

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 who has a mental illness or a person who is in a mental health crisis, properly manage and de-escalate the situation, and conduct a comprehensive assessment of the individual, pursuant to 5150 or 5585 of the Welfare and Institutions Code (WIC). This includes the completion of the required documentation.

Performance Objectives: Using lecture, learning activities and 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 who have a mental illness;
- Develop and utilize effective de-escalation techniques needed to bring about a peaceful resolution to an incident involving a person who has a mental illness or a person experiencing a mental health crisis;
- Demonstrate the basic components of communication skills and techniques.
- Demonstrate the importance of listening and persuasion skills as they relate to effective strategic communication.
- Demonstrate the skills needed to communicate effectively.
Demonstrate a minimum standard of strategic communication skills with every technique and exercise, to include:
 - Officer Safety
 - Listening/Persuasion
 - Judgment and Decision Making
 - De-escalation, Verbal Commands
 - Effectiveness under Stress Conditions
- Formulate the questions necessary to conduct an effective mental health assessment.
- Identify the mental health related behavior(s) that justify probable cause for an involuntary mental health evaluation, 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 mental health evaluation, pursuant to 5150 WIC or 5585 WIC;
- Understand the Department's Philosophy in the management of calls for services involving persons who have a mental illness.
- Understand how Implicit Bias¹ impacts our perceptions during interactions involving persons who have a mental illness;
- Understand applications of the Procedural Justice² policy during interactions involving persons who have a mental illness;

¹ (2019, November) OCOP Administrative Order No. 19, Policy Prohibiting Bias Policing

² (2020, April) LAPD Training Bulletin, Contacts with the Public Part II, Procedural Justice, Volume XLIX, Issue 3

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- Understand the de-escalation concepts of the P.A.T.R.O.L. acronym (Planning, Assessment, Time, Redeployment/Containment, Other Resources, Lines of communication)³ during calls for service involving persons who have a mental illness;
- Understand the application of Command and Control⁴ concepts during scenario training involving persons who have a mental illness.
- Be able to complete the MEU intake procedure and required forms;

I. INTRODUCTION TO MENTAL HEALTH INTERVENTION **0700-0730 (30 Min)**

- A. Introduction of instructor(s)
- B. Student Introductions
- C. **ICE BREAKER:** Student introduction exercise VIDEO- Biekxa Video⁵
- D. **LECTURETTE:** Mental Health Intervention Training Overview
 - 1. Mental Health Crisis Response Program Overview
 - 2. Mental Health Overview
 - 3. Law Enforcement Legal Aspect
 - 4. Juvenile Mental Health Issues
 - 5. Persons with Developmental Disabilities
 - 6. Mental Health Firearms Laws
 - 7. Crisis Communication
 - 8. Use of Force Tactics
 - 9. Force Option Simulator
 - 10. Schizophrenia/Psychotic Disorders
 - 11. Mood Disorders
 - 12. Anxiety Disorders / Post Traumatic Stress Disorder
 - 13. Cognitive Disorders –Dementia, Delirium, and Traumatic Brain Injury
 - 14. Site visit
 - 15. Officer Wellness
 - 16. Assessment process forms/reports (MH302)
 - 17. Scenario Based Skill Set Training
 - 18. Community Resources
- E. **LECTURETTE:** Course Purpose

II. MENTAL EVALUATION UNIT OVERVIEW & STUDENT INTRODUCTIONS **0730-0830 (60 Min)**

- A. Brief overview of the MEU and Threat Management Unit (TMU):
 - 1. Triage Desk
 - 2. Systemwide Mental Assessment Response Team (SMART)
 - 3. Case Assessment Management Program (CAMP)
 - 4. Senior Lead Officer (SLO) Program
 - 5. Training Unit

³ (2016, October) Use of Force Tactics Directive, De-Escalation Techniques, Directive No 16

⁴ (2018, July) Training Bulletin, Command and Control, Volume XLVII Issue 4

⁵ NHLPA and Kevin Biekxa, March 2018, Mental Health Awareness, <https://youtu.be/ogbzAJxuVhs>

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- 6. TMU
- B. Deployment
- C. Introduction Activity

III. MENTAL HEALTH OVERVIEW

0830-1030 (120 Min)

- B. **LECTURETTE:** Common Mental Illnesses Encountered by Police
- C. **SMALL GROUP ACTIVITY:** Adults and Mental Illness
- D. **SMALL GROUP ACTIVITY:** Juveniles and Mental Illness
- E. **SMALL GROUP ACTIVITY:** Medication and Communication Resources

IV. DEVELOPMENTAL DISABILITIES, INCLUDING AUTISM SPECTRUM DISORDERS

1030-1200 (90 Min)
IV (c,g,e,i)

- B. Introduction of Instructor (s)
 - 7. Name, Assignment
 - 8. Experience
 - 9. Brief overview of the presentation
- C. Lecturette
 - 7. What is a Developmental Disability?
 - 8. Disability Rights
 - 9. Autism Worldwide
 - 10. Causes of Autism
 - 11. What is Autism?
- D. Large Group Activity & Debrief: Write On
- E. Lecturette
 - 7. Difficulties in Police Encounters
 - 8. Accommodating Processing Delays
 - 9. Social Features: Lack of Reciprocity
 - 10. Social Difficulties in Police Encounters
- F. Small Group Activity & Debrief: Say What?
- G. Large Group Activity & Debrief: How do I Feel?
- H. Lecturette
 - 7. Social Communication
 - 8. Behaviors
 - 9. Tips to Manage Behaviors
- I. Case Study and Debrief: The Good Doctor⁶
- J. Lecturette
 - 7. Sensory Issues
 - 8. Increased Vulnerability

V. LAW ENFORCEMENT LEGAL ASPECTS

1300-1500 (120 Min)

⁶ (2017, December), The Good Doctor, https://www.youtube.com/watch?v=wKI8_zp7ddM

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- A. CASE STUDY: ELLIOT RODGER PART 1⁷**
- B. SMALL GROUP ACTIVITY: LEGAL RESEARCH AND TEACH BACKS**
 - 1. Lanterman Petris-Short Act
 - 2. Procedural Justice^{8,9,10,11}
 - 3. Implicit Bias¹² (Stigma)
 - 4. 5150 WIC/5585 WIC
 - 5. 5150 Process
 - 6. 5150.05 WIC
 - 7. Tarasoff v. Regents of University of California
 - 7. HIPAA (Health Insurance Portability and Accountability Act of 1996)
 - 8. EMTALA (Emergency Medical Treatment and Labor Act)
 - 9. Mental Health Services Act
 - 10. Laura's Law
 - 11. 5150.2
 - 12. 8102 WIC
 - 13. Department policy and procedures¹³

VI. MENTAL HEALTH LAWS AND FIREARMS

1500-1700 (120 Min)

- B. CASE STUDY: ELLIOT RODGER CASE STUDY¹⁴ PART 2**
- C. SMALL GROUP ACTIVITY: RESEARCH AND TEACH BACK**
 - 7. 8100 (B) WIC
 - 8. 8101 WIC
 - 9. 8102 WIC
 - 10. 8103 (F) (1) WIC
 - 11. 8103 (I) WIC
 - 12. 1524 (A) 10 PC
 - 13. 1524 (A) 14 PC
 - 14. 29805 PC
 - 15. 25135 (A) PC
 - 16. 18100 PC
- D. LECTURETTE: MENTAL HEALTH FIREARM SYSTEMS**
- E. LECTURETTE: ELLIOT RODGER MANIFESTO**
- F. SMALL GROUP ACTIVITIES: CRITICAL THINKING SCENARIOS**

⁷ (2014, May) Santa Barbara Shooting: Who was Elliott Rodger? <https://www.youtube.com/watch?v=TBDsNUIIDt4>

⁸ (2020, April) LAPD Training Bulletin, Contacts with the Public Part II, Procedural Justice, Volume XLIX, Issue 3

⁹ California Senate Bill No. 230

¹⁰ 13519.10 (a) (1) (13) (14) Penal Code

¹¹ California Senate Bill No. 230, Establishing and Furnishing Law Enforcement Use of Force policy and procedure

¹² (2019, November) OCOB Administrative Order No. 19, Policy Prohibiting Bias Policing

¹³ (2020, December 9) OCOB Special Order No. 30, Contacts with Persons Suffering from Mental Illness—REVISED

¹⁴ (2014, May) Friend of Alleged Santa Barbara Shooter, <https://www.youtube.com/watch?v=I2qBBBvYQOA>

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7. Male with mental illness radio call (with access to firearms)
8. Male with mental illness radio call (access to firearms and not at scene)

Day 2

VII. REVIEW GAME AND ROTATION INSTRUCTION

0700-0730 (30 Min)

VIII. CRISIS COMMUNICATION

0730-0930 (120 Min)
IV (a,b,c,d,e,f,h,i)

A. Case Study: Realty vs Misconception

B. LECTURETTE: LAWS

1. De-escalation and Use of Force Policy¹⁵
2. Assembly Bill 392¹⁶
3. Senate Bill 230¹⁷
4. Officer Safety
5. Use of Force Directive # 16¹⁸
6. Balance Test

C. Stages of a crisis

1. Barriers to Communication
2. Managing the Incident

D. CASE STUDY: MARTIN RIGGS¹⁹

E. SMALL GROUP ACTIVITY: COMMUNICATION SKILLS

F. CASE STUDY AND DEBRIEF:

1. ALLEN GAMBLE AND TERRY HOLTZ²⁰
2. BALTIMORE POLICE DEPARTMENT²¹
3. MIAMI POLICE DEPARTMENT (DE-ESCALATE MAN WITH KNIFE)²²
4. LYNN POLICE DEPARTMENT (OFFICER INVOLVED SHOOTING)²³
5. OFFICER JOHN COOPER AND BEN SHERMAN²⁴

G. P.A.T.R.O.L.²⁵

H. Suicide by Cop

¹⁵ (2016, October) Use of Force Tactics Directive, De-Escalation Techniques, Directive No 16

¹⁶ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB392

¹⁷ https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB230

¹⁸ Use of Force Tactics Directive, De-Escalation Techniques, October 2016, Directive No 16

¹⁹ <https://www.youtube.com/watch?v=BOP6uMTYaM8>

²⁰ <https://www.youtube.com/watch?v=-6WqJCSmkCw>

²¹ <https://www.youtube.com/watch?v=-YmTdMW9uSQ>

²² <https://www.youtube.com/watch?v=DNAqnO8-rQ4>

²³ <https://www.youtube.com/watch?v=-3-25PvcAds>

²⁴ <https://www.youtube.com/watch?v=1X4hgrBjw-U>

²⁵ (2016, October) Use of Force Tactics Directive, De-Escalation Techniques, Directive No 16

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1. CASE STUDY: Coeur d' Alene Police Department²⁶
2. Debrief
- I. Suicide by Cop Statistics²⁷
- J. Tactical Disengagement²⁸
 1. CASE STUDY: RENO POLICE DEPARTMENT²⁹

IX. SMALL GROUP INSTRUCTIONAL ROTATIONS **0930-1600 (330 Min)**
(5 ROTATIONS #'s 1, 2, 3, 4, 5) IV (a,b,c,d,e,f,h,i)

A. ROTATION #1 - FOS PRACTICAL APPLICATION

1. Large Group Activity
 - a. Schizophrenia veteran who is living in a school bus.
 - b. The suicidal lady in the park.
 - c. The suicidal Police Officer.
 - d. Angry veteran on the military base

B. ROTATION #2 – SCHIZOPHRENIA AND PSYCHOTIC DISORDERS

1. CASE STUDY: FRANK CHU³⁰
2. LECTURETTE: Schizophrenia and other Psychotic Disorders
3. FACILITATED DISCUSSION: SCHIZOPHRENIA SYMPTOMS
4. ACTIVITY: *WHAT DOES PSYCHOSIS FEEL LIKE?*

C. ROTATION #3 MOOD DISORDERS

1. **LECTURETTE:** Major Depressive Disorder, Bipolar Disorder, Substance induced Mood Disorder
2. **LEARNING ACTIVITY:** Major Depressive Disorder Mind Map and Facilitated Discussion
3. **FACILITATED DISCUSSION:** BIPOLAR DISORDER

D. ROTATION #4 – ANXIETY DISORDERS

1. **LECTURETTE:** Types of Anxiety Disorders & Symptoms
2. **CASE STUDY: OBSESSED** ³¹
3. CASE STUDY: HOARDING DISORDER

²⁶ <https://www.youtube.com/watch?v=aVJqwDbUGPo>

²⁷ <https://journals.sagepub.com/doi/10.1177/1098611119873332>

²⁸ (2019, July) Tactical Disengagement, Volume XLVIII, Issue 5

²⁹ <https://www.youtube.com/watch?v=TaTXpVECGxg>

³⁰ <https://www.youtube.com/watch?v=r1SslREMTA8>

³¹ (2009, July 30) YouTube Jmloomer:A&E'sObsessed : Hoarding: <http://youtu.be/zPX7mE9-gXY>

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- a. EXAMPLE #1: Subject lives with mother radio call came from neighbors
- b. EXAMPLE #2: Female lives alone, approximately 60 years old.

- 8. **FACILITATED DISCUSSION: PANIC DISORDER**
- 9. **FACILITATED DISCUSSION: FEAR AND PHOBIAS**

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

- 2. **FACILITATED DISCUSSION:** Dementia, Delirium and Traumatic Brain Injury
- 3. **LARGE GROUP ACTIVITY:** Alzheimer’s Disease³²
- 4. **FACILITATED DISCUSSION:** Communication Issues

X. ROTATION DEBRIEF 1600-1700 (60 Min)

- 1. Large Group Activity
- 2. Debrief rotations

Day 3

XI. REVIEW GAME 0700-0730 (30 Min)

XII. RISK ASSESSMENTS 0730-0800 (30 Min)

A. FACILITATED DISCUSSION

- 1. Ideation
- 2. Plan
- 3. Means
- 4. Intent

B. CASE STUDY: MICHAEL SCOTT³³

C. SMALL GROUP ACTIVITY: RISK ASSESSMENT CASE STUDIES

- 1. “John”
- 2. “Cynthia”
- 3. “Violet”
- 4. “Marco”
- 5. “Angela”
- 6. “Pete”

XIII. BEHAVIORAL SCIENCE SECTION 0800-0830 (30 Min)

- B. FACILITATED DISCUSSION: BSS**
- C. FACILITATED DISCUSSION: HOLMAN GROUP**
- D. FACILITATED DISCUSSION: PEER SUPPORT**

³² https://www.youtube.com/watch?v=Eq_Er-tqPsA

³³ https://www.youtube.com/watch?v=8sBC3YCTn_o

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XIV. PSYCHOPHARMACOLOGY

0830-0930 (60 Min)

- A. **CASE STUDY: WALTER FREEMAN³⁴**
- B. **LARGE GROUP ACTIVITY:** “Can You Name the Psychological Disorder?”
 - 1. **DEPRESSION**
 - a. Common medication
 - b. Side effects
 - 2. **BIPOLAR DISORDER³⁵**
 - a. Common medication
 - b. Side effects
 - 3. **SCHIZOPHRENIA³⁶**
 - a. Common Medication
 - b. Side effects
 - 4. **ANXIETY³⁷**
 - a. Common Medication
 - b. Side effects
 - 5. **ADHD³⁸**
 - a. Common Medication
 - b. Side effects

XV. SUBSTANCE ABUSE AND CO-OCCURRING DISORDERS AND MENTAL HEALTH

0930-1030 (60 Min)

- A. **CASE STUDY:** Roland Cannard³⁹
- B. **LEARNING ACTIVITY:** Facilitated Discussion
 - 1. Mental Illness Signs and Symptoms
 - 2. Drug Use Signs and Symptoms
- C. **SMALL GROUP ACTIVITY: IS IT MENTAL ILLNESS OR SUBSTANCE ABUSE?**
- D. **LARGE GROUP ACTIVITY: DEBRIEF SMALL GROUP ACTIVITY**

XVI. SITE VISITS

1030-1230 (120 Min)

- A. **LEARNING ACTIVITY:** Practical Application Site Visit
 - 1. Exodus Urgent Care
 - 2. Northeast Mental Health Community Clinic
 - 3. Mental Health Court

XVII. OFFICER WELLNESS

1330-1430 (60 Min)

³⁴ https://www.youtube.com/watch?v=m__SMOo8rZw

³⁵ https://www.youtube.com/watch?v=h_cSoU5kC70

³⁶ https://www.youtube.com/watch?v=4Vz1_h-Ixrc

³⁷ https://www.youtube.com/watch?v=It1tbMic_nw&list=PLjLjEXN3xFofupiBiviOsepLr7remiQ4Q&index=2

³⁸ https://www.youtube.com/watch?v=0_2Cuy3w7W4

³⁹ <https://www.youtube.com/watch?v=EqrXjFac75U>

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- A. Case Study: Lisa Smith⁴⁰
- B. Group Discussion:
 - 1. End of Shift Goals
 - 2. What is your “Why?”
 - 3. Empathy vs. Sympathy
- C. Case Study: Joseph Smarro⁴¹ and case debrief
- D. Case Study: Ron Griffith⁴² and case debrief
- E. Review Signs and Symptoms of PTSD
- F. Small Group Activity: Create coping skills list
- G. Closing

VIII. GROUP PRESENTATION PREPARATION **1430-1700 (150 Min)**

Day 4

XIX. REVIEW OF DAY THREE AND SCENARIO BASED TRAINING INSTRUCTIONS **0700-0730 (30 Min)**

XX. SITE VISIT PRESENTATION **0730-0830 (60 Min)**

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

Performance Objectives:

- Present information obtained from their completed questionnaires
 - Give their own observations and experiences from their visit to the community mental health facility
- A. **LEARNING ACTIVITY:** Student presentations
 - B. Debrief presentations

XXI. ASSESSMENT REPORT COMPLETION **0830-0900 (30 Min)**

- A. **LARGE GROUP ACTIVITY:** Review of MH302 Form

XXII. SCENARIO BASED TRAINING **0900-1230 (210 Min)**
IV (a,b,c,d,e,f,h,i)

- A. **LARGE GROUP ACTIVITY:** Introduction, Overview and Safety Briefing
- B. **SMALL GROUP ACTIVITY:** Practical Application Scenarios
- C. **LARGE GROUP ACTIVITY:** Debrief

XXIII. COMMUNITY RESOURCES **1330-1600 (150 Min)**

⁴⁰ The Bridge [2006] edited Documentary

⁴¹ Joseph Smarro [2018] <https://www.youtube.com/watch?v=zjqKzNJef28>

⁴² Ron Griffith [2018] <https://www.youtube.com/watch?v=VMhVK723zbU>

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- B. LARGE GROUP ACTIVITY: Facilitated Lecture (LIVED EXPERIENCES)
- C. **LARGE GROUP ACTIVITY:** Schizophrenia Simulation
- D. **LARGE GROUP ACTIVITY:** Debrief Simulation
- E. **LARGE GROUP ACTIVITY:** Individual Takeaways

XXIV. EVALUATIONS AND CERTIFICATES

1600-1700 (60 Min)