description, plate number, direction of travel, speed, reason for the original stop, traffic and road conditions
 5. Dependent on individual agency policy a decision to terminate a pursuit may be made by the pursuing officer, the field supervisor or an administrator of the agency handling the pursuit - this information should be relayed to the dispatcher so that they may broadcast that the pursuit has been terminated
 - D. Dispatcher responsibilities
 1. Prioritize the radio channel and move non-emergency traffic to another channel if possible
 2. Record all incoming information on the pursuit
 3. Relay pertinent information including locations, speeds and road conditions
 - a. Echo/parrot information when direction of travel changes, additional officer safety issues arise etc.
 4. Obtain criminal records information and vehicle checks of suspects
 5. Coordinate back up assistance under the direction of the field supervisor
 6. Consider dispatching officers to freeway entrances or cross streets along the potential route
 7. Notify neighboring jurisdictions when the pursuit may extend into their jurisdiction

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34. The student will identify how to handle multiple calls on single incidents.
- A. Review calls to be sure they are reporting the same incident and not a separate incident with similar circumstances or location
 - B. Review subsequent CAD entries reporting the same incident and be alert for additional information that could be broadcast to officers already responding
 - C. In some cases, additional callers may indicate an additional victim or witness or that the original situation has changed
 - D. Subsequent calls may indicate that additional officers need to be dispatched or, in some cases, that officers already on the scene are in trouble but cannot radio for assistance
35. The student will define BOLO/ATL.
- A. BOLO: Be On the Look Out
 - B. ATL: Attempt To Locate
 - C. Examples include missing persons, stolen/wanted vehicles, DUI, reckless driving or road rage incidents
 - D. May come through officer, UCJIS system or 9-1-1 call
 - E. Follow your agency's format for broadcasting these types of messages
 - F. Some information should be repeated twice
 - 1. The reason for the broadcast - at the beginning and the end
 - 2. License plates, vehicle descriptions, suspect descriptions or names should also be repeated so that officers may write them down

Unit 8 - Performance Objectives

FIRE DISPATCHING AND INTERROGATION

Minimum Training Time: 4 hours

Unit Goal:

The goal of this unit is to give the student an understanding of the elements of fire dispatching and a working knowledge of the specific tasks, functions, terminology, incident call-taking and dispatching procedures of fire agencies.

Enabling Objectives:

1. The student will list the structure of a fire organization.
 - A. Positions
 1. Full-time - paid, manned 24/7
 2. Part-time - usually manned during the day and on call during the evening/night hours
 3. Volunteer - responds from work or home, may be paid or not paid for time spent on actual fires
 - B. Divisions and functions
 1. Administration
 - a. Chief
 - b. Deputy/Assistant Chief
 - c. Battalion/District Chief
 2. Operations
 - a. Captain
 - b. Lieutenant
 - c. Engineer
 - d. Firefighter
 3. Communications/Support services
 4. EMS (when integrated with fire service)
 - a. Paramedics
 - b. Emergency Medical Technicians (EMT)
 5. Training
 - a. Public education
 6. Special operations
 - a. Water rescue
 - b. Confined space rescue
 - c. High angle rescue
 - d. HAZMAT

7. Fire prevention
 - a. Fire Marshal
 - b. Inspectors
 - c. Arson investigator

2. The student will identify the primary responsibilities of a Fire Dispatch Agency.
 - A. Primary role of fire service telecommunicator
 1. Receive emergency requests from citizens
 2. Evaluate need for response
 3. Sound the alarm that starts responding units on their way to the scene of the emergency
 4. Monitor and respond to requests and status reports from personnel on scene
 5. Provide pre-arrival emergency instructions if trained to do so
 - B. If unsure of need for response always send
 1. When in doubt, send them out
 2. Follow agency policy
 3. The general rule is not to cancel units, give updated information and let the responding fire units make the decision
 - C. Communicate with other agencies
 1. Law enforcement
 - a. Medical and/or fire stand by (stage) until the scene is secure and officers on scene have advised that the area is secure and safe
 2. Public works
 3. Utilities
 4. Environmental protection
 5. Private businesses
 - D. Confidentiality
 1. Professionalism and discretion (never give out information that has not been approved by your administration - always follow department policy and procedures)
 - E. Public education/fire prevention

3. The student will explain the elements of a fire and the time frame from ignition to offensive mode.
 - A. Fire triangle
 1. Heat
 2. Fuel
 3. Oxygen
 - B. Colors of smoke
 1. Light grey - usually indicates paper or cloth
 2. Dark grey - usually indicates furniture or wood products
 3. Dark brown - usually indicates structural involvement of wood construction
 4. Black - usually indicates petroleum based products are involved
 - C. Time frame from initial ignition of fire to offensive mode according to National Fire Protection Association (NFPA)

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- | | |
|--------------------------------------------|-------------|
| 1. Time to recognize the call | .5 minute |
| 2. Time with call taker to get information | .5 minute |
| 3. Dispatch time | .5 minute |
| 4. En route time | 3.0 minutes |
| 5. Hook up time | 2.0 minutes |
| 6. Total time | 6.5 minutes |
-
4. The student will identify the following fire apparatus and equipment.
 - A. Engine/Pumper
 - B. Trucks/Ladder Trucks/Aerial Trucks/Bronto
 - C. Mini-Pumper/Auxiliary/Grass Trucks/Brush/TATRA
 - D. Tanker/Water Tender
 - E. Quints
 - F. Squad
 - G. Search & Rescue Vehicles
 1. Heavy Rescue
 2. Urban Tech and Rescue
 3. Water Rescue
 - H. EMS Units
 1. Rescue
 2. Ambulance
 3. First Responders
 - I. Airport Crash Vehicle
 1. ARFF (Air Crash Rescue FF Unit)
 - J. Special Apparatus
 1. HAZMAT
 2. Light Unit
 3. Air Breathing Support Unit
 4. Fire Boats
 5. Mobile Command Unit
 - K. S.C.B.A. (Self Contained Breathing Apparatus)

 5. The student will identify the dispatcher's role in firefighter safety.
 - A. Primary role of the dispatcher in firefighter survival
 1. Listen
 2. Lapse-time/benchmark notifications
 3. Tone of voice
 4. Evacuation order/signal
 5. Mayday
 - B. P.A.R. (Personal Accountability Report System)
 - C. Buddy system
 - D. Defensive mode

 6. The student will identify how to prioritize fire incidents.

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- A. Life over property
 - 1. Basic fire questions:
 - a. What is the address of your emergency
 - b. What is the number you are calling from
 - c. Do you see smoke
 - d. Do you see flames
 - e. What is on fire
 - f. Is anyone trapped
 - g. Is anyone injured
 - h. Are there any hazardous chemicals involved
 - B. Safety instructions to the caller
 - 1. Stay away from the fire
 - 2. Evacuate (follow your agency policy)
 - 3. Advise caller to not endanger him or herself
 - 4. Do not run back into a burning building
 - 5. Do not jump out of a window in a high building
 - 6. Close doors to fire on way out
 - 7. Activate fire alarm if there is one
 - 8. Do not use elevators to exit building
7. The student will identify the responsibilities performed by a fire call-taker/dispatcher.
- A. Receive the call and document the incident in the CAD
 - B. Dispatch/page responding units to incident
 - C. Monitor, answer and log all radio traffic
 - D. Keep track of all status changes
 - E. Follow through with all requests from incident command
 - F. ICS lines of communication
 - G. Make any callback notifications
 - H. Liaison between other agencies
8. The student will identify fire call classifications.
- A. Structure/residential
 - B. Structure/commercial
 - 1. Big box facilities
 - 2. High rise buildings
 - C. High life hazard (hospitals, large gathering places)
 - D. HAZMAT incident
 - E. Commercial vehicle
 - F. Vehicle
 - G. Alarm
 - H. Mutual aid
 - I. Aircraft
 - J. Wildland
 - 1. Grass

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2. Field
 3. Forest
9. The student will define a hazmat incident, list available resources for a hazmat incident and state the dispatcher's role and responsibilities during the incident.
- A. Define hazardous materials as:
Material in any form that poses an unreasonable hazard to health, safety and property
 - B. Key considerations for dispatchers
 1. Hazardous materials incident involving a fire
 2. Hazardous materials incident involving a spill or leak
 - C. Responsibilities of dispatchers in a hazardous materials incident
 1. Be familiar with policies, procedures, protocols and guidelines established by your agency with regards to hazardous materials
 2. Be aware of the potential for hazardous materials on emergencies that are not identified as hazardous materials incidents
 3. Be familiar with labeling systems used to identify hazardous materials
 4. Be familiar with the questions that need to be asked in a hazardous materials incident
 5. Relay information to responding and on scene personnel taking into account the safety of all responding personnel
 6. Be familiar with available resources and jurisdictions
 7. Be prepared to react quickly and efficiently
 8. Document times and other vital information relating to the incident
 - D. Identification sources
 1. Placards and labels
 2. Shipping papers
 - E. Resources available for hazardous materials incidents
 1. Communications center
 2. Fire department
 3. Police department
 4. Emergency medical services
 5. Public works or highway departments
 6. Additional utilities
 7. State and federal resources
 8. CHEMTREC - an agency sponsored by chemical manufacturer to provide emergency responders with information and support in the event of a hazardous materials incident
 9. Emergency Response Guidebook (ERG)
10. The student will define Incident Command System (ICS) and Emergency Operations Center (EOC), and explain the role of a fire dispatcher in the ICS.
- A. Define ICS as:
A systematic tool used for the command, control, and coordination of emergency response
 - B. Define EOC as:

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A central command and control facility responsible for carrying out the principles of emergency preparedness and management or disaster management

- C. Dispatcher role in ICS - communicate with the incident commander to facilitate requests for resources

Unit 9 - Performance Objectives

EMERGENCY MEDICAL DISPATCHER (EMD)

Minimum Training Time: 1 hour

Unit Goal:

The goal of this unit is to give the student an understanding of the Emergency Medical Service (EMS) system, the role and responsibilities of the Emergency Medical Dispatcher (EMD), an introduction to Emergency Medical Dispatch Priority Reference System (EMDPRS) with scripted standardized interrogation, pre-arrival instructions, and dispatch determinants. Additionally, the student will understand how Utah state legislation and administrative rules apply to dispatch agency designation, and to EMD training and recertification requirements.

Enabling Objectives:

1. The student will explain the purpose and function of the EMS system.
 - A. The EMS system is a coordinated arrangement of resources, personnel, equipment, and facilities organized to respond to medical emergencies regardless of the cause
 - B. The EMS system covers a full spectrum from prevention through rehabilitation
2. The student will define the EMS system's complex arrangement of public service components.
 - A. Legislation
 - B. Communications
 - C. Public information and education facilities
 - D. Trauma systems
 - E. Medical direction and evaluation designed to serve the needs of the public in medical emergencies
3. The student will list the resources commonly found in the EMS system and the sequence in which they work together to render aid and ensure public safety.
 - A. EMD – Emergency Medical Dispatchers are vital members of the emergency response platform within an EMS System
 1. EMDs are usually the first professionals to receive an emergency call about a medical illness or injured person
 2. The EMD manages 9-1-1 and other emergency calls, and dispatches appropriate medical or rescue response personnel (police, fire, ambulance, etc.) to the scene
 - B. First Responders - Individuals trained and certified in areas of medical, fire and law enforcement services sent by dispatch to assist citizens in answer to their call for help

- C. BLS - Basic Life Support provides immediate medical treatment and stabilization of airway for patients and assistance to ALS responders when available
 - D. ALS - Advanced Life Support
 - 1. EMT-I - Emergency Medical Technician Intermediate, these individuals, while not as highly trained as paramedics, are trained in defibrillation, breathing support methods, and are also trained in establishing intravenous lines for delivery of fluids
 - 2. Paramedics - Paramedics are trained in advanced cardiac life support, EKG interpretation, and are certified to establish intravenous lines and administer medications under the direction of medical control - they are also trained in advanced airway maintenance techniques such as endotracheal intubation
 - E. Air-Medical Services - An air ambulance is an aircraft used for emergency medical assistance in situations where a traditional ambulance cannot reach the scene easily or quickly enough
 - 1. Four agencies provide air ambulance service in Utah; Air Med, Life Flight, Classic Air, Eagle Air
 - F. Hospital/Emergency Care Facilities
 - G. Other resources such as hazardous materials teams (HAZMAT), rape crisis and domestic violence centers, poison control centers, language translator services, utility companies, The American Red Cross, etc.
4. The student will list and explain the main functions and roles of the EMD within the EMS system.
 - A. The initial point of contact for those who need help
 - B. The vital link between the citizen in need and field resources
 - C. Administers initial life saving/life impacting medical care instruction and direction to the caller via scripted phone instruction
 - D. Receive and process (interrogate) calls for emergency medical service assistance
 - E. Determine the nature and severity of the medical incident type
 - F. Dispatch, allocation and coordination of field EMS resources
 - G. Use approved selective medical dispatch system to instruct caller in preparation for EMS responders arrival
 - H. Ensure scene safety for patients, bystanders and EMS field responders
 - I. Use approved selective medical dispatch system to provide scripted emergency medical care instructions until medical responders take over at the scene
 - J. Coordinate other public safety and medical providers as the situation requires
 - K. Maintain accurate records and logs of the call
 5. The student will explain the purpose and evolution of the emergency medical dispatch system.
 - A. In 1968, 9-1-1 was established as the national emergency number for the U.S. - calling this single number provided a caller anywhere in the U.S. access to police, fire and medical services
 - B. 9-1-1 centers, have evolved to meet public safety and emergency medical needs

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- C. Prior to this evolution dispatchers were the first line of contact with citizens requiring emergency medical assistance, however the dispatchers received little medical training or tools to help the citizen prior to a medical unit's arrival on scene
 - D. Today dispatchers receive EMD training and have emergency medical protocol systems, increasing the professionalism of the EMD and enhancing the delivery of EMS to citizens
6. The student will explain critical factors of an emergency medical protocol system.
- A. An emergency medical protocol system is a critical EMD tool that requires the EMD to be trained in order to utilize the protocol system effectively
 - B. The emergency medical protocol system assists the EMD to:
 - 1. Determine the severity of the medical emergency
 - 2. Send the correct response in the correct manner - hot vs. cold
 - 3. Provide the appropriate scripted medical instruction to the caller
 - C. The emergency medical protocol script must be followed verbatim through the interrogation process in order to triage the medical type and severity of the call
 - D. Emergency medical protocol determinants are set up to categorize the medical type and severity into a prioritization of emergency medical response for correct allocation of resources and better service to the community at large
 - E. Medically approved pre-arrival instructions provide directions for aiding the patient in medical emergencies which includes first aid, CPR and child birth
7. The student will demonstrate a general knowledge of Utah law, rules and regulations related to the EMD and EMS System.
- A. EMS dispatch agency designation is regulated by Utah State statute **26-8a-303 Designation of emergency medical service providers.** – “To ensure quality emergency medical services, the committee shall establish designation requirements for emergency medical service providers in the following categories: . . .(c) emergency medical service dispatch center;”
 - B. The minimum EMS dispatch agency requirements are set forth in Utah Administrative Code, rule number- **R426-13-500 Designated Emergency Medical Dispatch Center Minimum Designation Requirements. An Emergency Medical Dispatch center must:**
 - 1. Have in effect a selective medical dispatch system approved by the off-line medical directors and the Department, which includes:
 - a. Systemized caller interrogation questions
 - b. Systemized pre-arrival instructions; and
 - c. Protocols matching the dispatcher's evaluation of injury or illness severity with vehicle response mode and configuration
 - 2. Have a current updated plan of operations, which shall include:
 - a. The number, training, and certification of Emergency Medical Dispatch personnel
 - b. Operational procedures
 - c. A description of how the designee proposes to communicate with EMS agencies
 - 3. Have a certified off-line medical director
 - 4. Have an ongoing medical call review quality assurance program

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5. Provide pre-hospital arrival instructions by a certified Emergency Medical Dispatcher at all times.
- C. EMD training & certification is a national as well as state standard - Utah Bureau of EMS and Preparedness has adopted the NHTSA standard for EMD training which requires:
 1. A minimum of 24 hours of EMD class room training in an authorized selective medical dispatch system
 2. CPR training
 3. Successful completion of EMD test
 4. EMD applications (background check) are processed and approved via BEMS
- D. EMD continued training and recertification requirements - EMDs must recertify every 2 years and are required to have:
 1. 24 hours of specific EMD training completed during this period
 2. CPR recertification
 3. Successful completion of recertification test
- E. Designated Agency Authority is responsible to verify EMDs performance meets prescribed standards through continual Quality Assurance checks

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Unit 10 - Performance Objectives

STATE AND NATIONAL COMPUTER FILES

Minimum Training Time: 1 hour

Unit Goal:

The goal of this unit is to give the student a basic understanding of the functions of The Bureau of Criminal Identification (BCI) and Utah Criminal Justice Information Systems (UCJIS).

Enabling Objectives:

1. The student will define what BCI is and what its responsibilities are.
 - A. BCI is a bureau within the Utah Department of Public Safety (DPS)
 - B. BCI is designated as the Control Terminal Agency (CTA) for the State of Utah, as directed by the FBI
2. The student will define what UCJIS is.
 - A. UCJIS is a computerized information service that unifies data from several separate sources and agencies
 - B. UCJIS houses the databases of all accessible files containing information to assist law enforcement and other criminal justice agencies in the State of Utah
3. The student will identify functions of the BCI Help Desk (TWX).
 - A. Assist all agencies with UCJIS System files
 - B. Available 24/7
 - C. Monitor use of National Crime Information Center (NCIC) system and National Law Enforcement Telecommunications System (NLETS)
 - D. Provides after hours coverage for incoming reports and sightings of missing persons
4. The student will identify two purposes for criminal justice agencies to access UCJIS systems.
 - A. Criminal justice investigation
 - B. Criminal justice employment
5. The student will identify how physical security for BCI can be accomplished in dispatch centers and why it is important.
 - A. To protect against unauthorized personnel gaining access to equipment or to any stored data

- B. All visitors in position to view information on computer screens must be accompanied by staff personnel so as not to accidentally reveal private information to someone passing by
6. The student will identify steps BCI takes to ensure security of personnel accessing UCJIS systems.
 - A. Background Checks
 - B. Logons
 - C. Passwords
 - D. Training
 - E. Testing
 7. The student will identify the sanctions that could be taken against an individual for misusing UCJIS systems or improperly disseminating information.
 - A. Written warning
 - B. Suspension of logon ID during investigation of allegations of misuse
 - C. Permanent deletion of logon ID due to substantiated misuse
 - D. Charged with violation of State or Federal laws
 8. The student will identify the accessible files on the UCJIS System.
 - A. Drivers License Division (DLD)
 - B. Division of Motor Vehicles (DMV)
 - C. Statewide Warrants/Protective Orders (SWW)
 - D. National Law Enforcement Telecommunications System (NLETS)
 - E. National Crime Information Center (NCIC)
 - F. Utah Computerized Criminal History (UCCH)
 9. The student will identify basic information about the Drivers License Division (DLD) files.
 - A. Contains driver's license information for licensed Utah drivers
 - B. Owned, operated, and updated by DLD
 - C. BCI controlled file for statewide law enforcement terminal agencies
 10. The student will identify basic information about the Department of Motor Vehicles (DMV) files.
 - A. Contains vehicle registration information for vehicles registered in Utah
 - B. Owned, operated and updated by the Utah Division of Motor Vehicle
 - C. BCI controlled file for statewide law enforcement terminal agencies
 - D. Each motor vehicle record falls under the federal Driver Privacy Protection Act
 - E. Coding found on DMV files may not match that which is required by NCIC
 - F. DMV may enter a flag on a vehicle file if reported stolen, but flag may not always be accurate
 - G. Check NCIC to verify if a vehicle is stolen
 11. The student will identify basic information about the Statewide Warrants/Protective Order (SWW) files.

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- A. Contains information on individuals who are wanted in the state of Utah
 - B. Objective of system is to make information about warrants on individuals, based on court actions, available to law enforcement and warrant enforcement agencies
 - C. Warrant information comes from courts that send data to the UCJIS system via electronic transfer
 - D. As with any warrant system, caution must be used when serving warrants or arresting solely on the basis of data on this file
12. The student will identify basic information about the National Law Enforcement Telecommunications System (NLETS).
- A. A computerized, high-speed message switching system created for the criminal justice community
 - B. Purpose is to provide for the interstate and/or interagency exchange of criminal justice and related information
 - C. Can receive, store, and forward message traffic to and from all of its user agencies
 - D. Administrative message traffic on the system includes all types of free form criminal justice related data from one point to one or more points
 - E. Through NLETS, dispatchers can inquire into state motor vehicle, driver's license, criminal history and other state databases
 - F. NLETS does not maintain any databases, but rather enables users to access various state databases-for that reason, information from these files is often formatted differently
13. The student will identify basic information about the National Crime Information Center (NCIC) systems.
- A. A computerized index of documented criminal justice information concerning crimes and criminals of nationwide interest and a locator file for missing and unidentified persons
 - B. Contains accurate and timely documented criminal justice information
 - C. Includes information on:
 - 1. Wanted persons
 - 2. Missing persons
 - 3. Unidentified persons
 - 4. Stolen property
 - 5. Criminal history information
 - 6. Information compiled in the course of investigation of crimes that are known or believed on reasonable grounds to have occurred, including information on identifiable individuals; and information on identifiable individuals compiled in an effort to anticipate, prevent, or monitor possible criminal activity
14. The student will identify basic information about the Utah Computerized Criminal History (UCCH) files.
- A. Created for the purpose of keeping an individual's criminal record in one central location, instead of keeping many different records throughout the individual agencies in Utah
 - B. Arrest information found on a criminal history record is obtained from the ten-print fingerprint card and/or single-print citations

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- C. Federal regulations and Utah state law control the distribution of criminal record information-this information may only be given to authorized criminal justice agencies for criminal justice purposes
- D. BCI keeps an automated dissemination log of all criminal history requests including name of person requesting information, logon ID of terminal operator, purpose for the request, time and date of request, and the name inquired upon

Unit 11 - Performance Objectives

LEGAL ASPECTS OF PUBLIC SAFETY DISPATCHING

Minimum Training Time: 4 hours

Unit Goal:

The goal of this unit is to give the student an understanding of the legal aspects of public safety dispatching and to provide knowledge necessary to describe the basic functions of the criminal justice system, basic civil liabilities, dispatcher liability with police, fire, and emergency medical service agencies, and the written standard operating procedures, which must be followed to limit exposure.

Enabling Objectives:

1. The student will identify the branches within Utah's Criminal Justice System.
 - A. Law Enforcement
 1. Municipal Police
 2. County Sheriff
 3. State agencies
 4. Federal agencies
 - B. Utah State Courts
 1. Supreme Court
 2. Utah Court of Appeals
 3. City and County Justice Courts - having jurisdiction only over class B and C misdemeanors, violation of ordinances and infractions
 4. Utah State Juvenile Courts
 5. Utah State District Courts
 - C. Federal Courts
 1. United States District Court
 2. Tenth Circuit Court of Appeals
 3. United States Supreme Court
 - D. Post-Judicial Agencies
 1. Adult/Juvenile Probation and Parole
 2. County Mental Health
 3. Division of Family Services
 4. Utah Department of Corrections
 5. County Jails

2. The student will explain the difference between civil and criminal law.
 - A. Criminal Law - State and federal statutes that define criminal offenses and specify corresponding fines and punishment
 - B. Civil Law - Standard of conduct that may be established by statute, case law (courts) or found in common law, in which a violation would not bring about criminal penalties, but would expose the participant to civil action
3. The student will identify what communications data is subject to subpoena.
 - A. All recorded calls, radio transmissions, and computer terminal communications (CAD incident reports and instant messaging) are subject to subpoena
 - B. Tape recorded confessions
 - C. Dispatcher court appearances
4. The student will explain what the Government Records Access and Management Act (GRAMA) means, the record classification types and who can make a request for records.
 - A. GRAMA is a comprehensive law dealing with management of government records, who is entitled to access those records, and the exercise and enforcement of access rights
 - B. GRAMA record classification
 1. Public
 2. Private
 3. Controlled
 4. Protected
 5. Limited
 - C. Any citizen may make a GRAMA request to any Utah government official or agency
5. The student will list examples of records that are public information.
 - A. Information that may be released by the dispatch center
 1. Audio recordings of dispatch calls and radio traffic
 2. CAD records
 3. MDT/IM messages (dependent on agency policy)
 4. Media – public information records (with agency approval)
 - B. Request for information that must be referred to appropriate agency
 1. Vehicle registration information
 2. Driver license information
 3. Accident information (certain work product may not be public information)
 4. Lost and found information
 5. Warrant information
 6. Incident reports
6. The student will list examples of records that are classified as restricted or confidential information.
 - A. Criminal history record information
 1. Individual criminal record
 2. Juvenile information

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3. National Crime Information Center (NCIC)
 - B Intelligence information
 1. Subversive groups or individuals
 2. Narcotic suspect(s)
7. The student will explain the process by which confidential information can be disseminated to specific persons or agencies.
 - A. User agreement with Law enforcement agencies
 1. Identification
 2. Employment (law enforcement only)
 3. Investigation
 - B. Court Order
 - C. A waiver is signed by the individual to authorize the release
 8. The student will define Torts and Negligence claims.
 - A. Torts
 1. Intentional act: wrong perpetrated by one who intends to do that which the law has declared as wrong
 2. Negligent tort: a wrong perpetrated by one who fails to exercise that degree of care in doing what is otherwise permissible
 - B. Negligence
 1. Failure to act with the prudence that a reasonable person would exercise under the same circumstances
 9. The student will list the four elements of a successful tort claim for negligence.
 - A. Legal duty owed - a question of law, if no duty exists, the claim fails
 - B. Breach of duty
 - C. Breach of duty was the actual or proximate cause of injury
 - D. Injury in fact occurred
 10. The student will explain the Public Duty Doctrine.
 - A. Government entity cannot be held liable for the injuries of an individual resulting from a public officer's or employee's breach of a duty owed to the public as a whole as distinguished from a duty owed to the particular individual
 - B. A duty to all is a duty to none
 - C. Public Duty Doctrine may not apply if there is a special relationship between the agency and the individual
 11. The student will identify how a "Special Relationship" can be established in reference to the Public Duty Doctrine.
 - A. A statute intended to protect a specific class of persons of which the plaintiff is a member, from a particular type of harm
 - B. A government agent undertakes specific action to protect a person or property

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- C. Government actions that reasonably induce detrimental reliance by a member of the public
 - D. Under certain circumstances when the agency has actual custody of the plaintiff or of a third person who causes harm to the plaintiff
12. The student will list the types of liability actions faced by dispatchers.
- A. Civil action by victim/citizen
 - B. Disciplinary action by employer
 - 1. Discipline up to and including termination for violations of policies and procedures regardless of whether an action is filed by the citizen
 - C. Suspension or revocation of dispatcher certification by POST
13. The student will identify areas where public safety dispatchers expose themselves to potential liability.
- A. Failure to obtain and verify correct information
 - B. Promise to provide specific time response or providing a false sense of expectation of service
 - C. Release of information without checking accuracy
 - D. Failure or delay in dispatching calls
 - E. Failure to follow agency protocols
 - F. Failure to classify calls correctly
 - G. Acting outside of accepted standards
 - H. Failure to maintain phone contact with caller on high priority calls
14. The student will identify ways dispatchers can protect themselves and their agency from lawsuit.
- A. Attend required training
 - B. Adhere to the agency's Standard Operating Procedures
 - C. Act within their course and scope of employment
 - D. Maintain a drug/alcohol free environment
 - E. Keep abreast of annual legal updates
 - F. Proper maintenance within communications center
 - G. Maintain confidentiality
 - H. Proper documentation
 - I. Governmental immunity
 - J. Principle of reasonableness
15. The student will identify items in the communications center that can assist in liability protection.
- A. Current copy of Utah Criminal Code Annotated
 - B. Current copy of Department/Division Standard Operating Procedures
 - C. Updated detailed maps of area
 - D. Current copy of EMD protocol cards

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16. The student will explain how government entities and government employees are protected under the Governmental Immunity Act - set forth in Utah Code Ann. Section 63-30-1 through 63-30-38.
 - A. Governmental Entity
 1. Unless immunity is expressly waived for certain acts, all governmental entities are immune from suit for any injury which results from the exercise of a governmental function
 - B. Governmental Employees
 1. No employee may be held personally liable for acts or omissions occurring during the performance of the employee's duties, within the scope of employment, or under color of authority, unless:
 - a. The employee acted with fraud or malice, or
 - b. Injury or damage resulted from an employee driving a vehicle while under the influence of drugs or alcohol, or
 - c. The employee was physically or mentally impaired because of alcohol or drugs, such that the employee cannot reasonably perform the job functions
17. The student will identify principles that ensure a dispatcher will be covered under the Governmental Immunity Act.
 - A. Dispatcher gives written immediate notification of incident
 - B. Dispatcher was acting within the course and scope of his or her employment
 - C. Dispatcher was not under influence of alcohol or drugs
 - D. Dispatcher did not commit a fraud or act with malice
 - E. Dispatcher agrees to cooperate with agency in defending the action
18. The student will explain Quality Improvement and its purpose.
 - A. Quality Improvement is a training tool used to evaluate job performance
 - B. Compliance to protocol
 1. Police
 2. Medical
 3. Fire
 - C. Reinforcement of goals and training
 - D. Provide feedback
 - E. Risk management

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Unit 12 - Performance Objectives

HOMELAND SECURITY

Minimum Training Time: 2 hours

Unit Goal:

The goal of this unit is to give the student an understanding of Homeland Security functions and to identify the dispatcher's roles and responsibilities in preparing, preventing and responding to terrorist attacks or natural disasters.

Enabling objectives:

1. The student will explain why Homeland Security is important to dispatch.
 - A. Emergency communications are critical to the citizens
 - B. 9-1-1 is a critical component of the nation's emergency response system

2. The student will identify primary responsibilities of the Department of Homeland Security (DHS).
 - A. A cabinet department of the United States federal government with the primary responsibilities of protecting the territory of the U.S. from terrorist attacks and responding to natural disasters
 - B. Includes the Federal Emergency Management Agency (FEMA) and is responsible for preparedness, response, and recovery from natural disasters

3. The student will identify types of activities performed by DHS.
 - A. Emergency preparedness and response (for both terrorism and natural disasters), including volunteer, medical, police, emergency management, and fire personnel
 - B. Domestic intelligence activities
 - C. Critical infrastructure protection
 - D. Border security, including both land and maritime borders
 - E. Transportation security including rail, aviation and maritime transportation
 - F. Bio-defense
 - G. Detection of radioactive and radiological materials
 - H. Research on next-generation security technologies

4. The student will identify the purpose of the Homeland Security Advisory System.
 - A. Designed to guide the country's protective measures when specific information to a particular sector or geographic region is received

- B. Combines threat information with vulnerability assessments and provides communications to public safety officials and the public
 - C. Department Homeland Security threat advisories are sent to dispatch centers through the UCJIS system
 - D. Homeland Security information bulletins are also sent through UCJIS and contain information of interest to critical infrastructures that do not meet thresholds of DHS threat advisories
5. The student will identify types of infrastructure in Utah that may be potential targets of terrorists.
- A. Telecommunications
 - B. Electrical power systems
 - C. Gas and oil production/distribution
 - D. Banking and finance
 - E. Transportation
 - F. Water supply systems
 - G. Health services
 - H. Government
 - I. High profile events
 - J. Chemical distribution or production plants
6. The student will define terrorism as:
The systematic use or threatened use of violence to intimidate a population or government and thereby effect political, religious, or ideological change
7. The student will identify tactics used by terrorists.
- A. Agro-Terrorism is the malicious use of plant or animal pathogens to cause a devastating disease in the agricultural sector
 - B. Aircraft hijacking (also known as skyjacking) is the unlawful seizure of an aircraft
 - C. Bioterrorism attack is the deliberate release of viruses, bacteria, or other germs (agents) used to cause illness or death in people, animals, or plants
 - D. A car bomb is an improvised explosive device placed in a car or other vehicle and then detonated
 - E. Cyber-terrorism is the use of information technology by terrorist groups and individuals to further their agenda
 - F. Environmental terrorism is the unlawful use of force against environmental resources so as to deprive populations of their benefit(s) and/or destroy other property - in contrast, eco-terrorism is the violent destruction of property in the interest of saving the environment from human encroachment and destruction
 - G. Nuclear terrorism is the use, or threat of the use, of nuclear weapons or radiological weapons in acts of terrorism, including attacks against facilities where radioactive materials are present

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- H. A proxy bomb is a tactic whereby people are forced to drive car bombs into military targets - this tactic is different because the bomber is coerced rather than being a volunteer
 - I. Suicide attack is an attack intended to kill others and inflict widespread damage, in which the attacker expects or intends to die in the process - also known as suicide bombing, homicide bombing, or kamikaze
9. The student will define Weapon of Mass Destruction (WMD).
 - A. A weapon that can kill large numbers of humans and or can cause great damage to man-made structures, natural structures, or the biosphere in general
 - B. A device crosses the WMD threshold when the consequences of its use overwhelm the capacity of local authorities to respond
 10. The student will identify why an Improvised Explosive Device (IED) is so dangerous.
 - A. Comprised of chemical components easily found in any home or local community, even in large quantities
 - B. May be constructed as a large powerful device capable of bringing down entire buildings
 11. The student will identify the main purpose of a Dirty Bomb.
 - A. A radiological dispersion device (Dirty Bomb) combines conventional explosives, such as dynamite, with radioactive materials in the form of powder or pellets
 - B. Main purpose is to frighten people and make buildings or land unusable for a long period of time
 12. The student will identify signs, symptoms and indicators that might indicate a potential terrorist attack.
 - A. Suspicious incidents or threats against critical infrastructure sites or systems
 - B. Suspicious incidents that may block the flow of traffic on critical infrastructure routes
 - C. Incidents involving foreign citizens whose identity cannot be established
 - D. Incidents involving terroristic threats or actions
 - E. Incidents involving explosives or explosions
 - F. Pyrex, mason and scientific glassware in location of incident
 - G. People making false ID's
 - H. Exposed wires on a person or package
 - I. Unusual trends
 1. Calls of like symptoms from different locations
 2. Multiple calls from one location with common complaints or symptoms
 3. Dead plants around the location of an incident
 4. Strong chemical odor in the area
 5. Out of place odors
 13. The student will identify types of suspicious behavior exhibited by terrorists.
 - A. Loitering around critical infrastructure for no apparent reason
 - B. Taking photos of critical infrastructure

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- C. Walking away from packages left behind
 - D. Parking a car and walking away or getting into another car
 - E. Alone and nervous or evasive attitude
 - F. Loose clothing (not compatible with the weather)
 - G. Rigid midsection
 - H. Tightened hands
 - I. Unexplained purchases of personal protective equipment
 - J. Bulk purchases of ice (controls the reactor for a bomb)
 - K. Buying large amounts of chemicals (peroxide, fertilizer, drain cleaner, etc.)
 - L. Vague knowledge of product use and refusal to purchase substitutes
 - M. Bulk purchases in cash
 - N. Numerous purchases of the same item in smaller quantities at different locations
14. The student will identify warning signs of a possible chemical attack or incident.
- A. Droplets of oily film on surfaces
 - B. Unusual dead or dying animals in the area
 - C. Unusual liquid sprays or vapors
 - D. Unexplained odors (smell of bitter almonds, peach kernels, newly mown hay or green grass)
 - E. Unusual or unauthorized spraying in the area
 - F. Victims displaying symptoms of nausea, difficulty breathing, convulsions, disorientation, or patterns of illness inconsistent with natural disease
 - G. Low-lying clouds or fog unrelated to weather; clouds of dust; or suspended, possibly colored, particles
 - H. People dressed unusually (long-sleeved shirts or overcoats in the summertime) or wearing breathing protection particularly in areas where large numbers of people tend to congregate
15. The student will identify the single most important factor in situations where chemical and biological agents are present.
- A. Chemical agents are generally liquids, often aerosolized, and most have immediate effects or are delayed for a few hours
 - B. Many chemical agents have a unique odor and color
 - C. Biological agents differ in that the effects are delayed, often for days
 - D. Absorption through the skin is a possible attack route but inhalation of chemical or biological agents is the most likely and effective means
 - E. Protection of airway and breathing is the single most important factor in a situation where chemical or biological agents may be present
16. The student will identify how 9-1-1 services could be affected in a local or national crisis.
- A. Phones become overloaded quickly
 - B. Cell phone towers may become inoperable
 - C. Requests for service outweigh the ability to respond
 - D. Radios inoperable

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- E. Utilities service delivery may fail
17. The student will identify dispatcher responsibilities in emergencies.
- A. Know how to work in back up centers, mobile commands, etc.
 - B. Know evacuation policies and plans
 - C. Know how to dispatch when regular systems are inoperable
18. The student will identify dispatcher responsibilities in emergency preparedness.
- A. Participate in pre-disaster training exercises
 - B. Know geography and landmarks well enough to recall without CAD recommendations
 - C. Know who responders are, what their areas are
 - D. Know where equipment is located
 - E. Know operational and disaster plans
 - F. Know what resources are available in emergencies
19. The student will identify why public communication systems are important during emergencies.
- A. Citizens will use communications systems in emergencies to call family members to make sure they are safe
 - B. Citizens watch television and listen to radios to get breaking news and important updates
 - C. Citizens will send and receive information via the internet (Facebook, Twitter, CDC, news sites, etc.)
20. The student will identify why amateur radios (ham radios) and their operators are used in times of crisis or natural disasters.
- A. Used as a means of emergency communication when wireline, cell phones and other conventional means of communications fail
 - B. Federal law prevents amateurs from turning their bands over to first responders
 - C. Amateur radio is dispersed throughout communities without choke points like cellular telephone sites that can be overloaded
 - D. Operators are experienced in improvising antennas and power sources - most equipment today can be powered by an automobile battery
 - E. Operators can use hundreds of frequencies and can quickly establish networks tying separate agencies together to enhance interoperability

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Unit 13 - Performance Objectives

HEALTH AND WELLNESS – STRESS MANAGEMENT

Minimum Training Time: 3 hours

Unit Goals:

The goal of this unit is to help the student develop an understanding of the dispatcher's responsibility toward health and wellness during their career.

Enabling Objectives:

1. The student will identify characteristics of a dispatcher. Awareness of these characteristics is the best method of dealing successfully with stress factors.
 - A. Characteristics of a dispatcher
 1. Obsessive compulsive
 2. Controllers
 3. Action oriented
 4. Risk takers
 5. Highly dedicated
 6. Stimulation junkie
 7. Histrionic/driven by internal motivation
 - B. The job - what is it like
 1. Multi tasking
 - a. Call taker
 - b. Radio dispatcher
 2. Receptionist
 3. Complaint desk person
 4. Little or no closure
 5. Customer service
 - C. Dispatcher's stress self care
 - S – Sensible eating
 - T – Time to enjoy life
 - R – Rest and relaxation
 - E – Exercise and education
 - S – Social support or family, colleagues and friends
 - S – Satisfying expression of self and spirituality
2. Identify typical stress factors which might be experienced in the work environment.

- A. Physical environment
 - B. Work demand
 - C. Management style
 - D. Excess audio stimulation
 - E. Ready alert status
 - F. Media coverage
 - G. Physical demands
 - H. Emotional involvement
 - I. Interpersonal relationships
3. The student will explain the differences between eustress and distress.
 - A. Eustress - positive stress
 1. Motivates
 2. Short term
 3. Exciting
 4. Improves performance
 - B. Distress negative stress
 1. Anxiety or concern
 2. Long term or short term
 3. Unpleasant
 4. Decreases performance
 5. Mental or physical problems
 4. The student will explain five different forms of stress that may affect dispatchers.
 - A. Acute stress
 - B. Delayed stress
 - C. Cumulative stress
 - D. Critical incident stress
 - E. Post Traumatic Stress Disorder (PTSD)
 5. The student will identify warning signs and symptoms of stress.
 - A. Physical
 - B. Cognitive
 - C. Emotional
 - D. Behavioral
 6. The student will identify three stages of a body's response to stress.
 - A. Alarm stage
 - B. Exhaustion stage
 - C. Resistance stage
 7. The student will list ways to reduce stress through coping strategies.
 - A. There are many coping mechanisms to handle stress, most are good, but some can be as dangerous as the stress itself.

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1. Positive coping mechanisms
 2. Negative coping mechanisms
8. The student will list ways to relieve stress while working at their console.
 - A. Exercise at your desk/console
 - B. Office Yoga
 - C. Getting more active – take breaks
 - D. Eating sensibly
 - E. Preventative measures
 - F. Breathing exercises
 - G. Humor
 9. The student will identify outside resources available for stress management.
 - A. Employee Assistance Program (EAP)
 1. What is it
 2. Where do I find a program
 - B. Healthy lifestyle programs offered by agencies
 - C. Peer support
 - D. On line resources
 10. The student will explain and define Critical Incident Stress Management (CISM), and what a Critical Incident Stress Debriefing (CISD) is.
 - A. CISM - mental health professionals and peer support personnel who are trained to assist emergency responders in dealing with the stress of their profession
 - B. CISM is both a psychological and educational group process designed to:
 1. Lessen the impact of critical incidents to which emergency personnel respond
 2. Accelerate the recovery process of emergency personnel who suffer from stress related injuries
 - C. CISD - Debriefing conducted by a team of two to four people at least one of whom is a mental health professional, other team members are experienced emergency responder “peers”
 1. Group setting
 2. One-on-one assistance
 3. On-site defusing – highly emotional extended responses
 - D. Contact CISM through the Clearfield Dispatch Center at (801) 779-2865

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