



V-VICTA®

VirTra - Virtual Interactive Coursework Training Academy®

MENTAL ILLNESS: A PRACTICAL APPROACH

Course Structure & Training Material

VirTra

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TRAINING COURSE CERTIFICATION

This "Mental Illness: A Practical Approach" training course has been certified by the IADLEST™ National Certification Program on 9/22/2022.

Certification number: 22508-2209



MENTAL ILLNESS: A PRACTICAL APPROACH

TOPIC

Mental Illness: A Practical Approach

CLASS SIZE

Designed for pairs of officers with maximum class size of 8 (4 pairs). If class size is smaller than 8 (4 pairs), scenarios can be cycled through.

The following training plan and lesson plan is designed to be used with the VirTra simulator. Where as many of the techniques have been used over many years in LE, this training plan maximizes training time and leverages the strengths of the VirTra Training System.

The instructor shall first ensure that students are familiar with the presented material. The outline provides the overview of basic mental illness information and is provided to supplement and provide context to the use of the simulation scenarios. During presentation of the slide show, the first nine slides are nearly identical in detailing introductory concepts of mental health. If presenting each topic one after the other within a short time frame, the instructor may wish to skip these slides.

The simulation scenarios are used as a tool to facilitate the understanding of the concepts. The first scenarios will be provided in a slower tempo with the use of the PLAY/PAUSE feature to elaborate on the training points. Once the first simulation is provided in this format the remaining scenarios will be provided to each pair of officers. The Socratic methodology should be used for event debriefing.

“What did you know?”

“What did you see or hear?”

“What did you do and the reason behind it?”

“What would you do differently in the future?”

All officers will be allowed to watch the other pairs participate in the exercise. This is done to maximize the benefit of modeling for adult learners.

HOURS

Total hours: 15

Breakdown:

1. Role of Mental Health - 1 hour
2. Crisis De-Escalation - 2 hours
3. Depression - 1 hour
4. Suicide - 1 hour
5. Anxiety - 1 hour
6. Trauma & PTSD - 1 hour
7. Schizophrenia & Mood Disorders - 1 hour
8. Dementia & Neurocognitive Disorders - 1 hour
9. Traumatic Brain Injury - 1 hour
10. Substance Abuse - 1 hour
11. Video Review & Discussion - 4 hours

Upon finishing the 15 hours of course time and testing materials, students will be rewarded with a certificate of completion.

MENTAL ILLNESS: A PRACTICAL APPROACH

SAMPLE STUDENT GROUP SET UP

Non-test scenarios should be used with the concept of social learning theory and observation. The non-participating students should be watching their peers and be ready to answer what other options may have been available after the initial Socratic debrief. The scenarios should be played after the lesson plan and presentations are complete.

- A. Officer Yackley and Officer Emerson
- B. Officer Danninger and Officer Ashley
- C. Officer Bacon and Officer Adams
- D. Officer Stephens and Officer Marks

First Scenario - Executed in “PLAY/PAUSE” methodology for all students - key concepts are applied and discussed

Second Scenario - Group A participates while Groups B, C, and D watch

Third Scenario - Group B participates while Groups A, C, and D watch

Fourth Scenario - Group C participates while Groups A, B, and D watch

Fifth Scenario - Group D participates while Groups A, B, and C watch

Sixth Scenario - (Practical skills test) Class is sequestered with students brought one at a time (not pairs) to evaluate performance.

TACTICS, TRAINING AND PROCEDURES (TTP)

The suggested order of presentation material and scenario usage is as follows:

1. Lesson Plan: Role of Mental Health
Scenario bank: None used here
2. Lesson Plan: Crisis De-Escalation
Scenario bank: None used here
3. Lesson Plan: Anxiety
Scenario bank: Office Anxiety
On the Case
Party Pooper
Government Spy Games
4. Lesson Plan: Depression
Scenario bank: Misery Mountain
Office Anxiety
Party Pooper
5. Lesson Plan: Suicide
Scenario bank: Misery Mountain
Office Anxiety
Party Pooper
6. Lesson Plan: Schizophrenia & Mood Disorders
Scenario Bank: Government Spy Games
On the Case
Party Pooper
Misery Mountain
7. Lesson Plan: Trauma & PTSD
Scenario bank: Misery Mountain

Office Anxiety
On the Case

8. Lesson Plan: Traumatic Brain Injury
Scenario bank: On the Case
Misery Mountain
Government Spy
9. Lesson Plan: Dementia
Scenario bank: None used here
10. Lesson Plan: Substance Use
Scenario bank: Party Pooper
Office Anxiety
Misery Mountain
11. Video Review & Discussion

Upon completing all modules and receiving passing test scores, students will receive a certification acknowledging the completion of Mental Illness: A Practical Approach.

VIDEO REVIEW & DISCUSSION

The following videos contain interviews that will provide further opportunities to understand the people affected by mental illness. The videos can be used individually or as a whole. Each video will take 15-20 min to view and the discussion should take 15-20 min. Students can ask questions at any point during discussion.

Depression Anxiety 1 - 30 min
Depression Anxiety 2 - 30 min
PTSD and Hallucinations - 30 min
PTSD - 30 min
Schizoaffective Disorder - 30 min
Tourette's, Anxiety and Depression - 30 min

Present the following questions to the class during discussion after viewing the videos. There are no perfect answers to the questions provided. They are an opportunity for students to see real world examples of people that have experienced mental illness and give them a chance to relate to them.

1. What different symptoms did the interviewees share about their mental illness and what were the various ways their lives were impacted?
2. What did you learn about the interviewee that separates the individual from their mental illness? What did you learn about them as a person?
3. Suicidal ideation is an experience that many of the interviewees have. What skills have you learned to help you interact with someone feeling suicidal?
4. What can you do as an individual to fight the stigma of mental illness?
5. What is the biggest take away for you from this class?

STUDENT NAME: _____ DATE: _____

1. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act.

A. True
B. False

2. Contact professionals can de-escalate all individuals in any situation.

A. True
B. False

3. Contact professionals should focus on an individual’s diagnosis instead of the displayed behavior.

A. True
B. False

4. Crisis situations are synonymous with having a mental illness.

A. True
B. False

5. While the majority of people with mental illness are non-violent, there is a percentage of individuals who display violent behavior.

A. True
B. False

6. Some people who have a mental illness do not display any signs or symptoms.

A. True
B. False

7. Asking someone if they are having thoughts of suicide or self-harm will cause them to do those behaviors.
- A. True
 - B. False
8. Contact professionals should focus on a safe and effective response for everyone involved.
- A. True
 - B. False
9. When a person is having hallucinations or delusions, the contact professional should reinforce that and tell the person they can also see and hear what they are experiencing.
- A. True
 - B. False
10. Stigma results from harmful attitudes and misunderstandings that fuel fallacies surrounding mental illness.
- A. True
 - B. False

PRE-TEST KEY

1. True 2. False 3. False 4. False 5. True
6. True 7. False 8. True 9. False 10. True

Passing Score: 70%

All testing materials must be kept in department records dfor a minimum of 30 years.

STUDENT NAME: _____

DATE: _____

1. Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act.
 - A. True
 - B. False
2. Contact professionals can de-escalate all individuals in any situation.
 - A. True
 - B. False
3. Contact professionals should focus on an individual's diagnosis instead of the displayed behavior.
 - A. True
 - B. False
4. Crisis situations are synonymous with having a mental illness.
 - A. True
 - B. False
5. While the majority of people with mental illness are non-violent, there is a percentage of individuals who display violent behavior.
 - A. True
 - B. False
6. Some people who have a mental illness do not display any signs or symptoms.
 - A. True
 - B. False
7. Asking someone if they are having thoughts of suicide or self-harm will cause them to do those behaviors.
 - A. True
 - B. False
8. Contact professionals should focus on a safe and effective response for everyone involved.
 - A. True
 - B. False

9. When a person is having hallucinations or delusions, the contact professional should reinforce that and tell the person they can also see and hear what they are experiencing.
- A. True
 - B. False
10. Stigma results from harmful attitudes and misunderstandings that fuel fallacies surrounding mental illness.
- A. True
 - B. False
11. Anxiety surfaces when feelings of excessive worrying, intense fear, and distress become overwhelming and interfere with the daily activities, such as work, school, and relationships.
- A. True
 - B. False
12. Contact professionals can tell the difference between a panic attack and heart attack and should not call for emergency medical services.
- A. True
 - B. False
13. There are many medical conditions that mimic mental illness symptoms.
- A. True
 - B. False
14. A person in crisis may exhibit many signs of distress and may require medical attention at some point during contact.
- A. True
 - B. False
15. Threatening to die by suicide is not a normal response to stress and should not be taken lightly.
- A. True
 - B. False
16. Suicide only affects people with mental illness.
- A. True
 - B. False
17. Self-harm can be an effective strategy to reduce negative thoughts and emotions, but it is simultaneously unhealthy and harmful.
- A. True
 - B. False

18. Psychosis is a symptom of certain mental illness, primarily schizophrenia and bipolar disorder.
- A. True
B. False
19. Certain illicit and prescription drugs can induce psychosis.
- A. True
B. False
20. Contact professionals are more likely to deal with an individual who has bipolar disorder in a manic phase.
- A. True
B. False
21. Trauma can change brain structure as well as physiological, emotional, psychological, and behavioral responses.
- A. True
B. False
22. Everyone who experiences a traumatic event will get Posttraumatic Stress Disorder.
- A. True
B. False
23. Active listening skills are what underpin an empathic response.
- A. True
B. False
24. Delirium is a medical emergency and requires immediate medical intervention.
- A. True
B. False
25. Some research shows that cannabis use can lower IQ as well as cause psychosis.
- A. True
B. False

TEST KEY

1. True 2. False 3. False 4. False 5. True
6. True 7. False 8. True 9. False 10. True
11. True 12. False 13. True 14. True 15. True
16. False 17. True 18. True 19. True 20. True
21. True 22. False 23. True 24. True 25. True

Passing Score: 70%

All testing materials must be kept in department records for a minimum of 30 years.

STUDENT NAME: _____

DATE: _____

SKILL	Exceptional (3 pts)	Average (2 pts)	Needs Improvement (1 pt)
Demonstrates Active Listening Skills (paraphrasing, emotional labeling, open ended questions, etc.)			
Expresses empathy when dealing with the subject			
Identifies subject behaviors without a focus on mental illness or diagnosis			
Does not reinforce hallucinations or delusions			
Speaks in a calm, clear voice			
Is clear, but non-confrontational			
Uses appropriate amount of force to control the situation			
14 pts needed to pass. If student fails, it will be run again to a successful resolution.			

All testing materials must be kept in department records dfor a minimum of 30 years.

STUDENT ATTENDANCE ROSTER

TOPIC: MENTAL ILLNESS: A PRACTICAL APPROACH DATE: _____

Last	First	Badge	Email	Officer's Initials

I certify that each person listed on this roster was present in class for the entire number of training hours reflected, and if not, their training hours have been adjusted and recorded accordingly.

PRINT NAME: _____

SIGNATURE: _____

MENTAL ILLNESS: A PRACTICAL APPROACH

CLASS SURVEY

TOPIC: MENTAL ILLNESS: A PRACTICAL APPROACH

INSTRUCTOR: _____

DATE: _____

COMMENTS

CLASS CONTENT	Excellent	Above Average	Good	Below Average	Poor
Class organization					
Class objectives were clearly stated					
Practical activities were relevant to objectives					
All materials/resources were provided					
Topic area was important to Law Enforcement					
CLASS INSTRUCTION					
Instructor was prepared					
Instructor was knowledgeable in the content area					
Manner of presentation of the material was clear					
Effective teaching strategies were used					
Instruction met class objectives					
STUDENT PARTICIPATION					
Level of effort you put into the course					
Your skill/knowledge of the topic at start of course					
Importance of the topic to your assignment					

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CONTACT VIRTRA

If you have any questions/issues with any part of this manual, please see contact below:

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