

Los Medanos College

CRISIS RESPONSE & WELLNESS HANDBOOK

A resource for LMC employees to consult when promoting the student wellness and responding to students in crisis



Fall 2020

TABLE OF CONTENTS

A General Note About Stress and Stress Levels	3
High Risk - Crisis	3
Crisis Intervention Team (CIT)	5
Guidelines for Intervention	5
Medium and Mild Risk – Student Wellness Program and Third Party Resources	6
Student Wellness Counseling Program	7
Student Wellness Program Therapists & Schedules	7
Regular Personal Counseling Services	8
Appendix 1 Types of Crises	9
Aberrant Behavior	9
Abuse	9
Anxiety	10
Delusional Behavior	10
Demanding Passive Student	11
Depression	11
Disobedience, Willful	12
Disorientation	12
Disruptive Behavior	13
Distraught and Anxious Behavior	13
Harassment, General	14
Harassment, Sexual	14
Misconduct	15
Misconduct Resulting in Injury or Damage to Property	15
Performance Change	15
Post-Traumatic Stress Disorder	16
Sexual Abuse, Assault, Rape	17
Substance Abuse	17
Suicide Potential	18
Traumatic Incident Stress	19
Erratic Behavior	19
Appendix 2 Protection of the Orderly Operation of the College/Protecting Well Being of the Student	20
Appendix 3 Community Emergency Resource Contact List	22
Appendix 4 Counseling Responsibilities	23
Appendix 5 LMC Language Translation Resource List	24
Acknowledgements	26

NOTE ABOUT THIS GUIDE

As a resource, this document is intended to provide the most essential information that a Los Medanos College employee will need to assist LMC students in crisis, as well as students struggling with important but less urgent challenges, including-- interpersonal conflicts, recent changes in health, family relationships, time management, grief, a lack of personal goals and direction. Regardless of the situation, please use sound judgement, and call LMC Police Services (925) 473-7332, the Counseling Department (925) 318-1733, if in doubt.

A GENERAL NOTE ABOUT STRESS AND STRESS LEVELS

There are many reasons why students might experience stress, from family and relationship issues to social situations and financial concerns. Most students are able to cope successfully with the demands of college life; however, some might become overwhelmed by the pressure. The acknowledgement and expressed concerns by faculty or staff members could become a crucial factor in the outcome of a student's struggle to recover emotional health.

Signs of Distress (see *Appendix 1* for an expanded list and description of crisis)

- Bizarre behavior
- Confusion
- Dangerous behavior
- Disheveled appearance
- Inability to concentrate
- Increased irritability
- Indecisiveness
- Missed classes/assignments
- Mood swings
- Persistent worrying
- Procrastination
- Restlessness
- Social isolation

Defining A Crisis

Richard K. James and Burl E. Gilliland (2001) define crisis as “a perception or experience of an event or situation as an intolerable difficulty that exceeds the person's current resources and coping mechanisms.” A serious mental health crisis manifests itself in the following (the list is not exhaustive):

- Suicidal statements or suicide attempts
- Written or verbal threats, or attempted homicide or assault
- Destruction of property or other criminal acts
- Extreme anxiety resulting in panic reactions
- Inability to communicate (e.g., garbled or slurred speech, disjointed thoughts)
- Loss of contact with reality (e.g., seeing or hearing things that aren't there, expressing beliefs or actions at odds with reality)
- Highly disruptive behavior (e.g., hostility, aggression, violence)

STUDENTS WHO PRESENT AN IMMEDIATE THREAT TO THEMSELVES OR OTHERS

When responding to students who present a clear and immediate threat to themselves, the campus, or the external community, contact LMC Police Services at the appropriate location (see below), or **DIAL 911**:

Pittsburg Campus Police Services, Ext. 37332
Brentwood Center Police Services, Ext. 36916

For support with students who are in distress but pose no immediate threat to security, contact the LMC Counseling Department at (925) 318-1733. Based on the assessed need, the Department will coordinate direct student access to the appropriate support, which may include on-campus resources, i.e., LMC Crisis Intervention Team, LMC Student Wellness Program, LMC Personal Counseling Appointment, and/or referrals to external agencies, e.g., Contra Costa Mental Health Services, and Mental Health Network (offered through the District-approved Confidential Student Assistance Program, approved by the District).

LMC RESOURCES FOR STUDENT MENTAL HEALTH & WELLNESS

LMC promotes student mental health by offering resources at both the Pittsburg Campus and Brentwood Center, including services that are on-campus, namely:

- **Crisis Intervention Team**-- designated LMC counselors deployed on an as-needed basis to de-escalate students in extreme distress
- **LMC Student Wellness Program**-- clinical therapists offer up to seven, free 50-minute sessions with through a formal partnership with JKF University (by appointment only)
- **LMC Counseling Department Personal Counseling**-- **any member of the LMC counselor team** is equipped to offer a 30 or 60-minute, individualized session to assist students with non-crisis issues, e.g., goal setting, interpersonal conflict, adjusting to college (*by appointment only*)
- **Police Services**-- the Police Lieutenant for Los Medanos manages all police and parking operations

Additionally, through the Contra Costa Community College District Office of Educational Programs and Student Services, LMC offers off-campus services to increase student access to mental health resources, including students exclusively enrolled in LMC's distance education courses:

- **CRISIS TEXT LINE**-- free crisis support, offered 24/7 by *CRISIS TEXT LINE* Crisis Counselors via text to students anywhere in the continental United States
- **Confidential Student Assistance Program**-- provides up to five 50-minute sessions with a licensed counselor through Managed Health Network (*student must be enrolled in a minimum of 6 units*)

Managed Health Network
(800) 227-1060
24 hours a days, 7 days a week

As an added resource, LMC's Interim Vice President of Student Services serves as the **Title IX Officer and Section 504/ADA Coordinator**, and is responsible for investigating complaints of unlawful discrimination, including sexual harassment.

Crisis Intervention Team (CIT)

The CIT is composed of Los Medanos Counselors with formal training in crisis intervention. Under the supervision of the Dean of Counseling and Student Support, CIT members work assess and manage crisis, coordinate resources in collaboration with LMC Police Services, and the appropriate external agencies. CIT members maintain confidentiality and follow a protocol for documenting crisis and conduct post-crisis wellness checks to promote the well-being of students formerly in distress.

CIT TEAM MEMBERS & CONTACT INFORMATION

Member Name	Assigned Area - Location	Contact #	Email Address
Luis Morales (CIT Coordinator)	Honors/General- PC*	(925) 318-1733	WellnessLMC@email.4cd.edu
Haydee Lindgren	DSPS Counseling- PC	(925) 318-1673	hlindgren@losmedanos.edu
Nina Ghiselli	DSPS Counselor- BC**	(925) 318-1673	nghiselli@losmedanos.edu
Jessica Boyle	General Counseling- PC & BC	(925) 318-1733	jboyle@losmedanos.edu
Marcella Strickland	General Counseling- PC	(925) 318-1733	mstrickland@losmedanos.edu
Eva Padilla	General Counseling- PC & BC	(925) 318-1733	epadilla@losmedanos.edu
Kelley Shore	General Counseling- PC	(925) 318-1733	kshore@losmedanos.edu

*Note: *PC= LMC's Pittsburg Campus, **BC= LMC's Brentwood Center*

GUIDELINES FOR INTERVENTION

Openly acknowledge to students that there are many life events that can create sudden and drastic changes that create an emotional overload and feelings of helplessness. Acknowledge to students that you are sincerely concerned about their welfare, the welfare of those around them, and that you are willing to help. Exploring their alternatives can have a profound effect. We encourage you, whenever possible, to speak directly and honestly to a student when you sense that they are in an academic, emotional, and/or personal distress.

1. Request to see the student in private. This may help minimize embarrassment and defensiveness.

GUIDELINES FOR INTERVENTION (continued)

2. Briefly acknowledge your observations of them (specific to behaviors and/or performance); express your concerns directly and honestly.
3. Listen carefully to what the student may be troubled about and try to see the issues from his/her point of view without necessarily agreeing or disagreeing.
4. Attempt to identify the student's problem or concern as well as your concerns or uneasiness.
5. Unusual and inappropriate behaviors should not be ignored. Comment directly on what you have observed.
6. Involve yourself in the process as it impacts your immediate work area and situation. At times, in an attempt to reach or help a troubled student, you may become more involved than time or skill permits.
7. Mandatory reporting holds you legally responsible for reporting any suspicions of child abuse and/or elder abuse. Additionally, review Appendix 2.

Extending oneself to others always involves some risk-taking, but it can be a gratifying experience when kept within realistic limits.

Once you started the communication with the student about the crisis, contact the Counseling Department by phone (925) 318-1733 or in person (Student Services Building, Level 4) to seek the help of the Crisis Intervention Team:

Monday to Thursday, 9:00 am to 6:00 pm
Friday, 9:00 am to 3:00 pm

The Counseling Department will record the following information—student's name, ID number, phone number, your name and area of assignment, as the referral source. All communications fall under the strict rule of confidentiality, under both the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA), federal regulation.

When deployed, a member of the Crisis Intervention Team will record all critical information, assess the student's needs, and take the appropriate action.

Referring Medium and Mild Risk Students to the Student Wellness Program (SWP)

The *SWP* is a partnership between the Contra Costa Community College District (4CD) and JFK University that allows students to receive short-term, therapeutic services based on an individualized, clinical assessment. All students enrolled in, at least, 6 units at LMC are eligible for up to seven (7), free sessions, offered by-appointment at either the Brentwood Center, or Pittsburg Campus, according to availability. Due to the limited program resources, SWP therapists may refer students to the *Managed Health Network* through the *Confidential Student Assistance Program*, a third-party mental health services provider approved by the 4CD.

Currently, SWP services are available throughout the academic year, beginning the first week of October three days each week at the Pittsburg Campus and one day each week at the Brentwood Center.

Refer students who *do not* present a serious threat to themselves, campus or extended community but who demonstrate a need for emotional support to the SWP. When planning to refer students, communicate to them in a clear, concise manner why you are referring them, and share a few facts about SWP; for example:

- No cost and individualized services
- A safe and welcoming environment to share feelings
- Warm and caring therapists
- Confidentiality -- except for instances in which students present a danger to themselves or others, or when an LMC employee has a reasonable suspicion that child or elder abuse is occurring. It is critical to inform students that you are mandated to submit a written report of suspicion situations. (*Mandated reporters only need a reasonable cause to suspect abuse, and they are not expected to investigate or prove instances of child or elder abuse.*)

Referrals can be made **in person** at the Counseling Department Front Desk in person (SS, Level 4), **by email**, or **by phone** (925-318-1733). The student referred will be contacted to schedule an intake appointment by the end of the next business day.

All referrals to the Crisis Intervention Team and Student Wellness Program are coordinated, using a case-management system that employs a holistic approach.

STUDENT WELLNESS PROGRAM (SWP) SERVICES

SWP therapists* offer individualized, confidential 50-minute sessions at both the Brentwood Center and Pittsburg Campus. Sessions are only by-appointment Monday through Friday.

To schedule an appointment, call (925) 318-1733, select Option 5 (Front Desk), email LMCWellness@email.4cd.edu, or visit the Counseling Dept. Front Desk in person SS, Level 4 during the hours of operation. Indicate the preferred location.

** Therapists are graduate trainees and associates (supervised by licensed clinicians at JFKU) committed to helping students realize their full potential and balance academic, work and family obligations.*

REGULAR PERSONAL COUNSELING SERVICES

In addition to academic advising, LMC counselors offer personalized counseling to students who need assistance with issues that do not require therapeutic intervention, e.g., interpersonal relationships, setting lifegoals, self-care, conflict resolution, and problem-solving. These short-term sessions are scheduled for 30 or 60 minutes.

Instructors, in addition to verbally mentioning the Personal Counseling to students during class, you can mention this service as a note in your course syllabus. Feel free to modify or use this statement:

Based on special needs and affiliation, students can schedule a 30 or 60-minute Personal Counseling appointment by calling the appropriate number listed below. Appointments are made based on counselor availability. Call about the availability of services are returned no later than the next business day.

Contact Information to Schedule Personal Counseling Appointments:

- **Counseling Department** — (925) 318-1733, Student Services Building/Upper Level (SS4-400)
- **Brentwood Center Counseling** – (925) 513-1625, Front Desk
- **Disabled Students Programs & Services (DSP&S)** — (925) 318-1673, Room SS3-321
- **Extended Opportunities Programs & Services (EOPS)** — (925) 318-1070, Room SS4-414

TYPES OF CRISES AND DISRUPTIVE BEHAVIORS

Working with students in crisis always has the potential to create stress and anxiety within yourself, no matter how many times you may have done this. Remember to breathe. Remember that it is ok to seek help and consultation. Lastly, always speak calmly and directly with your student. This will help you focus better, appropriately assess and support the student. In turn, the student will feel that you are a safe person who can handle their concerns.

Aberrant Behavior

Irrational or inappropriate behavior causing disruption in or outside the classroom, i.e., inappropriate focusing of attention on self in class, going on and on about personal life in class, repeatedly taking class focus off track.

Ask to speak to student privately and confidentially. Indicate concerns for the student's welfare and ask what started his/her reaction. Listen and determine whether the student needs to be referred to counseling for further assessment. When the time is right, state your rules for acceptable behavior in the class (or wherever you are on campus) and set limits. If disruptive behavior continues, after a warning, the matter should be referred to the Dave Belman, Dean of Student Success.

Abuse: Physical or Sexual

If a student starts to tell you that they suffered abuse, politely inform them that you are a mandated reporter and will be required by law to report incidents of abuse if the abuse occurred when the student was a minor (younger than 18). The law requires a report identifying the perpetrator to be made to the authorities especially if they are still around children. If you do have to make a report and the student becomes upset, listen to and validate their feelings, address their concerns as best as you can. If necessary, assure them that this is required by law to ensure their safety and the safety of others.

If the abuse occurred as an adult, the victim of the abuse has the right to decide whether or not they would like to make a report with the police or not.

If the incident of abuse or assault has occurred on campus:

Please immediately refer the student to a Crisis Intervention Team Counselor and report incident to Police Services.

Anxiety

Exaggerated fear of failing, nervousness and difficulty in concentrating, tendency to overreact with fear, or manic talking or frenzied activity.

Ask to speak to student privately and confidentially. Indicate concern for the student's welfare and ask if he/she is aware of the behavior. Listen and determine whether the student needs to be referred to counseling for further assessment. Inform the student that this college has trained professional help available. Provide the student with a referral to a crisis counselor for intervention and de-escalation. If the situation is extreme and the student seems to need immediate help, walk him/her to the counselor's office for an appointment.

DO:

- Let them discuss their feelings and thoughts. Often this alone relieves a great deal of pressure.
- Provide validation. You do not have to understand their thoughts/feelings, but you can at least understand they have a right to feel them.
- Remain calm.
- Be clear and direct.
- Provide a safe and quiet environment until the symptoms subside (refer student to Counseling Center).
- Offer to assist the student in referring her/him for personal counseling.

DON'T:

- Minimize the perceived threat to which the student is reacting.
- Take responsibility for their emotional state.
- Overwhelm them with information or ideas to "fix" their condition.

Delusional Behavior

Distortion of reality, e.g., belief that they are being singled out, or that they are super special individuals with special gifts or talents, or that the instructor is deliberately mistreating them. May go on and on about becoming a star or going into movies or getting a scholarship to Harvard, etc.

Consult with a crisis counselor regarding the behavior that the student is displaying. The counselor can subsequently come to the class on some pretext to observe. An intervention can be arranged if the behavior does appear to be delusional.

DO:

- Set appropriate boundaries and rules of conduct for the student
- Speak calmly and directly

DON'T: Debate the truthfulness of the student's claims

The Demanding Passive Student

Typically, even the utmost time and energy given to these students is not enough. They often seek to control your time and unconsciously believe the amount of time received is a reflection of their worth. You may find yourself increasingly drained and feeling responsible for this student in a way that is beyond your normal involvement. It is important that this student be connected with many resources of support on-campus and in the community in general.

DO:

- Let them make their own decisions.
- Set firm and clear limits on your personal time and involvement.
- Offer referrals to other resources on and off campus.
- During repeated interactions, stand while speaking with student; limit discussion to 3 minutes.

DON'T:

- Get trapped into giving advice, special conditions, etc.
- Avoid the student as an alternative to setting and enforcing limits.

Depression

Evidence of Depression: sudden change in interest in class, flattened feelings, sad or fatigued, complaints of insomnia, and loss of desire to be in school or with friends. Signs may include increased absences and isolation.

Ask to speak to the student privately and confidentially. Indicate concern for the student's welfare and ask if he/she is aware of the behavior. Listen and determine whether the student needs to be referred to counseling for further assessment. Inform the student that this college has trained professional help available. Refer the student to a crisis counselor for an interview and assistance. If the situation is extreme and the student seems to need immediate help, walk him/her to the counseling office for an appointment.

DO:

- Let the student know you're aware she/he is feeling down and you would like to help.
- Encourage the student to discuss how she/he is feeling with someone they trust.
- Offer to assist the student in referring him/her for personal counseling.

DON'T:

- Minimize the student's feelings, e.g., "Don't worry." "Everything will be better tomorrow".
- Bombard the student with "fix it" solutions or advice.
- Chastise the student for poor or incomplete work.
- Be afraid to ask the student whether he/she is suicidal.
- Leave the student alone if you suspect suicidal ideation.

Disobedience, Willful

Refusing to follow directions or to behaving disruptively in class, refusing to leave when asked, refusing to adhere to class rules.

Ask the person in a calm manner to talk to you privately away from peers. If this fails to produce acceptable behavior, end the class for the day and contact a crisis counselor for assistance. If the student seems to be going out of control, **call the campus police to handle it.**

Disorientation

Somewhat glazed expression, a lack of appropriate affect when talking, difficulty in listening with concentration, literally complains of disorientation, or exhibits chronic self-talk, hearing voices, or seeing things that are not there.

Consult with a crisis counselor regarding the student. The counselor can subsequently come to the class on some pretext to observe. An interview can be arranged if the behavior does seem aberrant.

If the student's behavior is disrupting class, it may be appropriate to call for immediate assistance.

DO:

- Respond with warmth and kindness, but with firm reasoning.
- Remove extra stimulation from the environment (turn off the radio, step outside of a noisy classroom).
- Acknowledge your concerns, state that you can see they need help.
- Activate the CIT by contacting the Counseling Center at ext. (925) 318-1733
- Acknowledge their feelings or fears without supporting the misperceptions, e.g., "I understand you think someone is following you, but I don't see anyone and I believe you're safe."
- Focus on the "here and now". Ask for specific information about the student's awareness of time, place and destination.
- Speak to their healthy side, which they have. It's OK to laugh and joke when appropriate.

DON'T:

- Argue or try to convince them of the irrationality of their thinking. This commonly produces a stronger defense of the false perceptions.
- Play along, e.g., "Oh yeah, I hear the voices (or see the devil)."
- Encourage further discussion of the delusional processes.
- Demand, command, or order.
- Expect customary emotional responses.

Disruptive Behavior

Cussing or talking loudly, arguing instead of discussing, challenging everything that is presented as wrong, or out of control yelling in anger.

Take precautions to take care of yourself and others in the situation if the person is behaving menacingly. Ask the student to talk privately away from the group and try to calm him/her down. If the behavior continues out of control, call the campus police and report the matter to the Dave Belman, Dean of Student Success.

DO:

- Acknowledge their anger and frustration, e.g., “I hear how angry you are.”
- Rephrase what they are saying and identify their emotion, e.g., “I can see how upset you are because you feel your rights are being violated and nobody will listen.”
- Reduce stimulation; invite the person to a quiet place if this is comfortable and the place is safe.
- Allow them to vent, get the feelings out, and tell you what is upsetting them; listen.
- Be directive and firm about the behaviors you will accept, e.g., “Please stand back, you’re too close.” “I cannot listen to you when you yell and scream at me that way.” “Let’s step outside to discuss this further.” (Refer to the LMC Student Code of Conduct, Appendix A).
- Activate the CIT by contacting the Counseling Service at (925) 318-1733, or District Police at ext. 37332.
- Remember: Safety First.
- Prohibit the student from entering your work area/classroom/office if behavior is repeated.

DON'T:

- Get into an argument or shouting match.
- Become hostile or punitive, e.g., “You can’t talk to me that way!”
- Press for explanations for their behavior.
- Ignore the situation.
- Touch the student.

Distraught and Anxious Behavior

A sudden change in attitude from normal to unfocused, preoccupied, or poor performance might be caused by depression. Distress is usually caused by personal problems that seem overwhelming and anxiety is one form of distress that may stem from school related or personal concerns.

Talk to the student privately by indicating that you have noticed a change in their manner or behavior and inquire if there is something that they might need help with. Often the student will open up, in which case, listen empathetically and suggest that we have services through the

counseling department which might help them. Then, refer the student to a crisis counselor. You might consult with the counselor as an intermediary step.

If the student resists or assures you that there is nothing going on to cause concern, respect his/her judgment and thank them for responding to your inquiry. You might consult with a counselor anyway to note if the student may be simply resisting, and for information for what to observe for in the immediate future which may indicate more serious problems.

General Harassment

A student complains to you that another student has been making demeaning remarks or treating her/him in an unacceptable manner.

Listen to the student and refer the matter to the Dean of Student Success. If the behavior involves sexual harassment, the student should be referred to the Senior Dean of Student Services for assistance (see next page).

Sexual Harassment

Sexual harassment has been recognized as a form of discrimination. Federal legislation that addresses discrimination are Title VI and Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972. Sexual harassment involves behavior related to sex, gender, perceived sexual orientation or perceived gender orientation. Two types of behavior that constitute sexual harassment are: quid pro quo and creating a hostile environment. Quid pro quo “this for that” is defined as one person having the power to grant or deny benefits to another based on sexual behavior. A hostile environment is a persistent pattern of sexual aggressiveness that interferes with another person’s ability to learn, work, or participate.

Sexual harassment usually is not an isolated one-time-only case but a repeated pattern of behavior that may include:

- Comments about one’s body or clothing.
- Questions about one’s sexual behavior.
- Demeaning references to one’s gender.
- Sexually oriented jokes.
- Conversations filled with innuendos and double meanings.
- Displaying of sexually suggestive pictures or objects.
- Repeated non-reciprocated demands for dates or sex.

Sexual harassment of students is defined by the California Education Code, Section 89535. Common reactions of students who have been harassed is to doubt their perceptions, wondering if it was a joke, did it really happen or, if in some way, they have brought it on themselves. A student may begin to participate less in the classroom, avoid or drop classes, or even change majors.

DO:

- Listen carefully to the student, validating her/his experience.
- Separate your personal biases from your professional role – maintain objectivity.
- **Report this situation to Dr. Tanisha Maxwell, Vice President of Student Services at (925) 473-7321, Ext. 37421**
- Encourage the student to keep a log or find a witness.
- Help student seek informal advice through a department chair, supervisor, advisor or Vice President Dr. Maxwell

DON'T:

- Ignore the situation. Avoiding action invalidates the student's already shaky perception and puts the college in a vulnerable position should this behavior continue.
- Overreact.

Misconduct

Disrupting class with irrelevant talk or disturbing others, occupying areas not meant for loitering, sitting on cafeteria tables, or smoking in prohibited areas.

If it is a one-time incident, tell the student or students that smoking is prohibited in that area. If one persists, talk privately to the person and indicate that a referral to the Dean of Student Success will become necessary if the student persists. Report to the Dean for appropriate disciplinary intervention, if necessary.

Misconduct Resulting in Injury or Damage to Property: **Throwing objects, applying graffiti, scratching cars, smashing plants, etc.**

Report this to the campus police and report incident to Dave Belman, Dean of Student Success at (925) 473-7423.

Performance Change

Difficulty in concentrating, freezing up on tests, or chronic personal problems which distract him/her from adequate academic performance.

Discuss the problem and explore the nature of the concerns together. Personal problems may be resolved with information to manage them, e.g., in the case of test anxiety, a short-term course on test taking may be needed. However, difficulty in concentrating may be caused by concerns that may pass or could indicate more serious problems. If it seems to be the latter, a referral to a crisis counselor would be in order. If the problem has existed for years, the person might be served by the DSP&S Program. It could stem from any of several causes including psychological disorder. Let the experts determine this. Always provide follow-up sessions to show support for the student's well-being.

Post-Traumatic Stress Disorder

Post-traumatic Stress Disorder (PTSD) is common and varies from one individual to another. PTSD is a response to a traumatic situation. This can include acts of violence, sexual assault, military conflict, or observing situations where safety of oneself or others is threatened.

According to a pamphlet distributed by the American Legion, PTSD symptoms in combat veterans can include:

- Upsetting thoughts occurring frequently about the traumatic event.
- Frequent dreams (in many cases, nightmares) about the event.
- Suddenly feeling as though the event is recurring (flashbacks).
- Environmental stimuli (olfactory, auditory, and visual) can trigger flashbacks and other troubling symptoms.
- Detaching oneself physically and emotionally from other people/places, especially large crowds.
- A feeling of detachment from others.
- A feeling of foreshortened future.
- Guilt related to being a survivor - living after the trauma when many other comrades did not. Guilt may also surface because of one's duties (having to take another human life).
- Sleep disturbances (usually insomnia).
- Mood swings and anger outbursts.
- Cognitive/memory difficulties.
- Excessive vigilance and survival-related behaviors.
- Hyperarousal - a person may seem "jumpy," especially in the presence of unexpected noises.

These manifestations are not specific to veterans. They may be experienced by survivors of sexual assault, community violence and other kinds of traumatic events. Faculty and staff, especially police services should take extra consideration when working with someone who might possibly be experiencing symptoms related to PTSD.

According to the **Academic Accommodations for Students with Psychiatric Disabilities**, a resource from the University of Washington; since the wounds of trauma are invisible, the following are best practices when interacting with the public as you will not necessarily know that someone may be experiencing PTSD:

- Address a variety of learning styles (e.g. auditory, visual, kinesthetic, experiential, or a combination of styles).
- Incorporate experiential learning activities.
- Be prepared to set behavioral expectations for all students in your class.
- Embrace diversity to include people with psychiatric disabilities.

Resilience factors that may reduce the risk of PTSD include:

- Seeking out support from other people, such as friends and family
- Finding a support group after a traumatic event
- Learning to feel good about one's own actions in the face of danger
- Having a coping strategy, or a way of getting through the bad event and learning from it
- Being able to act and respond effectively despite feeling fear

For more information about PTSD, see --

<https://www.nimh.nih.gov/health/publications/post-traumatic-stress-disorder-ptsd/index.shtml>)

Post-traumatic stress disorder occurs when a person suffers an unexpected psychological shock. Many throughout the country suffered this after the 9/11 attack. The symptoms can be insomnia with flashbacks, unexplained anxiety, mild depression, exaggerated vigilance for danger, and/or withdrawal from normal activities. Assault victims or even the witness of a tragic incident can cause traumatic stress. Many may suffer this from involvement with our war on Iraq.

Unusual fears or anxiety during this war period may be symptoms of traumatic stress disorder and could benefit from counseling. Consult with a CIT Counselor to determine what might help, i.e., coming to class to discuss reactions to the war and the violence or fear of terrorist attacks, or seeing students for individual counseling.

Sexual Abuse, Assault, and Rape

Listen supportively and observe for quality of state of mind, i.e., depressed, suicidal potential, anxiety or rage. If the rape occurred on campus, contact Police Services immediately. If it occurred off-campus, advise the student of the right to file a complaint. Inform him/her of rape victim support services (SEE our Community Emergency Resource Contact List) or suggest college counseling services.

Substance Abuse

Substance abuse is the dependence and overuse of drugs including alcohol, prescription medications and illicit drugs. If a student seems intoxicated or behaving erratically, staff and instructors may refer to the LMC Code of Conduct for advice. Generally, the following are helpful:

Alcohol is the most widely used psychoactive drug. It is common to find alcohol abusers in college populations also abusing other drugs, both prescription and illicit. Patterns of use are affected by fads and peer pressure.

The effects of alcohol on the user are well known to most of us. Alcohol abuse by a student is most often identified by faculty. Irresponsible, unpredictable behavior affecting the learning situation (i.e., drunk and disorderly in class), or a combination of the health and social impairments associated with alcohol abuse noticeably sabotages student performance. Because of denial that exists in most substance abusers, it is important to express your concern to the student in terms of specific changes in behavior/performance rather than terms of suspicions about alcohol/drug abuse.

DO:

- Address the substance abuse issue if the student is open and willing.
- Offer concern for the student's overall well-being.
- Refer student to Counseling Center or the Emergency Resource Contact List.

DON'T:

- Convey judgment or criticism about the student's substance abuse.
- Make allowances for the student's irresponsible behavior.
- Ignore signs of intoxication in the classroom.

Suicide Potential

Always take threats seriously and get help immediately. The following is important information from www.crisis-center.org (<https://www.crisis-center.org/knowledge-hub/#suicide-warning-signs>):

Suicide affects all groups, regardless of age, gender, race, ethnicity, culture, religious belief, sexual identity, socio-economic group. There is no profile of the person who will attempt suicide, but there are common warning signs, including the following: · Talking about suicide or making statements that reveal a desire to die.

- Drastic changes in behavior (e.g. withdrawal, apathy, moodiness).
- Losing interest in hobbies or in personal appearance.
- Depression (e.g. crying, sleeplessness, loss of appetite, hopelessness)
- Worsening academic or job performance and sudden failure to complete assignments.
- Lack of interest in activities and surroundings (e.g. dropping out of sports and clubs).
- Settling affairs (e.g. giving away prized possessions such as books or a pet).
- Increased moodiness, irritability, or aggressiveness.
- Remarks suggesting profound unhappiness, despair, or feelings of worthlessness.
- Death and suicidal themes in written work. Self-destructive behavior (e.g., taking unnecessary risks or increased drug or alcohol use).

If you have a student who is experiencing suicidal thoughts or intent, listen supportively and contact a CIT Counselor. If none are available, call the suicide hotline. The general number is

800-309-2131 or you may call the Contra Costa Crisis Center at 800-833-2900. Ask the student for the names of individuals who can follow up observing this person through the next day. If suicide seems imminent, ask if he/she is willing to commit himself/herself to a mental health hospital for observation and treatment. If the person is not willing, consider whether or not to call the campus police to affect a 5150 commitment.

Traumatic Incident Stress

Traumatic incidents range from a death in the family or community, spousal abuse, being evicted, loss of job, loss of a pregnancy, death of a class member, divorce and any other life changing events. Students may not always be upfront about life situations that might be impacting their performance in school. Not assuming the reason for tardiness, absences or a change in classroom performance as well as asking open ended questions can help a student talk about what is going on for them. There are resources at LMC that can assist such as the Wellness Counseling, the Student Assistance Program, Food Pantry, and Veterans Center. Students can be referred to CIT Counseling Services.

If a student in your class dies, please refer to CIT Counseling Services. We can support you and your students in the loss of a community member.

Erratic Behavior or Violence

Violence, because of emotional distress, is rare and typically occurs when the student's level of frustration has been so intense or of such an enduring nature as to erode all of the student's emotional controls. The adage, "An ounce of prevention is worth a pound of cure," best applies here. This behavior is often associated with the use of alcohol and other drugs.

Generally, prevention is often associated with deescalating erratic behavior. Tips from www.Crisisprevention.com include the following for deescalating behavior: (<https://www.crisisprevention.com/Blog/October-2017/CPI-s-Top-10-De-Escalation-Tips-Revisited>):

- Be Empathic and Nonjudgmental
- Respect Personal Space
- Use Non-Threatening Non-verbals
- Avoid Overreacting
- Focus on Feelings
- Ignore Challenging Questions
- Set Limits
- Choose Wisely What You Insist Upon
- Allow Silence for Reflection
- Allow Time for Decisions

Protection of the Orderly Operation of the College

With regard to protecting the well-being of the college, we referred to the “laws protecting Los Medanos College,” which focus on students who create crises. Students who “willfully disrupt the orderly operation of the campus” can be subject to **suspension, dismissal or expulsion** as outlined in the Student Code of Conduct. Situations of this nature should be reported to the Vice President of Student Services, ext. 37423.

An instructor, for good cause, may remove a student from his or her class for the day of the removal and the next class meeting (Ed Code 76032 and 76033). Procedures related to the removal are outlined in Section VIII of the Student Code of Conduct. “Good Cause” includes, but is not limited to the following offenses:

- Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
- Assault, battery, or any threat of force or violence upon a student or college personnel.
- Willful misconduct which results in injury or death of a student or college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District.
- Use, sale or possession of on campus, or presence on campus under the influence of any controlled substance, or any poison classified as such by Schedule D in section 4160 of the Business and Professions Code.
- Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the Governing Board.
- Persistent serious misconduct where other means of correction have failed to bring about proper conduct.
- Other behavior that has good cause for disciplinary action.

Protecting the Well Being of the Student

Labeling of a student’s behavior, i.e., paranoid, psychotic, or sociopathic, may be detrimental to a student. This determination should be done only by a licensed psychologist or psychiatrist. Simply describe the behavior when communicating or documenting the problem.

A person who is a danger to him/herself or others or is gravely disabled

The California Mental Health Service Act, Section 5150 (Welfare and Institutions code) states that, “A person who is a danger to him/herself or others is gravely disabled, may be taken against his/her will by a peace officer to a designated mental health facility for evaluation.” Examples of cases which are covered by this section include persons who are seriously

suicidal, psychotic, depressed, manic depressive, or delirious. Only a person in authority, i.e., campus police, the person's doctor, or a relative can affect this action.

**Community Emergency Resource
Contact List**

Resource	Phone
Adult Protective Services	925-646-2854
Alcoholics Anonymous <i>Helpline & Meeting Referral</i>	925-432-3139
Child Family Services	925-431-1600
Contra Costa Crisis Line	925-939-1916
East Contra Costa Quick Resource Guide	http://www.crisis-center.org/wp-content/uploads/East_Resource_Guide.pdf
Emergency Psychiatric Services	925-646-2800
Food Bank of Contra Costa County	925-676-7543
General Assistance (Financial)/ Employment and Human Services	925-706-4980
Grief Counseling	800-837-1818
Homeless Hotline	925-608-6700
Planned Parenthood	800-230-7526
Poison Control	800-222-1222
Rape Crisis	201-349-7273
STAND! Against Domestic Violence	888-215-5555
Suicide and Crisis Services/ Veterans Crisis Line	800-SUICIDE/800-273-8255
Veteran's Services of Contra Costa County	925-313-1481

Counseling Responsibilities

The Academic Senate for the California Community Colleges adopted the Standards of Practice for the counseling in the colleges in spring 1997. They defined the “Core Functions” of counseling as those derived from the California Education Code and from the American Counseling Association. The two that pertain to Crisis Intervention are as follows:

The college counseling function is to provide:

1. **Personal counseling**, in which the student is assisted with personal, family or other social concerns, when that assistance is related to the student’s education.
2. **Crisis intervention**, either directly or through cooperative arrangements with other resources on campus or in the community. Crisis Intervention is defined below.

Crisis Intervention is defined as follows:

- A. As part of provision of personal counseling, programs should have a system that assists students in acute emotional distress, including an intervention plan for students in **personal crisis** who require immediate attention.
- B. For situations when a student is a potential danger **to self or others**, districts should have a clear policy of who has authority to make such determinations, and specific procedures to be followed.
- C. Counseling programs should work closely with administration and outside agencies to ensure that the needs of students in crisis are met and that personnel appropriate to such situations are available.
- D. Counseling programs should take leadership in creating and participating in campus-wide crisis intervention teams.
- E. Counseling programs should be familiar with district disaster plans, and be prepared to assist students in the event of disaster on campus.

**LOS MEDANOS COLLEGE
LANGUAGE TRANSLATION RESOURCE LIST**

Language	Department	Name	Office	Phone Number
American Sign Language	DSPS/Counseling	Nina Ghiselli	BRT A-8	(925) 318-1673
	DSPS	Ginny Richards	SS3-325	(925) 318-1673
Hindi	Social Science	Shalini Lugani	CC2-215	(925) 473-7842
Japanese (conversational)	Foreign Language/ESL	Laurie Huffman	CC2-211C	(925) 473-7887
Portuguese	Counseling	Elizabeth Constanza	SS4-428	(925) 473-7458
Punjabi	Social Science	Shalini Lugani	CC2-215	(925) 473-7842
Spanish	Student Life	Teresea Archaga	GA-5	(925) 473-7552
	ESL	Gabriella Boehme	CC2-281	VM Ext. 77716
	Outreach	Jorge Cea	SS3-319	(925) 473-7430
	Counseling	Elizabeth Constanza	SS4-428	(925) 473-7458
	Child Study Center	Angela Fantuzzi	CS1-112	(925) 473-7633
	Counseling	Marco Godinez	CC4-426	(925) 473-7460
	Foreign Language/ESL	Laurie Huffman	CC2-211C	(925) 473-7887
	Child Development	Erlinda Jones	CS2-201	(925) 473-7629
	Financial Aid	Eva Monteverde	SS3-309	(925) 473-7516
	Counseling	Luis Morales	SS4-425	(925) 473-7456
	Art	Lucy Snow	CC3-317	(925) 473-7821
	Admissions Brentwood	Annica Soto	Brentwood Center	(925) 473-7433
	Counseling Brentwood	Sophia Ramirez	BRT Center A-6	(925) 473-6907
	Student Success and Retention Programs	Carla Molina	SS4-418	(925) 473-7488
Tagalog	Counseling	Rudolf Rose	SS4-431A	(925) 318-1733
Russian	Student Services	Irma Gregory	SS4-400	(925) 473-7468

IMPORTANT NOTE: *The Language Translation Resource List should only be utilized when all other intervention options have been explored and have not yielded positive results. Please make the initial attempt to assist and resolve all students concerns before using this listing.*

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