Speakers

Jan Gascoigne, PhD, MCHES
Associate Vice Chancellor for Student Affairs
Associate Clinical Professor, Community & Behavioral Health
CARE Team Member

Randy Repola, MBA
Associate Vice Chancellor and Chief of Police
CARE and FaST Team Member

Adrienne Howarth-Moore, RN, MBA
Associate Vice Chancellor and Chief Human Resources Officer
FaST Team Member
CU Anschutz Behavioral Risk and Threat Assessment Teams

**FaST Team**
*(POC is faculty, staff, post doc, resident, fellow or unaffiliated individual)*

**C.A.R.E Team**
*(POC is a student)*

*POC = Person of Concern*
Why Have Teams?

• **Why have a campus C.A.R.E Team?** To provide a mechanism for improved coordination and communication across the college campus when a distressed student or disturbing behavior has the potential to threaten the well-being and safety of the campus community.

• More broadly, to marshal the University’s resources to promote student success, health and development by intervening proactively and in various ways that help struggling students continue their education. – *Jed Foundation*

• **Why have a campus FaST Team?** To provide a mechanism to review situations involving staff, faculty, post docs, residents and individuals unaffiliated with the university whose behavior may pose an adverse impact to the university community.

• FaST is dedicated to fostering an environment that promotes early identification of troubling behaviors or situations and is committed to providing interventions using a multidisciplinary team approach that helps mitigate the risk of **workplace and campus violence**.
Core Team Members

FaST Team

- University Police
- Office of Equity/Title IX
- University Counsel
- SOM Psychiatrist
- HR

CARE Team

- School Dean of Students (Chair)
- AVG/Dean of Students
- Case Managers
- Office of Equity
- University Police
- University Counsel
- Student Mental Health
- Campus Partner

*There are overlapping members of FaST and CARE to minimize gaps in assessment and support cases where a student and employment relationship exist.
Team Training and Risk Mitigation

Review, investigate and assess reports of troubling behaviors and situations and suggest de-escalating strategies to mitigate risk

Specialized Training

• Multidisciplinary

• Foundational training from NaBITA, including use of the NaBITA risk rubric and SIVRA-35

• Use of the Stalking and Harassment Assessment and Risk Profile (SHARP)

• Regular interaction with local and national workplace and campus behavioral intervention and threat assessment professionals, e.g., ATAP, Aurora Mobile Response Team, Colorado School Safety Resource Center, etc.
CARE Team Overview
CASE STUDY: PARKLAND

“At least 30 people had knowledge of Cruz’s troubling behavior before the shooting that they did not report, or they had information that they reported but it was not acted on by people to whom they reported their concerns.”
CU Anschutz Continuum of Care Model
Office of Student Outreach and Support

• Case Managers (4.5 case managers)
• Campus-wide education & awareness
• Wrap-around services
• Student Advocacy
• Faculty consultation
• Ongoing monitoring of student cases
• Conflict coaching
• Restorative justice practices
C.A.R.E Team - Campus Assessment, Response, & Evaluation

Mission

• The Campus Assessment, Response & Evaluation (CARE) Team is committed to improving campus safety and student success by evaluating individuals that may pose a safety risk to themselves or others. The team coordinates with students, faculty, and staff as well as concerned individuals to identify, assess, and intervene with individuals of concern.
Care Team Members & Protocols

- Weekly case manager meetings
- Regular meetings scheduled (weekly)
- Ad hoc meetings for urgent cases
  - Secure case management reporting and tracking
  - Collect and review concerning information about at-risk community members
  - Utilize NaBITA threat assessment rubric
  - Develop intervention plan based on unique circumstance
NaBITA Risk Rubric

D-SCALE
Life Stress and Emotional Health

DECOMPENSATING
Behavior is severely disruptive, directly impacts others, and is actively dangerous. This may include life-threatening, self-injurious behavior such as:
- Suicidal ideation or attempts, an expressed lethal plan, or hospitalization
- Extreme self-injury, threatening disordered eating, repeated DUIs
- Attach plans or credible, repeated, and specific, may be shared, may be hidden
- Profound disorders, including medical or legal incarceration, movement, or substance abuse
- Actual affective, impulsive violence or serious threats of violence in each case:
- Suicidal thoughts and behaviors for self-harm, or a history of self-harm or suicide attempts
- Actual behaviors that present a serious danger

DETERIORATING
Destructive actions, screening or aggressive communications, rapid loss of control, extreme isolation, and suicidal lies
- Suicidal thoughts or behavior that are not life-threatening
- Threats of affective, impulsive violence, and/or commission
- Vague but direct threats or specific, indirect threat, violent language
- Stabilizing behaviors that do not harm, are disruptive, and concerning

DEVELOPING
Experiencing situational stressors but demonstrating appropriate coping skills
- Often frequent contact or the absence of the Bystander Effect
- Behavior is appropriate, adaptive, and unrelated to violence

OVERALL SUMMARY
In this stage, there is a serious risk of suicide, life-threatening self-harm, dangerous risk taking, a drive to do a reaction at a set time or activity at the slightest sight or likelihood of care.
They may display racing thoughts, high levels of anxiety, depression, irritability, and/or perceived undertreatment or mismanagement that has a major impact on the student’s academic, social, and other relationships. The individual has clear preferences for their environment and interactions. They may act with extreme care, which may be based on a sense of doom, which is likely to result in violence. There may be behaviors and escalated emotions, which may result in a suicide attempt on a particular day. There may be behavior and escalated emotions, which may result in a suicide attempt on a particular day.

E-SCALE
Hostility and Violence to Others

EMERGENCE OF VIOLENCE
Behavior is moving towards a plan or target of violence, sense of hopelessness, and/or desperation in the attack plan, focused on all or nothing mentality
- Charismatic use of language, and rhetoric of violence and intimidation
- Clear focus and focus on an individual target or group
- Frustration, threats, or actions against others

ELABORATION OF THREAT
Placing a focus on an individual, group, or target, demonstrating a threat to target, threatening to target their ability to advocate for safety
- Suggesting or encouraging and supporting others to follow threats of violence

ESCALATING BEHAVIORS
Driven by the desire to hurt or harm others or motivate the individual by a hardened viewpoint, potential outcomes, and potential outcomes without any regard for the individual’s health and safety
- Physical violence, if present, is impulsive, non-lethal, and can seem similar to self-harm, but driven by a hardened perspective rather than mental health or environmental stress

EMPOWERING THOUGHTS
- Persuasive and hard-nosed thoughts, typically related to religion, politics, academic discipline, or relationships
- Distracting or alternative viewpoints, critical or opposing viewpoints

NaBITA Risk Rubric

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University of Colorado Anschutz Medical Campus
Intervention Tools

- Case Manager outreach (student and potentially those impacted)
- Emergency Contact
- Welfare Check
- Mental Health Referrals
- Crisis Intervention Team
- Partnerships with the Schools/College/Program to identify and communicate needs
- Threat Assessment
  - AMRT
  - Private Consultation Firm
- CU Anschutz
  - Ongoing Case Management
  - Counseling
  - Exclusion
FaST Team Overview
Workplace Violence Types

- **Type I**: the perpetrator has no legitimate relationship with the institution (e.g., robbery)
- **Type II**: the perpetrator is a customer/client receiving services from the institution (e.g., medical appointment, special events attendee, etc.)
- **Type III**: the perpetrator is employed by the institution (e.g., employee-on-employee)
- **Type IV**: the perpetrator has no legitimate relationship with the workplace, but has a personal relationship with an employee (e.g., domestic violence spill over into the workplace)

Source: National Institute for Occupational Safety and Health (NIOSH)
Workplace Incivility

Continuum of Incivility

- Distracting, annoying, irritating behaviors
- Bullying, aggressive, potentially violent behaviors

Low Risk → High Risk

Disruptive Behaviors: eye-rolling, sarcastic comments, taunting, racial/ethnic slurs, intimidation, physical violence

Threatening Behaviors

Clark © 2011

Medscape
FaST Primary Intervention Tools

• Managerial
  • Coach/counsel person of concern
  • Coach supervisor/manager on mitigating steps and de-escalating strategies
  • Change work assignment, shift or location
  • Change supervisor/manager
  • Referrals for Mediation, Ombuds, Adaptable Resolution, Professional Excellence and Office of Equity
  • Alternate duty assignment or administrative leave while additional information is gathered

• Disciplinary
  • Oral or written warning based on incident specifics
  • Final written warning
  • Separation/Termination Procedures
FaST Primary Intervention Tools, cont.

- **Behavioral or Medical Health Intervention**
  - Fitness for Duty evaluation
  - Referral to external resources, e.g., CSEAP, as appropriate
  - Leave of Absence (FMLA and FAMLI) options and/or ADA referral

- **Law Enforcement**
  - Safety planning with CUPD
  - Trespass notice
  - Cease and desist order*
  - Restraining/Protective order*
  - Arrest and prosecution

*Not always recommended; case specific. The pros and cons of this intervention are evaluated to determine the next best steps.
Key Takeaways
Behavioral Risk and Threat Assessment Limitations

• Threat and behavioral risk assessment values privacy but does not guarantee confidentiality
• Assessment does not predict the future; violent events may occur despite mitigating efforts
• Not all troubling behaviors are actionable; sometimes the primary intervention is to continue monitoring the situation or POC
  • feeling threatened vs. being threatened
    • e.g., indirect threat vs. veiled threat vs. direct threat
  • bad behavior doesn’t always = criminal behavior
    • e.g., when does unwanted social media attention meet the threshold for criminal harassment or stalking
• free speech issues
• technology limitations, e.g., unknown sources of harassing or intimidating communications
You’re not alone in assessing troubling situations or behaviors. Reporting a concern is the best way to assess the concern and engage resources to help support a student or employee in need.

Early reporting enhances campus safety and may prevent an adverse impact to our campus community.
Campus Resources

If a campus behavioral or threat assessment concern is an imminent concern, immediately call CUPD at 303-724-4444.

- CU Anschutz University Police
  - https://www.cuanschutz.edu/police

- CU Anschutz CARE Team
  - https://www.cuanschutz.edu/student/support/care-team

- CU Anschutz FaST Team

- CU Anschutz Student Outreach and Support
  - https://www.cuanschutz.edu/student/support/case-management

- Office of Professional Excellence
  - https://www.cuanschutz.edu/offices/professionalism
Questions?