

LOS ANGELES POLICE DEPARTMENT
Providing Alternatives to Hinder Extremism (PATHE) Instructor
LAPD-Only SP300n
Expanded Course Outline

Instructional Goals: Prepare students to instruct the PATHE program in the standardizing of processes in the development and delivery of case management strategies tailored to address escalating factors to divert individuals on a pathway to targeted violence.

Performance Objectives: Using lecture, group discussion, learning activities, and practical application the student will:

- Define the PATHE program and its purpose
- Understand PATHE and its connection with constitutional policing principles and policies
- Identify what violent extremism is and how it manifests
- Understand the role of mental health in violent extremism
- Identify persons with the intent and capability to perpetrate targeted violence
- Conduct interviews and threat assessments
- Select and monitor appropriate threat management strategies for specific threats
- Identify and apply available resources with threat management strategies
- Understand the types and application of available community reporting
- Conduct PATHE training for threat assessment teams, community stakeholders, educators, fire personnel, clergy, and others with protective intelligence responsibilities

References: Instructors will ensure that any listed references are current and are distributed and/or discussed during presentations.

I. INTRODUCTION

(15 min)

- A. Instructor(s)
 - 1. Name
 - 2. Assignment
 - 3. Experience
- B. Students
 - 1. Name
 - 2. Assignment
 - 3. Experience
- C. Course
 - 1. History
 - 2. Objectives and goals
 - 3. Introduction video

II. COURSE OVERVIEW

(45 min)

- A. Review civil Constitutional Policing¹
 - 1. Agency policies
 - 2. Civil liberties
 - 3. Civil protections
 - 4. Building trust and legitimacy
- B. Case studies
 - 1. Law enforcement examination

¹ Department Manual Section 1/240, Respect for Constitutional Rights

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- 2. Lessons learned
- 3. Constitutional policing applications
- C. Behavioral threat assessment
 - 1. Basic concepts
 - 2. Cultural, linguistic, economic and/or socioeconomic factors
 - 3. Warnings

III. SUBJECT INTERVIEW/BASELINE ASSESSMENT (90 min)

- A. Pathway to violence
 - 1. Ideation
 - 2. Planning
 - 3. Preparation
 - 4. Implementation
- B. Skill Set Training- Warning Behaviors
 - 1. Scenario exercises
 - 2. Constitutional policing application
- C. Live threat assessments how-to
 - 1. Reality-based
 - 2. Behavioral threat scenarios

IV. THE ROLE OF MENTAL HEALTH (60 min)

- A. Mental Health Overview
 - 1. Behavioral factors
 - 2. Environmental factors
 - 3. Ideological factors
- B. Threat assessment
 - 1. Resources/Importance
 - 2. SMART
 - 3. Fundamentals of behavior threat assessment
 - 4. Effective strategies
- C. Opportunity for teach-back
 - 1. Mental health factors and assessment
 - 2. Constitutional policing principles

V. RESOURCES, SERVICES LINKAGE (LAPD) (30 min)

- A. Services
 - 1. Federal
 - 2. State
 - 3. Local
- B. LAPD Experience
 - 1. Community engagement
 - 2. Advisory boards
 - 3. Academic institutions
 - 4. Non-governmental organizations

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VI. COMMUNITY REPORTING (30 min)

- A. I-WATCH
 - 1. Compliment SAR initiative
 - 2. Focus on educating communities and encouraging reporting
 - 3. iWatchLA app
- B. FBI online
 - 1. Tips
 - 2. Public leads
- C. Anonymous websites

VII. COURSE REVIEW AND INSTRUCTIONAL TECHNIQUES (60 min)

- A. Review best practices
 - 1. Constitutional policing
 - 2. Community focus
 - 3. Community partnerships
 - 4. Mental health
 - 5. Resources
 - 6. Consistent follow-up
- B. Review instructional techniques
 - 1. Adult learning concepts
 - 2. Instructional techniques
 - 3. Student audience considerations

VIII. PRACTICAL APPLICATION AND EXAMINATION (90 min)

- A. Threat assessment
 - 1. Students develop assessment
 - 2. Scenario-based
 - 3. Evidence-based
 - 4. Protective intelligence capabilities demonstrated
 - 5. Presentation to class
- B. Subject Interviews
 - 1. Students conduct subject interviews
 - 2. Scenario-based
 - 3. Constitutional policing principles demonstrated
 - 4. Presentation to class
- C. Case assessment
 - 1. Students develop case assessment
 - 2. Scenario-based
 - 3. Evidence-based
 - 4. Constitutional policing principles demonstrated
 - 5. Resources and services linkage applied
 - 6. Presentation to class

IX. COURSE REVIEW AND EXAMINATION (60 min)

- A. Review
 - 1. PATHE mission and applications

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- 2. Key concepts
- 3. Constitutional policing
- 4. Instructor resources
- B. Course Examination
 - 1. Administration
 - 2. Review
- C. Course evaluation
 - 1. Survey distribution and collection