SALT LAKE COMMUNITY COLLEGE BEHAVIORAL INTERVENTION TEAM PROGRAM REVIEW

External Reviewers' Report on the Behavioral Intervention Team at Salt Lake Community College

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1. **OUTLINE OF THE VISIT**
   1.1 Interviewed Campus Community Members
      - Shane Crabtree, Director of Public Safety
      - Maurine Hendrickson, Administrative Assistant For the Dean of Students & AVP
      - Ashley Leonard, Assistant Attorney General, Education Division-SLCC
      - Jon Glenn, Director of Library Services
      - Craig Caldwell, Dean of Science, Math & Engineering
      - Aynoa Rincom, 2017-2018 SLCCSA President
      - Jan Coleman, Assistant Director, Marketing Management
      - Chris Lacombe, SLCC General Council
      - Scott Kadera, Counseling Services Manager
      - Mikel Birch, Director of Risk Management
      - Nicole Legarreta, LCSW
      - Chris Bertram, Assistant Professor, Criminal Justice
      - Ashley Sokia, Interim Director of Academic Advising

   1.2 Welcome and Closing Interviews
      - Ken Stonebrook, Dean of Students & AVP
      - Chuck Lepper, VP for Student Affairs

2. **Objectives**
      - The review team utilized the National Behavioral Intervention Team Association best practices guide, the CORE-Q10 to assess the effectiveness and efficiency of the Salt Lake Community College Behavioral Intervention Team.
      - The team interviewed a diverse selection of campus stakeholders to discover information relating to the CORE-Q10. The CORE-Q10 assesses the following:
      Core 1- Policy
      Core 2- Team Traits
      Core 3- Silo Communication Addressed
      Core 4- Education and Marketing

Core 5- Nurturing the Referral Source
Core 6- Data Collection
Core 7- Record Management
Core 8- Team Training
Core 9- Risk Rubric
Core 10- Quality Assurance

2.1 Core 1- Policy

- The team reviewed the document (SLCC Behavioral Intervention Team Brochure).
- The team reviewed: http://www.slcc.edu/bit/index.aspx. The philosophy and statement were last updated 2016.

Summary of Review- BIT members did not all agree on how, what, and when to share information. Many guidelines, ethics and regulations appear to sideline information sharing. Not all BIT members seemed to share an understanding of the philosophy of team. Members see themselves as advisors, not having authority to make decisions or interventions. Most interviewees understand that BIT is there to promote the safety, health, success and well-being of the campus. Members interviewed had different understandings of the philosophy and mission of the BIT.
Meetings are held twice a month, with ad-hoc or emergency meetings called when needed. One meeting includes training for team members on BIT related topics.

Recommendations-A more formalized manual may help with members creating an Identity within the BIT. Additionally, a manual would help with the understanding of the information sharing process as long as it had guidelines with it. A manual will also clear up any misunderstandings of what it is the BIT does, who they do it for and why it is done. A part of the BIT policy should include after actions for each student discussed. There seemed to be a lot of confusion as what happens after a referral is made, the student discussed and who is responsible for action items. It seems to all fall to Ken to complete. Team members do not appear to have responsibility for case actions.

2.2 Core 2- Team Traits

- Initial review of the documentation provided to the review team showed there to be nine (9) active members of the BIT team. Membership includes:

  Ken Stonebrook, Chair
  Shane Crabtree, Public Safety
  Mikel Birch, Risk Management
  Scott Kadera, Counseling
  Candida Darling, Disability
  Maurine Hendrickson, Administrative Support
  Christopher Lacombe, Legal Counsel
  Ashley Leonard, Legal Counsel
  Chris Bertram, Faculty

Summary of Review-The team seemed to be well balanced. Each member interviewed discussed their role. Law Enforcement and Counseling made it apparent that information sharing was restricted and that flexibility with this was uncommon. Discussion regarding information sharing showed respect for each other's roles, but frustration that team members did not share information, responsibility or actions regarding interventions. The Dean of Students is a trusted leader in the institution, anything and everything goes to him.

It is not however, connecting to the BIT. Meeting frequency is appropriate for the number of referrals. This will need to be re-evaluated if referrals pick up.
Recommendations-Trainings on each member's roles and responsibilities. Trust building.

2.3 Core 3- Silo Communication Addressed
- HIPPA FERPA: the individuals interviewed had a range of understanding regarding these central compliance laws. Team members would benefit from a more complete understanding of these laws and how they impact the sharing of student and or personal information (PHI).
- Confidentiality and Sharing: the team appeared to respect each other greatly and to work together well. However, there is a disconnect regarding the sharing of confidential information. In talking to the representatives of the counseling center and BIT, there appears to be differences regarding sharing both on the BIT team and within the counseling center. The limits of confidentiality have been well documented as they pertain to BIT teams and sharing.
- Public Safety sees role as advisor. Does not always share information freely (lack of referrals to DOS and BIT)

Summary of Review- Team members interviewed discussed a lack of information sharing and gathering. In-roads of information and data to the team: there are a few fantastic in-roads for referrals into the BIT team currently they are: The Dean of Students, a well trusted problem solver for any of the upper administration and department heads. The DOS administrative assistant: the second in line for information, she is a trusted resource to school employees reporting concerns. The Web referral form: this appears to be the only focused inroad that a student would access to report issues.

Recommendations- SLCC's HIPPA compliance officer could train and document any HIPPA trainings given to the team. This may increase the knowledge of the team regarding the sharing of confidential information and serve as a catalyst to greater trust and disclosure regarding these issues. Specific training regarding the sharing of confidential information would benefit the BIT team. Reading and researching the recommendations that have come from the exhaustive studies at Virginia Tech and other literature reviews may be helpful to the BIT team as they address this disconnect. The BIT team needs a more robust referral system to collect more information on possible threats to campus. Due to the massive size of the institution and the decentralization of the services and locations the inroads for referrals need to be diverse and multiple. Tip-lines, concerned about a student emails, police or security referrals and multiple postings of the web form on multiple sites are a few recommendations. A more streamlined reporting of campus issues. A disconnect between utilizing Utah State Police to handle on campus issues and referrals. Stakeholders do not know where the information goes and how it is handled when this avenue is used (there is a lack of confidence in this source of information). Recommended that SLCC Public safety funnel campus incidents into the BIT. Train Assistant deans and program coordinators on BIT and why it is an asset to campus and how they can refer. The students have limited knowledge about the BIT and no clear communication inroads to the BIT.

2.4 Core 4- Education and Marketing
- Reviewed the website: http://www.slcc.edu/bit/index.aspx
- Reviewed the BIT Brochure
- For non-team members BIT was an unknown

- Faculty especially did not know what BIT was
- Students misunderstood what BIT does differently from the Dean of Students

Summary of Review- The invisibility of the BIT was evident as individuals were interviewed if they were not directly connected to BIT. There is confusion regarding what the BIT does and what the DOS does. As the BIT can form a more central identity with staff, faculty and students the team can build their identity as a visible and active part of campus safety at SLCC. BIT is unknown to the larger campus community, almost selective and secluded.

Recommendations- More presentations regarding BIT and NaBITA to staff, faculty and students. Promote BIT more diversely. Utilize website as a marketing tool with promotional products. Get it out there so people want to look at it. Presentations regarding BIT at Bruin Beginnings and multiple spotlights in SLCC Today for students and faculty. Involve the team members in promoting and marketing responsibilities. Presentations at faculty convocation and at new student orientation.

2.5 Core 5- Nurturing the Referral Source
- Those who were interviewed gave a glimpse of who the stakeholders are
- Training is not widely done to stakeholders
- Once a referral is made, there is not a clear understanding of where is goes from there.

Summary of Review-The team discussed the referral process with the interviewees. Those interviewed did not have a clear understanding of the where, what and what now of the BIT process. They were unsure of the processes, knew to call Ken. Only conduct related issues go to Ken, all others go to counseling. There seems to be a disconnect in these roles.

Recommendations-Clearer follow up with reporters and referral sources. Email or phone call stating your referral was received and will be reviewed on. The exact interventions may not be able to be disclosed to the reporter, but help them understand the process by engaging them in conversation regarding their recommendations and why or why not they are appropriate to be considered. Get the information regarding the rubric out to the stakeholders. What are the behaviors the BIT looks into, versus straight conduct referrals? These could not be identified. Not that every stakeholder needs to understand the difference, but they do need to know more about identifying the behaviors. Stakeholders are not clear on how to report, they just call Ken. This shows trust in Ken and his responsibility. As information regarding the BIT gets more campus notoriety, it is most likely going to be unmanageable by one person, who fulfills multiple roles. Benchmarking similar teams and campus may be useful in facilitating referrals.

2.6 Core 6- Data Collection
- How does information get to the BIT, most interviewed stated it goes through Ken.
- Unsure of how to report or what happens after a report
- The lack of information sharing puts up barriers and stops the information flow
- What is the benefit of BIT on retention and matriculation

Summary of Review- There appears to be no tracking or follow up on referrals or what interventions are put in place. The team does not see these outcomes, nor do the stakeholders. FERPA limits disclosure, but also allows for some disclosure. Stakeholders feel they are "reporting to a void". Examples of cases given that there was no follow up or response from the BIT. Did anything really get done was a common response among those interviewed.

Recommendations- After action debriefing: Both for the health of the BIT and the continued growth of the team, the BIT needs to regularly engage in analysis of the cases after they have

been resolved. As the team looks with a critical eye at how they navigated the procedures and tasks of the BIT in some of their cases and tune the process. Follow up with the reporter.

2.7 Core 7- Record Management
- Utilization of a database (Maxient)
- BIT members do not have access to database
- Is the database efficient in tracking and managing cases

Summary of Review-The online reporting form is robust, however not utilized. Team knows it's there, but do not refer others to it. Reporting is easily accessed through the online website, however, its lack of utilization shows the disconnect between stakeholders and the BIT.
Recommendations-Showcase the website, therefore showcasing the report form and its online identity. Have BIT members present to those in their areas as a first step in getting BIT out there. Provide them with a one stop info resource. Something with just BIT and then the web address on it. Giving access to the team would help with accountability and interventions. The team members who were interviewed were not clear on what the database is and what it is used for, train them on this resource even if they do not utilize it.

2.8 Core 8- Team Training
- Monthly trainings, usually the 2nd meeting of the month
- Include Case Debriefings as part of the trainings
- Members are unaware of National Networking

Summary of Review-The team members interviewed were happy with and understood that the 2nd meeting of the month was for training. They were unsure of what exactly they are trained on. Some could articulate some of the training, but not all or how it was utilized by the team as a whole.
Recommendations-Develop clear training agendas. Team should be trained just as much and in the same areas as the chair, even if they do not utilize certain training resources. Case debriefing and clear action items related to cases would be beneficial as training opportunities, especially in clarifying follow up and case outcomes.

2.9 Core 9- Risk Rubric
- Team members knew what rubric was used
- Team members believed the rubric was effective

Summary of Review-The team members were able to identify and clarify the usage of the rubric. Confirmed its presence and availability to them.
Recommendations-Use the rubric in the wider campus trainings. The more stakeholders who can identify what the rubric represents, the more referrals and understanding of BIT will occur.

2.10 Core 10- Quality Assurance
- The team is well balanced
- Trust and being informed in each members role could be clearer
- Unsure about case outcomes and follow up

Summary of Review-The right departments are on the team. There is concern about the quality of the assessed cases due to mistrust regarding roles and responsibilities. Unsure if the "state of the BIT" event occurred or what specific outcomes came from this.
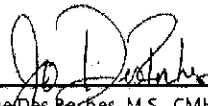**Recommendations**-More training to help with trusting each other. Clearly define this from a BIT perspective. Align responsibilities of team members with best practice models and clearly state
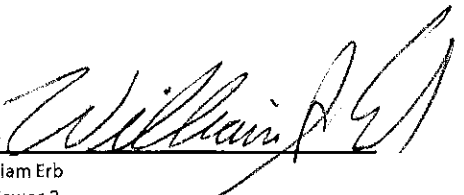
the expectations from the team as a whole with the individuals responsibility as a team member. Give access to the "state of the BIT" to the campus community. This will help with creating a stronger BIT identity. Use table tops and case debriefing to help for that trust. Point out what worked and what didn't work. This will also help with creating a "referral culture". Knowing outcomes also helps with trust building.

3. **Closing**

The review team offers its assistance in the future in any areas that the BIT may want to revisit. Two possible areas that we see that will continue to evolve will be training opportunities for the BIT along with increasing the visibility of the BIT to the larger campus community. An increase in these two areas will increase referrals exponentially. Additionally an increase in visibility and referrals to the team, will increase the caseload of those responsible for the review and coordination of the cases. There should be parallel preparation for these two expected outcomes.

The review team would like to thank you for the opportunity to be of assistance of the BIT.

X _____
Jolene Des Roches, M.S., CMHC, NCC
Reviewer 1

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William Erb
Reviewer 2