**Training Subcommittee Job Description**

**What are the subcommittee’s goals?**

This training subcommittee should review the CIT Model Curriculum as well as curricula from the visit to another CIT program and from programs near your community or with similar demographics. The subcommittee should make recommendations about curriculum topics that should be changed, added or deleted and create a proposed schedule for a 40-hour training week. Finally, the curriculum committee begins planning training, particularly by recruiting volunteer presenters to teach all the training topics.

**What should the subcommittee know before getting started?**  
The CIT Model Curriculum describes the national consensus of CIT training programs, so it is a good template for planning your training. To stay true to the model, your community should make sure to offer 40 hours of training, that emphasizes such topics as mental health didactics, verbal de-escalation, and face to face visits with people with mental illness. However, there is some flexibility in the timing of other topics to meet your local needs.

**What additional resources might be helpful?** *(All resources available online at* [*www.cit.memphis.edu/resources*](http://www.cit.memphis.edu/resources)*)*   
***Training and Curriculum Development Resources***

CIT Model Curriculum   
  
University of Memphis CIT Center, [*Crisis Intervention Team Core Elements*](http://cit.memphis.edu/pdf/CoreElements.pdf)(page 14)

Department of Veterans Affairs Memorandum, [*Requirements for VA Medical Center and VISN Activity Focused on Justice-Involved Veterans; Announcement of Veterans Justice Outreach National Steering Committee*](http://cjc.delaware.gov/PDF/Ending%20the%20revolving%20door%20syndrome%20-%20Veterans%20Courts.pdf)

To contact CIT programs near you and request a copy of their curriculum, visit the [CIT National Directory](http://cit.memphis.edu/CitMap/).

NAMI, [In Our Own Voice](http://www.nami.org/ioov)

***Evaluation Resources***

Charlottesville (VA) CIT Program Pre-Training Evaluation

Charlottesville (VA) CIT Program Post-Training Evaluation

Thomas Jefferson Area (VA) CIT Program Unit Evaluation

Thomas Jefferson Area (VA) CIT Program Role Play Evaluation

Thomas Jefferson Area (VA) CIT Program Visit Evaluation

St. Louis (MO) CIT Training Evaluation Form

Jackson (TN) CIT Program Training Evaluation

Pinellas County (FL) CIT Program CIT Course Evaluation

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| **Task** | **Instructions** |
| **Review curriculum models** | This subcommittee should examine the CIT Model Curriculum developed by a national consensus group of CIT leaders. The CIT Model curriculum is an outline that reflects the norm nationally, which includes 40 hours of training. Each topic has a simple and informative title and includes the hours dedicated to the topic. The consensus curriculum model can serve as a guideline.  The subcommittee should also look at comprehensive curricula that are already in place, for example from the visit to another CIT program and from other CIT programs near your community or with similar demographics. Most of the curriculum topics are self-explanatory, but consult the specific programs for information about topics that may be unclear. |
| **Discuss unique community needs** | Discuss community characteristics that might require special attention in your CIT curriculum, including:   * Differences between rural, urban and frontier communities, * Size of the community and scope of the program (whether it covers multiple jurisdictions), * Availability of mental health services, * Special needs of populations such as cultural minorities, children and youth, veterans, military personnel, individuals who are homeless, and * Particular patterns of crime, such as school violence or prevalence of a specific drug.   It may be helpful at this stage to hold an informal focus group with law enforcement officers to determine which curriculum topics they feel are most important. |
| **Recruit presenters for curriculum topics** | Once you define the curriculum topics, the subcommittee should begin recruiting trainers for the various training topics. Most trainers will be mental health professionals working for area of agencies the agencies will offer their services in-kind. By volunteering their time, agencies and trainers reflect their commitment to partnerships and to CIT as a community program. Even though the trainers are volunteers, there are some important qualifications to consider, including:   * Expertise. The trainer should be an expert in the particular subject matter. * Experience in responding to a mental health crises. * Teaching skills. A dynamic, engaging presenter is essential. * Familiarity with the role and perspectives of law enforcement officers.   Most often, CIT programs rely on the assistance of providers associated with local community mental health centers and state hospitals. The subcommittee can also reach out to staff at receiving facilities (*e.g.* local hospitals), universities, state mental health departments and individual providers in private practice to recruit presenters. VA Medical Centers and VA Community Based Outpatient Clinics (CBOC) are also a rich source of potential presenters on veterans’ issues, such as suicide, posttraumatic stress disorder (PTSD) and traumatic brain injury (TBI).  Presenters should be aware of the importance and delicacy of officer safety issues. Non-law enforcement presenters should have a law enforcement coordinator available to address specific questions relating to officer safety that may be relevant to the presentation topic.  The subcommittee should provide feedback and guidance so that presenters can become more effective. Most presenters will adapt their presentation to better suit a law enforcement audience and improve over time. However, in the unlikely event that a presenter is not effective, the steering committee should have a process for dismissing a presenter. |
| **Review state law enforcement training standards** | The subcommittee should contact their state’s police officer standards and training (POST) board and learn about the steps required to certify training. It is not a requirement that the training be certified, however certification allows the officers to received continuing education credit for the CIT training. |
| **Recruit individuals with mental illness and their families to present** | Local mental health advocacy groups should be able to help the subcommittee identify individuals and families affected by mental illness who can present about their perspectives. It is important to include both the individual and family perspective. Hearing from individuals with mental illness who are not in the midst of a crisis is extremely helpful for law enforcement officers to gain a better understanding of mental illness. Hearing from family members is also important because family members often make the call for police assistance and can be extremely helpful to officers in shedding light on their loved one’s situation.  It is helpful if these presenters have experience in telling their stories, but not a requirement. Like other presenters, it’s important that these presenters demonstrate support for CIT and are able to connect with law enforcement officers. |
| **Create a training evaluation form** | Programs should evaluate their trainings, to make sure officers are learning the necessary skills and information. There are several ways to evaluate the training.  One option is to offer a pre- and post-test during the training hours. The advantage of this approach is that you get a good snapshot of officer knowledge before and after the training. The disadvantage is that it takes up some valuable training time.  Another approach is to post the evaluation electronically and instruct officers to complete it during their downtime. The advantage of this approach is that you don’t take time from the training. The disadvantage is that officers may not complete the evaluation, or that they provide a cursory response.  A third option is to ask officers to fill out a brief evaluation at the end of each training topic. The advantage of this approach is that you may get more detailed and timely feedback for improving the training. The disadvantage is that these evaluations will take up time throughout the training week. A very short format can help to minimize the loss of time.  Finally, some programs ask officers to fill out a comprehensive evaluation of the training during the last day, preferably before the lunch hour, to make sure officers have sufficient time to provide feedback. |