



Kern County

SHERIFF

TRAINEE: _____

DATE: _____

ELEMENTS OF CRIME 1

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 242 -

PC 273.5 –

PC 243E1 –

What is the **difference** between each of these crimes?

PC 242 vs PC 273.5-

PC 273.5 vs PC 243E1-

PC 242 vs PC243E1-



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What is the **severity** of each of these crimes according to CJIS?

PC 242 -

PC 273.5 –

PC 243E1 –

Write a **scenario** for each of these crimes.

PC 242 -

PC 273.5 –

PC 243E1 –



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TRAINEE: _____

DATE: _____

ELEMENTS OF CRIME 2

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 484 -

PC 488 -

PC 487 -

What is the **difference** between each of these crimes?

PC 484 vs PC 488

PC 488 vs PC 487

PC 487 vs PC 484

What is the **severity** of each of these crimes according to CJIS?

PC 484 -

PC 488 -

PC 487 -



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Write a **scenario** for each of these crimes.

PC 484 -

PC 488 -

PC 487 -



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TRAINEE: _____

DATE: _____

ELEMENTS OF CRIME 3

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 460 -

PC 211 -

PC 212.5 -

What is the **difference** between each of these crimes?

PC 460 vs PC 211-

PC 211 vs PC 212.5-

PC 460 vs PC 212.5

What is the **severity** of each of these crimes according to CJIS?

PC 460 -

PC 211 -

PC 212.5 -



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Write a **scenario** for each of these crimes.

PC 460 -

PC 211 -

PC 212.5 -



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ELEMENTS OF CRIME 4

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 261-

PC 261.5-

PC 243.4-

What is the **difference** between each of these crimes?

PC261 vs PC 261.5-

PC261 vs PC 243.4-

PC 261.5 vs 243.4-



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What is the **severity** of each of these crimes according to CJIS?

PC 261-

PC 261.5-

PC 243.4-

Write a **scenario** for each of these crimes.

PC 261-

PC 261.5-

PC 243.4-



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TRAINEE: _____

DATE: _____

ELEMENTS OF CRIME 5

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 288 -

PC 647.6 –

PC 273A –

What is the **difference** between each of these crimes?

PC288 vs PC 647.6-

PC288 vs PC 273A-

PC647.6 vs PC 273A-

What is the **severity** of each of these crimes according to CJIS?

PC 288 -

PC 647.6 –

PC 273A –



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Write a **scenario** for each of these crimes.

PC 288 -

PC 647.6 -

PC 273A -



Kern County

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TRAINEE: _____

DATE: _____

ELEMENTS OF CRIME 6

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 215 -

CVC 10851 –

PC 503 (veh) –

What is the **difference** between each of these crimes?

PC 215 vs CVC 10851-

PC 215 vs PC 503(veh)-

CVC 10851 vs PC 503(veh)-

What is the **severity** of each of these crimes according to CJIS?

PC 215 -

CVC 10851 –

PC 503 (veh) –



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Write a **scenario** for each of these crimes.

PC 215 -

CVC 10851 -

PC 503 (veh) -



Kern County

SHERIFF

TRAINEE: _____

DATE: _____

ELEMENTS OF CRIME 7

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 594 -

PC 246 –

PC 247-

What is the **difference** between each of these crimes?

PC 594 vs PC 246-

PC 594 vs PC 247-

PC 246 vs PC 247-

What is the **severity** of each of these crimes according to CJIS?

PC 594 -

PC 246 –

PC 247-



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Write a **scenario** for each of these crimes.

PC 594 -

PC 246 -

PC 247-



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TRAINEE: _____

DATE: _____

ELEMENTS OF CRIME 8

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 245-

PC 417-

What is the **difference** between each of these crimes?

PC 245 vs PC 417-

What is the **severity** of each of these crimes according to CJIS?

PC 245-

PC 417-

Write a **scenario** for each of these crimes.

PC 245-

PC 417-



Kern County

SHERIFF

TRAINEE: _____

DATE: _____

ELEMENTS OF CRIME 9

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 148-

PC 148.5-

PC 148.9-

What is the **difference** between each of these crimes?

PC 148 vs PC 148.5-

PC 148 vs PC 148.9-

PC 148.5 vs PC 148.9-

What is the **severity** of each of these crimes according to CJIS?

PC 148-

PC 148.5-

PC 148.9-



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Write a scenario for each of these crimes.

PC 148-

PC 148.5-

PC 148.9-



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TRAINEE: _____

DATE: _____

ELEMENTS OF CRIME 11

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 646.9-

PC 647.6-

PC 653m-

What is the **difference** between each of these crimes?

PC 646.9 vs PC 647.6-

PC 646.9 vs PC 653m-

PC 647.6 vs PC 653m-

What is the **severity** of each of these crimes according to CJIS?

PC 646.9-

PC 647.6-

PC 653m-



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Write a **scenario** for each of these crimes.

PC 646.9-

PC 647.6-

PC 653m-



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TRAINEE: _____

DATE: _____

ELEMENTS OF CRIME 12

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 470-

PC 475-

PC 530.5-

What is the **difference** between each of these crimes?

PC 470 vs PC 475-

PC 470 vs PC 530.5-

PC 475 vs PC 530.5-

What is the **severity** of each of these crimes according to CJIS?

PC 470-

PC 475-

PC 530.5-



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Write a **scenario** for each of these crimes.

PC 470-

PC 475-

PC 530.5-



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TRAINEE: _____

DATE: _____

ELEMENTS OF CRIME 14

What is the **definition** of each of these crimes using the Penal Code Book? Write the definition and then summarize in your own words.

PC 207-

PC 278.5-

PC 273.6-

What is the **difference** between each of these crimes?

PC 207 vs PC 278.5-

PC 207 vs PC 273.6-

PC 278.5 vs PC 273.6-

What is the **severity** of each of these crimes according to CJIS?

PC 207-

PC 278.5-

PC 273.6-



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Write a **scenario** for each of these crimes.

PC 207-

PC 278.5-

PC 273.6-



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Student Learning Activity
Emergency Call Entry

DUE _____

Description

In this activity you will identify and describe several different emergency call types that are high priority. Using those call types identify what information is primary and should be included on the initial build of the call and at what point the call should be entered (accepted). Identify secondary information that should be gathered and added to the call. Describe the types of questions you would ask and what order you would ask them in. Describe and identify the types of questions the field units or dispatchers may have.

Questions

1. What is the impact of not entering emergency calls quickly?
2. What resources are available to you to help you enhance your ability to quickly enter and emergency call?
3. What is the benefit of knowing and understanding CAD event types?
4. How will understanding local geography aid you in entering emergency calls quickly and accurately?
5. How do effective listening skills help you in this area?
6. How can you be best prepared to take an emergency call?
7. What is primary information?
8. What is secondary information?

Create your presentation in a Word or Power Point form. Include at least 4 call types in this project. You will be given time while on duty to complete this project. Use any and all resources available to you and make sure you quote any sources you use. You may wish to work on this while off duty and are free to do so, but we are unable to pay overtime for this project at this time.



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Student Learning Activity

Ethics Scenarios

Description

You will be given one or two scenarios to evaluate and provide a solution for. We will then discuss your findings.

Answer the following questions in your evaluation of each scenario:

1. What was the unethical behavior?
2. What are the options?
3. What are the possible consequences of taking no action?



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SCENARIO #1

You have a fellow dispatcher whom you really like. They are one of the best dispatchers you know. They look sharp, do good work, and can always be depended upon. You have noticed, however, that every once in a while they smell of alcohol. Finally, one night while on duty, you ask them about the smell. They produce a small flask from their uniform jacket inside pocket. They state “this is my one vice in the world; I have a nip now and then, never more than two in a shift. You know, it’s like sex. It’s not the amount; it’s the fun of doing it when you know it is taboo. Trust me, *it is* no problem.” As far as you know it is not!

They thank you for mentioning the smell, and say they’ll do something about that.

SCENARIO #2

You are working with a new partner. He is senior to you and known as a good cop by almost everyone. You observe a male walking down the street in a residential district. He looks normal to you, except that his clothes are a little ragged and he needs a haircut. While he doesn’t look like a homeowner, there are several similar looking individuals that walk this street. Your partner, who is driving, slows and calls to the male by saying “Hey fellow, what are you doing in this area”? The subject looks over at you but just keeps walking. Your partner makes a U-turn and stops alongside the guy. Both of you exit the police vehicle and begin walking fast to catch the guy who just keeps walking in the same direction. As you approach, the subject spins around and says “Screw you cop!” Before you can say anything, your partner grabs the subject by the arm, trips him and slams him face first into the sidewalk. He then cuffs the guy, picks him up by the arm and shoves him against the patrol car until he gets the door open. He then shoves the guy, who now is bleeding from the nose, into the rear seat. You have not had time to rally do anything, nor has the subject. Your partner winks at you and says, “Next time he’ll think twice before taking a swing at a police officer. Your partner then sits down in the front seat and begins to write a report as he calls for transportation to take the subject to jail. What do you do?



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SCENARIO #3

You and your spouse just purchased a duplex as a rental. You are very proud and talk about it while on duty. You tell several deputies about how people have already applied to rent it once the painting is completed. A little later the same day, you stop by the local paint store while on duty to arrange for the paint to be delivered. There is no “special” discount involved, but you are excited and want to get things done. While there, a deputy, who is a friend of yours, pulls his unit into the parking lot and motions for you to come out to his car. At the car he hands you a copy of a rap sheet on the applicant you had named earlier at the station. It indicated that the person has been arrested for PC 460, H&S 11550 and PC 148. What should you do?

SCENARIO #4

An officer is assigned an investigation involving a dispatcher who supposedly has been using various illegal drugs off duty. Since a deputy friend of yours lives in the same apartment complex as the dispatcher under suspicion, you interview him to ascertain whether or not he has any relevant information. During the interview, you ask him as a routine question if he has ever used drugs himself. He responds, “Yes, I have smoked marijuana at a party with some friends who are not officers. In fact, I think I still have a couple of joints somewhere.” You are surprised, but when you pursue how often he smokes, or if he still does, he politely says, “Forget it.” He says he shouldn’t even have mentioned it, but it’s no problem now. What do you do?

SCENARIO #5

You are at headquarters in the locker room dressing when you see a white employee hanging a cartoon on the locker room bulletin board. You read it as you pass and it is a list of 20 things black people can do with their lips, obviously a racial joke. Another white employee walks up, looks at it and starts laughing. Other white employees walk up and one takes it down saying he is going to make copies for his squad. What do you do?

SCENARIO #6

You have just completed your shift and discover that your vehicle is inoperative. You ask a fellow officer if he will give you a ride home, and he states that he will. While riding in the officer’s private vehicle you notice an obvious paper “bundle” between the seats. The officer stops at a convenience store, leaving you in the care while he goes inside. You retrieve the bundle and find that it contains cocaine. When the officer gets back into the vehicle you ask him where he obtained the cocaine. He states that it is half of when he seized from a suspect three nights ago. What do you do?



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Student Learning Activity

Fears of the Elderly

DUE _____

Description

In this activity list your fears in regards to growing old. Then read the handout provided. Now write a summary relating your fears to the elderly having the same fears and concerns. How does this relate to being a dispatcher or call-taker? How can you use this understanding when dealing with elderly citizens?



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Fears of the Elderly Handout

The Elderly and Crime

Generalizations are no more valid when describing the aging than when used in connection with other categories. No matter the physical or mental condition of older persons, they still can become a victim of crime--just like anyone of any age. The difference lies, in part, in the effects of the crime.

Whatever the reasons leading to victimization, the results could have lasting and unhappy consequences for an older person who may be limited physically, emotionally, and financially. The elderly may not recover with the same agility as when they were younger. A broken hip as the result of a mugging, the frightening encounter with a criminal bent on harm, or the loss of savings to a con artist may diminish an older person's quality of life and make some elderly live the last of their years in fear and distress. As reflected in reported crime, the elderly are not in the age group most frequently victimized by crime, fear of crime remains greater among this age group. In fact, for many seniors, the fear of crime may alter their lifestyles. Even if this fear remains an extreme reaction or is based on an imagined, rather than an actual situation, it proves no less debilitating or stressful. The fear of crime denotes a disturbing element in the existence of many older people.

Types of Crime

While many crimes could involve any age, certain categories--frauds and scams, purse snatching, pocket-picking, stealing checks from the mail, and committing crimes in long-term care settings--claim more older than younger victims. The litany of crimes against the elderly remains virtually endless, with nearly every community reporting such distressing accounts.

Many elderly people have insurance, pension plans, proceeds from the sale of homes, and money from Social Security and savings that makes them attractive financial targets for criminals. Their lifestyles provide a friendly environment for con artists. Because many elderly live by themselves and are lonely, they remain more susceptible to telephone and mail fraud. They often have limited experience with investments, live in older homes in need of repair, and have immediate access to their money, much of it in cash.

Their fear of violent crime and disregard for other types of crime may make older people more vulnerable to con artists. The older generations often are more trusting and polite than younger people and may intimidate more easily. They tend to be complacent if the con artist is young; they fear inflation; they do not understand modern investments; and they may forget details. They often are persuaded by references to authority and embarrassed to admit, or may not realize, that they were swindled.

Some older persons may not report many crimes or suspicious activities because they may fear retaliation. In the case of vandalism, they may fear a repeat of the crime. The elderly may see defacing a building, or damaging a lawn, plants, or an automobile as a personal attack.

Source: [FBI Law Enforcement Bulletin, The, May, 2002](#) by [Lamar Jordan](#)



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Student Learning Activity

Foot Pursuit

DUE _____

Scenario

The Rosamond unit is Code 6 at Diamond Jim's Casino. You hear a very scratchy transmission from him but you can't make out his traffic, only his call sign. The Mojave unit tells you he heard "foot pursuit" but nothing more.

Description

In this activity come up with a presentation, training guide, or handout in regards to this situation. Be as creative as you would like. You will be given time to work on this project on duty. Use all materials available to you and remember to quote any sources you may use. Be sure to answer the following questions in your presentation.

Questions

1. What do you need to do?
2. What order do you need to complete your tasks?
3. Who needs to be notified and how will you accomplish this?
4. What policies guide you in handling foot pursuits?
5. What information do you need from the unit as soon as possible?
6. What will a sergeant or watch commander be concerned about and how does it involve you?



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Student Learning Activity

Game Plan

DUE _____

Introduction

In dispatching it is very important to always have a “game plan” on the calls pending, available units, and calls to come. Regularly there are far more calls pending than units available. A dispatcher must know how to handle this situation and how to prioritize calls to be handled in a safe manner. A dispatcher must have a plan of what call to dispatch to the next 10-8 unit, when to clear a unit from one call to start them to the another, and keeping officer safety as a priority. Having a game plan helps with time lapse in radio traffic, and in clearing a call and dispatching the next call in one smooth transmission.

Outcomes

After completing this SLA you will be able to:

- Prioritize calls pending
- Know which calls are ok to send a unit out of their zone to handle and the procedures to do so
- Know how to prioritize multiple high priority calls

Comprehensive Questions

1. What resources are available to you for developing your prioritizing techniques?
2. What is your own skill level for making a game plan?
3. What was the main concern of field personnel you interviewed?
4. What was the main concern of dispatch personnel you interviewed?
5. How can you explain the importance of a game plan to a new dispatcher?
6. Is a game plan set in stone or constantly changing?

Application

You will seek out for interviews at minimum 1 Sergeant and 1 Field Unit each from Metro, West, and East, 1 Dispatcher, 1 Senior Dispatcher, 1 Dispatch Supervisor. Come up with at least 5 questions for your interview and you can use the same questions for all or change it up. Your interview can be in person, over the phone or via e-mail just make sure you have them documented and turn them in with your project.

Answer the comprehensive questions after you complete your interviews. Next, develop a game which could be played in the communication center. The game should help teach other trainees to think quickly on coming up with a game plan. Feel free to mix it up. It can be a board game, card game, or whatever will help sharpen the “game plan” skills. Be creative as possible.



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GENERAL RESEARCH 1

Name: _____ DATE: _____ CTO: _____

Find the following information and tell me how you found it.

- 1) Find the most recent alarm at Wasco High School.
 - a. What time did it go off?
 - b. When did the deputies clear?
 - c. What was the Incident #?

- 2) Who worked 2P5 last Friday night?

- 3) 4P1 calls you and asks what time 4P3 cleared his last call? _____
 - a. What was the Event #?
 - b. What were the details?

- 4) What time did ME2 last log on?

- 5) Where was the last alarm that the Sheriff's office responded to?
 - a. What time did the alarm come into the Comm Center?
 - b. What time was it dispatched.
 - c. What time did the units clear?
 - d. What was the Incident #?

- 6) Who was MIS1 yesterday? (If there wasn't one, who was the metro patrol Sergeant?)



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GENERAL RESEARCH 2

ISSUED TO: _____ DATE: _____ CTO: _____

- 1) Who would respond to the north gate at Edwards Air Force Base?

- 2) What is the phone number for CHP dispatch in Bishop?

- 3) What is the main number for the EOC?

- 4) What is the address for Shafter Police Department?

- 5) Who is DV23?

- 6) Whose badge number is SD867?

- 7) Who is the Under Sheriff?

- 8) Who is the Chief for Stallion Springs Police Department?

- 9) What is the phone number for the Kern High School District Police Department?



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- 10) What is the public number for CRF?
- 11) What was the phone number for the Coroner's Office?
- 12) What is the main number for HQ/Admin for the public?
- 13) What is "207 PC"?
- 14) What is "261 PC"?
- 15) What CAD code would you use for a vacation check?
- 16) What does "10-29" a plate mean?
- 17) If someone has a question about CCW permits what number do they call?
- 18) What is the difference between pc 488 and pc 487?
- 19) What CAD command is used to show a deputy has arrived on scene?
- 20) What is the phone number to the Civil Division?



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GEOGRAPHY 1 TEST

ISSUED TO: _____ DATE: _____ CTO: _____

1. What substation handles Hwy 43/Hwy 46?
2. What zone handles Belle Terrace/S H?
3. What zone handles Casa Loma/Cottonwood?
4. If there was only one deputy on in this substation and he/she was in Arvin and needed a backup, what departments would you send?
5. What substation handles Hwy 155/Hwy 65?
6. What zone handles Airport/China Grade Loop?
7. What substation handles Hwy 178/Hwy 14?
8. What substation handles Hwy 223/Hwy 99?
9. What zone handles Quantico/Virginia?
10. What substation handles Randsburg?
11. What zone handles S. Union/Ming?
12. What substation handles Clay Mine Rd/Hwy 58?
13. Ming Avenue changes to ___?___ and at what street does it change to this?
14. If only one Frazier Park unit was on duty and needed a back up, what two departments or substations would you send?
15. What substation handles Lost Hills Trailer Park?
16. If only one Rosamond unit was on duty and needed a back up, what departments or substations would you send?
17. What substation handles Hwy 119/Hwy 33?



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18. What two substations handle Hwy 223/I5 (this splits jurisdiction)?
19. What zone handles Stockdale Hwy/Stine?
20. Hwy 184 is also known as what four streets and what zone/substations cover each street?
21. What substation handles Hwy 58/Hwy 14?
22. What zone handles Fruitvale/Norris?
23. What substation handles calls on Twenty Mule Team Rd.?
24. What zone handles Sterling/College?
25. What zone handles Beardsley/Oildale?
26. What substation handles Hwy 166/Hwy 33?
27. If only one deputy was on duty in this substation area in North Edwards and requested a back up unit, what departments or substations would you send?
28. What substation handles Hwy 33/Hwy 58?
29. If California City requested a back up unit what substation would you dispatch?
30. What zone handles Niles/Fairfax?
31. Do we have jurisdiction on Edwards Air Force Base?
32. Oildale Drive changes to ___?___ and at what street does it change to this?
33. What substation handles Hwy 46/I5?
34. What zone handles Roberts/N Chester?
35. What substation is closest to China Lake Naval Base?
36. What zone handles Flower/Mt Vernon?
37. What substation handles Brite Lake?



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38. What zone handles Allen/Meacham?
39. What substation handles Hwy 46/Hwy 33?
40. What zone handles Haley/Bernard?
41. What Hwy do you take to get from Ridgecrest to Johannesburg and Randsburg?
42. What zone handles E Pacheco/S Union?
43. What zone handles Lake Ming?
44. If only one deputy was on in this substation area and was in Fremont Valley and needed a backup what department/substation would you send?
45. What zone is Foothill High?
46. What zone handles Taft Hwy/99?
47. What substation handles Hwy 223/Hwy 58?
48. What zone handles S P/Ming?
49. What street is Mercy Hospital on located and which zone handles if we have a victim at this hospital?
50. What substation handles Pine Mountain Club?



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GEOGRAPHY 2 TEST

ISSUED TO: _____ DATE: _____ CTO: _____

1. What zone handles Airport/Decatur?
2. What substation handles Red Rock Canyon?
3. What zone handles Alta Vista/Columbus?
4. What zone handles Center/Descanso?
5. What substation has the Willow Springs Raceway?
6. Coffee Road changes to ____?____ and at what street does it change to this?
7. What substation handles Hwy 58/I5?
8. What substation Lake Woollomes?
9. What zone handles E California/Washington?
10. What substation handles Wheeler Ridge?
11. What substation handles Buena Vista Lake?
12. What substation is closest to Kramer Junction (AKA 4 Corner's)?
13. What substation handles Missouri Triangle?
14. What substation handles Hwy 58/East of Keene?
15. What substation handles Buttermilk Acres?
16. What street is Mercy Southwest Hospital located and which zone handles?
17. What substation handles Forty Acres?
18. What zone handles Choctaw Valley?



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19. What street is San Joaquin Hospital located and which zone handles if we have a victim at this location?
20. What substation handles 9 Mile Hill?
21. What zone/substation handles Kimber/Weedpatch?
22. What zone is North High?
23. What substation handles Sand Canyon?
24. What substation handles Honolulu Hill?
25. Which zone is Heritage Park located?
26. What street is Memorial Hospital located and which zone handles?
27. There are two streets (1 North/South street and 1 East/West street) in Bakersfield that make the address system easier. At these streets if you go any direction it will start in the 10 block and continue getting bigger in all directions. What streets are they?
28. Wible Road changes to ___?___ and at what street does it change to this?
29. Rosedale Hwy is also known as?
30. What zone handles River/Bernard?
31. From Mojave what two Hwy's do you use to get to Ridgecrest?
32. Dr. Martin Luther King St. changes to ___?___ and at what street does it change to this?
33. What street is Kern Medical Center located and which zone handles?
34. What zone handles Brimhall/Nord?
35. What zone handles Edison/Chamberlain?
36. Which CHP office handles Kern Valley area?
37. What zone handles Eucalyptus/Morning?
38. Calloway Drive changes to ___?___ and at what street does it change to this?



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39. Brundage Lane changes to __?__ and at what street does it change to this?
40. What substation handles Smith's Corner?
41. California Avenue changes to __?__ and at what street does it change to this?
42. What is Merle Haggard Dr. also known as?
43. What is the address of the Sheriff's Comm. Center?
44. What zone handles the intersection of James Rd./Hwy 65?
45. What substation handles calls at Merced/99 Hwy?



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Student Learning Activity

Good and Bad Call-Taking

Description

In this activity you will be given two transcripts, one for “good” call-taking and the other for “ineffective” call-taking. You will make a list for each transcript showing the good qualities of the call and the ineffective qualities. Remember it doesn’t have to be wrong to suggest a different way to ask a question or approach a situation. Type out your responses in a word document and your training officer will go over your responses with you.

Learning Points

You will learn tools to use in controlling a call and by practicing critiquing calls you will be able to critique your own call-taking and make improvements.



“Good” Call – Transcript

Dispatcher: Police Department, Joy speaking

Caller: Hi, I need some help and I don't know who to call.

Dispatcher: What is your address, sir?

Caller: 127 Lepinski Way.

Dispatcher: How can I help you?

Caller: There is a stranger at my neighbor's house and I don't know what he is doing.

Dispatcher: What is your neighbor's address?

Caller: 123 Lepinski Way, it's right next door, the brown 2-story house.

Dispatcher: The man at your neighbors, what is his race?

Caller: He is a white guy, very tall.

Dispatcher: How old is he?

Caller: I'm not sure, maybe between 20-25 years old.

Dispatcher: You said he was tall, what do you mean, over 6-feet?

Caller: No, not that tall, about 5-9.

Dispatcher: What is he wearing?

Caller: Black pants, no shoes, and a blue shirt, I think.

Dispatcher: Was he wearing any type of hat?

Caller: Oh yeah, a baseball cap.

Dispatcher: Can you see what the man is doing?

Caller: No, I can't see him anymore; he might have gone into the backyard. He was hanging out looking into the window of the house.

Dispatcher: Have you ever seen him before? Is he familiar to the neighborhood?

Caller: No, I've never seen him before.

Dispatcher: Can I have your name please?

Caller: Jessie, Jessie Car Poole

Dispatcher: Could I have your phone number?

Caller: Sure, 555-1212

Dispatcher: I will have an officer contact you as soon as possible. If you get any further information, give us a call back so we can update the officer responding.

Caller: Ok, thanks, bye.

Dispatcher: Goodbye.



"Bad" Call – Transcript

Dispatcher: Police Department

Caller: Hi, I need some help and I don't know who to call. There's a guy on the side of my neighbor's yard and he is up to no good. I have had my car broken into 3 times in the last 2 weeks and I am getting sick of this. Do you guys ever patrol the area? If you get out here right away, you can catch him. Does Officer Smith still work there? He used to live next to my wife's parents. Maybe he could come out if he is on duty. I don't know where the weirdo went; all of a sudden I can't see him. You might want to hurry; I hope he ain't cleaning out the neighbor's house. Boy is he gonna be pissed and you do not want to deal with that.

Dispatcher: The guy at your neighbor's, what does he look like?

Caller: He's a big guy, dark pants, blue shirt and I don't think he has shoes on. He is carrying a backpack and has a red coat.

Dispatcher:the dispatcher is typing and does not speak for a minute or so.....

Caller: HELLO? Are you still there?

Dispatcher: Yes sir, I am here. I am trying to type in the information you gave me.

Caller: You better hurry, he might get away.

Dispatcher: ...in a snotty voice...Sir, we will get there when we can. You are not the only emergency we are dealing with at the moment.

Caller: Well if you don't care, I don't care.

Dispatcher: I did not say, "I don't care". Where are you calling from?

Caller: I live on the east side of town.

Dispatcher: What is the address of your neighbor?

Caller: 123 Lepinski Way. The house is a 2-story on the corner of Lepinski and Myers.

Dispatcher: We will get someone right out.

Dispatcher: Goodbye.



Kern County

SHERIFF

Student Learning Activity

Highway project

Name: _____ **Date:** _____ **CTO:** _____

In this project you are being asked to make a test along with the answer key. Along with the test make a list of the highways, their different names or name changes, and where those changes take place. The purpose of this exercise is to familiarize you with the highways that have multiple names, name changes and where those changes occur.

Use any resources that are available to you and list the resources you used. Include ALL Highways that have multiple names in your test.

Outcome

After completing this learning activity you will be able to identify the following:

- Highways with multiple/different names
- The different names or name changes of each highway
- Where the name changes occur for each highway



Kern County

SHERIFF

HIGHWAYS TEST

ISSUED TO: _____ DATE: _____ CTO: _____

LIST THE SUBSTATIONS THAT THESE HIGHWAYS RUN THROUGH AND ANY AKA'S.

HIGHWAY 46:

HIGHWAY 33:

HIGHWAY 99:

I5:

HIGHWAY 58:

HIGHWAY 119:

HIGHWAY 166:

HIGHWAY 223:

HIGHWAY 43:

HIGHWAY 178:

HIGHWAY 65:



Kern County

SHERIFF

HIGHWAY 184:

HIGHWAY 14:

HIGHWAY 155:

HIGHWAY 395:



Kern County

SHERIFF

Student Learning Activity

How We Cope with Stress Revisited

Description

This job is stressful and it is important to take care of you and develop healthy habits of handling stress. These habits can also carry over into your personal life as well. Think about your time in training so far and think of your findings from the first project on stress you completed. Did your plan that you made help you? With training in mind now answer the following questions:

1. Did you eat or drink? If so, what kind of food or beverages?
2. Did you smoke or drink alcohol?
3. Did you meditate or pray?
4. Did you seek out a friend or coworker to confide in?

Write out the positive and negative ways you handled the situation. Now come up with more positive ways you can begin to use when you are stressed. Refer back to the symptoms of stress that you found in your prior research. Did you experience any of these during training? How well did your plan work and are there any changes you can make? You can put together the information anyway you feel comfortable, write a paper, power point or flashcards. Use a way that helps YOU remember what you have learned and makes it easy for you to explain to someone else.

Learning Points

- Ability to recognize the many ways to cope with stress, both positive and negative
- Understanding the importance of coping with stress in a positive manner
- Come up with positive ways to cope with stress
- Develop a plan for dealing with stress

******You are being asked about possible symptoms of stress during training. You do not have to tell what those symptoms were, this is purely to make you aware of what stress can do and to make you aware of what stress could possibly be doing to you.******



Kern County

SHERIFF

How We Cope With Stress

Description

This job is stressful and it is important to take care of you and develop healthy habits of handling stress. These habits can also carry over into your personal life as well. Think back to a particular stressful time in your life, how did you cope with the situation? Thinking of that same situation answer the following questions:

1. Did you eat or drink? If so, what kind of food or beverages?
2. Did you smoke or drink alcohol?
3. Did you meditate or pray?
4. Did you seek out a friend or coworker to confide in?

Write out the positive and negatives ways you handled the situation. Now come up with more positive ways you can begin to use when you are stressed. Research the different symptoms of stress (mentally, physically, emotionally), also research different ways to handle stress. Come up with a plan that you can follow when you are feeling stress. You can put together the information anyway you feel comfortable, write a paper, power point or flashcards. Use a way that helps YOU remember what you have learned and makes it easy for you to explain to someone else.

Learning Points

- Ability to recognize the many ways to cope with stress, both positive and negative.
- Understanding the importance of coping with stress in a positive manner.
- Come up with positive ways to cope with stress.
- Develop a plan for dealing with stress.

******You are being asked to think of a stressful time in your life you do not have to share what that time entailed, only ways you coped with that particular situation.******



Student Learning Activity Local Ordinances

Introduction

In any dispatch center it is important to know the ordinances specific to the community you serve. In a dispatch center that handles contract dispatching for multiple agencies, it is challenging to learn the key ordinances for those cities or communities. For example, cities have different municipal ordinances for hours parks are open, leash laws, rules about barking dogs, use of leaf blowers, noise ordinances, and many more. You will receive many queries from citizens asking for information about local ordinances and you will need to decide when there may have been an ordinance violation that requires a response of an officer.

Outcomes

After completing this SLA, you will be able to:

- List and define the most common ordinances we deal with for the communities we serve
- Demonstrate knowledge and understanding of the most common ordinances
- Compare and contrast community ordinances for content and potential impact on our dispatch center

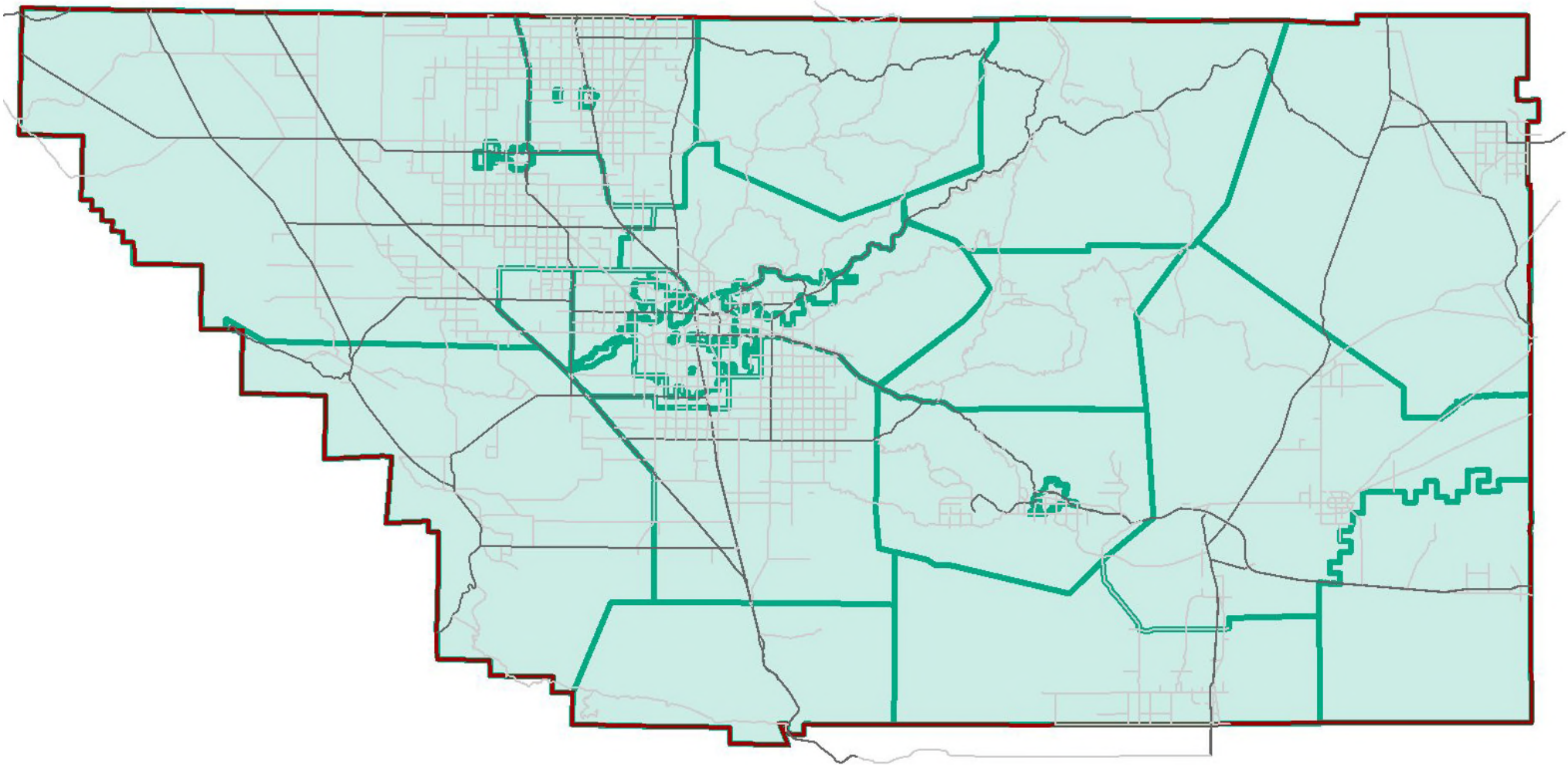
Comprehensive Questions

1. What and where are the resources available to help you learn about community ordinances?
2. What are the most common ordinances you need to know in order to do your job effectively?
3. What are some sample types of calls or incidents you might encounter that would involve ordinance questions or ordinance violations?
4. How can you explain ordinance information to a citizen?
5. What are appropriate CAD call types and call structure for these calls?
6. Do ordinances vary from community to community? If so, how?

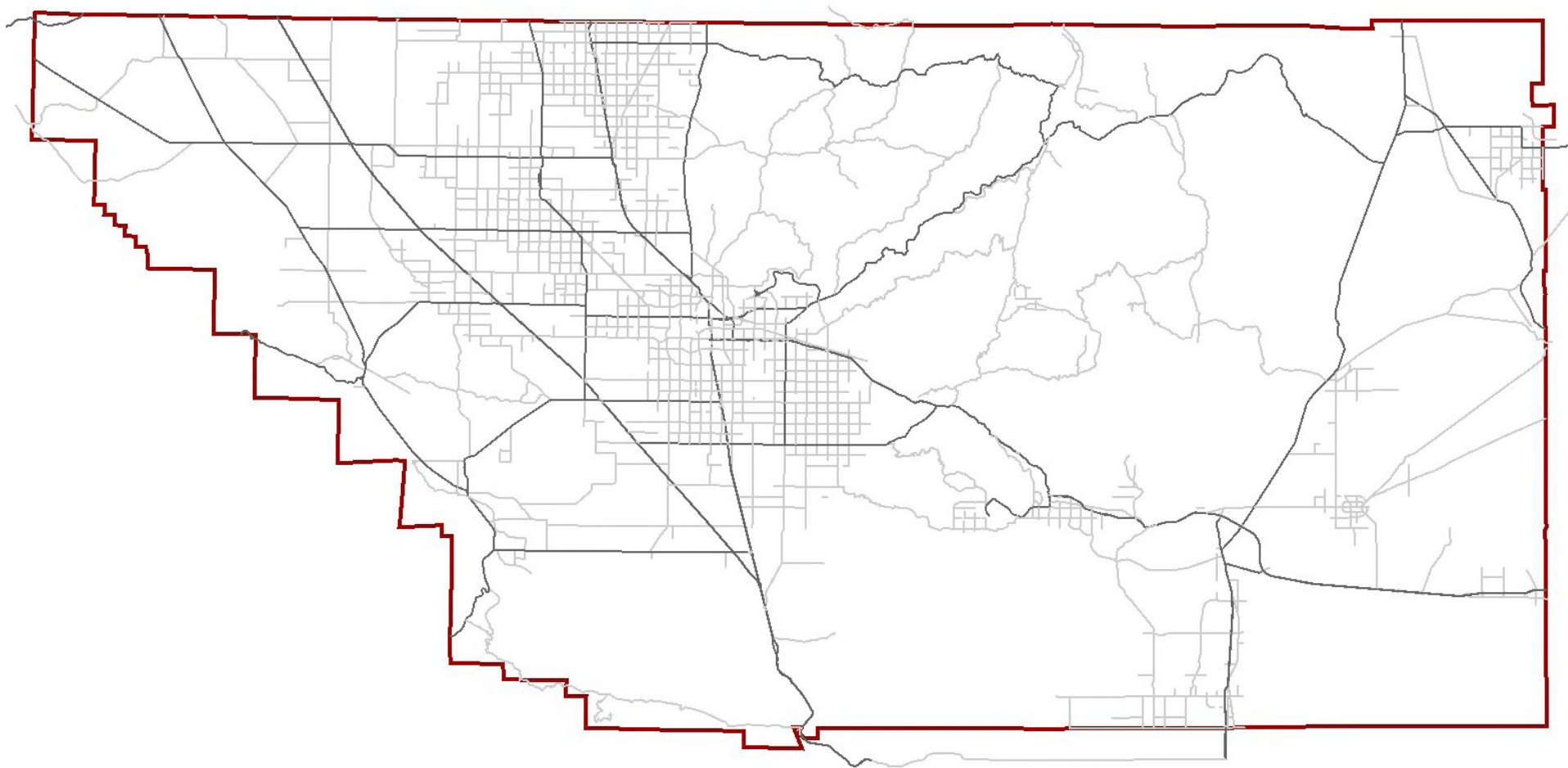
Application

Create three different scenarios in which you would deal with calls involving potential ordinance violations. In simple terms, identify the pertinent details of the applicable ordinance. Define how you would explain the ordinance to a citizen. Write out these events in a Word document or PowerPoint presentation. Include how you might voice dispatch each call.

COUNTY OF KERN SUBSTATION BOUNDARIES



COUNTY OF KERN HIGHWAYS





Kern County

SHERIFF

Morris goes to Mojave

Morris left the Mojave Substation _____ for a
Address

brisk walk. Morris headed west bound on _____ then
Highway

north on _____ east on _____ then north on
Street street

_____ to _____ where he stopped
Street park name

use the restroom. Morris walked north bound to Mojave Elementary

_____ where he stopped for the school bus
School address

crossing. He then headed _____ on Inyo Street until he came to
Direction

_____. Morris decided to continue his brisk walk
Highway name

north bound passing _____ then west bound
Best Value Address

_____ then _____ on Koch.
Street direction

Morris continued his brisk walk east bound on _____ to
Street

_____ where he met his girlfriend Melinda.
Park name



Kern County

SHERIFF

Student Learning Activity

Multi-Tasking & Prioritizing

DUE _____

Introduction

By now you have discovered that dispatching and call taking are often fast paced. There are many tasks to do, and you often find yourself juggling several of those tasks at once. The ability to process tasks simultaneously or take information from two sources at once is called multi-tasking. It is a skill you must develop in order to be successful as a dispatcher or call-taker. To successfully multi-task requires that you develop the knowledge and ability to prioritize those competing tasks. This learning activity is designed to help you develop skills in prioritizing and multi-tasking.

Outcomes

After completing this SLA you will be able to:

- Identify situations that require multi-tasking
- Properly prioritize competing tasks
- Demonstrate the ability to process information simultaneously
- Evaluate your own effectiveness of multi-tasking and develop a strategy to improve this skill

Comprehensive Questions

1. What is the relationship between prioritization and multi-tasking?
2. What are examples of situations in our Communication Center requiring multi-tasking?
3. Are there guides to help you with prioritizing? What are they and where can you find them?
4. What is your own skill level at multi-tasking and prioritizing?
5. What is your plan for further developing you skills?

Application

Use any and all resources available to you to develop a guide on prioritizing and multi-tasking. Develop a guide that helps YOU with these skills and also is easy for you to explain to someone else. You can develop a power point, flash cards, write a paper. You can even create a game that helps develop these skills, however you will still need to include the below points.

The project must include the following:

- The impact of not developing these skills
- How prioritizing aids multi-tasking
- Identify tools that assist with prioritizing
- Samples of situations requiring prioritizing and multi-tasking in order to handle those tasks. Show how you would work through these situations.
- Evaluate your own development and identify a plan to enhance your skills.



Kern County

SHERIFF

MUNICIPALITY CODES 1

ISSUED TO: _____ DATE: _____ CTO: _____

Name each city associated with the Municipal Code

| CITY | M/C | AREA | CALL SIGN | CHANNEL |
|------|-----|------|-----------|-----------------|
| 1. | | ALF | TEH | Tempo – TE EAST |
| 2. | | ALS | KERN | Kern – KE EAST |
| 3. | | AAC | BRN | Bravo – BR EAST |
| 4. | | ARV | LMNT | Louie – LO WEST |
| 5. | | BV | TEH | Tempo – TE EAST |
| 6. | | BEL | NOR | North – NO WEST |
| 7. | | BOD | KERN | Kern – KE EAST |
| 8. | | BOR | BRN | Bravo – BR EAST |
| 9. | | BUT | NOR | North – NO WEST |
| 10. | | CAC | MOJ | Mike – MI EAST |
| 11. | | CAB | KERN | Kern – KE EAST |
| 12. | | CTL | MOJ | Mike – MI EAST |
| 13. | | CLA | RIDG | Ridge – RI EAST |
| 14. | | CV | TEH | Tempo – TE EAST |
| 15. | | DEL | DLNO | Delta – DE WEST |
| 16. | | DEA | TAFT | Tango – TA WEST |
| 17. | | DLA | BRN | Bravo – BR EAST |
| 18. | | DAC | TAFT | Tango – TA WEST |
| 19. | | FEL | TAFT | Tango – TA WEST |
| 20. | | FOR | TAFT | Tango - TA WEST |
| 21. | | FRA | FRAZ | Frank – FR WEST |
| 22. | | FVA | MOJ | Mike – MI EAST |
| 23. | | GLN | GLEN | Glen – GL WEST |
| 24. | | GOH | TEH | Tempo – TE EAST |
| 25. | | GPV | FRAZ | Frank – FP WEST |
| 26. | | GRE | KC04 | 4 Zone METR |
| 27. | | GRN | KC03 | 3 Zone METR |
| 28. | | HAR | TEH | Tempo – TE EAST |
| 29. | | HAV | KERN | Kern – KE EAST |
| 30. | | INY | RIDG | Ridge – RI EAST |
| 31. | | JOH | RIDG | Ridge – RI EAST |
| 32. | | KEE | TEH | Tempo – TI EAST |
| 33. | | KER | KERN | Kern – KE EAST |
| 34. | | LKI | KERN | Kern – KE EAST |
| 35. | | LOW | FRAZ | Frank – FP WEST |
| 36. | | LAM | LMNT | Louie – LO WEST |



Kern County

SHERIFF

| CITY | M/C | AREA | CALL SIGN | CHANNEL |
|------|-----|------|---------------|--------------------|
| 37. | | LEB | FRAZ | Frank – FP WEST |
| 38. | | LH | NOR | North – NO WEST |
| 39. | | MRC | TAFT | Tango – TA WEST |
| 40. | | MCF | MCF | Mack – MC WEST |
| 41. | | MCK | TAFT | Tango – TA WEST |
| 42. | | MET | LMNT | Louie – LO WEST |
| 43. | | MOJ | MOJ | Mike – MI EAST |
| 44. | | MTM | KERN | Kern – KE EAST |
| 45. | | NOE | BRN | Bravo – BR EAST |
| 46. | | OIL | KC01 | 1 Zone METR |
| 47. | | ONX | KERN | Kern – KE EAST |
| 48. | | PMC | FRAZ | Frank – FP WEST |
| 49. | | PNP | FRAZ | Frank – FP WEST |
| 50. | | PUM | KC03 | 3 Zone METR |
| 51. | | RAN | RIDG | Ridge – RI EAST |
| 52. | | RID | RIDG | Ridge – RI EAST |
| 53. | | RKN | KERN | Kern – KE EAST |
| 54. | | ROS | RSMD | Rose – RO EAST |
| 55. | | RSD | KC04 | 4 Zone METR |
| 56. | | SDC | TEH | Tempo – TE EAST |
| 57. | | SHA | NOR | North – NO WEST |
| 58. | | SLA | KERN | Kern – KE EAST |
| 59. | | STF | TAFT | Tango – TA WEST |
| 60. | | SQV | KERN | Kern – KE EAST |
| 61. | | SSP | TEH | Stallion – ST EAST |
| 62. | | TAF | TAFT | Tango – TA WEST |
| 63. | | TAH | TAFT | Tango – TA WEST |
| | | | | |
| 65. | | TEH | TEH | Tempo – TE EAST |
| 66. | | TUL | Out of county | Out of county WEST |
| 67. | | TUP | TAFT | Tango – TA WEST |
| 68. | | VAC | TAFT | Tango – TA WEST |
| 69. | | WB | WB | Walker – WB WEST |
| 70. | | WAS | WASC | Wasco – WC WEST |
| 71. | | WED | LMNT | Louie – LO WEST |
| 72. | | WEL | KERN | Kern – KE EAST |
| 73. | | WOF | KERN | Kern – KE EAST |



Kern County

SHERIFF

MUNICIPALITY CODES 2 TEST

ISSUED TO: _____ DATE: _____ CTO: _____

Name each area, call sign, and radio channel for each city.

| | CITY | M/C | AREA | CALL SIGN | CHANNEL |
|-----|-------------------|-----|------|-----------|---------|
| 1. | Alpine Forest | ALF | | | |
| 2. | Alta Sierra | ALS | | | |
| 3. | Ariel Acres | AAC | | | |
| 4. | Arvin | ARV | | | |
| 5. | Bear Valley | BV | | | |
| 6. | Belridge | BEL | | | |
| 7. | Bodfish | BOD | | | |
| 8. | Boron | BOR | | | |
| 9. | Buttonwillow | BUT | | | |
| 10. | California City | CAC | | | |
| 11. | Canebrake | CAB | | | |
| 12. | Cantil | CTL | | | |
| 13. | China Lake | CLA | | | |
| 14. | Cuddy Valley | KC | | | |
| 15. | Cummings Valley | CV | | | |
| 16. | Delano | DEL | | | |
| 17. | Derby Acres | DEA | | | |
| 18. | Desert Lake | DLA | | | |
| 19. | Dustin Acres | DAC | | | |
| 20. | Fellows | FEL | | | |
| 21. | Ford City | FOR | | | |
| 22. | Frazier Park | FRA | | | |
| 23. | Fremont Valley | FVA | | | |
| 24. | Glennville | GLN | | | |
| 25. | Golden Hills | GOH | | | |
| 26. | Grapevine | GPV | | | |
| 27. | Greenacres | GRE | | | |
| 28. | Greenfield | GRN | | | |
| 29. | Hart Flat | HAR | | | |
| 30. | Havilah | HAV | | | |
| 31. | Inyokern | INY | | | |
| 32. | Johannesburg | JOH | | | |
| 33. | Keene | KEE | | | |
| 34. | Kernville | KER | | | |
| 35. | Lake Isabella | LKI | | | |
| 36. | Lake of the Woods | LOW | | | |



Kern County

SHERIFF

| | | | | | |
|-----|------------------|-----|--|-----|--|
| 37. | Lamont | LAM | | | |
| 38. | Lebec | LEB | | | |
| 39. | Lost Hills | LH | | | |
| 40. | Maricopa | MAR | | | |
| 41. | McFarland | MCF | | N/A | |
| 42. | McKittrick | MCK | | | |
| 43. | Mettler | MET | | | |
| 44. | Mojave | MOJ | | | |
| 45. | Mountain Mesa | MTM | | | |
| 46. | North Edwards | NOE | | | |
| 47. | Oildale | OIL | | | |
| 48. | Onyx | ONX | | | |
| 49. | Pine Mtn Club | PMC | | | |
| 50. | Pinon Pines | PNP | | | |
| 51. | Pumpkin Center | PUM | | | |
| 52. | Randsburg | RAN | | | |
| 53. | Ridgecrest | RID | | | |
| 54. | River Kern | RKN | | | |
| 55. | Rosamond | ROS | | | |
| 56. | Rosedale | RSD | | | |
| 57. | Sand Canyon | SDC | | | |
| 58. | Shafter | SHA | | | |
| 59. | Southlake | SOL | | | |
| 60. | South Taft | STF | | | |
| 61. | Squirrel Valley | SQV | | | |
| 62. | Stallion Springs | SSP | | | |
| 63. | Taft | TAF | | | |
| 64. | Taft Heights | TAH | | | |
| 65. | Tehachapi City | TEH | | | |
| 66. | Tehachapi Co | TEH | | | |
| 67. | Tupman | TUP | | | |
| 68. | Valley Acres | VAC | | | |
| 69. | Walker Basin | WB | | | |
| 70. | Wasco | WAS | | | |
| 71. | Weedpatch | WED | | | |
| 72. | Weldon | WEL | | | |
| 73. | Wofford Hghts | WOF | | | |



Kern County

SHERIFF

MUNICIPALITY CODES 3 TEST

ISSUED TO: _____ DATE: _____ CTO: _____

Name each area, call sign, and radio channel for each city.

| | CITY | M/C | AREA | CALL SIGN | CHANNEL |
|-----|-------------------|-----|------|-----------|---------|
| 1. | Alpine Forest | | | | |
| 2. | Alta Sierra | | | | |
| 3. | Ariel Acres | | | | |
| 4. | Arvin | | | | |
| 5. | Bear Valley | | | | |
| 6. | Belridge | | | | |
| 7. | Bodfish | | | | |
| 8. | Boron | | | | |
| 9. | Buttonwillow | | | | |
| 10. | California City | | | N/A | |
| 11. | Canebrake | | | | |
| 12. | Cantil | | | | |
| 13. | China Lake | | | | |
| 14. | Cuddy Valley | | | | |
| 15. | Cummings Valley | | | | |
| 16. | Delano | | | | |
| 17. | Derby Acres | | | | |
| 18. | Desert Lake | | | | |
| 19. | Dustin Acres | | | | |
| 20. | Fellows | | | | |
| 21. | Ford City | | | | |
| 22. | Frazier Park | | | | |
| 23. | Fremont Valley | | | | |
| 24. | Glennville | | | | |
| 25. | Golden Hills | | | | |
| 26. | Grapevine | | | | |
| 27. | Greenacres | | | | |
| 28. | Greenfield | | | | |
| 29. | Hart Flat | | | | |
| 30. | Havilah | | | | |
| 31. | Inyokern | | | | |
| 32. | Johannesburg | | | | |
| 33. | Keene | | | | |
| 34. | Kernville | | | | |
| 35. | Lake Isabella | | | | |
| 36. | Lake of the Woods | | | | |



Kern County

SHERIFF

| | | | | | |
|-----|------------------|--|--|-----|--|
| 37. | Lamont | | | | |
| 38. | Lebec | | | | |
| 39. | Lost Hills | | | | |
| 40. | Maricopa | | | | |
| 41. | McFarland | | | N/A | |
| 42. | McKittrick | | | | |
| 43. | Mettler | | | | |
| 44. | Mojave | | | | |
| 45. | Mountain Mesa | | | | |
| 46. | North Edwards | | | | |
| 47. | Oildale | | | | |
| 48. | Onyx | | | | |
| 49. | Pine Mtn Club | | | | |
| 50. | Pinon Pines | | | | |
| 51. | Pumpkin Center | | | | |
| 52. | Randsburg | | | | |
| 53. | Ridgecrest | | | | |
| 54. | River Kern | | | | |
| 55. | Rosamond | | | | |
| 56. | Rosedale | | | | |
| 57. | Sand Canyon | | | | |
| 58. | Shafter | | | | |
| 59. | Southlake | | | | |
| 60. | South Taft | | | | |
| 61. | Squirrel Valley | | | | |
| 62. | Stallion Springs | | | | |
| 63. | Taft | | | | |
| 64. | Taft Heights | | | | |
| 65. | Tehachapi City | | | N/A | |
| 66. | Tehachapi Co | | | | |
| 67. | Tupman | | | | |
| 68. | Valley Acres | | | | |
| 69. | Walker Basin | | | | |
| 70. | Wasco | | | | |
| 71. | Weedpatch | | | | |
| 72. | Weldon | | | | |
| 73. | Wofford Hghts | | | | |



Kern County

SHERIFF

MUNICIPALITY CODES 1

ISSUED TO: _____ DATE: _____ CTO: _____

Name each city associated with the Municipal Code

| CITY | M/C | AREA | CALL SIGN | CHANNEL |
|------|-----|------|-----------|---------|
| 1. | ALF | | | EAST |
| 2. | ALS | | | EAST |
| 3. | AAC | | | EAST |
| 4. | ARV | | | WEST |
| 5. | BV | | | EAST |
| 6. | BEL | | | WEST |
| 7. | BOD | | | EAST |
| 8. | BOR | | | EAST |
| 9. | BUT | | | WEST |
| 10. | CAC | | | EAST |
| 11. | CAB | | | EAST |
| 12. | CTL | | | EAST |
| 13. | CLA | | | EAST |
| 14. | CV | | | EAST |
| 15. | DEL | | | WEST |
| 16. | DEA | | | WEST |
| 17. | DLA | | | EAST |
| 18. | DAC | | | WEST |
| 19. | FEL | | | WEST |
| 20. | FOR | | | WEST |
| 21. | FRA | | | WEST |
| 22. | FVA | | | EAST |
| 23. | GLN | | | WEST |
| 24. | GOH | | | EAST |
| 25. | GPV | | | WEST |
| 26. | GRE | | | METR |
| 27. | GRN | | | METR |
| 28. | HAR | | | EAST |
| 29. | HAV | | | EAST |
| 30. | INY | | | EAST |
| 31. | JOH | | | EAST |
| 32. | KEE | | | EAST |
| 33. | KER | | | EAST |
| 34. | LKI | | | EAST |
| 35. | LOW | | | WEST |
| 36. | LAM | | | WEST |



Kern County

SHERIFF

| CITY | M/C | AREA | CALL SIGN | CHANNEL |
|------|-----|------|-----------|---------|
| 37. | | LEB | | WEST |
| 38. | | LH | | WEST |
| 39. | | MRC | | WEST |
| 40. | | MCF | | WEST |
| 41. | | MCK | | WEST |
| 42. | | MET | | WEST |
| 43. | | MOJ | | EAST |
| 44. | | MTM | | EAST |
| 45. | | NOE | | EAST |
| 46. | | OIL | | METR |
| 47. | | ONX | | EAST |
| 48. | | PMC | | WEST |
| 49. | | PNP | | WEST |
| 50. | | PUM | | METR |
| 51. | | RAN | | EAST |
| 52. | | RID | | EAST |
| 53. | | RKN | | EAST |
| 54. | | ROS | | EAST |
| 55. | | RSD | | METR |
| 56. | | SDC | | EAST |
| 57. | | SHA | | WEST |
| 58. | | SLA | | EAST |
| 59. | | STF | | WEST |
| 60. | | SQV | | EAST |
| 61. | | SSP | | EAST |
| 62. | | TAF | | WEST |
| 63. | | TAH | | WEST |
| 64. | | TEH | | EAST |
| 65. | | TEH | | EAST |
| 66. | | TUL | | WEST |
| 67. | | TUP | | WEST |
| 68. | | VAC | | WEST |
| 69. | | WB | | WEST |
| 70. | | WAS | | WEST |
| 71. | | WED | | WEST |
| 72. | | WEL | | EAST |
| 73. | | WOF | | EAST |

Open-Ended Questions

Open-ended questions and statements are useful in getting callers to share more information. They avoid “Yes” or “No” answers and help to open up a dialogue.

Open-ended questions or statements typically start with:

- “What...?”
- “How...?”
- “Tell me...”
- “Talk to me about...”

Here are some examples:

- “**What** happened to make you feel this way?”
- “**Tell me** what makes you want do this.”
- “**How** have things changed in your life to make you consider doing this?”
- “**What** is going on in your life right now that’s causing you so much pain?”
- “**Tell me about** what’s been happening in your life.”
- “**Talk to me about** what’s been going on.”



Kern County

SHERIFF

PARKS 1 TEST

ISSUED TO: _____ DATE: _____ CTO: _____

MAJOR KERN COUNTY PARKS

-Advise which zone or substation area the park is located in.

-Locate each park on the map and name the surrounding streets (quadrants)

1. Barker Park
2. Wofford Heights Park
3. Riverview Park
4. Inyokern Park
5. Pioneer Park
6. Greenfield Park
7. Lamont Park
8. Buttonwillow Park
9. Belle Terrace Park
10. Mountain Mesa Park
11. North Highland Park
12. Rexland Acres Park
13. Riverside Park
14. McFarland Park
15. Boron Park
16. Heritage Park
17. West Park (Rosamond)



Kern County

SHERIFF

18. Potomac Park
19. Fellows Park
20. Mojave East Park
21. Circle Park
22. Rosamond Park
23. Cormack Park
24. McCray Park
25. Ford City Park
26. David Head Center
27. Standard Park
28. Sears Park
29. Tehachapi Mountain Park
30. Virginia Avenue Park
31. Wilkins Park (AKA Gutter Park)
32. Westside Park
33. Beardsley Park
34. Tank Park
35. Meadowbrook Park
36. Peanut Park
37. Rosedale North Park
38. Scodie Park
39. Wasco Skate Park



Phase 1 Expectations

Welcome! I want to take this time to explain the expectations we have of you as a trainee and also what you can expect from me as your training officer.

In this phase you and I will be working very closely together while I introduce you to the world of dispatching. Questions and more questions is what is expected and also shows your participations in your training. I encourage open communication between us to make sure you get the most out of your training. Ask questions and tell me your ideas. The more you actively participate in your training the better it will be.

I do not expect you to be able to do this job 100% correctly by yourself. Do not be your worst enemy and put yourself down because of mistakes or because you are struggling in a particular area. Many of the skills come with time and repetition. I will always be honest about where I feel you are in your training and what you need to focus on. You are expected to show up on time and be prepared for the day's tasks. I expect 100% effort all the time, but give yourself a break when you make mistakes, they are going to happen. Learn from them and push forward, you will actually learn much more from your mistakes than you will with your successes.

This job is fun and I truly enjoy what I do and I want you to enjoy it as well. Training is a partnership between you and me. My goal is to help give you the skills and knowledge you need to do this job but more importantly, I feel it is also my job to show you why what we do is so great. If you don't understand something, ask me. If you want to learn about something that maybe we haven't touched on, as me and as long as it will not hinder your current progress I will do my best to at least introduce that particular topic.

In addition to your Academy Expectations, by the end of this phase you will be able to consistently and efficiently:

1. Demonstrate a working knowledge of the commonly used radio codes, penal codes, event types, and call signs.
2. Working knowledge of CLETS/CJIS returns, with minimal assistance from CTO.
3. Begin to manipulate CAD efficiently.
4. Ability to page and dispatch all ACO calls for service.
5. Enter priority 3 calls and above report calls with no assistance from CTO.
6. Enter priority 3 calls and above in progress calls with minimal assistance from CTO.
7. Understand and possess the ability to transfer callers and understand when to transfer to the appropriate entity; without assistance from your CTO.
8. Ability to efficiently use the 911 queue and mapping to locate and verify locations.



Kern County

SHERIFF

Phase 2 Expectations - Dispatcher

Congratulations! You have completed Phase 1 and you are now in Phase 2 of your training. In this phase you and I will still be working closely together but you will be pushed out of your comfort zone and required to start doing more, building your confidence and skills. I still expect and want you to ask questions, be involved 100% in your training. I will begin making you think through your questions before I give you an answer.

Open communication is a huge part in your training. Allowing for us to work closely together throughout the phase and tackle any obstacles as we progress. You are not expected to be able to do this job 100% by yourself. You are expected to give 100% and at this point begin to work independently in certain areas. If you feel you are struggling in a particular area tell me and if you come up with an idea to help you improve tell me.

You may feel this phase is harder or that I am harder on you than last phase. Do not get discouraged! I am pushing you out of your comfort zone and making you take those first big steps into becoming an independent dispatcher. There is more expected of you in this phase therefore I will be pushing you harder.

In addition to the previous Phase expectations, by the end of this Phase of training, you will be able to consistently and efficiently:

1. Manipulate CAD with assistance. Begin memorizing and utilizing CAD, command line functions and call-signs.
2. Be able to understand CLETS and CJIS returns and relay the pertinent information to the field units with minimal to no assistance from your CTO.
3. Begin to apply the Communications Center Call Taking quality control standards.
4. Enter priority 3 and above calls with no assistance from CTO.
5. Enter priority 1 and 2 calls for service with minimal assistance from CTO.
6. Ability to utilize the radio console with little to no assistance from CTO.
7. Work the ACO channel with no assistance from CTO.
8. Begin to make yourself aware of what is happening in the room, recognize when your team needs assistance and when to ask for assistance.



Kern County

SHERIFF

Phase 2 Expectations – Dispatch Assistant

Congratulations! You have completed Phase 1 and you are now in Phase 2 of your training. In this phase you and I will still be working closely together but you will be pushed out of your comfort zone and required to start doing more, building your confidence and skills. I still expect and want you to ask questions, be involved 100% in your training. I will begin making you think through your questions before I give you an answer.

Open communication is a huge part in your training. Allowing for us to work closely together throughout the phase and tackle any obstacles as we progress. You are not expected to be able to do this job 100% by yourself. You are expected to give 100% and at this point begin to work independently in certain areas. If you feel you are struggling in a particular area tell me and if you come up with an idea to help you improve tell me.

You may feel this phase is harder or that I am harder on you than last phase. Do not get discouraged! I am pushing you out of your comfort zone and making you take those first big steps into becoming an independent dispatcher. There is more expected of you in this phase therefore I will be pushing you harder.

In addition to the previous Phase expectations, by the end of this Phase of training, you will be able to consistently and efficiently:

1. Be able to understand CLETS and CJIS returns and relay the pertinent information into the narrative with minimal to no assistance from your CTO.
2. Begin to apply the Communications Center Call Taking quality control standards.
3. Enter priority 3 and above calls with no assistance from CTO.
4. Enter priority 1 and 2 calls for service with minimal assistance from CTO.
5. Ability to utilize the radio console with little to no assistance from CTO.
6. Work the ACO channel with no assistance from CTO.
7. Begin to make yourself aware of what is happening in the room, recognize when your team needs assistance and when to ask for assistance.



Kern County

SHERIFF

Phase 3 Expectations – Dispatch Assistant

Congratulations! You have completed Phase 2 and are now in Phase 3 of your training. You should be proud of what you have accomplished so far in your training. You will be sitting adjacent from me in this phase of your training but I will still be closely monitoring you. You will also begin phone training in this phase.

In this phase as with Phase 2 you will be pushed harder forcing you out of your comfort zone. Continue asking questions! They are vital to your training. You will be pushed harder to think through each question before an answer is given to push you to trust yourself and build your confidence. Be prepared for my first response to you will be "What do you think?" or "How can you find that answer?" You will be expected to start demonstrating your independence by making consistent appropriate decisions. You will be expected to catch any errors and fix them quickly and efficiently without prompt.

Open communication is still important to your training experience. Continue to keep a dialogue with me on where you feel you are struggling, ideas you may come up with to improve a particular skill or your general feelings while in training. 100% effort is still expected and showing up on time prepared to the day's tasks is vital.

In addition to the previous Phase expectations; by the end of this Phase in training, you will be able to consistently and efficiently:

1. Ability to manipulate CAD; without assistance.
2. Handle Priority 1 and 2 calls for service with no assistance from CTO.
3. Work through emergency situations; with assistance from CTO.
4. Demonstrate your ability to make decisions independently and correct errors as needed, with minimal to no assistance from CTO
5. Utilize the various resources available and recognize when to assist team members and when to ask for assistance.
6. Be consistent in the Communications Centers Call Taking Quality Control Standards.
7. Begin to apply the Communications Centers Radio Traffic Quality Control Standards.
8. Appropriately prioritize all tasks including triaging 9-1-1 and 7-digit lines.



Kern County

SHERIFF

Phase 3 Expectations - Dispatcher

Congratulations! You have completed Phase 2 and are now in Phase 3 of your training. You should be proud of what you have accomplished so far in your training. You will be sitting adjacent from me in this phase of your training but I will still be closely monitoring you. You will also begin phone training in this phase.

In this phase as with Phase 2 you will be pushed harder forcing you out of your comfort zone. Continue asking questions! They are vital to your training. You will be pushed harder to think through each question before an answer is given to push you to trust yourself and build your confidence. Be prepared for my first response to you will be "What do you think?" or "How can you find that answer?" You will be expected to start demonstrating your independence by making consistent appropriate decisions. You will be expected to catch any errors and fix them quickly and efficiently without prompt.

Open communication is still important to your training experience. Continue to keep a dialogue with me on where you feel you are struggling, ideas you may come up with to improve a particular skill or your general feelings while in training. 100% effort is still expected and showing up on time prepared to the day's tasks is vital.

In addition to the previous Phase expectations; by the end of this Phase in training, you will be able to consistently and efficiently:

1. Ability to manipulate CAD; without assistance.
2. Be able to handle routine radio traffic (Traffic Stops, Code 6, log Patrol Checks) with no assistance from CTO.
3. Handle Radio Priority 1 and 2 calls for service with assistance from CTO.
4. Work through emergency situations; with assistance from CTO.
5. Demonstrate the ability to prioritize and handle tasks on a radio channel with little to no assistance from CTO.
6. Demonstrate your ability to make decisions independently and correct errors as needed; with minimal to no assistance from CTO.
7. Ability to dispatch all calls for service without assistance.
8. Be consistent in the Communications Centers Call Taking Quality Control Standards.
9. Begin to apply the Communications Centers Radio Traffic Quality Control Standards.



Kern County

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Phase 4 Expectations - Dispatcher

Congratulations! You have completed Phase 3 and are now in Phase 4 of your training. You will continue to sit adjacent to me and the expectation for you to begin working independently will be larger during this phase.

I will guide you in finding answers to your questions and not give you the easy answer. You will be required to demonstrate even more your ability to be an independent dispatcher. I will be there guiding and monitoring your activities. You will begin to be expected to multi-task even more as you begin answering phones and talking on the radio at the same time. It is expected that you will have questions about high-risk or emergency situations and I will guide you through them as needed, do not back down from these situations. Remain calm and pull from your knowledge and your training to get through the situation. I am there to assist if I feel there is officer or public safety concerns.

In addition to the previous Phase expectations, by the end of this Phase of training, you will be able to consistently and efficiently:

1. Listen, comprehend, and respond without delay to all radio traffic, even when handling phone calls; without assistance.
2. Maintain control of the radio traffic; without assistance
3. Appropriately prioritize all tasks; without assistance.
4. Accurately document field activity with minimal errors in CAD, and recognize and correct any errors in a timely fashion.
5. Remain calm and in control in emergency and high-risk situations.
6. Demonstrate that you are a proactive member of the team and know when to ask for assistance without prompting.
7. Have an understanding of what is happening in the room.
8. Able to manipulate CAD, phone system and the radio console; without assistance.
9. Be consistent in the Communications Centers Radio Traffic Quality Control Standards.



Kern County

SHERIFF

PHONETIC ALPHABET 1

ISSUED TO: _____ DATE: _____ CTO: _____

PHONETIC ALPHABET

| | |
|-----|-----|
| A - | B - |
| C - | D - |
| E - | F - |
| G - | H - |
| I - | J - |
| K - | L - |
| M - | N - |
| O - | P - |
| Q - | R - |
| S - | T - |
| U - | V - |
| W - | X - |
| Y - | Z - |

Spell your name using the phonetic alphabet:



Kern County

SHERIFF

PHONETIC ALPHABET 2

ISSUED TO: _____ DATE: _____ CTO: _____

1. Advise the phonetics for the following name: MICHAEL

M _____
I _____
C _____
H _____
A _____
E _____
L _____

2. Advise the phonetics for the following license plate: 2NZX345.

N _____
Z _____
X _____

3. Advise the phonetics for the following license plate: JOSRIDE.

J _____
O _____
S _____
R _____
I _____
D _____
E _____

4. Advise the phonetics for the following name: QUIRT.

Q _____
U _____
I _____
R _____
T _____

5. Advise the phonetics for the following license plate: 3VKF422.

V _____
K _____
F _____

6. Advise the phonetics for the following license plate: 4YB5689.

Y _____
B _____



Kern County

SHERIFF

7. Advise the phonetics for the following license plate: 1WPG327.

W _____

P _____

G _____

8. Advise the phonetics for the following street name: COMPAGNONI.

C _____

O _____

M _____

P _____

A _____

G _____

N _____

O _____

N _____

I _____

9. Advise the phonetics for the following street name: KOCH.

K _____

O _____

C _____

H _____

10. Advise the phonetics for the following license plate: 3Y45003.

Y _____



Kern County

SHERIFF

Policy and Procedure Activity

Based on the handouts that were provided to you regarding Policy and Procedure, create a 20 question test and answer key on what you feel are most applicable in the daily functions of the Communications Center. Your test must include multiple choice and fill in the blank. You may use a maximum of 3 true or false questions.

Also, please include a synopsis as to why you chose the Policies you referenced and how it would or could affect our Communications Center if you failed to follow these Policies.



Kern County

SHERIFF

Student Learning Activity
The Positive and Negative Messages

Description

Make a list of negative comments/responses that you have heard using during phone calls either in the communication center or in other environments. Now make a list of at least one positive statement that could be exchanged for each negative comment/response. What are the benefits of using the positive messages instead of the negative messages?

EXAMPLES

I DON'T KNOW

VS

I'LL FIND OUT

NO

VS

WHAT I CAN DO

HANG ON

VS

I'LL BE RIGHT WITH YOU

Post Traumatic Stress Disorder

Posttraumatic stress disorder (PTSD)—once called shell shock—affects hundreds of thousands of people who have survived earthquakes, airplane crashes, terrorist bombings, inner-city violence, domestic abuse, rape, war, genocide, and other disasters, both natural and human made.

The Facts

Posttraumatic stress disorder (PTSD) has been called shell shock or battle fatigue syndrome. It has often been misunderstood or misdiagnosed, even though the disorder has very specific symptoms.

Ten percent of the population has been affected at some point by clinically diagnosable PTSD. Still more show some symptoms of the disorder. Although it was once thought to be mostly a disorder of war veterans who had been involved in heavy combat, researchers now know that PTSD also affects both female and male civilians, and that it strikes more females than males.

In some cases the symptoms of PTSD disappear with time, whereas in others they persist for many years. PTSD often occurs with—or leads to—other psychiatric illnesses, such as depression.

Everyone who experiences trauma does not require treatment; some recover with the help of family, friends, or clergy. But many do need professional treatment to recover from the psychological damage that can result from experiencing, witnessing, or participating in an overwhelmingly traumatic event.

Symptoms

PTSD usually appears within 3 months of the trauma, but sometimes the disorder appears later. PTSD's symptoms fall into three categories:

- Intrusion
- Avoidance
- Hyperarousal

Intrusion

In people with PTSD, memories of the trauma reoccur unexpectedly, and episodes called "flashbacks" intrude into their current lives. This happens in sudden, vivid memories that are accompanied by painful emotions that take over the victim's attention. This re-experience, or "flashback," of the trauma is a recollection. It may be so strong that individuals almost feel like they are actually experiencing the trauma again or seeing it unfold before their eyes and in nightmares.

Avoidance

Avoidance symptoms affect relationships with others: The person often avoids close emotional ties with family, colleagues, and friends. At first, the person feels numb, has diminished emotions, and can complete only routine, mechanical activities. Later, when re-experiencing the event, the individual may alternate between the flood of emotions caused by re-experiencing and the inability to feel or express emotions at all. The person with PTSD avoids situations or activities that are reminders of the original traumatic event because such exposure may cause symptoms to worsen.

Post Traumatic Stress Disorder

The inability of people with PTSD to work out grief and anger over injury or loss during the traumatic event means the trauma can continue to affect their behavior without their being aware of it. Depression is a common product of this inability to resolve painful feelings. Some people also feel guilty because they survived a disaster while others—particularly friends or family—did not.

Hyperarousal

PTSD can cause those who have it to act as if they are constantly threatened by the trauma that caused their illness. They can become suddenly irritable or explosive, even when they are not provoked. They may have trouble concentrating or remembering current information, and, because of their terrifying nightmares, they may develop insomnia. This constant feeling that danger is near causes exaggerated startle reactions.

Finally, many people with PTSD also attempt to rid themselves of their painful re-experiences, loneliness, and panic attacks by abusing alcohol or other drugs as a "self-medication" that helps them to blunt their pain and forget the trauma temporarily. A person with PTSD may show poor control over his or her impulses and may be at risk for suicide.

Treatment

Today, psychiatrists and other mental health professionals have good success in treating the very real and painful effects of PTSD. These professionals use a variety of treatment methods to help people with PTSD to work through their trauma and pain.

Behavior therapy focuses on correcting the painful and intrusive patterns of behavior and thought by teaching people with PTSD relaxation techniques and examining (and challenging) the mental processes that are causing the problem.

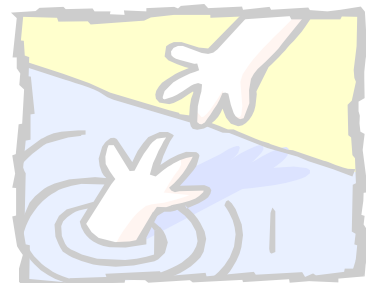
Psychodynamic psychotherapy focuses on helping the individual examine personal values and how behavior and experience during the traumatic event affected them.

Family therapy may also be recommended because the behavior of spouse and children may result from and affect the individual with PTSD.

Discussion groups or peer-counseling groups encourage survivors of similar traumatic events to share their experiences and reactions to them. Group members help one another realize that many people would have done the same thing and felt the same emotions.

Medication can help to control the symptoms of PTSD. The symptom relief that medication provides allows most patients to participate more effectively in psychotherapy when their condition may otherwise prohibit it. Antidepressant medications may be particularly helpful in treating the core symptoms of PTSD—especially intrusive symptoms.

Source: http://www.psych.org/public_info/ptsd.cfm



Post Traumatic Stress Disorder

How do people respond differently over time?

It is important for you to realize that there is not one 'standard' pattern of reaction to the extreme stress of traumatic experiences. Some people respond immediately, while others have delayed reactions - sometimes months or even years later. Some have adverse effects for a long period of time, while others recover rather quickly.

And reactions can change over time. Some who have suffered from trauma are energized initially by the event to help them with the challenge of coping, only to later become discouraged or depressed.

A number of factors tend to affect the length of time required for recovery, including:

- The degree of intensity and loss. Events that last longer and pose a greater threat, and where loss of life or substantial loss of property is involved, often take longer to resolve.
- A person's general ability to cope with emotionally challenging situations. Individuals who have handled other difficult, stressful circumstances well may find it easier to cope with the trauma.
- Other stressful events preceding the traumatic experience. Individuals faced with other emotionally challenging situations, such as serious health problems or family-related difficulties, may have more intense reactions to the new stressful event and need more time to recover.

As the initial shock subsides, reactions vary from one person to another. The following, however, are normal responses to a traumatic event:

- Feelings become intense and sometimes are unpredictable. You may become more irritable than usual, and your mood may change back and forth dramatically. You might be especially anxious or nervous, or even become depressed.
- Thoughts and behavior patterns are affected by the trauma. You might have repeated and vivid memories of the event. These flashbacks may occur for no apparent reason and may lead to physical reactions such as rapid heartbeat or sweating. You may find it difficult to concentrate or make decisions, or become more easily confused. Sleep and eating patterns also may be disrupted.
- Recurring emotional reactions are common. Anniversaries of the event, such as at one month or one year, as well as reminders such as aftershocks from earthquakes or the sounds of sirens, can trigger upsetting memories of the traumatic experience. These 'triggers' may be accompanied by fears that the stressful event will be repeated.
- Interpersonal relationships often become strained. Greater conflict, such as more frequent arguments with family members and coworkers, is common. On the other hand, you might become withdrawn and isolated and avoid your usual activities.
- Physical symptoms may accompany the extreme stress. For example, headaches, nausea and chest pain may result and may require medical attention. Pre-existing medical conditions may worsen due to the stress.

Source: <http://helping.apa.org/daily/traumaticstress.html#respond>

Compiled by: Debra Basham – Riverside Co Sheriff's Dept



Kern County

SHERIFF

Student Learning Activity

Preparing for the Role of Trainer

DUE _____

Description

You have expressed interest in becoming a Communication Center trainer. The role of a trainer is a varied one with both challenges and rewards. A trainer can exert much influence with a trainee, and that influence might be positive or negative. A trainer must have a solid knowledge base, resources available, and where to turn when they do not have the answer. The trainee you turn out is a reflection of not just you, but the training program, the dispatch center and the agency.

In this activity you will be explaining how you see your role as a trainer and how you will prepare yourself for that role. Include answers to the following questions along with other information you may wish to add. You may prepare this project anyway you would like. You will be given time to complete this project. You are welcome to work on this at home but we do not have the resources available to pay for overtime for this project.

Questions

1. What are your strengths and weaknesses?
2. How can you improve on your weaknesses?
3. How will you deal with conflict with your trainee, co-workers, and supervisors?
4. How will you deal with a trainee who is struggling?
5. What do you need to know or do to take on your first trainee?



Kern County

SHERIFF

Student Learning Activity
Primary and Secondary

DUE _____

One of your primary responsibilities as a call-taker is to handle a wide variety of phone calls in a minimal amount of time. What you ask, how you ask it, and even how you respond to callers are key elements to meeting that objective. You will need to know about primary and secondary questions and how to apply them to that wide variety of calls.

Questions

1. What are primary questions?
2. What are secondary questions?
3. How do you apply them?
4. Do those questions differ from call to call?
5. Do they differ in how you ask them?

You will be given time to do this work on-duty. While you may wish to do some of this at home, and you are certainly welcome to, we don't at this time have the ability to pay overtime for this assignment. You are free to prepare any "hand-outs" or training material any way you would like, including electronically, by using Word, PowerPoint or other computer programs. Be as creative as you desire.

Be sure to quote your sources. If you interview someone, give his or her name, position, and affiliation. If you use the Internet or some other form of written source, be sure and include the web site or book name, magazine article, etc. If you have researched using a video, give the name of the video.



Kern County

SHERIFF

Student Learning Activity

Public Contact

DUE _____

Description

There are five scenarios attached to this activity. For each activity describe how you would solve or handle the scenario. You can present your ideas any way you would like and be as creative as you would like. Include a response to each of the following questions for each scenario.

Questions

1. What is the benefit of leaving a positive impression?
2. What would be the downfall of a negative impression?
3. What is the importance of a strong relationship with the community?



Kern County

SHERIFF

Scenarios

1. You are at school career day. Several diverse and exciting occupations are represented. You have 5 minutes to talk to the group and persuade them that there is no better career than being a 911 dispatcher.
2. You attend a neighborhood watch meeting with your Community Services Officer. The citizens attending are confused about what happens when they call the police. When should they call, etc. As a communications center expert, take 5 minutes to outline calling procedures to the group.
3. You are chosen to give a tour of your communications center to a group of boy/girl scouts (elementary school age). After your tour, you gather in your squad room. What key points would you discuss with the kids about what they just saw?
4. What resources would you use and how would you go about informing the public about National Public Safety Telecommunicator's week and all the good things about dispatchers and what they do?
5. A student at a middle school is caught making prank 911 calls by school police. The officer brings the student to the dispatch center for an education. You are the dispatcher he sits with to get a firsthand look at 911. What lesson/message would you most like to get across to him?



Kern County

SHERIFF

RADIO CODES 1 TEST

ISSUED TO: _____ **DATE:** _____ **CTO:** _____

10-19b _____

10-4 _____

10-37 _____

Wants and warrant check _____

In service _____

Busy, away from unit/code 4 _____

10-98 _____

10-19 _____

What is your location? _____

Telephone home _____

Transporting prisoner _____

Off Duty _____

Standby _____

10-14F _____

10-1 _____

10-28 _____

10-22 _____

Good radio reception _____

Does not conform to regulations _____

Misdemeanor warrant _____

10-5 _____

10-17 _____

Confidential info to follow _____

10-10 _____

Advise weather/road conditions _____

Arrived at scene _____

What is the traffic? _____

Driver's license check _____

Prisoner in custody _____

Escort duty/courtesy transport _____

10-36 _____

10-32F _____

10-21 _____

Arrived at jail _____

10-16F _____

10-9 _____



Kern County

SHERIFF

SPECIAL CODES

- Out to eat _____
- Code 5 _____
- Code 9 _____
- Assign case number _____
- Code 33 _____
- Code 4 _____
- Code 6 _____
- Resume normal traffic _____
- Felony warrant service _____
- Code 3 _____
- No assistance needed _____
- Code 7 _____

MEADOWS FIELD ALERTS

- Alert 1 _____
- Alert 2 _____
- Alert 3 _____

11 CODES

- Start 187 proceedings _____
- Meet at _____
- Dispatch tow _____

NINE CODES

- 913 _____
- 905v _____
- Bomb threat _____
- Unknown situation _____
- 999 _____
- 905n _____
- Am I Clear? _____
- Dead body _____
- Animal bite _____
- Insane person _____
- 902T _____
- Officer involved shooting _____
- Prowler _____
- 930 _____
- 901a _____
- Injury traffic accident _____
- 996 _____



Kern County

SHERIFF

RADIO CODES 2 TEST (CLEAR TEXT)

ISSUED TO: _____

DATE: _____

CTO: _____

Define the following clear text, using radio codes.

NINE CODES:

- Officer needs assistance/Officer down..... _____
- Mentally unstable/Crazy Person..... _____
- Traffic accident with injury..... _____
- Prowler..... _____
- Ambulance request..... _____
- See the Subject..... _____
- Dog bite..... _____
- Am I clear?..... _____
- Officer involved shooting..... _____
- Traffic Accident non-injury..... _____
- Unknown situation..... _____
- Bomb threat..... _____
- Vicious Dog..... _____
- You are clear..... _____
- Dead Body..... _____
- Noisy animal/Barking dog..... _____
- Fire..... _____

TEN CODES:

- Driver's license check..... _____
- Prisoner in custody..... _____
- What's your location..... _____
- Done with assignment..... _____
- Transporting paperwork..... _____
- Arrived at scene..... _____
- Misdemeanor warrant..... _____
- Return to station..... _____
- Stand by..... _____
- Repeat..... _____
- Radio reception is good..... _____



Kern County

SHERIFF

- Advise weather/road conditions..... _____
- Confidential information..... _____
- In service/available for calls..... _____
- Courtesy transport/transport citizen..... _____
- Finished last assignment..... _____
- Message understood..... _____
- Disregard last transmission..... _____
- Felony warrant..... _____
- Vehicle registration check..... _____
- Radio reception is poor..... _____
- Does not conform to regulations..... _____
- Transporting prisoner..... _____
- Relay message..... _____
- Telephone..... _____
- What is your traffic?..... _____
- Away from unit on a break..... _____
- Arrived at jail..... _____
- Out of service/Off duty..... _____
- Call home..... _____
- Check for warrants or stolen..... _____
- Away from unit-code 4..... _____

ELEVEN CODES:

- Meet at..... _____
- Request tow truck..... _____
- Start homicide procedures..... _____

SPECIAL CODES:

- Assign case number..... _____
- No assistance needed..... _____
- Warrant/Subpoena service..... _____
- Emergency call – red lights/siren..... _____
- Out for investigation/not code 4 yet..... _____
- Emergency radio traffic only..... _____
- Stake Out..... _____
- Out to Lunch..... _____
- No Further Action/No Case # Needed..... _____
- Resume normal radio traffic..... _____



Kern County

SHERIFF

REFERENCE MATERIAL 1

ISSUED TO: _____ DATE: _____ CTO: _____

1. Who is SCOUT49? Does he have CLETS access?
2. What is ST3's home 10-21?
3. Who is the current on-call judge?
4. What does the Juvenile Probation Code GP or G stand for?
5. Who is PHOENIX 2? Last name and CAD ID?
6. Who is the Amber Alert Contact for Kern County?
7. What is the phone number for Castro's Tow?
8. What is the phone number for the CHP-Buttonwillow station?
9. What is the phone number for Fresno County Sheriff Dispatch?
10. What is the phone number to BPD Dispatch?
11. What is the phone number to TI?
12. What is the public number for Arrest Records?
13. What is the public number for ACO?
14. What is the name of the owner of 10434 Granite Rd and what is the phone number?
15. Who does the phone number 399-1334 belong to and what is the address? Is this City or County response?
16. Find an Emergency Protective Order. What is the expiration date? Who is the restrained person? Who is the protected person?
17. What is the phone number for the Kern County Grand Jury?
18. What calls is CHP- Bakersfield currently working?

Reflecting

Reflecting is about recognizing the emotions in the caller's words and then sending the message back so the caller feels understood. Try to be as accurate as possible about the emotion you are hearing.

Here are some examples:

- "It sounds like you're feeling very **sad** right now."
- "It sounds like you feel **frustrated** when she does that."
- "You feel **upset** when that happens."
- "When you're going through this, it makes you feel **overwhelmed**."
- "It sounds like you're going through a really **difficult** time."
- "It sounds like you're really **worried** about your future."
- "It's so **frustrating** for you when this happens."



Kern County

SHERIFF

RESEARCH - NOTEPAD/VESTA 1

ISSUED TO: _____ DATE: _____ CTO: _____

**FIND THE PHONE NUMBERS TO THE LISTED AGENCIES, BUSINESSES,
AND PERSONS LISTED BELOW. ADVISE IF YOU FOUND THE NUMBER IN
VIPER, PSA FILE OR BOTH AND UNDER WHAT TAB/FILE.**

**NOTEPAD/VESTA
NUMBER**

TAB/FILE

**-SWARM OF BEES
(ANDREW)**

-BARNETTS TOW

-KMC ER NUMBER

**-SST/
ERICA DOMINGUEZ**

-CIVIL LITIGATION

-FIRE ECC

-COUNTY ROADS

**-ON CALL JUDGE DURING
BUSINESS HRS**

-CAMP OWENS



Kern County

SHERIFF

-DA OFFICE

-LASO LANCASTER

-PAYROLL

**-CHP BAKERSFIELD
PRIVATE DISPATCH**

**-FISH AND WILDLIFE
LAW ENFORCEMENT**

-ACO PRIVATE

-CRF RECEIVING

**-JURY SERVICES
BAKERSFIELD**

**-RADIO SHOP
PRIVATE**

-WEEKEND PIO



Kern County

SHERIFF

RESOURCES 1

ISSUED TO: _____ DATE: _____ CTO: _____

1. Where is the list of Animal Shelters located and how do you find it?
2. Where is the Briefing Board kept in the Comm Center?
3. How would you look up to see who has a particular CAD ID?
4. How can you look up a County Ordinance?
5. What is Co. Ordinance 9.20.010?
6. To obtain a responsible for a business list all resources available to you.
7. How many EPO's are currently in the EPO file?
8. Who is the restrained party on the most recent EPO?
9. What is the Deputy's name and Badge number who issued the EPO?
10. Using the Haines Directory provide the Name and phone number for 1308 Kelly St. Bakersfield.
11. Using the Penal Code book, what is PC 236?



Kern County

SHERIFF

12. Advise who would handle Green horn mountains west to Cedar Creek campground if the Glennville unit is unavailable?

13. How many calls for service were entered in the last 24 hours?

14. What is VC 27316?



Kern County

SHERIFF

Student Learning Activity

Road project

DUE _____

In this project you are being asked to make a test along with the answer key. Along with the test make a list of the roads, their different names or name changes, and where those changes take place. The purpose of this exercise is to familiarize you with the roads that have multiple names, name changes and where those changes occur.

Use any resources that are available to you and list the resources you used. Include ALL roads that have multiple names in your test.

Outcome

After completing this learning activity you will be able to identify the following:

- Roads with multiple/different names
- The different names or name changes of each road
- Where the name changes occur for each road



Kern County

SHERIFF

Student Learning Activity

Roll Call

Your training officer will advise you when the roll call will take place by coordinating with the on duty sergeant of the practice roll call.

You will write a brief paragraph about roll calls answering the following questions:

1. What is a roll call?
2. How is a roll call conducted?
3. Why is a roll call important?
4. Who needs to be notified of a roll call?
5. What are some situations that would require a roll call to be conducted?



Kern County

SHERIFF

Student Learning Activity

Starting Lines

Description

In this activity we will be working together. I will read a single statement and you will write in a word document questions you would ask to get further information on the situation. You will continue writing questions until I say stop.

Statements

1. I've been robbed
2. There's a bomb
3. I think my husband/wife is dead
4. There's a man with a gun on the GET bus
5. There's a fight
6. Daddy is beating mommy
7. I want to report an accident
8. We need the police
9. There's a fire
10. I don't want to live any more
11. I think there has been an explosive
12. I want to report a break in
13. I need an ambulance
14. I think I hear someone at my door
15. My mommy/daddy won't wake up
16. I've been raped
17. My car is gone
18. I've been kidnapped
19. I hear some strange noises next door
20. I think my plane is being hijacked



SUBSTATIONS 1 TEST

ISSUED TO: _____ DATE: _____ CTO: _____

LIST ALL SHERIFF SUBSTATIONS IN KERN COUNTY:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____
- 15. _____
- 16. _____

LIST THE CALL SIGN FOR EACH SUBSTATION AND WHICH GROUP THEY ARE ON:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____



Kern County

SHERIFF

Student Learning Activity

Suicidal Caller “Ben”

Due _____

Scenario

You are on the phone with a man who says he is going to kill himself. He has not called on 911 and he will not give you his phone number, address or full name. He seems to want to talk, but he is adamant about not giving you information to help you locate him, at least not yet. He has told you that his name is Ben, he is in his 40's and that he has been out of work for six months and his car was recently repossessed.

Description

Create a guide, handout or presentation on how to handle this situation. In responding to this situation you are welcome to create your project any way you like. Consider the situation from the technical aspect and the interactive side. Use all resources available to you and quote any sources you may use. Include answers to the following questions within your project.

Questions

1. How could you attempt to find more information on Ben?
2. What steps will you take to build a rapport with Ben?
3. Are there any policies and procedures for these calls?
4. Have you had any specific training in this type of situation? If not is there any available?
5. Are there questions you can ask Ben to get more information about him?



Kern County

SHERIFF

Student Learning Activity

Suicidal Issues

Due _____

Description

Below are three topics that you will discuss and show how you would handle each situation and what resources you would use. You will create a small presentation showing your findings for each scenario. Your presentation can be in Word, PowerPoint or any other way you would like.

You will be given time while on duty to complete this project. You are welcome to work on this at home but we do not have the capability to pay overtime for this project.

Scenarios

1. You are a dispatcher that has a suicidal caller on the line. What are some techniques you will use to talk to this subject? What are some specific active listening skills you would apply?
2. You need to trace the location of a suicidal caller on the line. The caller is uncooperative and not telling you where he or she is and has not called in on 911. Discuss two scenarios:
 - a. You have a phone number, where do you go from here?
 - b. You do not have a phone number, what do you do?
3. How do you juggle the multitude of other responsibilities you have as a dispatcher (other calls, radio traffic, other tasks) while on the phone with a suicidal caller?



Kern County

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Student Learning Activity

Suicide by Cop

Description

You will be given a handout regarding suicide by cop incidents. This activity is purely a way for you to dig deeper into a situation that you will come across in your career and will allow you to watch for warning signs and behavior in people who may wish to attempt to carry this out.

Answer the following questions prior to reading the handout. Once you have answered the questions, read the handout and compare your answers to what you have learned.

Questions

1. According to a study by Los Angeles County Sheriff's Department, in 1997, what percentage of officer involved shootings were suicide by cop incidents?
2. What are the three most common physical ailments present in someone attempting suicide by cop?
3. What event is the most common precursor to a suicide by cop incident?
4. What percentage of suicide by cop precipitators are third strike candidates?

Write a small summary of what you have learned in this activity and how you feel you will be able to apply the new knowledge you have gained.



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SUICIDE BY COP

Definition

A situation in which an individual engages in behavior that poses an apparent risk of serious injury or death, with the intent to precipitate the use of deadly force by law enforcement.

1. Precipitator-subject attempting suicide
2. Victim-Law Enforcement Personnel

Statistics

- A study conducted by the Los Angeles County Sheriff's Department showed, for 1997, 25% of all officer-involved shootings were suicide-by-cop incidents.¹
- 50% of individuals used real weapons, normally guns or knives.
95% of the firearms used were functional and 77% of those were loaded.
- Most incidents (two thirds) occur within 30 minutes. Half of those occur in less than 5 minutes
- Incidents can be either spontaneous or preplanned
- 75% of suicide-by-cop incidents occur within a residence, usually the precipitator's home

Background/Behaviors

The three most common factors are:

1. Serious Depression
 - a. 10% of depression sufferers will commit suicide
2. Cancer
3. AIDS

Characteristics/Behaviors to watch for are:

1. References to death and/or suicide
2. Feelings of hopelessness or helplessness
3. Sadness
4. Change in appetite
5. Irritability/moodiness
6. Change in sleeping patterns
7. Tunnel vision, i.e. no way out
8. "Victim" mentality
9. Being killed by police gives victim feeling of power, larger than life
10. Religiously, suicide by cop is seen as different than "normal" suicide

¹ Source-International Association of Chiefs of Police, Training Key #536, Officer Assisted Suicide: Part 2



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Precipitating Events

1. Largest factor-deterioration of domestic situation
2. Substance abuse
 - a. 1/3 of all suicides are drug-related
3. Violent history
4. Mental instability
5. Outrageous act committed with no attempt to get away
 - a. Usually involves a weapon
 - b. Causes officer mindset of weapon use
6. Myths
 - a. 3rd strikers most likely to be precipitators
 1. Only 8% of precipitators were 3rd strikers.
 - b. Unemployed people likely to be precipitators
 1. Only 4% of precipitators were unemployed
7. ****EXPECT NONCOMPLIANT BEHAVIOR****
 - a. Precipitator's goal is to provoke a confrontation

Communication/Documentation

- ❖ Use techniques learned for do's and don'ts and rapport building
- ❖ Although not always obvious at the onset, a suicide-by-cop scenario may become apparent after review and/or investigation
- ❖ Document, document, document!
 1. CAD comments could be pivotal in either a criminal and/or civil investigation
 2. Expect to be called to testify in either a criminal and/or civil investigation

Remember, time is on your side. The longer an incident takes to come to a conclusion, the more likely it is to be a happy one!



Kern County

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**Student Learning Activity
Suicide Prevention Call**

DUE _____

Scenario

Suicide Prevention calls in and advises that Sally Jones is on the phone with them, threatening to kill herself. They do not know where she lives or any other information on Sally. Suicide Prevention believes she is at high risk for following through on her threat to kill herself.

Description

In this activity you will focus on the technical aspect of this call.

How can you find out where Sally is calling from so that you can send help?

Use all resources available to you when responding to this questions, this includes interviews, policies and procedures and any training material from the program. Be sure to quote any sources you use.

Come up with a guideline, handout, or anything you think could help a dispatcher in this situation. You may be as creative as you would like in your project. You will be given time to finish this project on duty. You may work on this off duty if you wish but we do not have the resources to pay overtime for this project.



Kern County

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Student Learning Activity

Taking Hot Calls

DUE _____

Description

You are a trainer in the Communications Center and are approached by a new employee who is struggling with their call taking skills. The trainee specifically wants assistance taking control of a caller during “hot, in progress” type calls, asking the primary and secondary questions and building the text of a call. You agree to help this employee, first by reviewing with them the primary and secondary questioning, including their relevance. Second, you will create three or four calls/scenarios in which to run on a training terminal.

In this activity build the training guide for the trainee and come up with the scenarios you would use. Also include answers to the following questions:

Questions

1. What are you looking for in the trainee’s handling of the scenarios?
2. What are some tips you could provide the trainee?
3. Are there policies in place for handling any of the scenarios you have created?
4. How do you approach the trainee on areas they can improve on?

You will be given time to work on this project while on duty. You may wish to work on this off duty and you are welcome to but we are unable to pay overtime for this assignment at this time. Use all resources available to you and make sure you quote any of the sources you use. Be as creative as you like with this project.



Kern County

SHERIFF

Student Learning Activity

Tarasoff Scenarios

DUE _____

Description

Read the following scenarios and answer the following questions for each.

Questions:

1. What questions do you need to ask?
2. Who needs to be notified?
3. Are there policies in place for this type of call and what are they?
4. What is the purpose of the Tarasoff law?
5. Who is affected by this law?

Write your answers in a Word Document. Include the description of the law at the top of the page.

Scenario #1

Hello, I am Dr. Johnson from Kern Medical Center. I would like to report a Tarasoff Law violation. My patient, Aaron Brown is threatening to kill his ex-wife, who lives in your city. He has escaped from our facility.

Scenario #2

Hello, I am Dr. Willis from Mercy Southwest Hospital. I would like to report a Tarasoff Law Violation. My outpatient, Charles Neely, just left my office after threatening to go home and hurt his wife. He is on medication and is very agitated right now.



Kern County

SHERIFF

Student Learning Activity

The Circle of Meaning

DUE _____

Description

Draw a large circle on a piece of paper. Inside the circle write the name of everyone including yourself and everything you care about. Include hopes, dreams and activities. Take only 4-5 minutes for this part.

Now put a star next to the one person or thing that means the most to you. Put a check by everything that would be affected by the loss of that person or thing.

Write a summary of your thoughts on this exercise and how you feel it might relate to being a dispatcher or call-taker. Include if you felt that it was difficult to come up with names and things or did you feel there wasn't enough room or time to list all of the items in the circle and were you surprised at how encompassing the loss would be.

We will then discuss your summary and what else you might have gained from the activity.



Kern County

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Student Learning Activity

Training the Trainer

Description

You will be given 3 scenarios and decide how to respond to those issues. Answer each of the following questions in regards to each scenario. Write your answers in a Word Document.

Questions

1. What is the issue?
2. How would you resolve the issue?
3. Are there policies in regards to the issue?
4. What are some possible ramifications if the issue is left alone?



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Scenarios

Scenario #1

Your trainee receives a call from an abusive, angry caller. The caller screams, "What the hell is wrong with you guys, you are never in my neighborhood when I need you! You're a bunch of lazy-assed idiots!" Your trainee responds by becoming angry and yelling back. "You have no right to talk to me that way. Now if you have a problem, I can't help you until you calm down and quit yelling at me."

Scenario #2

Your trainee receives a call from an irate citizen demanding the curb in front of his house be painted red so your trainee explains why that is not possible. The citizen then yells, "I am a doctor and an upstanding member of this community. I want your name and badge number!" The trainee refuses to give their name or badge number. The caller demands to speak to the supervisor. The trainee refuses this request also insisting there is nothing that can be done. The trainee loses their temper and hangs up on the caller.

Scenario #3

The trainee receives a call from a person who said they heard a loud explosion outside their house. They ran outside to check and ran back to call in. "There was an auto accident in front of the house. A car hit a power line and a live wire is down. I think the guy inside is tapped. The live wire is really popping and cracking. There are sparks all around." The trainee instructs the caller to notify their local utility company and does not enter a call for the traffic.

Scenario #4

One of your co-workers is angry about a call your trainee took. Apparently they didn't get all the pertinent information. Your co-worker yells across the room, "What the hell does this mean. I need more information and I need it now!"

Scenario #5

Your trainee dispatches a burglary in progress to an officer. The officer is rude and angry because the trainee wasn't giving him the information fast enough. The trainee becomes rude and abrasive right back at the officer.



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Scenario #6

You and your trainee are coming on duty and relieve a dispatcher on the radio. Thirty minutes into shift, the trainee discovers the previous dispatcher forgot to make note of an address she dispatched an officer to. When the officer calls in to update the trainee on the status of the call, the trainee doesn't know his location and says; "I didn't know where you are." This puts the officer in jeopardy and he responds angrily, "What do you mean you don't know where I am? What the hell are you guys doing over there?" The trainee starts crying and says it's not her fault.

The next day the trainee runs into the dispatcher who made the error. The dispatcher states, "I hear you have a problem with a call I dispatched last night." The trainee's lip quivers and you know they are about to cry again.

Scenario #7

Your trainee receives a 9-1-1 hang up. Policy states you must call back to see if something is wrong. The trainee calls the residence and when someone answers, they state, "Someone just dialed 9-1-1 and hung up. Is there an emergency? The person on the phone gets belligerent and argumentative insisting that they have no idea what you are talking about. "I just dialed a number and misdialled, then hung up. But nobody here called 9-1-1." The trainee becomes argumentative, insisting someone had to have called 9-1-1 because they got the phone number and address.

Scenario #8

Your Trainee receives a call from a cell phone stating the car ahead of them has a broken taillight and they noticed some paper and plastic being pushed out. During the phone conversation, they notice some fingers poking out of the taillight. The trainee tells them there is nothing city police can do they will have to hang up and call the highway patrol. The trainee abruptly disconnects the caller.

Scenario #9

Your trainee receives a call from a male who is whispering and slurring his words as if drunk. The trainee initiates a call for a drunken subject. The caller then states. "I need an ambulance. Some people have been shot." Your trainee questions the caller further discovering the caller apparently broke into the apartment and attempted to rob the homeowner at gunpoint. The apartment manager and son heard noises, came, and were shot by the robber, who is the caller. The caller states, "Three people were shot, the manager, his son and (something unintelligible that sounds like niece)." At no point does the trainee update the call indicating anyone was injured.



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Scenario #10

Your trainee receives a call about a rape, which had just occurred and the suspect may still be in the area. The victim is hysterical. The trainee accidentally disconnects the caller. When attempting to call the RP back, 9-1-1 rings and the trainee picks it up thinking it might be the rape victim. Instead, it is a male caller stating that someone has been stealing mail from his mailbox. When the trainee advises him to call the seven digit non-emergency number to report this, he becomes irate. The trainee adds "9-1-1 is an emergency line and I have to take care of a rape victim." The caller then states, "Well I feel my call is just as important. Having mail stolen out of your mailbox is like being rape and violated." The trainee continues to be argumentative with the caller escalating it into a screaming match.

Scenario #11

Your trainee is being criticized and harassed by co-workers with seniority. Several of them barely speak and when they do it is negative and critical. While you are present one senior co-worker comments to another about a call you entered that left out some information. How do you respond to the co-workers comments?

Scenario #12

The trainee dispatches a cold burglary call to the unit responsible for the area. Another officer "answers up" for the call, indicating the first officer may be down a report and that they (the 2nd officer) will handle the call for service. While the first officer is responding to indicate that he is all caught up with his paperwork, yet a third officer answers up noting that the 2nd officer will be getting off in a short of time, and that they will take the call. By the end of these exchanges the trainee is unsure who is actually responding. The trainee becomes confused and puts the wrong unit on the call. The trainee makes no attempt to clarify who is doing what and when questioned, they shrug their shoulders and state, "I'll figure it out when they tell me who is on scene."

Scenario #13

Your trainee dispatches a call about a robbery in progress to two units. One unit radio's in and advises he can't make it because "I'm stuck in traffic" After a short time, the second unit arrives at the location and states angrily, "Where is this guy supposed to be now? Where's my back up? The trainee did not make any attempt to send a second unit.



Kern County

SHERIFF

Student Learning Activity

Typing While Listening/Talking

Due _____

Introduction

A major challenge for new dispatcher is the ability to listen to a caller or field personnel, while effectively inputting all the information directly into CAD. Due to the large amount of phone calls and radio traffic, a trainee cannot afford to get behind by writing information down on paper and then entering it into CAD. By doing so, the risk is that you can lose a call or get too far behind with field units and forget to enter the information or the location of a field unit, causing officer safety issues. With in-progress and high priority traffic the dispatcher must be able to get the information entered quickly and accurately because seconds really do count. This learning activity is designed to help trainees improve their skills in this area.

Outcomes

After completing this SLA, you will be able to:

- Describe codes, abbreviations and jargon that can increase speed of entries
- Identify and describe CAD short-cuts to increase your speed in entering information into CAD
- Apply abbreviations, codes and jargon to aid in increasing speed of entering information
- Demonstrate the ability to type while talking/listening
- Evaluate you own effectiveness of typing while talking/listening and develop a plan to further your skills in this area

Comprehensive Questions

1. What are some key CAD shortcuts to help you maneuver around your CAD mask (if call-taking) or your masks and command line (if dispatching)?
2. What are some common abbreviations, codes and jargon that call-takers/dispatchers use to increase their speed in entering information into CAD?
3. Are there other techniques used by co-workers for increasing speed at entering information into CAD?
4. What resources are available to you to increase your own speed skills?
5. Where do you feel your strengths and weaknesses lie in typing while talking and listening?
6. What can and will you do to improve your skills?



Kern County

SHERIFF

Student Learning Activity **Typing While Listening/Talking**

This activity is a 2-step process and its success is dependent on your input. These skills are necessary for our job and are skills that are continuously improving throughout our careers. This is an activity to help either jump-start your abilities if you happen to be having a difficult time with this particular skill or to continue improving your skills.

Step 1

There is a list of six comprehensive questions. This part is important as it develops the base knowledge of the resources available to you to be able to type information into calls or manipulate CAD quickly. This step allows you to use any and all resources available to you to learn about new commands or shortcuts. Talk to your fellow dispatchers (someone who has been here at least one year) and ask them about their most used shortcuts or what their favorites are. You can type up the information, put it into a power point, or anyway that helps you understand it and makes it easy for you to explain the information you have gathered.

Step 2

The second step is applying what you have learned. There are two ways this will happen, one for the radio aspect and one for the call-taking aspect. These applications will vary in how they are delivered depending on your current skill level in this area.

******Just a reminder that although in this activity you will possibly come across multiple and new ways of doing certain tasks, while in training you will be taught a certain way to complete these tasks so that we have uniformity in the training program. I do encourage you to keep what you have learned in this activity to be able to use after training.******



Kern County

SHERIFF

Student Learning Activity
Typing While Listening/Talking

Application

Initial Application for Call-Takers and Radio Dispatchers

It is recommended that before advancing to the secondary application that the trainee simply practice typing in any open page (word processing program) while listening to someone talk (even AM radio talk stations can work) or typing from a sheet of paper while conducting a conversation with someone in the room. This will help provide the core ability to talk and type at the same time or type and listen at the same time.

Secondary Application for Radio Dispatchers:

The trainee will listen to field initiated radio traffic (tapes or mock traffic from a role-player) and/or critical event traffic and enter the information directly into test CAD. Tapes or pre-recorded traffic are preferred as you can play them back and evaluate the accuracy, brevity and clarity of the information captured by the trainee. After a series of transmissions, it is important to have the trainee review the entries for accuracy, completeness and clarity as well as appropriate use of abbreviations, codes and jargon. The trainee should practice until their comfort level increases to an acceptable level. Once they have achieved an acceptable level, the trainee is to evaluate how they will continue to improve their skills in this area.

Secondary Application for Call-Takers

The trainee will listen to taped phone calls or participate in mock phone calls with a trainer/co-worker and practice keeping up in CAD with the information provided in the call. They should then go back and analyze how they did by comparing the information on the recorded call with the information on their CAD event. It is important to have the trainee review their entries for accuracy, completeness and clarity as well as appropriate use of abbreviations, codes and jargon. Once they have achieved an acceptable level, the trainee is to evaluate how they will continue to improve their skills in this area.



Kern County

SHERIFF

Student Learning Activity

Under Fire

Description

You will be given a written scenario describing an individual's stress symptoms. On the human silhouette firing range target use a red marker to identify as many symptoms that you can from the scenario onto the target. This will emphasize how our bodies and emotions are "under fire" from stress. This will also give you a better idea of how to identify stress symptoms you may encounter personally in daily life.



Kern County

SHERIFF

SCENARIOS

1. It's the graveyard shift, and Dispatcher Adam goes to the break room for a cup of coffee. She takes with her the bottle of aspirin that she carries in her purse, for her headaches. As Dispatcher Adam selects a package of Hostess Crumb Donuts from the break room vending machine, she hears an officer talking with the Watch Commander in his office across the hall. "I don't understand what's so stressful about their job, all they do is repeat what we say," the officer says, "Why are they so cranky?" Dispatcher Adam picks up the coffee pot and waits for the Watch Commander to set the officer straight. "Just take it with a grain of salt," replies the Watch Commander, "After all, they don't understand what real stress is. They're safe inside, doing their nails." Dispatcher Adam accidentally drops the coffee pot.

2. Swing shift Dispatcher Charles finally gets off the phone after three hours talking to a suicidal barricaded suspect, who called 9-1-1 after shooting and killing his wife. Dispatcher Charles feels great mental relief, but what he really needs, as he rushes to restroom with stomach cramps, is physical relief. Unfortunately for him, the constipation that he has been suffering from for three days persists. Dispatcher Charles goes out to the parking lot to smoke a cigarette. Dispatcher Adam passes by, on the way back from lunch, and asks Dispatcher Charles if he is going to join the regular crowd at the bar after work. Dispatcher Charles hesitates, because he hasn't been sleeping well and is tired. However, he decides that he probably won't be able to sleep again tonight, so he might as well unwind after work. He agrees to go.

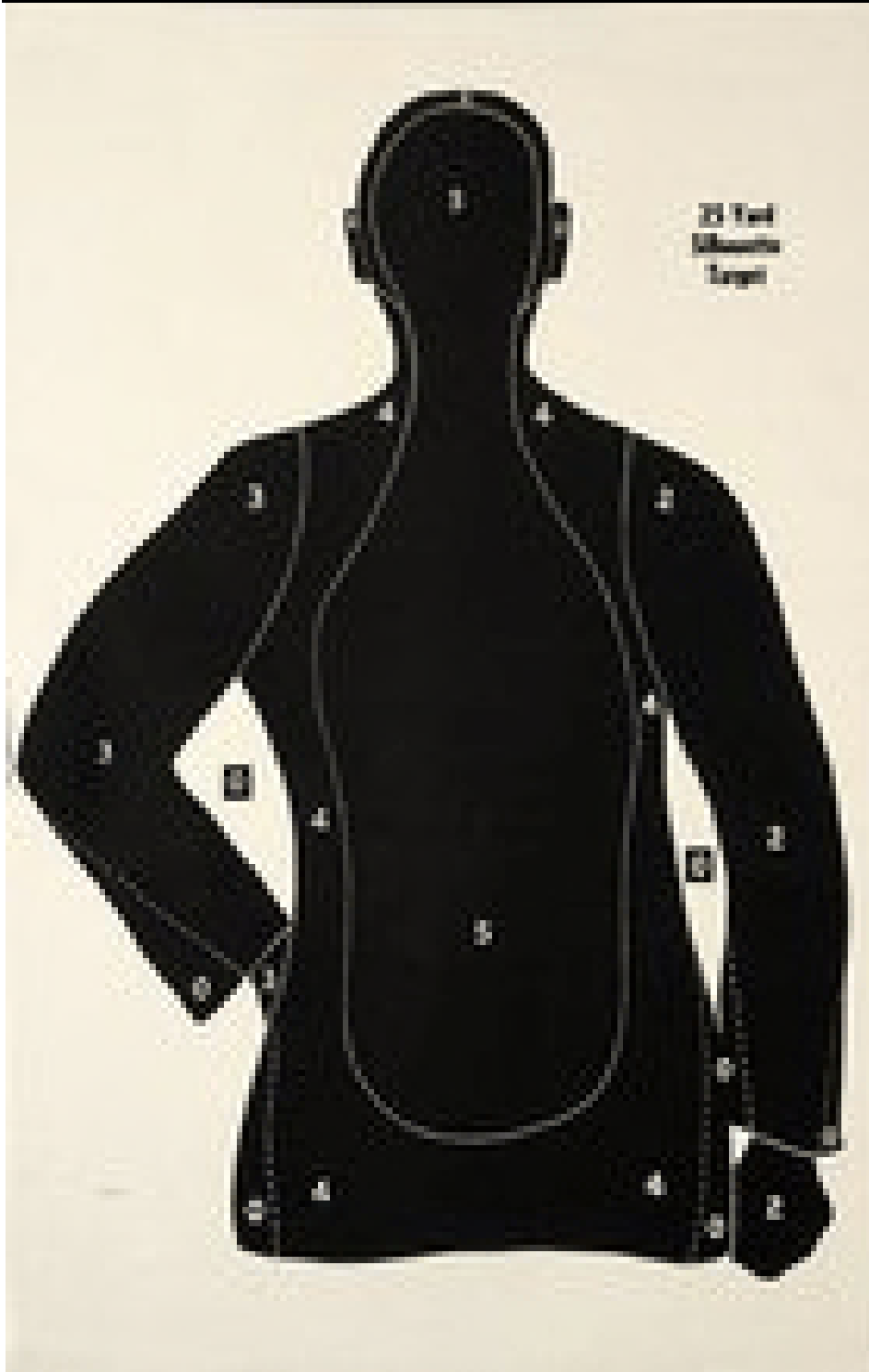
3. Tenured Dispatcher David is working with a trainee at a radio console. She taps her pen against the CAD display screen and her voice goes out over the air loudly saying, "Correction," as her trainee incorrectly broadcasts a warrant return. The trainee stops broadcasting but leaves the mike open as she stares silently at the computer screen. Suddenly, an officer is heard over the radio, screaming, "I'm taking shots, alley to the rear of 1142 Division Street!" The trainee gasps and shoots backward from the radio console as fast as her chair can roll. Dispatcher David knows that the other officers in the field could not hear the broadcast, because of the open mike in Dispatch. She hurries to get the air, but as she does she realizes that she can't remember the address number. She is forced to broadcast "unknown address on Division Street."

4. "Police Department," Dispatcher Edward answers the phone. "Finally," says the caller, "I've been waiting ten minutes for you to answer this phone. What if somebody was getting robbed, or beat up?" "Is someone getting robbed or beat up, sir?" Dispatcher Edward inquires, scratching a patch of red, dry skin on his forearm. "No, but the party I called about an hour ago is still going on," the caller says, "What's taking so long? I'm right down the street from the police station." "The officers don't come from the station, sir," Dispatcher Edward explains, shifting in his chair to balance the discomforts of his bad back and the roll of Tums in his back pocket, "They'll come from wherever their last call was." "Well, where's that?" the caller asks. "Don't know, sir," says Dispatcher Edward. "You don't know? What good are you?" inquires the caller. "Don't know, sir," says Dispatcher Edward, "accidentally" disconnecting the caller, "Good-bye, Mr. Adam Henry."



Kern County

SHERIFF





Kern County

SHERIFF

Student Learning Activity
Understanding CAD Call-Types

Due _____

It will be important for you to understand the call-types used to classify calls in the dispatch center. You will need to go far beyond just simply memorizing the call-type. You'll need to gain an understanding of how each call-type might be used and recognize, when screening calls, which call-type to apply. The better you know and understand these call-types, the easier your call-taker training will be.

Your project is to take 20 call-types of your choosing and gain this solid understanding. Develop a sample "story" around the call-type. What types of things might your caller say? What types of questions would you need to ask? What you should end up with is some type of guidebook that you, and maybe even other new dispatchers, will be able to study and even use while at the console.

You will be given time to complete this project at work. You are free to prepare any "hand-outs" or training material any way you would like, including electronically, by using Word, PowerPoint or other computer programs. Be as creative as you desire. If you have any other ideas feel free to contact your training officer or supervisor.

Be sure to quote your sources. If you interview someone, give his or her name, position, and affiliation. If you use the Internet or some other form of written source, be sure and include the web site or book name, magazine article, etc. If you have researched using a video, give the name of the video.



KERN COUNTY SHERIFFS OFFICE COMMUNICATIONS DIVISION



INTRO TO RADIO HANDOUT

INTRODUCTION

- USED IN CONJUNCTION WITH TELEPHONE. WHEN TRANSMITTING ON THE RADIO AND HAVE A CALLER ON THE LINE, CALLER IS MUTED.
- 2 SPEAKERS TO LISTEN TO TRAFFIC
 - “SELECT” SPEAKER – SELECTED CHANNEL WHEN ON ACTIVE PHONE LINE
 - “UNSELECT” – UNSELECTED CHANNELS WITH THE VOLUME TURNED UP (TO MONITOR AN EXTRA CHANNEL)
- ABLE TO TRANSMIT 3 WAYS
 - FOOT PEDAL – KEEPS BOTH HANDS FREE TO TALK AND TYPE
 - RED BUTTON ON THE RADIO CONSOLE FOR SELECTED CHANNELS
 - MOUSE – HOLD DOWN ANY LIGHTNING BOLT
- GATE RELEASE – OPENS GATE FACING PANORAMA DRIVEWAY
- BK GATE RELEASE – OPENS BACK GATE FACING CHURCH AV
- DOOR RELEASE – OPENS FRONT DOOR TO COMMUNICATIONS BUILDING

RADIO IDENTIFIERS

WHEN A UNIT TRANSMITS FROM THE FIELD, PROGRAMMED PORTABLE HT'S AND VEHICLE WILL DISPLAY EITHER THE CAD ID OR VEHICLE NUMBER

RADIO EMERGENCY ACTIVATION

WHEN EMERGENCY BUTTON IS ACTIVATED VIA PORTABLE RADIO (H/T) OR VEHICLE, ALARM HEARD AT EVERY RADIO POSITION AND CAD ID OR PATROL VEHICLE ID WILL DISPLAY ON THE ADMIN RADIO CHANNEL BUTTON ON RADIO SCREEN.

SHERIFF RADIO CHANNELS- MOST USED BY COMMUNICATIONS PERSONNEL

- METRO DISP – PRIMARY DISPATCH CHANNEL FOR BAKERSFIELD AREA
- METRO TAC – CAR TO CAR CHANNEL FOR BAKERSFIELD AREA

- WEST DISP – COVERS FOLLOWING SUBSTATIONS:
DELANO, MCFARLAND, WASCO, BUTTONWILLOW, GLENVILLE,
TAFT, LAMONT, FRAZIER PARK
- WEST TAC – CAR TO CAR CHANNEL FOR WEST SUBSTATIONS
- EAST DISP – COVERS FOLLOWING SUBSTATIONS:
KERN VALLEY, WALKER BASIN, TEHACHAPI, RIDGECREST, MOJAVE,
BORON, ROSAMOND
- EAST TAC – CAR TO CAR CHANNEL FOR EAST SUBSTATIONS
- ADMIN – COUNTYWIDE ADMINISTRATIVE RADIO CHANNEL
- PROB DISP – COUNTYWIDE PROBATION RADIO CHANNEL
- LG 11 ACO – COUNTY ANIMAL CONTROL RADIO CHANNEL
MONITORED BY COMMUNICATIONS BETWEEN 1700-0800\

OTHER RADIO CHANNELS LISTED UNDER SHERIFF WINDOW

- MUTUAL AID
- LOCAL LAW TR
- CALAW 4
- LG (LOCAL GOVERNMENT CHANNELS – INCLUDES ROADS AND
PARKS)

MUTUAL AID WINDOW RADIO CHANNELS

- ARVIN PD
- BPD – BAKERSFIELD POLICE CHANNELS
- CHP – BROWN HIGHWAY PATROL FOR BAKERSFIELD/KERN VALLEY
- CHP – TURQUOISE HIGHWAY PATROL FOR I-5 CORRIDOR
- AIRPORT SECURITY – WILLIAM THOMAS AIRPORT
- CALAW 4 – STATEWIDE RADIO CHANNEL
- MUTUAL AID – COUNTYWIDE MUTUAL AID CHANNEL

INTERCOM WINDOW RADIO CHANNELS

- LOCAL LAW IC – DIRECT RADIO COMMUNICATION BETWEEN
COMMUNICATION CENTERS FOR KCSO/BPD/CHP/ECC
- BPD IC – BAKERSFIELD POLICE INTERCOM (NOT ACTIVE)
- RDG ROUTE IC – RIDGE ROUTE INTERCOM (NOT ACTIVE)

JAILS/COURTS WINDOW RADIO CHANNELS

- LERDO 1-6 – LERDO JAIL FACILITY RADIO CHANNELS
- DT 1 – DOWNTOWN COURTS
- DT 2 – CENTRAL RECEIVING FACILITY
- DT 3 – SUPERIOR COURTS SECURITY
- MV 1-2 - JUVENILE HALL AND JUVENILE JUSTICE CENTER
- CAMP OWEN – CAMP OWEN FACILITY KERNVILLE

PATCHING AND MULTI SELECTING RADIO CHANNELS

- PATCH 1 –3 - ALLOWS TO HAVE MORE THAN ONE CHANNEL “PATCHED” TOGETHER. MOST FREQUENTLY USED WITH PRIMARY CHANNELS. ALLOWS UNITS IN FIELD TO HEAR EACH OTHER.
- MSEL 1 – 3 – WILL ALLOW THE DISPATCHER TO SIMULTANEOUSLY TRANSMIT/RECEIVE ON MORE THAN ONE RADIO CHANNEL AT A TIME. USED FOR COUNTY WIDE BROADCASTS AND INFORMATION.

CODE 33 TONE ACTIVATION

- IN ORDER TO ACTIVATE MUST CLICK TOWER ICON AT TOP OF WINDOW. MUST CLICK AGAIN TO DEACTIVATE
- DISPATCHER MUST ALSO ACTIVATE LIGHT TO IDENTIFY WHICH CHANNEL IS CURRENTLY CODE 33. WHEN CODE 33 WITHOUT THE TONE, ONLY LIGHT NEEDS TO BE ACTIVATED.

ALERT TONES

- SMALL WINDOW AT TOP OF SCREEN USED TO INITIATE ALERT TONES - ALERT TONE #3 MOST FREQUENTLY USED

BACK UP RADIO

USED WHEN RADIO CONSOLE IS NOT FUNCTIONING

| Column1 | Column2 | Column4 | Column3 |
|--|---------|--------------------------------------|---------|
| Common Vehicle Body Abbreviations | | | |
| Passenger & Commercial Vehicles | | | |
| | | | |
| Ambluance | AM | Sports Van | SV |
| Armored | AR | Sports Wagon | SW |
| Auto Carrier | AC | Tank | TN |
| Bus | BU | Taxi | TX |
| Cab & Chassis | CB | Tilt Cab | TB |
| Club Cab PK | PC | Tilt Tandem | TL |
| Conventional Cab | CC | Tractor TK Diesel | DS |
| Cargo Cutaway | CY | Tractor TK Gas | TR |
| Carrier | CA | Travel All | XT |
| Carry All | LL | Utility | UT |
| Crane | CR | Varied | VA |
| Convertible | CV | Van | VN |
| Coupe | CP | Van Camper | VC |
| Dump | DP | Wagon/Sport Utility | 4W |
| Fire Truck | FT | 3DR EXT Cab PU | 3C |
| Flatbed/Platform | FB | 4DR EXT Cab Pu | 4C |
| Forklift TK | FO | | |
| Golf Cart | GC | <u>Motorcycles & OHVs</u> | |
| Hardtop | HT | All-Terrain | AT |
| Hatchback | HB | Dune/Sand Buggy | DB |
| Hatchback 2D | 2D | Enduro | EN |
| Hatchback 4D | 4D | Moto Cross | MX |
| Hearse | HR | Motorcycle | MC |
| Limousine | LM | Motor Scooter | MS |
| Motorized Home | MH | Moped | MP |
| Pickup | PK | Motorized Bicycle | MP |
| Pickup w/camper | PM | Racer | RC |
| Roadster | RD | Road/Street | RS |
| Sedan | SD | Road/Trail | RT |
| Sedan | 2D | Snowmobile | SM |
| Sedan 4D | 4D | Trail | TR |



Kern County

SHERIFF

Student Learning Activity

Vehicle Pursuit

Due _____

No sooner than you plug in do you receive this transmission, “CONTROL 1 1P5 in vehicle pursuit.” What now?

You are free to address this problem in any way you would like, but at least one part of your project must be in an electronic format (by using programs such as Word, PowerPoint or other computer programs). Your project can include display boards or some other presentation format. Be as creative as you desire. Remember this is for you! Use a format or presentation style that helps you remember the material you learned and allows you to comfortably relay the information to your training officer or to someone else. Include answers to the following questions in your final presentation:

Questions

1. What actions do you need to take and in what order?
2. Who needs to be notified?
3. What policies guide handling pursuits?
4. What are concerns for the sergeant or watch commander?

You will be given time to complete this project at work. You are more than welcome to work on this at home, however we do not have the resources to pay overtime for this project. Be sure and quote your sources.

Verbal Judo

“People who work with the public in difficult arenas of changing or modifying behavior must be able to act quickly and effectively”.

Verbal Judo is based on the principles of physical judo.

Ju – Gentle or soft

Do – Way

Judo develops self-control, humility and resolve. Contributing to a higher degree of social order!

We need Verbal Judo, as a way for people to respond to aggression with words, not physical strength. Words are a civilized way to disagree, but no everyone is civilized!

You can reason with anybody as long as you know *their* reasons.

Talk to them from their point of reasoning. People who are unreasonable don't know they are unreasonable, true of juveniles and/or adults.

If we want to view the world through another's eyes (empathy), we must see the situation as *they* see it. We cannot judge the rightness or wrongness of their perceptions.

All of us have to striver to perfect one another, even as we strive for perfection as individuals.

Motivate others by raising their expectations of themselves.

Persuade others with *their* energy, not your own.

VERBAL JUDO – The Gentle Art of Persuasion

WHAT YOU WILL LEARN:

- Look at CONFLICT creatively
- Remain under EMOTIONAL control
- Find SOLUTIONS to potentially difficult situations
- Maintain PROFESSIONALISM
- Use WORDS instead of ACTIONS
- Avoid using language that expresses PERSONAL FEELINGS during conflicts
- Employ EMPATHY
- Use words that are on target by understanding the LISTENER'S point of view
- Ensure YOU are understood
- Achieve COOPERATION
- Communicate with DIFFICULT people w/out shaming, blaming or manipulating
- Safely take ACTION when words fail

HIGHLIGHTS OF THE BOOK

CHAPTER 1

- Treat people with dignity and respect, words can cut deeper and fester longer than physical wounds.
- Develop a MIND-MOUTH harmony. The most dangerous weapon is a cocked tongue.
- GOALS of Verbal Judo
 - Enhance professionalism
 - Reduce Complaints
 - Reduce your personal stress
 - Increase proficiency by improving your performance level

CHAPTER 2

- Unless a teacher compares the topic to something within the range of a student's experience there is little learning that takes place.
- True essence of EMPATHY is to see the person the way he/she sees themselves.
- ULTIMATE GOAL of Communication – VOLUNTARY COMPLIANCE

CHAPTER 3

- The goal of education is to expand the mind. A person's mind cannot be expanded unless he or she is motivated. MOTIVATE by RAISING EXPECTATIONS.

CHAPTER 4

- JUDO – The Gentle Way
- Truly enlightened communication does not come naturally to anyone.
- Be careful of the words that rise automatically to your lips.
- If your antagonist can upset you, he OWNS you at some level.
- Learn to take insults with finesse and panache – they will either disappear or never touch you.

CHAPTER 5 – Three types of people

- NICE
 - Have a hard time saying no or sticking up for their rights.
 - Much like your grandparents
 - Cooperative to a fault
- DIFFICULT
 - Will not do what you tell them the first time you ask.
 - Will ask WHY? WHAT FOR?
 - It's what our country was built on.
 - Reflect maturity in children.
 - Educate them through understanding
- WIMPS
 - Toughest of all
 - Backstabbers who don't like authority
 - Don't have guts to challenge you to your face.
 - When you immediately confront them, they will weaken.

CHAPTER 6 – 11 THINGS NEVER TO SAY TO ANYONE

1. Come Here! – Interpreted as threatening.
2. You wouldn't understand – Insinuates an insult to the listener.
3. Because those are the rules–Perception is you don't know policy/procedures.
Uncaring
4. It's none of your business – Brands the person as an “outsider” and cuts them off.
5. What do you want me to do about it? – It's a cop out. Evasion of responsibility.
6. Calm Down! – Criticism of a person's behavior. Ineffective.
7. What's your problem – Snotty response, a “you vs. them” connotation.
8. You never or You always – Absolutes are rarely accurate.
9. I'm not going to say this again! – usually a “lie” you will probably say “it” again.
10. I'm doing this for your own good – Turns the listener into an instant Cynic.

- 11. Why don't you be reasonable – Condescending, does not elicit a positive response.

CHAPTER 7

- Verbal Judo teaches you to become consciously competent in both the use of words and in your non-verbal presence.
- Greatest abuse today is verbal abuse.
- Verbal wound may NEVER heal.

CHAPTER 8

- EMPATHY
 - To see through the eyes of the other
 - Empathy is the quality of standing in another's shoes and understanding where he/she is coming from.
- COMMUNICATION WARRIOR
 - Staying calm in the midst of conflict, deflecting verbal abuse, and offering empathy in the face of antagonism.
 - Savor the results of saying the right thing at the right time to the right person.

CHAPTER 9 – A HABIT OF MIND

- When we employ the words that most naturally come to our lips, we run the risk of giving the greatest speech we will ever live to regret.
- We say things we can Never take back.
- *Mushin* – “the still center” or the “ability to stay calm, read your opponent and redirect aggression.
- *If you cannot keep a still center, you cannot stay in control of yourself or your situation.*
- Become DISINTERESTED: Means to be impartial not biased.

DEFLECTION – Of words, insults, verbal abuse

- Use of STRIP PHRASES – allows you to deflect the insults and focus on what you are doing.
 - “I ‘preciate that!
 - “I understan”
 - FOUR REASONS TO USE
 1. Actually makes you feel good. Reacting in kind, being tactical.

2. “Springboard” to the word “BUT” serving your professional need to get the job done.
 3. By spring boarding past the insult, you disempower the other person and empower yourself.
 4. You are tactical minded. You sound good under pressure!!
- **CLASS EXERCISE** – Develop some of your own strip phrases and give an example of use.
 - Keep them readily available so you can use them without thinking.
 - Use them as ammunition, arrows in your quiver.
 - Principles of Dealing with Difficult people
 1. Let the person SAY what they want, as long as they DO what you want. “Say what you want, but do what I say!”
 - a. Focus on their behavior, not their attitude. As long as they are doing what you need them to do, let their mood blow over.
 2. Always go for the win/win solution.
 - a. Citizen gets the last word, because you have the last action.
 - b. Allows the person to save face in front of friends, family and colleagues.
 - c. They win and you win!

Respect vs Respect

- Respect is what we show all people all the time.
 - We don’t show respect to criminals, lawbreakers, etc.
- We must always follow the Golden Rule though.
 - Always treat the other person as you would want to be treated under identical conditions, even if they are not worthy of your respect.
 - When we Disrespect people, put them down, make them feel bad, we lose out power and create enemies.

- We lose our professional face.
 - We get upset, use irresponsible language.
 - And we no longer have a DISINTERESTED state of mind.
 - WE BECOME PART OF THE PROBLEM!
- **REspect to all, with dignity, pride and assertiveness.**

CHAPTER 10

- Paraphrasing
 - The most powerful verbal tool.
 - To put another person's meaning into your own words and deliver it back to them.
 1. To ensure you have heard what was said correctly
 - Two basic steps:
 1. The Sword of Insertion – “Whoa!” or “Listen!” or “Wait a second.”
 - Allows you to cut into a tirade and take control.
 2. The Ultimate Empathetic Sentence – “Let me be sure I heard what you just said.” “Let me be sure we're on the same page.” “Let me be sure I heard that.”
 3. It oozes empathy, sincerity and cooperation
 - 14 Benefits of Paraphrasing
 1. **You have hooked the other person, now they are listening.**
 2. **You have taken control, you are talking.**
 3. **You are making sure of what you heard then not later.**
 4. **If you did not hear accurately, they can correct you on the spot.**

5. **You have made the other person a better listener.**
6. **You have created Empathy.**
7. **You have gained attention.**
8. **Overcomes “sonic intention”. Thinking you said something you were thinking.**
9. **Clarifying effect on people standing around; tones down the diatribe.**
10. **It prevents metaphrasing - Putting words into another’s mouth.**
 - a. **Metaphrasing is useful to DISPATCHERS. Gaining concise, accurate, detailed information during crisis.**
 - b. **Frightened people usually calm down when they think their crisis is finally being handled by somebody who cares.**
11. **It ensures the other person understands you; when reversed.**
12. **It safeguards you against incorrect accusations, allegations, etc.**
13. **It generates a “fair-play” response.**
14. **It etches the conversation, incident, event, facts in your mind.**

CHAPTER 11

- **KARATE** – Defined as self-defense using sharp, quick blows.
 - Aggressive art vs. Judo.
 - Harmful, destructive way of using words.
 - People never forget the verbal abuse.
 - Think of the times you were humiliated (as a child, adult, by a colleague).
 - Have you forgotten them? Forgiven them? Is it hindrance to cooperation?

- Use your words with maximum effectiveness and minimum effort.
- The goal of persuasion is to generate voluntary compliance.

FORCE OPTIONS

- One – Mere presence. The way you show up; the way you approach; carry yourself; stand around; even the way you project your feelings on your face.
 - EXERCISE – Describe the many different faces we wear. Emotions we show facially.
 - Learn the art of a chameleon. Adapt to your environment, no matter how you feel inside; you have to look good outside.
- Two – Verbalization
 - The right words for the right person at the right time.
 - Train...train...train...on the use of your communication skills
- Three – Laying of hands on a person
 - When words fail. Limited to Law Enforcement in general.
- Four – Artificial incapacitation
 - LEO's – OC; etc
- Five – Impact weapons
 - LEO's – Batons, etc.
- Six – Deadly force
 - LEO's – Firearms, etc.
- As an American, citizen; know your options when words fail. One of the secrets of being a good communicator is knowing the system.
 - **BE WELL VERSED IN YOUR POLICY.**
 - **KNOW WHAT YOU CAN ENFORCE AND AT WHAT LEVEL YOU CAN ENFORCE IT.**

CHAPTER 12

- Five Step Hard Style – A tactic that arms you to deal with difficult people under any condition. It provides you with decisiveness and certainty.
 - Ask (Ethical Appeal) – Asking Stage
 - Set Context (Reasonable Appeal) – Telling Why Stage
 - Present Options (Personal Appeal) – Other person’s best interest
 - Confirm (Practical Appeal) – There is some kind of cooperation or NOT
 - Act (Determination of Appropriate Action) – IF NOT it’s time to ACT
- If you can, let people know why you are saying what you are saying, you can usually generate voluntary compliance; giving them context.
- The What if’s
 - “Is there anything I can say or do at this time to earn your cooperation?”
 - I’d sure like to think there is!”

CHAPTER 13

Art of REPRESENTATION

- You should take pride in your ability to get better under the pressure people put on you. To be a contact professional who can handle any kind of stress, you must exude credibility and an aura of power
- **CLASS EXERCISE:** List 5-6 things that people say that gets under your skin (buttons/triggers).
 - “You can’t do that”; derogatory name; a challenger; etc.
 - Once you name it, you OWN it.
 - It forces you to remain calm
- You live and speak in a fishbowl. Say only what you would be proud to have quoted back to you on Monday morning or on the Front Page.

- Every time you open your mouth, you REPRESENT the boss, the Sheriff, the County. You speak for him/her and everyone else in the Organization/Unit/Section/Division.

Art of TRANSLATION

- The ability to put what you say in the most proper, fitting, assertive, and powerful words possible.
- Communication boils down to 4 basic elements:
 - Content – Know what you are talking about
 - Coding – Putting your message into words.
 - Sending – Transmission of your message, via phone; in person; text; etc.
 - Decoding – Is the responsibility of the listener; which is based on your effectiveness.
- Active Listening is a highly complex skill that has 4 different steps:
 - Being open and unbiased.
 - Hearing literally.
 - Interpreting the data and
 - Acting

Art of Mediation

- Medius – “one who goes between”
- Effective mediators go between or across your experience, enabling you to see something in a new way. They educate, making sense of things by putting them into perspective.
- The ability to skillfully present options, and putting them in terms of what they have to gain or lose.
- Getting “them” to see the experience in a way that would alter their behavior.

CHAPTER 16

- Elements of Communication
 - Voice – 30-40%
 - Non-Verbal Ques – 50-60%
 - When on the phone this changes to: Voice 90% and Content --10%
- Voice
 - Tone – Conveys your real attitude toward the person.
 - Pace – The speed of your speech.
 - Pitch – How high or low and loud and soft you speak.
 - Modulation – The rhythm and inflection of your speech.

CHAPTER 17

- Perspective – Is simply the way you see things
 - your point of view,
 - based on your knowledge,
 - your understanding of the situation,
 - your background and,
 - your experience
- Audience – Consider whom you will be speaking to
 - What are their values?
 - How do they think?
 - Who are their constituents?
 - What will their objections likely be?

- Purpose – The result you must professionally achieve.
 - If you do everything right, yet don't achieve your purpose; then you have failed.
- Organization – How you want the encounter to unfold from beginning to middle to end.
 - Planning, organization and practice; keys to your success in a situation

CHAPTER 18

- To diagnose a verbal encounter and skillfully deal with people under pressure: PACE
 - Problem – The situation you are in.
 - Audience – To whom are you speaking with?
 - Constraints – Obstacles to effective communication.
 - Ethical presence – Your professional face

CHAPTER 19

- Language of Reassurance – Empathy Absorbs Tension
 - Regardless of what you do, if you don't absorb tension, you will fail
 - Empathize, empathize, and empathize!

CHAPTER 20 – How to fight fair

- *Fighting is not bad; if you keep in mind the goal is to strengthen the relationship, to draw yourselves closer by having the freedom to argue without destroying each other.*
 - Paraphrase
 - Paraphrase again
 - Refocus on the other's attention
 - Say what you want to say.

CHAPTER 21

- How to generate voluntary compliance – **LEAPS**
 - **LISTEN** – *Really listen, focus with a quiet mind*
 - **EMPATHIZE** – *See things through their eyes, situation, experience, etc.*
 - **ASK** – *who, what, when, where, why and how*
 - **PARAPHRASE** – *Put in your own words and play it back to them*
 - **SUMMARIZE** – *Condensing, putting it into simple, concise statement. Brief, concise, inarguable.*

CHAPTER 22 – Applying LEAPS to Your World

1. Ask – Ask your people what they feel, what they want, or how they think things are going.
2. Listen Actively – Repeat steps 1 and 2 as many times as necessary until you have heard everything.
3. Reevaluate your Position – Don't change your mind unless it is the right and appropriate course to take. Don't be afraid to change either. It will strengthen you as a leader.
4. Deliver the Information – Go before you people and tell them how it is going to be. You are in charge. The day you need to remind them of who is the boss, is the day you have lost your people.

CHAPTER 23

- You must **GENERATE** voluntary compliance, not rely on your “authoritative position”.
- Control your emotion, or it will control you.
- The angry man will defeat himself in battle as well as in life.
- Stay calm and avoid the anger that makes us ineffective.
- Train yourself to be free of bias, prejudice, and expectation.
- Avoid uttering the **INNER** voice, it is almost always negative.

- Set yourself apart, be unique.
- Anything that will humanize the encounter and make people feel as if they have been noticed.
- Regardless of our profession, role, classification, we are all in the business of meeting people's needs.

CHAPTER 24

- The misunderstood MOTIVATOR – PRAISE!
 - Effective and genuine praise does more than make people feel good.
 - They tend to voluntarily do what they have been praised for.
 - Specific Praise – reinforces your values, your teachings is powerful.
 - Authentic Praise – increases your credibility, regardless of your role.
- If you Praise; Never follow it with criticism. They will forget the moment of praise.

CHAPTER 25

- Never mix emotion and punishment.
- The goal of punishment should be positive.
- Punishment is to reconstruct, make better, to educate, to rehabilitate.

CHAPTER 26

- Every time you interact with somebody in your family, your workplace, or on the street, make it your goal to improve the situation or relationship.

CHAPTER 27

- THE PRINCIPLES OF IMPARTIALITY
 - Always maintain your professional face; never strive to save your personal face.
 - Always treat the other person as you would want to be treated under identical circumstances.

- Be careful to distinguish between reasonable and severe resistance.
 - Reasonable – verbal that does not interfere with your ability to do the job.
 - Severe – that which impeded your ability to do the job.
- Every verbal encounter is UNIQUE of itself
- Create and maintain continuous rapport with people.
- Always check your own assumptions.
- Control encounters; don't become a victim of them.
 - A contact professional who, from the beginning, will control the situation.
 - If you can't control yourself, you can't control the situation.
- USE adrenaline; NEVER be ruled by it.
- Respond to people; never react.
- Flexibility equals strength; rigidity equals weakness.
- Keep your language specific.
- Use positive feedback when you least feel like it.
- Never violate the equity principle. Treat people equally, regardless of their age, race, appearance, or apparent value to you.
- Don't try to run people's lives.
- It's not enough to be good; you have got to look good and sound good or it's NO GOOD.
- Say what you want as long as you do what I say.
- You can have the last word, because I have the last act!
- Never use words that rise most readily to your lips, for the moment you do you will give the greatest speech you'll ever live to regret.
- If it doesn't work with Mama, don't use it on the street.

- If it makes you feel good, NO GOOD.
- Never step on someone's personal face. Allow most everyone to save face.
- The less ego you show, the more power you have over others.
- Humans are like steel, when they lose their temper, they are useless.
- When your mouth opens, your ears slam shut!
- Common sense is most uncommon under pressure.

Week 1 Test

Name _____

Date _____

Score: _____/65

Call Signs (12 points)

Write out each call sign and where they are located.

1. AC20 _____

2. DED2 _____

3. CH7 _____

4. LO1 _____

5. H5 _____

6. ST2 _____

Radio Codes (8 points)

7. _____ 10-17

8. _____ Bomb Device Found

9. _____ 10-11

10. _____ Registration Check

11. _____ 10-19B

12. _____ Arrived at Scene

13. _____ 10-20

14. _____ Finished last Assignment

Call Types/Penal Codes (6 points)

15. _____ 242

16. _____ Escape

17. _____ KTP

18. _____ Shots Fired

19. _____ C10

20. _____ Panic Alarm

Phonetic Alphabet/Military Time (3 points)

21. Write your first and last name phonetically.

22. What time are you off duty in military time?

Geography

23. What direction does 58 Hwy run? **(1 point)**

24. What areas are on the West side of the county? (West channel). **(7 points)**

25. How many zones is Metro Bakersfield broken up into? **(1 point)**

Municipalities (14 points)

26. _____ Rosedale

27. _____ Wasco

28. _____ Delano

29. _____ Glennville

30. _____ Fellows

31. _____ Lebec

32. _____ Weedpatch

32. _____ Keene

33. _____ Walker Basin

34. _____ Weldon

35. _____ Ridgecrest

35. _____ Cantil

36. _____ Boron

37. _____ Rosamond

Abbreviations (13 points)

38. _____ Asian Male Juvenile

39. _____ Unknown

40. _____ In Company Of

41. _____ Request

42. _____ Cite or Citation

43. _____ Grey

44. _____ Involved

45. _____ Responsible

46. _____ Unable to Locate

47. _____ Answer

48. _____ West Side

49. _____ Detaining

50. _____ Hazel

You've Got Stress.

Who Are You Going To Call?

Stress Busters!

Law Enforcement Officers face many forms of danger in relationship to their career. Stress is law enforcement's hidden assailant. Law Enforcement work can be a killer, even if no one is shooting at you! Stress among Law Enforcement Officers often means divorce, an annual rate of nearly four times that of the general population. It spells problems with alcohol abuse. Stress also means disruption of normal sleeping patterns, eating habits, poor nutrition, anger, fear and depression. In addition to the day-to-day stresses of police work, officers are exposed to trauma and critical incidents causing Post Traumatic Stress Disorder. As a last resort, many officers turn their own handguns on themselves making law enforcement suicide an international epidemic.

According to the FBI the "Top Ten Most Stressful Law Enforcement Critical Life Events" are as follows:

- 1) The violent death of a partner in-the-line-of-duty.
- 2) The dismissal or loss of the job.
- 3) Taking of a life in-the-line-of-duty.
- 4) Shooting someone in-the-line-of-duty.
- 5) Suicide of an officer who is a close friend.
- 6) The violent death of another officer in-the-line-of-duty.
- 7) A murder committed by a law enforcement officer.
- 8) A duty related violent injury such as a shooting.
- 9) A violent job related injury to another officer.
- 10) A suspension from the job.

In the early 1960's experts predicted that the work- week would soon decrease to four days, possibly even three. Labor saving devices would make housework and home maintenance a breeze.

But those rosy predictions have been replaced by this harsh reality: people today are working harder and longer than ever! In spite of life's demands there are many simple, effective steps that you can take to ease your daily pressures. Remember stress reduction starts with you! You have to be willing to make changes in your own life to begin to reduce the stress.

Stress reduction begins with an evaluation of one's life. Taking a close look at your life and the things that you can control will help with your evaluation. Here are some ways you can reduce stress in your life:

- 1) Rather than jumping out of bed and rushing to start your day, plan to get up 15 minutes earlier each morning and take time to meditate and pray. Beginning this way provides a foundation for the rest of the day.
- 2) Live in the present moment. Anxiety increases when we brood about a past event or fret about a future obligation.
- 3) Approach a stressful event with a positive attitude and it will boost your energy.
- 4) Remember, you get to make mistakes in life. Don't be so hard on yourself.
- 5) Give yourself some credit. Each day take a moment to give yourself a pat on the back for all the things that you do. Appreciate the great balancing act that God enables you to pull off daily as you manage multiple responsibilities at home, at work, at church and in the community.
- 6) Take the time each day to create peaceful images in your mind. During your workday, occasionally pause to imagine yourself in a tranquil setting.
- 7) Change your eating environment. Get out of the office or your patrol car and enjoy your meal in the park. Occasionally eat by yourself in silence. Eat slowly, and enjoy yourself and be thankful for your meal.
- 8) Observe your breathing. When we are relaxed, our breathing is slow and even. However, when we are anxious or upset, we tend to breathe irregularly.
- 9) Take a brisk walk. Exercise burns off the excess adrenaline that fuels feelings of anxiety and stress.
- 10) Practice hospitality. Greet people with a smile; this will make others feel good and in turn, it will give you a deep sense of ease, calm, and peace.
- 11) Just say no. You don't have to accept every project, every invitation to become involved, and every opportunity to attend a meeting.

12) Relive a happy memory. In a time of stress look back and remember a pleasant experience or satisfying moment in your life.

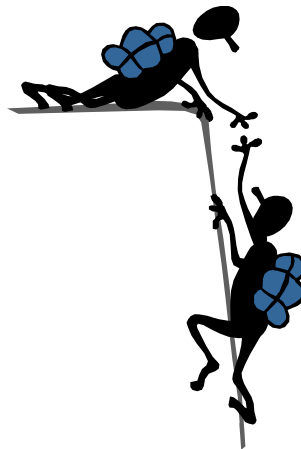
13) Settle for good enough. It's amazing how much stress can be completely eliminated when we decide that we don't have to have the cleanest house, the best manicured lawn, and the most well behaved children.

14) Walk in someone else's shoes. Try to see a conflict or difference of opinion from another person's point of view.

15) Don't bring work problems home or home problems to work. When you pull into the driveway, take a minute to orient yourself to being with your family and entering your home.

Most of us aren't able to get rid of all the stress in our busy lives. However, by finding ways to cope with and reduce stress and keeping your life simple, you can begin to start sorting out what really matters in your life.

Sometimes the badge we carry becomes heavy. Complications can destroy you from the ground up, as when a nest of termites attacks your home. You must first begin to rebuild. Simplify. Be happier. Lighten your "heavy badge!"



" Reduce the complexities of life by eliminating the needless wants of life, and the labors of life will reduce themselves." Edwin Teale