

**POST PERISHABLE SKILLS PROGRAM (PSP)
CRISIS INTERVENTION BEHAVIORAL HEALTH TRAINING**

(Folsom Police Department 5990)

CCN: 20762 | POST Certification II | Reimbursement Plan N/A | 8 hours

Rev. 4-9-2205

COURSE GOAL:

This course will provide the student with the minimum topics mandated in section 13515.27(a) of the California Penal Code and meets the Perishable Skills Program for Tactical Communication.

MINIMUM TOPICS/EXERCISES:

BEHAVIORAL HEALTH

- A. Indicators of mental/behavioral health, Intellectual/Developmental Disabilities, and substance use disorder
- B. Cause and nature of mental/behavioral health, Intellectual/Developmental Disabilities, and substance use disorder
- C. Appropriate responses for a variety of situations involving persons with mental/behavioral health, Intellectual/Developmental Disabilities, and substance use disorder
- D. Conflict resolution and de-escalation strategies and techniques for potentially dangerous situations
- E. Appropriate language usage when interacting with potentially emotionally distressed persons
- F. Resources available to serve persons with mental/behavioral health and intellectual/developmental disabilities
- G. Issues related to stigma and cultural relevance
- H. Perspective of individuals or families who have experience with persons who have mental/behavioral health, Intellectual/Developmental Disabilities, and substance use disorder
- I. Cause and nature of Dementia (Alzheimer's) and appropriate responses

STRATEGIC COMMUNICATION

- a. Officer and community safety
- b. Escalation versus de-escalation
- c. Communication elements
- d. Listening skills
- e. Questioning techniques
- f. Persuasion
- g. People with disabilities
- h. Team communication
- i. Class exercises/student evaluation training

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COURSE OBJECTIVES:

Mental/behavioral health, Intellectual/Developmental Disabilities, and Substance Use Disorder (SUD)

The student will:

1. Demonstrate the ability to identify indicators of mental/behavioral health, intellectual developmental disabilities, and substance use disorder.
2. Demonstrate knowledge of the cause and nature of mental/behavioral health, intellectual developmental disabilities, and substance use disorder.
3. Demonstrate the ability to utilize De-escalation strategies and techniques and conflict resolution to resolve a variety of situations with persons in crisis.
4. Demonstrate appropriate language when interacting with persons in crisis
5. Demonstrate knowledge of the role stigma has in society and across cultures in regard to mental/behavioral health, intellectual/developmental disabilities, and substance use disorder.
6. Acquire a list of resources available to serve individuals with mental/behavioral health, intellectual/developmental disabilities, and substance use disorder.

Strategic communication

The student will:

1. Demonstrate knowledge of the basic components of communication skills and techniques.
2. Demonstrate knowledge of the importance of listening and persuasion skills as they relate to effective strategic communication and active listening.
3. Demonstrate knowledge of the skills needed to effectively deal with difficult people
4. Demonstrate a minimum standard of strategic communication skills with every technique and exercise to include:
 - a. Listening/Persuasion
 - b. Judgment and decision making
 - c. Officer and Community safety
 - d. De-escalation strategies and techniques verbal commands
 - e. Effectiveness under stress conditions

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EXPANDED COURSE OUTLINE

I. INTRODUCTION

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

**II. MENTAL/BEHAVIORAL HEALTH, INTELLECTUAL/DEVELOPMENTAL
DISABILITIES AND SUBSTANCE USE DISORDER**

- A. Mental/Behavioral Health
 - 1. Discuss the cause and nature
 - 2. Identify indicators or behaviors
 - 3. Discuss and develop appropriate language and rapport-building strategies
- B. Intellectual/Developmental Disabilities
 - 1. Discuss the cause and nature
 - 2. Identify indicators or behaviors
 - 3. Discuss and develop appropriate language and rapport-building strategies
- C. Substance Use Disorder
 - 1. Discuss the cause and nature
 - 2. Identify indicators or behaviors
 - 3. Discuss and develop appropriate language and rapport-building strategies
- D. Dementia (Alzheimer's)
 - 1. Discuss the cause and nature
 - 2. Identify indicators/behaviors
 - 3. Discuss and develop appropriate language and rapport-building strategies
- E. Resources
 - 1. Community Resources
 - a. Hospitals
 - b. Clinics
 - c. Service organizations
 - d. Support organizations
 - e. Living facilities

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2. Community partnerships and problem solving
 - a. Identify resources and service capabilities
 - b. Involve agencies/organizations in program-solving efforts
 - c. Develop contacts with local advocates

3. Other Resources
 - a. Advocacy organizations
 - b. Suicide and Crisis Hotline (988)
 - c. Informational websites
 - d. Government agencies

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

Learning Activity:

III. STRATEGIC COMMUNICATION; OFFICER AND COMMUNITY SAFETY

- A. Officer and Community Safety
 1. Control the Environment
 - a. Tactical pause
 - b. Slow down
 - c. Gather information
 - d. Develop a plan
 - e. Distance + Cover = Time

 2. Critical Thinking
 - a. What's important right now?
 - b. Set priorities
 - c. Think through your choices
 - d. Make sound decisions

- B. Understand Escalation Versus De-escalation Is Affected By Communication Strategies
 1. Professionalism
 - a. Your presence can be an important factor in crisis response outcomes
 - i. Stay mindful and manage your emotions
 - ii. Be aware of your response to the emotions of people around you on service calls
 - b. Appropriate Language

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- i. What you say
 - ii. How you say it
 2. How you treat others
 - a. Golden Rule - Treat others how you want to be treated
 - b. Platinum Rule - Treat others the way they want to be treated
 3. Four tenets of Procedural Justice
 - a. Voice
 - b. Neutrality
 - c. Respectful treatment
 - d. Trustworthiness
- C. Communication Elements
 1. Phases of Communication
 - a. Approach - Impact of physicality and demeanor
 - b. Greeting - Initiating the conversation
 - c. Engagement - Strategies to promote communication and rapport building
 - d. Adaptation - Being flexible
 - e. Repair - Re-establishing rapport
 - f. Incident closure - How we end a contact today could influence a future contact
 2. Message Delivery
 - a. Content
 - b. Tone of voice
 - c. Non-verbal
 3. Active Listening
 - a. Affirmations
 - b. Open-ended questions
 - c. Mirroring
 - d. Paraphrasing
 - e. Avoid "You" messages
 - f. Effective pauses
 - g. Listening to understand
 4. Empathy
 - a. Empathy vs. Sympathy
 - i. Empathy - The ability to understand and share feelings of another

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- ii. Sympathy - Feelings of sorrow and pity for someone else's misfortune
- iii. Questioning Techniques
 - i. Intentional closed questions
 - ii. Open-ended questions
 - iii. Question types
 - 1. Fact-finding
 - 2. Leading
 - 3. Opinion seeking

D. Team Communication During a Critical Incident

- 1. Coordinated effort
 - a. Planned response (when feasible)
 - b. One voice
 - i. Single point of contact with the subject(s)
 - ii. Single point of contact with the dispatch
 - c. Force options
 - d. Continuous assessment
- 2. Debrief
 - a. Effective
 - b. Ineffective

Learning Activity:

IV. DE-ESCALATION STRATEGIES AND CONFLICT RESOLUTION

- A. Strategic Response – Officer Safety/Public Safety/Safety of Person in Crisis
 - 1. When feasible, slow down and assess the situation
 - 2. Assess individual's mental, physical, and emotional state
 - 3. Minimize factors that create exigency or unnecessary excitement
 - 4. Anticipate and be flexible
 - 5. Scene management
 - a. Gather information (sources)
 - b. Stabilize, secure, and contain the scene
 - c. Establish a plan (teamwork)
 - d. Gather resources
 - e. Distance + Cover = Time
- B. De-escalation Strategies and Techniques, and Conflict Resolution
 - 1. Attempt to build rapport and communicate
 - a. Approach and introduction

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- b. Environmental distractions
 - c. Language, speech, non-verbal, and tone
 - d. Active listening
 - e. Managing dialogue
 - i. Primary communicator
 - ii. Deflecting or redirecting the conversation
 - f. Empathy/Respect
2. Questioning techniques
- a. Emotional intelligence
 - b. Learning and fact-finding (open/probing questions)
 - c. Managing/coaching (leading/rhetorical questions)
 - d. Relationship building (ask for opinion/feedback)
 - e. De-fusing (questions to determine something you can give them a choice or control over)
 - f. Complex vs. simple questions
3. Persuasive skills to elicit cooperation
- a. Person must be responsive to persuasion
 - b. Persuasion is not manipulation
 - c. Reciprocity is compelling
 - d. Be persistent e. Compliment/encourage (genuinely) f. Clarify your expectations g. Tell the truth h. Build rapport i. Stay calm and confident

Learning Activity:

V. RELEVANT LAWS

- A. SB 43: Gravely Disabled (California Welfare and Institutions Code (WIC) section 5150) is expanded to include: as a result of a mental health disorder, impairment by chronic alcoholism, severe substance use disorder, or a co-occurring mental health disorder and severe substance use disorder, is unable to provide for their basic personal needs for food, clothing, shelter, personal safety, or necessary medical care.
- B. Lanterman-Petris-Short (LPS) Act CA Welfare and Institutions Code
 - 1. Compare basic services available at hospitals with emergency departments versus freestanding hospitals.
 - 2. Recite the common difference between LPS facilities and non-LPS facilities.
 - 3. Name area of facilities

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- C. Define WIC § 5150: When you have probable cause to believe that a person is, as a result of a mental health disorder, a danger to themselves, a danger to others, or gravely disabled, you are empowered to detain the person for safe and orderly transport to an LPS facility for a mental health assessment.
- D. WIC § 5150.05: Discuss the importance of obtaining (if available) and incorporating credible third-party information during WIC § 5150 determination process.
- E. Section 5151: Psychiatric assessment conducted by a licensed behavioral health professional at an LPS facility to determine if the person you transported requires psychiatric detention (§ 5150).
- F. WIC § 5152: The actual hospital admission and up to 72-hour “hold” determined as a result of the WIC § 5151 evaluation. That is, WIC § 5150 does not allow you to place a person on a “hold,” rather, it allows you to “detain” someone to obtain an evaluation (WIC § 5151) by a mental health professional at an LPS hospital.
- G. WIC § 5585: Discuss this section regarding minors.

VI. STIGMA

- A. Provide context for stigma and the role it plays in mental/behavioral health, intellectual/developmental disabilities, and/or substance use disorder.
 - 1. Perspective of individuals or families who have experiences with persons with mental/behavioral illness, intellectual/developmental disability, and/or substance use disorder
 - 2. The meaning of stigma – a mark of disgrace or shame associated with a particular circumstance, quality, or person
 - 3. The consequences of stigmatization – social isolation, fear, violence, mistrust, prejudice and discrimination, and barriers to communication
 - 4. People are not at fault for these disorders, understanding the cause of disorder can help reduce stigma
- B. Compare and contrast the way different cultures treat mental/behavioral health, intellectual/developmental disabilities, and substance use disorder in the areas

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1. Stigmatization
2. The social impact on families and individuals
3. Barriers to seeking help and participating in treatment

VII. REVIEW AND EVALUATIONS