

**Regulation 1081 Minimum Standards for Legislatively Mandated Courses  
Crisis Intervention Behavioral Health Course for Law Enforcement  
California State Universities  
Expanded Course Outline (8 hours)**

*This course meets the criteria for Senate Bill 29 13515.28(a)(1) PC; Field training officers are required to have eight hours of behavioral health training.*

I. INTRODUCTION/ORIENTATION

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

II. STIGMA

- 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 the 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

- 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 the stigmatization of 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

1. Mental illness
2. Intellectual disabilities
3. Substance use disorders (co-occurring)

IV. LAWS AND USE OF FORCE CONSIDERATIONS

A. Discuss how the following laws are applied in encounters with individuals with mental illness relative to use of force

1. *Graham v. Connor*
2. *Garner v. Tennessee*
3. *Scott v. Harris*
4. *Hayes v. San Diego County*
5. *Sevier v. City of Lawrence*
6. *Adams v. Fremont*
7. *Sheehan v. San Francisco*
8. *Thomas v. Nugent*

B. Pre-event tactics

1. Arrival and approach contact officer/cover officer
2. What resources and tools do you bring to the event?
3. Is there time to wait for additional officers, support, tools, and resources?
4. Who is in charge at the scene?

V. MENTAL ILLNESS/INTELLECTUAL DISABILITIES/SUBSTANCE USE DISORDERS

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

VI. IDENTIFYING AND UTILIZING RESOURCES

- 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

## VII. DE-ESCALATION AND CONFLICT RESOLUTION IN A VARIETY OF SITUATIONS

- A. Initial response
  - 1. Stabilize and secure the scene
  - 2. Minimize factors that create unnecessary exigency or excitation
  - 3. Gather intelligence
  - 4. Establish a plan
  - 5. Gather resources
  
- B. 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
  
- C. 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. INTERACTIVE VIDEO SIMULATION TRAINING (IVST)

- A. Students will participate in video simulation designed to de-escalate individuals who are demonstrating crisis behavior
  
- B. After each video simulation, an instructor-led debriefing will occur with the participants

## IX. STUDENT EVALUATIONS AND CONCLUSION

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