CRISIS ASSESSMENT RISK EVALUATION (CARE) BEHAVIORAL INTERVENTION TEAM

Behavioral Intervention Policy and Procedures

The University of Denver’s Crisis Assessment Risk Evaluation (CARE) Behavioral Intervention Team is committed to providing care and access to resources to create a safe and secure environment for our campus community to maintain their safety, health, and well-being through a proactive, objective, supportive, and collaborative approach.

Members of the University community should inform the CARE team of any student exhibiting concerning or disruptive behavior by submitting a referral to the Pioneers CARE reporting system (https://cm.maxient.com/reportingform.php?UnivofDenver&layout_id=99). For life threatening situations, first call 911, then notify Campus Safety at 303-871-3000.

The following protocol will not supersede referrals and/or violations of the Honor Code, Disruptive Classroom, Title IX, or Equal Opportunity policies.

The CARE team is dedicated to the prevention, identification, assessment, intervention, management of, and coordinated response to student situations and behaviors that may be disruptive or pose a risk of harm to the safety, health, and well-being of individuals and the campus community.

The primary modes of intervention to address disruptive or concerning behavior include, but are not limited to, the following:

- Support and connection to University resources through initial outreach and meetings with Case Managers assigned through the Pioneers CARE reporting system (http://www.du.edu/studentlife/studentsupport/pioneers_care/team.html),
- Interim Support Strategies including both Reasonable Accommodations and Behavioral Expectation Letters (p. __________),
- Individualized Assessment (p. __________) to be determined by the CARE team,
- Voluntary withdrawal options from the University (Personal Leave of Absence (http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/student-withdrawal-from-the-university/personal-leave-of-absence) or Medical Leave of Absence (http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/student-withdrawal-from-the-university/medical-leave-of-absence)), and/or
- Mandatory Withdrawal (http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/academic-standards/mandatory-withdrawal-policy).

Support and Connection to University Resources through Pioneers CARE

The Pioneers CARE reporting system and outreach program helps find solutions for students experiencing academic, social, and/or personal difficulty, mental/emotional and physical health conditions, and crisis situations. These referrals are reviewed by the Director of Student Outreach & Support (undergraduate) and Director of Graduate Student Services (graduate) to better understand the student’s circumstances, and then Case Managers connect the student with relevant resources that may guide them to success. When a student indicates that a disability, mental, emotional and/or physical health are a contributing factor, the student may be encouraged to meet with the Disability Service Program (DSP) staff for review, evaluation, and implementation of official accommodations and to seek support from the Health and Counseling Center (HCC), as needed.

Interim Support Strategies including both Reasonable Accommodations and Behavioral Expectation Letters

The goal of interim support strategies including reasonable accommodations and behavioral expectation letters is to outline expectations, connect students to appropriate campus and healthcare resources, and develop a plan of action to help the student to remain in good standing with the University. Any reasonable accommodations would be discussed in consultation with the student’s healthcare provider(s) and staff in the Disability Services Office, when appropriate.

Individualized Assessment (p. __________)

If a student is displaying behavior that appears to present a significant disruption or risk of harm to the community, an Individualized Assessment may be required, which may include a formal threat assessment and/or a mental health risk assessment. The results from the assessment will inform Interim Support Strategies including reasonable accommodations. This assessment is to be completed by a trained mental health or threat assessment professional to determine if the student’s behavior poses a risk of harm to the safety, health, and well-being of the campus community.

Student Conduct Honor Code Report

Student Conduct oversees adherence to and violations of the policies and procedures of the University Honor Code (http://www.du.edu/studentlife/studentconduct/honorcode.html). Should a student be unwilling to cooperate with University administrators, the University may move forward with reporting the disruptive behavior and/or non-compliance to Student Conduct for possible disciplinary outcomes.

More details regarding the Honor Code and Disruptive Classroom Policy can be found here: http://www.du.edu/studentlife/studentconduct/honorcode.html.
Referral to Options for Withdrawal from the University

If a student is displaying behavior that interferes with the student’s success or results in significant disruption to the community, a designated University official (typically the Director of Student Outreach & Support for undergraduate students or designee or the Director of Graduate Studies or designee for graduate students) may request the student to review optional withdrawal information which could include the Personal Leave of Absence or Medical Leave of Absence policies.

Mandatory Withdrawal Policy [link]

Mandatory Interim Emergency Withdrawal [link]

Individual Assessment Policy

If a student is displaying behavior that appears to present a significant disruption or risk of harm to the individual and/or community an Individual Assessment may be enacted.

If the student’s behavior is disruptive, the student will be directed to a professional at the University’s Health and Counseling Center (HCC) or an external licensed mental health professional to complete a formal biopsychosocial assessment. The University maintains the right to review and approve the selection of the licensed healthcare professional who is completing the assessment. If there is an indication that the student poses a risk of harm to the safety, health, and well-being of the campus community, the University will refer the student to an external, university-selected and appropriately trained mental health or threat assessment professional for a formal threat assessment. If in the course of the HCC assessment there is indication of threat to the campus community, a recommendation will be made to the Crisis Assessment Risk Evaluation (CARE) team.

The University of Denver will secure written permission from the student and provide the mental health or threat assessment professional (at the HCC or external) independent sources of information regarding the disruptive/threatening behavior, if such reports exist. These may include university incident reports/referrals, police reports, emergency room reports and eye witness accounts. Formal threat assessment and/or biopsychosocial assessment may require multiple visits, and the student is responsible for any associated costs or fees. A student may elect to go beyond the required assessment and participate in counseling or therapy, but this is separate from any formal assessment that is completed, and is not required.

Based on the results of the individualized assessment further action may be taken including but not limited to interim support strategies such as reasonable accommodations, discussions of voluntary Medical Leave of Absence or Personal Leave of Absence, and a Mandatory Withdrawal. In the event that the student is unwilling or unable to complete a biopsychosocial assessment or formal threat assessment, the CARE team will determine recommendations and outcomes based on, but not limited to, the above-mentioned independent sources of information.

The student must sign a Release of Information form [link] for the assessor to provide the CARE team with findings and recommendations from the assessment.