

Getting Ready

The Getting Ready section outlines key roles and tasks to plan in advance of the training. Planning tasks may be shared between the CIT Coordinator and Mental Health Coordinator(s), two key roles necessary to the success of the program.

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Course Preparation

It is recommended that communities designate a local coordinator to lead the planning and implementation of this training. Ideally, the coordinator would be an experienced CIT officer or Mental Health professional and have relationships within the police department and across community-based mental health service providers. The coordinator would serve as the central point of contact for all planning activities, including participant and instructor recruitment, site visit and guest speaker coordination, scenario development, and logistics planning. CIT International offers a certification course for CIT Coordinators; more information can be found here: <http://www.citinternational.org/CIT-Coordinator-Certificate-Course>.

CIT courses are most effective when they utilize every opportunity for community collaboration, necessitating a larger than the typical number of individuals who may be involved in the implementation of the course. This course not only provides participants an opportunity to learn about mental health and substance use disorders and to practice effective skills when responding to mental health crisis situations but also gives them an opportunity to learn about the services available in their community and to talk directly with providers. Law enforcement officers may have a general sense of what types of services are available in their community, and through this course, they can build relationships with these partners, which paves the way for a sustainable CIT response and CIT Program.

Care should be taken to identify trainers who have experience working with people with mental illnesses and/or addiction and have experience partnering with law enforcement. Experience has shown that instructors' credibility of the course content were the most important predictors of success. Instructors should not only be knowledgeable, but they should be skilled communicators who can bring their real-life experience into the classroom in a manner relatable to officers. Many of modules are best suited to be taught by mental health experts in your community. Local service providers or university professors may be well-suited to effectively present the materials. Likewise, modules specific to the legal framework for CIT may be best suited to be delivered by an active prosecutor, attorney, or police department leader who has expertise in understanding and navigating the laws and policies that govern CIT actions. It is strongly recommended to pair law enforcement and a community-based expert whenever possible throughout the training, and; is required for verbal de-escalation.

Communities should allow ample preparation time before hosting the course. The preparation phase may take up to four months to recruit and prepare instructors, tailor content to the local context, develop and practice scenarios that will resonate with the participants' experiences, recruit and prepare role play volunteers, and build training hours into the department's staffing schedules. Keep in mind that training schedules for many jurisdictions are finalized at the beginning of the year, so preparations to include CIT training into the training schedule should occur well in advance of anticipated training date. See the checklist below for a list of the expected planning phase milestones.

Course Preparation Phase Checklist

Phase I (6-12 months in advance)

- Create a Steering Committee of the key partners
- Present CIT course to local leadership to gain support for the training
- Incorporate into an annual training schedule
- Schedule dates for the course
- Secure a location to host the course
- Designate a coordinator to lead preparation for the course

Phase II (2-4 months in advance)

- Recruit instructors for each module of the course
- Identify local service providers for site visits
- Identify guest speakers, including consumers, to participate in the course
- Update the curriculum matrix if needed
- Update and tailor content for the local community context
- Finalize all course materials and prepare materials for printing
- Recruit participants and make arrangements to accommodate their training hours
- Secure police leader to open the course to highlight the importance of the program (or conduct graduation)

Phase III (1 month in advance)

- Recruit and prepare actors (if used) and facilitators to participate in the scenarios
- Develop scenarios that are relevant to the local community
- Ensure classroom format is conducive to discussions, scenarios, and the number of people involved in each activity
- Secure and test technology needed for the course, including projector and screen, audio speakers, computer, and internet access
- Secure food and drinks for participants for each day of the course

Participants

Target Audience

This course is designed for frontline law enforcement officers within police agencies in communities that have not yet trained their sworn officers on effective crisis intervention as well as for agencies that would like to update or refine their training strategies. The week-long training experience is designed for sworn law enforcement officers – but we also encourage the participation of dispatchers, 911 call takers, corrections/detention officers, other non-sworn members of the department, and fire and emergency medical services. This course involves a blend of learning modalities which require a high degree of interactivity, including scenarios-based skills training. Therefore, we recommend audiences be limited to 25-30 participants.

Course Length and Prerequisites

This course is 40 hours in length and is designed for delivery over a period of five 8-hour days. The course may be adjusted to accommodate four 10-hour days of instruction, however, participant fatigue is likely and we strongly suggest delivery over the period of five 8-hour days. While it may be tempting to vary the length of the training, we strongly recommend a week-long continuous experience in order to maintain focus, generate relevant questions, and keep the learning experience flowing.

Instructor Preparation

Much of the success of this course comes from the engagement between instructor and participants. The most effective instructors are those that have deep knowledge of their topic, first-hand experience working with people with mental illness and/or addiction, a history of collaboration or engagement with law enforcement, and are engaging communicators. This course may also be an opportunity to build new relationships with mental health experts in the community. In these situations, we recommend that new instructors spend time with the law enforcement trainers to learn about the needs and preferences of law enforcement students and to go on a ride-along(s) in their community to observe how officers approach their work. New instructors may also want to consider partnering with a senior trainer from the department to ensure content and examples relate to officers' daily experiences.

Instructors should keep in mind the goals of CIT training as they prepare their presentations; this course aims to teach officers how to recognize the signs of a potential mental health crisis and how to adapt their responses accordingly so as to decrease an emotionally charged situation and facilitate a safe outcome. CIT training emphasizes that this learning promotes officer safety, public safety, and jail diversion, when appropriate. Tips and real-life examples that focus on communication skills and response strategies will be invaluable to participants.

The modules in this course are designed to build upon each other, each adding to the knowledge base and skills set for participants. Trainers should review the entire course curriculum in advance and

identify opportunities to draw links between modules, in examples and explanations. It is likely that officers will encounter individuals with co-occurring disorders and should practice applying communications skills that apply across mental health crisis situations.

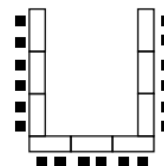
Training Set-Up and Wrap-Up

The Training Space

- The training coordinator is advised to select space that is well-ventilated, well-lit, and away from outside distractions
- Exits should be pointed out at the outset of training
- In some settings, loudspeaker announcements may disrupt the program; arrange to have these discontinued in the training space
- If the room turns out to be too large for the group, trainers can “make the room smaller” by grouping the seating in just one section of the room
- Not much can be done if the room is too small
- Room temperature should be comfortable for the participants (this may be a bit cool for trainers – dress accordingly)

Room Set-Up

- The site contact person is responsible for setting up the room; however, it is not uncommon to arrive at a site and find that this detail has been overlooked
- Be sure to arrive early to set up the room if necessary (or find maintenance staff to do so)
- The room should be arranged to comfortably seat all participants with chairs and writing surfaces
- The recommended style of seating is a U-Shape
- Designate one table for resources, one table for registration, and one table for refreshments
- Make available any pamphlets or materials about local resources
- Post prepared charts (Parking Lot, Trainer Contact Information, Values/Words)
- Distribute training materials at the registration table



Registration

- The registration table should be staffed
- Materials at the registration table include
 - Sign-in sheet
 - Name tags (set out alphabetically)
 - Participant packets/folders & binders
- Instructions for the registration attendant
 - Ask each person to sign-in and to check their contact information
 - Provide a name tag (blank name tags should be available for those not on the Participant List)
 - Ask participants to complete the course evaluation throughout the 40-hour course and not wait until the end to complete it in its entirety

Equipment

- LCD projector
- Laptop/computer with Adobe® Flash® capability (necessary to play videos in training)
- Screen
- Speakers
- Easel pad, markers, and masking tape
- Microphone
 - It is important to use microphones for large groups (over 25)
 - Use of a microphone ensures that everyone will be able to hear the trainers, including those who may have some hearing impairment
 - Be sure to speak into the microphone (if handheld, keep near the face; if lapel type, be sure that it is properly placed)
 - Be sure to turn off the microphone when consulting with other trainers or supporting staff; be sure to turn off the lapel microphone when leaving the room

Set-Up

- Equipment
 - Be sure to clarify who is responsible for providing the equipment (including microphones and speakers)
 - Allow sufficient time to set up or check all equipment and its functioning
 - Be sure to arrive early to allow time to troubleshoot in case there is a problem with the equipment
 - Arrange for assistance if needed
- Room arrangement
 - Walk around the room to make sure that all participants can see the screen and easel pad charts
 - Be sure that the laptop computer is placed so that it is handy to the trainer (check to see if standing to the right or left is more comfortable)
 - Do not block the view of the visuals

Materials

- Training materials can be delivered to the training site a few days before the training, but no later than the morning of the training
- Check on the arrival of materials
- Distribute participant materials at the registration desk or at individual places on the tables

Table Items

- Some trainers like to place de-stressor toys or candy on each table
- Others provide pens, paper, etc.

Training Set-Up and Wrap-Up Checklist

Set-Up

	Registration table: <ul style="list-style-type: none"> ▪ Name tags ▪ Sign-in sheet ▪ Participant folders/packets and binders
	Resource table: <ul style="list-style-type: none"> ▪ Set out resource materials, including those from local providers
	Refreshment table: <ul style="list-style-type: none"> ▪ This is the responsibility of the hosts (optional)
	Room set-up in U-Shape: <ul style="list-style-type: none"> ▪ This is necessary to facilitate the center as the focal point and encourage interaction between participants.
	Table items: <ul style="list-style-type: none"> ▪ Set out any additional table items such as candy, pens, toys, etc. (optional)
	Equipment/Set up projector: <ul style="list-style-type: none"> ▪ Connect the laptop to the projector; open slide file
	Equipment/Set up speakers: <ul style="list-style-type: none"> ▪ Connect the speakers to the laptop; check to make sure they work
	Equipment/Set up Wi-Fi/Internet connection: <ul style="list-style-type: none"> ▪ Check to be sure videos can be accessed and are playing properly
	Equipment/Set up microphone: <ul style="list-style-type: none"> ▪ Check if being used
	Post charts: "Parking Lot," Contact Information, Values/Words
	Meet & greet participants: <ul style="list-style-type: none"> ▪ Note community or profession local leaders

Wrap-Up

	Gather sign-in sheets and participant feedback forms
	Pack boxes with left-over materials, supplies, or items
	Arrange to have boxes shipped or returned back to your organization (with prepaid shipping tags)

Trainer Note: Make copies of this to use at each training