

# **STUDENTS IN DISTRESS GUIDE**

**for  
Linn-Benton Community College**

**created by  
The Mental Health Task Force Committee  
2006  
Revised 2020**

# **LBCC Calling List**

## **For Emergencies and Referrals -- Order To Contact**

### **Emergencies and Immediate Threat to Person or Property**

Call 911, or have someone call 911 (if appropriate)

Call LBCC Public Safety (Centers may need to call 911/police and consult Albany Public Safety referred to as Security through this document)

Albany Campus: Days .....	(541)917-4440
(24 Hours) Back-up (Officer on Duty) .....	(541)926-6855
Benton Center .....	(541)757-8944, ext. 5114
Officer on Duty 5:30 – 10:15 PM .....	(541)619-4146
Lebanon Center .....	(541)259-5806/5801
There is no officer on duty, if needed.....	(541)926-6855 or 911
Sweet Home Center .....	(541)367-6901
There is no officer on duty, if needed.....	(541)926-6855 or 911

### **Center Directors or Designee:**

Benton Center, Jeff Davis .....	(541)757-8944, ext. 5104
Lebanon Center, Dawn McNannay .....	(541)259-5808/5801
<b>Albany: After Hours, Call Albany LBCC Security.....</b>	<b>(541)926-6855</b>
Sweet Home Center .....	(541)367-6901
After Hours, Call Albany LBCC Security .....	(541)926-6855

### **Non-Emergent Situations**

Security. Your Dean/Associate Dean. Center Directors . Senior Executives -- Vice Presidents.

**LBCC Counseling** ... 41-917-4780; follow prompts. Counseling is a limited service of the Advising Center.

**Division Dean** or Associate Dean for Your Division ... See LBCC Faculty & Staff

Directory

Benton Center .....	(541)757-8944, ext. 5107
Lebanon Center/Sweet Home Centers .....	(541)259-5811 or 967-6901
Office of CFAR(if student has CFAR letter) .....	(541)917-4789 or 917-4690
Albany Campus .....	(541)917-4782/4780
LBCC EAP (Employee Assistance Program) .....	1-800-922-7009
Reliant Behavioral Health .....	<a href="http://www.reliantbh.com">www.reliantbh.com</a>

## Quick Reference

Student in Mild to Moderate Distress	Student in Extreme Distress
Walk to or call Counseling (541-917-4782) for referral or to have someone from Counseling come over	1. Do you need to call 911? Security? Police? 2. If no, Counseling: Say “Crisis” 541-917-4782 3. If no, refer to Acting V Student Affairs

# HOW TO HELP A STUDENT IN DISTRESS: AN LBCC GUIDE FOR FACULTY AND STAFF Table of Contents

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## **An Introduction: Guidelines for Responding to Students in Distress**

Within the academic setting, student distress can be of great concern to faculty and staff. This guide provides information regarding certain behavior patterns and concerns that arise on college campuses. The keys to best practices and lawful student management involve fairly administering the policies and practices of the college, providing accommodations for students who document a disability, and fairly observing and addressing student behaviors and statements that are either inappropriate or that raise concern for the student through the Associate Dean of Student Affairs, Counseling Services, and the Office of CFAR.

**Part I** of this guide includes strategies for dealing with disruptive students or students who violate the conduct code. Faculty and staff are urged to familiarize themselves early and often with Student Rights, Responsibilities and Conduct (SRRC) and with the process for referring a student to the Associate Dean of Student Affairs. If a student violates the SRRC code, early intervention, corrective dialogue, and early referral are keys to motivating behavior change and helping students learn. (SRRC are available through the LBCC website or by contacting the Associate Dean of Student Affairs office.) **When a code violation occurs, call 917-4806 for the Associate Dean of Student Development and document conduct code violations with the SRRC Conduct Referral Form called Form B herein.**

**Part II** of this guide includes a brief description of specific behavior patterns that raise the most questions, offers of appropriate responses, and decision trees for specific interventions. If a student is not violating the conduct code (SRRC), it may still be appropriate for the faculty or staff member to refer the student to Counseling or CFAR (student with disability letter) for additional support after talking with the student. **Refer to Counseling or CFAR by using the “Student of Concern” form included with this guide. For immediate response, call 917-4782/4780 (Counseling) or 917-4789/4690 (CFAR).**

**Part III** is a list of campus and community resources and a final page: the LBCC Calling List. Faculty and staff are encouraged to send students to Counseling when a student needs additional resources, such as those listed on the resource page of these materials. LBCC Counselors are highly trained; their expertise is best suited for providing counsel to students. Where behavior is inter-related to a possible disability diagnosis, CFAR may also be able to offer support and strategies to the student and staff member.

The decision trees and information in this guide are designed to assist you in planning action based on the student’s behavior. **However, it is important to note that the college does not expect you to assume the role of counselor or therapist.** For those services, LBCC has trained professional counselors who are ready to assist students in distress.

Faculty and staff can play an invaluable role in helping students who are in distress. Your expression of interest, concern, and compassion is an important factor toward a student seeking out the assistance they need. LBCC counselors, Office of CFAR, Campus Security and administrators are ready to assist you. We hope this guide will help you to identify a potentially difficult situation and provide you with specific ideas and resources when you encounter a student in distress.

On the next page, we offer a calling guide and additional strategies for learning to manage distressed and distressing student behaviors.

## **Introduction (Continued)**

Who should you call when you witness an incident of student behavior that indicates that the student is distressed or is distressing others? What if the behavior is an emergency? (Also see back pages.)

### **Emergency/Immediate Action:**

When life and safety are in immediate danger:

Call 911 (or have someone call).

Campus Security or a Senior Administrator

Albany Campus Days .....(541)917-4440  
(24 Hours)Back-up .....(541)926-6855  
Benton Center -- Officer on Duty M-Th 6-10:15 PM..... (541)757-8944, ext. 5114  
Lebanon Center (Ask for Security and notification of Center Director) .....(541)259-5806  
Sweet Home Center (Ask for Security Director notification) .....(541)367-6901

### **Non-Emergent: Student is Severely Impaired or Potentially Dangerous at This Time:**

When a student is severely impaired or potentially dangerous, call security and one administrator:

Campus Security (see above) **and at least one administrator** from this list.

Associate Dean of Student Affairs Lynn Cox/Vickie Keith..... (541)917-4806/4848

Vice President Bruce Clemetsen ..... (541)917-4806/4807

Center Director (See above notification process or call list on page I.)

Counseling Albany Campus: ..... (541)917-4782/4780

Benton Center ..... (541)757-8944, ext. 5107

Lebanon Center and Sweet Home..... (541)367-6901 or 259-5811

Office of CFAR (if student has CFAR letter) .....(541)917-4789

Employee Assistance Program (for your own support) .....1-800-922-7009

### **Documentation and Referral Follow-up within 24 Hours:**

When the immediate event is handled, you will need to notify your Senior Administrator (Dean or Center Director) and document at the link provided

[https://linnbenton-advocate.symplicity.com/public\\_report/](https://linnbenton-advocate.symplicity.com/public_report/)

Campus Security is available to assist individual departments in formulating their own safety plans in accordance with their physical layout, degree, and nature of student contact and role within the college. If life and safety are in immediate danger, call 911; then call Campus Security and notify a Senior Administrator (See Call List) Each campus also has Emergency Procedures set out in a Desk Reference or booklet published format. Keep these materials in a readily-accessible location.

Dealing with disruptive or distressed students may also be psychologically and emotionally difficult for the person observing the behaviors and inviting help for the student. Consequently, you may find it helpful to discuss your feelings or well-being with a colleague or supervisor. Or you may wish to seek professional stress debriefing assistance through the college's Employee Assistance Program 1-800-922-7009. These EAP services are confidential and assistance can be arranged through the toll free number 24 hours a day, 7 days a week.

We encourage faculty and staff to document incidents using the "Student of Concern Form" and submit the form to Counseling or Disability Services. We encourage you to let the student know about your concern for him/her, and that you plan to report the incident.

Note: Any information you share on the **Student of Concern Form A** may be used in a student conduct hearing if the student's behavior violates Linn-Benton Community College's "Students' Rights

Responsibilities and Conduct” code. A student may have a right to see the “Student of Concern” referral form if it relates to a violation of the LBCC conduct code.

## **When to Call Campus Security**

You should call Campus Security (see call list on page I) and call 911 if the incident has reached the level of crisis. A crisis exists whenever a person's behavior poses imminent danger of any of the following:

- Causing harm to self or others.
- Impeding lawful activities of other members of the campus community.
- Causing property damage.
- Interfering with the health, safety, or well being of other members of the LBCC community.
- Experiencing a health emergency.

If you are ever unsure of whether or not a crisis exists, err on the side of calling Campus Security for assistance and your Center Director/designee or a Senior Administrator from the call list (page I).

At LBCC, our highest priority is the safety and well-being of students, faculty and staff. If you are struggling with a decision to alert Campus Security or make a referral, we would urge you to err on the side of caution: Call for help. Safety is a top priority at LBCC. Albany Security is staffed 24 hours a day and can advise at any campus or center. At Centers, your Center Director and 911 are your immediate responders, unless otherwise informed.

## **Handling Disruptions and Distressing Behavior in Your Classroom**

In non-crisis situations, student problems related to your coursework may be well within your comfort zone to address. Academic distress and difficulty in your course is an instructor's first priority in terms of determining levels of student support outside of the classroom. This guide offers tips for difficult conversations with distressed and distressing situations. The Office of CFAR, Assoc. Dean of Student Affairs and Counselors are available to provide coaching or training to any individual or department wishing to enhance its comfort in handling distressed and distressing students.

When a student has personal, physical, mental health, or emotional problems, LBCC administrators recommend referral to LBCC counselors or Office of CFAR or in at risk cases to Campus Security. Persons who are not trained counselors should refrain from personal counseling and make immediate referral to Counseling. Remember that many people referred to counseling will never seek services, you may want to walk a student over to see a counselor or make a written referral on Form A herein. You may be the most influential person in motivating the student to seek assistance from these resources. Your time in making a referral may make an important difference to the student.

## **Do you need to report a Student of Concern?**

To report a Student of Concern, then select the link provided and fill out the Public Incident Report electronically.

[https://linnbenton-advocate.symlicity.com/public\\_report/](https://linnbenton-advocate.symlicity.com/public_report/)

## **Preventing Classroom Disruption**

Faculty has the professional responsibility to treat students with dignity, understanding, and respect. Students are also expected to demonstrate appropriate behavior toward other members of the college community. Disruptive students in an academic setting hinder the academic process and negatively impact student learning. Disruptive student conduct is prohibited by LBCC's Students' Rights Responsibilities and Conduct code.

### **What constitutes disruption?**

Disruption as applied to the academic setting means behavior that a faculty member would view as interfering with normal academic functions.

Examples include, but are not limited to:

- Persistently speaking without being recognized
- Interrupting other speakers
- Behavior that distracts the class from the subject matter of discussion
- Behavior that interferes with the instructor's ability to carry out the educational process
- In extreme cases, physical threats, harassing behavior or personal insults
- Refusal to comply with direction from faculty or instructional assistants

### **Prevention**

The best time to deal with disruption is before it begins. Faculty can take steps to reduce the likelihood of disruptive behaviors in the classroom.

- Explicitly state expectations for conduct in the syllabus. May include ◦ Guidelines for communication ◦ Use of cell phones and pagers ◦ Attendance/tardiness policy ◦ Late assignment policy
  - Link to Students' Rights Responsibilities and Conduct Code
  - Disclosure for students with disabilities (from CFAR)

Note: A model syllabus is available from The Center for Teaching and Learning Excellence

- Explain consequences of inappropriate behavior
- Review these expectations with students during first class meeting
- Model respectful communication with your students
- Facilitate respectful exchange of ideas among your students
- Respond to problems consistently and in a timely manner as feasible

# Guidelines for Classroom Management

(Reconcile with “Just in Case...” handout)

<u><b>Distressed Behavior (Level 1)</b></u>	<u><b>Disruptive Behavior (Level 2)</b></u>	<u><b>Dangerous Behavior (Level 3)</b></u>
<p><b>Student demonstrates distressed behavior but does not disrupt class.</b></p> <p>Distressed behavior includes: anxiety, irritation, depression, or inability to concentrate.</p>	<p><b>Student demonstrates inappropriate behavior that disrupts class.</b></p> <p>Disruptive behavior includes: Unrelated or bizarre comments, defiance, verbal abuse, anger or focusing attention on self.</p>	<p><b>Crisis Event</b> A crisis event exists whenever a person’s behavior poses imminent danger of...</p> <ul style="list-style-type: none"> <li>*Causing harm to self or others, or</li> <li>* Impeding the lawful activities of other members of the campus community or causing significant property damage, or</li> <li>* Interfering with the health, safety, or well being of other members of the LBCC Community.</li> </ul>
↓	↓	↓
<p>Speak with student privately and confidentially. Express concern. Clarify appropriate classroom behavior and set expectations</p>	<p>Speak with student privately and confidentially. Express concern. Clarify appropriate classroom behavior and set expectations. If you are concerned for your own safety or ability to present your message, invite a colleague or Division Dean to join this meeting.</p>	<p>Protect safety of others and self, if possible.</p>
↓	↓	↓
<p>Inform student of assistance on campus through counseling, CFAR, and other student support services. Help them call for an appointment or walk them over</p>	<p>The student may be asked to leave for the remainder of the class. If student refuses, call Campus Security</p>	<p>Call Campus Security/Emergency. (See Call List.)</p>
↓	↓	↓
<p><b>Document Incident.</b> If pattern develops or in extreme cases file a “<b>Student of Concern</b>” form with Counseling or CFAR.</p>	<p><b>Document Incident.</b> File a <b>SRRC Referral Form</b> with the Assoc. Dean of Student Affairs.</p>	<p>Buy time with the student by talking calmly and with concern.</p>
↓	↓	↓
<p>If distressed behavior persists to the point where it disrupts class, the instructor may also require the student to meet with the Assoc. Dean of Student Affairs to identify and establish conditions for student’s return to class. (Also notify Division Dean.)</p>	<p>Instructor may also require the student to meet with the Division Dean to identify and set conditions for his/her return to class. Any discipline imposed will occur pursuant to the provisions of the Students’ Rights Responsibilities and Conduct code (SRRC)</p>	<p>Call Assoc. Dean of Student Development for notification of event and document incident file with <b>SRRC Referral Form.</b></p>
↓	↓	↓
<p>Instructor may consider meeting with Division Dean and/or Assoc. Dean of Student Affairs to de-brief or to identify other strategies. If you have concerns for your own wellness, use campus wellness resources or the Employee Assistance Program (EAP) for further support.</p>	<p>Instructor invited to meet with the Assoc. of Student Affairs to de-brief or review strategies. If you have concerns for your own wellness, use campus wellness resources, or the Employee Assistance Program (EAP) for further support.</p>	<p>Instructor meets with Division Dean and/or Assoc. Dean of Student Affairs to de-brief. At Centers, de-brief with your Center Director.</p>

## Dealing with People Under Stress

The individual student “do’s” and “don’ts” behaviors in other parts of this guide will be helpful if you are dealing with students who are in crisis, angry, verbally abusive, or potentially dangerous. The guidelines that follow are general principles of effective intervention.

### **1. Remain Calm**

This may be easier said than done, especially when a student is making threats, or using abusive language. Remember that the verbally escalating person is beginning to lose control. If the person senses that you are also losing control, the situation will probably get worse. Try to keep your cool, even when challenged, insulted or threatened.

### **2. Be Empathic**

Try not to judge or discount the feelings of others. Whether or not you think the feelings are justified, those feelings are real to the other person. You may want to acknowledge them by saying things like,

*“I understand that you are experiencing strong feelings about this.  
How do you want me to help you resolve this?”*

### **3. Watch Your Body Language**

As a person becomes increasingly agitated, they will pay less attention to your words and more attention to your body language.

Be aware of your use of space, posture and gestures. Don’t get too close to the person. Avoid gestures that might seem threatening. Make sure that your nonverbal behavior is consistent with your verbal message. *Note: Some students are unable to recognize and correctly interpret body language, so do not rely on physical cues without verbal direction.*

### **4. Respect Personal Space**

Stand at least 1½ - 3 feet from an acting-out person. Invading personal space tends to increase the individual’s anxiety and may cause acting-out behavior to escalate.

### **5. Keep It Simple**

Be clear and direct in your message. Avoid jargon and complicated choices. Complex messages may increase anxiety and make self-control more difficult.

### **6. Set and Enforce Reasonable Limits**

If the person becomes belligerent, defensive or disruptive, request a more positive behavior and/or set clear limits.

Requesting Positive Behavior: *“I want to help you. I will be better able to help you if you would speak in a quieter voice.”*

If it becomes necessary to set limits, offer choices and state consequences to the acting-out individual.

Example of setting a limit and offering a choice: *“If you would like to talk quietly about this now, we can do that, or we can schedule a time to meet later to discuss this.”*

Example of stating a consequence: *“If you continue to speak in this voice, I will end this conversation and not be able to help you at this time.”*

Or, *“If you don’t stop shouting, I will call Campus Security or the police.”* At a Center, *“If you don’t stop this behavior, I will call the police.”*

Example of redirecting to appropriate source: *“It’s not my role to make that kind of decision here at the college. Let me give you the phone number for \_\_\_\_.”* (Or offer to walk with them to the referral.)

## **7. Request Assistance or Invite in Supervisor**

**If the student is angry or demanding but not a threat**, he or she can be referred to your supervisor, counseling office, the Office of CFAR, or your Center Director. Or you could invite one of the above to join your meeting, if the student agrees and wants to continue.

**If the student is dangerous**, it may be necessary to call 911 and Campus Security and your Center Director or Dean. (See Call List.). In such situations, safety for you and others in your area is of utmost importance. The use of telephone and radio “code words” may be a good strategy and should be discussed and developed within your department.

**Inform Your Supervisor or Appropriate Manager.** LBCC personnel should inform the supervisor of the incident and discuss appropriate documentation and possible further action.

## **8. Determine Whether to Refer for Discipline or Counseling.**

**Determine Whether to Refer Student to Counseling or CFAR.** To refer a student, use the “Student of Concern” form, herein referred to as Form A. Please note, if the student has violated the Students’ Rights, Responsibilities and Conduct Code, you should refer the student to the Assoc. Dean of Student Affairs on Form B, for possible discipline or corrective counsel or action.

## Students in Academic Distress

The student in academic distress has a variety of resources available at LBCC. On the next page, you will find phone numbers and web links for some of these services. Here are few examples:

1. Instructor Consultation during Office Hours or By Appointment
2. Learning Center (Willamette Hall) or Learning and Career Center
  - a. Help Desks – math and writing
  - b. Study Skills
  - c. Tutoring
  - d. Learning Styles Assessment (On Computers)
  - e. Computer labs with staff support
3. The Support Lab at RCH-114 (For All Students)
  - a. Instructional Assistance (10-15 Minutes by Rotation)
  - b. Assistive Technology with staff support
  - c. Academic Coaching
  - d. Strategies for overcoming academic obstacles and disability barriers
  - e. Advocacy with faculty for students with disabilities
  - f. Organization and time management strategies
4. Office of CFAR – Disability Coordinator and Secretary
  - a. Planning of disability accommodations
  - b. Academic Coaching and system advocacy for students with disabilities
5. Counseling Services
  - a. Counseling
  - b. Career Counseling
  - c. Academic Advising
  - d. CIS – Career Information Systems (for selecting a career and major)
6. Peer Study Groups or Study Partners
7. Academic Advising
8. Survival Seminars: note taking self-study course, other mini-courses (Learning Center)
9. TRIO Program (for TRIO Students Only)
  - a. Instructional support
  - b. Transition planning
  - c. Homework help
  - d. Textbook check-out
  - e. Quiet study/homeroom environment

The greatest environmental condition to promote learning is to create a safe environment. The student needs to be safe and feel safe and supported to be in best learning mode. It may help a student to “normalize” difficult situations. To normalize means to help the student to realize that others have the same struggles and that it is “normal” to need time to talk to the instructor for more information or to ask questions. “Normalizing” can reduce stress and help the student feel more comfortable.

If a student does not understand material, s/he may benefit from an additional presentation of the material in a varied format. Ask the student if s/he knows his/her learning styles preferences. Does s/he

learn best by hearing (auditory), by seeing (visual), by touching (tactile), or by doing (kinesthetic)? You might inquire what things are easy for the student to learn and how do they learn them or how are they taught? Would it help the student to see an example of the problem or an example of a “good answer?” If a student has additional challenges, encourage frequent check-in with the instructor and refer to the appropriate academic resources at LBCC.

## More on Resources for Academic Distress

### Learning Center and Its Cousins at the Centers

**Website:** [www.linnbenton.edu/go/learning-center](http://www.linnbenton.edu/go/learning-center)  
**Albany:** (541) 917-4684 (Learning and Career Center, Benton, Lebanon, Sweet Home)  
**Services:** Math Assistance, Math CD checkout through Math 95, textbook and calculator checkout, Computer Lab and computer support, Science Help Desk, Testing Center, individual tutoring by appointment (3 hours a week in one subject per student), Writing Desk for help on papers for any class, college reading and study skills help, Tutor-Assisted Study Support (TASS) -- Group tutoring for targeted courses, Writing Lab (WH 212) for help with grammar and punctuation, and Mini-Courses: Self-Paced and instructor guided study skills for academic credit, textbooks.

### The Support Lab at RCH-114 (For All Students)

**Website:** <https://www.linnbenton.edu/cfar>  
**Albany:** (541) 917-4343 (At Centers: Inquire at Learning Center)  
**Services:** For all students: Math Assistance (Math 20 through Math 95), Organizational/Time Management help, Assistive Technology, computers with large screen monitor, adaptive software (Zoom-Text, Writing Software, Inspiration, and Kurzweil Screen Reader), and writing and editing assistance, quieter study space with instructional assistance available, help with learning memory aids and study techniques.  
For students with documented disabilities and accommodations: quiet testing rooms, readers for tests, scribe for tests, computers/word processing for tests, headphones/sound reducing devices, checkout of tape recorders and players, and access to books on tape (by accommodation plan).

### Office of CFAR – Disability Coordinator and Secretary

**Website:** [www.linnbenton.edu/cfar](http://www.linnbenton.edu/cfar)  
**Albany:** (541) 917-4789 (For Every LBCC Location.)  
**Services:** Assistance proving/document disability (including referral for testing), planning of disability accommodations, academic coaching, system advocacy for students with disabilities, may write accommodation to increase tutoring (where appropriate), and may assign classroom assistant (where appropriate).

### Career/Counseling Services

**Website:** [www.linnbenton.edu/go/career-services](http://www.linnbenton.edu/go/career-services) or [www.linnbenton.edu/go/advising](http://www.linnbenton.edu/go/advising)  
**Albany:** (541) 917-4780 (Counselor Located at Benton, Lebanon, and Sweet Home Centers)  
**Services:** Counseling (academic and limited personal counseling), Career Counseling, academic advising, Student Employment, referral to community resources, and CIS – Career Information Systems (to help select a career/major).

## TRIO

Website: [www.linnbenton.edu/go/TRIO](http://www.linnbenton.edu/go/TRIO)

Albany: (541) 917-4400      Lebanon: (541) 259-5776

**Services:** Support services of tutoring, study groups, workshops, access to computer labs, academic and career advising, financial aid and scholarship assistance, degree partnership and college transfer information, and visitations to 4-year colleges and universities.

## The Anxious Student

For the anxious student, unknown and unfamiliar situations may raise anxiety levels. High and/or unreasonable expectations may increase anxiety as well. Anxiety is defined as an abnormal and overwhelming sense of apprehension and fear. When a student's response is out of proportion to actual events, it may interfere with learning.

### DO...

- Be clear and explicit in your communication.
- Let them discuss their feeling and thoughts. Often this alone relieves a great deal of pressure.
- Consider saying, *"It sounds like you've been under a lot of stress and may need to talk to someone about this."*

### DON'T...

- Take responsibility for their emotional state by saying, *"I'll take care of it for you."*
- Discount their anxiety by judging their feelings or by saying, *"It's not really that bad."* Or *"Don't over-react."* Or *"You've really got nothing to worry about."*

## Decision Options - -The Anxious Student

Speak with the person in a private and confidential setting.
↓
Discuss concerns with your supervisor, whether to refer for additional support or services, and whether to document the behaviors and outcomes of your interactions with the student in private notes or record name and date on calendar. (If you keep "private notes," know guidelines for privacy and when these notes could become public record.)
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Inform student of assistance on campus through the Counseling Center or Office of CFAR. Refer or walk student to Counseling Center or CFAR for an appointment. Or use "Student of Concern" Form A.
↓
If a counseling resource is not currently available, give the student the following numbers and document on a "Student of Concern" form: Linn County Mental Health: (541) 967-3866 Benton County Mental Health: (541) 766-6844 Community Outreach Crisis Line: (541) 758-3000 Linn County Crisis Line: 1-800-304-7468 Benton County Crisis Line: 1-888-232-7192
↓

In emergencies, call 911 if appropriate, and Campus Security, and the Assoc. Dean of Student Affairs or Center Director as immediate responders. You may call for a Counselor, if you believe that is appropriate, or for CFAR Services , if the student has provided you a letter from CFAR. See LAST PAGE of this guide, for a complete calling list for all campuses and centers and for other responders to immediate and emergent situations.

## **The Suspicious Student**

The suspicious student may be tense, anxious, and mistrustful. They may be wary, edgy, argumentative or accusatory. They may interpret situations and experiences that appear minor to you as significant. They may feel threatened or suspect of attempts to provide them support. Their reactions may appear to be “over-reactions” to you or others. They may dwell on their concern with fairness and being treated equally. Feelings of worthlessness and inadequacy may underline their behavior. Or a student may actually have a mental health diagnosis or a personality disorder that causes suspicion, such as paranoia or paranoid schizophrenia. They may nonetheless be capable and bright and able to perform academically.

### **DO...**

- Meet with them where they are comfortable; some students prefer a larger room, or no windows, or back to the wall.
- Be crystal clear with what they can expect of you.
- Address felt safety, “Will you feel secure if . . . ?”
- Address course or school focus, “Will you be able to focus on your work with this worry? How can we help you focus?”
- Express compassion without friendship. Suspicious students have trouble with closeness and warmth.
- Consider saying, “I’m sorry you’re feeling you’ve been treated unfairly.” • Be firm, steady, and consistent.
- Be specific and clear regarding the standards of behavior you expect.

### **DON’T...**

- Try to explain away or minimize their paranoia.
- Assure the student that you are his/her friend or attempt a close connection.
- Be overly warm and nurturing.
- Be cute or humorous.
- Challenge or agree with any beliefs that you see as mistaken or illogical.
- Be ambiguous.

## **Decision Options - - The Suspicious Student**

*Continued on next page*

## **Decision Options - - The Suspicious Student**

Speak with the person in a private and confidential setting.



Discuss concerns with your supervisor, whether to refer for additional support or services, and whether to document the behaviors and outcomes of your interactions with the student in private notes or record name and date on calendar. (If you keep “private notes,” know guidelines for privacy and when these notes could become public record.)
↓
Inform student of assistance on campus through the Counseling Center or Office of CFAR. Refer student to Counseling Center or CFAR for an appointment or walk the student over. Or use “Student of Concern” form.
↓
If a counseling resource is not currently available, give the student the following numbers and document on a “Student of Concern” form: Linn County Mental Health: (541) 967-3866 Benton County Mental Health: (541) 766-6844 Community Outreach Crisis Line: (541) 758-3000 Linn County Crisis Line: 1-800-304-7468 Benton County Crisis Line: 1-888-232-7192
↓
In emergencies, call 911 if appropriate, and Campus Security, and the Assoc. Dean of Student Affairs or Center Director as immediate responders. You may call for a Counselor, if you believe that is appropriate, or CFAR, if the student has provided you a letter from CFAR. See LAST PAGE of this guide, for a complete calling list for all campuses and centers and for other responders to immediate and emergent situations. If you have concerns for your own wellness, use campus wellness resources, Counseling or the Employee Assistance Program (EAP) for further support.

## **The Demanding Student**

Often, a demanding student is not satisfied even with large amounts of time and energy devoted to their support. They may seek to control your time and unconsciously believe that the amount of time they receive is a reflection of their worth.

### **DO...**

- Let them, as much as possible, make their own decisions. Ask them, “How might you solve this?”
- Affirm them, as you set limits, “I would love to talk with you longer, but I need to attend to other things now. When can we meet again?” [Set appointment out 1-2 weeks.]
- Set boundaries regarding time and appointments early in the term.
- Encourage them to broaden their support network.
- Refer to instructional support if their need for homework help or tutoring exceeds the reasonable time available for one student.
- Watch yourself; they can be very seductive in terms of ego gratification.

### **DON'T...**

- Let them use you as their only source of support.

- Get trapped into giving advice, “Why don’t you ...etc.?” This behavior often triggers our nurturing responses.

## **Decision Options - - The Demanding Student**

Speak with the person in a private and confidential setting. Document behavior.
↓
If tutoring or specialize assistance is indicated refer the student to the appropriate campus resources.
↓
Inform student of other supports on campus through the Counseling Center or Office of CFAR. Refer student to Counseling Center or CFAR for an appointment. Or use “Student of Concern” form. If you have concerns for your own wellness, use campus wellness resources, Counseling or the Employee Assistance Program (EAP) for further support.

## **The Depressed Student**

The depressed student often goes unnoticed. They may show a number of different symptoms including hopelessness, low self esteem, feelings of worthlessness and possibly suicidal thoughts. Physical symptoms may include decreased or increased appetite, difficulty with sleeping, low interest in daily activities, stomach disorders, and decreased activity level.

### **DO...**

- Communicate your sincere concern.
- Consider saying, “I’m sorry you’ve been feeling down lately.”
- Listen for indications the student may be suicidal such as statements like, “Life doesn’t seem worth living.” or “I just feel I can’t go on anymore.”
- Talk in a slower, calm voice.

### **DON’T...**

- Minimize their feelings or say, “Don’t worry,” “Crying won’t help,” “Everything will be better tomorrow,” or anything that might discount the personal significance or intensity of the student’s feelings.
- Be overly positive or try to “cheer them up.”

## **Decision Options - - The Depressed Student**

*Continued on next page*

## Decision Options - - The Depressed Student (continued)

Speak with the person in a private and confidential setting.
↓
Discuss concerns with your supervisor, whether to refer for additional support or services, and whether to document the behaviors and outcomes of your interactions with the student in private notes or record name and date on calendar. (If you keep “private notes,” know guidelines for privacy and when these notes could become public record.)
↓
Inform student of assistance on campus through the Counseling Center or Office of CFAR. Refer student to Counseling Center or CFAR for an appointment or walk the student over. Or use “Student of Concern” form.
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If a counseling resource is not currently available, ask the student if they would want any of the following numbers and document on a “Student of Concern” form: Linn County Mental Health: (541) 967-3866 Benton County Mental Health: (541) 766-6844 Community Outreach Crisis Line: (541) 758-3000 Linn County Crisis Line: 1-800-304-7468 Benton County Crisis Line: 1-888-232-7192
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In emergencies, call 911 if appropriate, and Campus Security, and the Assoc. Dean of Student Affairs or Center Director as immediate responders. You may call for a Counselor, if you believe that is appropriate, or CFAR, if the student has provided you a letter from CFAR. See LAST PAGE of this guide, for a complete calling list for all campuses and centers and for other responders to immediate and emergent situations. If you have concerns for your own wellness, use campus wellness resources, Counseling or the Employee Assistance Program (EAP).

## **The Student Victimized by Discrimination or Harassment**

There are several forms of discrimination and harassment based on race, color, religion, ethnicity, use of native language, national origin, age, sex, marital status, height/weight ratio, disability, or sexual orientation. Linn-Benton Community College respects the rights of all individuals and will not tolerate discrimination of any form. The College’s goal is to provide an atmosphere that encourages individuals to realize their potential. LBCC has a Non Harassment Policy Statement adopted by the Board and incorporated into Student’s Rights Responsibilities and Conduct Code, that defines harassment and outlines the complaint procedure process. Information is available on the LBCC website at:

**<http://www.linnbenton.edu/studentrights/>**

Students who express concerns to you about alleged discrimination or harassment by staff must be directed to the College's Affirmative Action Officer in Human Resources, in College Center. If alleged discrimination is student-to-student, direct the individual first to the Assoc. Dean of Student Affairs, in Takena Hall.

**DO...**

- Express sincere concern for the student. Tell the student that LBCC does not tolerate discrimination or harassment of any form.
- Listen without making judgments, regardless of your relationship to any of the parties involved.

**DON'T...**

- Minimize the situation or tell the student he or she is overreacting.
- Imply that the student could have been responsible for the treatment.
- Ignore the student's request for help. You have created a trusting relationship with this student; and you have a responsibility to report the student's concerns.

**Decision Options - - The Student Victimized by Discrimination or Harassment**

Meet with the student before or after class. Use suggestions from the Do's and Don'ts List.
In <b>ALL</b> cases, inform the Assoc. Dean of Student Affairs(917-4806) or the College's Affirmative Action Officer at Human Resources (917-4420) and your center Director when you become aware of a student victimized by discrimination or harassment.

**The Student Disclosing Domestic or Sexual Violence**

Relationship violence is the perpetration or threat of an act of violence by at least one member of a couple on the other member. It is often about one person's need to have power and control over another. This violence takes the form of physical violence, sexual assault, verbal and/or emotional abuse. It happens to all social, economic, and cultural groups, to women, and to men. In the worst situations, partner violence results in death if unaddressed.

**DO...**

- Listen and help the student find a time/place/person in the Counseling Center with whom he or she can talk comfortably.
- Believe the student's experiences without question. Listen without making judgments or giving advice.
- Let the student know that you care about her/him and that s/he's not responsible for the assault.
- Let the student know that there are supportive services available. Information about local resources, including a list of emergency shelters is available through Counseling Services. Walk with the student to Counseling if possible.

**DON'T...**

- Don't minimize the situation, by saying things like, "All relationships have rocky periods."
- Don't make comments or questions that imply the student could have been responsible, such as, "Why did you go with him?"

- Don't assume the incident is not traumatic, even if the student does not seem too distressed.

**IF DOMESTIC VIOLENCE OCCURS ON CAMPUS, CALL SECURITY. AT A CENTER, CALL 911 AND REQUEST THE POLICE OR OTHER EMERGENCY RESPONDER.**

- Identify yourself.
- Give building and room number.
- Give vehicle ID of the perpetrator (if you have it).
- Give physical description of the perpetrator (height, weight, hair, manner of dress, distinguishing features).

**Decision Options - - The Student Disclosing Domestic or Sexual Violence**

*Continued on next page*

**Decision Options - - The Student Disclosing Domestic or Sexual Violence**

Speak with the person in a private and confidential setting.
↓
Discuss concerns with your supervisor, whether to refer for additional support or services, and whether to document the behaviors and outcomes of your interactions with the student in private notes or record name and date on calendar. (If you keep "private notes," know guidelines for privacy and when these notes could become public record.)
↓
Inform student of assistance on campus through the Counseling Center or Office of CFAR. Refer student to Counseling Center or CFAR for an appointment or walk the student over. Or use "Student of Concern" form.
↓

If a counseling resource is not currently available, give the student the following numbers and document on a “Student of Concern” form:	
Linn County Mental Health:	(541) 967-3866
Benton County Mental Health:	(541) 766-6844
Community Outreach Crisis Line:	(541) 758-3000 Linn
County Crisis Line:	1-800-304-7468 Benton
County Crisis Line:	1-888-232-7192
CARDV:	1-800-927-0197
↓	
In emergencies, call 911 if appropriate, and Campus Security, and the Assoc. Dean of Student Affairs or Center Director as immediate responders. You may call for a Counselor, if you believe that is appropriate, or CFAR, if the student has provided you a letter from CFAR. See LAST PAGE of this guide, for a complete calling list for all campuses and centers and for other responders to immediate and emergent situations.	

## **The Substance Abusing or Impaired Student**

Students abusing alcohol or other substances are usually identified by faculty or staff when impairments associated with substance abuse undermines the student’s performance or when irresponsible, unpredictable behavior influences the learning environment (e.g. student appears intoxicated and/ or is disorderly in class).

However, be forewarned that some signs of substance abuse mirror signs of brain injury or certain disabilities. In addition, some students with disabilities have a legal right (under Oregon State law) to use marijuana as a medical treatment. You may address behaviors that are disruptive or cause concern, and should be careful about judging the source of the behavior.

### **DO...**

- Be aware of common signs of drug abuse or other impairment:
  - Inability to engage in class activities
  - Deteriorating class performance
  - Irregular class attendance
  - Periods of memory loss (blackouts)
  - Preoccupation with drugs
- Communicate your concern to the student by addressing specific performance expectations or behavioral changes.
- Consider saying, “I’m concerned about your behavior in class.”
- In a subsequent meeting if concerning behavior continues, confront the student by pointing out deteriorating class performance, irregular class attendance, and the consequences of such behavior.
- Communicate support and concern.

### **DON’T...**

- Diagnose the problem as substance abuse. Some medications or disabilities may produce similar symptoms.
- Negate or ignore the problem.
- Criticize or denigrate.

- Communicate your concern in judgmental or suspicious terms.
- Encourage the inappropriate behavior.
- Accept or tolerate the student's disruptive behavior.
- Argue or try to convince them of their substance abuse.

## **Decision Options - - The Substance Abusing or Impaired Student**

<b><u>Distressed Behavior (Level 1)</u></b>	<b><u>Disruptive Behavior (Level 2)</u></b>	<b><u>Dangerous Behavior (Level 3)</u></b>
Student does not appear intoxicated currently but has demonstrated common signs previously in class.	<p><b>Student demonstrates inappropriate behavior that disrupts class.</b></p> <p>Student demonstrates clear signs of impairment, inside or outside of class, (e.g., erratic behavior, slurring of words, angry outburst, extreme fear, withdrawal or bizarre ideation.)</p>	<p>If your course presents unique health or safety concerns (such as use of knives, heavy equipment or other hazardous activities) and the student shows <u>any evidence</u> of intoxication or substance abuse, impairment, erratic behavior or bizarre ideation, consult with the Assoc. Dean of Student Affairs at first signs of concern.</p> <p>Use a SRRC Referral Form, herein called Form B, to notify the Dean in writing of student behaviors and quoted statements that led to referral.</p>
↓	↓	↓
Speak with the person in a private and confidential setting. Demonstrate your genuine concern for the student. Document on your calendar or in personal notes (if you have them and know privacy rules).	If the behavior occurs in a classroom setting, have the class take a 10-minute break, or dismiss class if necessary. Contact Campus Security (See Call List) and describe the situation. Make a referral to the Assoc. Dean of Student Affairs, using the <b>SRRC Referral Form</b> .	If the student behaves in a way that shows present danger or threat to life or property, call 911 (if appropriate), then call Security and the Assoc. Dean of Student Affairs, Center Director or other Senior Administrator. (See Call or the “Just In Case of Emergency”)
↓	↓	
Inform student of assistance on campus through the Counseling Center or Office of CFAR. Call Counseling Center or CFAR for appointment or walk the student over or use “Student of Concern” form to refer.	If the behavior occurs outside of class, contact Campus Security at x4440 and describe the situation and the student’s location. You may also choose to notify CFAR or a Counselor at x4782.	
↓	↓	
If you need support for your own well-being, seek crisis debriefing assistance through LBCC’s EAP or through LBCC Counseling or CFAR.	Discuss concerns with your supervisor, whether to refer, and whether to document the behaviors. (If you keep “private notes,” know guidelines for privacy.)	
↓	↓	
	If you need support for your own well-being, seek crisis debriefing assistance through LBCC’s EAP or through LBCC Counseling or CFAR.	

## **The Verbally Aggressive Student**

LBCC is concerned about and has a right to respond to verbally aggressive behavior that happens in class, on campus, or in a college-sponsored activity. Verbally aggressive behavior is any behavior that includes one or more of the following:

- Physical threats, even when disclosed or disguised as jokes, hints, or sarcasm.
- Harassment, swearing or yelling at someone
- Personal insults
- Refusal to comply with lawful directions of college personnel

- Continued escalation of threats
- Violation of the LBCC Student Rights Responsibilities & Conduct Code

### **DO...**

- Remain calm and professional.
- Be sensitive to both verbal and nonverbal cues exhibited by a student who seems to be verbally aggressive.
- Intervene as soon as you hear or see the undesirable behavior.
- Give the class a break and invite the student to meet with you privately.
- Briefly and directly convey to the student that the verbal aggressive behavior is unacceptable and that the matter must be resolved.
- If, in your best judgment, the verbally aggressive student's threats create a safety risk, **Contact Campus Security immediately**. Use a phone out of sight/hearing of individual if possible. (Or ask someone else to place the call and request immediate responder to scene.)
- If you do not call Security to respond, report details of the incident to Campus Security immediately following.
- Recognize that this behavior violates the Student Conduct Code and document the occurrence in writing as soon as possible to the Assoc. Dean of Student Affairs, using the student conduct violation referral form.

### **DON'T...**

- Get defensive.
- Engage in power struggle with student.
- Respond with anger.
- Allow the verbal aggression to continue.
- Touch or try to physically move the student.

## **Decision Options - - The Verbally Aggressive Student**

*Continued on next page*

## **Decision Options - - The Verbally Aggressive Student**

Level 1: Student is making threatening or insulting remarks. Briefly and directly state that the verbally aggressive behavior is unacceptable and that the matter must be resolved. You may recommend the positive behavior desired. (Example: "Speak in a quieter voice without swearing.") If student complies, you may continue teaching or helping them. Document the behavior and refer to the Assoc. Dean of Student Affairs on the student conduct violation referral form. Follow up with your supervisor or with wellness support as appropriate.

↓
Level 2: If the behavior continues or the student fails to comply with a lawful direction, remain calm and professional. Again make clear your expectations to the student. Call for help, as needed. You may need to give the class a break and quietly ask a student to call Campus security or get other help. If the situation seems volatile, do not let the student out of your sight. For front-line staff, excuse yourself to get someone who can “help” the student.
↓
<b>Contact Campus Security.</b> In emergencies, call 911 if appropriate, and Campus Security, and the Assoc. Dean of Student Affairs or Center Director as immediate responders. You may call for a Counselor, if you believe that is appropriate, or CFAR, if the student has provided you a letter from CFAR. See LAST PAGE of this guide, for a complete calling list for all campuses and centers and for other responders to immediate and emergent situations.
↓
Refer the Student to the Assoc. Dean of Student Affairs with a conduct violation referral form from the Student Rights Responsibilities and Conduct Code.
↓
If you have concerns for your own wellness, use campus wellness resources, or the Employee Assistance Program (EAP).

## **The Student in Poor Contact with Reality**

The student in poor contact with reality has difficulty distinguishing fantasy from reality. She or he often makes illogical, confusing or disturbing statements. He or she will often coin new words, describe or react to hallucinations/delusions or exhibit bizarre behavior. Generally this student is not dangerous and is typically scared, frightened, and overwhelmed. It is important to make sure that the Assoc. Dean of Student Affairs is informed immediately. If you know the student works with the Office of CFAR, you may also wish to notify CFAR.

### **DO...**

- If possible invite the student to leave the stimulating environment and move with you to a quieter place (if you are comfortable in doing so).
- Meet in a larger size room, not a small space.
- Maintain eye contact or line of sight, even if the student looks away.
- See the person (beneath the symptoms is a person).
- Respond to them with concern, kindness, and firm reasoning. (For example, “Can you tell me what’s happening for you right now?”)
- Acknowledge the feelings or fears without supporting misperceptions. (For example, “I understand you think they are trying to hurt you, and I know how real it seems to you. I don’t hear the voices [see the devil].”)
- Ask, “What would you like to do now?”
- Always inform the counseling staff, CFAR, or your supervisor when you become aware of behaviors matching this profile.

### **DON’T...**

- Argue or try to convince them of the irrationality of their thinking.

- Play along, “Oh, yeah, I hear the voices [or see the devil].”
  - Demand, command, or order.
  - Expect customary emotional responses.

**DECISION OPTIONS - - The Student in Poor Contact with Reality—in the classroom**  
*Continued on next page*

**DECISION OPTIONS - - The Student in Poor Contact with Reality—in the classroom**

Level 1	Level 2
Student makes illogical, confusing or disturbed statements. The student appears distressed or fearful.	Student expressing irrational thinking with anger, <u>threatening behaviors</u> , loss of control over emotions and/or disruption of the learning process.
↓	↓
<p>“That’s an interesting perspective. Perhaps you and I can speak about this after class.” or “Let’s take a 5 minute break. [Name of Student], let’s talk a bit more over break.”</p> <p>Articulate your specific concerns.</p> <ul style="list-style-type: none"> <li>• Meet with the student outside of class. Utilize suggestions from Do’s and Don’ts.</li> <li>• In <u>all</u> cases inform Counseling Center or CFAR when you become concerned that a student’s behavior matches this profile. Use “Student of Concern” form.</li> <li>• Refer the student to the Counseling Center or CFAR, provide directions, call for appointment or, if possible, walk the student over.</li> </ul>	<p>Either suggest a break or dismiss the class based on your level of concern.</p> <ul style="list-style-type: none"> <li>• Contact Campus Security and describe situation. (See Call List.)</li> <li>• If student brought you a letter from CFAR, notify CFAR or Counseling as a secondary resource and request immediate response or visit.</li> <li>• If behavior was disruptive or otherwise violated the Conduct Code, refer to the Assoc. Dean of Student Affairs using the conduct violation referral form.</li> </ul>
↓	↓
<p>If a counseling resource is not currently available, ask the student if they want any of the following numbers and document on a “Student of Concern” form:</p> <p>Linn County Mental Health: (541) 967-3866            Benton County Mental Health: (541) 766-6844            Community Outreach Crisis: (541) 758-3000            Linn County Crisis Line: 1-800-304-7468            Benton County Crisis Line: 1-888-232-7192</p>	
↓	
<p>If you have concerns for your own wellness, use campus wellness resources, Employee Assistance Program (EAP) or Counseling.</p>	

## DECISION OPTIONS - - for Offices, Workstations, or Service Windows

*If you are uncomfortable in this situation always feel free to get a manager involved*

Level 1	Level 2
<p>Student makes illogical, confusing or disturbed statements. The student appears distressed or fearful.</p> <p>Student expressing irrational perceptions is not “tracking” or is not able to express needs or requests.</p>	<p>Student expressing irrational thinking, anger, <u>threatening behavior</u>, and or loss of control over emotions.</p>
↓	↓
<p>“I am not understanding what you are asking. Perhaps we can get some help.”</p> <p>“Do you know a Counselor or anyone in the Office of CFAR who might help us to understand your need today?”</p> <ul style="list-style-type: none"> <li>• Utilize Do’s and Don’ts.</li> <li>• Request assistance from Supervisor to meet student needs.</li> <li>• In all cases inform Counseling Center or CFAR when you become aware of this behavior.</li> <li>• Refer the student to the Counseling Center or CFAR, provide directions, call for an appointment or, if possible, offer to walk the student over.</li> <li>• Supervisor should submit a “Student of Concern” form to Counseling and/or CFAR.</li> </ul>	<ul style="list-style-type: none"> <li>• Seek assistance from Supervisor or nearby colleague if Supervisor unavailable.</li> <li>• Contact Campus Security and describe situation. (See Call List.) If appropriate, call 911.</li> <li>• Notify Counseling and/or CFAR as a secondary resource.</li> <li>• If behavior was disruptive or otherwise violated the Conduct Code, Supervisor should gather staff statements and refer the student to the Assoc. Dean of Student Affairs using the conduct violation referral form.</li> </ul>
↓	↓
<p>If a counseling resource is not currently available, ask the student if they would want any of the following numbers and document on a “Student of Concern” form:</p> <p>Linn County Mental Health: (541) 967-3866</p> <p>Benton County Mental Health (541) 766-6844</p> <p>Community Outreach Crisis: (541) 758-3000 Linn County</p> <p>Crisis Line: 1-800-304-7468 Benton County Crisis Line: 1-888-232-7192</p>	
↓	
<p>If you have concerns for your own wellness, use campus wellness resources, Counseling or the Employee Assistance Program (EAP).</p>	

## **The Violent or Physically Destructive Student**

LBCC is concerned about and has a right to respond to physically destructive behavior that happens in class, on campus, or in a college-sponsored activity. Violent or physically destructive behavior includes the following examples:

- Specific threats to inflict physical harm to person or property where the individual has means to carry out the threat (if they lack the means to carry out the threat, the behavior is treated as “verbally aggressive”)
- Any physical assault to person or property, such as putting a fist through a window, throwing things such as a keyboard, pounding on a desk, slapping a person, carving on a desk, pushing and shoving another person, destroying others’ books or property, or trapping a person and refusing to let them leave an area.

### **DO...**

- Try to protect safety of others and self.
- Remain calm and professional.
- Excuse class and quietly (out of hearing) request a specific person **call Campus Security and 911 (if appropriate)** from a phone out of sight and hearing. **(See Call List, last page)**
- Maintain a safe distance.
- Use a calm, non-confrontational approach to contain the situation until security arrives.
- Be available to report incident details to Campus Security.

### **DON'T...**

- Touch the individual or try to remove him or her from the area.
- Mention disciplinary action.
- Respond with anger or emotion.
- Demand, command, or order.
- Try to counsel or open up the root cause of the behavior.

## **DECISION OPTIONS - - The Violent or Physically Destructive Student**

Student threatens physical harm, inflicts physical harm or behaves in such a manner that any reasonable would interpret as potentially violent.
↓
Protect safety of self and others. If another LBCC employee is nearby, enlist support.
↓
<b>Contact Campus Security or Center Director. If appropriate, call 911. (See Call List.)</b>
↓
Document incident with Campus Security and submit a conduct violation referral form to the Assoc. Dean of Student Affairs.
↓

If you have concerns for your own wellness, use campus wellness resources, Counseling or the Employee Assistance Program (EAP).

## **The Potentially Suicidal Student**

Suicide is a leading cause of death among college students. Faculty and staff on a college campus are often the first people who observe students in trouble. There are common warning signs that precede many suicide attempts. These signs should be taken seriously. Always report your concerns. Do not attempt to provide therapy or counseling. Your job is to assist the individual in accessing resources that can help through the Counseling Center.

**Verbal signs are exhibited in 80% of cases:** Examples might include:

- “I am just so tired of everything here.”
- “It’s just not worth it anymore. Life stinks.”
- “I don’t think I can take it anymore.”
- “This is just too painful.” Or “Life is way too difficult.”
- “No one cares about me.”

**Behavioral signs are exhibited in 20% of cases:** Examples might include: personality changes, sudden cheerfulness, change in patterns of behavior, low self-esteem, fear of losing control, not accepting/tolerating praise or rewards, repeatedly mentioning a certain date, delusions, or hallucinations.

**Situational Signs:** Warning signs might include the following: past history of attempted suicide, depression, recent loss/trauma, recent drop in academic performance, putting affairs in order.

### **DO...**

- **Always take a suicide threat seriously.**
- Recognize that a threat of or attempt at suicide is a plea for help.
- Speak with the person in a private and confidential setting.
- Demonstrate your genuine concern for the student.
- Always refer the student to the Counseling Center.
- Know your limitations; stay within your training and expertise.
- Walk student to the Counseling Center or call and see if a Counselor can come to you.

### **DON’T...**

- Minimize the situation or depth of feeling. (For example, “Oh, it will be much better tomorrow.”)
- Be afraid to ask the person if they are so depressed or sad that they want to hurt themselves. (For example, “You seem so upset and discouraged that I’m wondering if you feel safe on your own now?”)
- Make any promises you cannot keep. Avoid over-committing.
- Ignore your limitations.
- Try to provide professional counseling if you are not a trained counselor.

**DECISION OPTIONS - - The Potentially Suicidal Student** *Continued*  
*on next page*

# DECISION OPTIONS - - The Potentially Suicidal Student

## Level 1

## Level 2

<p>Student appears depressed, hopeless about the future and makes comments consistent with the verbal signals stated above. Also there have been noticeable changes in the student's behavior or actions.</p>	<p>Student demonstrates suicidal intent through one or more of the following:</p> <ul style="list-style-type: none"> <li>➤ stating intentions to harm him/herself,</li> <li>➤ citing a plan or identifying means, or</li> <li>➤ confirming a time to execute the plan.</li> </ul>
↓	↓
<p>Strongly encourage the student to seek assistance on campus through the Counseling Center. Call the Counseling Center for an appointment and escort the student over. After hours contact Campus Security (926-6855) and wait with the student until an officer arrives or follow their counsel. Refer and document with a "Student of Concern" form. If appropriate, make a referral to community outreach.</p>	<p>Contact Campus Security or your Center Director, or Assoc. Dean of Student Development. (See Call List.)</p> <p>Stay with the student until Campus Security arrives or until you have received direction/advice from them.</p>
↓	↓
<p>If a counseling resource is not currently available, ask the student if they want any of the following numbers and document on a "Student of Concern" form:</p> <p>Linn County Mental Health: (541) 967-3866          Benton County Mental Health: (541) 766-6844          Community Outreach Crisis: (541) 758-3000          Linn County Crisis Line: 1-800-304-7468          Benton County Crisis Line: 1-888-232-7192</p>	<p>If a counseling resource is not currently available, ask the student if they want any of the following numbers and document on a "Student of Concern" form:</p> <p>Linn County Mental Health: (541) 967-3866          Benton County Mental Health: (541) 766-6844          Community Outreach Crisis: (541) 758-3000          Linn County Crisis Line: 1-800-304-7468          Benton County Crisis Line: 1-888-232-7192</p>
↓	↓
<p>Seek EAP crisis debriefing assistance or debrief with your Division Counselor or Division Dean who will keep confidentiality.</p>	<p>Seek EAP crisis debriefing assistance or debrief with your Division Counselor or Division Dean who will keep confidentiality.</p>

## **The Physically Ill Student**

**Campus Security Officers are the designated First Aid Responders for LBCC. If you work at an LBCC Center, call 911.**

### **RESPONSE PROCEDURES**

1. If a serious injury or illness occurs on campus, immediately **call 911** and Campus Security. (See bottom of page.) Give your name, describe the nature and severity of the medical problem and the exact campus location of the victim(s).
2. Do not move a seriously injured person unless there is a life-threatening situation.
3. Do not touch the person or any bodily fluids unless you are wearing medical gloves. Do not attempt to clean up bodily fluids. Do secure the area, within your abilities.
4. Remain with the victim until emergency personnel respond. If the student provided you with information, try to recall and follow any “special instructions.” Example: A student with a seizure disorder may tell you, “Do not let anyone lay me flat on my back; keep me on my side if I have a seizure. Just prevent me from hitting my head or limbs on sharp objects.”
5. Follow all instruction given to you by the Campus Security Officer.
6. Campus Security Officers have full first aid kits with universal precaution protective equipment. There are various “self-help” first aid kits kept by each department. Your supervisor can inform of the specific location of first aid kits in your work area. You may wish to keep a few sets of sterile gloves in your desk for emergency situations.

### **Emergencies – Illness and Others**

Call 911, or have someone call 911 (if appropriate)

Call Security

Albany Campus	Days .....	(541) 917-4440
(24 Hours)	Back-up .....	(541) 926-6855

Benton Center Officer on Duty M-Th 6-10:15 PM.....(541) 757-8944, ext. 5114

Lebanon Center.....(541) 259-5801  
There is no officer on duty, if needed.....(541)926-6855 or 911  
Sweet Home Center . . . . .(541) 367-6901  
There is no officer on duty, if needed.....(541)926-6855 or 911

## **Tips on Other Difficult Conversations**

Faculty requested guidance on other difficult conversations with students, including situations that could lead to concern for the student.

### **Body Odor Affecting Others**

If you become aware that a student has a persistent problem with body odor affecting others and/or your area of instruction, a brief conversation with the student is appropriate. Ask to see the student in private. You might say, “John, I am wondering if you are aware that you have a strong body odor and that it is noticeable to others.” Allow student to respond. Expect student may be upset or offended. You might say, “John, LBCC is concerned for the health and well-being of every student. If you need access to showers, we have showers on campus. If you need other resources or help, a Counselor could talk to you about community resources or the CFAR Coordinator is available to help students if they believe they need referral for medical or other care. Do you know where these resources are located on campus?” You might choose to walk a student over or use the Student of Concern Form to notify Counseling/CFAR if you think follow-up contact is needed.

### **Student Does Not Work or Does Not Work Effectively in Groups:**

Some students do not work well in groups, either for cultural, personal, or disability-related reasons. Where possible and where your course is not a course in group dynamics or team leadership, the principles of Universal Design suggest that it is helpful to offer students an “individual project” alternative to group work. Some instructors place a note in the course syllabus inviting students to request the individual alternative or to make the instructor aware if group work creates distress or difficulty for them in class.

# Self-Soothing Strategies – Promote Wellness for Ourselves and Others

From the time we are infants, individuals begin self-soothing. Self-soothing is a process we use to calm ourselves when we are distressed, upset, hurt, sad, angry, or feeling an emotion from which we want release. Highly functional individuals usually have a large toolbox of self-soothing strategies. When reminded of the need to self-soothe and given some examples, many individuals can identify ways to calm themselves and get back to a comfortable feeling and space.

The following self-soothing strategies are examples of ways individuals calm themselves in situations both big and small, when dealing with loss, grief, anger, or other distress. What tips do you use to self-soothe? Psychologists often recommend people in demanding jobs and people in distress keep a list of their top 5-10 self-soothing strategies. What are yours?

1. Verbal/Auditory Self-Soothing
  - a. Cry or scream (where others won't be disturbed)
  - b. Talk it out (to yourself, to a friend, to a counselor); ask someone to listen to you. (Let the listener know to only listen or whether "solving" help is welcome.)
  - c. Listen to and/or sing along with music
  - d. Read aloud comforting words, poetry, Psalms or quotes that you enjoy
2. Physical Self-Soothing
  - a. Physical activity or exercise, such as running, dancing, swimming, aerobics. Kick a ball, ride a bike, throw a ball, swim, dance, jump on a trampoline, work out. Take a walk. (Larger muscle movements usually are more calming than small muscle movements. Punching a bag or pillow is usually less calming than other suggestions above.) Play tennis or shoot pool/billiards.
  - b. Take a hot bath or a bubble bath, or a bath with a good book or cold drink. If you have access, hot tub or use a sauna.
  - c. Eat or drink. (As babies, we self-soothe by sucking on bottles and thumbs. As adults, people self-soothe with a favorite beverage, by using a straw, by eating a food that is pleasing in texture as well as taste. Do you want warmth, cooling? Pick a healthy alternative. Get an ice cream cone. Some adults chew a pencil or straw. Consider hot chocolate (serotonin promotes feelings of wellness), chicken soup, fruit juice, fresh fruits, a piece of cake, fresh vegetables. (Note: Some people object to using food for comfort—however, food can be appropriate for self-calming if you vary the types of self-calming tools you use and don't use food exclusively. Some distress actually is triggered by hunger or low blood sugar. Carbohydrates increase serotonin, which elevate moods.)
  - d. Ask for a hug; get a massage. Put on moisturizing lotion. Get a pedicure or foot massage. Some people enjoy getting other "pampering" services, such as a manicure, a hairstyling session, or even just be waited on in a restaurant.
  - e. Lounge outside or go outside and take some slow deep breaths of fresh air.
  - f. Other activities that increase serotonin are chewing gum, exposure to sunlight or spectrum lighting to the eyes, fidgeting, tapping fingers or toes. In places like Oregon, many people get full spectrum or natural sunlight simulators and use them in the mornings. (Morning use promotes natural sleep cycles.)
3. Engage your mind in pleasant ways
  - a. Read a book for recreation
  - b. Visualize your favorite place
  - c. Read poetry, inspirational writings
4. Physical change of scenery and location

- a. Go to a favorite place (like a river, stream, ocean, mountains, field)
  - b. Look at pictures or photos or paintings that please you
  - c. Go to your safe place, safe harbor, or home room. (The library, The Support Lab at RCH-114, the Courtyard Café or Commons, The Learning Center, your home, your bedroom or favorite chair.)
5. Go to bed early and get a better night's sleep. People undervalue the importance of sleep to good health. Most people do need 8-9 hours of sleep for optimum health. Sleep experts recommend that the bedroom not be used for anything but sleep and sex. Keep the temperature of the room comfortable (for most that is a cooler room) and be able to darken the room by bedtime.
  6. Visual tools: Go to the Learning Center and watch the fish swim. Watch a stream or river flow. Watch the ocean ebb and flow. Watch trees sway in the breeze. Visual individuals may find release and detachment in these ways. Some people just stop thinking while they watch or experience nature. Others visualize their emotions flowing away with the movements of nature.
  7. Get creative. Write, draw, paint, write a poem or song, journal, play the piano or other musical instrument, play the drums. Build something, design something, invent something. Pick an activity you know you enjoy and have some skill in. Whittle, sing.
  8. Pursue humor. Laugh. Just start laughing. Or find something to make you laugh. Rent a comedy or watch a comedy program.
  9. Breathe. Breathe slowly, deep. Close your eyes and focus only on breathing.
  10. Shift your focus. Look around the room. Name things you see. Methodically describe the room. Touch three different textures. Describe what you see, what you touch.
  11. Identify your feelings. Can you name them? Or can you draw a face that shows your feeling? Once you know what you feel, acknowledge it. Be willing to experience the feeling. Is this how you want to feel? Would you prefer a different feeling? Or can you imagine how you would like to feel when everything is better? What would help you get to that new feeling?
  12. What can you change? What can you not change? How can you accept the things you cannot change?
  13. Some individuals like to clean their house, clean a room, rearrange the furniture, organize a notebook, organize a junk drawer. Do something productive. The sense of satisfaction and control over the alternate activity gives you pleasure and time away from the distress.
  14. Research an interesting subject on the Internet. Wander through a library or a bookstore.
  15. Visit friends, in person or by telephone or email. Plan ahead. Do you want to talk about the distress or do you want to talk about and focus on good things, things that make you happy? Choose the best focus for you.

What are your top techniques for feeling better, cared for, valued, and/or pampered?

(Ideas and paraphrasing from [http://www.parentingpress.com/t\\_030524.html](http://www.parentingpress.com/t_030524.html) and [http://www.hfch.org/hospice/selfsoothing\\_strategies.html](http://www.hfch.org/hospice/selfsoothing_strategies.html).)

## Other Tips and Tools . . . Various Topics

1. **Referral Tips:** You may refer to Counseling and CFAR by phone call, walking a student over, or by using the “Student of Concern” form. If you email the referral, be aware that could become part of a student’s file, and the student may see the email. Again, write referral in terms of observed behavior and heard statements: what you saw and heard, using direct quotations where possible. Avoid interpreting. Just describe what you saw and heard as the basis of your concern.
2. **Keeping Your Class Focused on Learning:**  
**When a student talks for long periods how do we move them along?**
  - a. Give them a time budget at start of meeting or when you see the need. “We have 15 minutes to meet, what would you like to discuss?”
  - b. Ask them to prioritize, make a list, or use a thinking tool to organize “what” they came to talk about and to prioritize. “We have time today to work on 2-3 key points or lessons, which would you like to work on in this time?”
  - c. Do not “attend to” or reinforce random or non-essential elements of the conversation. Ignore what is not important; focus on goal of time and meeting.
  - d. Refer to correct department and give name of person to speak with.
  - e. Say some form of goodbye to close meeting. “Okay, thanks. We’re done for today.”
3. **Be positive. Believe in the potential of everyone.** Avoid negative or demoralizing comments, “You don’t belong here.” “You will never be able to do this.” Instead, ask the student how they see themselves being able to do it. What tools do they need to be successful? What can they do to make more progress in learning?
4. **Remember—Confidentiality and Release of Information:** Speak only with the student, not with family members or spouses. Check with Admissions/Registrar if someone other than the student is attempting to communicate with you about a student. Keep conversations with LBCC faculty and staff focused on information that is shared because there is an educational need to know.
5. **When the student’s need for academic support exceeds your time available, refer to our extensive learning resources:** The Learning Center, Tutoring Center in the Learning Center, Math and Writing Help Desks, Writing Lab, The Support Lab at RCH-114.

# Community Resources Referral to Support Off Campus

**This Information may be out of date. Apologies.**

**Search Organization Name to find new contact information.**

**First Resource: 211 or <https://www.211.org/>**

## Outside Counseling Resources

Benton County Mental Health.....	(541)766-6835
Linn County Mental Health.....	(541)967-3866
CARDV (Center Against Rape and Domestic Violence) .....	1-800-927-0197
Community Outreach, 24-hour Crisis Line .....	(541)758-3000
Pastoral Counseling .....	(541)753-9217
(Counseling with or without reference to faith or religion, by client choice.)	

## Emergency Resources -- Food

Community Outreach, Inc. (COI) & Shelter Housing .....	(541)758-3000
Fish of Albany .....	(541)928-4460
Fish of Lebanon .....	(541)259-3200
Philomath Food Bank .....	(541)929-2499
Sweet Home—Ministries (SHEM) .....	(541)367-6504

## Emergency Resources -- Utilities

Fish of Lebanon .....	(541)259-3200
Community Services Consortium (Energy Assistance) .....	(541)752-1010
Pacific Power .....	1-888-221-7070

## Emergency Resources – Housing/Shelter

Signs of Victory, Albany Mission .....	(541)967-8545
Helping Hands, Albany .....	(541)926-4036
Community Outreach, Inc. (COI) .....	(541)758-3000
For affordable housing, call	
Albany Partnership for Housing & Community Development .....	(541)926-5451
Corvallis Neighborhood Housing Services .....	(541)752-7220

## Emergency Resources -- Other

Love Inc. ....	(541)757-8111
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## Medical Care Provided by Government or University

County Health Departments	
Benton County Health .....	(541)766-6835
Lincoln Health Center .....	(541)766-3546
Linn County Public Health Services (Immunizations, Nutritional, Infants & Children, and Family Planning)	
Albany .....	(541)967-3888
Lebanon .....	(541)451-5932
Sweet Home .....	(541)367-3888
OSU Health Department (For Dual DP Students) .....	(541)737-WELL (9355)
OSU Counseling Center (Mental Health Support for DDP) .....	(541)737-2131

## Web Resources

Oregon Helps	<a href="http://www.oregonhelps.org">www.oregonhelps.org</a>
Full List of Benton and Linn Co. Resources	<a href="http://www.csc.gen.or.us/">www.csc.gen.or.us/</a>
State of Oregon Website	<a href="http://www.oregon.gov">www.oregon.gov</a>

Transition Resources (at LBCC website):

**ROADRUNNER Resources:**

Amanda Stanley

Stanlea@linnbenton.edu --

For financial emergencies related to school costs, food, housing insecurity, and emergencies that could cause a student to drop out of school over money.