

**Los Medanos College**

**CRISIS**  
**INTERVENTION**  
**PROCEDURES MANUAL**



**2008 – 2009**

**Administrator/Faculty/Staff Guide**

# **Crisis Intervention Procedures Manual**

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# Crisis Intervention Procedures Manual

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# **Crisis Intervention: Introduction**

The Academic Senate for the California Community Colleges adopted the Standards of Practice for counseling in the colleges in this state in spring 1997. They derived the “Core Functions” of counseling from the California Educational Code and from the American Counseling Association. Colleges must provide the following Crisis Intervention in relation to counseling services:

- 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** directly or through cooperative arrangements with other resources on campus or in the community. For the requirements for the provision for Crisis Intervention, as stated in the Ed. Code, refer to Appendix B.

To assist in defining crises that can occur in this college, the different types are identified in the text that follows. These are found alphabetically in the body of the manual. You can also find them by title in the Table of Contents. These are some of the types of events or behaviors that may constitute a crisis.

The Crisis Intervention Team is here to assist with the problem you may be dealing with. For example, you as instructor, staff, or administrator, observe a student behaving in ways that could indicate a personal problem, i.e., a noticeable change in performance or an attitude indicating despondency. These could be symptoms of a personal crisis that can be helped. The more dramatic behaviors also described below are those that require immediate response.

This manual is not intended to give you the skills to deal with extreme situations but to help you identify those that need to be dealt with. If you need advice in deciding the appropriate action to take, call one of us, members of the Crisis Intervention Team (our names and telephone extensions are listed on Pages 3 - 4). The most serious crises are those that can cause injury to the individual and or others. Other behaviors may become crises because they impair the quality of the learning environment. To protect individuals and the learning environment, this college provides the following to maintain the well being of all who are part of this institution.

# **Crisis Intervention Team**

## **Roles and Responsibilities in Responding to Crises**

### **COUNSELING FACULTY licensed to deal with psychological problems:**

Bill Fracisco	LSW	MS
Marie Karp	MFT	MS
Dorrie Fisher	MS	
Phil Gottlieb	MFT	MS

1. These counselors will make an effort to manage the situation and to refer to the appropriate sources, i.e., to the Senior Dean of Student Services, Campus Police or outside sources; will document each crisis incident; and will maintain confidentiality.

### **SENIOR DEAN OF STUDENT SERVICES**

Gail Newman, Ext. 3372  
Responsible for:

1. Assessing the situations and referring the cases to the appropriate source.
2. Initiating formal disciplinary action when indicated.
3. Establishing guidelines for disciplinary action in serious cases.
4. Conferencing with the student to determine disposition, i.e., readmission, etc.
5. Referring cases to the Crisis Intervention Team for intervention and follow up, if needed.
6. Advice regarding Ed. Code statutes which govern actions that can be taken.
7. Investigate complaints of unlawful discrimination, including sexual harassment.

### **CAMPUS POLICE**

Lt. Esther Skeen, Ext. 3122  
Responsible for:

1. Intervening in any situation in which safety of an individual is in jeopardy or laws have been violated.
2. Making an arrest when necessary.
3. Initiating a **5150**: a law which allows a police officer to transport an individual who is dangerous to self or others to a mental health facility for observation and assessment of their mental status without the individual's consent.
4. Advice regarding Ed. Code statutes which govern actions that can be taken.

# Who to Call

## Counseling Department Intervention Team Members:

Each of us can help you during any step of a crisis.

- **Dorrie Fisher, Ext. 3353**
- **Bill Fracisco, Ext. 3355**
- **Phil Gottlieb, Ext. 3382**
- **Marie Karp, Ext. 3282**

**Consulting may involve:**

- Discussions to assess the situation**
- Clarification of action to be taken**
- Steps to rectify the situation**

## **What to Do in Case of a Crisis**

Whenever you are faced with any of the following situations, consider calling for assistance from one of the crisis counselors. This can be for intervention, a consultation, referral sources, or follow up. The following are examples of crises, the behaviors that cause them, and the steps to take to manage them. These counselors are trained and prepared to deal with the individuals suffering a crisis. They may provide brief crisis counseling to individuals and make appropriate referrals to counseling services outside the college as provided for the Confidential Student Assistance Program.

They will also follow up the consultation or management of the crisis by further discussing the resolution of the case with the person requesting the assistance of the individual in crisis. Students may be referred to Lt. Esther Skeen, Campus Police, or to Gail Newman, Senior Dean of Student Services, for follow up as needed.

## **Your Role**

As a faculty, staff or administrator interacting with students, you are in an excellent position to recognize behavior changes that characterize the emotionally distressed student. A student's behavior, especially if it is inconsistent with your previous observations, could well constitute an inarticulate attempt to draw attention to his/her plight. . . *"a cry for help"*. Your ability to recognize the signs of emotional distress and to acknowledge your concerns directly to him/her is often noted by students as the most significant factor in their successful problem resolution.

### **Signs of Distress**

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



## **Guidelines for Intervention**

Openly acknowledge to students that you are aware of their distress, 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 s/he is in academic and/or personal distress.

1. Request to see the student in private. This may help minimize embarrassment and defensiveness.
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. You are legally responsible in terms of the mandatory reporting of child abuse and elder abuse (contact CIT member for assistance).

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

### ***Referring Students for Personal Counseling***

To make a personal counseling appointment, direct the student to go to or call the Los Medanos College Counseling Center at ext. 3334 (SEE Personal Counseling on Campus, Instructions for Students on Page 8). One-hour appointments are made based on availability of licensed counselors.

To ensure that the student follows through with the referral, ask the student for permission to contact him/her at a later date. If your relationship with the student is such that you are confident s/he trusts your actions, you might also request permission to contact the referral provider directly. This communication arrangement maximizes the potential for successful follow through.

## **Personal Counseling Services**

LMC personal counseling services are designed for students who can benefit from short-term counseling. If the initial assessor determines the student requires longer term counseling, s/he will likely be referred to a more appropriate off-campus resource. **Early intervention is preferable to crisis intervention.**

When you do discuss a referral for personal counseling services with a student, it is helpful for the student to hear in a clear, concise manner your concerns and why you think counseling would be helpful. You might tell them a few facts about our services. For instance, all services are free to regularly enrolled students. All discussions are confidential except when the student presents a danger to self or others or when the counselor has reasonable suspicion that child or elder abuse is occurring. These situations mandate reporting.

Placing the initiative on the student to seek an appointment increases his/her responsibility and commitment to come in for counseling. There may be urgent times, however, when it is more appropriate for you to call to make an appointment for him/her or to accompany the student in getting to a counselor on campus (e.g. crisis situation).

To refer a student for personal counseling, there are staff persons available as follows to insure prompt attention in beginning the process:

**During Daytime Hours: M – Th 9:00 A.M. to 5:00 P.M.**

Counseling Center, ext. 3334

**During Early Evening and Friday Hours: M – Th, 5:00 – 7:00 P.M.; Friday 9:00 A.M. – 1:00 P.M.**

Counseling Center, ext. 3334

**Outside Operational Hours:**

Call the Counseling Center and leave a message. A counselor will return your call on the next working day.

# **Personal Counseling on Campus 2008-2009**

*(Please copy this page and give to students as appropriate)*

## **Instructions for Students:**

To make a Personal Counseling appointment, please go to or call the Los Medanos College Counseling Center and ask for a “Personal Counseling appointment.” One-hour appointments are made based on the availability of licensed counselors within each area.

### **Counseling Department — (925) 439-2181, ext. 3334, Room CC3-414**

If you have a connection with one or more of the following programs, please share this information with the Counseling Department when you call. You may choose to make an appointment with a licensed counselor in that program.

### **Disabled Students Programs & Services (DSP&S) — (925) 439-2181, ext. 3133, Room CC3-413**

### **Extended Opportunities Programs & Services (EOP&S) — (925) 439-2181, ext 3138, Room CC3-430**

# Community Emergency Resource Contact List

<b>RESOURCE</b>	<b>PHONE</b>
Adult Protective Services	877-839-4347
Alcoholics Anonymous <i>Helpline &amp; Meeting Referral</i>	925-939-4155
Child Protective Services	877-881-1116
Contra Costa Crisis Line	800-833-2900
East Contra Costa Quick Resource Guide	<a href="http://www.cccord.com">www.cccord.com</a>
Emergency Psychiatric Services	888-678-7277
Food Bank of Contra Costa County	800-870-FOOD
General Assistance (Financial)	925-706-4760
Grief Counseling	800-837-1818
Homeless Hotline	800-808-6444
New Beginnings <i>Alcohol &amp; Drug Screening Information and Referral</i>	925-439-7111
Planned Parenthood	800-230-PLAN
Poison Control	800-222-1222
Rape Crisis	800-670-7273
STAND! Against Domestic Violence	888-215-5555
Suicide and Crisis Services	800-SUICIDE
Veteran's Services of Contra Costa County	925-313-1481

**Confidential Student Assistance Program**

Free mental health, financial and legal counseling for LMC students (enrolled in six or more units).

**(800) 227-1060**

# Types of Crises

## **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 concern 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 and set limits. If disruptive behavior continues, after a warning, the matter should be referred to the Senior Dean of Student Services.

## **Abuse: Physical or Sexual**

**If a student starts to tell you that he/she had suffered abuse, as a child, younger than 12, stop the student from revealing this unless he/she is willing to have this reported to the authorities.** The law requires a report identifying the perpetrator be made to the authorities especially if he/she is still around children. If the abuse occurred as an adult, a complaint is up to the victim. Please refer the student to a Crisis Intervention Team Counselor and/or our Emergency Resource Contact List.

## **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. 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 counselor's office for an appointment.

### **DO:**

- Let them discuss their feelings and thoughts. Often this alone relieves a great deal of pressure.
- Provide reassurance.
- Remain calm.
- Be clear and directive.
- 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, i.e., 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 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.

## **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.**

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.

## **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 aren't 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. 3334.
- 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 Senior Dean of Student Services.

### **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 ventilate, 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 Center at ext. 3334, or District Police at ext. 3122.
- 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**

**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.

## **Harassment, General**

**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 Senior Dean of Student Services.

## **Harassment, Sexual**

Sexual harassment involves unwelcome sexual advances, requests for sexual favors and other verbal or physical contact; it is usually found in the context of a relationship of unequal power, rank or status. It does not matter that the person's intention was not to harass. It is the effect it has on others that counts. As long as the conduct interferes with a student's academic performance or creates an intimidating, hostile or offensive learning environment, it is considered sexual harassment.

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 innuendoes 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 the Senior Dean of Student Services, ext. 3372.**
- Encourage the student to keep a log or find a witness.
- Help student seek informal advice through a department chair, supervisor or advisor.

### **DON'T:**

- Do nothing. Taking no 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 Senior Dean of Student Services will become necessary if the student persists. Report to the Senior Dean of Student Services 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 the Senior Dean of Student Services.

## **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 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 crisis 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.

## **Rape**

Listen supportively and observe for quality of state of mind, i.e., depressed, suicidal potential, anxiety or rage. Advise of the right to file a complaint. Inform him/her of rape victim support services. (SEE our Community Emergency Resource Contact List)

## **Substance Abuse**

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. Currently, alcohol is the preferred drug on college campuses.

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:**

- Confront the student with the behavior that is of concern (Refer to LMC Student Code of Conduct, Appendix A).
- 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. Listen supportively and contact a crisis 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 effect a 5150 commitment.

### **DO:**

- Take the student seriously — 80 percent of suicides give a warning of their intent.
- Be direct — ask if the student is suicidal, if he/she has a plan and if he/she has the means to carry out that plan. Exploring this with the student actually decreases the impulse to use it.
- Be available to listen.
- Activate the CIT by contacting the Counseling Center at ext. 3334.
- Advise District Police if threat of suicide is imminent.

### **DON'T**

- Assure the student that you are his/her best friend; agree you are a stranger, but even strangers can be concerned.
- Be overly warm and nurturing.
- Flatter or participate in their games; you don't know their rules.
- Be cute or humorous.
- Challenge or agree with any mistaken or illogical beliefs.
- Be ambiguous.

## **Traumatic Incident Stress**

**Death in the family, spousal abuse, being evicted, being fired, loss of a pregnancy, death of a class member, divorce, etc.**

Approach the student privately before or after class and indicate your concern. In some cases, the student may approach you to reveal that he/she was absent due to something you see as traumatic. This allows you a means of inquiring how the student is coping with the situation. Indicate to the student that this incident may be more serious than it appears and offer the resources of our crisis counseling services. If a student in the class dies, you can contact a member of the Crisis Intervention Team to determine the best way to support other students in the class.

## **The Violent Student**

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.

### **DO:**

- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g., "I can see you're really upset."
- Explain clearly and directly what behaviors are acceptable, e.g., "You certainly have the right to be angry, but breaking things is not okay."
- Stay safe; maintain easy access to a door; keep furniture between you and the student.
- Immediately seek assistance; contact District Police at 9-911 or ext. 3112 and ask for "an LMC Police officer."

### **DON'T:**

- Ignore warning signs that the person is about to explode, e.g., yelling, screaming, clenched fists, threats.
- Threaten or corner the student.
- Touch the student.



## APPENDIX A

### 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.

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:

1. 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.
2. Assault, battery, or any threat of force or violence upon a student or college personnel.
3. 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.
4. Use, sale or possession on campus of, 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.
5. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the Governing Board.
6. Persistent serious misconduct where other means of correction have failed to bring about proper conduct.
7. 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/her self 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/her self 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 effect this action.

## APPENDIX B

### 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.

## APPENDIX C

### Los Medanos College LANGUAGE RESOURCE LISTING

<b><u>LANGUAGE</u></b>	<b>Department</b>	<b>Extension</b>	<b>Office</b>
<b><u>Chinese (Cantonese)</u></b>			
Chunni Leung	Financial Aid	3929	CC3-431
Richard Tan	Library	3395	LLIB-121
<b><u>Chinese (Mandarin)</u></b>			
Chunni Leung	Financial Aid	3929	CC3-431
Wenyng (Cherry) Li-Bugg	Info Tech & Services	3220	LLIB-207
Richard Tan	Library	3395	LLIB-121
<b><u>French</u></b>			
Mary Long	Student Services	3364	CC3-403
John Mullen	Admissions & Records	3250	CC3-401A
<b><u>German</u></b>			
John Mullen	Admissions & Records	3250	CC3-401A
Margit Warthen	Bookstore	3163	CC3-810
<b><u>Hindi</u></b>			
Shalini Lugani	Social Science	3394	CC2-215
<b><u>Italian</u></b>			
Margit Warthen	Bookstore	3163	CC3-810
<b><u>Japanese (conversational)</u></b>			
Laurie Huffman	Foreign Lang/ESL	3283	BRT-A7
<b><u>Punjabi</u></b>			
Shalini Lugani	Social Science	3394	CC2-215
<b><u>Spanish</u></b>			
Teresea Archaga	Career/Assessment Center	3252	CC3-524
Rosa Armendariz	HSI Activities	3213	CC4-474A
Gabriella Boehme	ESL	3227	CC2-259
Sandra Castillo	RN/LVN Program	3308	CC4-482
Jorge Cea	Outreach	3383	CC3-419
Carmen Connell	Financial Aid	3291	CC3-431
Tatiana Elejalde	Financial Aid	3149	CC3-431
Angela Fantuzzi	Child Study Center	3174	CS1-119
Marco Godinez	Counseling/Puente	3350	CC3-423
Laurie Huffman	Foreign Lang/ESL	3283	BRT-A7

Erlinda Jones	Child Development	3109	CS2-201
Luis Morales	Counseling/ESL	3456	CC3-443
Andres Ochoa	Voc Ed/Welding Tech	3342	CC3-518
Carmen Pacheco	HSI	3423	CC4-474A
Humberto Sale	Research Office	3370	CC4-472B
Lucy Snow	Art	3384	CC3-608
Annica Soto	BRT Center	6202	BRT-A1
Laura Subia	Counseling/EOP&S	3351	CC3-422
Sophia Ramirez (PT)	Counseling	3115	CC3-441
Maria Tuttle	English/Puente	3381	CC2-284
Katalina Wethington	English	3289	CC2-293
Nancy Whitman	Foreign Lang	3148	CC2-211B

### Tagalog

Rogelio Briones (PT)	Math	(510 Voicemail only)	
Dennis Mallillin	Career Pathways	3276	CC2-227

### Vietnamese

Le-Pham Le	English/ESL Lab	3263	CC2-280
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### **IMPORTANT NOTE:**

*The Language Resource Listing 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.*

## **Quote by Dr. Karl Menninger**

***“We all have chosen work that impacts lives. In doing so, we must draw from many sources to acquire the skills needed to be effective.”***

Dr. Karl Menninger devoted his life to working with people whose lives were in trouble. He saw a side of life that many of us will never experience. The following comments were taken from an address he gave at the United Nations in 1981.

People are unreasonable, illogical, self-centered. Love them anyway.

If you do good, people will accuse you of selfish, ulterior motives. Do good, anyway.

If you are successful, you will win false friends and true enemies. Try to be successful, anyway.

The good you do today will be forgotten tomorrow. Do it, anyway.

Honesty and frankness make you vulnerable. Be honest and frank, anyway.

People favor underdogs, but I notice they follow the top dogs. Fight for some underdogs, anyway.

What you spend years building may be destroyed overnight. Build, anyway.

People really need help, but they may attack you if you help them. Try to help people, anyway.

Give the world the best you have, and you could get kicked in the teeth. Give the world the best you have, anyway.

Karl A. Menninger, M.D.

From United Nations Address - 1981