Martha Lou Scott
Associate Vice President for Student Life

Jim Marsh
Director of Counseling Services

Chris Holmes
Assistant General Counsel

Bethany McCraw
Associate Dean for Judicial Affairs

Judy Maggard
Director of Parent Programs

Tim Powers
Assistant Director of Safety

The Mental Health Summit: A Collaborative Campus-Wide Strategy to Address Mental Health

Our Goals Today

- To provide an overview of how to develop a university-wide mental health education campaign
- To share best practices for educating faculty, staff, and students about mental health issues
- To identify the benefits of regular collaboration among faculty, staff, and administrators regarding students with concerning mental health issues
- To offer methods to keep mental health issues at the forefront of student life work

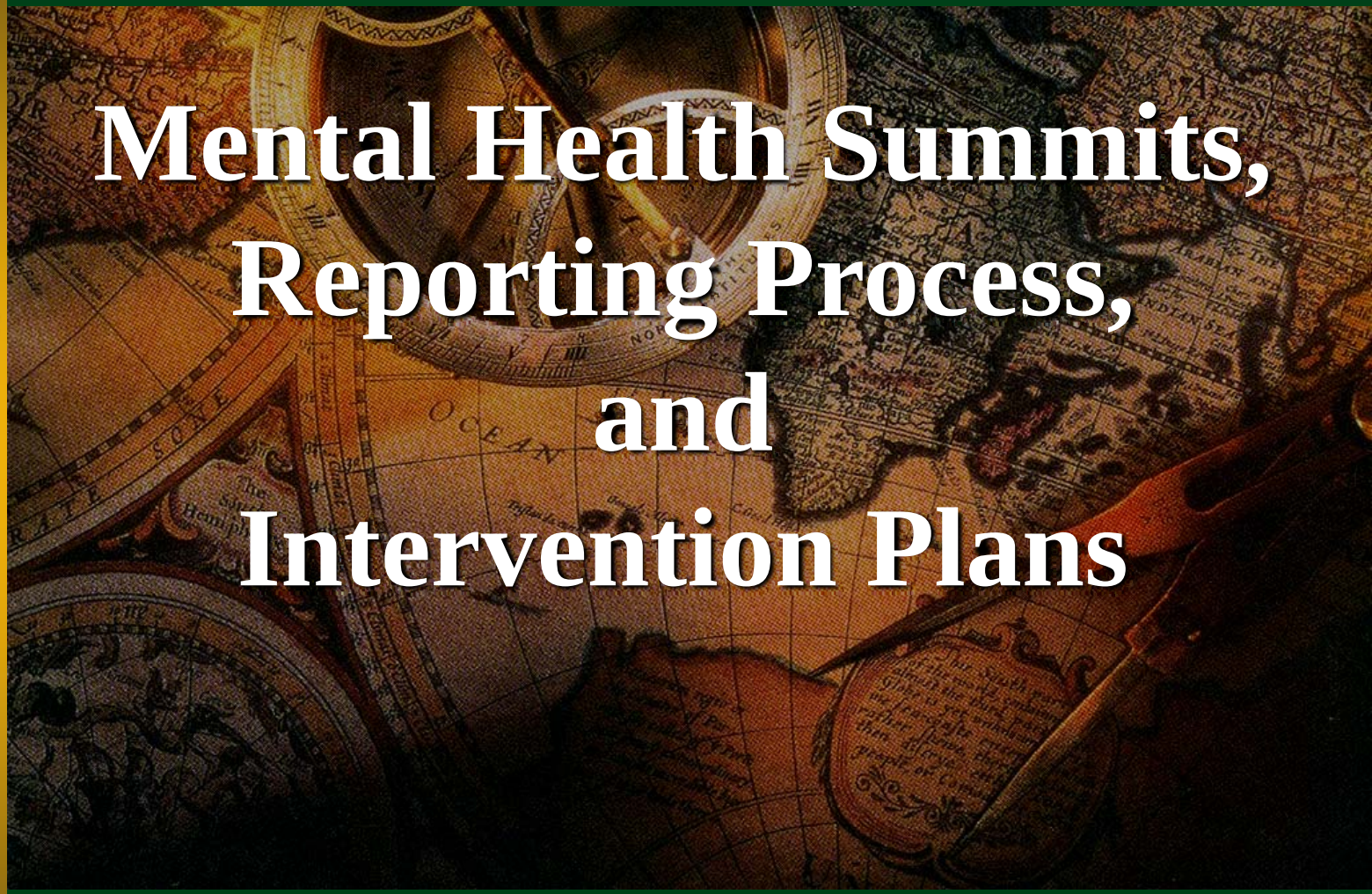
Presenters

- Martha Lou Scott – Student Life
- Jim Marsh – Counseling Services
- Chris Holmes – Office of General Counsel
- Bethany McCraw – Judicial Affairs
- Judy Maggard – Parent Programs
- Tim Powers – Campus Living and Learning

Facts about Baylor University

- Baylor is a private Baptist university and a nationally ranked liberal arts institution.
- Chartered in 1845 by the Republic of Texas, Baylor is the oldest, continually operating university in the state.
- Though 80% of our students come from within Texas, we are home to students from all 50 states, and 70 countries.
- Baylor is located in Waco, Texas, midway between Dallas and Austin on I35.
- Of the14,000 students working toward degrees in 145 areas of study, pre-professional tracks, and specialized academic opportunities, 12,000 are undergraduates.

Mental Health Summits, Reporting Process, and Intervention Plans



Martha Lou Scott

Associate Vice President for Student Life

The mission of the Students of Concern Work Group

– to serve as consultants to various campus constituents who may have concerns about students on the campus of Baylor University based upon their interactions with these individuals. The group will meet monthly and more often if needed to help fulfill the following goals:

- Educate and train campus community members about the role and purpose of the work group so that faculty, staff, and students know how and when to bring an issue to the group's attention

- Determine the most appropriate systems, both inside and outside the institution, for assessing students of concern

(Adapted from John Dunkle, Zachary Silverstein, and Scott Warner "Managing Violent and Other Troubling Students: The Role of Threat Assessment Teams on Campus," *Journal of College and University Law*, Vol. 34, No. 3:591-92)

The mission of the Students of Concern Work Group

–Goals continued:

- Work together to determine how best to intervene with students when necessary
- Facilitate efforts to gather information regarding students who come to the attention of the team and help ensure that necessary action is taken as needed at the time
- Engage in a collaborative process to review the most appropriate policies and procedures governing the group's operations.

(Adapted from John Dunkle, Zachary Silverstein, and Scott Warner "Managing Violent and Other Troubling Students: The Role of Threat Assessment Teams on Campus," *Journal of College and University Law*, Vol. 34, No. 3:591-92)

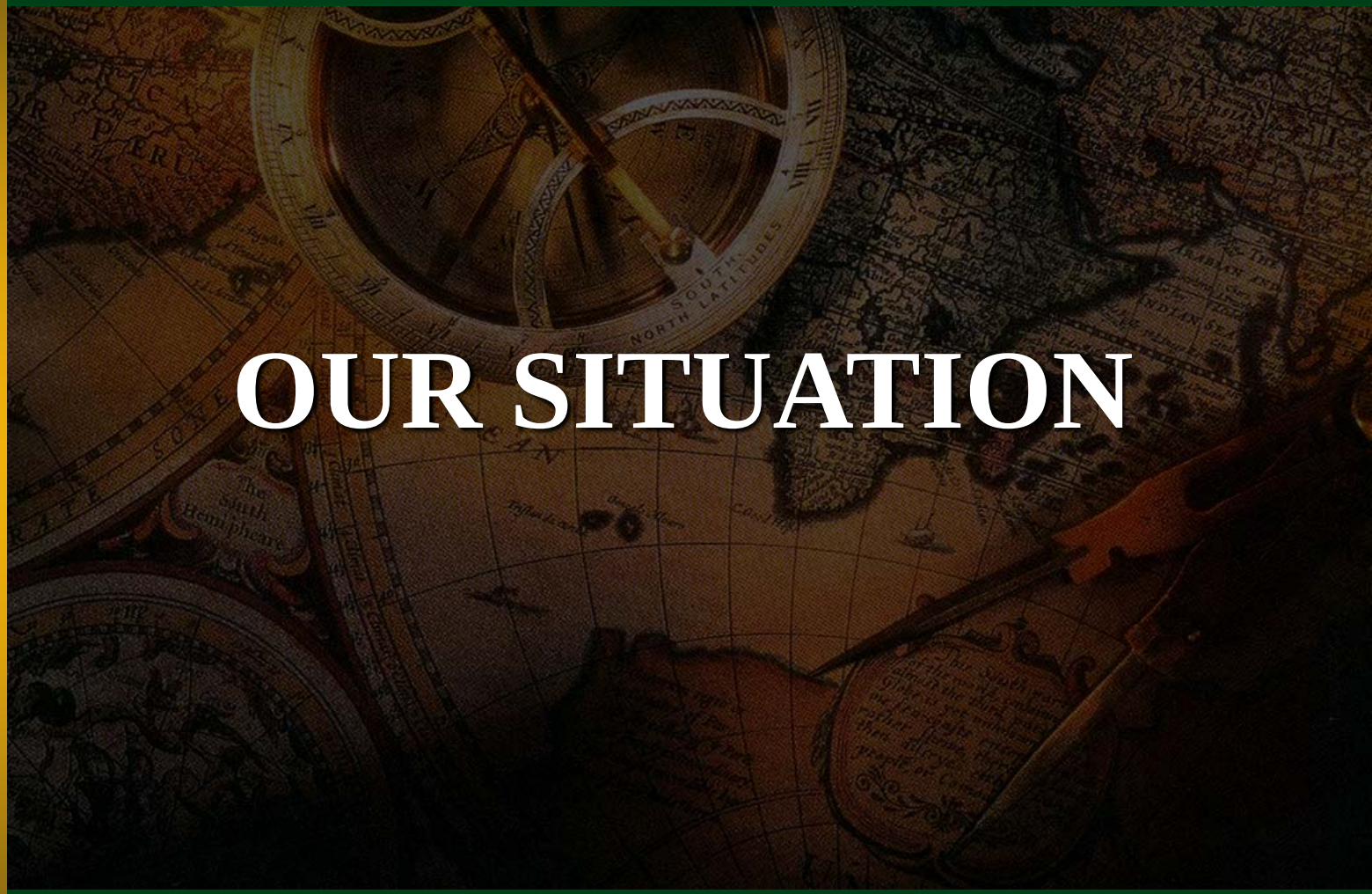
Key Departments Identified to Help Keep Students from Falling in the Cracks

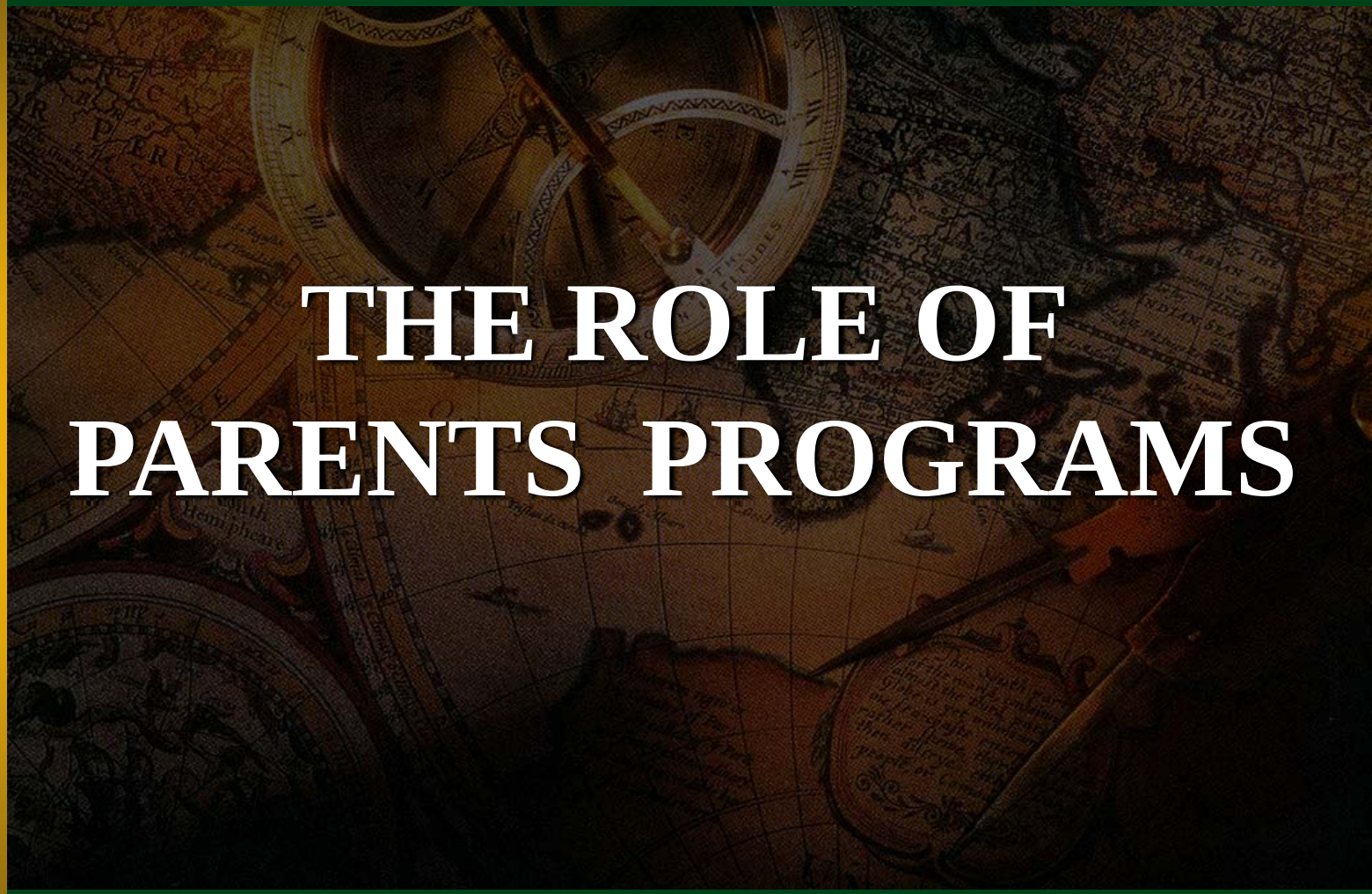
These departments have been identified to serve as consultants to various campus constituents who may have concerns about students on the campus:

• Academic Areas	Ruth Prescott
• Academic Support Services	Ron English Sally Firmin
• Baylor Police Department	Jim Doak
• Campus Living and Learning	Terri Garrett
• Counseling Center	Jim Marsh
• General Counsel	Chris Holmes
• Judicial Affairs	Bethany McCraw
• Office of Access and Learning Accommodations	Dae Vasek
• Parents League	Judy Maggard
• Paul L. Foster Success Center	Brandon Miller
• University Relations	Lori Fogleman
• Student Life Deans	Martha Lou Scott

Ongoing Efforts

- Monthly Meetings of the Work Group
- Educational Programs for Faculty and Staff
- Online Materials
- Newsletters to Faculty and Staff
- Student Mental Health Summits
- QPR Training
- Monitoring of Counseling Center Needs


OUR SITUATION



THE ROLE OF PARENTS PROGRAMS

Judy Maggard

Director of Parents Programs

COUNSELING SERVICES

Jim Marsh

Director of Counseling Services

Counseling Center Role in Students of Concern Committee

- Limited Participation due to Confidentiality – receive information but do not share information regarding students
- Share Information with Counseling Center Staff
- Consultation Role – when appropriate provide general consultation regarding the information presented in the meeting

Consultation

Areas of Consultation with SOCC:

- Counseling Center services
- Making referrals to the Counseling Center
- Risk assessment/emergency issues

What I don't do:

- Share information about clients
- Make a clinical diagnosis

LEGAL ISSUES RELATED TO MENTAL HEALTH

Chris Holmes

Assistant General Counsel

Legal Implications

- Legal implications are NEVER the main concern—student and employee safety is.
- Potential liability concerns
- Privacy concerns
- Discrimination on the basis of mental or psychological disabilities is prohibited.

Liability Concerns

- Liability for harm to self
  - Failure to inform parents
  - Failure to respond reasonably
- Liability for harm to others
  - General Rule-no liability
  - Foreseeability

Privacy Concerns

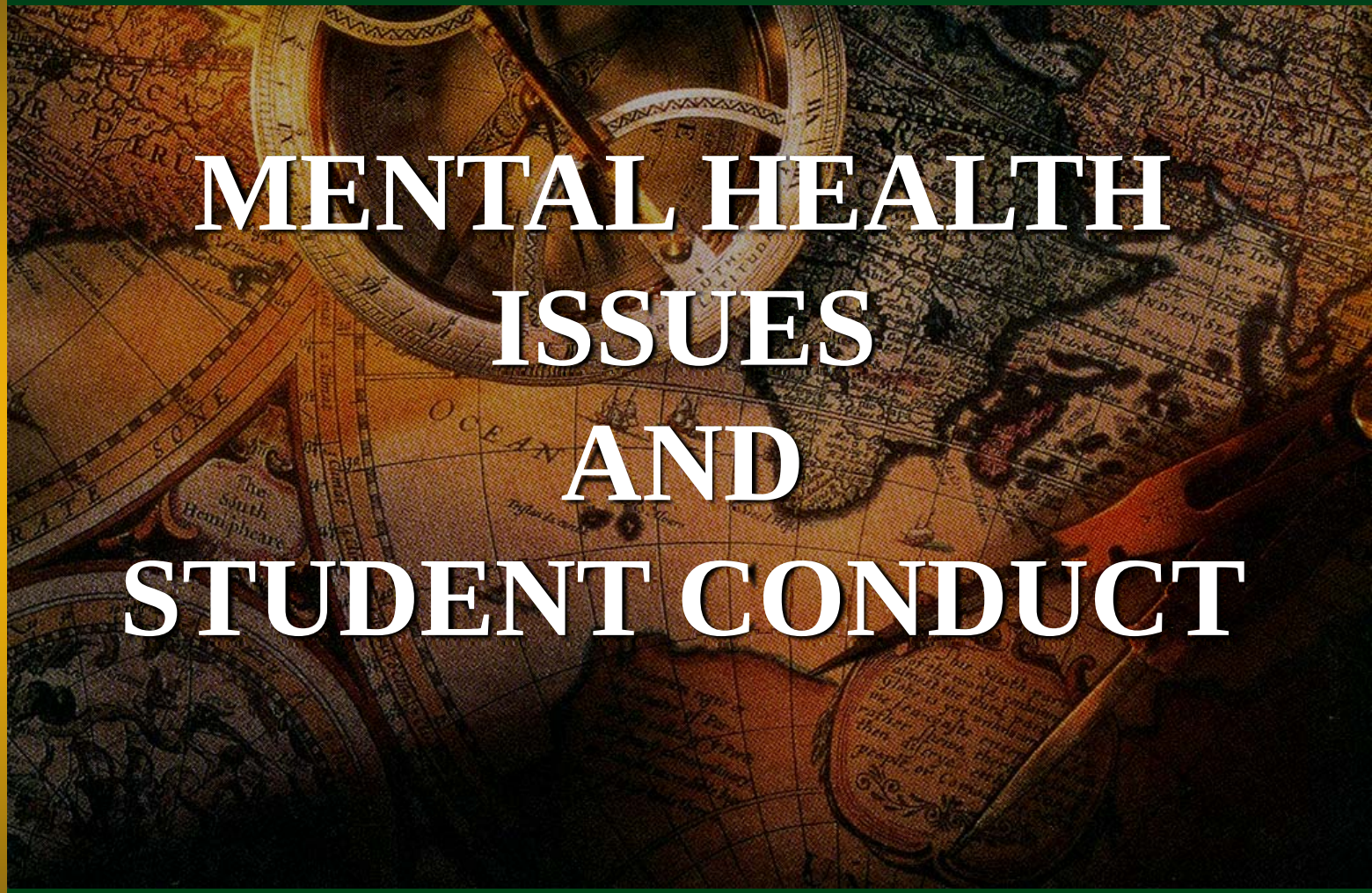
- FERPA — "Educational Records" may not be shared with third parties.
  - Exceptions: legitimate educational interest, *emergency, etc.
  - Frustrating to parents
- Work with student to notify parents.

*new and improved!

Discrimination Is Prohibited

- Protection under Rehabilitation Act and ADA
  - Accommodations in educational services
  - Office of Access and Learning Accommodation
- Discipline — if student's mental illness is disruptive or presents danger to self or others
  - Courts view conduct codes as "essential function" and not subject to accommodation.
  - Compliance with honor code is also an "essential function."

MENTAL HEALTH ISSUES AND STUDENT CONDUCT



Bethany McCraw

Associate Dean for Judicial Affairs

Concerning Behavior

Alarming Behavior

Threatening Behavior

Concerning Behavior | **Alarming Behavior** | **Threatening Behavior**

- **Behavior – Concerning vs. Alarming**
- **Policy on Threats or Harm to Self or Others**
- **Student Needs vs. Community Needs**

Tell Someone

- It is possible the student may be demonstrating similar concerning behavior elsewhere in the Baylor community (residence halls, offices, etc.).
- Knowing the extent of the disruptive behavior can be helpful in determining the level of intervention the student may need.

Concerning Behavior

MASS SHOOTINGS AT VIRGINIA TECH
Report of the Virginia Tech Review Panel
Summary of Key Findings
August 2007

2. During Cho's junior year at Virginia Tech, numerous incidents occurred that were clear warnings of mental instability. Although various individuals and departments within the university knew about each of these incidents, the university did not intervene effectively. No one knew all the information and no one connected all the dots.

Concerning Behavior

A student may demonstrate concerning behavior, but it may not necessarily be alarming, threatening in nature, or a violation of policy.

- Unsolicited e-mails, text messages, or Facebook messages
- Unwanted attention that violates personal space
- Poor social skills – unable to read social cues
- Inappropriate statements – disruptive

May result in the University having a conversation with the student.

Concerning Behavior

Alarming Behavior

Threatening Behavior

Alarming Behavior

A student may demonstrate alarming behavior that causes others to feel very uncomfortable or frightened.

The student's actions or comments may not reach the level of "threatening" behavior but may cause the educational pursuits of others to be disrupted.

May result in the University initiating a charge of student misconduct.

Alarming Behavior

MASS SHOOTINGS AT VIRGINIA TECH
Report of the Virginia Tech Review Panel
Chapter IV., Part A.
August 2007

(Page 42)
Dr. Giovanni began noticing that fewer students were attending class, which had never been a problem for her before. She asked a student what was going on and he said, "It's the boy…everyone's afraid of him." That was when she learned that Cho also had been using his cell phone to take pictures of students without permission.

Alarming Behavior

- **Offensive or inappropriate** e-mails, text messages, or Facebook messages
- Unwanted attention that not only violates personal space, **but becomes persistent**
- Unwarranted or repeated anger or outbursts; destructive behavior
- Inappropriate statements **that cause alarm** to the listener

May result in the University initiating a charge of student misconduct.

Classroom Conduct Policy

"Students are expected to conduct themselves in a mature manner that does not distract from or disrupt the educational pursuits of others."

"Should a professor determine that a student's conduct is distracting or disruptive, the professor may impose the student's immediate removal from the classroom until the student can conduct himself or herself in an appropriate manner."

"If the professor is unable to obtain the cooperation of the student, the student may be referred for disciplinary action."

Student Conduct

The term “Misconduct” at Baylor refers to personal behavior on or off campus that:

1) interferes with Baylor's pursuit of its educational and Christian objectives,
2) fails to exhibit a regard for the rights of others,
3) shows disrespect for the safety of persons and property, and/or
4) violates, or attempts to violate, University rules, regulations, and policies or violates, or attempts to violate, local, state, federal, or international laws.

Student Conduct

We can not necessarily remove a student from campus just because their behavior is "concerning" or "alarming."

If the student's conduct is "*disruptive*," the University can take action but the student must be afforded the institution's due process.

Student Conduct

If there is a problem with a student in a class, in an office, or on campus be sure to DOCUMENT!

- Record the date of the incident.
- Provide a description of the incident.
- Include what was done to address the situation.
- Inform the Department Chair, Dean's office, or your supervisor.
- Inform Judicial Affairs if the behavior or conduct is concerning or alarming.

Concerning Behavior	Alarming Behavior	Threatening Behavior

- Behavior – Concerning vs. Alarming
- Policy on Threats or Harm to Self or Others
- Student Needs vs. Community Needs

Threatening Behavior

A student demonstrates threatening behavior when he or she:

- States an intent or desire to harm himself/herself or another, *or*
- Attempts to harm himself/herself or another, *or*
- Is in the process of harming himself/herself or another

Policy on Threats or Harm to Self or Others

Baylor Police officers will attempt to locate the student to assess whether or not the student needs immediate medical attention or if a counselor should be contacted.

The counselor will assess whether or not the student is at risk of hurting himself/herself or another.

The Baylor Counseling Center has counselors on call 24-hours a day.
254-710-2467

Policy on Threats or Harm to Self or Others

Students can be prohibited from living in University residential facilities, participating in academic programs, or participating in other University activities the University may deem to be harmful to the student until the student is cleared to do so in accordance with the policy's clearance procedure.

We will always attempt to minimize the amount of time a student is out of the residence halls and classes.

An exception might be a case where a student has threatened to harm someone else.

Tell Someone

- It is essential for a student to be referred for a prompt, professional assessment as quickly as possible.
- Leave the assessments to the professionals.
- Time can be of the essence.
- The intervention that occurs as a result of the implementation of this policy is often what students need to help them gain some stability during extremely stressful or critical periods.

Concerning Behavior | **Alarming Behavior** | **Threatening Behavior**

- Behavior – Concerning vs. Alarming
- Policy on Threats or Harm to Self or Others
- Student Needs vs. Community Needs

Student Needs vs. Community Needs

- Student Success
  - Community Safety
    - Student Privacy

Concerning Behavior | **Alarming Behavior** | **Threatening Behavior**

- **Behavior – Concerning vs. Alarming**
- **Policy on Threats or Harm to Self or Others**
- **Student Needs vs. Community Needs**
- **FERPA (Family Educational Rights and Privacy Act)**

Student Records

A student's educational records are protected by the Family Educational Rights and Privacy Act (FERPA).

When a student enters a postsecondary institution, the student becomes sole possessor of his/her educational records. (The rights of the parent transfer to the student.)

- An "educational record" is any record maintained on a student that can be accessed by others. (This includes e-mails.)
- An institution of higher education may not disclose personally identifiable information from the educational records of one of its students without the written consent of the student.

Student Conduct

We <u>focus on the behavior</u>.

We must follow our printed policies.

We do not mandate counseling.

Tell Someone – Tell One of Us

A Crisis

Baylor Police Department, 254-710-2222

Legal Issues

Chris Holmes, 254-710-3821

Warning Signs or Concerning Behavior

Jim Marsh, 254-710-2467

Problem Behavior

Bethany McCraw, 254-710-1715

Anything Else

Martha Lou Scott, 254-710-1761

Martha Lou Scott
Associate Vice President for Student Life

Jim Marsh
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Chris Holmes
Assistant General Counsel

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Baylor University

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