INTRODUCTION

Blue Mountain Community College is committed to providing a quality learning environment. Faculty, staff, friends, and family will often be the first to encounter a student or individual who is in distress. Encouraging and helping the individual to seek assistance with the appropriate campus and community resources is important. The Behavioral Intervention Team (BIT) provides a readily accessible point of contact for faculty, staff, students, or anyone in the BMCC community who are concerned about a distressed person.

Through the coordinated efforts of Student Affairs, Human Resources, the Health & Wellness Resource Center, and BIT, BMCC provides a central location for reporting concerns about individuals. Whether concerns are reported online through the BMCC website, or expressed directly to the VP of Student Affairs or VP of Human Resources, the information is processed through a central, confidential location where it can be addressed promptly by the appropriate people.

This booklet provides information that may help in recognizing and responding to individuals in distress and making appropriate referrals. The protocol may be different based on their relationship to BMCC (if the individual is a student, faculty, staff member, or visitor).

VIOLENCE FREE CAMPUS MODEL

Strategic Goal Statement:

All college personnel and students will understand how and have the ability to effectively assess threat, report individuals of concern, and respond to campus safety incidents.

Objectives:

- Proactive and preventative threat assessment resources and campus safety training
- Responsive assessment, referral, intervention, and campus safety tools
- Compliance with and adherence to laws and best practice policy, procedure, and protocols aimed at mitigating risk to individuals and the college community
The BMCC Individuals of Concern and Violence Free Campus Model is a three-pronged approach to supporting a healthy and safe environment for all BMCC locations. This is accomplished through the coordinated efforts of a Behavioral Intervention Team; Safety & Crisis Response Team; and the Health and Wellness Committee.

Each of these organized groups have a unique, but complimentary charge with assigned roles and responsibilities. Individuals serving on a team or committee within this model are expected to be a resource to members of the college community in accordance with college policies, administrative procedures, related best practices, and state/federal law.

**BEHAVIORAL INTERVENTION TEAM**

Blue Mountain Community College is committed to identifying individuals who may be exhibiting high risk or concerning behaviors and taking the appropriate course of action in the most timely and effective manner in order to mitigate any possible risk of harm to people and/or the campus.

**Purpose**

The BIT Behavioral Intervention Team (BIT), under the authority of the President, exists to provide a proactive prevention approach to distressed individual behavior that balances the individual needs of the student, faculty or staff and those of the greater college community. By formalizing an information sharing system, conducting threat assessments, and intervening with individuals at risk, BIT members meet regularly to maximize early detection and engagement opportunities. The BIT seeks to identify patterns of behavior that indicate possible risk or threat. Through training and education about effective referrals, the BIT ensures that services, support, and resources are deployed effectively.

The BIT consists of BMCC departmental representatives as well as local law enforcement and community members. The team reviews all BIT reports, consults with others, and takes action or makes referrals as appropriate.

**Reporting**

**STUDENT BEHAVIOR**

Employees and students should report concerns about unusual or threatening behavior by students to the BIT by submitting an online referral form at www.bluecc.edu/support-services/safety/incident-report, even if such behavior is not perceived as a direct threat or an immediate danger. If the person shows evidence of immediate harm to self or others, e.g., weapon in hand, direct statement of clear intention, call 911 and then call Human Resources, Safety Officer (541-278-5850) to inform them of the 911 call.

**EMPLOYEE BEHAVIOR**

Employees and students with concerns regarding serious threats, violence or acts of intimidation by a college employee should call the Safety Officer at 541-278-5850.

**IMMEDIATE ACTION**

All BMCC employees shall immediately report acts of violence and/or any serious threats made against them or witnessed by them to 911 and the BMCC Safety Officer at 541-278-5850. Nothing in this policy relieves a college employee from taking immediate action when the safety or security of employees, students or members of the general public is threatened and time is critical.

**NO RETALIATION**

No one shall be singled out, penalized or retaliated against in any way for initiating or participating in the BIT process. BMCC will not tolerate retaliation against individuals making good faith reports as provided for in this policy even where the concerns prove ultimately to have been in error. Retaliation may be grounds for disciplinary action.

**ONGOING RESPONSIBILITIES**

The BIT is not meant to take the place of established student conduct procedures, referrals to college services, or standard classroom management techniques employed by faculty.

Actions taken by the BIT could include, but are not limited to, the following:

- Consult with faculty and staff familiar with the individual
- Meet with the individual to offer a “gentle nudge” to use resources
- Meet with the student and require a mental health assessment
- Determine if the student needs to be removed administratively from the college
- Other actions to be determined
BIT REFERRAL FAQS

What do I do if I know an individual who may need to be referred to the BIT process?
If you feel there is an immediate threat, call 911 first and then the Safety Officer at 541-278-5850.

To refer an individual to the BIT, please submit an online referral form at www.bluecc.edu/support-services/safety/incident-report. You will be asked for basic information about the individual, how to contact you (in case a BIT team member has follow-up questions) and for a description of the incident or behaviors that prompted the referral.

You are the BIT team’s best resource because you are familiar to the individual of concern. If you are comfortable doing so, tell the individual that you are concerned and ask if he/she is OK. In many cases, an individual will indicate that he/she could use some help and you can refer the individual to any of the resources in this booklet.

WHO CAN MAKE A BIT REFERRAL?
Anyone who feels an individual’s behavior is a “red flag” (see page 24) that could potentially indicate a threat to themselves and/or the community can make a BIT referral; including students, faculty, staff and other community members.

WHAT HAPPENS AFTER I MAKE THE REFERRAL?
BIT members are able to take the information and make a decision about what next steps should be considered by the BIT. However, reporting is the most critical step.

HOW DO I KNOW IF IT IS A BIT ISSUE OR IF IT IS MORE APPROPRIATELY HANDLED BY OTHER COLLEGE RESOURCES?
Please review this handbook and use the “Getting the Right Help” threat assessment tool on page 26. When in doubt as to whether an individual’s behavior could escalate to violence or threat, contact the BIT by submitting an incident report at www.bluecc.edu/support-services/safety/incident-report.

Typically, behaviors that pose a threat to self or others or that cause a significant community disruption qualify as a BIT referral.

Never promise that you will offer confidentiality to individuals during an initial BIT referral. Students, faculty and staff are not bound by confidentiality unless they agree to it. Counselors, however, by law are required to provide confidentiality to individuals they see. If you refer the individual to a counselor assure them that the counselor will talk to them confidentially within the limits of the law.

CAMPUS RESOURCES

Counseling Services
Counseling is available at no charge to help students in crisis and with mental health concerns. BMCC Counseling provides assistance in the areas of:
• Problem solving
• Adjustment issues
• Crisis intervention
• Other matters of personal concern that may interfere with your academic success at BMCC

We offer short-term individual student counseling (approximately 5 sessions). If a student requires services that are outside the scope of assistance provided by BMCC Counseling Services and/or involves long-term intensive or specialized care, students may be referred to an appropriate mental health provider in the community. Counseling Services are available through the Health & Wellness Resource Center in Morrow Hall.

CONTACT INFORMATION:
Health & Wellness Resource Center, Morrow Hall, Rm 153: 541-278-5965
Counseling Office: Morrow Hall, Rm 150: 541-278-5964
Lifeways Crisis Services Line: 541-276-6207 or 888-343-4473
National Suicide Prevention Lifeline (available 24/7): 800-273-8255

WEBSITE LINKS:
www.bluecc.edu/support-services/support/health-wellness
www.bluecc.edu/support-services/support/student-health-wellness-resource-center/personal-counseling-services

Disability Support Services
Blue Mountain Community College and the Student Health & Wellness Resource Center (HWRC) assist those with disabilities in pursuing their educational goals.

The HWRC staff is committed to assuring Blue Mountain Community College, its services, programs and activities are accessible to individuals with disabilities. The institution takes seriously its responsibility to follow both the spirit and letter of all pertinent federal and state mandates.

Blue Mountain Community College recognizes that traditional methods, programs and services may need to be altered to assure full accessibility to qualified persons with disabilities. The HWRC Office is the primary focus of efforts by Blue Mountain Community College to assure nondiscrimination on the basis of disability. Through the HWRC Office, qualified persons with disabilities can address their concerns regarding attitudinal or procedural barriers encountered, as well as any need for accommodation to assure equal access. The HWRC Office will provide information and auxiliary aids or services, as well as serving as a resource to the college community, in striving to make Blue Mountain Community College both an accessible and hospitable place for persons with disabilities to enjoy full and equal participation.
CONTACT INFORMATION:
541-278-5965  |  disabilityservices@bluecc.edu
BMCC Services for Student with Disabilities:
www.bluecc.edu/support-services/services/disability-services

Discrimination and Harassment Grievances
Blue Mountain Community College affirms a commitment to freedom from discrimination for all members of the College community. The College expressly prohibits discrimination and harassment on any basis protected by law, including but not limited to an individual’s perceived or actual race, color, national or ethnic origin, religion, sex, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans’ status, sexual orientation or marital status, or because of perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans’ status of any other persons with whom the individual associates.

The responsibility for, and the protection of this commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in College programs. It encompasses every aspect of employment, and every student and community activity.

Any person who believes she or he has been discriminated against or harassed by Blue Mountain Community College or its employee(s) or agent(s) on the basis of any status listed above, may request informal assistance and/or lodge a formal grievance.

The college president delegates investigation of grievances on the basis of race, sex, creed, religion, color, national origin, age, sexual orientation, gender identity, gender expression, political affiliation and/or marital status to:
AVP Human Resources
Morrow Hall, Room 217
541-278-5850

The college president delegates investigation of grievances on the basis of any physical, sensory or mental disability, or status as a disabled, honorably discharged or Vietnam-era veteran to:
AVP Human Resources
Morrow Hall, Room 217
541-278-5850

Security & Safety
Blue Mountain Community College works to ensure a safe and orderly environment in which members of the college community can pursue their educational goals. Safe buildings, grounds, and equipment will be maintained in order to prevent accidents or injury to students, employees, and others. Buildings will be planned, constructed, equipped, and maintained in accordance with appropriate local, state, and federal safety regulations. Buildings will be provided with alarm systems, fire extinguishers, and other safety devices required by state and federal laws and regulations.

For more information, contact the Safety Officer at 541-278-5850.

Student Conduct and Student of Concern
BLUE MOUNTAIN COMMUNITY COLLEGE CODE OF STUDENT CONDUCT
Blue Mountain Community College expects all students to conduct themselves in a manner consistent with its high standards of scholarship and conduct. Student conduct which distracts from or interferes with accomplishment of these purposes is not acceptable. Students are expected to comply with these standards of conduct both on and off campus and acknowledge the college’s authority to take disciplinary action. The Blue Mountain Community College Code of Student Conduct can be found at: www.bluecc.edu/home/showdocument?id=2586

REPORTING STUDENT CODE OF CONDUCT VIOLATIONS OR STUDENT OF CONCERN
Allegations of misconduct that violate the Blue Mountain Community College Code of Student Conduct should be reported by filling out an Incident Report Form at www.bluecc.edu/support-services/safety/incident-report. Reportable behaviors may include Student Code of Conduct violations, an individual you may feel is struggling physically or psychologically, or any other behaviors of concern that you would like to see addressed or would like to discuss. This report will be routed to the appropriate personnel and/or BIT for resolution. The Student Conduct Officer will address allegations of violation of the Student Code of Conduct. If warranted, disciplinary proceedings are initiated by the Student Conduct Officer.
**Guidelines for Intervention**

You can have a profound effect on individuals when you openly acknowledge that you are aware of their distress, are sincerely concerned about their welfare, and are willing to help them explore options. Whenever possible, we encourage you to speak directly and honestly to individuals if you sense academic or personal distress.

1. Request to see the individual in private. This should help minimize embarrassment and defensiveness. Show respect for the individual.

2. Briefly share your observations and perceptions of the individual’s situation. Express your concerns directly and honestly.

3. Listen carefully. Try to see the issues from the individual’s point of view without agreeing or disagreeing.

4. Attempt to identify the problem. Is the individual connected with any ongoing resources? You can help by exploring options to deal with the concern.

5. Acknowledge inappropriate or strange behavior. Comment on what you observe without sounding judgmental.

6. Flexibility in administering established policies may allow an alienated individual to respond more effectively to your concerns.

7. Involve yourself only as far as you are comfortable, then refer the individual to the appropriate resources. As you attempt to reach out to a troubled individual, do not become more involved than time or skill permits.

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**Individuals in Distress/Mental Health Issues: The Possibly Suicidal Person**

It is important to regard all suicidal comments as serious. Watching for some of the following behaviors will offer clues on the individual’s frame of mind. If an individual exhibits any of the symptoms below, refer her or him to the Health & Wellness Resource Center immediately.

- Withdrawal from friends and family
- Expression of extreme hopelessness or guilt
- Sudden mood or behavior changes
- Giving possessions away
- Comments that life isn’t worth the trouble
- Recurrent thoughts or statement about suicide

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<th>HELPFUL ACTIONS</th>
<th>UNHELPFUL ACTIONS</th>
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<td>Express your concern for the individual and strongly encourage the individual to meet with a counselor immediately.</td>
<td>Ignore or make light of suicide threats.</td>
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<tr>
<td>Offer to escort the individual to the Health &amp; Wellness Resource Center on Main Campus or contact a staff member who is trained in suicide intervention.</td>
<td>Discount the significance of the individual’s feeling of depression and hopelessness.</td>
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<tr>
<td>Contact the HWRC at 541-278-5965.</td>
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<tr>
<td>If there is immediate concern, contact the Lifeways Crisis Line at 866-343-4473.</td>
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For more detailed training to recognize a person at risk of suicide, please consider attending one of the following BMCC-sponsored workshops:

- **Applied Suicide Intervention Skills Training (ASIST)** (two-day suicide intervention training)
- **Safe-Talk** (3-hour suicide awareness)
- **Question, Persuade, Refer (QPR)** (1.5 hour suicide awareness training)

For more information, please visit:

[www.bluecc.edu/support-services/support/health-wellness](http://www.bluecc.edu/support-services/support/health-wellness)
Individuals in Distress/Mental Health Issues: The Aggressive Person

Individuals usually become aggressive in situations they perceive as being beyond their control. Anger and frustration are displaced onto others. Fear of rejection and expressions of righteous indignation are frequently associated with this pattern.

If an individual becomes violent, remain calm and get help if necessary (send an individual for a staff person, faculty member, department chair, or security officer). Stay safe by retaining access to a door, knowing whom to call (if not an emergency, call the campus Safety Officer at 541-278-5850; for emergencies call 911), and keeping furniture (e.g., a desk) between you and the individual. Do not threaten, corner, or touch the individual.

Take all threats of violence seriously. Clarify what is meant by asking, “What do you mean by that?” or saying “I am taking your words very seriously.” Call the Campus Safety Officer for consultation; inform your supervisor or department head of the situation and file a report with the BIT.

HELPFUL ACTIONS

- Pay attention to the warning signs (e.g., body language, clenched fists).
- Allow the individual to vent and tell you what is upsetting him or her.
- Acknowledge the individual’s anger and frustration (“I hear how angry you are.”)
- Reduce stimulation by inviting the individual to a quiet place, if you feel safe.
- Be straightforward and firm about the types of behavior you will not accept (I need you to step back.).
- If the situation appears to be escalating, consider removing yourself from the situation and calling the Campus Safety Officer or 911.
- If you become desperate and are convinced you will be harmed if you don’t capitulate, say whatever you need to in order to escape to safety, even if you don’t mean it (e.g., “Okay, I guess I can see your point and will give you a passing grade.”)

UNHELPFUL ACTIONS

- Becoming defensive or getting into an argument or shouting match.
- Allowing yourself to get physically cornered.
- Pressing for an explanation of their behavior.
- Acting hostile or punitive.

Typically, this individual requires large amounts of your time and tends to take over control of any setting. The individual may feel that you give other students a disproportionate amount of time, and may become upset or disruptive in order to draw attention back to themselves.

HELPFUL ACTIONS

- Set limits on time and subject matter (what you will and will not talk about with the individual).
- Let the individual make his or her own decisions.
- Offer college counseling resources through the Health & Wellness Resource Center at 541-278-5965.
- Refer the student to tutoring, assigned success coach, or other appropriate services.

UNHELPFUL ACTIONS

- Let the individual use you as the only source of support.
- Get trapped into giving advice; this just tends to reinforce dependency.
- Give more time and attention than you can realistically afford or feel is appropriate.
Individuals in Distress/Mental Health Issues: The Depressed Person

Depression is part of a natural emotional and physical response to life’s ups and downs. With the busy and demanding life of a college student, it is safe to assume most students will experience periods of situational depression. A student needs assistance when the depressive symptoms become extreme or last so long that they begin interfering with the student’s ability to function in school, work, or social environments.

Since faculty and staff are in a position to observe and interact with students, they are often the first to recognize a student in distress. Look for a pattern of these indicators:

- Tearfulness or excessive emotions inappropriate to the situation
- Markedly diminished performance
- Infrequent class attendance
- Increased anxiety (generalized, test, or performance)
- Irritability
- Deterioration in personal hygiene
- Isolating or withdrawing from social contact
- Significant weight gain or loss
- Lack of energy or motivation
- Alcohol or drug use

Individuals experiencing mild depression often respond well to additional attention over a short period of time. Prompt intervention increases the individual’s chances of returning to earlier performance levels. Do not attempt to provide in-depth counseling.

HELPFUL ACTIONS

- Let the individual know you are aware she or he is feeling down and you would like to provide support & assistance.
- Do not hesitate to ask the person directly if she or he is having suicidal thoughts.
- Encourage the individual to make an appointment with a professional counselor to discuss how she or he is feeling.
- Introduce the student to the Health & Wellness Resource Center for assistance 541-278-5965

UNHELPFUL ACTIONS

- Minimizing the individual’s feelings (“Everything will be better tomorrow.”)
- Ignoring signs of suicidal tendencies.
- Trying to solve the individual’s problems
- Bombarding the individual with fix-it solutions or advice.

For more information, please visit: www.bluecc.edu/support-services/support/health-wellness

Individuals in Distress/Mental Health Issues: The Over-anxious Person

Anxiety is a normal response to a perceived danger or threat to one’s well-being. While everyone suffers from occasional anxiety, sometime the level of anxiety can become overwhelming. For some individuals, the cause of anxiety is clear; for others, it is difficult to pinpoint the reason for their distress. Regardless of the cause, the individual may experience the following symptoms:

- Rapid heartbeat
- Chest pain or discomfort
- Dizziness
- Sweating
- Trembling or shaking
- Difficulty concentrating
- Always feeling ‘on edge’
- Having trouble making decisions
- Experiencing sleeping problems
- Feeling unable to complete coursework
- Being too afraid to take appropriate action

In some cases, individuals may experience a panic attack in which the physical symptoms are so spontaneous and intense they fear they are dying. The following guidelines are appropriate in most cases:

HELPFUL ACTIONS

- Let the individual discuss her or his feelings and thoughts in an appropriate setting; this alone often relieves a great deal of pressure.
- Provide reassurance.
- Be clear and directive
- Talk slowly and remain calm.
- Discern whether you are able to respond adequately to the individual’s concerns or if a referral is necessary.
- Provide a safe and quiet environment until the symptoms subside.
- If appropriate, develop a plan with the student for academic issues within the classroom and make referral to the Health & Wellness Resource Center: 541-278-5965.

UNHELPFUL ACTIONS

- Minimizing the perceived threat to which the individual is reacting.
- Taking responsibility for the individual’s emotional state.
- Becoming anxious or overwhelmed yourself.
- Change assignment requirements.

Access more information about mental health through links on the BMCC Health & Wellness Resource Page: www.bluecc.edu/support-services/support/health-wellness
Individuals in Distress/Mental Health Issues: The Person in Poor Contact with Reality

These individuals have difficulty distinguishing their thoughts and perceptions from reality. Their thinking is typically illogical, confused, or irrational (e.g., speech patterns that jump from one topic to another with no meaningful connection); their emotional responses may be out of control; and their behavior may appear bizarre and disturbing. The individual may experience hallucinations (often auditory), and may report hearing voices (e.g., statements that someone is threatening to harm or control them). If you cannot make sense of an individual’s statements, contact the Health & Wellness Resource Center as soon as possible.

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<td>Respond with warmth, kindness, and firm reasoning</td>
<td>Arguing or trying to convince the individual of the irrationality of her or his thinking, as this commonly reinforces the false perception.</td>
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<td>Remove extra stimulation from the environment (turn off the radio, step outside of a noisy classroom).</td>
<td>Encouraging further discussion of the delusional processes or playing along with the individual’s delusion (“oh, yes, I hear voices too.”)</td>
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<tr>
<td>Explain your concerns and assist the individual in getting help. Contact the Health &amp; Wellness Resource Center as soon as possible.</td>
<td>Demanding, commanding, or ordering the individual to do something to change her or his perceptions.</td>
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<td>Acknowledge the individual’s feelings or fears without supporting the misperception (“I understand you think someone is following you, and it must seem real to you, but I don’t see anyone.”)</td>
<td>Expecting customary emotional responses.</td>
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<td>Acknowledge that you are having difficulty understanding the individual and ask for clarification.</td>
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<td>Focus on the here and now.</td>
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Individuals in Distress/Mental Health Issues: The Grieving Individual

When someone suffers a loss, it disrupts their sense of the order of things and can sometimes lead to feelings that life is out of control and meaningless. People may deal with the death of a parent, sibling, family member, friend, or classmate. These deaths may be accidental, may be sudden, or may be the result of a long illness. An entire campus or academic department may grieve the death of a beloved professor or classmate. Feelings are often compounded by a sense of shock and a longing for the opportunity to “say goodbye”. The loss of meaning and control adds distress to grief. Regaining meaning and a sense of control may help individuals endure the grieving process. Those experiencing grief tend to function better within an already established support system. Grief is a natural process but may become complicated (e.g., the person may become depressed and not able to function), and therefore needs some type of intervention.

If you are aware that someone is grieving or has experienced a loss, she/he may be experiencing some of the common grief reactions. These reactions to loss may include:

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<th>COGNITIVE REACTIONS</th>
<th>EMOTIONAL REACTIONS</th>
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<td>Fatigue/exhaustion</td>
<td>Difficulties concentraing</td>
<td>Guilt</td>
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<td>Sleep disturbance</td>
<td>Difficulties solving problems</td>
<td>Feelings of helplessness</td>
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<tr>
<td>Change in appetite</td>
<td>Intrusive thoughts</td>
<td>Anger/irritability/moodiness</td>
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<tr>
<td>Headaches</td>
<td>Preoccupation with the event</td>
<td>Sense of hopelessness</td>
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<tr>
<td>Listen carefully. This can help an individual gain an understanding of her/his feelings and clarify options for dealing with them.</td>
<td>Feeling pressure to “say the right thing” or break silences. Your supportive and caring presence can be comforting.</td>
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<tr>
<td>Encourage the person to be with, or connect with, family and friends, which may mean taking time away from classes or the College.</td>
<td>Forcing discussion about death and loss.</td>
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<td>Be aware that family may be urging the person to stay at school or at work, even though the person longs to be at home (particularly with the death or imminent death of a parent).</td>
<td>Minimizing the loss and being suggestive that one must just move forward.</td>
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<tr>
<td>Encourage the individual to talk with someone about his/her feelings, fears, and uncertainties. Refer the person to the Health &amp; Wellness Resource Center at 541-278-5965.</td>
<td>Judging the person’s response to death, unless it seems extreme or frightening to you, in which case you should consider walking the person to the Health &amp; Wellness Resource Center or Counseling Services, or calling the campus security officer 541-278-5850.</td>
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Individuals in Distress/Mental Health Issues: The Individual With Eating Problems

For many people, losing weight is a constant and often frustrating concern. Most people who diet do not develop eating disorders. But for others, the effort to become thin – to stay that way – can turn into an obsession. In some cases, it can become life-threatening. For individuals who tend to be perfectionists with very high achievement expectations, losing weight can be seen as the first step to improving themselves, or provides a way to escape from feelings of guilt or worthlessness.

Symptoms to watch for include:

- Excessive weight loss in a relatively short period of time
- Continuation of dieting although bone-thin
- Unusual interest in food and strange eating rituals
- Bingeing – consumption of large amounts of food
- Disappearance into bathroom for long periods of time
- Distorted view of body image
- Loss of menstrual periods
- Obsession with exercise
- Serious depression

HELPFUL ACTIONS
UNHELPFUL ACTIONS

Speak directly to the individual about your concerns and the behaviors you observe.

Giving simple solutions (“If you’d just stop, everything would be fine!”).

Let the individual know other qualities or characteristics you appreciate about her or him.

Trying to control the behavior (“You have to eat something! You’re out of control!”)

Encourage the individual to make an appointment with a professional counselor.

Don’t ignore the problem, hoping it will go away. It won’t.

Individuals in Distress/Mental Health Issues: The Individual who is Engaging in Self-injury

Self-injury is defined as any damage intentionally caused to one’s own body. This behavior is also referred to as self-harm or self-mutilation. Like substance abuse, self-injurious behavior can be linked to no single cause. It is observed in all cultures and socioeconomic levels and is observed in both females and males. It does occur, however, more often among females and people who have a history of physical, emotional, or sexual abuse. Even though there is always the possibility that a self-inflicted injury could be fatal, self-injury is not considered to represent a suicide attempt. Self-injury usually occurs when people feel overwhelmed by their emotions and are desperate to find relief from intense feelings, pressure, or anxiety. Self-injurious behavior often leaves scars resulting from permanent tissue damage. Common methods of injuring oneself include (but are not limited to) the following behaviors:

- Cutting
- Burning (or “branding” with hot objects)
- Picking at skin or re-opening wounds
- Hair-pulling (trichotillomania)
- Head-banging
- Hitting (with a hammer or other objects)
- Bone-breaking via a number of methods
- Pulling fingernails or toenails out

HELPFUL ACTIONS
UNHELPFUL ACTIONS

Speak honestly to the individual about your concerns and describe specifically what you have observed that makes you suspect they have been engaging in self-injury.

Responding with shock, horror, or disgust to the self-injurious behavior.

Encourage the person to be with, or connect with, family and friends, which may mean taking time away from classes or the College.

Ignoring the behavior and the possibility of serious physical damage.

If the individual is hesitant to make an appointment for her/himself, offer to call for them, and/or consult with a counselor or Coordinator of Health & Wellness Resources (541-278-5965)

Becoming overly involved with the individual beyond your level of expertise.
**Individuals in Distress/Mental Health Issues: The Individual Under the Influence**

Alcohol is the most widely-used psychoactive drug and the preferred drug on college campuses. It is common to find that individuals who abuse alcohol are also abusing other drugs, both prescription and illicit. Fads and peer pressure affect patterns of use. Binge drinking, defined as five drinks in a row for men, and four for women, is popular and can quickly become lethal. Other adverse effects of alcohol consumption include: hangovers, hospitalization for alcohol overdose, poor academic performance, class absences, injury, and unprotected sexual activity. Alcohol is the most common drug used by sexual predators to incapacitate victims and perpetrate sexual assault.

The effects of alcohol abuse are well known to most of us. Faculty often recognize substance abuse problems when an individual’s irresponsible, unpredictable behavior affects the learning situation (e.g., drunk and disorderly conduct in class), or when a combination of the health and social impairments associated with alcohol or drug abuse sabotages student performance.

Be aware that substance abuse may result in overly aggressive behavior. In such cases, remain calm and get help if necessary (send a student for a staff person, faculty member, department chair, or security officer). Stay safe by retaining access to a door, knowing whom to call, and keeping furniture (e.g., a desk) between you and the individual. Do not threaten, corner, or touch the individual.

**HELPFUL ACTIONS**

- Privately confront the individual about the specific, observed behavior that concerns you.
- Offer support and concern for his/her well-being.
- Suggest the individual talk with someone about these issues and maintain contact with the individual after a referral is made.
- If the behavior continues, consult with your department head and the Student Affairs office at 541-278-5796.

**UNHELPFUL ACTIONS**

- Conveying judgment or criticism of the individual’s substance abuse.
- Making allowances for the individual’s irresponsible behavior.

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**Individuals in Distress/Mental Health Issues: The Individual Who is a Victim of Stalking**

Stalking is any behavior that would make a reasonable person feel threatened, intimidated, annoyed, or afraid. A stalker is much more likely to be someone the individual knows than not. A stalker may start with small, annoying, persistent actions and progress to criminal behavior.

Some examples of stalking behavior are:

- Trying to start or keep a relationship that the person does not want
- Threatening the person or the safety of someone close to the person
- Becoming physically aggressive with the person
- Unwanted repeated calls, e-mails, or letters
- Following the person

**HELPFUL ACTIONS**

- Encourage the individual to not deal with this potentially dangerous situation by her/himself and validate their confiding in you about the situation. Encourage the person to tell her or his parents or another trusted adult immediately.
- Advise the individual to stay alert – pay attention to the stalker – and to yourself. Never ignore the first signs of stalking. You have a creepy feeling about someone? Sit up and take notice. Always trust your instincts. It beats someday saying, “I knew there was something wrong…I wish I’d paid attention.”
- Suggest the student consider talking to the campus Safety Officer at 541-278-5850, who can assist you with documentation and confronting a stalker.
- Impress upon the individual the importance to document thoroughly. Write down all of the stalker’s behavior in detail. Keep answering machine tapes, letters, e-mails, text messages, gifts, photos, etc.
- Advise the individual to consider applying for a restraining order.

**UNHELPFUL ACTIONS**

- Minimizing the potential danger of the situation.
- Discounting the individual’s concerns and anxiety.
- Ignoring the problem

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For self-assessment, education, and support concerning alcohol and other drugs, go to [www.mystudentbody.com](http://www.mystudentbody.com). You may create an account by using the school code: TIMBER
Individuals in Distress/Mental Health Issues: The Individual who is a Victim of Relationship Violence

Relationship violence is a term used to describe abuse within a relationship that is psychological, emotional, sexual, or physical. Abusive behaviors may include: physical abuse, verbal abuse, name calling, sexual violence, isolation, coercion, harassment, economic control, abusing trust, threats and intimidation, emotional withholding, destruction of property, or self-destructive behavior. Most forms of relationship violence are recognized under the legal and College systems.

Victims may not report this crime for a number of reasons, including: fear of retaliation or increased abuse, isolation from support systems, diminished sense of self-worth, economic inability, commitment to the relationship, self-blame, hope that the abuser will change, or threats made to the victim, children, or pets. A individual who is the victim of relationship violence may experience a number of academic challenges, such as: inability to concentrate, emotional trauma, Post-Traumatic Stress Disorder (PTSD), physical harm, or an abuser preventing the student from attending class or completing course work.

<table>
<thead>
<tr>
<th>HELPFUL ACTIONS</th>
<th>UNHELPFUL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to and believe the individual.</td>
<td>Minimizing abuse that is not physical – all forms of abuse can be traumatic</td>
</tr>
<tr>
<td>Understand the seriousness of all forms of abuse.</td>
<td>Blaming the individual for staying in the relationship – the dynamics of relationship violence are complex and the victim is NEVER at fault for the abuser’s behaviors.</td>
</tr>
<tr>
<td>Respect the individual’s right to make their own decisions.</td>
<td>Telling the individual something is wrong with her/him if she/he has not left the relationship – this reinforces the abuser’s messages of low self-worth.</td>
</tr>
<tr>
<td>Help the individual to identify resources such as Domestic Violence Services, the Health &amp; Wellness Resource Center, Human Resources, and the local police.</td>
<td>Giving advice or pressuring for decisions – the individual knows that the dynamics of the abusive relationship best and she/he will know what feels safe &amp; what actions may put her/his life in danger.</td>
</tr>
<tr>
<td>Offer to accompany her/him to a place of support.</td>
<td>Criticizing the abuser instead of the abuser’s behavior. This may cause defensiveness in the individual.</td>
</tr>
<tr>
<td>Let the individual know the importance of creating a safety plan.</td>
<td>For self-assessment, education, and support concerning relationship violence, go to <a href="http://www.mystudentbody.com">www.mystudentbody.com</a>. You may create an account by using the school code: TIMBER</td>
</tr>
<tr>
<td>Let the individual know that if the abuser has threatened harm to another person, you may need to report this to the BMCC Safety Officer.</td>
<td>For self-assessment, education, and support concerning sexual violence, go to <a href="http://www.mystudentbody.com">www.mystudentbody.com</a>. You may create an account by using the school code: TIMBER</td>
</tr>
<tr>
<td>Let the individual know that if the abuser has harmed any children or harmed her/himself in the presence of children you may be required to report to the police.</td>
<td></td>
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</tbody>
</table>

Individuals in Distress/Mental Health Issues: The Individual who is a Victim of Sexual Assault

Sexual assault is sexual contact by one person against another without consent. The law defines consent as positive cooperation in act or attitude pursuant to an exercise of free will. Consent may not be inferred from silence or passivity. A current or previous relationship (including marriage) does not constitute consent.

Sexual assaults are predominately committed by men against women. However, men can be assaulted by women. Same-sex assaults do occur as well. The majority of assaults (90%) are committed by an acquaintance of the victim and involve the use of alcohol by one or both persons. Incidents of sexual assault are against the law and College policy.

There are many emotional and psychological reactions that victims of rape and/or sexual assault can experience. One of the most common these is depression. Additionally, survivors of sexual assault may experience severe feelings of anxiety, stress or fear, known as Post-Traumatic Stress Disorder (PTSD), as a direct result of the assault.

<table>
<thead>
<tr>
<th>HELPFUL ACTIONS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>When possible, speak to the person in private. Be aware that when a person discloses information about an assault to you, she/he is demonstrating trust in you and the desire for help.</td>
<td>Minimizing the situation</td>
</tr>
<tr>
<td>Listen without conveying judgment. Victims can feel shame and anger towards themselves.</td>
<td>Telling other people about the incident, except for those who need to know.</td>
</tr>
<tr>
<td>Offer emotional support, understanding, patience, and encouragement. Respect the individual’s right to make decisions that are helpful in maintaining privacy, keeping safe, and obtaining support.</td>
<td>Conveying negative judgment even when high-risk behavior, such as intoxication, is involved.</td>
</tr>
<tr>
<td>Refer the person to the Campus Safety Officer at 541-278-5850 to report the incident. If they have been drinking underage or on campus, they are still encouraged to report without fear of punishment for those offenses.</td>
<td>Assuring the person you can ensure confidentiality.</td>
</tr>
<tr>
<td>Refer the person to the Health &amp; Wellness Resource Center at 541-278-5965 and/or Counseling Services at 541-278-5984</td>
<td>Putting extra pressure on the person to make a police report.</td>
</tr>
</tbody>
</table>
RED FLAG BEHAVIORS FOR POTENTIALLY DISRUPTIVE AND/OR DANGEROUS INDIVIDUALS

All encounters have the potential for escalation into violence, and that escalation has predictable, and identifiable, behaviors. There are two forms of violence:

1. Impromptu Violence: Spontaneous, unplanned, usually emotionally driven, violent outburst in reaction to circumstances of an event. (Example: Receiving a perceived unjustified failing grade in a class).

2. Intended Violence: Planned, premeditated attack on a specific target. (Example: Stalking a former relationship partner with intent to harm.)

Personality Characteristics:
- Rudeness – To faculty, staff or other students.
- Loner/Paranoid – Doesn’t participate in group activities.
- Substance abuse – Difficult to tell (might smell like alcohol, have glazed eyes, disengaged affect, redness around eyes and/or be combative).
- Fascination with weapons – Either in written assignments or discussions.
- History of violence – Likely unknown unless the individual discloses.
- Romantic obsession – Toward faculty, staff or classmates.
- Recent Change in behavior – Sullen, withdrawn, difficult to engage.

Individual Behaviors:
- Personal attacks or statements, unrelated to role/relationship.
- Demeaning statements, as opposed to merely critical or challenging statements.
- Threatening statements, of a physical nature or personal nature, rather than professional.
- Reference to redress or satisfaction outside the system, e.g., threatening lawsuits.
- Disengagement from the process.

Situational:
- Triggering event: Unhappy about a grade; upset about a decision that was made.
- Escalation: Raises voice and may physically move toward you.

HELPFUL ACTIONS

- Stay calm & be willing to listen. Speak slowly and softly.
- Invite the individual to speak in a private area (if you feel safe). Acknowledge the emotions if the individual seems upset, angry, or frustrated.
- Present yourself as non-threatening.
- Pay attention to physical placement. Move away from objects, and move to exit.
- Keep a barrier between yourself & the individual (e.g., a desk or table).
- Send someone for help.
- Ask them to leave and come back at a specific time.
- Describe consequences of violence.

UNHELPFUL ACTIONS

- Becoming defensive or getting into an argument or shouting match.
- Acting hostile or punitive (“I’m going to have you thrown out of this class!”)
- Getting physical with the person.


“A candle loses nothing by lighting another candle.” – James Keller
One person CAN make a difference.
## THREAT ASSESSMENT: GETTING THE RIGHT HELP

<table>
<thead>
<tr>
<th>INDIVIDUAL'S BEHAVIOR</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates evidence of immediate harm to self or others.</td>
<td>Call 911 and then call BMCC HR 541-278-5850, or VP Student Affairs 541-278-5796.</td>
</tr>
<tr>
<td>Displays evidence of suicidal thoughts or other distressed behaviors that do not appear to create an immediate danger but need prompt attention.</td>
<td>Call BMCC Health &amp; Wellness Resource Center at 541-278-5965 or BMCC Counseling at 541-278-5964. After hours, call Lifeways Crisis Line at 888-343-4473. National Suicide Prevention Lifeline at 800-273-8255.</td>
</tr>
<tr>
<td>Shows signs of emotional distress/mental health-related issues but not necessitating immediate attention.</td>
<td>Review the Getting the Right Help Handbook, and refer student to Health &amp; Wellness Resource Center at 541-278-5965.</td>
</tr>
<tr>
<td>Displays Red Flag behaviors related to potential violence or threat.</td>
<td>Review the Getting the Right Help Handbook to determine appropriate referral, and contact the Student Health and Wellness Center at 541-278-5965, BMCC HR 541-278-5850 or VP Student Affairs 541-278-5796.</td>
</tr>
<tr>
<td>Is inappropriate or disrupts the class.</td>
<td>Review the Getting the Right Help Handbook and implement standard classroom management strategies. Also refer to Student Rights, Responsibilities and Conduct in the BMCC Student Handbook for conduct related concerns.</td>
</tr>
<tr>
<td>Makes you or others feel unsafe.</td>
<td>Call Health &amp; Wellness Resource Center at 541-278-5965, BMCC HR 541-278-5850, or VP Student Affairs 541-278-5796.</td>
</tr>
<tr>
<td>Possibility that the student has a disability impacting ability to learn.</td>
<td>Call Health &amp; Wellness Resource Center at 541-278-5965</td>
</tr>
<tr>
<td>Indicates student has experienced sexual harassment, discrimination and/or assault.</td>
<td>Call the Title IX Coordinator at BMCC HR 541-278-5850, or VP Student Affairs 541-278-5796.</td>
</tr>
<tr>
<td>Indicates student is experiencing bias, discrimination or harassment.</td>
<td>Call BMCC HR at 541-278-5850 and say these words: “I want to report a bias-based incident” to initiate follow-up.</td>
</tr>
</tbody>
</table>

To report a non-life-threatening concerning behavior to the Behavioral Intervention Team (BIT), please go to www.bluecc.edu/support-services/safety/incident-report and submit an incident report form.

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**NaBita Threat Assessment Tool**

![NaBita Threat Assessment Tool Diagram](image-url)

**HARM TO SELF**
- Mental & Behavioral Health, "The D-Scale"
  - Disregulation/ Decompensation
    - Anxiety (thoughts, feelings, expressed intentions and behaviors)
    - Panic (extreme self-injurious behavior, eating disorder, personality disorder) (life-threatening levels)
    - Engaging in risk-taking behaviors (e.g. substance abuse)
    - Hostile, aggressive, relationally abusive
    - Deficit in skills that regulate emotion, cognition, self, behavior and relationships
    - Profoundly disturbed, detached view of reality
    - Unable to care for themselves (poor self care/ protection/ judgment)
    - At risk of grievous injury or death without intent to self-harm
    - Often seen in psychotic breaks

**DISTURBANCE**
- Increasingly disruptive or concerning behavior, unusual and/or bizarre
- May be destructive, apparently harmful to others
- Substance misuse and abuse; self-medication; erratic medication compliance

**DISTRESS**
- Emotionally troubled (e.g. depressed, manic, unstable)
- Individuals impacted by situational stress and traumatic events that cause disruption or concern
- May be psychopathologically symptomatic if not coping/ adapting to stress/ trauma
- Behavior may subside when stressor is removed or trauma is addressed/ processed

**NABITA THREAT ASSESSMENT TOOLS**
- **EXTREME**
- **SEVERE**
- **ELEVATED**
- **MODERATE**
- **MILD**
- **BASELINE**

**OVERALL & GENERALIZED RISK RUBRIC**
- **PLUNGING TOGETHER INTO THE ABYSS**
- **FRAGMENTATION OF THE ENEMY**
- **LIMITED DESTRUCTIVE BLOWS**
- **STRATEGIES OF THREAT**
- **LOSS OF FACE**
- **IMAGES AND COALITIONS**
- **ACTIONS NOT WORDS**
- **DEBATES AND CONTENTIOUS ARGUMENTS**
- **HARDENING**

**TRAJECTORY?**
CONTACT INFORMATION

Behavioral Intervention Team (BIT) referral
www.bluecc.edu/support-services/safety/incident-report

Safety and Title IX Officer: 541-278-5850
AVP Human Resources
hr@bluecc.edu
www.bluecc.edu/support-services/information/human-resources-commission

Health & Wellness Resource Center: 541-278-5965
hope@bluecc.edu
www.bluecc.edu/support-services/support/health-wellness

Student Conduct Officer: 541-278-5796
VP Student Affairs
complaints@bluecc.edu
www.bluecc.edu/support-services/information/student-complaint-process

“The great aim of education is not knowledge, but action.” - Herbert Spencer