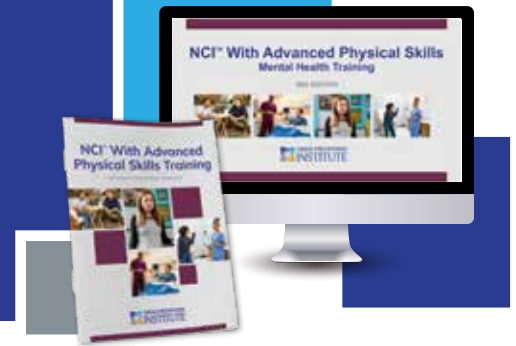


# NCI™ With Advanced Physical Skills Mental Health Training, 3<sup>rd</sup> Edition

## CONTENT OUTLINE



## Program Summary and Philosophy

NCI™ With Advanced Physical Skills Mental Health Renewal Program facilitates a deeper understanding of the course that the Certified Instructor will be teaching back at your organization and provides Instructor Training for participants to enhance their skill set related to teaching the course and integrating it within your organization. They'll practice strategies to identify escalating behaviors in others as well as use effective approaches to intervene during different crisis levels through the lens of mental health. Participants will gain a broad range of tools to help them manage their own emotional responses and implicit bias in stressful situations.

The blended program is comprised of three parts. Part one is an online course which includes Introduction to Mental Health and *Nonviolent Crisis Intervention*® training. Introduction to Mental Health provides an overview of mental illness, its prevalence in the world, and resources to be person-centered in your practice. Specific examples and intervention strategies are shared. *Nonviolent Crisis Intervention*® training provides a review of the core program content. Part two is two classroom days where participants review safety intervention skills and practice teaching them. Part three is one live virtual day focusing on mental health content.

Any Certified Instructor who has completed the NCI™ With Advanced Physical Skills Course is able to participate in the NCI™ With Advanced Physical Skills Mental Health Renewal course.

Crisis Prevention Institute trains and certifies designated people from your organization. After they have been trained by a CPI Global Professional Instructor and successfully passed all components, including the instructor exam, they are qualified to teach at your organization using the approved CPI training materials.

## Program Objectives

- Define common mental health disorders.
- Explain, in general terms, the causes and symptoms.
- Describe the social stigmas and stereotypes associated with mental health disorders and their negative impact.
- Explain how common myths and personal biases create false assumptions about individuals with mental health disorders.
- Identify change strategies for working together to combat stigmas using a person-centered, trauma-informed care approach.
- Use the philosophy of *Care, Welfare, Safety, and Security*™ and a person-centered and trauma-informed approach when responding to a person in distress.
- Interpret distress behaviors and address the cause of the behavior to de-escalate the situation.
- Assess risk of behavior using the *Decision-Making Matrix*™ and identify preventive strategies to mitigate risk.
- Identify and respond appropriately to various levels of crisis behaviors.
- Manage your own emotional responses to distress behavior.
- Use your communication skills to be supportive and strengthen your interventions to de-escalate potential conflict situations.
- Use directive strategies when verbally intervening to de-escalate defensive behaviors.
- Use the *Decision-Making Matrix*™ in the moment of Risk Behavior to determine Safety Interventions that represent a reasonable, proportionate, least restrictive, and last-resort course of action.
- Use safety intervention strategies to maximize safety and minimize harm in situations where behavior presents an imminent or immediate risk of harm to self or others.
- Apply a process for support and learning at the end of a crisis situation.
- Explain how you will consider the Physical Skills Review Framework and key legal and professional considerations when using non-restrictive disengagements and restrictive interventions.
- Describe and demonstrate proper use of non-restrictive disengagements and restrictive interventions for an individual presenting risk behavior.
- Practice restrictive interventions for higher-risk situations in the workplace.

## Facilitation Methods

The online portion of the course presents the content through narration, video, and interactive activities. The content learned in the online portion of the course will be practiced in the classroom.

The classroom portion of the course includes use of an Electronic Presentation with activities that will aid participants in the implementation of NCI™ With Advanced Physical Skills 3rd Edition Training. Participants will complete teach backs of the content.

## CPI Renewal Program Components - BLENDED DELIVERY

### Program Hours – Blended delivery

The 20.5-hour CPI Renewal Program includes:

- PART 1:** Completion of 3 hours of Introduction to Mental Health and *Nonviolent Crisis Intervention*® 3rd Edition online training.
- PART 2:** Participation in 12 hours of classroom training that includes Safety Interventions teaching practice and assessment.
- PART 3:** Participation in 5.5 hours (one live virtual day) focusing on mental health content.

NOTE: A certificate of completion with CPI's continuing education information will be awarded upon full participation in and completion of program components and successful passing exam score (80%).

## Part 1: Online Course

Introduction to Mental Health	
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Describe mental health, which is not just the absence of mental disorder but a state of well-being.</li> <li>• Identify factors that influence mental health to include environmental, social, psychological, biological, and cultural factors.</li> </ul>
<b>Mental Health Disorders</b>	<ul style="list-style-type: none"> <li>• Define mental disorders specific to mood, anxiety, personality, and psychotic disorders which involve changes in thinking, mood, and behavior.</li> <li>• Describe the symptoms of the disorders.</li> <li>• Identify the demographics impacted by the disorders.</li> </ul>
<b>Myths and Stigmas About Mental Illness</b>	<ul style="list-style-type: none"> <li>• Identify common myths associated with mental illness.</li> <li>• Describe social stigmas and stereotypes associated with mental health disorders.</li> <li>• Identify the negative impact stigmas have on individuals with mental health disorders.</li> </ul>
<b>Working Together to Combat Stigmas</b>	<ul style="list-style-type: none"> <li>• Identify change strategies to combat stigmas, including education and interaction.</li> </ul>
<b>TOTAL TIME: 1 Hour</b>	

<b>Nonviolent Crisis Intervention® 3<sup>rd</sup> Edition Training</b>	
<b>TRAINING COMPONENT</b>	<b>LEARNING INTENT AND OBJECTIVES</b>
<b>Introduction</b>	State the learning expectations and guidelines for the training. Explore the philosophy of the training.
<b>Module 1: Understanding Behavior and Its Risk</b>	Interpret the brain's response to threat as one of the causes of distress behavior. Explain how to identify the level of risk of the behavior and identify preventive strategies to mitigate risk.
<b>Module 2: The CPI Crisis Development Model<sup>SM</sup></b>	Identify behavior using the CPI <i>Crisis Development Model</i> <sup>SM</sup> . Identify staff approaches effective in responding at each behavior level to prevent further escalation.
<b>Module 3: Integrated Experience</b>	Explore underlying causes of behavior; recognize the need to maintain consistent, calm behavior in a crisis; and understand how the behavior of one person impacts the behavior of others.
<b>Module 4: Supportive Communication Skills</b>	Describe communication strategies to positively impact an individual's behavior and prevent or de-escalate a crisis. Identify how to prepare for a difficult conversation.
<b>Module 5: Responding to Defensive Behaviors</b>	Identify stages of defensive behavior using the <i>Verbal Escalation Continuum</i> <sup>SM</sup> . Identify intervention strategies that are most effective at each stage.
<b>Module 6: Safety Interventions</b>	In the moment of Risk Behavior, explain how to choose Safety Interventions that are a last resort, reasonable, and proportionate. Identify non-restrictive verbal and environmental interventions to keep self, others, and the person safe when crisis escalates to risk behavior.
<b>Module 7: Post-Crisis</b>	Describe a framework that helps guide staff through the process of establishing Therapeutic Rapport and learning after a crisis. List coping strategies to build your resilience.
<b>Conclusion and Assessment</b>	Summarize the training. Complete an online quiz and survey prior to classroom training.
<b>TOTAL TIME: 2 Hours</b>	

## DAY 1 Part 2: Classroom Days

NCI™ With Advanced Physical Skills Mental Health Training, 3 <sup>rd</sup> Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Introduction/ Review</b>	Transition to the review and expansion of disengagement, holding, and advanced physical skills.	<b>30 minutes</b>
<b>Safety Interventions Disengagement Skills Review and Expansion</b>	Review and practice applying disengagement skills. <b>Participants will:</b> <ul style="list-style-type: none"> <li>Apply principles of disengagement to a variety of realistic situations.</li> <li>Review Physical Skills Review Framework to convey reasoning for the level of intervention used as a response to risk presented.</li> </ul>	<b>60 minutes</b>
<b>Safety Interventions Holding Skills Review and Expansion</b>	Review and practice applying holding skills. <b>Participants will:</b> <ul style="list-style-type: none"> <li>Apply principles of holding to a variety of realistic situations.</li> <li>Practice how to add staff to assist with holding skills.</li> <li>Practice applying the principles of Children's Seated Holding when an individual is on the floor.</li> <li>Review Physical Skills Review Framework, Risk of Restraints, and <i>Opt-Out Sequence</i><sup>SM</sup> to convey reasoning for the level of intervention used as a response to risk presented.</li> </ul>	<b>90 minutes</b>
<b>Floor Transition and Emergency Floor Holding: Supine</b>	Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using Emergency Floor Hold: Supine. <b>Participants will:</b> <ul style="list-style-type: none"> <li>Safely manage an individual who is moving from a standing to seated or supine position on the floor.</li> <li>Practice applying the principles of holding for Emergency Floor Hold: Supine.</li> <li>Review Physical Skills Review Framework, Risk of Restraints, and <i>Opt-Out Sequence</i><sup>SM</sup> to convey reasoning for the level of intervention used as a response to risk presented.</li> </ul>	<b>60 minutes</b>
<b>Floor Transition and Emergency Floor Holding: Supported Prone</b>	Learn how to respond effectively when an individual is in risk behavior. Build the confidence of staff in their ability to keep themselves and others safe using Emergency Floor Hold: Supported Prone. <b>Participants will:</b> <ul style="list-style-type: none"> <li>Safely manage an individual who is moving from a standing to a kneeling or lying position on the floor.</li> <li>Practice applying the principles of holding for Emergency Floor Hold: Supported Prone.</li> <li>Practice applying the principles of Emergency Floor Holding: Supported Prone to Supine.</li> <li>Review Physical Skills Review Framework, Risk of Restraints, and <i>Opt-Out Sequence</i><sup>SM</sup> to convey reasoning for the level of intervention used as a response to risk presented.</li> </ul>	<b>80 minutes</b>
<b>Scenario Practice Activities</b>	Practice and rehearse skills learned in the program through scenarios simulating "real-world" situations. <b>Participants will:</b> <ul style="list-style-type: none"> <li>Assess the prevailing risk presented by an individual in distress.</li> <li>Apply appropriate intervention skills learned in the program.</li> <li>Use corrective actions in response to warning signs of physical and/or psychological distress occurring during the application of physical interventions.</li> <li>Debrief after physical interventions.</li> <li>Provide peer-to-peer feedback.</li> </ul>	<b>40 minutes</b>
<b>TOTAL TIME</b>		<b>6 Hours</b>

## DAY 2 Part 2: Classroom Days

NCI™ With Advanced Physical Skills Mental Health Training, 3 <sup>rd</sup> Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Program Quality Standards</b>	<p>Explores roles and responsibilities of the Certified Instructor, and benefits of CIPA membership.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Explain the program quality standards and benefits associated with Certified Instructors.</li> <li>• List the components and requirements of the Certified Instructor Renewal Process.</li> <li>• Explain the importance of training as an ongoing process.</li> <li>• Demonstrate familiarity with the resources, processes, and procedures for initial and refresher training programs.</li> <li>• Identify the Certified Instructor Professional Association's (CIPA) mission, terminology, and membership benefits and support.</li> </ul>	<b>30 minutes</b>
<b>Assessing Competency</b>	<p>Guides participants through the assessment of their learners' competence to award them a Blue Card®.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Describe the various strategies and tools they can use during and at the end of the training to assess their learners' competence.</li> <li>• Identify next steps when their learners are struggling or not able to demonstrate competence.</li> </ul>	<b>15 minutes</b>
<b>Safety Interventions Teaching Practice and Assessment – Disengagement Skills</b>	<p>Assesses proficiency in teaching Safety Interventions – Disengagement Skills.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• List key principles.</li> <li>• Apply knowledge of key principles when answering questions about disengagement skills.</li> <li>• Review Physicals Skills Review Framework.</li> <li>• Demonstrate ability to teach disengagement skills using CPI's Safety Intervention teaching framework.</li> <li>• Identify group facilitation techniques that can best engage staff and enhance learning.</li> </ul>	<b>45 minutes</b>
<b>Safety Interventions Teaching Practice and Assessment – Holding Skills</b>	<p>Assesses proficiency in teaching concepts and strategies of CPI's Safety Interventions – Holding Skills.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• List key principles.</li> <li>• Apply knowledge of key principles when answering questions about holding skills.</li> <li>• Review <i>Opt-Out Sequence</i><sup>SM</sup>, Physical Skills Review Framework, and Risk of Restraints.</li> <li>• Demonstrate proficiency teaching holding skills using CPI's Safety Intervention teaching framework.</li> </ul>	<b>30 minutes</b>
<b>Safety Interventions Teaching Practice and Assessment – Advanced Physical Skills</b>	<p>Assesses proficiency in teaching concepts and strategies of CPI's Safety Interventions – Advanced Physical Skills.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• List key principles.</li> <li>• Apply knowledge of key principles when answering questions about Advanced Physical Skills.</li> <li>• Review <i>Opt-Out Sequence</i><sup>SM</sup>, Physical Skills Review Framework, and Risk of Restraints.</li> <li>• Demonstrate proficiency teaching Advanced Physical Skills using CPI's Safety Intervention teaching framework.</li> </ul>	<b>150 minutes</b>

NCI™ With Advanced Physical Skills Mental Health Training, 3 <sup>rd</sup> Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Scenario Practice Activities</b>	<p>Practice and rehearse skills learned in the program through scenarios simulating “real-world” situations.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Assess the prevailing risk presented by an individual in distress.</li> <li>• Apply appropriate intervention skills learned in the program.</li> <li>• Use corrective actions in response to warning signs of physical and/or psychological distress occurring during the application of physical interventions.</li> <li>• Debrief after physical interventions.</li> <li>• Provide peer-to-peer feedback.</li> </ul>	<b>30 minutes</b>
<b>Instructor Exam</b>	Participants will take the instructor exam as the final component of their certification.	<b>30 minutes</b>
<b>TOTAL TIME:</b>		<b>5.5 Hours</b>

## DAY 3 Part 3: Virtual Day - Specialized Topic (Mental Health)

NCI™ With Advanced Physical Skills Mental Health Training, 3 <sup>rd</sup> Edition		
TRAINING COMPONENT	LEARNING INTENT AND OBJECTIVES	TIME NEEDED
<b>Introduction</b>	<p>Orients participants to the mental health specialty topic.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Connect with fellow participants and discuss how the care of individuals with mental illness applies to them.</li> </ul>	<b>30 minutes</b>
<b>Understanding and Awareness of Mental Health</b>	<p>Offers a better understanding of mental health and how it affects those we serve.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Discuss major concepts learned from the online course through a person-centered lens to gain empathy and understanding for people who are impacted by mental health disorders.</li> <li>• Apply this understanding to the specific population they serve.</li> <li>• Discuss and understand how they can support those with mental illness in their care.</li> <li>• Discuss implicit bias and understand how they can support people in their care.</li> </ul>	<b>60 minutes</b>
<b>Discussion and Application of Best Practices</b>	<p>Discussion of best practices in supporting those with mental illness and practice of these strategies.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Discuss relevant best practices for person-centered support for those with mental illness.</li> <li>• Practice and apply these strategies to a variety of workplace scenarios.</li> </ul>	<b>60 minutes</b>
<b>Looking at Nonviolent Crisis Intervention® Content and Mental Health</b>	<p>Discussion of <i>Nonviolent Crisis Intervention</i>® content through the lens of mental health.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Gain a deeper understanding of <i>Nonviolent Crisis Intervention</i>® content while learning how to apply mental health strategies to each module.</li> </ul>	<b>90 minutes</b>
<b>Restrictive Practices</b>	<p>Discussion of specific mental health considerations and how they apply to restrictive practices.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Gain a better understanding of the risks associated with restrictive practices for those with mental health disorders.</li> <li>• Understand how to avoid the use of restrictive practices with those they serve.</li> </ul>	<b>30 minutes</b>
<b>Facilitation Options</b>	<p>Learn how to train <i>Nonviolent Crisis Intervention</i>® content with mental health content.</p> <p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Explore options for blended and classroom delivery of refresher and initial training.</li> <li>• Discuss how to incorporate mental health content into <i>Nonviolent Crisis Intervention</i>® training</li> </ul>	<b>30 minutes</b>
<b>Action Plan</b>	<p>Participants plan an implementation strategy to bring content back to their workplace.</p>	<b>30 minutes</b>
<b>TOTAL TIME:</b>		<b>5.5 Hours</b>

## Training Materials:

**Participant Workbook:** Each training participant receives a Participant Workbook to enhance learning, organize the participant's thoughts regarding concepts taught in the program, and serve as a valuable reference tool following the program.

**Instructor Guide:** Those who successfully complete this program receive a comprehensive Instructor Guide to assist them in facilitating thorough and effective staff training that is consistent with program quality standards, policies, and procedures.

**Instructor Kit:** All participants who successfully complete this program receive an Instructor Kit. This kit includes resource materials necessary to teach their first program.

## Please note:

- Organizational and participant-specific needs will impact timing. When classroom time is reduced, practice and application will be limited. In these situations, informal follow-up training opportunities will strengthen staff skills and learning while improving performance.
- Policy/procedure and participant-specific needs should determine the program option delivered.
- You are strongly encouraged to maintain a record of each program you've facilitated and the names of the participants in those programs.