

**Committee on Disability Access – Honolulu
5/9/08 Minutes**

Present: Wayne Sunahara, Lorrie Taniguchi, Kyle Higa, Nadine Leong-Kurio, Charlie Anderson

Unable to Attend: Libby Jakubowski, Ralph Hiatt, Ken Kato, Sandra Matsui, Sharon Ota, Gordon Talbo, Erica Lacro, Kimberly Gallant, Mario Mediati, Eva Moravcik, Guy Shibayama

Meeting Agenda:

- I. Welcome and Introductions
- II. Accommodating Students On-Line
- III. Information from presentation at UHM called Reflections on Campus Crises and Their Management
- IV. HCC's Questions and Concerns

Minutes:

I. Welcome and Introductions

II. Accommodating Students On-Line (Thompson Interactive Presentation).

1. Student ACCESS has purchased a copy of a teleconference featuring Jane Jarrow. Wayne will review the conference and share information with members on the committee. It will also be available for anyone who is interested in hearing it.

III. Information from the presentation at UH Manoa, Reflections on Campus Crises and Their Management

April 29, 2008

Presenters

Christopher Flynn, PhD

Director of Counseling Center, Virginia Tech

Ian Birky, PhD

Director of Counseling and Psychological Services

Lehigh University

A. Casualties

1. 31 dead
2. 17 injured
3. 17 escaped physical harm

B. General impact

1. 50% of students reported knowing of the deceased.
2. 80% of the VT population reported knowing a friend who knew one of the deceased.

C. Campus changes and challenges since incident

1. Security warning systems and redundancy
 - i. Challenges
 1. 28,000 students, 2600 acres, 7500 faculty and staff
 - a. Locks on every classroom
 - b. May lock problem in the classroom
 - c. How do you handle tardy or late comers to class?
2. Safety network for students – CARE Team/Threat Assessment Team/Training
 - i. Challenges
 1. In some cases like Cho's, he kept quiet for 16 months and laid low
3. Set up Office of Recovery and Support
4. Legal challenges from families
5. Changes to state and federal law
 - i. Threat Assessment team became mandated as well as Redundant Notification System
6. Financial and emotional cost
 - i. Cost estimated to be about \$15 million to VT
7. Training for faculty and staff

D. Emergent Issues

1. The role and responsibilities of the university counseling center in dealing with the psychiatric/psychological issues.
 - i. Challenges/Considerations
 1. Recommend 1 counselor per 1000 students
 2. Treating severe pathology limits attention to broader mandate of psycho-educational outreach
 3. Increase in the types and severity of students with conditions on campus
2. Student privacy and critical role of consultation
 - i. Challenges/Considerations
 1. Calls to decrease students' rights to privacy in favor of best protection for the community
 2. Call parents if imminent danger exists. Under FERPA this would be acceptable if there is a legitimate need to know.
 3. Have a strong policy on who holds that information and who consults with whom. Check flow of information. Fulfill needs of confidentiality.
 4. Endorse effective consultation between persons with information and campus administration and threat assessment team.
 5. Endorse helpful consultation between campus administrators and parents.
3. Emergence of Threat Assessment Team
 - i. Challenges/Considerations
 1. In Virginia, it is now law to have a threat assessment team.

2. May consist of Chief of Police, Attorney, Counseling Center, Student Affairs and Employer.
3. Requires regular contacts
4. Encourages referrals
5. Campus must have on-going planning
 - a. Goal: Keep students in the university system and get them the help they need to be productive. When this fails, they need to leave. College cannot continue counseling services after individuals leave campus; they need to transition services to other entities.
 - b. Over the past year, 30 students were reviewed by the Threat Assessment Team and only 1 left the university involuntarily, 2 took leave of absences, and 27 others remained.
6. Unpredictability of violence.
7. Team members learning to work together in light of all constituents.
8. Past behavior is a good predictor of future behavior.
4. Advocacy for emotionally and psychologically struggling
 - i. Challenges/Considerations
 1. Eccentric or odd students may trigger greater scrutiny from faculty and staff
 2. How do you honor egocentricity and continue protecting the campus
 3. Respect legitimate concerns about threat
 4. Advocate for sensitivity regarding stigma associated with being emotionally challenged
 5. Psychologist or other personnel play a major role in education individual and community about individual differences
5. Beware of the business of violence prevention
 - i. Industry forming around violence protection
 - ii. Professional on campus often know the campus and its culture best
6. Impending collision between privacy/confidentiality and crisis/prevention management
 - i. Challenges/considerations
 1. To what extent can counselors be cooperative and collegial in their efforts to ensure a safe campus?
 2. How would potential compromises affect counselor's image and relationship with their constituency?
 3. Unclear how policy and legislative actions will play out in responding to the pressure for "tracking" students with serious emotional problems.
 4. It is incumbent on our counseling center to play an advisor role in these deliberations.
7. Need for comprehensive data and trend analysis in college student mental health.

- i. Challenges/Considerations
 - 1. Little comparative data available for ongoing basis that informs our practice in services to emotionally needy students.
 - 2. Without trend analysis it would be difficult for campus administrators to know where to expend resources.
- 8. Restoring peace, harmony, and a sense of safety on our campus.
 - i. Challenges/Considerations
 - 1. Environments steeped in fear are not healthy for learning or engendering happiness
 - 2. Need to recognize that we cannot always control that which is not completely predictable.
 - 3. Need to evidence of minimizing risk.
 - 4. Type and levels of Crisis:
 - a. Critical Incident: suicide, accidental death
 - b. Campus Emergency
 - c. Disaster (natural)

E. Other

- 1. Institutional tools for response and managing our responses
 - i. Student of Concern Committees
 - ii. Threat Assessment Team
 - iii. Mandated Treatment Policies (If you don't do this, can't be part of the campus community.) Increase emphasis on faculty education (when faculty make referrals, they might ask students if they can sign a release of information form.)
 - iv. Current policy trends pertaining to troubled students.
- 2. How presenter's respected campuses responded:
 - i. Implementation of Community Warning System
 - ii. Physical plant changes by changing building lock systems and door handle configurations.
 - iii. Increased attention to coordination of multi-system emergency calls.
- 3. Campus response structure (models that are currently out there):
 - i. Threat Assessment Team
 - ii. Behavioral Intervention Team
 - iii. Critical Incident Response team
- 4. Crisis Management Cycle
 - i. Planning
 - ii. Preventative
 - iii. Response
 - iv. Recovery
 - v. Learning
- 5. Virginia State Colleges have a new law that was enacted to obtain counseling records from HS of students once they are admitted to college.
- 6. In cases where treatment is stipulated as part of the plan, there is a case manager that blocks registration until they get appropriate treatment or make

particular connections with various entities (disability services, counseling center).

7. If student is asked to leave for any reason for their institution, when they are able to come back later, they must come back through an evaluative process so persons know to contact. Person cannot come back without providing evaluation from treating professionals and an assessment is done to insure readiness to re-enter.
8. For students: It is not a right to attend, but a privilege to be on our campuses.

IV. HCC's Questions and Concerns

- A. What constitutes treats?
- B. Threat Assessment Teams/Behavior Assessment Teams
 1. Involves individuals from different committees and/or division.
 2. Who stars the process?
 3. Who, when, and if this group comes together, will develop and enact this policy?
 4. Is there a need for independent contractors (therapist) to assist in this matter?
- C. Similar to VT, the conflict with confidentiality and the potential to protect.
- D. Where does one start and the other end?
- E. Where does the mental health counselor fit into this process.
- F. What about public areas such as the library – will be same processes address these areas as well?
- G. Wayne will contact the University of Hawaii Manoa's counseling center for information on how or if the are proceeding in the matter of assessment teams. Will seek guidance on the matter and share with the group.