

LOS ANGELES POLICE DEPARTMENT
Mental Health Intervention Training
1850-20911

DAY 1

Instructional Goal: At the completion of this course the student will be able to identify a person suffering from a mental illness or in a mental health crisis, properly manage and de-escalate the situation, and conduct a comprehensive assessment of the individual pursuant to 5150 of the Welfare and Institutions Code (WIC). This includes the completion of the required documentation.

Performance Objectives: Using lecture and learning activities including case studies, the student will:

- Recognize the most common mental illnesses they may encounter as law enforcement officers
- Develop an understanding of the laws and Department policies involving persons suffering from a mental illness
- Develop and utilize effective de-escalation techniques needed to bring about a peaceful resolution to an incident involving a person suffering from a mental illness or in a mental health crisis.
- Formulate the questions necessary to conduct an effective mental health assessment
- Identify the mental health related behavior(s) that justify the criteria for an involuntary mental health hold pursuant to 5150 WIC or 5585 WIC
- Know the appropriate referral information to provide the subject and/or family if the behavior(s) do not rise to the level of an involuntary detention pursuant to 5150 WIC

- Be able to complete the MEU intake procedure and required forms

- Understand the Department's Philosophy in the management of calls for services involving persons suffering from a mental illness.

I. INTRODUCTION TO MENTAL HEALTH INTERVENTION (30 min)

A. Introduction of instructor(s)

1. Name, assignment
2. Experience

ICE BREAKER: Student introduction exercise VIDEO- Stomping out Stigma: Mental Illness (PSA)¹

1. Show video vignette of individuals with mental illness, and those without
2. Have each student describe what a person with mental illness looks like
3. **Ask** the students if or how mental illness or disabilities has affected their lives

B. Course Objectives

1. Develop an understanding of the scope and breadth of mental illness and its impact on society

¹ (2010, October 18) YouTube Alato Music: Stomping Out Stigma: Mental Illness
<https://www.youtube.com/watch?v=atsYrwCfQk8>

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2. Develop an understanding of the laws surrounding mental health and the legal requirements placed on law enforcement
3. Develop an understanding of the Department's response philosophy to calls for service involving persons suffering from a mental illness or in a mental health crisis

B. LECTURETTE: Mental Health Intervention Training Overview

1. Mental Health Crisis Response Program Overview
2. Mental Health Overview
3. Law Enforcement Legal Aspect
4. The Assessment Triangle
5. Juvenile Mental Health Issues
6. Experiential Learning Activity
7. Persons with Developmental Disabilities
8. Mental Health Firearms Laws
9. Crisis Communication
10. Suicide/Suicide by Cop
11. Use of Force Tactics
12. Force Option Simulator
13. Schizophrenia/Psychotic Disorders
14. Mood Disorders
15. Anxiety Disorders / Post Traumatic Stress Disorder
16. Cognitive Disorders –Dementia, Delirium, and Traumatic Brain Injury
17. Site visit
18. Assessment process forms/reports (MH 302)
19. Scenario Based Skill Set Training
20. Community Resources

C. LECTURETTE: WHY DO WE HAVE THIS COURSE?

D. CLOSING: Reinforce key learning points

1. The Department is committed to improving the service provided to people suffering from a mental illness and their families who are the source of a police call for service
2. To accomplish this, the Department has committed to appropriate training and a coordinated response model that will facilitate this goal

II. MENTAL HEALTH CRISIS RESPONSE PROGRAM

(30 min)

Instructional Goal: To reduce the potential for violence during police contacts involving people suffering from mental illness, while simultaneously assessing the mental health services available to assist them.

Performance Objective: Using instructional lecture, the student will be able to:

- Understand the functions and responsibilities of the Mental Evaluation Unit (MEU)
- Effectively utilize the MEU to manage calls for service involving persons suffering from a mental illness.

A. Introduction of instructor(s)

1. Name, assignment
2. Experience

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- B. Brief overview of Mental Evaluation Unit
 - 1. Triage Desk
 - 2. System-wide Mental Assessment Response Team (SMART)
 - 3. Case Assessment Management Program (CAMP)
- C. Mental Evaluation Unit
- D. Unit Composition
- E. Deployment
- F. **CLOSING:** Key learning points
 - 1. Prevent unnecessary incarceration and/or hospitalization of mentally ill individuals
 - 2. Provide alternate care in the least restrictive environment through a coordinated and comprehensive system wide approach
 - 3. Prevent the duplication of mental health services
 - 4. Allow police patrols to return to service as soon as possible.

III. MENTAL HEALTH OVERVIEW

1 Hr.

Instructional Goal: Provide the student with a general understanding of mental illness and the role of law enforcement

Performance Objectives: Using instructional lecture, the student will be able to:

- Develop an understanding of the scope of mental illness in the United States, and the treatment of persons suffering from mental illness throughout history
- Understand the barriers and stigma faced by persons suffering from a mental illness
- Outline how police became involved in the care custody and control of persons suffering from a mental illness
 - A. Introduction of instructor(s)
 - 1. Name, assignment
 - 2. Experience

B. LEARNING ACTIVITY: VIDEO AND DISCUSSION²

PURPOSE: To provide the students with an overall understanding of the stigma associated with mental illness

PROCEDURE: Large Group Activity

- 1. Show the students the video, "Breaking the Stigma on Mental Illness."
- 2. Students will discuss their observations of the video
- 3. Students will identify barriers faced by persons suffering from a mental illness

C. LECTURETTE: The Scope of Mental Illness in the United States

D. CLOSING: Key learning points:

- 1. The scope and proximity of mental illness in society
- 2. Mental illness is a disease that knows no socio-economic boundaries
- 3. The stigma associated with mental illness, prevents many from seeking help and treatment
- 4. The societal expectations of law enforcement and its response to persons suffering from a mental illness

² (2014, July 15) YouTube Yvana A: Breaking the Stigma on Mental Illnesses <http://m.youtube.com/watch?v=YEacp1aHqOU>

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IV. LAW ENFORCEMENT LEGAL ASPECTS

1 Hr.

Instructional Goal: To provide employees with the knowledge, skills and ability to apply appropriate legal and department procedures during radio calls involving persons with mental illness

Performance Objectives: Using lecture, group activity, and videos, the student will:

- Differentiate between arrests and 5150 Welfare and Institution Code (WIC), Application for 72-Hour Detention for Evaluation and Treatment Form
- Discuss policy involving the Mental Evaluation and Treatment Form
- Discuss policy involving the Mental Evaluation Unit (MEU), System wide Mental Assessment and Response Teams (SMART), and Communications Division
- Understand the legal definitions and obligations of the American with Disabilities Act (ADA), the Lanterman-Petris-Short Act (LPS), Assembly Bill (AB) 1424 and Tarasoff Decision

A. Introduction of instructor (s)

1. Name, Assignment
2. Experience
3. Brief overview of the presentation
 - a. History of the 5150 WIC and 5585 WIC
 - b. Department procedures

B. ICE BREAKER: VIDEO AND DISCUSSION

PROCEDURE: Large Group Activity

1. Show the video "BBC Documentary: History of the Mad House"³

C. LEARNING ACTIVITY: DISCUSSION

PURPOSE: To provide the students the opportunity to work in small groups while testing knowledge on the California Welfare and Institution Code, department policy, and department procedure. The student will analyze and present to the entire class about their given topic(s)

PROCEDURE: Large Group Activity

1. Provide each group with a legal topic and brief definition of the topic to discuss amongst themselves
2. Legal topics can be hand written on a white board, power point, or on a hand out
3. In their small groups, students will briefly explain the topics and definitions
4. Groups will be responsible for teaching the class about their topic and will analyze how understandings of the topic will aide their job
5. Lanterman-Petris-Short Act
6. 5150 WIC/5585 WIC
7. 5150 (e) WIC
8. 5150 (f) (1) WIC
9. 5250 WIC

³ (2014, August 15) YouTube JLO Productions: BBC Mental A History of the Madhouse Full Documentary
<http://m.youtube.com/watch?v=oswUssXzFIY>

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10. 5150.05 WIC
11. Tarasoff V. Regents of University of California
12. HIPAA (Health Insurance Portability and Accountability Act of 1996)
13. EMTALA (Emergency Medical Treatment and Labor Act)
14. Mental Health Services Act
15. Laura's Law
16. 5150.2 WIC
17. 8102 WIC
18. Department policy and procedures⁴

D. CLOSING: Key learning points

1. Demonstrating knowledge of legal aspects pertaining to persons with mental illness
2. Ensure that the rights of the mentally ill are preserved
3. Application of the department's policies and procedures in the management of calls for service involving persons suffering from mental illness

V. TRAINING ASSESSMENT TRIANGLE

1 Hr.

Instructional Goal: Provide an explanation of the basic elements that every person strives to be "balanced" in all domains and "finding balance" or "being a balanced whole person"

Performance Objectives:

- Understand the Whole Person Concept
- Understand cognitive and the mental process
- Recognize Physical Responses and Queues
- Understand how emotions impact our work in Law Enforcement
- Understand how to Complete the Crisis Intervention Assessment Worksheet
 - A. Introduction of instructor (s)
 1. Name, Assignment
 2. Experience
 3. Brief overview of the presentation
 - B. The Person
 - C. Physical
 - D. Emotional
 - E. Balanced Triangle
 - A. Completion of the Crisis Intervention Assessment Worksheet
 - F. **CLOSING:** Debrief
 1. Assess the totality of the circumstances and the person(s) involved during contacts with the mentally ill or potentially mentally ill
 2. Officer safety is never compromised, the assessment document is a tool which can be used for documentation purposes
 3. The Instructor will answer any questions the students may have

⁴ LAPD Administrative Order No. 9, 2013

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VI. JUVENILE MENTAL HEALTH ISSUES AND CONCERNS

1.5 Hrs.

Instructional Goal: Provide an overview of the current mental health issues affecting the adolescent population and their families.

Performance Objective: Using small group discussion, learning activities and mind mapping, the student will:

- Identify the more common forms of mental illness in the adolescent population
- Have a basic understanding of the symptoms experienced by adolescents with a mental illness
- Recognize how to manage the symptoms and behaviors that may present themselves within the policing role

A. Introduction of instructor (s)

1. Name, Assignment
2. Experience

B. **LEARNING ACTIVITY: VIDEO AND DISCUSSION**⁵

PURPOSE: To provide students with a better understanding of disorders that are commonly seen in juveniles and the potential outcomes these can have on the individual

C. **LECTURETTE:** Provide an overview of issues relating to mental health in the adolescent population, in terms of working with young people with possible mental illness

E. **LEARNING ACTIVITY: VIDEO AND DISCUSSION**⁶

PURPOSE: To provide students with a better understanding of disorders that are commonly seen in juveniles and the potential outcomes these can have on the individual.

PROCEDURE: Large Group Activity

1. Show the students the video, "Cyberbullying-Suicide."
2. Individual activity
 - a. Complete the "Crisis Intervention Assessment Worksheet"
 - b. Students will have 5 minutes to complete the worksheet.
 - c. Students will discuss their worksheets.
3. Students will keep the worksheet for the final days training exercise.

F. **LEARNING ACTIVITY: DISCUSSION**

PURPOSE: To provide students with a better understanding of disorders that are commonly seen in juveniles.

⁵ (2011, July 11) YouTube Videoberrie's Channel: Four Patients with Schizophrenia: <http://youtu.be/bWaFqw8XnpA>

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G. CLOSING: Key learning points

1. Understanding what bullying is and the types of children that are at-risk
2. Understand what cyberbullying is
3. Understanding how social media impacts bullying
4. Understanding law enforcement's role in stopping bullying

VII. DEVELOPMENTAL DISABILITIES, INCLUDING AUTISM SPECTRUM DISORDER 1.5Hrs.

Instructional Goal: Provide an overview of issues relating to developmental disabilities, to assist in distinguishing these from other conditions that may impact the policing role, and how to recognize during interactions with persons who are suspected of having a developmental disability.

Performance Objectives:

- Identify some of the more common forms of developmental disability in the community
- Have a basic understanding of the differences between developmental disability and mental illness
- Recognize how to work with some of the symptoms and behaviors that may present themselves within the policing role
- Identify some of the more common issues and challenges relevant to the policing role with respect to developmental disabilities
 - A.** Introduction of Instructor (s)
 1. Name, Assignment
 2. Experience
 3. Brief overview of the presentation
 - B.** Introduction and overview
 1. Provide an overview of what defines a developmental disability
 2. Disability Rights
 - C.** Understanding the Differences and Similarities Between Disorders
 1. Intellectual Disability
 2. Cerebral Palsy- non progressive lesion or disorder in the brain
 3. Autism- neurodevelopmental disorder
 4. Epilepsy is defined as recurrent, unprovoked seizures
 5. Other Developmental Disabilities
 6. Co-occurring factors, some individuals with developmental disabilities have additional impairments and/or disorders

D. LEARNING ACTIVITY: FACILITATED DISCUSSION

PURPOSE: To identify common policing issues involved with persons with a developmental disability

PROCEDURE: Large Group Activity

E. LEARNING ACTIVITY: Identify common physical, sensory, and cognitive deficits through simulated interactions.

PURPOSE: Develop a personal understanding of the effects these deficits have on the person with a development disability and their ability to interact with others.

PROCEDURE: Large Group Activity

1. The class will be divided into six groups

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2. Each group will be assigned to a designated station with a facilitator
3. The facilitators/Instructor will describe the activity
 - a. Mitts and Clips
 - b. Write on
 - c. Social confusion
 - d. Say What?
 - e. Overload
 - f. Do you read me?
4. Debrief

VIII. MENTAL HEALTH LAWS AND FIREARMS

2 Hrs.

Instructional Goal: Students will develop an understanding of the laws involving firearms and persons suffering from a mental illness

Performance Objective: Students will apply the laws and understand the legal requirements placed on law enforcement and the mental health community

- Develop an understanding on how a person suffering from a mental illness is placed in the Mental Health Firearms Prohibition System
- Identify the types and lengths of prohibitions
- Understand law enforcements role and responsibility in regard to the confiscation of firearms and other deadly weapons from prohibited persons

A. Introduction of instructor (s)

1. Name, Assignment
2. Experience
3. Brief overview of presentation
 - a. What are the laws
 - b. What is law enforcement's responsibility?
 - c. System tools and resources

B. LEARNING ACTIVITY: VIDEO AND DISCUSSION "VIRGINIA TECH SHOOTING"⁷

PURPOSE: To provide students with a context as to how important a role they play in ensuring that person(s), who are suffering from a mental illness and prohibited, do not have access to firearms or other deadly weapons

C. LECTURETTE: California law regulating access to firearms

1. Department Policies⁸

⁷ (2013, July 01) YouTube videos4yoazz: CNN Massacre at Virginia Tech Documentary

<http://m.youtube.com/watch?v=UpZOF1rGBjc>

⁸ 4/260.20 Taking Persons with a Mental Illness into Custody,4/260.25 Firearms or other Deadly Weapons in possession of Persons with a Mental Illness,4/260.52 Persons Confined in Psychopathic Ward, LAC-USCMC-Property Disposition Special Order 26, 2011California Senate Bill 1080, Miscellaneous Department Manual Sections and Department Forms-Revised; and Deadly Weapon Booking Charges Link-Established.

Detective Information Bulletin, December 18, 2009

Administrative Order No. 9, 2013

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2. Resources
3. Court decisions

D. **LEARNING ACTIVITY:** Case Studies

PURPOSE: To establish an understanding of search and seizure laws in regard to the confiscation of firearms or other deadly weapons from individuals described under 8100, 8102 and 8103 of the California Welfare and Institutions Code

PROCEDURE: Small Group activity

1. The class will be divided into four groups
2. Each group will be provided a case study scenario based on applicable mental health firearms laws.
3. Each group will have 5 minutes to discuss the scenarios.
4. Each group will identify applicable mental health firearms law and proper disposition of firearms.
5. **Scenario 1:**
Officers respond to a call of a male with mental illness. Upon arrival officers speak with the subject's parents who state that their son, who is diagnosed with depression, has been making suicidal statements over the past several days. Today he has consumed approximately 12 beers and stated, "Life is just not worth living, and I should just kill myself." The officers determine that he meets criteria for an involuntary hold pursuant to 5150 of the Welfare and Institutions Code, danger to self. The officers ask the subject if he has any firearms or other deadly weapons, and he states, "no but my dad has a safe full of guns."
6. **Scenario 2:**
Officers respond to a call of a male suffering from mental illness. The comments of the call state that the subject, who suffers from schizophrenia, has become very paranoid and has covered all his windows with foil and has barricaded himself in his room. Upon arrival the officers meet with the subject's brother who states that his brother heard him call the police and fled the scene in his car. He further relates to the officers that his brother has a firearm registered to him and he believes it is in his room. A query via California Law Enforcement Telecommunications System reveals that the subject has one handgun registered to him. Further investigation reveals that the subject does not appear in the Mental Health Firearms Prohibition System. The officers are unable to locate the subject.
7. **Scenario 3:**
Officers receive a call for service involving a suicidal female. Upon arrival they speak with the subject's husband, who states that his wife has been very depressed and began to make statements about killing herself because of medical issues. When he went to check on her he found her sitting in the bedroom with his handgun pointed at her head. He talked her into putting the gun down and hid it in the kitchen, so she would not find it again. The officers determine that the subject meets criteria for an involuntary hold pursuant to 5150 of the Welfare and Institutions Code, danger to self. Their investigation reveals that there are no other firearms or other deadly weapons besides the one that the subject's husband has hidden in the kitchen.

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8. Scenario 4:

Officers respond to a call for service, involving a male mental. The comments of the call state that a male is standing in the middle of traffic, causing vehicles to brake and swerve, swinging a fireman's axe in a circle and pointing to the sky stating, "I am Thor's only true son and you cannot defeat me." Officers detain the subject without incident and determine that he has not committed a crime. They have had previous contacts with the subject and have placed him on involuntary holds. The officers determine that the subject meets criteria for an involuntary hold pursuant to 5150 of the Welfare and Institutions Code, danger to self and others.

9. Each group will debrief their scenario to the entire class.

10. Facilitator/Instructor will ask the groups to identify the following in their scenario:

- a. applicable laws
- b. type and scope of seizure
- c. related manual sections
- d. resources accessed to facilitate management of the incident

11. **CLOSING:** Key learning points

- a. Law enforcement has a legal mandate to confiscate firearms or other deadly weapons from persons who are detained or apprehended for an examination of the mental condition
- b. The law revolves around public health and safety, not criminal conduct.

Day 2

IX. REVIEW OF DAY ONE AND ROTATION INSTRUCTION **1 Hr.**

- A. Have the students sign the student roster
- B. Provide Students with time to review the previous day's instruction and for instructors to provide clarity on any areas from the previous day's instruction.
- C. Provide instruction for afternoon rotations
 1. The students will be broken into 5 groups
 2. Each group will be given a number
 3. Each Group will go to the different rotations according to their group number
 4. Each Group will rotate to next rotation after 1 hour of instruction.

X. CRISIS COMMUNICATION **PSP IV Inter Per a),b),c),d)e)g) 1 Hr.**

Instructional Goal: To provide the student with crisis communications skills.

Performance Objective: Using group discussion and a learning activity, the student will:

- Define Crisis Assessment and Crisis Communication

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- Describe the dynamics of the four stages of crisis
- Understand **Listen**, **Emphasize**, **Ask**, **Paraphrase** and **Summarize** (LEAPS) and effective use of communication skills and strategies
- Know the stages of crisis through **Antecedent**, **Beliefs** and **Consequences** (**ABC**)

A. CRISIS COMMUNICATION/NEGOTIATION

1. Introduction of instructor(s)
 - a. Name, assignment
 - b. Experience
2. Overview block of training
 - a. Definition of crisis
 - b. Types of crisis
 - c. Crisis intervention
 - d. Four stages of a crisis
 - e. Assessment and communication

B. DISCUSSION: Crisis situations

C. FACILITATED GROUP DISCUSSION: ANTECEDENT, BELIEFS AND CONSEQUENCES

D. DISCUSSION

1. Distribute Assessment and Communications handout: **Listen**, **Empathize**, **Ask**, **Paraphrase** and **Summarize**. These are techniques that can be applied to any officer's community policing skills set
2. P.A.T.R.O.L.⁹

E. CLOSING: Key learning points

1. Utilizing effective communication skills can de-escalate a situation with minimal level of force
2. LEAPS - **Listen**, **Empathize**, **Ask**, **Paraphrase** and **Summarize**
3. ABC - **Antecedent**, **Beliefs** and **Consequences**

XI. SUICIDE/SUICIDE BY COP

1 Hr.

Instructional Goal: To provide students with an overview of the dynamics of suicide

Performance Objective: Using group discussion and learning activities, the student will:

- Understand the indicators of suicide
- Recognize the indicators of suicide by cop
- Develop strategies for initial stabilization

A. SUICIDE AND SUICIDE BY COP

1. Introduction of instructor(s)
 - a. Name, assignment
 - b. Experience
2. Brief overview of suicide dynamics
 - a. Suicide can be prevented, if handled properly

⁹ Use of Force Tactics Directive De-Escalation Techniques, October 2016, Directive No 16.

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b. Suicidal calls are not different from other crisis calls

B. LEARNING ACTIVITY: VIDEO

PURPOSE: To provide students the opportunity to observe an individual engaged in suicidal attempts and gestures. To provide students with a better understanding of the dynamics of suicidal behavior and Suicide by Cop (SbC) dynamics.

C. FACILITATED DISCUSSION: Facts and Fiction of Suicide

D. FACILITATED DISCUSSION: Signs and Symptoms

PURPOSE: To provide the students with a better understanding of the signs and symptoms of suicide

E. FACILITATED DISCUSSION: Assessment of Possible Suicidal Subject

PURPOSE: To provide students with an overview of an assessment, as it relates to a subject who is contemplating suicide

F. FACILITATED DISCUSSION: COMPARE AND CONTRAST

PURPOSE: To identify the similarities and differences between suicide and suicide by cop

H. CLOSING: Key learning points

1. Know effective identification of suicide indicators
2. Know effective identification of suicide by cop indicators
3. Accurate response level and tactical considerations will depend on ongoing assessment and consideration of various factors
4. Proper assessment, communication, and tactics can effectively de-escalate a potentially volatile incident, in most circumstances.

XII. USE OF FORCE AND TACTICS

1 Hr.

INSTRUCTIONAL GOAL: Provide an overview of the effective use of restraints when dealing with a person suffering from a mental health related crisis, and understand the Department's policy on restraining the mentally ill.

PERFORMANCE OBJECTIVE: Using small group discussion, learning activities and mind mapping, the student will:

- Identify some of the risks posed to the individual, the public, and law enforcement when encountering a person who is suffering from a mental health crisis;
- Develop an understanding of the importance of identifying potential risks and maintaining tactical awareness, including handcuffing and controlling the actions of a person suffering from a mental health crisis; and
- Understanding the importance of continually assessing a person in a mental health crisis, who has been restrained to determine if medical assistance is needed.

A. Introduction of instructor (s)

1. Name, Assignment
2. Experience
3. Brief overview of the presentation

B. LEARNING ACTIVITY: VIDEO AND DISCUSSION

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PURPOSE: To provide students with a better understanding of the unpredictable nature of contacts with persons suffering from a mental health crisis and the importance of handcuffing.

PROCEDURE: Large and Individual Activity

4. SHOW "Death Short"¹⁰

D. LEARNING ACTIVITY: VIDEOS AND DISCUSSION

PURPOSE: To provide students with a better understanding of the unpredictable nature of contacts with persons suffering from a mental health crisis and the importance of handcuffing

E. CLOSING: Key Learning Points

1. The importance of the utilization of restraint systems for persons suffering from mental illness
1. Clear understanding of the Use of Force policy and its application is imperative to fair and equitable treatment of persons with mental illness

XIII. INSTRUCTIONAL ROTATIONS (5 ROTATIONS #'s 1, 2, 3, 4, 5) 5 Hrs.

Instructional Goal: To provide students with an understanding of the some of the more common mental illnesses they will encounter with and an opportunity to apply crisis communication skills in a simulated and controlled setting

Performance Objectives: Using lecture, group discussion, case studies, learning activities and role play, the student will:

- Demonstrate and apply Crisis Communication skills during selected mental illness scenarios presented to them through the FOS, while maintaining a tactical mindset
- Have a basic understanding of Schizophrenia and Psychotic Disorders
- Have a basic understanding of Mood Disorders, Bipolar (mania) and Major Depression
- Have a basic understanding of Anxiety Disorders and Acute Stress Disorder and Post-traumatic Stress Disorder
- Have a basic understanding of Cognitive Disorders - Dementia, Delirium, Traumatic Brain Injury
- Recognize how to work with these disorders and the signs, symptoms and behaviors that may present themselves within the policing role

**A. ROTATION #1 - FOS PRACTICAL APPLICATION 1 Hr.
PSP IV c)**

Instructional Goal: To demonstrate crisis communication skills, tactical communications, and apply the Use of Force scale options when applicable during Law Enforcement contacts with persons suffering from a mental health crisis. Students will also incorporate Command and Control during FOS scenarios.¹¹

Performance Objectives:

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- Demonstrate and apply Crisis Communication skills during selected mental illness scenarios presented to them through the FOS, while maintaining a tactical mindset.

PROCEDURES: Large Group activity

1. Safety briefing

B. Scenarios

1. Students will be shown the following scenarios of a mentally ill person and apply the communication skills needed to deescalate the situation: **PSP IV c)**
 - a. Mentally ill (possible Schizophrenia) veteran who is living in a school bus. Video shows the veteran walking in and out of the bus. The bus windows are covered, which does not afford the officers the luxury to see what the veteran is doing. Officers are required to use crisis communication to resolve the situation.
 - b. The suicidal lady in the park. Officers are dispatched to a local park. They find a distraught female who is sitting under a tree. The lady is observed holding a knife. Officers will be required to use crisis communication to resolve the situation. Officers are required to use crisis communication to resolve the situation.
 - c. The Suicidal Police Officer. Officers respond to a local court room where an officer has lost a child custody court case. The Subject barricades himself in a court room with a firearm. Officers are required to use crisis communication to resolve the situation.
 - d. Angry veteran on the military base. Officers respond to a drunk male. Officers confront the male who is talking to himself. The veteran becomes extremely aggressive and brandishes a knife. Officers are required to use crisis communication to resolve the situation.

2. **CLOSING:** Key Learning Points

- a. Use of effective crisis communications skills to de-escalate the situation, while maintaining tactical awareness
- b. Applying and re-enforcing the key learning points from the Crisis Communication Course of instruction
 1. Utilizing effective communication skills can de-escalate a situation with minimal level of force
 2. LEAPS - Listen, Empathize, Ask, Paraphrase and Summarize
 3. ABC - Antecedent, Beliefs and Consequences

C. ROTATION #2 – SCHIZOPHRENIA AND PSYCHOTIC DISORDERS

Instructional Goal: To provide students with an understanding of common indicators associated with Schizophrenia and Psychotic disorders.

Performance Objectives: Using lecture, learning activities, video and case studies the student will:

- Understand the biological basis for the conditions, the importance of medication and proper treatment and the prevalence of these disorders
- Recognize and identify key behavioral indicators associated with psychotic disorders

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- Identify communication skills specific to interactions with a person with a psychotic disorder
 - Increase their sensitivity and respect toward persons affected by a Psychotic Disorder and Schizophrenia, and their families
 - Recognize how to work with some of the symptoms and behaviors that may present themselves within the policing role
1. Introduction of instructor (s)
 - a. Name, Assignment
 - b. Experience
 - c. Brief overview of the presentation
 2. **LEARNING ACTIVITY: VIDEO AND DISCUSSION**
PURPOSE: To provide students with a better understanding of Schizophrenia and Psychotic disorders
PROCEDURE: Large Group Activity
 - a. Show the students the video, "Schizophrenia interview"¹²
 3. **LECTURETTE:** Schizophrenia and other Psychotic Disorders
 4. **LEARNING ACTIVITY: COMMUNICATION/INTERVENTION STRATEGIES**
PURPOSE: To provide students with an opportunity to discuss strategies and communication skills specific to psychotic disorders.
 5. **CLOSING:** Key Learning Points
 - a. Develop an understanding of schizophrenia and psychotic disorders and how their symptoms and behavioral manifestations can affect a contact with Law Enforcement
 - b. Discuss the importance of recognizing these symptoms and behaviors
 - c. Discuss effective communication and listening skills that can be used to effectively de-escalate a contact with a person suffering from schizophrenia and or a psychotic disorder and bring about an effective intervention

D. ROTATION #3 MOOD DISORDERS, BIPOLAR (MANIA), AND MAJOR DEPRESSION

Instructional Goal: Provide an overview of Mood Disorders, Bipolar type I and II, Major Depressive disorder, Dysthymia Disorder, Substance induced Mood Disorder, Mood Disorder due to General Medical and suicide risk factor.

Performance Objective: Using power point slides, small group discussion, and learning activities, the student will:

- Understand the biological basis for the conditions, the importance of medication and proper treatment and the prevalence of these disorders
- Recognize and identify key behavioral indicators associated with mood disorders

(2008, April 8). YouTube davegolden, The Frank Chu Interview <http://youtu.be/r1SslREMTA8>

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- Identify communication skills specific to interactions with a person with a mood disorder
 - Increase their sensitivity and respect toward persons affected by a Mood Disorder, and their families
 - Recognize how to work with some of the symptoms and behaviors that may present themselves within the policing role
 1. Introduction of instructor (s)
 - a. Name, Assignment
 - b. Experience
 - c. Brief overview of the presentation
 2. **FACILITATED DISCUSSION:** Major Depressive Disorder, Dysthymia Disorder, Bipolar Disorder, Substance induced Mood Disorder
 3. **LEARNING ACTIVITY:** Major Depressive Disorder Mind Map and Facilitated Discussion
PURPOSE: To provide students with a better understanding of Major Depressive Disorder and the potential outcomes these can have on an individual.
 4. **FACILITATED DISCUSSION:** BIPOLAR DISORDER
 5. **LEARNING ACTIVITY: VIDEO AND DISCUSSION:** Silver Linings Play Book (Manic Episode)¹³
PURPOSE: To provide the students with the opportunity to apply knowledge and recognize a mood disorder
 6. **LECTURETTE:** Suicide and resources
 7. **CONCLUSION:** Key Learning Points
 - a. Understand the broad spectrum of Mood Disorders
 - b. Discuss the importance of recognizing how these behaviors can manifest themselves during law enforcement contact
 - c. Discuss effective communication and listening skills that can be used to effectively de-escalate a contact with a person who is suffering from mood disorder and bring about an effective intervention.
- D. ROTATION #4 – ANXIETY, ACUTE STRESS DISORDER, POST TRAUMATIC STRESS DISORDER**
- INSTRUCTIONAL GOAL:** To increase the student’s overall knowledge of anxiety disorders to differentiate between PTSD as a separate syndrome, and psychosis/delusional.
- PERFORMANCE OBJECTIVE:** Using group discussion and learning activities the student will:
- Identify three symptoms of Anxiety

¹³ (2013, April 6). YouTube BillyletsRock: Silver Linings Playbook BEST SCENE <http://youtu.be/-jErX76RVMU> (Removed by YouTube)

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- ❑ Understand risks associated with encountering someone with an Anxiety Disorder
- ❑ Increase sensitivity, respect, and understanding toward persons diagnosed with anxiety disorders
- ❑ Develop an understanding and differentiate between Acute Stress Disorder and Post-Traumatic Stress Disorder
- ❑ Recognize how to work with some of the symptoms and behaviors that may present themselves within the policing role

1. INTRODUCTION

a. Instructors will introduce themselves

- 1) Name
- 2) Assignment

b. Experience

- 1) Relevant Field
- 2) Experience in treatment of this Disorder

2. FACILITATED DISCUSSION:

3. Anxiety Disorders
4. Panic attacks
5. Treatment Options for Anxiety Disorders
6. Phobias
7. Obsessive Compulsive Disorder (OCD)
8. PTSD
9. **LEARNING ACTIVITY: SHOW VIDEO: *OBSESSED* TELEVISION VIGNETTES**¹⁴

PURPOSE: To show students a video clip of a reality television show which deals with persons afflicted with severe OCD/Anxiety and Hoarding conditions

10. **CASE STUDY: HOARDING DISORDER: CASE STUDY/FIELD EXAMPLE #1:** Subject lives with mother; radio call came from neighbors
11. **HOARDING DISORDER CASE STUDY/FIELD EXAMPLE #2:** Female

B. CLOSING: Key Learning Points

- 1) Understand the broad spectrum of anxiety disorders
- 2) Recognize the importance of internal and external triggers
- 3) Discuss the importance of recognizing how these behaviors can manifest themselves during a law enforcement contact
- 4) Discuss effective communication and listening skills that can be used to effectively de-escalate a contact with a person who is suffering from anxiety disorder and bring about an effective intervention

E. ROTATION # 5 COGNITIVE DISORDERS –DEMENTIA, DELIRIUM AND TRAUMATIC BRAIN INJURY

1 Hr.

¹⁴ (2009, July 30). YouTube Jmloomer: A&E's Obsessed: Hoarding <http://youtu.be/zPX7mE9-gXY> (Video Unavailable in U.S.)

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Instructional Goal: To increase the student's overall knowledge of Dementia, Delirium and Traumatic Brain Injury (TBI).

Performance Objectives: Using lecture and group discussion the student will:

- Identify common indicators associated with Dementia, Delirium and TBI
- Identify communication / intervention strategies specific to Dementia, Delirium and TBI
- Increase sensitivity and respect toward persons affected with Dementia, Delirium and TBI, and the impact the disorder has on their families.
 1. Introduction of instructor
 - a. Name, assignment
 - b. Experience
 2. **LEARNING ACTIVITY:** VIDEO AND DISCUSSION: "Irrational thought"
PURPOSE: To provide students with a better understanding of common cognitive disorders and the potential outcomes these can have on the individual.
 3. **LECTURETTE:** Dementia, Delirium and Traumatic Brain Injury
 4. **CLOSING:** Key Learning Points
 - a. Understand the broad spectrum of those with cognitive disabilities and how the ability or lack of ability can affect a contact with Law Enforcement
 - b. Identify the importance of recognizing how these deficits can manifest themselves during a law enforcement contact
 - c. Recognize effective communication and listening skills that can be used to de-escalate a contact with a person with cognitive disabilities and bring about an effective intervention.

Day 3

- XIV. REVIEW OF PREVIOUS DAY TWO AND SITE VISIT BRIEFING **30 Min.**
- A. Have the students sign the student roster
 - B. Provide Students with time to review the previous day's instruction and for instructors to provide clarity on any areas from the previous day's instruction.
 - C. Site Visit Briefing
 1. Students will be driven to Community Mental Health Facilities in a police vehicle
 - a. Students will be transported to the Community Mental Health Facilities in eight-passenger police vans while on their lunch break
 - b. Vans will be driven by members of the instructional staff who possess a valid California Driver's License and are in good standing with the Los Angeles Police Department.
 2. Students will be read the safety guidelines for site visit
 - a. Any injury shall be reported to Instructors immediately
 - b. Minor injuries: Instructors will transport students to nearest approved health care facility
 - c. Serious Injuries: Instructors will activate 911 via radio or cell phone communication
 3. Students will always be professional during the visit
 4. At the end of the visit, Students will be transported back to training location

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XV. PSYCHOPHARMACOLOGY

1.5 Hr.

Instructional Goal : To provide students with an overview of the medications commonly used to treat various mental disorders

Performance Objective: Utilizing small group discussion and mind mapping, the students will:

- Understand the specific effects of the medications
- Recognize the different medications used to treat common mental disorders

A. Instructor Introduction

- a. Name and assignment
- b. Experience
- c. Brief overview of psychopharmacology
 - 1) Neuroleptics
 - 2) Antidepressants
 - 3) Mood Stabilizers
 - 4) Sedatives and Hypnotics
 - 5) Side effect of medications, extrapyramidal symptoms (EPS)

B. LECTURETTE: VIDEO AND DISCUSSION: The Lobotomy – Documentary of Walter Freeman”

PURPOSE: To provide students with context as to how the changes of the mental health field evolved.

C. SMALL GROUP ACTIVITY: “Name That Psychological Disorder”

PURPOSE: To provide the students with an overall understanding of medication use associated with psychological disorders.

PROCEDURE: Small Group Activity

- 1. Each group will be given a worksheet
- 2. Groups will have 5 minutes to complete the worksheet
- 3. Student will scribe their answer on a flip chart and present their answers to the class
- 4. Each group will have 5 minutes to discuss their worksheet

D. LEARNING ACTIVITY: Lecturette- Discussion: Psychopharmacology

PURPOSE: To provide students with an understanding of the medication that is utilized to treat the symptoms of mental illness

E. CLOSING: Key learning points

- 1. It is important to recognize the different medications used to treat common mental disorders
- 2. Officers should utilize the information about the type of medications used to treat different mental disorders to assist in identifying the most effective communication strategy and appropriate referrals
- 3. Understanding the specific effects and side effects of how these can manifest themselves during a law enforcement contact
- 4. Recognize effective communication and listening skills that can be used to de-escalate a contact with a person who is suffering from EPS and/or other side effects of psychotropic medications and bring about an effective intervention.

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XVI. SUBSTANCE ABUSE AND CO-OCCURRING DISORDERS AND MENTAL HEALTH **1.5 Hrs.**

Instructional Goal : To provide students with an overview of Co-occurring disorders of substance use and mental illness

Performance Objective: Using power point slides, small group discussion, and learning activities to assist students in:

- Differentiating between mental illness, substance abuse, and understanding how they overlap
- Identifying basic symptoms of mental illness and substance abuse and the similarities they share
- Understanding basic interview techniques in assessing an individual with a co-occurring disorder

A. Instructor Introduction

1. Name and assignment
2. Experience
3. Brief overview of substance abuse and co-occurring disorders
4. **LECTURETTE**: What is a Co-Occurring Disorder?
5. **LECTURETTE**: What is Substance Use? Abuse? Dependence?
6. **DISCUSSION**: Effects of Alcohol Abuse and Alcohol Dependence

B. **LEARNING ACTIVITY: VIDEO AND DISCUSSION**¹⁵

PURPOSE: To provide students with a better understanding of disorders that are commonly seen in juveniles and the potential outcomes these can have on the individual.

PROCEDURE: Show the video, "Schizophrenia: Real footage of schizophrenia and mental breakdown, my dad."

C. **LEARNING ACTIVITY: COMPARE AND CONTRAST**

PURPOSE: To compare and contrast the signs and symptoms of drug abuse versus mental illness.

PROCEDURE: Small group activity

5. Students will be provided with flip chart paper and markers
6. Students will also be given one 3x5 index card per group that will be faced down prior to the start of the activity
7. Students will be asked not to turn the cards over until instructed to do so
8. Instructor note: On the cards will be topics:
 - a. Methamphetamine
 - b. Marijuana
 - c. Alcohol
 - d. Mood Disorder
 - e. Psychotic Disorder
9. The students will be instructed to flip the cards over and read the topic that is on their card

¹⁵ (2014, April 03). YouTube Molly Reass: <http://m.youtube.com/watch?v=wWKZD5CgQ0Q> (Video unavailable)

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10. The students will be further instructed to draw a picture of what they believe a person would look like who is displaying signs and symptoms based on the topic on their card
11. Students will be given time to complete their drawings
12. Upon completion, one student from each group will be asked to present their drawing and an explanation to the class

D. SMALL GROUP ACTIVITY: Is it Substance or Mental Illness?

1. Purpose: To provide students with a visual interpretation of what a substance or mental illness looks like.
2. Procedures: Give each small group a card with a prewritten mental illness or substance abuse (marijuana, SPICE, alcohol use, depression, bipolar, disorder, psychotic disorder). Instruct the small groups to have their best artist draw what is on their card without using any words to describe their given disorder. Debrief in a large group what was drawn by each group and review signs and symptoms of each disorder.

E. CLOSING: Key learning points

1. Understand the dynamics of substance abuse and commonly abused drugs
2. The difficulties associated with an assessment of an individual with a co-occurring disorder
3. The importance of recognizing substance abuse and the specific issues that can manifest themselves during law enforcement contact
4. Discuss effective communication and listening skills that can be used to effectively de-escalate a contact with a person who is under the influence and bring about an effective intervention.

XVII. SITE VISIT

5.5 Hrs.

Instructional Goal: To provide the students an understanding of the community mental health clinics and their available resources for the community

Performance Objective: Using small group discussion, site visit, interaction with mental health clinic staff members and patients, the student will be able to:

- Understand the process of post-crisis intervention
- Interact with facilities' staff
- Gather information to provide accurate information to citizens during mental illness radio calls

A. LEARNING ACTIVITY: Practical Application Site Visit

PURPOSE: To provide the student an understanding of the community mental health clinic and their available resources for the community

PROCEDURE: Large Group Activity

1. Distribute handout containing acceptable questions that should be asked during the site visit
2. Distribute a questionnaire
3. The students will be asked to be an active participant, ask questions and create dialogue with the staff to better understand how the community mental health clinics are an available resource for the community
4. The student will be in small groups at four separate sites
 - a. Downtown Mental Health Center

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(323) 430-6700
529 Maple Ave
Los Angeles, CA 90012

- b. Exodus-East Recovery Center
Connie Dinh (323) 276-6400
1920 Marengo St
Los Angeles, CA 90033
- 5. The students will be provided with transportation in Department-approved vehicles to the Mental Health Facilities
- 6. Upon arrival
 - a. Instructor/Facility staff introduction
 - b. Instructors/ Facility staff to discuss visit procedure
 - c. SAFETY PROTOCOL
 - d. Accepted conduct in the facility
 - e. HIPAA disclaimers

B. CLOSING AND DEBRIEF:

- 1. Students will complete questionnaire
- 2. Advise the Students they will prepare and give a brief presentation to the class.
- 3. The presentation will be based on their experience at the mental health facility.

Day 4

XVIII. REVIEW OF DAY THREE AND SCENARIO BASED TRAINING INSTRUCTIONS **30 min.**

- A. Have the students sign the student roster
- B. Provide Students with time to review the previous day's instruction and have instructors provide clarity on any areas of the previous day's instruction

XIX. SITE VISIT PRESENTATION **1 Hr.**

Instructional Goal: To share and compare their experiences and knowledge gained during their visit to the community mental health care clinic

Performance Objectives:

- Present information obtained from their completed questionnaires
- Give their own observations and experiences from their visit to the community mental health clinic

A. **LEARNING ACTIVITY:** Student presentations

PURPOSE: To share and compare their experiences and knowledge gained during site visit

PROCEDURE: Small Group Activity

- 1. Each student in their groups will be given 2 minutes to give their assessment and experience at the community mental health
- 2. Student audience will listen and hold questions until all have presented

B. Question and Answer session

C. Closing: Key points

- 1. Although there are facilities for assistance for those who have mental illness, it is important to understand that assistance is not always available to those who need it

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2. Proper documentation with encounters with the mentally ill is the first step in assisting those who have mental illness.

XX. ASSESSMENT REPORT COMPLETION

1 Hr.

Instructional Goal: Students will be able to accurately complete the Application for 72-hour Detention for Evaluation and Treatment form (MH 302).¹

Performance Objectives: Using lecture and case study assessment scenario, the students will:

- Identify if the criteria of a subject's behavior meet 5150 or 5585 WIC criteria for detention and evaluation.
- Understand the components necessary to complete a MH 302

A. Introduction of instructor(s)

1. Name and assignment
2. Experience

B. **LEARNING ACTIVITY:** MENTAL HEALTH FORM 302 COMPLETION CASE STUDY

PURPOSE: To provide students with a written case study scenario in which the student will analyze the situation and take the appropriate action to complete the MH 302 form

PROCEDURE: Individual activity

1. Instructor will hand out written case study scenario
2. Each student will be given a blank copy of a MH 302 form
3. Allow the student 5 minutes to assess and evaluate the case study scenario
4. Students will complete the MH 302 form

Case Study:

You responded to a radio call of a male with mental illness at a local park. Upon arrival, you observe a male pacing back and forth in front of a public bathroom with a plastic fork in his left hand. Without incident, you detained the subject and placed him in the rear seat of your black and white vehicle. Your partner spoke with the P/R who informed him that the subject approached him and stated "I'm going to eat you" while waving a plastic fork. In fear for his safety, he called police. You ask the subject what was going on today. Subject stated "God told me that I must cleanse the Earth from demons by eating their flesh. Everyone here at the park are demons." The subject was able to furnish the officers with contact information. The Subject's son was notified and responded to your location. His son stated that his father hasn't taken his Abilify for a few weeks and was diagnosed with Schizophrenia as a teenager. He was last seen by Dr. Walter Freeman and spent 14 days at Harrison Memorial Hospital.

6. Debrief

7. **LECTURETTE:** Completing the MH 302 form

C. **CLOSING:** Key Learning Points

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1. Correctly applying the 5150 WIC, 72-hour hold will prevent violating a person's 4th Amendment rights
2. Once one or more behavioral cues are identified or observed that indicate a person may be suffering from a mental illness, the officer should assess the situation to determine if the person is a danger to himself/herself, to others or unable to care for self (gravely disabled).
3. Accurate completion of reports and record keeping assists in providing effective long-term resources and referrals **117d**

I. SCENARIO BASED TRAINING IV Inter.Pers.Com. a), b) d) e) f) g) h) 3 Hrs.

Instructional Goal: To provide the students with real scenario-based training.

Performance Objectives: Using role players, the students will use knowledge and resources gained during the Introduction to Mental Illness course to defuse the scenario situation:

- Interact with role players
- Communicate with partner officer
- Interview involved parties
- Gather information to complete a MH 302 form, if required
- Students will be evaluated using the Mental Health Training Scenario Rubric.

A. Introduction and Overview

1. Safety Rules
 - a. **NO Weapons** will be allowed in during the Scenario Based Training
 - b. **A Weapons check** will be conducted
 - c. Instructors will monitor the students and role players, and stop the scenario at any time that safety becomes an issue
2. Instructors will instruct the students how to interact with role players
 - a. Professionalism is expected
 - b. Do not deviate from scenario perimeters
 - c. Be mindful of Officer Safety
3. Ensure that interview techniques learned throughout the course are used
4. Gather relevant information
5. Use the information gathered to determine if the subject meets the criteria for a 5150 WIC application
6. Students will determine if the subject's encounter will require a mental evaluation hold or referral.
7. Instruction for Role Players:
 - a. Role Players will not deviate from the written Scenarios
 - b. Role Players will be advised of the Safety guidelines (See course Safety Guidelines)

B. *LEARNING ACTIVITY:* Practical Application Scenarios

PURPOSE: To provide the students with real scenario-based training.

PROCEDURES: Small Group Activity

1. Students will be divided into 4 groups.

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2. Instructor will assign a scenario to each group
3. Facilitators will direct groups to scenario locations
4. Students will pair up during scenarios.
5. On the fourth scenario, students will assess, and interview involved parties, and determine if the Subject meets the criteria for a WIC 5150 application hold
6. Each student at the completion of the scenarios will complete the MH 302 form.
7. Students will be evaluated using the Mental Health Training Scenario Rubric

8. **Scenario 1:**

Officers receive a radio call: neighbor reports hearing a woman screaming from inside a residence. Neighbor also hears glass breaking. Officers arrive and speak to the male and female at the location. The female is the male's daughter. She is 18 and is upset because her father will not allow her to go to a rock concert. Officers observe broken glass on the floor and blood on the female's hands. Officers determine that the female is diagnosed with bipolar disorder. Subject is currently taking her prescribed medication. Subject stated that she broke a drinking glass because she was angry. The female cut her hands when she was trying to clean up the glass fragments. The female stated that she was angry but was not suicidal. The father corroborated the daughter's statements.

9. **Scenario 2:**

Officers receive a radio call of a suicidal male threatening to jump off the 6th Street freeway overpass on the 110 freeway. Officers arrive and speak with the male. Officers recognize the male from previous incidents involving suicide attempts. The Subject states that he was not planning on jumping off the freeway overpass. Subject stated that he was enjoying the sunset and was taking photos of the city skyline. Officers did not observe a camera and stated that the Subject was elusive in answering questions. Officers located an empty bottle of vodka in the male's possession. Officers also noticed that the Subject smelled of alcohol and appeared to be under the influence of alcohol.

10. **Scenario 3:**

Officers responded to a radio call of a male with mental illness. Officer's arrived at the residence and spoke with the Subject's parents. The Subject is 20 years old and said that he is sad and wants to kill himself. The Subject said that he is being harassed at work, does not want to go to work, and will kill himself by ingesting pills. The Subject's parents advised that they were speaking to the Subject's therapist prior to their arrival. The therapist stated that if the Officers were not going to take the subject to a hospital, the parents should transport the subject to a hospital of their choice for an immediate mental health evaluation.

11. **Scenario 4:**

Officers responded to a radio call of a male with mental illness at a local park. Officers observed a male pacing back and forth in front of a public restroom. The male was talking to himself and attempted to throw items at passersby. The Subject was compliant with the Officer's directions. Subject manages to tell the Officers that he is God and sees demons in everyone. The Subject stated that he needs to cleanse the earth from the demons by eating their faces. The Subject repeats his story and refuses to answer any of the Officer's questions.

C. Student Evaluation

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1. The instructors will use the Mental Health Intervention Training Scenario Rubric to evaluate the students.
2. The students will have to score greater than 80 % to pass the Scenario based training for this course.

D. Closing: Key Learning Points

1. Always be mindful of Officer Safety
2. Communication between you and your partner will help with communication with the subject and ensure Officer Safety

I. SCENARIO DEBRIEF AND PANEL DISCUSSION 1 Hr.

Instructional Goal: To allow the students the opportunity to speak candidly with the actors regarding their approach to de-escalating, information gathering, and disposition of the scenarios.

Performance Objectives:

- Student will receive constructive critiques of their scenario interactions
- Student will ask questions pertinent to their interaction with the role players
- Student will gain an insight on the pros and cons of their style of communication.

A. Panel Debrief and Discussion

A. Closing:

1. Debrief yourself after contact with a subject with mental illness; did you use crisis communication tools?
2. Follow the crisis assessment training worksheet, when applicable.

XXIII. COMMUNITY RESOURCE 1 Hr.

Instructional Goal: To provide the student with information on local community resources within their geographic patrol area. Participants will gain insight into the care of a mentally ill person to increase empathy and professionalism when interacting with those suffering with mental illness.

Performance Objectives: To use lectures, discussion and interactive exercise.

- Understand the Services provided by NAMI
- Understanding the Biological changes that effect Neurological disorders
- Understand the use of effective communication skills and strategies

A. Introduction

1. Instructor's name
2. Association/ Organization
3. Personal experience

B. **Facilitated Lecture:** Guest Speaker's Lived Experience

C. **LEARNING ACTIVITY:** Schizophrenia Simulation

Purpose: To provide students with the opportunity to experience the confusion of people who are psychotic and are hearing voices, based on what clients have shared with a mental health outreach worker

D. Closing:

1. Provide the students with information on how to contact NAMI
2. Question and answer period

XXIV. Evaluations and Certificates 1 Hr.

A. Course Evaluations

1. Distribute course evaluation

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- 2. Collect evaluations
- B. Distribute Certificates
 - 1. Remind students of the resources available to them
 - 2. Provide contact information for 24-hour resources
- C. Questions or clarifications
 - 1. ASK if there are any questions
 - 2. Answer questions and clarify any information