

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

(Folsom Police Department 5990)

CCN: 20762 | POST Certification II | Reimbursement Plan N/A | 4 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. Cultural relevance
- D. Appropriate responses for a variety of situations involving persons with mental/behavioral health, Intellectual/Developmental Disabilities, and substance use disorder
- E. Conflict resolution and de-escalation strategies and techniques for potentially dangerous situations
- F. Appropriate language usage when interacting with potentially emotionally distressed persons
- G. Resources available to serve persons with mental/behavioral health and intellectual/developmental disabilities
- H. Issues related to stigma and cultural relevance
- I. Perspective of individuals or families who have experience with persons who have mental/behavioral health, Intellectual/Developmental Disabilities, and substance use disorder

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

Learning Activity:

III. 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

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- 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

Learning Activity:

IV. STRATEGIC COMMUNICATION; OFFICER AND COMMUNITY SAFETY

- 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 excitement
 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)

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- 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

Learning Activity:

V. RESOURCES

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.

- A. Community Resources
- a. Hospitals
 - b. Clinics
 - c. Service organizations
 - d. Support organizations
 - e. Living facilities
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)

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- c. Informational websites
- d. Government agencies

VI. REVIEW AND EVALUATIONS