



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: JLE 301 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Summer 2025 **CURRICULUM APPROVAL DATE:** 06/10/2025

SHORT TITLE: DISPATCH RADIO COMMUNICATIONS

LONG TITLE: Dispatch Radio Communications

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
6.5	18	Lecture:	.5	9
		Lab:	17.25	310.5
		Other:	0	0
		Total:	17.75	319.5

Out of Class Hrs: 18.00

Total Learning Hrs: 337.50

COURSE DESCRIPTION:

In this course required by POST for dispatch students will develop skills and knowledge on how to become a qualified dispatcher. Students will dispatch and receive various calls for service and must use professional demeanor, utilize proper radio procedure, apply effective interview techniques, gather and document relevant information, maintain control of the conversation, effectively communicate with diverse people, and relay information in a timely manner to the proper source.

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed
- 73 - Dist. Ed Internet Delayed LAB

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Identify procedures, guidelines and liability considerations for advising citizens of actions to take under the following emergency and non-emergency circumstances including Crime incidents, Traffic incidents, Medical incidents, Fire incidents, Hazardous materials (HazMat) incidents, Evacuations
2. Identify and list dispatching times and dispatch format on priority 1 type calls.
3. Student will become proficient in the 911 dispatching system.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Students will gain an understanding of the fundamental principles, procedures, techniques, and duties of a public safety dispatcher.

COURSE CONTENT:

Curriculum Approval Date: 06/10/2025

LECTURE CONTENT:

- I. Common functions of the communication center (.25 hours)
 - A. Traditional function
 - B. Non-traditional functions
- II. Professional demeanor and ethical behavior (.5 hours)
 - A. Impact of conduct (e.g. hostile work environment)
 - B. Sexual Harassment
 - C. Ethical and/or character-based dilemmas
 - D. Personal and professional values (e.g. work ethics)
 - E. Agency values and expectations (other sources)
 - F. Integration within the communications center environment
- III. Developing a community service attitude (.25 hour)
 - A. Community expectations of public safety services
 - B. Serving multiple communities (citizens, officers, etc)
- IV. Communicating effectively with the public, co-workers, field personnel, supervisors, and managers (.5 hours)
 - A. Professional
 - B. Respectful
 - C. Understanding the views of others
 - D. Following agency guidelines
- V. Work flow in the communications center (.5 hour)
 - A. Various sources of calls
 - B. Types of calls and incidents commonly received
- VI. Reasons for developing positive communication skills (.25 hours)

COURSE CONTENT(CONTINUED):

LECTURE CONTENT(CONTINUED):

- A. Career satisfaction and success
- B. Better personal and professional relationships
- C. Improved personal health
- D. Professional and personal liability
- VII. Elements of the communication process, including: (.5 hours)
 - A. Sender and receiver of messages (who)
 - B. Verbal and nonverbal sources of communication (how; through what means)
 - C. Message (what)
 - D. Noise (distractions on sender?s or receiver?s end)
 - E. Filters messages travel through (sender and receiver)
 - F. Feedback (what did receiver convey back)
 - G. Context of the communication (anger, frustration, fear, etc.)
- VIII. Elements of communication (.25 hours)
 - A. Content
 - B. Nonverbal
 - C. Voice
- IX. Interview techniques to obtain information from victims, witnesses, or personnel from other agencies (second level) (2 hours)
 - A. Effectively managing a call (facilitating acquisition of essential information) (third level)
 - B. Asking critical questions (e.g., using a system such as the 5W?s)
- X. Techniques for calming a caller in crisis (2 hours)
 - A. Calm direct instruction
 - B. Diffusion
 - C. Silence
 - D. Reassurance
 - E. Active Listening
- XI. Receiving and handling callers, including: (2 hours)
 - A. Crank
 - B. Nuisance
 - C. Communication impaired
 - 1. TDD/TTY systems
 - 2. Video Relay Service
 - 3. California Relay Service
 - D. Non-English speaking
 - E. Witnesses
 - F. Victims
 - G. Suspects
 - H. Anonymous/Informants

COURSE CONTENT(CONTINUED):

LAB CONTENT:

XII. Techniques to effectively communicate with a person who is: (8 hours)

- A. Abrasive
- B. Frightened
- C. Hysterical
- D. Hurried/impatient
- E. Politically demanding
- F. Under the influence of drugs or alcohol
- G. Very young or very old
- H. Rambling
- I. Heavily accented
- J. Hostile or unapproachable
- K. Mentally incapacitated
- L. Suicidal
- M. Frustrated

XIII. Processing duplicate phone calls for assistance (4 hours)

- A. Determine if call is related to an incident that is already working
- B. If the call is a duplicate, question the caller for additional, updated information for the units

XIV. Obtaining pertinent information using primary and secondary questions for the following incidents: (24 hours)

- A. Crime incidents
- B. Traffic incidents
- C. Medical incidents
- D. Fire incidents
- E. Hazardous materials (HazMat) incidents

F. Need for area evacuations XV. Elements of the communication process, including: (16 hours)

- A. Sender and receiver of messages (who)
- B. Verbal and nonverbal sources of communication (how; through what means)
- C. Message (what)
- D. Noise (distractions on sender's or receiver's end)
- E. Filters messages travel through (sender and receiver)
- F. Feedback (what did receiver convey back)
- G. Context of the communication (anger, frustration, fear, etc.)

XVI. Elements of communication (8 hours)

- A. Content
- B. Nonverbal
- C. Voice

XVII. Professional conduct, including: (16 hours)

- A. Civil behavior
- B. Courtesy
- C. Voice tone
- D. Word selection
- E. Body language
- F. Dealing with work-related stress

XVIII. Promoting a positive workplace environment (12 hours)

- A. Absence of discrimination and harassment
- B. Addressing emotional/psychological issues

COURSE CONTENT(CONTINUED):

LAB CONTENT(CONTINUED):

C. Inappropriate verbal behaviors

D. Tolerance

E. Valuing diversity

F. Perceptions

G. Treating others how you want to be treated

XIX. Unacceptable behavior, including: (8 hours)

A. Failure to listen/ignoring others

B. Rude behavior (e.g., shouting, threatening arguing)

C. Use of profanity and/or slurs

XX. Effects of nonverbal signals during communications: (8 hours)

A. In-person

B. Over-the-phone

C. Over-the-radio

XXI. Communication behaviors and styles, including: (16 hours)

A. Flexible

B. Attentive

C. Friendly

D. Precise

E. Dominant

F. Relaxed

G. Argumentative

H. Abusive

I. Uncooperative

J. Experiencing communication difficulties (e.g., young children, elderly, speech impaired, emotionally distraught, etc.)

XXII. Strategies for deflecting verbal abuse, including: (8 hours)

A. Verbal deflection

B. Refocusing/redirecting

C. Advantages of deflecting verbal abuse

D. Recognizing abusive triggers

XXIII. Active listening concepts, including: (8 hours)

A. Definition and purpose

B. Techniques of active listening

C. Keys to promoting active listening (e.g. reserving judgment)

XXIV. Listening obstacles, including: (6 hours)

A. One-upmanship

B. Not listening while waiting to talk

C. Offering advice

D. Jumping to conclusions

E. Interrupting

F. Making judgments

XXV. Disclosures (8 hours)

A. Definition of disclosure

B. Considerations regarding disclosures

C. Reporting requirements

COURSE CONTENT(CONTINUED):**LAB CONTENT(CONTINUED):****XXVI. LEARNING ACTIVITIES (90 hours)**

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

A. Interview techniques to obtain information from victims, witnesses, or personnel from other agencies (second level)

1. Effectively managing a call (facilitating acquisition of essential information) (third level)

2. Asking critical questions (e.g., using a system such as the 5W?s)

B. Techniques for calming a caller in crisis

1. Calm direct instruction

2. Diffusion

3. Silence

4. Reassurance

5. Active Listening

C. Receiving and handling callers, including:

1. Crank

2. Nuisance

3. Communication impaired

a. TDD/TTY systems

b. Video Relay Service

c. California Relay Service

4. Non-English speaking

5. Witnesses

6. Victims

7. Suspects

8. Anonymous/Informants

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

1. Abrasive

2. Frightened

3. Hysterical

4. Hurried/impatient

5. Politically demanding

6. Under the influence of drugs or alcohol

7. Very young or very old

8. Rambling

9. Heavily accented

10. Hostile or unapproachable

11. Mentally incapacitated

12. Suicidal

13. Frustrated

E. Processing duplicate phone calls for assistance

1. Determine if call is related to an incident that is already working

2. If the call is a duplicate, question the caller for additional, updated information for the units

F. Obtaining pertinent information using primary and secondary questions for the following incidents:

1. Crime incidents

2. Traffic incidents

3. Medical incidents

COURSE CONTENT(CONTINUED):**LAB CONTENT(CONTINUED):**

- 4. Fire incidents
- 5. Hazardous materials (HazMat) incidents
- 6. Need for area evacuations
- G. Routing calls for service and information to allied agencies
 - 1. Determine location of response, direct to the department that serves the area
 - 2. Determine type of first responder needed in order to send appropriate agency
- H. Relaying incident information to radio dispatcher in a timely manner
 - 1. Importance of logical order of information in call slip
 - 2. Prioritizing information
 - 3. Initial dispatch information
- I. Initiating telephone number traces
 - 1. Manual Automatic Location Identification (ALI)
 - 2. Wireless traces
 - 3. Phone (land line) company traces
- J. Explaining department procedures/policies, and legal procedures to the public
 - 1. Opportunity to educate the public on local policing policies and services
 - 2. Caller may not like the type of referral or response that your department advocates in their particular situation
- K. Monitoring and responding to alarm, alerting, and surveillance systems
 - 1. Residential/commercial security systems
 - 2. Medical alarms
 - 3. Fire alarms
 - 4. Systems monitored by communications personnel
 - a. Electronic tracking systems (ETS) devices
 - b. Stolen Vehicle/Property alarms with a hidden transmitter i.e. Bait cars
 - c. Closed-circuit television systems
 - 5. Panic Alarms
 - 6. Personal alerting systems
- L. Criteria to classify and prioritize multiple calls and requests for service
 - 1. Emergency
 - 2. Non-Emergency
- M. Procedures, guidelines and liability considerations for advising citizens of actions to take under the following emergency and non-emergency circumstances:
 - 1. Crime incidents
 - 2. Traffic incidents
 - 3. Medical incidents
 - 4. Fire incidents
 - 5. Hazardous materials (HazMat) incidents
 - 6. Evacuations
 - 7. Liability and related case law
- N. Purpose and appropriate use of the phonetic alphabet
 - 1. The phonetic alphabet is used to ensure understanding of address, locations, and spelling of names
- O. Detecting and interpreting background voices and noises heard over the telephone, such as:
 - 1. Verbal arguments
 - 2. Screaming/crying

COURSE CONTENT(CONTINUED):**LAB CONTENT(CONTINUED):**

3. Gunshots
4. Loud crashing/banging/glass breaking
5. Environmental sounds
- P. Effective communication skills, including:
 1. Clear voice projection
 2. Good diction
 3. Proper modulation
 4. Active listening
- Q. Conveying clear and accurate directions and instructions on the telephone
 1. Use clear, concise directions
- R. Audio recorders
 1. 24-hour logging recorder
 2. Instant playback recorder on dispatch console
 3. Recorded versus non-recorded lines
- S. The 9-1-1 system
 1. Calls received from Centrex and PBX systems
 2. Automatic Number Identification (ANI)
 3. Automatic Location Identification (ALI)
 4. 9-1-1 printer or computer
 5. Public Safety Answering Point (PSAP)
 - a. Primary answering point
 - b. Secondary answering point
 - c. Alternate answering points
 6. Completing ALI routing sheet (9-1-1 distribution correction form)
 - a. Master Street Address Guide (MSAG)
 - b. Emergency Service Number (ESN)
 - c. Pseudo-ANI (P-ANI)
 7. Legal requirements for answering and transferring 9-1-1 calls

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

 - a. Incomplete 9-1-1 calls
 - b. Answering calls 9-1-1 calls
 - c. Transferring calls 9-1-1 calls
8. Reporting 9-1-1 equipment problems
 - a. Agency policy
9. Wireless 9-1-1 calls
 - a. Cellular phones
 - b. Voice-over-Internet Protocol (VoIP)
 - c. Texting/Text Messaging
 - d. Video
 - e. Telematics
 - (1) Telematics refers to emerging technologies such as proprietary in-car alerting systems
10. Secondary seven-digit number
11. Other N-1-1 services

COURSE CONTENT(CONTINUED):**LAB CONTENT(CONTINUED):**

T. Other technology utilized in a public safety dispatch center

1. Automated mapping systems
2. Manual ANI/ALI query
3. TTY Equipment
4. Mass notification systems (ex. Reverse 9-1-1)
5. Voice activated alarms
6. Intelligent workstations

XXVII. REQUIRED LEARNING ACTIVITIES (84 hours)

A. The student will participate in a learning activity that will reinforce the student's understanding of the components of effective interviews, including:

1. Active listening techniques
2. Gathering information to determine the nature of the caller's problem
3. Methods and techniques of interviewing that maintain control, elicit cooperation, and reflect confidence, empathy and concern

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

1. Crime in-progress
2. Alarm call
3. Domestic violence/family disturbance
4. Fire incident
5. Medical incident
6. Traffic incident
7. Missing persons

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

C. Given a work simulation activity, the student will be required to receive a telephone call requiring effective communication

with diverse types of people to include at least four of the following special problems:

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

METHODS OF INSTRUCTION:

Scenarios, Audio/ Visual Aid, Lab, Lecture

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 18

Assignment Description

Reading assignments from the California 9-1-1 Operations Manual, California Penal Code, and the Department Policy Manual.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 25

Evaluation Description

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

Skill demonstrations

Evaluation Percent 50

Evaluation Description

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

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

Objective examinations

Evaluation Percent 25

Evaluation Description

Written exam and skills exam

REPRESENTATIVE TEXTBOOKS:

California Penal Code. California : California Publisher's Editorial Staff,2020.

Reading Level of Text, Grade: 12 Verified by: Doug Achterman

State of California Governor's Office of Emergency Services. California 9-1-1 Operations Manual. 601 Sequoia Pacific Boulevard, MS-911 Sacramento, CA 95811-0231: California 9-1-1 Emergency Communications Branch,2020.

Reading Level of Text, Grade: 12

OTHER MATERIALS:

Instructor Handouts

ARTICULATION and CERTIFICATE INFORMATION

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Course Control Number: CCC000569924

Sports/Physical Education Course: N

Taxonomy of Program: 210550