

Edition

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EVERGREEN VALLEY COLLEGE
2018/2019

Administrator/Faculty/Staff Guide

Assisting the Emotionally Distressed Student

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Introduction

Dear Colleagues,

A majority of students cope successfully with the demands of college and life, and for a few others the pressures can become, at times, simply overwhelming. I believe the college community offers a unique opportunity to support the emotional and mental challenges students face. Our ability to guide students towards professional support also can be critical in saving a student's academic career, or even their life.

Due to stigma or negative cultural attitudes about seeking mental support, many students do not seek support or are not able to turn to family or friends for support. We are likely the first to witness early signs of distress, as these are often played out in our offices and classrooms. An expression of empathy and concern may be the catalyst in helping students seek support and reestablish the emotional equilibrium necessary for academic and career success.

Together we can provide students with additional resources to help them become thriving members of our community. This guide provides resources and addresses common concerns. Through consistently and openly sharing information, we can continue to create a culture of expression to provide holistic support for students.

Warm Regards,

Keith D. Aytch
President

Acknowledgements

This guide is a result of the collaborative efforts of many community college educators throughout the state dedicated to providing an optimal learning environment for all students. Special thanks to Becky Perelli, formerly at West Valley College.

Your Role

As a faculty, staff or administrator interacting with students, you are in an excellent position to recognize behavior changes that characterize the emotionally distressed student. A student's behavior, especially if it is inconsistent with your previous observations, could well constitute an inarticulate attempt to draw attention to his/her plight...“a cry for help”. Your ability to recognize the signs of emotional distress and to acknowledge your concerns directly to him/her is often noted by students as the most significant factor in their successful problem resolution.

Signs of Distress

- Missed classes/assignments
- Inability to concentrate
- Confusion
- Persistent worrying
- Social isolation
- Increased irritability
- Restlessness
- Bizarre behavior
- Procrastination
- Dangerous behavior
- Disheveled appearance
- Mood swings
- Indecisiveness

Guidelines for intervention:

- 1. MEET – Set up a private meeting with the student.**
- 2. ASK - Inquire about their well being.**
- 3. REFER – Refer to appropriate services.**

Crisis Intervention

The Behavioral Intervention Team (BIT) of Evergreen Valley College has the goal of supporting faculty/staff in linking students of concern to campus and community resources. This includes assisting in extreme, moderate and mild risk situations involving anyone on campus by filling out a Student Support Referral (Maxient). If there is an extreme risk, call for immediate help. **When in doubt, err on the side of making that call.**

EXAMPLES OF SERIOUS SITUATIONS

Extreme Risk	Moderate Risk	Mild Risk
<p>Campus Police 1-408-270-6468*</p> <p>*NOTE: Call San Jose Police Department after Campus Police hours of operation:</p> <p>Mon – Thurs 8am- 11pm Fridays 8am – 9pm Weekends 9am – 4pm Holidays 9am – 1pm</p>	<p>Campus Police 1-408-270-6468 or Student Health Services/ Case Management Services 1-408-270-6480</p>	<p>Student Health Services 1-408-270-6480 For Case Management Services</p>
Threatening behavior or gestures	Emotional reactivity Anger outbursts, defiant, hysterics	Pronounced and sudden changes in attendance patterns
Escalation plausible threats with either raised voice or detached behavior	Negative/hostile attention seeking behavior	Change in behavior: withdrawn irritable, confrontational
Threats to harm self or others directly or indirectly	Visible agitation, physical tension	Deterioration in physical hygiene. Significant loss or weight gain.
Threats of Suicide	Withdrawn behavior of increasing concern: vacant stare, crying or deep sadness	Negative change in attitude
Under the Influence: Drugs/Alcohol	No participation in class discussion/activities~ acting out behavior	Gut level reaction that something is not right

The Wellness Program

Wellness Services

Under the umbrella of Student Health Services, the Wellness Program provides vital support services to EVC students who are experiencing life events and issues which may impede their ability to succeed academically. We are here to assist with both **Crisis & Care Management** (more immediate concerns and link to needed resources) and **Psychological Services** (ongoing, personal, therapeutic counseling). If the initial meeting determines a student's needs are outside our scope of practice he/she will be referred to an appropriate off campus resource.

Early intervention is preferable to crisis intervention.

When you do discuss a referral for Case Management or Psychological counseling services with a student, it is helpful for the student to hear in a clear, concise manner your concerns and why you think our services would be helpful. Share information about on-campus services available.

Encourage the student to seek an appointment for Case Management (to discuss immediate stressors and find resources) or Psychological counseling (for ongoing, therapeutic support). In more urgent/crisis times, it may be best for you to call to make an appointment with the student present or to accompany the student to Student Health Services in the EVC Student Center.

If you are concerned about a student, contact the Student Health Services at 270-6480 and request to speak with the Case Manager or Psychological Services.

During Regular Hours: Monday – Thursday 9:00am to 5:30pm
Student Health Services: **1-408-270-6480**

Outside Operational Hours:

Call the number above, leave a message, and we will return your call the next business day (except Fridays) or please contact the On-Call Administrator.

Psychological services suggests a \$1 co-pay per session. All sessions are confidential except when the student presents a danger to self or others or when the counselor has reasonable suspicion that child or elder abuse is occurring. These situations mandate reporting.

Identifying Students in Need of Assistance

The Depressed Student

Depression, and the variety of ways it manifests itself, 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 that most students will experience periods of reactive depression in their college careers. When the depressive symptoms become so extreme or are so enduring that they begin to interfere with the student's ability to function in school, work or social environment, the student will come to your attention and be in need of assistance.

Because faculty and staff have varied and ongoing opportunities to observe and interact with students, they are often the first to recognize that a student is in distress. Look for a pattern of these indicators:

- Tearfulness/general emotionality
- Markedly diminished performance
- Dependency (a student who makes excessive requests for your time)
- Infrequent class attendance
- Lack of energy/motivation
- Increased anxiety/test anxiety/performance anxiety
- Irritability
- Deterioration in personal hygiene
- Significant weight loss or gain
- Alcohol or drug use

Students experiencing depression often respond well to a small amount of attention for a short period of time. Early intervention increases the chances of the student's rapid return to optimal performance.

Do:

- Let the student know you're aware she/he is feeling down and you would like to help.
- Encourage the student to discuss how she/he is feeling with someone they trust.
- Offer to assist student in referring him/her for personal counseling.

Don't:

- Minimize the student's feelings, e.g., "Don't worry." "Everything will be better tomorrow".
- Bombard the student with "fix it" solutions or advice.
- Chastise the student for poor or incomplete work.
- Be afraid to ask the student whether he/she is suicidal.

Suicidal Student

Suicide is a leading cause of death among college students. It is important to view all suicidal comments as serious and make appropriate referrals. High-risk indicators include: feelings of hopelessness, helplessness and futility, a severe loss or threat of loss, a detailed suicide plan, a history of a previous attempt, history of alcohol or drug abuse, feelings of alienation and isolation.

Do:

- Take the student seriously – 80 percent of suicides give a warning of their intent.
- Be direct – ask if the student is suicidal, if he/she has a plan and if he/she has the means to carry out that plan. Exploring this with the student actually decreases the impulse to use it.
- Be available to listen.
- Call the Student Health Services/The Wellness Program and/or call **District Police 1-408-270-6468** if threat of suicide is imminent

Don't:

- Assure the student that you are his/her best friend; agree you are a stranger, but even strangers can be concerned.
- Be overly warm and nurturing.
- Flatter or participate in their games; you don't know their rules.
- Be cute or humorous.
- Challenge or agree with any mistaken or illogical beliefs.
- Be ambiguous.

The Anxious Student

Anxiety is a normal response to a perceived danger or threat to one's well being. For some students the cause of their anxiety will be clear but for others it is difficult to pinpoint. Regardless of the cause, the resulting symptoms may be experienced as rapid heart palpitations, chest pain or discomfort, dizziness, sweating, trembling or shaking, and cold, clammy hands. The student may also complain of difficulty concentrating, always being "on the edge," having difficulty making decisions or being too fearful to take action. In rare cases, a student may experience a panic attack in which the physical symptoms occur spontaneously and intensely in such a way that the student may fear he/she is dying. The following guidelines remain appropriate in most cases.

Do:

- Let them discuss their feelings and thoughts. Often this alone relieves a great deal of pressure.
- Provide reassurance.
- Remain calm.
- Be clear and directive.
- Provide a safe and quiet environment until the symptoms subside (refer student to **Health Services/The Wellness Program 1-408-270-6480** for support).
- Offer to assist the student in referring her/him for personal counseling.

Don't:

- Minimize the perceived threat to which the student is reacting.
- Take responsibility for their emotional state.
- Overwhelm them with information or ideas to "fix" their condition.

The Student in Poor Contact with Reality

These students have difficulty distinguishing fantasy from reality, the dream from the waking state. Their thinking is typically illogical, confused or irrational; their emotional responses may be incongruent or inappropriate; and their behavior may be bizarre and disturbing. This student may elicit alarm or fear from others, they are generally not dangerous and are more frightened and overwhelmed by you than you are by them. If you cannot make sense of their conversation, they may be in trouble.

Do:

- Respond with warmth and kindness, but with firm reasoning.
- Remove extra stimulation from the environment, (turn off the radio; step outside of a noisy classroom).
- Acknowledge your concerns, state that you can see they need help.
- Acknowledge their feelings or fears without supporting the misperceptions, e.g., “I understand you think someone is following you, but I don’t see anyone and I believe you’re safe.”
- Focus on the “here and now.” Ask for specific information about the student’s awareness of time, place and destination.

Don’t:

- Argue or try to convince them of the irrationality of their thinking. This commonly produces a stronger defense of the false perceptions.
- Play along, e.g., “Oh yeah, I hear the voices (or see the devil).”
- Encourage further discussion of the delusional processes.
- Demand, command, or order.
- Expect customary emotional responses.

The Verbally Aggressive Student

Students may become verbally abusive when in frustrating situations that they see as being beyond their control. Anger and frustration may result in explosive outbursts or ongoing belligerent, hostile behavior - this student's way of gaining power and control in an otherwise out-of-control experience. It is important to remember that the student is generally not angry with you personally, but is angry at his/her world and you are the object of pent-up frustrations. This behavior may be associated with the use of alcohol and other drugs.

Do:

- Acknowledge their anger and frustration, e.g., "I hear how angry you are."
- Rephrase what they are saying and identify their emotion, e.g., "I can see how upset you are because you feel your rights are being violated and nobody will listen."
- Reduce stimulation; invite the person to a quiet place if this is comfortable and the place is safe
- Allow them to ventilate, get the feelings out, and tell you what is upsetting them; listen.
- Be directive and firm about the behaviors you will accept, e.g., "Please stand back, you're too close." "I cannot listen to you when you yell and scream at me that way." "Let's step outside to discuss this further." (Refer to *EVC Student Code of Conduct*)
- Activate response by contacting **Student Health Services/The Wellness Program at 1-408-270-6480** or **District Police 1-408-270-6468**
- Remember, ***Safety First***. If threat increases call **District Police immediately**.
- Prohibit the student from entering your work area/classroom/office if behavior is repeated.

Don't:

- Get into an argument or shouting match.
- Become hostile or punitive, e.g., "You can't talk to me that way!"
- Press for explanations for their behavior.
- Ignore the situation.
- Touch the student.

The Violent Student

Violence due to emotional distress is rare. It typically occurs when the student's level of frustration has been so intense or of such an enduring nature as to erode all of the student's emotional controls. The adage, "An ounce of prevention is worth a pound of cure," best applies here. This behavior is often associated with the use of alcohol and other drugs.

Do:

- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g., "I can see you're really upset."
- Explain clearly and directly what behaviors are acceptable, e.g., "You certainly have the right to be angry but breaking things is not okay."
- Stay safe; maintain easy access to a door; keep furniture between you and the student.
- Immediately seek assistance; contact **District Police at 1-408-270-6468**

Don't:

- Ignore warning signs that the person is about to explode, e.g., yelling, screaming, clenched fists, threats.
- Threaten or corner the student.
- Touch the student.

The Demanding Passive Student

Typically even the utmost time and energy given to these students is not enough. They often seek to control your time and unconsciously believe the amount of time received is a reflection of their worth. You may find yourself increasingly drained and feeling responsible for this student in a way that is beyond your normal involvement. It is important that this student be connected with many sources of support on-campus and in the community in general.

Do:

- Let them make their own decisions.
- Set firm and clear limits on your personal time and involvement.
- Offer referrals to other resources on and off campus.
- During repeated interactions stand while speaking with student; limit discussion to 3 minutes.

Don't:

- Get trapped into giving advice, special conditions, etc.
- Avoid the student as an alternative to setting and enforcing limits.

The Student Under The Influence

Substance abuse is prevalent on college campuses. It is common to find substance abusers in college populations also abusing other drugs, both prescription and illicit. Patterns of use are affected by fads and peer pressure.

The effects of substance abuse on the user are well known to most of us. Irresponsible, unpredictable behavior affecting the learning situation (i.e., not focused, incoherent, sleeping, drunk and disorderly in class), or a combination of the health and social impairments associated with substance abuse noticeably sabotages student performance. Because of denial that exists in most substance abusers, it is important to express your concern to the student in terms of specific changes in behavior/performance rather than terms of suspicions about alcohol/drug use.

Do:

- Confront the student with the behavior that is of concern (Refer to *EVC Student Conduct Policy, sec. Behavioral Standards* (<http://www.EVC.edu/SServices/stuConduct.html>)).
- Address the substance abuse issue if the student is open and willing.
- Direct the student to leave campus, which may include calling someone for a ride.
- Offer concern for the student's overall well-being.
- Refer student to the Student Health Services/The Wellness Program at **1-408-270-6480**.

Don't:

- Ignore signs of intoxication in the classroom.
- Convey judgment or criticism about the student's substance abuse.
- Make allowances for the student's irresponsible behavior.

The Suspicious Student

Typically these students complain about something other than their psychological difficulties. They are tense, anxious, mistrustful, loners, and have few friends. They tend to interpret minor oversights as significant personal rejection and often overreact to insignificant occurrences. They see themselves as the focal point of everyone's behavior and everything that happens has special meaning to them. They are overly concerned with fairness and being treated equally. Feelings of worthlessness and inadequacy underlie most of their behavior. They may seem capable and bright.

Do:

- Express compassion without implying friendship. Remember that suspicious students have trouble with closeness and warmth.
- Be firm, steady, punctual, and consistent.
- Be specific and clear regarding the standards of behavior you expect.
- Suggest to student that personal counseling is available and potentially helpful.

Don't:

- Assure the student that you are his/her friend.
- Be overly warm and nurturing.
- Flatter or participate in their games; you don't know their rules.
- Be cute or humorous.
- Challenge or agree with any mistaken or illogical beliefs.
- Be ambiguous about expectations.

The Sexually Harassed Student

Sexual harassment involves unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct; it is usually found in the context of a relationship of unequal power, rank or status. However, student-student harassment should also be taken very seriously. It does not matter that the person's intention was not to harass. It is the effect it has on others that counts. As long as the conduct interferes with a student's academic performance or creates an intimidating, hostile or offensive learning environment, it is considered sexual harassment.

Sexual harassment usually is not an isolated one-time-only case but a repeated pattern of behavior that may include:

- Comments about one's body or clothing.
- Questions about one's sexual behavior.
- Demeaning references to one's gender.
- Sexually oriented jokes.
- Conversations filled with innuendoes and double meanings.
- Displaying of sexually suggestive pictures or objects.
- Repeated non-reciprocated demands for dates or sex.
- Unwelcome text messaging and other forms of electronic communication.

Sexual harassment of students is defined by the California Education Code, Section 89535. Common reactions by students who have been harassed is to doubt their perceptions, wondering if it was a joke, did it really happen or, if in some way, they have brought it on themselves. A student may begin to participate less in the classroom, avoid or drop classes, or even change majors.

Do:

- Listen carefully to the student, validating her/his experience. Has the student made an attempt to approach the person directly or in writing?
- If there is immediate risk of danger, contact **District Police** at **1-408-270-6468**.
- Inform student that informal and formal complaints can begin with the Division Dean. The Division Dean will then contact the Vice President of Student Services, the Title IX officer at **408-223-6749**. The Title IX officer will notify the District Affirmative Action Officer.
- Separate your personal biases from your professional role - maintain objectivity.
- Encourage the student to keep a log or find a witness.

Don't:

- Do nothing. Taking no action invalidates the student's already shaky perception and puts the college in a vulnerable position should this behavior continue.
- Overreact.

The Student Who Submits Disturbing Writings

Do:

Report concerns about student writing that contain threats to harm self and/or others or project a sense of hopelessness.

Don't:

Assume that writings that contain references to causing harm to self and/or others are simply to gain attention or are for dramatic effect.

Guidelines for intervention:

- 1. MEET – Set up a private meeting with the student.**
- 2. ASK - Inquire about their well being.**
- 3. REFER – Refer to appropriate services.**

Contact: **Campus Police** **1-408-270-6468**
The Wellness Program **1-408-270-6480**

The Veteran

There are several general, almost stereotypical preconceptions regarding VA students in classrooms. Examples include: a slamming door will startle a VA student, or that they have to sit near an exit, or can't handle conversation concerning war or governmental policy. There are as many VA students who match these descriptions as do not. Keep in mind that VA students are not necessarily disabled, or mentally ill; however, our Psych Services are available for managing stress, creating stability and supporting growth.

Do:

- Be respectful.
- Respect others' decisions in life and their opinions.
- Treat veterans for who they are: former military members seeking further education to improve their lives. They are looking to teachers for inspiration and guidance.
- Strive for openness regarding others opinions and the ability to agree to disagree while at the same time respecting others opinions.
- Recognize that every veteran is different. Some like to be publicly recognized for their service while others do not.
- Listen carefully: if a veteran approaches a teacher one-on-one and identifies something along the lines of a mental or thought altering disability then that faculty member should take every necessary step to see that veteran is accommodated for their stated condition.
- Make every effort to provide those accommodations. That may involve contacting Disabilities Support Programs and Services (DSPPS), The Wellness Program in the Health Center, or the VETS Support contacts listed below.

Don't:

- Demonstrate extreme bias especially when discussing politics, war policy or any sort of government involvement.
- Diminish the VET's experience. They have spent a large chunk of their lives dealing with government policy day in and day out. They have lived those policies and most have much more perspective on certain issues than anyone could hope to ever gain from studying those policies.

VETS Support

VETS Crisis Line – confidential 24-hour text messaging: text 83-8255

San Jose VET Center
278 North Second Street
San Jose, CA 95112
1-408-993-0729

Veteran Affairs San Jose Clinic
80 Great Oaks Blvd
San Jose, CA 95119
1-408-363-3000

On Campus Veterans Freedom Center
M-TH: 8am-5pm, Fri: 9am-4:30pm
Community Engagement Specialist

GULLO II
Tammara Chavez

Guidelines for Intervention

Guidelines for Intervention

Openly acknowledge to students that you are aware of their distress, you are sincerely concerned about their welfare, the welfare of those around them, and that you are willing to help. Exploring their alternatives can have a profound effect. We encourage you, whenever possible, to speak directly and honestly to a student when you sense that s/he is in academic and/or personal distress.

1. Request to see the student in private. This may help minimize embarrassment and defensiveness.
2. Briefly acknowledge your observations of them (specific to behaviors and or performance); express your concerns directly and honestly.
3. Listen carefully to what the student may be troubled about and try to see the issues from his/her point of view without necessarily agreeing or disagreeing.
4. Attempt to identify the student's problem or concern as well as your concerns or uneasiness.
5. Unusual and inappropriate behaviors should not be ignored. Comment directly on what you have observed.
6. Involve yourself in the process as it impacts your immediate work area and situation. At times, in an attempt to reach or help a troubled student, you may become more involved than time or skill permits.
7. You are legally responsible in terms of the mandatory reporting of child abuse and elder abuse (contact MHSAC member for assistance).

Extending oneself to others always involves some risk-taking but it can be a gratifying experience when kept within realistic limits.

Referring Students to the Wellness Program for Case Management or Psychological Counseling

To make a Wellness appointment direct the student to go to **Student Health Services in Room SC 124** in the **Student Center** (across from Financial Aid or downstairs from Academic Counseling) or call **1-408-270-6480** for an appointment. Appointments are made based on availability and immediacy of need.

To ensure that the student follows through with the referral, ask the student for permission to contact her/him at a later date for follow up. Due to confidentiality, please understand that a counselor will not be able to share if the student has made contact or has been seen.

THE WELLNESS PROGRAM

Victor Garza, Ed.D., Dean of Student Success

Crisis & Care Management	Psychological Services/Personal Counseling
Kara Uy, PsyD	Shireena Dubey, LMFT
Referred through Health Services	Referred through Health Services
Contact: 408-270-6480	Contact: 408-270-6480
For immediate help call Campus Police X6468	
Focus is more immediate assistance	Focus is more ongoing support
<ul style="list-style-type: none"> • Disruptive students 	<ul style="list-style-type: none"> • Student gives informed consent/voluntary
<ul style="list-style-type: none"> • Students needing community resources 	<ul style="list-style-type: none"> • Sessions are usually weekly
<ul style="list-style-type: none"> • Danger to Self or Others 	<ul style="list-style-type: none"> • \$1 Co-pay per session
<ul style="list-style-type: none"> • Students experiencing intense emotions currently 	<ul style="list-style-type: none"> • Sessions with LMFT or Registered Associates under supervision
<ul style="list-style-type: none"> • Crisis situations 	<ul style="list-style-type: none"> • Addresses various mental health issues
<ul style="list-style-type: none"> • Title IX situations 	<ul style="list-style-type: none"> • Services are strictly confidential
<ul style="list-style-type: none"> • Referrals to other departments and resources on campus 	<ul style="list-style-type: none"> • Referrals to community mental health options or on-campus resources



CRISIS SUPPORT AND CARE MANAGEMENT SERVICES

Who can benefit from crisis support and care management services?

Care Management is designed to help students with a variety of needs, and is focused on assisting students facing crisis, life problems, and other barriers that may impede their personal and academic success. This may include, but is not limited to, assisting students with

- Mental health referrals
- Drop in crisis support
- Housing or financial resources
- Academic support

How does it work?

Care management may include some or all of the following :

- Identifying specific and attainable goals that contribute to the student's academic success and physical/mental wellbeing
- Linking student to resources located on campus or within the community
- Scheduling follow-up meetings to monitor progress and attainment of goals
- Referring student to additional services (e.g.

**CONNECTING
STUDENTS to
programs and
services**

YOU are not alone.

**Drop In Crisis
Support**

**Campus and
Community
Resources**

**Mental
health/counseling
referrals**

**The Wellness
Program**

For appointments

10 THINGS TO KNOW ABOUT PSYCHOLOGICAL SERVICES AT EVC

- Mental health and wellness counseling is available to all registered students. We serve students of all different ethnicities, cultures, and backgrounds, with all different presenting issues. Here are some examples among many other things that college students experience:
 - Relationship distress
 - Depression and/or Anxiety
 - Family relationships and conflicts
 - Stress Management and Coping
 - Self-image, Identity and Self-esteem issues
 - Grief and Loss
 - Sexual Trauma
- Talking with a personal counselor does not mean that you have serious psychological problems – it just means that you would like to talk to someone in a safe, neutral setting about what’s going on in your life. It is a healthy decision and a sign of strength!
- Counselors do not give advice or claim to be an expert on your life. Counseling should be collaborative, respectful, and strength-based.
- There are definite benefits to ongoing counseling and at times, it may bring up difficult emotions as well. This is part of the process of healing and making beneficial changes which require time and hard work.
- Our services are confidential so we can provide a safe place. We cannot even share with others that a student is participating in counseling. There are a few exceptions to confidentiality however, which will be discussed with you when you come in.
- All sessions are \$1 co-pay and occur mostly on an ongoing, weekly basis.
- Students can call the Student Health Center at **408-270-6480** to make their own appointments. Their name and contact number is taken down on a confidential list and a therapist will call them back to set up an appointment.
- All sessions are provided by registered Associates, current with the Board of Behavioral Sciences and working under supervision of a licensed therapist. Appointments for ongoing sessions are usually available between the hours of 9am to 5pm, Monday through Thursday. We are not here on Fridays.
- For any immediate mental health concerns that cannot wait for an appointment- these may be students in distress or experiencing extreme emotions, we have immediate support of our Case Manager. ****Please note that in case of an emergency, you would still call Campus Police at ext. 6468****
- We refer students to community agencies and link them to community resources when needed.

EVC Student Conduct Policy

At Evergreen Valley College we are committed to providing a safe, positive learning environment where students can pursue their educational goals and participate in college-sponsored activities that promote intellectual growth and personal development.

A. Student Conduct

1. General Guidelines

- a. All of the rules and regulations applying to the conduct of students on campus or any college-operated facility will apply to their conduct off-campus only when students are acting in any or all of the following capacities:
- b. Students who violate the law may incur penalties prescribed by civil authorities.
- c. Student will be removed, suspended or expelled only if the conduct for which the student is disciplined is related to college activity or attendance.

2. Academic Honesty Policy (see Code of Conduct document in full)

B. Principles of Discipline

1. San José City College views itself as the trustee of its students who are involved with educational pursuits under the jurisdiction of the College.
2. Nothing in this section shall be construed to prohibit an immediate suspension of a student where such a suspension is required in order to protect lives or property, or in conformance with the requirements of penal code section 626.4, and to insure the maintenance of order pending a hearing (Ed Code 66017).
3. In instances where a student is a minor by current legal definition, the student's parents or guardians shall be guaranteed by Education Code 76031.

C. Standards of Conduct (See complete list in the College Catalog or the EVC Website)

A student may be disciplined for misconduct for good cause as defined by Ed Code 76033, including but not limited to the violations listed below that may cause suspension or expulsion. The following are examples of conduct that shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student:

D. Academic and Classroom Disciplinary Procedures

If a student is charged with plagiarism, cheating, or disruptive behavior related to a class, and the instructor has reasonable proof or documentation and/or the student admits to the violation, the instructor or academic/instructional or division dean should complete a detailed Disruptive Behavior Report which may include one or more of the options included in the full document in the College Catalog or EVC Website.

1. Faculty Removal of Student from Class for "Good Cause"

California Ed Code 76033 gives general definitions of student behavior that is considered "good cause" for removal from class. Such actions may be grounds for an instructor to remove the student on the day of the incident and the next session if warranted.

E. Student Grievance Procedures (refer to the Code of Conduct Document in full)

Due Process as stated below will be followed to address any grievances or complaints involving students. The following steps are to help guide students through the proper channel when filing a grievance or complaint against:

Non-Discrimination Policy: It is the policy of the San Jose/Evergreen Community College District to provide an educational environment in which no person shall be unlawfully denied in whole or in part full and equal access to, the benefits of, or be subjected to discrimination in any program or activity of the District. This policy prohibits discrimination on the basis of legally protected categories which include ethnic group identification, race, color, language, accent, immigration status, ancestry, national origin, age, sex, religion, sexual orientation, gender identity, marital status, medical condition, veteran status, physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics.

**Evergreen Valley College Behavioral Intervention Team/
Assessment, Response and Coordination Team
2018 -2019**

Mission (charge):

Enhance campus community awareness of, de-stigmatize, educate and respond to the mental health needs of EVC students in support of access, retention, and success.

Goals:

- Enhance awareness of, de-stigmatize, and respond to the mental health needs of the campus community
- Enhance the self-sustaining MFT internship program to provide greater student access to mental health services
- Continue and refine the streamlined, practical, and easily understood referral process to link distressed students to both campus and community mental health resources

Objectives:

- Provide input, oversight and promotion of Mental Health Services as part of Health Services and formalize Mental Health Services as an integral part of EVC student services.
- Provide training & consultation to EVC campus community focusing on the early identification of, and preventive response to, emotionally distressed students.
- Provide leadership within the campus community to de-stigmatize mental illness.
- Identify, develop, and maintain collaborative relationships with easily accessible campus and community mental health resources to address the needs of emotionally distressed students (i.e. names of agencies and individual providers, contact information, websites, eligibility requirements, etc).
- Promote awareness of and educate the campus community as to the prevalence of emotional distress and mental illness (including, but not limited to bullying, harassment, depression, anxiety, suicidal ideation & intent, self-harm behavior, anger management/violence issues, bipolar affective disorder, schizophrenia, dual diagnosis [the co-occurrence of mental illness and chemical dependency], eating disorders, and struggles with identity and transitions).
- Develop observation skills, knowing what symptoms and behaviors to look for that show the need for intervention
- Provide a forum to discuss students of concern, conduct case reviews, develop interventions plans, and monitor progress and collaborative efforts.
- Sustain and expand on-campus internship program for MFT/PCC Associates, which will create the core of expanded mental health services on campus.
- Collaborate and provide input to the campus Student Discipline Team (advisory to the VP of Student Services) including current Mental Health information and trends, as well as post disaster counseling services for the entire campus community.
- Support a safe learning environment for all of our students.

“We all have chosen work that impacts lives. In doing so, we must draw from many sources to acquire the skills needed to be effective.”

Dr. Karl Menninger devoted his life to working with people whose lives were in trouble. He saw a side of life that many of us will never experience. The following comments were taken from an address he gave at the United Nations in 1981.

People are unreasonable, illogical, self-centered. Love them anyway.

If you do good, people will accuse you of selfish, ulterior motives. Do good, anyway.

If you are successful, you will win false friends and true enemies. Try to be successful, anyway.

The good you do today will be forgotten tomorrow. Do it, anyway.

Honesty and frankness make you vulnerable. Be honest and frank, anyway.

People favor underdogs, but I notice they follow the top dogs. Fight for some underdogs, anyway.

What you spend years building may be destroyed overnight. Build, anyway.

People really need help, but they may attack you if you help them. Try to help people, anyway.

Give the world the best you have, and you'll get kicked in the teeth. Give the world the best you have, anyway.

Karl A. Menninger, M.D.

From United Nations Address - 1981