

LOS ANGELES POLICE DEPARTMENT
Mental Health Intervention Training
1850-20911

DAY 1

Statement of Purpose: 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 16the good doctor you tube

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)

- A. **CASE STUDY: ELLIOT RODGER PART 1**⁷
- B. **SMALL GROUP ACTIVITY: LEGAL RESEARCH AND TEACH BACKS**

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

⁷ (2014, May) Santa Barbara Shooting: Who was Elliott Rodger? <https://www.youtube.com/watch?v=TBDsNUIdIT4>
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1. Lanterman Petris-Short Act
2. Procedural Justice⁸⁹¹⁰¹¹
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. 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)

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) OCOP Administrative Order No. 19, Policy Prohibiting Bias Policing

¹³ (2020, December 9) OCOP 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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VIII. STRATEGIC 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. Escalation versus De-escalation
3. Assembly Bill 392¹⁶
4. Senate Bill 230¹⁷
5. Officer Safety
6. Use of Force Directive # 16¹⁸
7. Balance Test
8. Listening Skills
9. Persuasion
10. Team Communication
11. Questioning Techniques

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

1. CASE STUDY: Coeur d' Alene Police Department²⁶
2. Debrief

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

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

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- 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
 - 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

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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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"
- 7.

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

B. FACILITATED DISCUSSION: BSS

C. FACILITATED DISCUSSION: HOLMAN GROUP

D. FACILITATED DISCUSSION: PEER SUPPORT

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**

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

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

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

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

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- a. Common medication
- b. Side effects
- 3. **SCHIZOPHRENIA**³⁶
 - a. Common Medication
 - b. Side effects
- 4. **ANXIETY**³⁷
 - a. Common Medication
 - b. Side effects
- 5. **ADHD**³⁸
 - 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. VIRTUAL 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)

- 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

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>

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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G. Closing

XVIII. 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)**

- 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)**