



Woodland Police Department Expanded Course Outline for Crisis Intervention Training

Lesson 1- Introduction

1.1 Introduction

- A. Introduction of course facilitators and participants
- B. Crisis Intervention Training objectives
 - 1. Improve understanding, judgment, competence and safety
 - 2. Improve communication skills
 - 3. Improve ability to identify and appropriately respond to individuals with mental health and developmental disabilities.
 - 4. Increase awareness of local resources
 - 5. Expose officers to strategies that contribute to stigma reduction
- C. Why this training is important
 - 1. Officers will encounter someone with these disabilities
 - 2. Enhance safety of officers and community members
 - 3. Improve management of high risk encounters
 - 4. Improve ability to access resources
 - 5. Increase officer awareness of how culture plays into the treatment of mental illness

1.2 Pretest

Lesson 2- Welfare and Institution Code 5150 and the Law

2.1 History of LPS/5150

- A. Intent of 1967 legislation
 - 1. Due process rights

2.2 “5150” definition

- A. Danger to self
 - 1. Suicidal intent
 - 2. Plan
 - 3. Means
- B. Danger to others
 - 1. Homicidal intent
 - 2. Plan
 - 3. Means
- C. Grave disability
 - 1. Definition of mental disorder
 - 2. Categories not included
- D. Probable Cause
 - 1. Standards for commitment

2.3 Obligations of Mental Health

- A. Acceptance of individual for evaluation at facility

2.4 Obligations of Law Enforcement Officers

A. Detailed information

1. Factual circumstances
2. Observations
3. Provided history

2.5 Temporary Conservatorship

A. Definition

2.6 LPS Conservatorship

A. Definition

2.7 Firearms and 5150

A. WIC 8102

1. Seizure and forfeiture of weapons
2. Petition for exemption

Lesson 3-Mental Illness Overview

3.1 Defined as a medical illness

3.2 Characteristics of a mental illness

A. Disturbances of mood

1. Emotional “flatness”
2. Inappropriate emotion
3. Fluctuating moods
4. Intensity of emotions

B. Disturbance in thought

1. Disorganized thought patterns
2. Hallucinations
3. Delusional thinking

3.3 Treatment options

A. Medications

1. Anti-anxiety medications
2. Anti-depressant
3. Anti-psychotics
4. Seizure medications
5. Anti-mania medications

Lesson 4- Schizophrenia

4.1 Definition of schizophrenia

- 4.2 Symptoms
 - A. Delusions
 - B. Hallucinations
 - C. Paranoia
 - D. Concrete and disorganized thinking patterns
- 4.3 Medications and potential side effects
- 4.4 Co-occurring issues
- 4.5 Approaches in dealing with individuals with schizophrenia

Lesson 5 – Mood Disorders

- 5.1 Bipolar Disorder
 - A. Definition
 - B. Symptoms
 - 1. Elevated Mood
 - 2. Agitation
 - 3. Reduced need for sleep
 - 4. Poor judgment
 - 5. Distractibility
 - 6. Mood Swings
 - 7. Pressured speech
 - C. Medication for bipolar disorder and possible side effects
 - D. Co- Occurring issues
 - E. Approaches in dealing with individuals with bipolar disorder.
- 5.2 Major Depression
 - A. Definition
 - B. Symptoms of depression
 - 1. Emotional
 - i. Sadness
 - ii. Hopelessness, helplessness
 - iii. Sense of worthlessness
 - iv. Irritability at times, especially in children
 - 2. Cognitive
 - i. Poor concentration
 - ii. Difficulty with memory
 - 3. Behavioral
 - i. Loss of interest in pleasurable activities
 - ii. Sleep disturbance
 - iii. Change in appetite

- C. Medications and possible side effects
- D. Co-Occurring issues
- E. Approaches for interactions with individuals with depression.

Lesson 6 – Accessing Mental Health Services

- 6.1 24-hour Crisis Facility for detention under 5150 W&I
 - A. Crisis Intervention Team trained officer
- 6.2 Day programs
 - A. Community Intervention Program
 - B. Outpatient Services
 - 6. Medication Services
 - 7. Counseling Services
 - 8. Case Management Services
 - 9. Family support (NAMI)

Lesson 7 – Homeless Intervention

- 7.1 Homeless Mentally Ill
- 7.2 Available Services

Lesson 8-Nami Family Panel

- 8.1 Personal experiences as parents of children with mental illness
- 8.2 Challenges family members face in dealing with their child’s mental health Issues
- 8.2 Supports and resources for parents and family members.

Lesson 9 – CIT Panel

- 9.1 Mission of the CIT program
- 9.2 CIT response examples
- 9.3 Does CIT really work? Discussion with CIT trained officers

Lesson 10 – Older Adults

- 10.1 Elder Risk Factors
 - A. Health
 - B. Lack of Support
 - C. Finances

10.2 Delirium

- A. Definition
- B. Signs and Symptoms
 1. Disturbance of Consciousness
 2. Change in cognition
 3. Develops over short period of time
 4. Causes
- C. Treatment
 1. Medical evaluation to determine cause of delirium
- D. Approaches for interactions with individuals experiencing delirium.

10.3 Alzheimer's/Dementia

- A. Definition
- B. Signs and symptoms
 1. Memory impairment
 2. Language disturbance
 3. Difficulty with physical activities
 4. Inability to recognize or identify objects
 5. Disturbance in executive functioning (planning, organizing, etc.)
 6. Gradual onset and cognitive decline
 7. Possible Behavioral disturbances
- C. Treatment
 1. Medical treatment to address symptoms
- D. Approaches for interactions with individual's with dementia

10.4 Traumatic Brain injury

- A. Definition
- B. Signs and Symptoms
 1. Problems with cognition (thinking, memory, reasoning)
 2. Problems with sensory processing (sight, hearing, touch, smell, taste)
 3. Difficulty with communication (expression, understanding)
 4. Behavioral changes (personality change, aggression)
 5. Emotional changes (depression, anxiety, etc.)
- C. Treatment
 1. Medical treatment to address symptoms.
- D. Approaches for interaction with individuals with traumatic brain injury

Lesson 11 – Co-Occurring Disorders

11.1 Definition of Co-occurring Disorder

- A. Individual having one or more substance abuse disorder and one or more psychiatric disorder at the same time

11.2 Causes of Co-Occurring Disorder

- A. Family History
- B. Genetics
- C. Brain Chemistry
- D. Environmental Factors

11.3 Problems associated with Co-Occurring Disorders

- A. High instance of substance abuse
- B. Legal Problems
- C. Family issues
- D. Problems related to employment
- E. High risk behaviors
- F. Physical and Mental Health problems

11.4 Addiction

- A. Field Assessment often difficult because of similar symptoms
- B. Indicators of Addiction

11.5 Assessment and Treatment

- A. Mental Health and Substance Abuse treatment often at odds

Lesson 12– Excited Delirium

12.1 Profile of Excited Delirium Deaths

- A. Most common characteristic
- B. Pre-disposing factors
- C. Physical characteristics
- D. Behavioral characteristics

12.2. Other conditions that may cause similar behaviors

- A. Diabetes
- B. Brain Injury
- C. Water Intoxication
- D. Epilepsy
- E. Psychosis
- F. Dementia
- G. Others

12.3. Response Model

- A. Information gathering
- B. Resources
- C. De-escalation
- D. Control & Capture

- E. Sedation
- F. Transportation to hospital or medical

12.4 REQUIRED LEARNING ACTIVITIES

- A. Selected sample videos and discussion

Lesson 13 – Interventions in the Field

13.1 Field observations of behaviors and symptoms

- A. Consciousness
- B. Activity
- C. Speech
- D. Thought Process
- E. Affect
- F. Memory
- G. Orientation
- H. Perception
- I. Physical Symptoms
- J. Physical Surroundings

13.2 “What to say”

- A. Questions that can be helpful in determining level of impairment
- B. Questions to ask family members, friends, witnesses

13.3 “How to say it”

- A. Non-verbal communication approaches
- B. Verbal Techniques

Lesson 14 – Suicide Assessment

14.1 High Suicide risk categories and factors

- A. Depressive symptoms
- B. Verbal Warnings
- C. Behavioral warnings
- D. gender differences
- E. Age differences

14.2 Assessing intent and plan

- A. Intent vs. suicidal thoughts
- B. Assessing means to complete plan

- 14.3 The “Do’s and Don’ts” of suicide interventions
 - A. Listening with acceptance and understanding
 - B. Identify strengths
 - C. Assist with problem solving

Lesson 15– Suicide by Cop / Officer Safety

15.1 Definition

15.2 Potential Indicators

- A. Recent loss (physical, emotional, financial)
- B. Prior Suicide attempts
- C. History of violence
- D. Imminent arrest

Lesson 16 – Managing Stress

16.1 Stress Reactions

- A. Physical Reaction
 - 1. Muscle aches
 - 2. Headaches
 - 3. Digestive problems
 - 4. Fatigue
- B. Emotional reactions
 - 1. Sadness
 - 2. Irritability
 - 3. Feelings of uncertainty
- C. Cognitive reactions
 - 1. Difficulty concentrating
 - 2. Flashbacks

16.2 Self Care Strategies

- A. Physical care
 - 1. Rest
 - 2. Eat well balanced meals
 - 3. Exercise
 - 4. Maintain normal schedule
- B. Emotional care
 - 1. Express your feelings
 - 2. Spend time with friends.
 - 3. Talk to people you trust
 - 4. Find a counselor if feelings become prolonged

Lesson 17 – Post Traumatic Stress Disorder

17.1 Definition of Post Traumatic Stress Disorder (PTSD)

- A. Anxiety Disorder
- B. Trauma definition
- C. Examples of Traumatic Events
 - 1. Abuse
 - 2. Catastrophe
 - 3. Violent attack
 - 4. War, combat

17.2 Symptoms of Post Traumatic Disorder (PTSD)

- A. Intrusive
 - 1. Dissocialize states
 - 2. Flashbacks
 - 3. Intrusive memories and emotions
 - 4. Nightmares, night terrors
- B. Avoidant
 - 1. Avoiding emotions
 - 2. Avoiding relationships
 - 3. Avoiding responsibility for others
 - 4. Avoiding situations reminding individual of traumatic event
- C. Hyper arousal
 - 1.. Exaggerated startle response
 - 2. .Explosive outbursts
 - 3. Hyper vigilance
 - 4. Irritability
 - 5. Panic Symptoms
 - 6. Sleep disturbance

17.3 Co-Occurring issuers

17.4 Treatment options for PTSD

- A. Medication therapy
 - 1. Antianxiolytic medications
- B. Counseling
 - 1. Cognitive Behavioral Therapy
 - 2. Relaxation Techniques
 - 3. Psycho education

17.5 Approaches for interactions with individuals with PTSD

Lesson 18 – De-escalation techniques TACT

18.1 Tone

- A. No yelling, lower your voice, calm but firm
- B. Not what you say, it's how you say it
- 18.2 Atmosphere
 - A. Calm the scene, lower radios, remove distractions
- 18.3 Communication
 - A. Be willing to repeat SIMPLE directions
 - B. Make sure the subject understands your directions
- 18.4 Time
 - A. Be willing to take the time needed to safely complete call
 - B. Subjects who suffer from illness or are under medication need more Time to process information

Lesson 19 – Role Play

Lesson 20 – NAMI Consumer Panel

- 20.1 Personal experiences of individuals with mental illness
- 20.2 Interaction with law enforcement
- 20.3 Challenges individuals face while experiencing an increase in symptoms
- 20.4 Question and answer time.

Lesson 21 - Developmental Disorders

- 21.1 Definition
 - A. Welfare and Institution code 4512-a (state definition)
- 21.2 Intellectual Disability
 - A. Definition
 - B. Indicators
 - 1. Difficulty following multi-step instructions
 - 2. Impulsive actions
 - 3. Communicates below age level
 - 4. Poor sense of time
 - 5. Compliant
 - 6. Short attention span, easily distracted
 - C. Causes
 - 1. Genetic
 - 2. Childhood disease or accidents (TBI)
 - 3. Malnutrition, poor health care, environmental hazards
 - 4. Pregnancy or prenatal problems
 - D. Approaches for interaction with individuals with intellectual disabilities
 - 1. Talk slowly and clearly
 - 2. Give one direction at a time. Allow extra time for response
 - 3. Ask open ended questions
 - 4. Repeat or rephrase questions
 - 5. Use concrete term. Avoid jargon

6. Use visual cues.
 7. Recognize their need for routine
 8. Use resources
- E. Present the perspectives of individuals or families who have experiences with persons who have intellectual disabilities

21.3 Autism

A. Definition

B. Indicators

1. Sensitive to touch, sensations or stimuli
2. Need for structure and routine
3. Difficulty relating to people
4. Tendency to echo words
5. Repetitive behaviors
6. Attracted to shiny objects
7. Avoids eye contact
8. Tends to use monotone or flat voice
9. Tantrums, self stimulation, self mutilation
10. Propensity to run
11. Lacks abstract thinking
12. Processes slowly

D. Causes

1. No known cause

E. Approaches to interactions with a person with autism

1. May become anxious by police presence
2. Sensory impairment may cause abnormal reactions
3. Speak slowly and clearly
4. Look for caretaker in the vicinity

F. Community and State Resources

1. State Council
2. Regional Centers

Lesson 22 – Role Play

Lesson 23 - Post test and Graduation