

**LOS ANGELES POLICE DEPARTMENT**  
**Mental Health Intervention Training**  
**1850-20911**  
**Expanded Course Outline**

**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; identify effective de-escalation techniques; use appropriate techniques, when feasible; and conduct a comprehensive assessment of the individual, pursuant to 5150 or 5585 of the Welfare and Institutions Code (WIC), including 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 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

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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  
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Communication)<sup>3</sup> during calls for service involving persons who have a suspected mental illness;

- 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

**DAY 1**

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

- A. **ICE BREAKER:** Student introduction exercise VIDEO- Biekša Video<sup>5</sup>
- B. **LECTURETTE:** Mental Health Training in the LAPD and current statistics involving use of force and persons who are suspected of having a mental illness<sup>6</sup>
- C. **LECTURETTE:** Course Purpose
- D. Instructor Introductions
- E. Student Introductions

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

- A. Show MEU Tour Video<sup>7</sup>
  - 1. Debrief Video

**III. MENTAL HEALTH OVERVIEW** **0830-1030 (120 Min)**

- A. **LECTURETTE:** Common Mental Illnesses Encountered by Police
  - 1. Depression
  - 2. Psychotic Disorders
  - 3. Bipolar Disorder
  - 4. Anxiety Disorders
- B. **LECTURETTE:** Causes of Mental illness and Developmental Disabilities
- C. **SMALL GROUP ACTIVITY:** Adults and Mental Illness
- D. **SMALL GROUP ACTIVITY:** Juveniles and Mental Illness
- E. **SMALL GROUP ACTIVITY:** Medication and Communication Resources

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

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

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

<sup>6</sup> LAPD Reference Library, Use of Force Year End Review, <https://www.lapdonline.org/reference-library/> (most recent year)

<sup>7</sup> "Mental Evaluation Unit Tour" <https://www.youtube.com/watch?v=jYNKDKUvHp4>

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**IV. DEVELOPMENTAL DISABILITIES, INCLUDING AUTISM SPECTRUM DISORDERS**

**1030-1200 (90 Min)**

**IV (c,g,e,i)**

- A. Introduction of Instructor (s)
  - 1. Name, Assignment
  - 2. Experience
  - 3. Brief overview of the presentation
- B. Lecturette
  - 1. What is a Developmental Disability?
  - 2. Disability Rights
  - 3. Autism Worldwide
  - 4. Causes of Autism
  - 5. What is Autism?
- C. Large Group Activity & Debrief: "Write On"
- D. Lecturette
  - 1. Difficulties in Police Encounters
  - 2. Accommodating Processing Delays
  - 3. Social Features: Lack of Reciprocity
  - 4. Social Difficulties in Police Encounters
- E. Small Group Activity & Debrief: "Say What?"
- F. Large Group Activity & Debrief: "How do I Feel?"
- G. Lecturette
  - 1. Social Communication
  - 2. Behaviors
  - 3. Tips to Manage Behaviors
- H. Lecturette
  - 1. Sensory Issues
  - 2. Increased Vulnerability

**V. LAW ENFORCEMENT LEGAL ASPECTS**

**1300-1500 (120 Min)**

- A. **CASE STUDY: ELLIOT RODGER PART 1**
- B. **SMALL GROUP ACTIVITY: LEGAL RESEARCH AND TEACH BACKS**
  - 1. Lanterman Petris-Short Act
  - 2. Procedural Justice<sup>891011</sup>
  - 3. Implicit Bias<sup>12</sup> (Stigma)
  - 4. 5150 WIC/5585 WIC
  - 5. 5250 WIC
  - 6. 5350 WIC
  - 7. 5150.05 WIC
  - 8. Tarasoff v. Regents of University of California

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<sup>8</sup> LAPD Training Bulletin, Contacts with the Public—Part II, Procedural Justice

<sup>9</sup> California Senate Bill (SB) No. 230, <https://www.lapdonline.org/senate-bill-230/>

<sup>10</sup> 13519.10 Penal Code (SB 230), <https://porac.org/article/president-bidens-executive-order-on-police-reform-what-you-need-to-know/>

<sup>11</sup> California SB 230, Establishing and Furnishing Law Enforcement Use of Force policy and procedure, <https://www.lapdonline.org/newsroom/policy-on-the-use-of-force-revised/>

<sup>12</sup> OCOP, Administrative Order, Policy Prohibiting Biased Policing

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7. HIPAA (Health Insurance Portability and Accountability Act of 1996)
8. EMTALA (Emergency Medical Treatment and Labor Act)
9. Mental Health Services Act (MHSA)
10. Laura's Law
11. Community Assistance, Recovery and Empowerment (CARE) Act
12. 5150.2 WIC
13. 8102 WIC
14. Department policy and procedures<sup>13</sup>

**VI. MENTAL HEALTH LAWS AND FIREARMS**

**1500-1700 (120 Min)**

- A. **CASE STUDY: ELLIOT RODGER CASE STUDY<sup>14</sup> PART 2**
- B. **SMALL GROUP ACTIVITY: RESEARCH AND TEACH BACK**
  1. 8100 (B) WIC
  2. 8101 WIC
  3. 8102 WIC
  4. 8103 (F) (1) WIC
  5. 8103 (I) WIC
  6. 1524 (A) 10 PC
  7. 1524 (A) 14 PC
  8. 29805 PC
  9. 25135 (A) PC
  10. 18100 PC
- C. **LECTURETTE: MENTAL HEALTH FIREARM SYSTEMS**
- D. **LECTURETTE: ELLIOT RODGER MANIFESTO**
- E. **SMALL GROUP ACTIVITIES: CRITICAL THINKING SCENARIOS**
  1. Male with mental illness radio call (with access to firearms)
  2. 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. STRATEGIC COMMUNICATION**

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

- A. **Case Study: Reality vs. Misconception<sup>15</sup>**
- B. **LECTURETTE: LAWS**
  1. De-escalation and Use of Force Policy<sup>16</sup>
  2. Escalation versus De-escalation
  3. Assembly Bill 392<sup>17</sup>

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<sup>13</sup> LAPD Manual Section 4/260, PERSONS WITH A MENTAL ILLNESS,  
<http://pdinfoweb/urldisplay.aspx?did=320823>

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

<sup>15</sup> Key & Peele, Standoff, <https://youtu.be/o6Ai7x1krew>

<sup>16</sup> LAPD Use of Force-Tactics Directive, Tactical De-Escalation Techniques

<sup>17</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201920200AB392](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB392)

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4. Senate Bill 230<sup>18</sup>
  5. Officer Safety
  6. Use of Force<sup>19</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
- D. CASE STUDY: TENNESSEE HIGHWAY PATROL SHOOTING<sup>20</sup>
- E. SMALL GROUP ACTIVITY: COMMUNICATION SKILLS
- F. CASE STUDY AND DEBRIEF:
1. South Carolina Deputy injures civilian<sup>21</sup>
  2. Angry Officer<sup>22</sup>
  3. Miami Dade Police Department (de-escalate man with knife)<sup>23</sup>
  4. Lynn Police Department (Officer Involved Shooting)<sup>24</sup>
  5. Officer John Cooper and Ben Sherman<sup>25</sup>
- G. P.A.T.R.O.L.<sup>26</sup>
- H. Suicide by Cop
1. CASE STUDY: Coeur d' Alene Police Department<sup>27</sup>
  2. Debrief
- I. Suicide by Cop Statistics<sup>28</sup>
- J. Alternatives to Lethal Force
1. Less lethal force options
  2. Communication skills
  3. Tactical Disengagement<sup>29</sup>

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<sup>18</sup> [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201920200SB230](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200SB230)

<sup>19</sup> Department Manual Section 4/245.05, Categories and Investigative Responsibilities for Use of Force

<sup>20</sup> Fox 17 News Nashville, Released body cam video of deadly officer-involved shooting, Landon Eastep, <https://www.youtube.com/watch?v=L1MMOOjazuA>

<sup>21</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>22</sup> Inside Edition, State Trooper Loses It After Driver Flips Him Off, <https://youtu.be/Yfy7Ns7OCms>

<sup>23</sup> CBS Miami, Body Cam Captures Police De-Escalate Volatile Situation With Knife-Wielding Man, <https://www.youtube.com/watch?v=DNAqnO8-rQ4>

<sup>24</sup> Cops TV, Lynn Police Officers respond to call of Man with a Knife, <https://www.youtube.com/watch?v=-3-25PvcAds>

<sup>25</sup> Southland (Season 5), Wanna Lick? <https://www.youtube.com/watch?v=1X4hgrBjw-U>

<sup>26</sup> LAPD Use of Force-Tactics Directive, Tactical De-Escalation Techniques

<sup>27</sup> The Spokesman Review, Coeur D'Alene Police Department Officer Involved Shooting, <https://www.youtube.com/watch?v=aVJqwDbUGPo>

<sup>28</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>29</sup> LAPD Training Bulletin, Tactical Disengagement

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K. CASE STUDY: RENO POLICE DEPARTMENT<sup>30</sup>

**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 CHU<sup>31</sup>
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<sup>32</sup>
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.
4. *FACILITATED DISCUSSION*: PANIC DISORDER
5. *FACILITATED DISCUSSION*: FEAR AND PHOBIAS

**E. ROTATION # 5 COGNITIVE DISORDERS –DEMENTIA, ALTERED STATE OF MIND AND TRAUMATIC BRAIN INJURY.**

1. **FACILITATED DISCUSSION**: Dementia, Altered State of Mind and Traumatic Brain Injury
2. **LARGE GROUP ACTIVITY**: Alzheimer's Disease<sup>33</sup>
3. **CASE STUDY**: Karen Garner<sup>34</sup>

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<sup>30</sup> Can we have our battering ram back? <https://www.youtube.com/watch?v=TaTXpVECGxg>

<sup>31</sup> The Frank Chu Interview, <https://www.youtube.com/watch?v=r1SsIREMTA8>

<sup>32</sup> A&E's Obsessed: Hoarding (2009), <http://youtu.be/zPX7mE9-gXY>

<sup>33</sup> Alzheimer's Association 2023, Alzheimer's Disease Facts and Figures, <https://youtu.be/-r9IV1WPJDE>

<sup>34</sup> Loveland Police Body Camera Footage, <https://youtu.be/Kzkl2u-Tc70>

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**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**

**0730-0830 (60 Min)**

**A. FACILITATED DISCUSSION**

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

**B. CASE STUDY: MICHAEL SCOTT<sup>35</sup>**

**C. SMALL GROUP ACTIVITY: RISK ASSESSMENT CASE STUDIES**

1. "John"
2. "Cynthia"
3. "Violet"
4. "Marco"
5. "Angela"

**XIII. PSYCHOPHARMACOLOGY**

**0830-0930 (60 Min)**

**A. CASE STUDY: WALTER FREEMAN<sup>36</sup>**

**B. LARGE GROUP ACTIVITY: "Can You Name the Psychological Disorder?"**

1. **DEPRESSION**
  - a. Common medication
  - b. Side effects
2. **BIPOLAR DISORDER<sup>37</sup>**
  - a. Common medication
  - b. Side effects
3. **SCHIZOPHRENIA<sup>38</sup>**
  - a. Common Medication
  - b. Side effects
4. **ANXIETY<sup>39</sup>**
  - a. Common Medication
  - b. Side effects

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<sup>35</sup> The Office, Michael's Office Safety Demonstration, [https://www.youtube.com/watch?v=8sBC3YCTn\\_o](https://www.youtube.com/watch?v=8sBC3YCTn_o)

<sup>36</sup> Retro Report, Lobotomy, [https://www.youtube.com/watch?v=m\\_SMOo8rZw](https://www.youtube.com/watch?v=m_SMOo8rZw)

<sup>37</sup> Silver Linings Playback: Manic Episode, [https://www.youtube.com/watch?v=h\\_cSoU5kC70](https://www.youtube.com/watch?v=h_cSoU5kC70)

<sup>38</sup> Nathaniel Ayers: Voices / Schizophrenia - The Soloist, [https://www.youtube.com/watch?v=4Vz1\\_h-Ixrc](https://www.youtube.com/watch?v=4Vz1_h-Ixrc)

<sup>39</sup> The Big Bang Theory - Leonard's panic attack,

[https://www.youtube.com/watch?v=It1tbMic\\_nw&list=PLjLjEXN3xFofupiBiviOsepLr7remiQ4Q&index=2](https://www.youtube.com/watch?v=It1tbMic_nw&list=PLjLjEXN3xFofupiBiviOsepLr7remiQ4Q&index=2)

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- 5. **DEMENTIA**<sup>40</sup>
  - a. Common Medication
  - b. Side effects

**XIV. SUBSTANCE ABUSE AND CO-OCCURRING DISORDERS AND MENTAL HEALTH** **0930-1100 (90 Min)**

- A. **CASE STUDY:** Roland Cannard<sup>41</sup>
- 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

**XV. BEHAVIORAL SCIENCE SECTION** **1200-1230 (30 Min)**

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

**XVI. OFFICER WELLNESS & TRAUMA INFORMED CARE** **1230-1330 (60 Min)**

- A. Group Discussion:
  - 1. End of Shift Goals
  - 2. What is your “Why?”
  - 3. Empathy vs. Sympathy
  - 4. Impacts of trauma in mental health and criminal justice system
- B. Case Study: Joseph Smarro<sup>42</sup> case debrief
- C. Case Study: Ron Griffith<sup>43</sup> case debrief
- D. Review Signs and Symptoms of PTSD
- E. Small Group Activity: Create coping skills list
- F. Closing

**XVII. VIRTUAL SITE VISITS** **1330-1430 (60 Min)**

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

**XVIII. SITE VISIT GROUP PRESENTATION PREPARATION** **1430-1700 (150 Min)**

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<sup>40</sup>Still Alice clip – Lost, [https://www.youtube.com/watch?v=0\\_2Cuy3w7W4](https://www.youtube.com/watch?v=0_2Cuy3w7W4)

<sup>41</sup> Schizophrenia: Real footage of Schizophrenic mental breakdown. My Dad, <https://www.youtube.com/watch?v=EqrXjFac75U>

<sup>42</sup>TedX Talks, Joseph A. Smarro (2018), <https://www.youtube.com/watch?v=zjqKzNJef28>

<sup>43</sup> Police Officer's Cumulative PTSD After 9/11, Ron Griffith (2018), <https://www.youtube.com/watch?v=VMhVK723zbU>



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**DAY 4**

- XIX. REVIEW OF DAY THREE AND SCENARIO BASED TRAINING INSTRUCTIONS** **0600-0615 (15 Min)**
- XX. SITE VISIT GROUP PRESENTATION** **0615-0715 (60 Min)**
- Instructional Goal: To share and compare their experiences and knowledge gained** during their virtual visits to the community mental health facility, urgent care and mental health court.
- Performance Objectives:**
- Present information obtained from their completed questionnaires
  - Give their own observations and experiences from their visit to the locations
- A. **LEARNING ACTIVITY:** small group site visit and community resource presentations
1. Debrief presentations
  2. Debrief selected community resource
- XXI. ASSESSMENT REPORT COMPLETION** **0715-0830 (75 Min)**
- A. **LARGE GROUP ACTIVITY:** Review of MH302 Form
- XXII. SCENARIO BASED TRAINING** **0830-1200 (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** **1300-1500 (120 Min)**
- A. **LARGE GROUP ACTIVITY:** Facilitated Lecture (LIVED EXPERIENCES)
- B. **LARGE GROUP ACTIVITY:** Debrief/Discussion on impacts of trauma
- XXIV. EVALUATIONS AND CERTIFICATES** **1500-1600 (60 Min)**
- A. Methods of Evaluation
1. Individual verbal takeaways
  2. Self-reported written end of course survey