

STATEMENT OF PURPOSE:

This course will provide the students with the minimum topics mandated by 13515.28 of the California Penal Code. Field training officers are required to have 8 hours of crisis intervention behavioral health training. This course will help officers better understand contemporary issues of mental illness, intellectual disabilities, and substance use disorders. It will provide officers strategies and techniques for de-escalation while interacting with distressed persons.

LEARNING OUTCOMES:

The student will learn about stigmas and how to reduce the stigma of mental illness. The student will be able to identify someone in the distress and have practical tools for reducing anxiety while developing rapport. The student will understand how to identify mental illness, intellectual disabilities, and substance use disorders while learning and practicing practical de-escalation techniques with a focus on safety for everyone involved.

MINIMUM TOPICS:

- a. Understanding stigma
- b. Strategies that contribute to stigma reduction
- c. Cultural relevance
- d. Perspective of individuals or families who have experience with persons who have mental illness, intellectual disabilities, and substance use disorders
- e. Cause and nature of mental illness and intellectual disabilities
- f. Identify indicators of mental illness, intellectual disabilities, and substance use disorders
- g. Distinguish between mental illness, intellectual disabilities, and substance use disorders
- h. Appropriate language usage for interacting with distressed persons
- i. Community and state resources and how these resources can be utilized by law enforcement to serve persons with mental illness and intellectual disabilities
- j. Appropriate responses for a variety of situations involving persons with mental illness, intellectual disabilities, and substance use disorders
- k. Conflict resolution and de-escalation techniques

COURSE OBJECTIVES:

1. Demonstrate knowledge of the role stigma has in society and across cultures in regards to mental illness, intellectual disabilities, and substance use disorders
2. Demonstrate knowledge of strategies that help reduce stigma associated with mental illness, intellectual disabilities, and substance use disorders, including the perspective of individuals or families
3. Demonstrate knowledge of the cause and nature of mental illness and intellectual disabilities
4. Demonstrate the ability to identify indicators of mental illness, intellectual disabilities, and substance use disorders and distinguish between them
5. Demonstrate knowledge of community and state resources and how to utilize them to serve individuals and families with mental illness and intellectual disabilities.
6. Demonstrate knowledge of the laws protecting individuals with mental illness and how to apply them to incidents involving persons with mental illness and persons having a mental health crisis
7. Demonstrate the ability to utilize de-escalation and conflict resolution to resolve a variety of situations involving individuals in crisis

EXPANDED COURSE OUTLINE

I. INTRODUCTION/ORIENTATION

- A. Introduction, Registration and Orientation
- B. Course Objectives/Overview/Exercises
- C. Safety

II. STIGMA (a/c)

- A. Provide context for stigma and the role it plays in mental illness, intellectual disabilities, and substance use disorders;
 - 1. The meaning of stigma – a mark of disgrace or shame associated with a particular circumstance, quality, or person.
 - 2. The consequences of stigmatization – social isolation, fear, violence, mistrust, prejudice and discrimination
- B. Discuss both historical and modern-day stigmatization of mental illness, intellectual disabilities, and substance use disorders as it pertains to;
 - 1. Societal views and treatment of mental illness
 - 2. The evolution of medical treatment
 - 3. Dramatizations by the news and entertainment industry
- C. Compare and contrast the way different cultures treat mental illness, intellectual disabilities, and substance use disorders in the areas of;
 - 1. Stigmatization
 - 2. The social impact on families and individuals
 - 3. Barriers to seeking help and participating in treatment

III. STIGMA REDUCTION (b/d)

- A. Identify mechanisms to reduce personal bias against people with mental illness, intellectual disabilities, and substance use disorders:
 - 1. Learn the facts
 - 2. Get to know people who have experiences with mental illness, intellectual disabilities, and substance use disorders
- B. Identify mechanisms to reduce stigmatism against people with mental illness, intellectual disabilities, and substance use disorders:
 - 1. Speak out against the display of false beliefs and negative stereotypes
 - 2. Speak openly of personal experiences
 - 3. Don't discriminate, judge, or stereotype
 - 4. Show respect, treat with dignity
- C. Present the perspective of individuals and families experienced with; (guest or video)
 - 1. Mental illness
 - 2. Intellectual disabilities
 - 3. Substance use disorders (co-occurring)

IV. MENTAL ILLNESS/INTELLECTUAL DISABILITIES/SUBSTANCE USE DISORDERS (e/f/g/h)

- A. Mental Illness
 - 1. Describe the cause and nature
 - 2. Identify Indicators
 - 3. Discuss and develop appropriate language and rapport building strategies

- B. Intellectual Disabilities
 - 1. Describe the cause and nature
 - 2. Identify indicators
 - 3. Discuss and develop appropriate language and rapport building strategies

- C. Substance Use Disorders
 - 1. Identify indicators
 - 2. Discuss and develop appropriate language and rapport building strategies

- D. Co-occurring Disorder
 - 1. Identify indicators
 - 2. Discuss and develop appropriate language and rapport building strategies

V. IDENTIFYING AND UTILIZING RESOURCES (i)

- A. Community
 - 1. City services and resources
 - 2. County services and resources
 - 3. Nonprofit organizations
 - 4. Local government resources

- B. State
 - 1. Services and resources
 - 2. Nonprofit organizations
 - i. NAMI and Veterans groups

VI. LAWS

- A. Lanterman-Petris-Short (LPS) Act California Welfare and Institutions Code 5000 et seq. involuntary civil commitments
- B. Case law; The Tarasoff Decision 17 Cal. 3d 425,551 P. 2d 334, 131 Cal Rptr. 14 (Cal. 1976 Notifications
- C. California Penal Code 5150, (5150(e), 5150F) (1), and 5150.2 Involuntary psychiatric hold
- D. California Welfare and Institutions Code 5585 – Children’s Civil Commitment and Mental Health Act of 1988
- E. Health Insurance Portability and Accountability Act (HIPPA)
- F. California Welfare and Institutions Code Section 8102 Confiscation of deadly weapons

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VII. DE-ESCALATION AND CONFLICT RESOLUTION IN A VARIETY OF SITUATIONS (j/k)

- A. Initial Response
- B. Stabilize and secure the scene
- C. Minimize factors that create unnecessary exigency or excitation
- D. Gather intelligence
- E. Establish a plan
- F. Gather resources
- G. De-escalation and Conflict Resolution
 - 1. Assess individual's mental, physical and emotional state
 - 2. Apply appropriate techniques to build rapport and communication
 - 3. Motivate individual to cooperate
- H. Completion
 - 1. Decide on appropriate disposition of the individual based on the totality of the circumstances and available resources
 - 2. Provide resources and information to all involved parties

VIII. LEARNING ACTIVITIES

- A. Students will participate in role play scenarios or use interactive videos that depict a variety of situations involving individuals in crisis
- B. Students will demonstrate knowledge of the following instructed topics
 - 1. Initial Response and Scene Management
 - 2. Recognitions of indicators of mental illness, intellectual disability, or substance abuse disorder.
 - 3. De-escalation and conflict resolution congruent with identified mental illness, intellectual disability, or substance abuse disorder.
 - 4. Appropriate disposition and resources

VIII. STUDENT EVALUATION AND CONCLUSION