If you are in danger, please contact police service first to ensure the safety of yourself and others.

When a student is in a crisis or emotionally upset, please feel free to contact LMC Counseling Department. If you are unable to contact a counselor, please contact police services and they will contact our Crisis Team via our Counseling Assistant in person. Please follow these steps to insure contact with our Crisis Team. Thank you.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Contact person</th>
<th>Phone Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Carole Betz (Counseling Assistant for the Counseling Department)</td>
<td>3334</td>
</tr>
<tr>
<td>2</td>
<td>Marie Karp or Marco Godinez (Counseling Department/Crisis Team)</td>
<td>3282 or 3350</td>
</tr>
<tr>
<td>3</td>
<td>Police Services (Police Officer will contact Ms. Betz/Crisis Team in person)</td>
<td>3228 or 3333</td>
</tr>
<tr>
<td>4</td>
<td>Walk with student directly to Counseling Department/Crisis Team</td>
<td>CC2-rm 271</td>
</tr>
</tbody>
</table>

LMC Crisis Team Members

Marie Karp, Marco Godinez, Luis Morales, Phil Gottlieb, & Bill Fracisco

BRT Crisis Team

Sophia Ramirez
LOS MEDANOS COLLEGE

CRISIS

INTERVENTION

PROCEDURES MANUAL

Administrator/Faculty/Staff Guide
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Crisis Intervention Team

Roles and Responsibilities in Responding to Crises

COUNSELING FACULTY licensed to deal with psychological problems:

- Marco Godinez  MFT MS
- Jesse Moniz
- Dawn Trujillo
- Nicole Westbrooke

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

DEAN OF COUNSELING & STUDENT LEARNINGSUPPORT

- Jeffrey Benford, Ext. 37425

1. Assesses the situation and referring the cases to the appropriate source.
2. Initiates formal disciplinary action, if applicable.
3. Establishes guidelines for disciplinary action in serious cases.
4. Confers with the student to determine disposition, i.e., readmission, etc.
5. Refers cases to the Crisis Intervention Team for intervention and follow up, if needed.

SENIOR DEAN OF STUDENT SERVICES

- Gail Newman, Ext. 37421

1. Advice regarding Ed. Code statutes which govern actions that can be taken.
2. Investigates complaints of unlawful discrimination, including sexual harassment.

CAMPUS POLICE

- Lt. Ryan Huddleston, Ext. 37328

1. Intervenes in any situation in which safety of an individual is in jeopardy or laws have been violated.
2. Initiates a 5150, if necessary: 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.
3. Advice regarding Ed. Code statutes which govern actions that can be taken.
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
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 discussion 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).

Additionally, students can access the Student Assistance Program through the Mental Health Network by calling 800-227-1060 where they can access 5 face to face therapy sessions with a local mental health professional.

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: Monday - Thursday 9:00 A.M. to 5:00 P.M.**
Counseling Center, ext. 37449

**During Early Evening and Friday Hours: Tuesday and Wednesday, 5:00 – 7:00 P.M.; Friday 9:00 A.M. – 1:00 P.M.**
Counseling Center, ext. 37449

**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

(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) 473-7449, Room CC2-274 Student Services Center/Upper Level (SS4-400)

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) 473-7471, Room SS3-321 CC2-254

Extended Opportunities Programs & Services (EOP&S) — (925) 473-7480, Room C2-257 SS4-400
Types of Crises
☐ 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.
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. 37449.
- 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.
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 Development. If the behavior involves sexual harassment, the student should be referred to the Senior Dean of Student Services for assistance (see next page).
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 Development 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 the Dean of Student Success, ext. 37423

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
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. 37449.
☐ Advise District Police if threat of suicide is imminent.

DON'T

☐ Assure the student that you are his/her friend; acknowledge that although you may be a stranger, 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.
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. Situations of this nature should be reported to the Dean of Student Success, 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:

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 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.

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.
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.
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Subia</td>
<td>Counseling/EOP&amp;S</td>
<td>(925) 473-7484</td>
<td>CC3-422</td>
</tr>
<tr>
<td>Sophia Ramirez</td>
<td>BRT Center</td>
<td>(925) 473-6907</td>
<td>BRT- A6</td>
</tr>
<tr>
<td>Carla Rosas</td>
<td>Transfer/Student Life Programs</td>
<td>(925) 473-7427</td>
<td>CC2-261</td>
</tr>
<tr>
<td>Maria Tuttle</td>
<td>English</td>
<td>(925) 473-7866</td>
<td>CC2-284</td>
</tr>
<tr>
<td>Nancy Whitman</td>
<td>Foreign Lang</td>
<td>(925) 473-7888</td>
<td>CC2-211B</td>
</tr>
</tbody>
</table>

**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.
Acknowledgments

Our sincere gratitude to Nat DeAnda, PhD MFT, former LMC Counselor, who anticipated the need for this manual and whose expert contributions are liberally incorporated. We would also like to acknowledge the assistance of LMC counselors, Bill Fracisco MS, LCSW; Phil Gottlieb MS, MFT; and especially the members of the Crisis Intervention Team: Mary Karp MS, MFT and Marco Godinez MA, MFTI for their invaluable insights and support. Thank you to West Valley College for sharing their crisis guide with us. Finally, a huge thank you to Mary Long whose unparalleled editing skills and patience made this edition of the manual a reality.
Greetings LMC!

Attached is the latest version of the Crisis Manual. Please review it and keep it in a place for easy reference. Note the Counseling Department Intervention Team Members below!

**Counseling Department Intervention Team Members:**

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

- Marco Godinez, Ext. 37460
- Virginia Richards, Ext. 37470
- Nicole Westbrook, Ext. 337452
- Nina Ghiselli, Ext. 66903

*Ina Ghiselli, PsyD
Aculty Counselor
General Counseling/Disabled Students Program & Services
925.473.6903
http://www.losmedanos.edu/dspss/
Like DSPS on Facebook!
https://www.facebook.com/LMCDSPS