

Psychiatric Emergency Response Team (PERT)
CRISIS INTERVENTION BEHAVIORAL HEALTH TRAINING
8-HOUR Field Training Officer (SB29) Course
EXPANDED COURSE OUTLINE

- I. INTRODUCTION and ORIENTATION to the TRAINING
 - A. Registration
 - B. Administration of Pre-test
 - C. Course Objectives; Course design, including an overview of Learning Activities; Introductions of Instructors and Participants
- II. OVERVIEW of PERT, INCLUDING GROWTH and PARTNERSHIP with COUNTY LAW ENFORCEMENT
 - A. Summarize how historical factors influenced the creation and expansion of PERT
 - B. Articulate the basic mission of PERT
 - C. Explain how PERT coverage throughout San Diego County is determined
 - D. Distinguish how each of the following PERT Divisions assist Law Enforcement
 - 1. PERT Patrol
 - 2. PERT Multi-agency Plan (MAP)
 - 3. PERT Homeless Outreach Teams (HOT)
 - 4. PERT Emergency Medical Services (EMS)
 - 5. PERT Schools
 - 6. PERT Crisis Intervention Training (CIT)
 - E. Recite how PERT can be accessed to respond to a person in mental health crisis.
 - 1. Community
 - a. 911
 - b. Law enforcement agency non-emergency phone number
 - 2. Law Enforcement
 - a. Dispatch
 - b. PERT Referral Form
- III. STIGMA
 - A. Discuss the meaning of stigma (e.g., a mark of disgrace or shame associated with a particular circumstance, quality, or person) and contributors:
 - 1. Media and Hollywood depictions
 - 2. Cultural implications
 - 3. Societal views
 - 4. Your personal views on mental illness and your attitude about your law enforcement department's psychological services program
 - B. Elaborate about the consequences of stigmatization (e.g., social isolation, a barrier to seeking help, fear, mistrust, prejudice and discrimination)
 - C. Describe the perspective of stigma and view of law enforcement response of consumers living with severe and persistent mental illness and their family members/supports

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IV. LAWS

- A. Elaborate on how State of California laws and regulations impact law enforcement encounters with persons experiencing a behavioral health crisis, while preserving their rights and public safety
 - 1. Lanterman-Petris-Short (LPS) Act California Welfare and Institutions Code
 - a. Compare basic services available at hospitals with Emergency Departments versus Freestanding hospitals.
 - b. Recite the common difference between LPS facilities and non-LPS facilities.
 - c. Name San Diego County hospitals specializing in child behavioral health services.
 - 2. Define §5150: When you have probable cause to believe that a person is, as a result of a mental health disorder, a danger to himself/herself, a danger to others, or gravely disabled, you are empowered to detain the person for a safe and orderly transport to an LPS facility for a mental health assessment.
 - a. §5150.05 – Discuss the importance of obtaining (if available) and incorporating credible third party information during §5150 determination process.
 - b. §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).
 - c. §5152 - The actual hospital admission and up to 72-hour “hold” determined as a result of the §5151 evaluation. That is, §5150 does not allow you to place a person on a “hold,” rather, it allows you to “detain” someone for the purpose of obtaining an evaluation (§5151) by a mental health professional at a LPS hospital.
 - d. Elaborate on how to distinguish Voluntary versus Involuntary status
 - 1) Defend why it is inappropriate to transfer someone to a hospital on a “voluntary” basis if they meet §5150 criteria.
 - e. Demonstrate effective documentation on Form DHCS 1801 (i.e. the 5150 form) and explain the importance of documentation.
 - f. Apply contact information to the County of San Diego Law Enforcement Transport Sheet
 - g. Behavioral Health Services
 - 1) Describe important factors when choosing a facility for the transported person
 - 2) Name general services provided by community resources
 - h. Describe the importance of EMTALA.
 - i. Define if “ED bypass” applies to both medics and law enforcement.
 - 3. Recite procedures for 8100 WICs on Confiscation of Weapons
 - 4. Explain the role of law enforcement Tarasoff: Only clinicians enact Tarasoff, but law enforcement submits BOF 4074 and attempt victim notification.

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- V. EFFECTIVE ON-SCENE SKILLS to ENSURE a SAFE RESOLUTION
 - A. Explain goals and response tactics when encountering a field contact in crisis to ensure an effective and safe resolution.
 - 1. Stabilize and secure the scene
 - 2. Minimize factors that create unnecessary exigency or excitement
 - 3. Gather information about the person in crisis
 - 4. Demonstrate appropriate communication skills to establish trust and rapport
 - a. Discuss the Characteristics of Active Listening and De-escalation Skills
 - 1) Introduce yourself and state why you are there in terms of wanting to assist
 - 2) Eye contact
 - 3) Speech tone and pace
 - 4) Open ended versus closed-ended inquiries
 - 5) Attain concreteness
 - 6) Paraphrasing
 - 7) The use of periodic summaries
 - 5. Contrast Command Presence versus an Active Listening and De-escalation Skill Set
 - 6. Elaborate on how Emotional Intelligence can assist in successful field contact resolution.
- VI. MENTAL ILLNESS/INTELLECTUAL DISABILITIES/SUBSTANCE USE DISORDERS
 - A. Define Mental Illness and provide general prevalence rates
 - B. Distinguish between Mental Illness, Intellectual Disabilities, and Substance Use Disorders
 - C. Demonstrate active listening and de-escalation skills when encountering a field contact experiencing behavioral health crisis
 - 1. Discuss differential signs of mental disorders and related causal factors. Justify and demonstrate observational and interactive skills for contact and cover officers to assess the mental state of a field contact involving:
 - a. Mood Disorders
 - 1) Depression
 - 2) Bipolar Disorder
 - b. Psychotic Disorders
 - 1) Diagnostic Labels
 - 2) Hallucinations
 - 3) Delusions
 - 4) Anosognosia
 - c. Neurological Disorders
 - d. Intellectual Disabilities
 - e. Personality Disorders
 - f. Substance Use and Co-occurring Disorders
 - g. Suicide Prevention

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- D. Discuss your empathic takeaway from consumer and family member testimonials of challenges living with mental illness, including interacting with law enforcement in times of behavioral health crisis.
- E. Analyze and debrief real life body cam videos of field contacts experiencing mental health crisis

VII. MAJOR LEARNING ACTIVITIES to ENHANCE SKILL SET

- A. Role Play - This activity is designed to provide students the opportunity to demonstrate officer safety while simultaneously identify a mental health crisis and effectively interact with a person in psychiatric crisis and the reporting party. This experiential learning will occur via a small group role play of a field scenario wherein actors portray 1) a reporting party and 2) a person in distress experiencing a mental health crisis. Defensive Tactics Academy Instructors (DTACs) will monitor/evaluate for officer safety while a mental health professional monitors/evaluates for Active Listening and De-escalation communication skills related to the identification and response to the mental health presentation. The instructors will evaluate the participants on:
 - 1. Radio Communication
 - 2. Officer Safety
 - 3. Active Listening and De-escalation Communication Skills with the Reporting Party and person in crisis.
- B. Force Option Simulator - This activity is designed to provide students the opportunity to demonstrate officer safety while simultaneously identify mental health crisis and effectively interact using Active Listening and De-escalation Communication Skills. This experiential learning will occur in a dual officer response (contact and cover) video scenario. Defensive Tactics Academy Instructors (DTACs) will monitor/evaluate for officer safety while a mental health professional monitors/evaluates for communication skills related to the identification and response to the mental health presentation. The instructors will evaluate the participants on:
 - 1. Radio Communication
 - 2. Officer Safety
 - 3. Active Listening and De-escalation Communication Skills with the Reporting Party and Person in Crisis.

VIII. TRAINING DEBRIEF

- A. Discussion of personal learning takeaways
- B. Administration of Post-test
- C. Course Evaluations
- D. Participant Sign-out