

Module Learning Objectives

1. Welcome and Training Overview

Time: 45 minutes (*Video: 3 minutes and 32 seconds*)

Slides: 14

Purpose: This module serves to introduce the lead instructors and the classroom participants to each other; set expectations for the week of learning; ascertain the level of understanding about crisis intervention the students begin with, and; sketch the basic concept of crisis intervention teams.

Learning Objectives

Upon completing this module, students will be able to:

- Define “crisis intervention team” and enumerate the members of an effective team;
- Describe the history of crisis intervention teams; and
- Identify the goals of crisis intervention team programs.

2. Criminal Justice and CIT Overview

Time: 45 minutes (*Combined with Module 1 for a total of 90 minutes*)

Slides: 16

Purpose: This module will discuss the issues related to the high prevalence of people with serious mental illnesses in the criminal justice system, what the CIT Program is and how communities are working together with CIT Programs to promote jail diversion and create improved crisis response systems to help those in need.

Learning Objectives

Upon completing this module, students will be able to:

- Explain the background of the problem at hand;
- Describe the Memphis Model of Crisis Intervention Teams; and
- Describe the importance of community involvement for jail diversion.

3. Introduction to Mental Health and Mood Disorders

Time: 1 hour (*Video 1: 3 minutes, 23 seconds; Video 2: 3 minutes, 58 seconds*)

Slides: 20

Purpose: This module will introduce participants to mood disorders and their symptoms.

Learning Objectives

Upon completing this module, students will be able to:

- Provide a definition of mental illness;
- Provide a general definition of mood disorders;
- Describe some symptoms of mood disorders; and
- Describe some behaviors that you may see in people with mood disorders.

4. Psychotic Disorders

Time: 90 minutes (*Video: 10 minutes and 18 seconds*)

Slides: 16

Purpose: This module will introduce participants to psychotic disorders and their symptoms.

Learning Objectives

Upon completing this module, students will be able to:

- Describe Hallucinations and Delusions.
- List key behaviors relevant when law enforcement officers respond to a person with psychosis
- Identify two strategies to communicate with someone with psychosis.

5. Personality Disorders

Time: 50 minutes (Video: 4 minutes and 36 seconds)

Slides: 12

Purpose: This module introduces participants to Anti-Social and Borderline Personality Disorders and their symptoms.

Learning Objectives

Upon completing this module, students will be able to:

- Define Anti-Social and Borderline Personality Disorders in general terms.
- List the key behaviors relevant to a law enforcement intervention.

6. Neurocognitive Disorders

Time: 60 minutes (Video: 3 minutes and 14 seconds)

Slides: 20

Purpose: This module introduces participants to neurocognitive disorders and their symptoms.

Learning Objectives

Upon completing this module, students will be able to:

- Explain the effects of Dementia;
- Describe the symptoms associated with Alzheimer's; and
- Describe the symptoms of Traumatic Brain Injury.

7. Neurodevelopmental Disorders in Children, Youth, & Adolescents

Time: 1 hour (Video 1: 13 minutes and 9 seconds; Video 2: insert time)

Slides: 15

Purpose: This module introduces participants to disorders in children, youth and adolescents, and their symptoms.

Learning Objectives

Upon completing this module, students will be able to:

- Explain what are Intellectual Disabilities
- Explain what is Fetal Alcohol Spectrum Disorder
- List common symptoms and behaviors associated with Autism Spectrum Disorders
- Describe useful tips for interacting with youth with a disorder.

8. Disruptive, Impulse-Control, & Conduct Disorders in Children, Youth, & Adolescents

Time: 1 hour (Video: 1 minute and 49 seconds)

Slides: 13

Purpose: This module introduces participants to disorders in children, youth and adolescents, and their symptoms.

Learning Objectives

Upon completing this module, students will be able to:

- Identify symptoms of mental health disorders in children, youth and adolescents;
- Describe symptoms of impulse control disorders; and
- Define conduct disorder.

9. Anxiety and Post-Traumatic Stress Disorder

Time: 1 hour (Video 1: 13 minutes and 45 seconds; Video 2: 2 minutes and 42 seconds; Video 3: 5 minutes)

Slides: 23

Purpose: This module introduces the signs and symptoms of PTSD.

Learning Objectives

Upon completing this module, students will be able to:

- Describe some causes of PTSD
- Describe three symptoms of PTSD; and
- Describe interventions/approaches to use that law enforcement officers can take when interacting with someone suspected of suffering from PTSD.

10. Psychopharmacology

Time: 1 hour

Slides: 16

Purpose: This module provides a general overview of medications and presents easy-to-understand categories.

Learning Objectives

Upon completing this module, students will be able to:

- Name 4 types of psychotropic medications;
- Name some common side effects of these medications; and
- Explain the reasons why some individuals do not take medication.

11. Substance-Related and Addictive Disorders

Time: 90 minutes (Video 1: 1 minute and 32 seconds; Video 2: 3 minutes and 27 seconds; Video 3: 5 minutes and 41 seconds)

Slides: 28

Purpose: This module will introduce participants to Substance-Related and Addictive Disorders and their symptoms. This module includes a brief video entitled “Facing Addiction in America.”

Learning Objectives

Upon completing this module, students will be able to:

- Define substance-related and addictive disorders;
- Describe behaviors associated with these disorders;
- Discuss effective approaches to intervening with those under the influence of substances; and
- Discuss the extent that individuals with mental illness also have substance use disorders.

12. Culture Awareness and Mental Health

Time: 1 hour

Slides: 11

Purpose: This module will challenge participants to think about the communities they interact with every day in light of advocacy, cultural awareness and diversity topics.

Learning Objectives

Upon completing this module, students will be able to:

- Discuss culture in the context of mental health;
- Discuss the application of cultural competence skills in crisis situations; and
- Explain the importance of cultural competence, cultural sensitivity and cultural awareness as it pertains to communities and to mental illness/addiction.

13. Suicide

Time: 2 hours (Video 1: 14 minutes and 13 seconds; Video 2: 3 minutes and 32 seconds)

Slides: 24

Purpose: This module introduces the signs and symptoms of suicide.

Learning Objectives

Upon completing this module, students will be able to:

- Name three signs of suicidal behavior
- Know what they should say to someone whom they suspect may be suicidal.

14. Assessment, Commitment, and Legal Considerations

Time: 1 hour
Slides: 9
Purpose: Review of relevant state laws, and local laws as it pertains to the involuntary civil commitment process.

Learning Objectives

Upon completing this module, students will be able to:

- Describe the purpose of assessment;
- Explain their local involuntary civil commitment laws; and
- Describe the role of law enforcement based on state law in the involuntary commitment process.

15. Veterans and Homelessness

Time: 2 hours | 1 hour for Veterans and 1 hour for Homelessness
 (Optional Video 1: 5 minutes and 12 seconds; Optional Video 2: 2 minutes and 32 seconds; Optional Video 3: 4 minutes and 33 seconds)
Slides: 10
Purpose: The material in this module is a guide; we encourage local jurisdictions and communities to make this module their own by developing new content or refining the content provided. Further, if there is another community issue that is more relevant for your community, please feel free to re-develop this hour to address other local issues.

Learning Objectives

Upon completing this module, students will be able to:

- Explain mental health challenges that are faced by some veterans and people who are homeless.
- Other tailored learning objectives depending upon guest speakers.

16. Special Topic

Time: 1 hour
Slides: TBD by Guest Speaker(s)
Purpose: This module is to be used for a topic that is relevant to your community, such as problem-solving courts, officer wellness, childhood trauma or other topics with local importance. Invite relevant guest speakers in to deliver brief talks about local issues or resources.

Learning Objectives

Upon completing this module, students will be able to:

- To be customized to guest speaker(s).

17. Scenario-based Skills Training / De-escalation Communication Skills

Time: 2 hours (Video: 1 minute and 41 seconds)
Slides: 44
Purpose: This module introduces signs and symptoms of suicide.

Learning Objectives

Upon completing this module, students will be able to:

- Define the concept of defusing crisis situations;
- Explain why communication skills are important for everyone's safety;
- Explain how to use active listening skills
- Describe what Empathy is and why it is important
- Describe how tone and body posturing can shape outcomes; and
- Integrate crisis management skills with police department officer safety procedures.

18. Scenario-based Skills Training / Verbal De-escalation Strategies

Time: 2 hours (Video: 5 minute and 46 seconds)
Slides: 25
Purpose: This module provides de-escalation strategies for CIT officers.

Learning Objectives

Upon completing this module, students will be able to:

- List four basic safety principles;
- List two performance traits necessary to engage verbal de-escalation;
- Discuss and explain ten de-escalation learning points;
- Name and demonstrate the Verbal De-Escalation Skills and Strategy Playbook; and
- List six escalating crisis factors.

19. Scenario-based Skills Training / Verbal De-escalation Scenarios

Time: To Be Determined
Slides: 4
Purpose: This module provides the opportunity for the class participants to practice their verbal de-escalation skills and receive constructive feedback.

Learning Objectives

Upon completing this module, students will be able to:

- Apply newly acquired skills in interactive role-play situations to solidify techniques; and
- Integrate verbal de-escalation skills and strategies with police department officer safety procedures.

20. Liability and Other Issues

Time: 60 minutes
Slides: 6
Purpose: Review of liability issues for law enforcement agencies when officers interact with people with mental illness or people in crisis.

Learning Objectives

Upon completing this module, students will be able to:

- Identify liability considerations.

21. Policies and Procedures

Time: 30 minutes
Slides: 4
Purpose: Review of agency's policy/standard operating procedures (SOP) for responding to people with mental illness and/or people in crisis. Review of SOPs for barricaded/suicidal subjects or other policies that pertain to responding to mental health crisis calls.

Learning Objectives

Upon completing this module, students will be able to:

- Explain how your use of force policy applies to people in crisis;
- Describe how your agency's policies guide response to people in crisis; and
- Explain what changes have (or will be) implemented as a result of the CIT program, as well as any specific responsibilities CIT officers have as a result of that.

22. Local Resources

Time: 120 minutes – 2 hours
Slides: 23
Purpose: This module should be tailored to the community/jurisdiction in which the training is occurring. Include information about local hospitals and mental health clinics; local advocacy groups; other relevant resources such as community mental health centers and substance abuse providers. Bring in guest speakers from the local emergency room and other emergency mental health and substance abuse services to describe their facilities and organizations or have a representative from the mental health system that is familiar with all those services present an overview of the services.

Learning Objectives

Upon completing this module, students will be able to:

- Identify services that can be of assistance to law enforcement in emergency situations
- Identify services that law enforcement can refer individuals/families to for follow-up services (when no immediate intervention is needed after de-escalation has occurred).

23. Family and Peer Perspective Panel

Time: 110 Minutes

Slides: Title Slide (additional slides may be created if needed).

Purpose: The Peer and Family Perspectives Panel is intended to be an opportunity for law enforcement officials to hear personal stories of people with mental illness and/or their family members. Stories often include details about barriers to accessing treatment and services, interactions someone may have had with a law enforcement official in their community, and feelings about the stigma of mental illness. The goal is to have the audience gain a better understanding of what it is like to live with a mental illness or to have a family member living with a serious mental illness.

Learning Objectives

Upon completing this module, students will be able to:

- Discuss the experiences of those living with mental illness from their perspective.
- Identify at least one barrier people face to accessing treatment for mental illness.
- Identify the challenges families and caregivers face to supporting their loved one with mental illness.

24. Site Visits

Time: 240 Minutes (4 Hours)

Slides: Title Slide (additional slides may be created if needed).

Purpose: Site visits are meant to enhance and intensify the classroom learning of mental health basics, by giving officers an opportunity to engage with people with mental illness and learn about service organizations in their community.

Learning Objectives

Upon completing this module, students will be able to:

- Describe at least two things they learned from their interaction with those living with mental illness.
- Identify at least one service each site agency/organization provides.