Faculty/Staff Guide to Assisting the Emotionally Distressed Student

2009-2010 edition

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Long Beach City College
Student Health and Psychological Services

LAC - ext. 4559   PCC - ext. 3922
# Faculty/Staff Guide to Assisting the Emotionally Distressed Student

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Long Beach City College
Student Health and Psychological Services
Personal Counseling Program

Introduction

Dear Colleague,

This Guide provides concrete suggestions for helping emotionally distressed students connect with available college and community resources. When you experience student behavior that causes you concern for their well being, I encourage you to use the suggestions in this guide and refer the student to Student Health and Psychological Services for personal counseling. Services available for students include individual counseling sessions, classroom presentations, and faculty consultations. Information about appointments and classroom visits can be obtained by calling 938-4559 (LAC, Bldg A) or 938-3922 (PCC, Bldg GG) or by visiting the Counseling and Student Development Center in person.

In order for learning to take place in our classrooms and for goals to be accomplished, we need to acknowledge the fact that self-development is learned in and out of the classroom. Emotional distress is not a weakness, hiding it is.

Sincerely,

Katy R. Reynolds RN PhD
Clinical Psychologist
Student Health and Psychological Services

Acknowledgement

This guide was adapted from material provided by the California Organization of Counseling Center Directors in Higher Education, California State University, Fullerton, and Santa Ana College faculty and staff. Content was revised by members of the Long Beach City College Crisis Intervention Team.
### Long Beach City College
### Student Health and Psychological Services
### Guidelines for Individuals in Crises

#### Individual Who is Threatening
Self-Harm, Self-Injurious

**Steps for First Responder**

1. Stay with individual. Listen carefully.
3. Keeping the person talking may reduce the risk of injury.
4. Call Long Beach Police @ 911 or 4911 for both LAC & PCC Campuses.
5. LBPD may decide to enlist help of MET Mental Evaluation Team if student is suicidal. Admittance to a psychiatric facility is possible.
6. When appropriate, and at the discretion of Campus Police, escort the person to Counseling Department Bldg A (ext. 4559) on LAC Campus or Bldg AA (ext. 3922) on PCC Campus.
7. If student is connected to Disabled student services call 938-4558 (LAC) or 938-3921 (PCC).
8. Notify immediate supervisor, Department Head, Area Dean, and Dean of Student Affairs of the incident (4154).

**Steps for Counselors**

1. Psychologist or Counselor will assess individual for suicidal and other high-risk behaviors and document in student chart using appropriate forms.
2. Call Disabled Student Services if appropriate (4558 or 3921).
3. Ask student if you can notify family or significant other as appropriate. Student can sign a consent form to allow you to do this.
4. If high risk for suicide, Long Beach Police may initiate an involuntary 72 hour hold for diagnosis and treatment at an inpatient facility.
5. Arrange for follow-up crisis debriefing and/or counseling for individual and staff as necessary at the Counseling Department.

#### Individual Who is Threatening Harm to Others or Destroying Property

**Steps for First Responder**

1. Maintain safe distance. Move other individuals to safety.
2. Call Long Beach Police @ 911 or 4911 for both LAC & PCC Campuses.
3. Attempt to deescalate the situation. Speak in a conversational tone. Have a nonjudgmental attitude.
4. Discuss situation in a neutral and factual manner. Speak and act in a way that reduces the threat and encourages self-control.
5. When possible respond to a legitimate request made by the individual.
6. Request assistance from other staff in the immediate area.
7. If student is connected to Disabled student services call 938-4558 (LAC) or 938-3921 (PCC).
8. Notify immediate supervisor, Department Head, Area Dean, and Dean of Student Affairs (4154).

**Steps for Counselors**

1. Psychologist or Counselor will assess individual for dangerousness and other high-risk behaviors and document in student chart using appropriate forms.
2. Direct threats should be reported to LBPD/911 ASAP.
3. Work with Student Affairs Dean on disciplinary issues (4154).
4. Call Disabled Student Services if appropriate (4558 or 3921).
5. Ask student if you can notify family or significant other as appropriate. Student can sign a consent form to allow you to do this.
6. Arrange for follow-up crisis debriefing and/or counseling for individual and staff as necessary at the Counseling Department.

#### Tearful, Anxious, Confused, or Disoriented Individual

**Steps for First Responder**

1. Stay with individual. Listen carefully.
2. Let them discuss their thoughts and feelings.
4. Be clear and directive.
5. Suggest deep breathing, relaxation.
6. Remove extra stimulation from the environment.
7. Maintain neutral nonjudgmental demeanor.
8. Avoid touching a distraught person.
9. Request assistance from other staff in the immediate area.
10. When appropriate, accompany individual to Counseling Department (4559) Bldg A on LAC Campus or (3922) Bldg AA on PCC Campus.
11. If student is connected to Disabled student services call 4558 (LAC) or 3921 (PCC).
12. Notify immediate supervisor, Department Head, Area Dean, and Dean of Student Affairs (4154).

**Steps for Counselors**

1. Psychologist or counselor will assess individual for high risk behaviors and document in student chart.
2. Call Disabled Student Services if appropriate (4558 or 3921).
3. Ask student if you can notify family or significant other as appropriate. Student can sign a consent form to allow you to do this.
4. Arrange for follow-up counseling for individual and staff as necessary at the Counseling Department.
5. Refer to community resource for psychiatric work-up as necessary.
6. Collaborate with student’s psychiatrist or M.D. about medications as necessary.
Faculty/Staff Guide to Assisting the Emotionally Distressed Student

Your Role as Faculty First Responder

As a faculty or staff member interacting daily with students, you are in an excellent position to recognize behavior changes characteristic of emotional disturbance. When a student’s behavior is inconsistent with your previous observations it could signal an inarticulate attempt to draw attention to her/his plight – a “cry for help.” Your ability to recognize these signs of emotional distress and courage to acknowledge your concerns directly to the student, are often noted by students as the most significant factor in their successful problem resolution.

Be Prepared

- Be aware of early signs of distress
- Locate the closest phone to your work site
- Know your surroundings
- Memorize emergency numbers
- Read confidentiality and mandated reporting laws (Appendix II)

Long Beach Police LAC and PCC ext. 4911
Department of Counseling and Student Development LAC ext. 4559
Department of Counseling and Student Development PCC ext. 3922
Student Health Center LAC ext. 4210
Student Health Center PCC ext. 3992
LBFD Paramedics or Mental Evaluation Team (MET) (9) 911

NOTE: If you use your cell phone to call for help you will need to dial (562) 938-4911 to reach the Long Beach Police. If you call 911 from your cell phone you will be connected to a dispatcher who may be located in another city. All campus pay phones are equipped with a direct dial button that will connect you directly to the Long Beach City Long Beach Police.

General Signs of Distress in Students

- Inability to concentrate
- Confusion
- Persistent worrying
- Social isolation
- Increased irritability
- Bizarre behavior
- Missed classes/assignments
- Procrastination
- Dangerous behavior
- Restlessness
- Disheveled appearance
- Mood swings
- Indecisiveness
- Depression
- Suicidal or violent references in class assignments
Guidelines for Intervention

Openly acknowledge to students that you are aware of their distress, that you are sincerely concerned about their welfare, and that you are willing to help them. Exploring their alternatives can have a profound effect on behavior. We encourage you, whenever possible, to speak directly and honestly to a student when you sense that he is in academic or personal distress. Extending oneself to others always involves some risk-taking but it can be a gratifying experience when kept within realistic limits.

1. Request to see the student in private.
2. Briefly acknowledge your observations and perceptions of their situation and express your concerns directly and honestly.
3. Listen carefully to what the student is 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 own concerns or uneasiness. You can help by exploring alternatives to deal with the problem.
5. Strange and inappropriate behavior should not be ignored. Comment directly on what you have observed.
6. Your flexibility with strict procedures may allow an alienated student to respond more effectively to your concerns.
7. Involve yourself only as far as you want to go. At times, in an attempt to reach or help a troubled student you may become more involved than time or skill permits.
8. Mention that personal counseling is available for free at both LAC and PCC.

Crisis Intervention

The College Crisis Intervention Team can assist you with troubled students. Its mission will be to intervene in a crisis situation involving anyone on campus. The Crisis Intervention Team will be composed of the psychologist, counselors, college nurses, Long Beach Police and staff who have had training in crisis intervention. In an emergency call Long Beach Police (ext. 4911 - LAC or PCC). Remember that if you use your cell phone you will need to dial 562 938-4911 to reach the Long Beach Police. If a student’s needs are urgent, she/he will have some or all of the following symptoms:

- Suicide threat or attempt
- Fear of losing control
- Sexual Assault
- Physical Assault or witness to an assault or accident
- Fear for his/her life or someone else’s life
- Abuse, physical, emotional, or sexual
- Recent loss or death of a family member or friend

DO:

- Call Long Beach Police if safety is an issue
- Call Department of Counseling & Student Development during operational hours to summon the psychologist or counselors to assist you
- Inform the receptionist who you are and your location
- Identify the need for an urgent assessment

When dealing with most students in crisis situations, conveying your concern and willingness to help in any way you can is probably the most important thing you can do. Your support, encouragement and reassurance will be particularly valuable to a student in crisis. Use the Faculty Resource Guide to refer students to helpful community agencies.
Referral to Psychological Services

If you wish to refer a student for personal counseling, please call the Department of Counseling and Student Development at 4559 (LAC) or 3922 (PCC). A counselor will see the student as quickly as possible. Early intervention is preferable to crisis intervention. If a crisis occurs outside these hours, contact Long Beach Police at ext. 4911 (LAC and PCC). Remember that if you use your cell phone you will need to dial 562 938-4911 to reach the Long Beach Police.

When you refer a student for personal counseling, it would be helpful for you to tell the student your concerns and why you think counseling would be helpful. If the student can call and make the appointment for himself it will increase his/her sense of self-responsibility and commitment to come in for counseling. There may be crisis times when it is imperative that you escort the student to the counseling office. Yet another option is for the student to make the appointment in your presence.

It may be helpful to tell the student about what is available to her/him. Support services are available to all enrolled students. There is a College psychologist or Family Service intern available during various days and hours. It is best to call ahead for an appointment. All discussions are confidential, except when the student presents a danger to self or others or when child, partner or elder abuse is involved. Campus individual counseling services are designed for students who can benefit from short-term counseling. Students who require long-term counseling will be referred to appropriate community agencies.

Guidelines for Assisting Students with Specific Problems

Assisting the Depressed Student

Symptoms of depression can be a part of the natural emotional and physical response to life’s ups and downs. It is likely that most students experience periods of reactive depression during their college years. Pressures from school, work, family and friends can become overwhelming and contribute to feeling hopeless and helpless. When depressive symptoms become so extreme or enduring that they interfere with a student’s ability to function in their school, work or social environment intervention is needed. Faculty and staff are in a unique position to recognize and intervene when students are distressed. Look for the following indicators of depression:

- Tearfulness, emotionality
- Markedly diminished performance
- Dependency (student makes excessive requests for your time)
- Infrequent class attendance
- Lack of energy or 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 that you are aware that he/she is feeling down and you would like to help
- Reach out more than halfway and encourage the student to discuss how she/he is feeling
- Offer options to further investigate and manage the symptoms of the depression
- Ask the student if he/she is suicidal if you think this is an issue

**Don’t:**
- Minimize the student’s feelings by making pat statements such as, “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

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**Assisting the Suicidal Student**

Suicide is the second leading cause of death among college students. It is important to take suicidal comments seriously and to make appropriate referrals. High-risk indicators for suicide include:

- Feelings of hopelessness, helplessness and futility
- Serious loss or threat of loss (family, friends, job, health, etc.)
- Detailed suicide plan, means to carry out plan
- History of previous suicide attempt
- Past or present drug or alcohol abuse
- Feelings of alienation, rejection or isolation
- Giving away possessions, goodbye letters or calls
- Family history of suicide

**DO:**
- Arrange for someone to call for help, remain with student
- Take the student seriously – 80% of suicidal people talk about their intent to harm themselves
- Be direct. Ask the student if he/she is suicidal or is thinking about hurting themselves. Do they have a plan? …a weapon or means to carry out the plan? Exploring these issues may decrease their impulse to do it.
- Be available to listen but refer the student to the college Counseling Department (ext.4559, LAC or ext. 3922, PCC), community resource, hotline (LA County 1 877-7CRISIS, 1 877-4747), Long Beach Police (ext. 4911) as appropriate.
- Care for yourself. Suicide intervention is demanding and draining work.

**Don’t:**
- Agree to transport student to treatment facility in your car. Contact Long Beach Police at ext. 4911.
- Tell the student that you are her/his best friend. You CAN convey the message that even though you are not a friend, you can be concerned for their welfare.
- 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.
Assisting the Anxious Student

Anxiety is a normal response to a perceived threat to one’s well being. For some students the cause of their anxiety will be clear. For others it is difficult to pinpoint the source of stress. Regardless of the cause, the resulting physical symptoms are experienced as similar and include:

- Rapid heart palpitations
- Chest pain or discomfort
- Dizziness
- Sweating, trembling or shaking
- Cold clammy hands

The student may complain of difficulty concentrating, always “being on the edge,” 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 fears harm or death.

**DO:**
- Let them discuss their feelings and thoughts. Often this alone relieves a great deal of pressure
- Provide appropriate reassurance.
- Remain calm.
- Be clear and directive.
- Provide a safe and quiet environment until the symptoms subside.
- Refer to Student Health Services for medical assessment as necessary

**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.

Assisting 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 experience hallucinations, often auditory, and will report hearing voices. While 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, kindness, and firm reasoning
- Remove extra stimulation from the environment, Turn off the radio, and step outside of a noisy classroom.
- Acknowledge your concerns and state that you can see that they need help.
- Acknowledge their feelings or fears without supporting the misperceptions, e.g., "I understand that you think someone is following you, but I don't see anyone and I believe you're safe."
- Acknowledge your difficulty in understanding them and ask for clarification or restatement.
- Focus on the "here and now." Ask for specific information about the student's awareness of time, place and destination.
- Speak to their healthy side, which they have. It's OK to laugh and joke when appropriate.
Don’t:
- Touch a confused person
- Argue or try to convince them of the irrationality of their thinking or visions as this commonly produces a stronger defense of the false perceptions.
- Play along with the delusion or hallucination, “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.

Assisting the Verbally Aggressive Student
Students usually become verbally abusive when in frustrating situations that they see as being beyond their control; anger and frustration become displaced from those situations onto the nearest target. Explosive outbursts or ongoing belligerent, hostile behavior become 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 her/his world and you are the object of pent-up frustrations. This behavior is often 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 open place if this is comfortable and safe.
- Allow them to ventilate, get the feelings out, and tell you what is upsetting them.
- 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.”
- Help the person problem solve and deal with the real issues when they become calmer.
- Send someone to get additional help or call Long Beach Police (4911).

Don’t:
- Get into an argument or shouting match.
- Become defensive, hostile or punitive yourself, e.g., “You can’t talk to me that way!”
- Press for explanations for their behavior.
- Ignore the situation.
- Don’t touch the student.
- Get necessary help. Send someone for additional staff; call Long Beach Police, etc.

Assisting the Violent Student
Violence, because of emotional distress, is rare and 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,” applies here. Violent behavior is often associated with the use of alcohol or drugs.

Do:
- Move yourself and others to safety
- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g., "I can see you're really upset and are ready to lose control."
- Explain clearly and directly what behaviors are acceptable, e.g., "You certainly have the right to be angry, but breaking things is not OK."
- Get necessary help. Send someone for additional staff; call Long Beach Police, etc.
- Stay safe. Have easy access to a door. Keep furniture between you and the student.
• Report all violent incidents to Long Beach Police (ext. 4911), Department Head and Dean of Student Affairs (ext. 4155).

**Don’t:**
• Ignore warning signs that the person is about to explode, e.g., yelling, screaming, clenched fists, threats.
• Threaten or corner the student.
• **Don’t** touch the student.

**Assisting 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 the 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.
• Focus on your role as teacher rather than as a friend.
• Offer referrals to other resources on and off campus.

**Don’t**
• Get trapped into giving advice, allowing special conditions, etc.
• Avoid the student as an alternative to setting and enforcing limits.

**Assisting the Student under the Influence of Alcohol or Drugs**
Long Beach City College is a weapon-free, drug and alcohol-free campus. Refer to the college policies summarized at the back of this manual for additional information on these issues.

Alcohol is the most widely used psychoactive drug. Alcohol abusers in college populations may also abuse other drugs, both prescription and illicit. Patterns of use are often affected by fads and peer pressure. Currently, alcohol is the preferred drug on college campuses. The effects of alcohol on the user are well known to most of us. Student alcohol abuse is most often identified by faculty when irresponsible, unpredictable behavior affects the learning situation (i.e., drunk and disorderly in class), or when a combination of the health and social impairments associated with alcohol abuse sabotages student performance. Because of the denial that exists in most substance abusers, it is important to express your concern about the student in terms of specific changes in their behavior or performance, not in terms of suspicions about alcohol and other drugs.

**Do:**
• Confront the student with their behavior that is of concern.
• Address the substance abuse issue if the student is open and willing.
• Offer support and concern for the student's overall well being.
• Maintain contact with the student after a referral is made.
• Report suspected public intoxication to Long Beach Police.
Don’t
- Convey judgment or criticism about the student's substance abuse.
- Make allowances for the student's irresponsible behavior.
- Ignore signs of intoxication in the classroom.

Assisting the Suspicious/Mistrusting 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 seem capable and bright.

Do:
- Express compassion without offering intimate 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.

Don’t:
- Assure the student that you are her/his 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.

Assisting 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. It does not matter that the person's intention was not to harass. It is the effect it has 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
- Sexually oriented jokes
- Conversations filled with innuendos and double meanings
- Displaying sexually expressive pictures or objects
- Repeated non-reciprocated demands for dates or sex
- Demeaning references to one's gender

Sexual harassment of students is described in the California Educational 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 that they brought it upon themselves. A student who has been harassed may begin to participate less in the classroom, drop out, avoid class or change majors.
For student to staff sexual harassment, contact the Dean of Student Affairs (ext. 4155). For additional information contact the office of Staff Diversity and Affirmative Action (ext. 4397).

DO:
- Separate your personal biases from your professional role
- Listen carefully to the student to validate their experience
- Encourage the student to approach the person, directly or in writing.
- Encourage the student to keep a log or find a witness
- Help the student seek informal advice through a counselor, department chair, supervisor or advisor. If unresolved, contact a college dean or vice president.
- Inform student that informal and formal complaints can begin in the Dean of Student Affairs Office on the LAC campus (ext. 4155).

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. Listen, support and guide the student to appropriate channels.
Appendix I

Long Beach City College
Standards for Student Conduct

The following paragraphs contain material from the 2009 LBCC Catalogue. They are included here to assist faculty and staff in dealing with students who are distraught or disturbed. They are written from a student perspective. Feel free to call the Department of Counseling or Dean of Student Affairs for further information.

Student Conduct
All students must conform to the Standards of Student Conduct, which has been established by students and college staff and has been approved by the Board of Trustees. The Standards of Student Conduct are listed in the Academic Policies section of this catalog and are strictly enforced by the Office of Student Life.

Knowing Your Responsibilities
Long Beach City College provides you with a wide variety of academic assistance and personal support, but it is up to you to know when you need help and to seek it out. It is your responsibility to keep informed and to obey campus rules, regulations and policies that affect your academic standing as a Long Beach City College student. Meeting deadlines, completing prerequisites and satisfying the degree and certificate requirements, as found in the curriculum guides and in this catalog, are all part of your responsibility as a student. Consult this catalog, the college and school announcements and the schedule of classes for the information you need. Watch for official announcements in the Viking and on-campus bulletin boards.

Drug-Free College Statement
The Long Beach Community College District is committed to providing an appropriate environment free from illicit drugs and alcohol. As a preventive measure, appropriate information regarding the health risks associated with the use of illicit drugs and abuse of alcohol will be provided for students. This information may be obtained from the College Health Services Offices—(LAC) (562) 938-4210 or (PCC) (562) 938-3992. In addition, information may be obtained regarding counseling, treatment, rehabilitation and reentry programs. Long Beach City College offers forums and other educational programs regarding the harmful effects of drugs and alcohol. Information regarding programming may be obtained from the Office of Student Life, (562) 938-4154. All inquiries will be held in the strictest confidence.

In compliance with federal legislation, it is the policy of the Long Beach Community College District to maintain a drug-free environment and support a drug prevention program for students use. The unlawful manufacture, distribution, dispensation, possession, use or sale of illicit drugs or alcohol is prohibited by all students in all buildings, property, facilities, service areas and satellite centers of the district or as part of any district activities. Any student violating this policy will be subject to appropriate disciplinary action.

Student Right-To-Know and Campus Security Act
The Long Beach Community College District is committed to making the campuses of Long Beach City College as safe as possible for students, employees and visitors. The Long Beach Police Department-College Unit exists to inform, educate and make individuals aware of personal safety, as well as the safety of others. Students are encouraged to promptly and accurately report all criminal and emergency actions to the Long Beach Police Department College Unit on either campus. Those actions requiring further reporting should also be reported to the appropriate law enforcement agency. Assistance will be provided, as needed, to accomplish this task.

Policies exist identifying Long Beach City College as a secure facility. Access to all facilities outside of class hours requires prior approval from the Office of Administrative Services. Under the auspices of the Long Beach Police Department-College Unit, monthly crime reports are compiled and distributed for both student and employee consumption. These reports are intended to inform individuals about current
criminal experience, as well as educate individuals regarding crime prevention. The Police Department also recommends and conducts programs designed to inform students and employees about campus security procedures and practices which encourage individuals to be responsible for their own security, as well as the security of others. In addition, pamphlets are prepared and distributed by the Long Beach Police Department College Unit on a regular basis to new students and employees regarding campus safety and crime prevention.

Public information regarding sex offenders in California may be obtained by viewing the Megan’s Law Web site at the Long Beach Police Department and/or the Los Angeles County Sheriff’s Department. Long Beach Police Officers assigned to the College Unit have the authority and responsibility to enforce all policies, rules and regulations of the District, as well as local, state and federal laws. In compliance with the Student-Right-to-Know and Campus Security Act of 1990, it is the practice of the Long Beach Community College District to make available its completion and transfer rates to all current and prospective students.

Creating a Collegiate Environment
In the Classroom
Creating a proper learning environment is the cornerstone of getting a good education. Everyone at Long Beach City College is responsible for helping to create this environment, including students. Simple rules of courtesy apply.

1. Respect for the Instructor - This means arriving to class on time, not leaving early, bringing appropriate materials, not speaking with other students while a lecture is in progress, not bringing food or drink to the classroom, not being loud, boisterous or argumentative.

2. Respect for Other Students - This means not interfering with the rights of others to listen and participate, not being disrespectful, not using inappropriate language or harassing others in any way.

3. Academic Honesty - Lack of honesty in the classroom is considered a very serious offense. Any form of cheating on tests, turning in work which is not one’s own (plagiarism), talking during tests, furnishing false information to instructors or knowingly misrepresenting oneself to the college is grounds for disciplinary action. The consequences of cheating are severe and may include the possibility of expulsion.

4. Instructor’s Rights - An instructor has the right to remove a student from class at any time he/she considers a student’s actions to be interfering with a proper collegiate environment. The instructor may also refer the incident to the Dean of Student Affairs for disciplinary action as warranted.

5. Student’s Rights - All students have a right to due process. If classroom conflicts occur, discuss them with your instructor during his/her office hours. Additional resources for help include the Department Head, School Dean and Vice President of Support Services or Designee.

On the Campus
Like the classroom, creating a proper campus environment is also of great importance to assure academic and individual success. The Board of Trustees has established campus-wide standards of student conduct and simple campus rules, which are enforced at all times. These are particularly important in large common areas, such as the cafeteria, bookstore, vending, campus offices, College Center, Student Center, Activities Center, campus quads, athletic areas and other highly frequented areas.

Standards of Student Conduct
These standards of student conduct and disciplinary action for violation of rules were established by a student-college staff committee in compliance with section 22635 of the State Educational Code, printed and distributed for students’ information and guidance.

Students shall respect and obey civil and criminal law and shall be subject to the legal penalties for violation of the laws of the city, county, state and nation. Student conduct at Long Beach City College must conform to district policy and regulations and college procedures. Violations, for which students are subject to disciplinary action, include but are not limited to the following:
1. Willful disobedience to directions of college officials (including faculty) acting in the performance of their duties.
2. Violation of college rules and regulations, including those concerning student organizations, the use of college facilities or the time, place and manner of public expression or distribution of materials.
3. Dishonesty, such as cheating or knowingly furnishing false information to the college.
4. Forgery, alteration or misuses of college documents, records or identification.
5. Unauthorized entry to or use of the college facilities.
6. Obstruction or disruption of classes, administration, disciplinary procedures or authorized college activities.
7. Theft or damage to property belonging to the college, a member of the college community on campus or at a campus activity or a visitor to the campus.
8. Disorderly, lewd, indecent or obscene conduct, including profanity.
9. Conduct which disrupts orderly operation of the college, or which disrupts educational activities of individual members of the college community including, but not limited to, the harassment of another member of the college community based on race, religion, national origin, gender, sexual orientation or any other legally protected status.
10. Use, possession, distribution or being under the influence of alcoholic beverages, illicit drugs or other controlled substances while on campus or in connection with college activities.
11. Assault or battery, abuse or any threat of force or violence directed toward any member of the college community or campus visitor engaged in authorized activities.
12. Possession, while on the college campus or at a college sponsored function, of any weapons (except by persons given permission by the superintendent/president or members of law enforcement agencies, such as police officers acting in their capacity as officers).
13. Possession of any article, not usually designated as a weapon, when used to threaten bodily harm.
14. Misuse of any computer technology, including equipment, software, network or Internet access. This includes non-compliance with any policy, regulation, rule or guideline developed by any segment of the College which relates to computer technology.

**Campus Rules**

1. Smoking is prohibited in all buildings.
2. Eating and drinking are prohibited in all buildings except where food is sold or is part of an approved and scheduled activity.
3. Gambling on the campus is prohibited. Gaming is restricted to the PCC Student Lounge and the LAC Activities Room.
4. Animals not indigenous to the campus grounds are not allowed on campus. Exceptions shall be made for certified companion animals and those animals previously approved by college officials for specific educational purposes.
5. Literature to be distributed must be approved in the office of Student Life.
6. Children are not allowed on campus unless under the supervision of a parent/guardian or are officially enrolled in an approved college program. Children may not attend classes with a parent/guardian unless the course is specifically designed to include children. Children must be supervised so educational activities are not interrupted and may not be left unattended in common areas, such as the library, computer labs, cafeterias, quads or lounges.
7. Unauthorized vehicles (vehicles without a parking permit) must use visitor parking or purchase a one-day parking permit.
8. Students are required to be fully attired, including shirts or blouses and footgear.
9. Skateboarding, skating and bike riding are prohibited on campus grounds, officers will cite any violations.
10. The use of radios, electronic recording devices, tape or compact disc players without headphones is prohibited on campus except in connection with approved campus/classroom activities.
11. Electronic recording devices may not be used in classrooms without the permission of the instructor.

**Summary Suspension**

When serious violations of college regulations or procedures occur as a result of inappropriate student conduct, the college shall take immediate action to resolve the problem. This action may occur as follows:
1. **Removal from Class by Instructor** – Any instructor is authorized to remove a student from his/her class for the class meeting where the infraction occurs, as well as the next scheduled class meeting. The instructor shall immediately report the removal of the student to the Vice President of Student Support Services or designee, including the reason for removal, for appropriate action.

2. **Summary Suspension by Administration** – A summary suspension is an administrative action for the purpose of removing any immediate tension or threat to the well being of students and staff in order to assure that an appropriate academic environment exists. It is also for the purposes of further investigation of reported inappropriate conduct and to determine what disciplinary action, if any, is appropriate. The Dean of Student Affairs or designee may summarily suspend a student for good cause for a period of up to 10 instructional days to ensure that the intended purpose is served.

**Disciplinary Action**

Violations of the above regulations and rules subject students to the following types of disciplinary action, which are to be administered by the appropriate college authorities. These disciplinary actions are listed in degree of severity but not necessarily in sequential order. Disciplinary actions may be imposed singly or in combination. A student has the right to appeal any of the actions through established procedures of due process.

1. **Warning** - Notice to the student that continuation or repetition of specified conduct may be cause for other disciplinary action.

2. **Reprimand** - Notice to the student in writing that officially recognizes a violation of the standards of student conduct or campus rules. The reprimand admonishes the student to avoid future infractions in order to avoid additional formal action.

3. **Probation** - An official disciplinary action, which returns the offender to the college community on a promise of appropriate future behavior. Any violation of this promise mandates formal action.

4. **Social Suspension** - Social Suspension limits a student’s attendance on campus to scheduled classroom hours. Other privileges can be set forth in the Notice of Social Suspension for a specified period of time. The imposition of social suspension involves notification in writing of the reason for social suspension to the student(s) or president of the student organization involved.

5. **Disciplinary Suspension** - Disciplinary suspension follows a hearing based on due process of law. It shall be invoked by the college president, appropriate administrator, or other staff members designated by the president upon students for misconduct when other corrective measures have failed or when the seriousness of the situation warrants such action.

6. **Expulsion** - An expulsion is a long-term or permanent denial of all campus privileges including class attendance. The Board of Trustees may expel a student after a hearing by a campus body or upon recommendation of the Superintendent-President.

   Permanent expulsion and active prosecution shall automatically result for any student found to be in possession of a gun. Board action is not necessary in this instance.

7. **Restitution** - Reimbursement for damage or for misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damage.
Appendix II

Confidentiality and Mandated Reporting Laws

The Child Abuse Prevention and Treatment Act (CAPTA)—Federal Guidelines

- Under the Federal Child Abuse Prevention and Treatment Act (CAPTA) passed in 1974, all 50 states have passed laws mandating the reporting of child abuse and neglect.
- CAPTA provides a foundation for the States by identifying a minimum set of acts or behaviors that characterize physical abuse, neglect and sexual abuse.
- These laws vary from state to state

California Child Abuse and Neglect Reporting Act

- California Penal Code at sections 11164 - 11174.3, can be accessed via the internet site titled California Law at: http://www.leginfo.ca.gov/cgi-bin/waisgate?WAISdocID=23067726522+2+0+0&WAISaction=retrieve

The Intent of California Law

- To protect the child and any other children in the home.
- To provide help and resources for the parent or caretaker.
- Be a catalyst for change in the home environment and prevent the risk of further abuse.

Who Can Make a Report?

- Any citizen can make a report of suspected or known child abuse to a child protective services agency.
- However, Mandated Reporters are required by law to make a report.

What is a Mandated Reporter in California?

- In the scope of their employment, a Mandated Reporter has a special relationship or contact with children or the home. (The California Penal Code defines a "child" as a person under the age of 18 years.)
- A Mandated Reporter is legally required to report if they know of or have "Reasonable Suspicion" of child abuse and neglect, encountered in the scope of their employment.
- Employers of Mandated Reporters are required to inform them of their responsibilities.
- Prior to commencing employment and as a prerequisite of that employment, Mandated Reporters must sign a statement to the effect that he or she has knowledge of the provisions of the Mandated Reporter Law, and will comply with those provisions.

Legal Obligations of a Mandated Reporter in California if Child Abuse is known or Suspected

- The Mandated Reporter must call a "Child Protective Agency" as soon as possible to make verbal report of "Reasonable Suspicion."
- Then, the Mandated Reporter must file a written report on Department of Justice Suspected Child Abuse Report Form SS 8572 within 36 hours of their verbal report.
- Mandated Reporters are required to give their name.

What is "Reasonable Suspicion" as defined by the California Penal Code?
"Reasonable Suspicion" occurs when "it is objectively reasonable for a person to entertain such a suspicion, when based upon the facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse." (California Penal Code 11166[a])

Child Abuse Report Form—Department of Justice Form SS8572

- Mandated Reporters and/or their employers should keep blank copies of the form on file at all times.
- If a blank form is not available when a report is made, the Mandated Reporter can request that the agency to which the report is being made, send a blank form to them immediately.
- Copies of the form are available from your local Child Protective Services Agency or by writing to:

  **California Department of Justice**
  Bureau of Criminal Identification and Information
  P.O. Box 90317
  Sacramento, CA 94203-4170

**Record Keeping**

- Good record keeping or documentation is important and helpful in recognizing child abuse...Why?
  - Helps refresh memories
  - Bolsters testimony of witnesses
  - The child's history stays behind if you change jobs
  - Helps build a "case" for reporting and CPS's response
  - Documentation of reasons when the decision is made to not make a report

**Who are Mandated Reporters in California?**

College faculty is included in the list of mandated reporters. Others include childcare custodians, public and private school employees, nonschool counselors and child caretakers, health practitioners, trainees, members of the clergy, animal control officers and film/photographic print processors.

**Sources of Reports**

- Since 1990, statistics shown that 52% of the child abuse reports each year are made by Mandated Reporters.
- Mandated Reporters have the best opportunity to identify a child abuse problem before it becomes a statistic.
- A Mandated Reporter may be the only responsible adult in a particular child's life.

**Immunities—California Penal Code Section 11172[a]**

- Mandated Reporters have immunity from civil and criminal liability (unless the report was made maliciously, while knowing it was false).
- Immunity, however, does not eliminate the possibility that actions may be taken against the Mandated Reporter. Therefore, the state will reimburse up to $50,000 in legal fees in case of a suit.

**Penalties—California Penal Code Section 11172[e]**

- A Mandated Reporter who fails to make a report of known or suspected child abuse:
• Is guilty of a misdemeanor crime, which is punishable by up to:
  - six months in the county jail
  - and/or up to $1000 in fines
• May lose their license or credential

Safeguards for Mandated Reporters in California

• Mandated Reporters cannot be prevented from reporting nor lose their job for making a report
• Identity is kept confidential (see more below on confidentiality issues)
• Employers are required to inform Mandated Reporters of their responsibilities
• May photograph or X-ray child without parent's consent
• Physician- and therapist-patient privilege does not apply
• Is not required by law to inform parents of report

Confidentiality—California Penal Code Section 11167

• A Mandated Reporter's name is to be held confidential at all times and can only be shared:
  o Between Child Protective Agencies
  o Child Protective Agency's Council
  o The Child's Council
  o District Attorney in cases of:
    ▪ Criminal Prosecution
    ▪ Parental Rights Termination
• Licensing Agencies in Abuse Cases in Out-of-Home Care
• By Court Order
• If the Mandated Reporter Waives Confidentiality
• Never to Mandated Reporter's employer except by consent or Court Order

Violations of Confidentiality—California Penal Code Section 11167.5

• Any violation of the confidentiality provided in California Penal Code Section 11167 is a misdemeanor, punishable by imprisonment in a county jail not to exceed six months, by a fine of $500 or both.
Appendix III

California Elder Abuse Reporting Requirements

by Carol Ruth Silver, Attorney at Law (415) 861-5802.

Recent attention to the widespread problem of abuse of the elderly physical, financial, and psychological has generated a spate of laws designed to protect this particularly vulnerable population. There can be little doubt that much of this legislation is positive.

Given that the elderly are increasing in absolute numbers while maintaining their propensity to turn out and vote in higher percentages as they age, and prodded by the AARP and other lobbyists, legislators across the country are rushing to enact ever-tougher elder abuse legislation. Like child abuse, however, elder abuse is most often committed by the very persons that are closest to the victim, very often members of the immediate family.

A beloved child who becomes addicted to drugs or alcohol can become a nightmare caretaker for an elderly parent. The kindly housekeeper who is entrusted with the household checkbook can be tempted to write checks for her own gambling debts. Even the elderly person experiencing a conversion to fundamentalist religion can become a problem when denying modern medical care to a spouse on religious grounds.

Like child abuse, much of the legislation regarding elder abuse involves reporting requirements. California Welfare & Institutions Code Sec. 15630 provides the statutory scheme. It requires any person who falls within the definition of a “mandated reporter” to telephone the police department or the welfare department within two days of the time that he or she “reasonably suspects” any kind of abuse, OR even where the mandated reporter believes it did not occur, when he or she “is told by an elder or dependent adult that he or she has experienced behavior constituting physical abuse, abandonment, isolation, financial abuse, or neglect.”

Does that mean every time an elder complains to you that no one comes to visit, that you must make a report? Or that the portions at lunch were not sufficient? Perhaps not. Perhaps yes.

Who are these “mandated reporter” persons who need to review and decide on such complaints? As one might expect, they include the people whose professional lives are tied to the care of the elderly, including administrators and other nursing home staff. In addition, however, they include “Any person who has assumed intermittent responsibility for care of an elder; whether or not that person receives compensation;”

Failure to report carries criminal penalties. The only exception to this mandated reporting, where an elder has complained of behavior, which would constitute abuse, is if the elder has been diagnosed to have a mental illness, dementia, etc. OR is the subject of a court-ordered conservatorship because of a mental illness or "incapacity".

Unintended consequences? The casual caretaker is much more difficult to find, and the better he or she is, the less willing he or she is to accept the possibility of being forced either to be the conduit for criminal prosecution of another, or indeed, to become the target him- or herself.

But the biggest concern, and indeed the most Unintended consequence, is AN INCREASE IN CASES OF CONSERVATORSHIP, thereby destroying the independence of the elderly person almost as a punishment for having complained.

Example: A young working woman cares for her grandmother, who lives at home. Grandmother is elderly but seems clear and competent. Grandmother begins to complain that during the afternoons when the children come home, they play and ignore her or turn the TV onto MTV instead of her soaps. Neglect? Isolation? Must the mother report? Whom does she report, her own kids? But if she does not pick up the telephone and make a report, she is risking criminal penalties.

Bottom line? As attorneys, we have recently been recommending to elderly persons that they accept a conservatorship on the grounds of "incapacity" on a voluntary basis, so as to protect themselves and their families from the more troubling aspects of this reporting law.
Appendix IV

California Domestic Violence Reporting Law

Under California Law, Health Care Practitioners MUST report ANY suspected Domestic Violence injuries to Law Enforcement Immediately.

DEFINITION

Domestic Violence is a pattern of assaultive and coercive behaviors, including physical, sexual, and psychological attacks that adults or adolescents use against their intimate partners. Without intervention the violence usually escalates in both frequency and severity resulting in repeat visits to the healthcare system or death.

IMMUNITY

A health care practitioner who makes a report shall not incur civil or criminal liability as a result of any report required or authorized by law.

LIABILITY

Civil - A physician who treats a victim and does not inquire about domestic abuse or accepts an unlikely explanation for the injury could be held liable if the victim returns to the abuser and is injured again.
Criminal - A violation of this reporting law is a misdemeanor punishable by imprisonment in the county jail not exceeding 6 months, or by a fine not exceeding $1,000, or both.

DUTY TO REPORT

A health care practitioner who, in his/her professional capacity, or within the scope of his/her employment, provides medical services for a physical condition to a patient whom he/she knows or reasonably suspects is suffering from any wound or other physical injury inflicted as a result of assaultive or abusive conduct, including abuse of a spouse or cohabitant, must report the incident to law enforcement.
"Reasonably suspects" means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position drawing, when appropriate, on his/her training and, experience, to suspect domestic violence.

HISTORY SUGGESTING DOMESTIC VIOLENCE:

Traumatic injury or sexual assault
Suicide attempt(s)
Physical symptoms related to stress
Injuries during pregnancy
History inconsistent with injury
Delay in seeking aid
Repeat visits to health care providers for treatment of injuries
Evasive, reluctant to speak in front of partner
Unexplained, multiple or old physical injuries
VERBAL REPORT

Contact the appropriate law enforcement agency immediately by phone.

WRITTEN REPORT

Complete a Suspected Violent Injury Report form (provided by law enforcement) and submit it to that agency within two working days of receiving the information. It is recommended you include in patient's medical records the following:

- Comments by patient regarding past domestic violence and/or name of person suspected of inflicting injury
- Map of body showing and identifying injuries
- Copy of law enforcement reporting form

ASK ABOUT DOMESTIC VIOLENCE

Talk to the patient alone in a safe, private environment
Use direct, simple questions such as:
"Did someone cause these injuries? Who?"
"Are you in a relationship with a person who physically hurts or threatens you?"

MAKE APPROPRIATE REFERRALS

It is highly recommended you refer the patient to local domestic violence services. See Faculty Resource Guide.
Appendix V

Maintaining Student Confidentiality

Federal law gives students two rights concerning their education records kept by the college. The federal law is called the Family Educational Rights and Privacy Act, also known as FERPA or the Buckley Amendment. First, it requires the university to keep those records private. There are exceptions for emergencies, court orders, college officials who have a need to know, etc. Second, it provides that students have the right to inspect records about themselves that are maintained by the college.

Family Educational Rights and Privacy Act (FERPA)

The following information was taken from the LBCC website 2009.

All student records of Long Beach City College are maintained in accordance with the provisions of the Family Rights and Privacy Act of 1974. Copies of the complete text of this act are available in the college library (see “Family Educational and Privacy Rights” in Shepherd’s Acts and Cases by Popular Names). The two basic elements of the act are the student’s right to review and challenge his/her record and the conditions under which information in the record can be released to outside parties.

1. Students may request access to challenge the correctness or appropriateness of any part of the record. However, students are advised that grades, though a part of the record, are considered final as assigned by the instructor and can only be challenged on the basis of clerical error, fraud, bad faith or incompetency.

2. Student information, except for directory information as defined below, cannot be released by the college to any outside agency, except for those entitled to access under the act, without signed permission of the student. The student may further restrict the release of name and attendance verification by completing the appropriate form in the Admissions Office. In the absence of having this form on file, the college may release directory information to any person or agency. Directory information is defined as dates of attendance, degrees, certificates or awards received, verification of student participation in school activities and sports and weight and height of members of athletic teams.

3. Parents may have access to records of their children but only if the children are still their dependents as evidenced by a claim of same on federal income tax returns. Parents desiring access to the records of a dependent child must present the full name, social security number and birth date of the child, their own personal identification and a copy, that the college district may keep, of the current year’s federal income tax return indicating the child has been claimed as a dependent. Parents seeking to review records of a dependent child during the early months of the year must be able to demonstrate that they have already filed for the year even though the filing deadline isn’t until April 15th.

4. By law, notwithstanding any of the above, all student records must be released under court order. The student will be notified by mail to the last address on file of any such access, and the student shall have the right to request a copy of any information released in this manner.

5. Any questions regarding the student’s rights under this act should be directed to the Dean, Admissions and Records.

Personal Identity Information and Sensitive Data on the Web

The following information appeared in the October 2006 edition of In-the-Loop:

The incidences of computer theft and data breaches in the news are alarming. The campus community must ensure that sensitive information is stored and transmitted securely to avoid such occurrence of such events here at LBCC. It is important for all those with access to sensitive LBCC data take active
measures to protect information and maintain its security. Of particular concern is identity-related
information that can be used for identity theft and includes names in combination with

Full Social Security number (SSN)
Date of Birth
Driver’s License number
Credit card number
Address

While collection of this information is commonplace for students and employees, the means to obtain the
information as well as storing the information must be secured. For example, collecting this information
using email is highly unsecured.

Beware of personal data or sensitive information on:

Desktop and laptop computers
Servers
Personal or home computers used for Campus business
Portable electronic devices such as Blackberries, PDAs, and other mobile devices.
Removable media, such as CDs/DVDs, flash drives, disks and backup tapes

Look for campus-related personal identity or sensitive information in email containing, but
not limited to, the following types of information:

Personnel or academic related spreadsheets, databases, and files
Student records
Downloads from Peoplesoft Systems or Datawarehouse
Financial spreadsheets
Electronic versions of intellectual property
Appendix VI

People are Unreasonable

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 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.

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. These comments were taken from an address he gave at the United Nations in 1981