

**I. COURSE DESCRIPTION:**

- A. Division: Criminal Justice  
Department: Criminal Justice  
Course ID: CRMJUS 068  
Course Title: Law Enforcement Response to the Mentally Ill  
Units: .25  
Lecture: 4 hours per semester  
Lab: 4 hours per semester  
Prerequisites: CRMJUS 061
- B. Catalog and Schedule Description:  
Students will acquire skills to facilitate communication with mentally ill and developmentally disabled members of the community. Students will be taught methods to de-escalate and control situations that have the potential for violence.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

Upon successful completion of the course the student should be able to:

- A. Describe the roles of the mental health community and department of behavioral health;
- B. Differentiate which community programs and resources are appropriate to which mental illness;
- C. Construct a situation involving the mentally ill and de-escalate the situation;
- D. Identify different mental illnesses and their corresponding medications;
- E. Identify side effects from medications;
- F. Recognize a decrease in recidivism of mentally ill patients in the county corrections bureau and an increase in the use of community programs and department of behavioral health services;
- G. Apply tactical communication techniques when de-escalating encounters with the mentally ill.

**IV. COURSE CONTENT:**

- A. Course Overview
1. Course objectives
  2. Community and professional standards
- B. Developmental Disabilities
1. Definition and Characteristics
  2. Mental Retardation
    - a) Causes of mental retardation
    - b) Nature of mental retardation
    - c) Distinguishing mental retardation from mental illness
    - d) Police response to mental retardation
  3. Epilepsy
    - a) Indicators of epilepsy/seizure disorder
    - b) Cause of epilepsy/seizure disorder
    - c) Nature of epilepsy/seizure disorder
    - d) Police response to seizures
  4. Cerebral Palsy
    - a) Indicators of cerebral palsy
    - b) Cause of cerebral palsy
    - c) Nature of cerebral palsy
    - d) Police response to cerebral palsy
  5. Autism
    - a) Indicators of autism
    - b) Cause of autism

- c) Nature of autism
    - d) Police response to person with autism
  - 6. Other cognitive disabilities
    - a) Alzheimer's /dementia
    - b) Traumatic brain injury (TBI)
- C. Mental Illness
  - 1. Cause of Mental Illness
    - a) Definition
    - b) Medications
  - 2. Schizophrenia
    - a) Definition and symptoms
    - b) Responding to delusions and hallucinations
    - c) Medications and side effects
  - 3. Bipolar Disorder
    - a) Definition and symptoms
    - b) Medications and side effects
  - 4. Major Depression
    - a) Definition and symptoms
    - b) Police intervention
    - c) Safety considerations
    - d) Medication and possible side effects
  - 5. Personality Disorder
    - a) Definition and symptoms
  - 6. Dual Diagnosis
    - a) Definition and symptoms
    - b) Self-medication
- D. Verbal Intervention Strategies/Communication Skills
  - 1. Risk Management
    - a) Indicators of mental illness
    - b) Tactical assessment
  - 2. Tactical Communication/Verbal Judo
    - a) Principles
    - b) Strategies
- E. Alternative to Lethal Force
  - 1. Responding to high-risk incidents
    - a) Principles
    - b) Psychology of force
    - c) Guidelines for using less lethal technology
    - d) Less lethal option and precautions
  - 2. Tactical considerations for high-risk situations
    - a) Incident command and leadership
    - b) Examining the reason for law enforcement intervention
    - c) Tactical decision-making
- F. Mental And Development Disability Services
  - 1. Overview of the mental health system of care
    - a) Inpatient and outpatient services
    - b) Developmental disability resources
  - 2. Community partnerships and problem solving
    - a) Resources for families
    - b) Building networks and collaborations
    - c) Keep the department/agency informed
  - 3. Legal issues
    - a) Probable cause to detain
    - b) Application for 72-hour detention for evaluation and treatment
    - c) Search and seizure
    - d) Weapons confiscation

- e) Property
- G. Review And Wrap-Up

**V. METHODS OF INSTRUCTION (Please check all that apply and add any additional not listed.)**

- Lecture
- Class and /or small group discussion
- Critical evaluation of texts, newspapers, journal articles, and other printed research
- Critical evaluation of films, videotapes, audiotapes, or other media forms
- Classroom demonstrations
- Field Trips
- Guest Speakers
- Other:
- Other:
- Other:

**VI. TYPICAL ASSIGNMENTS**

- A. Participate In Role Playing Scenarios as a Police Officer and a Mentally Ill Person
  - 1. Instructor will analyze and critique student's verbal communication skills as they role-play in scenarios where police have been called to deal with a mentally ill person.
- B. Critical Evaluation Of Videotapes
  - 1. After watching a video that portrays officers dealing with mentally ill and developmentally disabled person, students will verbally respond to the following questions:
    - a. How would you distinguish criminal behavior from mentally ill or developmentally disabled behavior as it relates to the scenarios in the video?
- C. Class and Group Discussion
  - 1. Class Discussion
    - a. What are the names of some anti-psychotic medication
    - b. What does the medication taken tell you about what behaviors we may expect?
  - 2. Group Discussion: after discussing officer safety answer the following questions:
    - a. What kind of information do you want to have when responding to someone in crisis?
    - b. Are persons who are mentally ill more dangerous than the general population?
    - c. Is the subject able to harm you?
    - d. Is the subject fearful?
    - e. Does the subject respond to commands?
    - f. Can you physically control the subject?

**VII. EVALUATION:**

A student's grade will be based on multiple measures of performance and will reflect the objectives explained above. A final grade of "C" or better should indicate that the student has the ability to successfully apply the principles and techniques taught in this course. These evaluation methods may include, but are not limited to, the following (Please check all that apply, and add additional not listed):

- Portfolios
- Projects
- Written papers or reports
- Presentations (oral and visual)
- Work performance (internships or field work)
- Lab work
- Comprehensive examinations (cumulative finals or certifications)

- Peer evaluation
- Self-evaluation
- Classroom participation
- Homework
- Other:
- Other:

**VIII: TYPICAL TEXT(S):**

A. Commission on Peace Officer Standards and Training (POST) publication 2002 Field Guide: Police Response to People with Mental Illness and Developmentally Disability and accompanying pocket cards

**VIII. OTHER SUPPLIES REQUIRED OF STUDENTS:**

A. None

**NEW COURSE CHECKLIST**

**1. Need for this new course:**

a. The 8-hour law enforcement response to the mentally ill course is designed to provide patrol officers with a basic knowledge of the signs and symptoms associated with mental illness and developmental disabilities. Typically, Instructors will spend approximately one-half hour on each

illness or disability to provide officers with basic signs and symptoms. The need to identify, control and de-escalate potentially violent situations will aid in officer survival, liability, danger to the public and improved methods for handling persons who are mentally ill.

**2. Cultural diversity:**

Culturally diverse issues and how they relate to the mentally ill and developmentally disabled members of the community will be discussed in this course. Students will become familiar with how different cultures and their traditions and customs may effect their reactions to encountering law enforcement personnel.

**3. Rationale for other requests:**

- a. Course repeatability: N/A
- b. Credit/No-Credit grading only: N/A
- c. Cross-listed courses: N/A

**4. Feasibility –Budget implications**

- a. Is new equipment needed? No
- b. Will new faculty need to be hired? No
- c. Must facilities be modified or acquired? No

**5. Articulation:** N/A

**6. Resources:** N/A

PREREQUISITE/ COREQUISITE/ ADVISORY

COURSE GRID FORM

Target Course: \_\_\_\_\_ Law Enforcement Response to the Mentally Ill

Prerequisite Course: CRMJUS 061 Reserve Level III Officer

**Instructions:**

- 1) List exit competencies (skills) from Prerequisite Course. These skills are listed in the “Student Outcomes” section of the Course Outline (“upon completion of the course, the student should be able to...”)
- 2) Indicate which of the listed exit competencies (skills) are necessary entry skills needed for success in the target course. Mark with an “X” each needed skill.
- 3) Indicate the degree of importance of each needed entry skill for course success, using the following rating scale:

1=Critical                      2=Very Helpful                      3=Desirable

Skills Analysis

<u>Entry skills in Target Course</u>	<u>Exit Skills Provided by prerequisite course (Mark with an X if needed, and indicate prerequisite course (if more than one).</u>	<u>Degree of Importance (Rate 1 – 3)</u>
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|--|---|---|
| 1. Identify the history of law enforcement and how it compares to modern law enforcement problems.   | X | 2 |
| 2. Recognize the criminal justice system and related agencies and their goals to assist the student in using law enforcement resources. The student will also recognize the California Court System and terms associated with the Court System to prepare the student for courtroom procedures and practice. | X | 1 |
| 3. Recognize community relations/problem oriented policing and respond to negative behavior through the use of tactical communication.   | X | 1 |
| 4. Define property crimes and crimes against persons to recognize the crime while handling calls for service.  | X | 1 |
| 5. Identify search and seizure laws and how they relate to consent searches, warrant searches, and probable cause searches.  | X | 1 |
| 6. Demonstrate police report writing by identifying probable cause and relating facts in a clear, concise manner.  | X | 1 |
| 7. Demonstrate safe vehicle operations by identifying driving hazards, slow speed maneuvering, backing and pursuit driving.  |   |   |
| 8. Identify use of force/use of force options, by discussing excessive force issues, reasonable force, and researching the use of force continuum.   | X | 1 |
| 9. Demonstrate safe vehicle pullovers by signaling the violator, maintaining a safe distance, watching all occupants, making a safe approach and return to and from the violator vehicle.  | X | 3 |
| 10. Know how to handle crimes in progress calls by making a safe approach, using cover and concealment, requesting available resources, and recognizing safe building searches.  | X | 1 |
| 11. Identify traffic enforcement by researching traffic control using flares, cones, and hand signals. The student will also recognize the vehicle code, which allows the removal of vehicles from the roadway, and failure to obey a lawful order of a Peace Officer.                                       | X | 2 |
| 12. Identify custody by recognizing the arrest of a person and the situations that accompany the arrest, such as solicitation of business for an attorney, inhumane or oppressive treatment of   |   |   |

prisoners, assault under color of authority, search of arrestee by the officer, arrestee's right to make phone calls, and eavesdropping. X 3

13. Demonstrate defensive tactics techniques to include safe cover officer techniques, search and control techniques, handcuffing techniques, control holds, takedowns, and weapon retention. X 1

14. Identify/demonstrate first aid/cardiopulmonary resuscitation. X 1

15. Demonstrate firearms safety and proficiency by recognizing stance, grip, breathing control, sight alignment, trigger control and follow-through. X 1

16. Identify information systems by researching the law enforcement computer information system, criminal history records, confirming computer matches, law enforcement information systems, and use of Department of Justice/ Department of Motor Vehicles information systems. X 1

17. Define cultural awareness and respond to the needs of the community by discussing contrasts in culture. X 2