

**LOS ANGELES POLICE DEPARTMENT**  
**Crisis Intervention**  
**1850-20801**  
**Expanded Course Outline**

**Statement of Purpose:** Identify persons suffering from mental illness or in a mental health crisis, properly manage and de-escalate situations, conduct comprehensive assessments of the individual pursuant to 5150 of the Welfare and Institutions Code (WIC), and complete 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 suspected mental illness;
- Develop and utilize effective de-escalation techniques to attempt a peaceful resolution to an incident involving a person who has a mental illness, or a person suspected of 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 for voluntary compliance
  - 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 suspected mental illness.
- Understand how Implicit Bias<sup>1</sup> impacts our perceptions during interactions involving persons who have a suspected mental illness;
- Understand applications of the Procedural Justice<sup>2</sup> principles during interactions involving persons who have a suspected mental illness;
- Understand the role trauma plays in the criminal justice and mental health system
- Understand the cause and nature of mental illness and developmental disabilities
- Understand the de-escalation concepts of the P.A.T.R.O.L. acronym (Planning, Assessment, Time, Redeployment/Containment, Other Resources, Lines of Communication)<sup>3</sup> during calls for service involving persons who have a suspected mental illness;

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<sup>1</sup> Office of the Chief of Police (OCOP) Administrative Order, Policy Prohibiting Biased Policing

<sup>2</sup> Los Angeles Police Department (LAPD) Training Bulletin, Contacts with the Public—Part II, Procedural Justice

<sup>3</sup> LAPD Use of Force-Tactics Directive, Tactical De-Escalation Techniques

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- Understand the application of Command and Control<sup>4</sup> concepts during scenario training involving persons who have a suspected mental illness.
- Be able to complete the Mental Evaluation Unit (MEU) intake procedure and required forms

**References:** Instructors, facilitators and training supervisors shall ensure that current references are utilized

**I. INTRODUCTION TO MENTAL HEALTH INTERVENTION**

- A. Introduction of instructor(s)
- B. Ice breaker: Mental Health Awareness
  - 1. Student introduction exercise
  - 2. Video-based<sup>5</sup>
- C. Mental Health Intervention Training Overview
  - 1. Mental health overview
  - 2. Law enforcement legal aspect
  - 3. Crisis communication
  - 4. Assessment form completion
  - 5. Force option simulator
  - 6. Scenario-based training
  - 7. State and Community Resources

**II. MENTAL HEALTH OVERVIEW**

- A. Learning activity: Breaking the Stigma on Mental Illness
  - 1. Facilitated discussion
  - 2. Video-based<sup>6</sup>
- B. Learning activity: Stigma and Cultural Relevance Relating to Mental Illness
- C. Learning activity: Small group activity
  - 1. Group discussion and teach back
  - 2. Common mental illnesses in adults; signs and symptoms
  - 3. Common mental illnesses in juveniles; signs and symptoms
  - 4. Causes and nature of mental illness; Medication
  - 5. Intellectual/developmental disabilities; signs and symptoms
  - 6. Identifying indicators of Substance Use Disorder, Mental Illness and Intellectual Disabilities.
- D. Legal review
  - 1. Facilitated discussion
  - 2. PC 13515.27(a)
  - 3. Senate Bill 11 (SB11)

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<sup>4</sup> LAPD Training Bulletin, Command and Control

<sup>5</sup> NHLPA and Kevin Biekse, March 2018, Mental Health Awareness

<sup>6</sup> "Mental Evaluation Unit Tour" <https://www.youtube.com/watch?v=jYNKDKUvHp4>

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**III. LAW ENFORCEMENT LEGAL ASPECTS**

- A. Learning activity: Who Was Elliot Rodger<sup>7</sup>
  - 1. Facilitated discussion
  - 2. Case study, video-based
- B. Learning Activity: Legal research and teach backs
  - 1. Small group activity
  - 2. Lanterman-Petris-Short Act
  - 3. 5150 WIC/5585 WIC
  - 4. 5150.05 WIC
  - 5. 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. 5345 WIC-Laura's Law
  - 10. 5150.2
  - 11. 8102 WIC
  - 12. 18100 PC
  - 13. 1524 (a) (10) & (14) PC
  - 14. 1524.5 PC
  - 15. Department policy and procedures<sup>8</sup>

**IV. STRATEGIC COMMUNICATION**

- A. **Case Study: Reality vs. Misconception<sup>9</sup>**
- B. **LECTURETTE: LAWS**
  - 1. De-escalation and Use of Force Policy<sup>10</sup>
  - 2. Escalation versus De-escalation
  - 3. Assembly Bill 392<sup>11</sup>
  - 4. Senate Bill 230<sup>12</sup>
  - 5. Officer Safety
  - 6. Use of Force<sup>13</sup>
  - 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

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<sup>7</sup> Santa Barbara Shooting, May 2014, Who was Elliott Rodger?

<sup>8</sup> LAPD Manual Section 4/260, PERSONS WITH A MENTAL ILLNESS,  
<http://pdinfoweb/urldisplay.aspx?did=320823>

<sup>9</sup> Key & Peele, Standoff, <https://youtu.be/o6Ai7x1krew>

<sup>10</sup> LAPD Use of Force-Tactics Directive, Tactical De-Escalation Techniques

<sup>11</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201920200AB392](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB392)

<sup>12</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201920200SB230](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB230)

<sup>13</sup> Department Manual Section 4/245.05, Categories and Investigative Responsibilities for Use of Force

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- D. CASE STUDY: TENNESSEE HIGHWAY PATROL SHOOTING<sup>14</sup>
- E. SMALL GROUP ACTIVITY: COMMUNICATION SKILLS
- F. CASE STUDY AND DEBRIEF:
  - 1. South Carolina Deputy injures civilian<sup>15</sup>
  - 2. Angry Officer<sup>16</sup>
- G. P.A.T.R.O.L.<sup>17</sup>
- H. Suicide by Cop
  - 1. CASE STUDY: Coeur d' Alene Police Department<sup>18</sup>
  - 2. Debrief
- I. Suicide by Cop Statistics<sup>19</sup>
- J. Alternatives to Lethal Force
  - 1. Less lethal force options
  - 2. Communication skills
  - 3. Tactical Disengagement<sup>20</sup>

**V. ASSESSMENT REPORT**

- A. Lecture: MH 302 form
  - 1. Contents
  - 2. Requirements
- B. Learning activity: MH 302 form
  - 1. Small group activity
  - 2. Tabletop exercise; complete MH 302 form

**VI. GROUP ROTATIONS**

- A. Rotation #1 – Force Option Simulator (FOS) Practical Application
  - 1. Large Group Activities, four activities
  - 2. Facilitated discussion
- B. Rotation # 2- Scenario-based Training **(PSP IV. a, b, c, d, e, f, h, i)**
  - 1. Scenario 1: Trespassing
    - a. Officer safety
    - b. Escalation versus de-escalation
    - c. Communication Elements
    - d. Listening Skills
    - e. Questioning Techniques

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<sup>14</sup> Fox 17 News Nashville, Released body cam video of deadly officer-involved shooting, Landon Eastep, <https://www.youtube.com/watch?v=L1MMOOjazuA>

<sup>15</sup> Active Self Protection, South Carolina Deputy Accidentally Injures Civilian in Crazy Scenario [https://www.youtube.com/watch?v=AUbT\\_h1vq2E](https://www.youtube.com/watch?v=AUbT_h1vq2E)

<sup>16</sup> Inside Edition, State Trooper Loses It After Driver Flips Him Off, <https://youtu.be/Yfy7Ns7OCms>

<sup>17</sup> LAPD Use of Force-Tactics Directive, Tactical De-Escalation Techniques

<sup>18</sup> The Spokesman Review, Coeur D'Alene Police Department Officer Involved Shooting, <https://www.youtube.com/watch?v=aVJqwDbUGPo>

<sup>19</sup> Jordan, Panza, Dempsey (2019) Police Quarterly, Suicide by Cop: A New Perspective on a new Phenomenon, <https://journals.sagepub.com/doi/full/10.1177/1098611119873332>

<sup>20</sup> LAPD Training Bulletin, Tactical Disengagement

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- f. Persuasion
- g. Class Exercises/Student Evaluation/Testing
- 2. Scenario 2: Welfare Check; juvenile female suicidal
  - a. Officer safety
  - b. Escalation versus de-escalation
  - c. Communication Elements
  - d. Listening Skills
  - e. Questioning Techniques
  - f. Persuasion
  - g. Class Exercises/Student Evaluation/Testing
- 3. Scenario 3: Welfare Check; male with mental illness, not eating or taking medication.
  - a. Officer safety
  - b. Escalation versus de-escalation
  - c. Communication Elements
  - d. Listening Skills
  - e. Questioning Techniques
  - f. Persuasion
  - g. People with disabilities
  - h. Class Exercises/Student Evaluation Testing

**VII. COMMUNITY RESOURCES**

**(PSP IV. a, b, c, d, e, g, h, i)**

- A. National Alliance on Mental Illness
  - 1. Facilitated discussion
  - 2. Perspectives of individuals living with mental illness, intellectual/developmental disability, and/or substance use and/or their family member's perspective loving someone with mental illness, intellectual/developmental disability, and/or substance use disorder
- B. Learning activity: Schizophrenia
  - 1. Simulation
  - 2. Facilitated discussion
  - 3. Officer safety issues
  - 4. Stigma
  - 5. Communication Elements
  - 6. Listening Skills
  - 7. Questioning Techniques
  - 8. Persuasion
  - 9. People with disabilities
  - 10. Class Exercise

**VIII. EVALUATIONS AND CERTIFICATES**

- A. Questions and answers
- B. Course evaluations
- C. Distribute certificates