



Napa County Sheriff's Department (2170), Napa Police Department,
Napa County Behavioral Health and California Institute for Behavioral Health Solutions

Presents

**Crisis Intervention Teams (CIT) – Training for Law Enforcement
Peace Officers Standards and Training (POST)
Three-Day Course Outline (24 hours)**

COURSE GOAL

This course will provide the student with the minimum topics mandated in section 13515.27(a) of the California Penal Code.

The training must include;

1. Classroom instruction
2. Instructor led active learning (ex. scenario based training)
3. Student evaluation and testing

Recommended maximum number of students = 25

Testing - Minimum standards of performance (as set by the presenter) shall be tested by an instructor observing student performance during exercises. If the student does not meet minimum standards, remediation will be provided until the standard is met.

MINIMUM TOPICS

Behavioral Health

- A. Issues related to stigma
- B. Cultural relevance
- C. Cause and nature of mental illness, intellectual disabilities, and substance use disorders
- D. Indicators of mental illness, intellectual disabilities, and substance use disorders
- E. Appropriate responses for a variety of situations involving persons with mental illness, intellectual disabilities, and substance use disorders
- F. Conflict resolution and de-escalation techniques for potentially dangerous situations
- G. Appropriate language usage when interacting with potentially emotionally distressed persons.
- H. Resources available to serve persons with mental illness, intellectual disabilities, and substance use disorders
- I. Perspective of individuals or families who have experience with persons who have mental illness, intellectual disabilities, and substance use disorders



LEARNING ACTIVITIES

These learning activities are designed to:

- Address stigma reduction and help elicit understanding and empathy for families and individuals who have experience with mental illness, intellectual disabilities, and substance use disorders.
- Reinforce the ability of students to identify indicators of mental illness, intellectual disabilities, and substance use disorders and determine appropriate responses when contacting same. It is also intended to provide students with the perspective of individuals and family members that have experience with mental illness, intellectual disabilities, and/or substance use disorders.
- Reinforce conflict resolution techniques for potentially dangerous situations with emotionally distressed persons with mental illness, intellectual disability, and/or substance use disorder

Examples of Learning Activities include, but are not limited to:

1. Play Scenario 1 **Encountering Persons with a Mental Illness** from the CA Commission on POST Mental Health Update video.
2. Facilitate discussion that encourages students to share their professional and personal experiences with mental health, intellectual disabilities, and substance use disorders.
3. Invite a guest speaker who has experience with mental illness, intellectual disabilities, and/or substance to present their perspective. Provide opportunity for the students to ask questions.
4. Provide case studies, scenarios, or video examples of individuals that display indicators of mental illness, intellectual disabilities, and substance use disorders to the students.
5. Students will participate in role play scenarios or use interactive videos that depict a variety of potentially dangerous situations involving a person in crisis with a mental illness, intellectual disability, or substance use disorder.



COURSE OBJECTIVES

The student will:

Behavioral Health

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 the cause and nature of mental illness, intellectual disabilities, and substance use disorders
3. Demonstrate the ability to identify indicators of mental illness, intellectual disabilities, and substance use disorders
4. Acquire a list of resources available to serve individuals with mental illness, intellectual disability, and substance use disorders
5. Demonstrate knowledge of appropriate language usage when interacting with potentially emotionally distressed persons
6. Demonstrate the ability to utilize de-escalation and conflict resolution to resolve a variety of situations involving individuals in crisis

I. INTRODUCTION/ORIENTATION

- A. Registration and orientation
- B. Course Objectives
- C. Overview
- D. Safety
- E. Testing



II. STIGMA

(A/B/I)

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, barriers to communication
3. People are not at fault for these disorders. Experienced on a continuum from low severity to high severity. Not always in crisis.

B. 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. MENTAL ILLNESS/INTELLECTUAL DISABILITIES/SUBSTANCE USE DISORDERS – CAUSE / NATURE / INDICATORS (C/D/G)

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



IV. TACTICAL COMMUNICATION; OFFICER SAFETY, DE-ESCALATION, AND CONFLICT RESOLUTION (E/F)

A. Tactical Response – Officer Safety/Public Safety/Safety of Person in Crisis

1. Assess individual's mental, physical, and emotional state
2. Stabilize and secure the scene
3. Minimize factors that create exigency or unnecessary excitation
4. Gather intelligence and information (sources)
5. Establish a plan (teamwork)
6. Gather resources
7. Be prepared for potential violence

B. De-escalation and Conflict Resolution

1. Building rapport and communication
 - a. Approach and introduction
 - b. Physical elements
 - c. Language
 - d. Active listening
 - e. Managing dialogue
 - f. Empathy/Respect
2. Questioning techniques
 - a. Learning and fact finding (open/probing questions)
 - b. Managing/coaching (leading/rhetorical questions)
 - c. Relationship building (ask for opinion/feedback)
 - d. De-fusing (questions to determine something you can give them a choice or control over)
 - e. Complex vs. simple questions
3. Persuasive skills to elicit cooperation
 - a. Persuasion is not manipulation
 - b. Person must be responsive to persuasion
 - c. Reciprocity is compelling
 - d. Be persistent
 - e. Compliment/Encourage (truthfully)
 - f. Clarify your expectations
 - g. Describe a positive future
 - h. Tell the truth
 - i. Build rapport
 - j. Stay calm and confident
4. De-escalation and re-escalation; utilizing time and patience



V. RESOURCES

(H)

Prior to course, instructor is required to develop a list of local resources and contacts for individuals and families with mental illness, intellectual disabilities, and substance use disorders to provide to students. Additional resources may be added at student's suggestion.

A. Community Resources

1. Hospitals
2. Clinics and treatment facilities
3. Service organizations
4. Support programs
5. Living facilities

B. Community partnerships and problem solving

1. Build networks and collaborations
2. Identify resources and service capability
3. Involve agencies/organizations in problem solving efforts
4. Develop contacts with local advocates

C. Other Resources

1. Advocacy organizations
2. Hotlines
3. Informational Websites
4. Government agencies

VI. CLOSING