

2021-2022

Collaboration

Assessment

Response

Evaluation

YEAR-END REVIEW



Lander University  
**CARE TEAM**

*\*Completed May 2022*



## Special Acknowledgements

Lander’s CARE Team was completely revamped in summer 2019 to become better in line with best practice standards. The following key players have been instrumental regarding the forward progress made since the 2019-2020 academic year. This report is completed annually to ensure Team effectiveness is consistently being revisited based on the trends/needs of the campus community. This report contains data collated during the 2021-2022 academic year.

### **CORE CARE Team Members**

- Dr. Boyd Yarbrough..... Vice President for Student Affairs, Ex-officio Member
- Tracy Clifton.....Assistant Vice President for Student Affairs
- Kim Shannon..... Executive Director of Wellness and Holistic Support
- Ebonee Dendy..... Director of CARE and Advocacy
- Greg Allen.....Lander University Police Department, Chief of Police
- Jalya Green.....Director of Student Conduct and Community Standards
- Gaven Mayo.....Student Outreach Coordinator
- Catherine Covar.....Director of Housing and Residence Life
- Dr. David Mash..... Associate Director of Library Services, Jackson Library
- London Thomas.....Director of Human Resources
- Adam Weyer..... Assistant Athletic Director for Sports Medicine
- Jennifer Mathis..... Executive Director of Admissions

### **CORE Group Back-Up and INNER Circle CARE Team Members**

- Vernon Peppers.....Lander University Police Department, Deputy Chief
- Joey Plyler.....Assistant Director of Housing and Residence Life
- Ayrn Gilstrap..... Assistant Director of Student Conduct/Community Standards
- Angie Bourne..... Administrative Specialist, Student Affairs



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## Academic Year-End Data

There were four hundred forty-five (445) referrals submitted to the CARE Team during the 2021-2022 academic year. Three hundred twenty-two (322) of these referrals represented unique students, while 51 individuals received two (2) or more referrals. Total referrals received increased 6% when compared to the 2020-2021 academic year (n=419). *\*It is noteworthy to mention that the number of referrals received by the Team has consistently increased over the last several year-end reporting periods.*

## Patterns and Trends

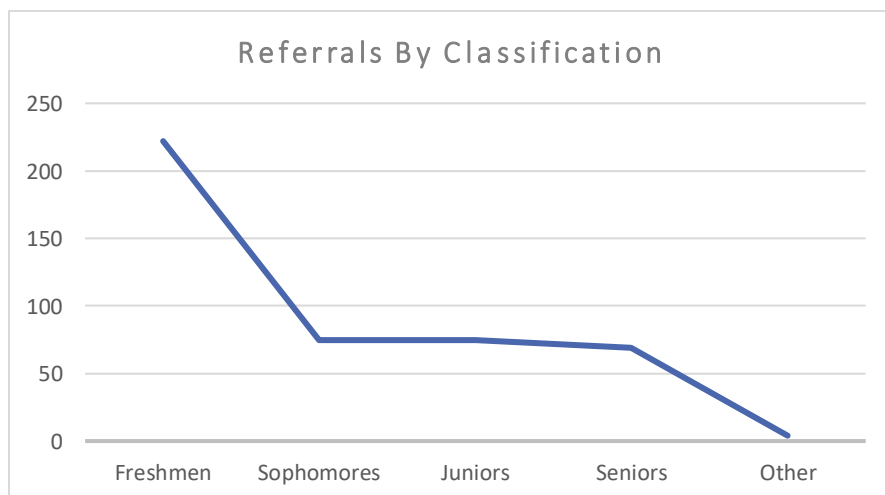
By reviewing patterns and trends, the Team can determine what specific target groups may benefit from additional outreach and/or education. (Reference CARE Team goals for 2022-2023.)

## Classification

Categorized by classification, the chart below summarizes the total number of referrals received during the 2021-2022 academic year. Classification percentages are very much in line with 2019-2020 and 2020-2021 data.

Classification	Total Referrals
Freshman	222
Junior	75
Other	4
Senior	69
Sophomore	75
<b>Grand Total</b>	<b>445</b>

Freshman students were the population with the highest number of CARE referrals (49%), followed by Sophomores (17%), Juniors (17%), and Seniors (16%). The “Other” category consists of graduate students and second-degree students, which accounted for < 1% of total referrals received.



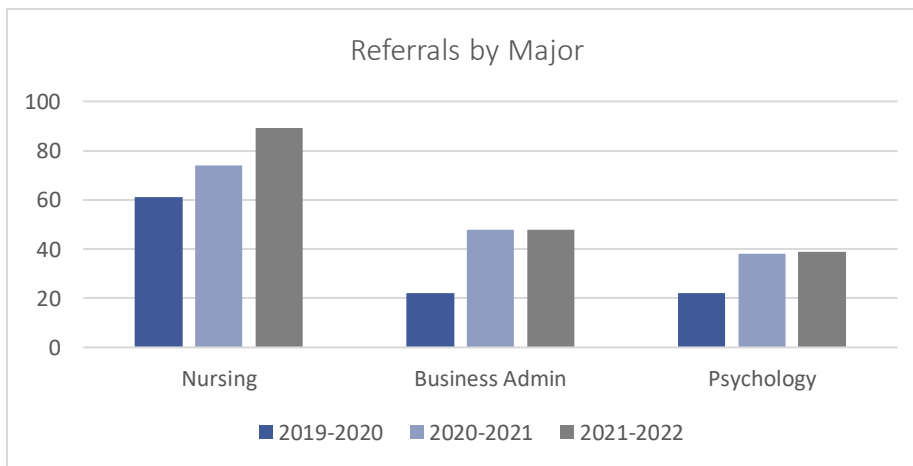
## Academic Major

Nursing students represented 20% of overall referrals received during the 2021-2022 academic year (n=89/445). Business Administration majors represented 11% of total referrals received (n=48/445). Psychology majors represented 9% of total referrals received (n=39/445). *\*It is noteworthy to mention that Criminology majors also had a high number of referrals (n=32). Further, the number of referrals received on Criminology majors steadily increased when compared to data collected in 2020-2021 (n=20).*

Row Labels	Referrals Received
Biology	21
Business Admin (BS) (Online)	2
Business Administration	48
Business Administration (BAS)	1
Chemistry	11
Chemistry Educ, Secondary Cert	2
Computer Information Systems	4
Criminology	32
Cybersecurity	1
Early Childhood Education	23
Elementary Education	13
English	8
English (Secondary Certif)	6
Environmental Science	3
Exercise Science	10
Graphic and Interactive Media	5
Graphic Design	4
Health Promotion and Wellness	3
History	8
History (Secondary Certif)	13
Human Services (BS)	7
Interdisciplinary Studies	3
Mass Comm and Media Studies	4
Mathematics	1
Mathematics (Dual Engin)	2
Mathematics (Secondary Certif)	2
Media and Communication	14
Music	3
Music (K -12 Certification)	2
Nursing	89
Physical Educ (K-12 Certif)	6

Row Labels	Referrals Received
Political Science	13
Psychology	39
Psychology (Online)	1
Sociology	4
Spanish	1
Special Education	15
Teaching and Learning	1
Undecided/General Education	6
Undeclared/Non-degree	4
Visual Art	6
Visual Art (K-12 Cert)	3
Visual Arts (K-12 Certif)	1
<b>Grand Total</b>	<b>445</b>

**Nursing, Business Administration, and Psychology majors have had the greatest number of referrals for three (3) consecutive years.**



### Nature of Concerns/Issues

The 2021-2022 category of concern data, depicted below, is comparable to data collected in both 2019-2020 and 2020-2021. *\*It is noteworthy to mention that referrals related to Suicidal Tendencies or Self-injurious Behavior increased when compared to data collated during previous year-end reporting periods. For instance, in 2020-2021, seven (7) referrals were coded under this category, while in 2021-2022, 17 total referrals were coded under this category.*

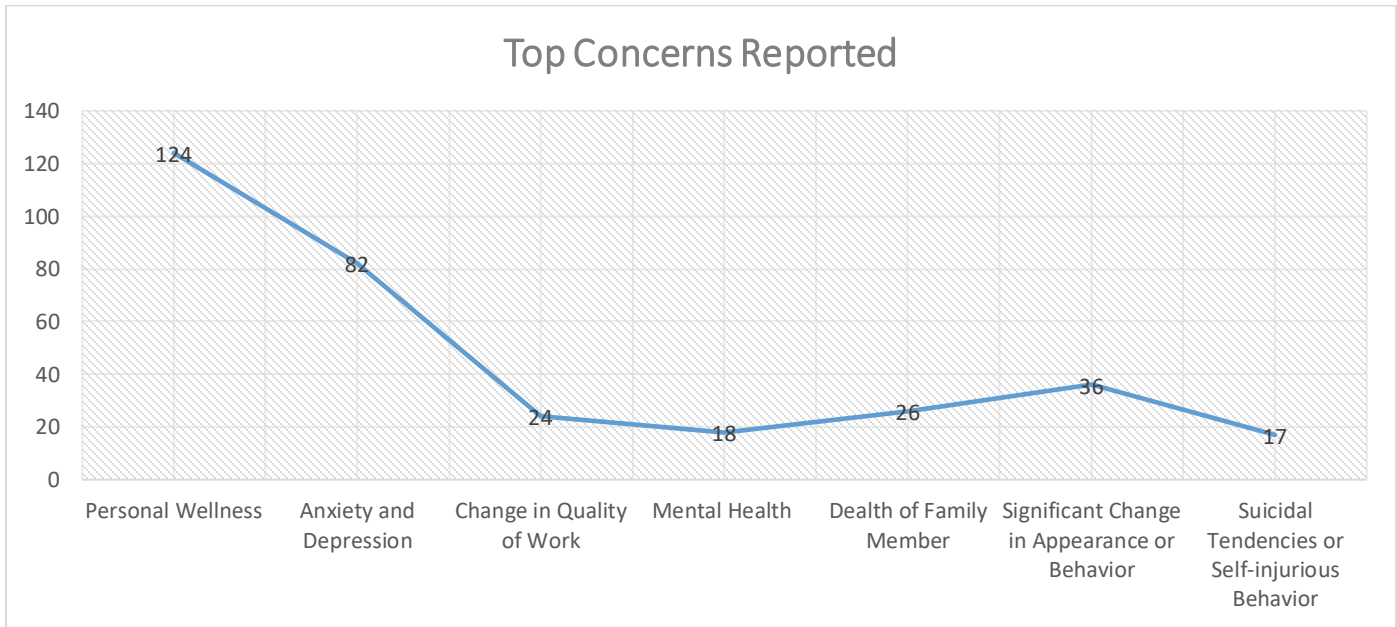
Row Labels	Referrals Received
Absenteeism Concern	9
Academic Concern	11



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Row Labels	Referrals Received
Alcohol Policy Violation (Underage)	1
Anxiety - Excessive	17
Anxiety and/or Depression	54
Behavioral Concern	10
Change in Student's Quality of Work	24
Death of Family Member	26
Death of Non-Student/Other	9
Depression (Persistent Sadness/Crying)	11
Displays Anger or Negative Emotions Inappropriately	10
Disturbing Written Material or Class Discussion	5
Financial Issue	8
Illegal Drugs	2
Injury/Illness - Hospital	2
Injury/Illness, Other	3
Mental Health Concern	18
Missing Student Concern	12
Mood Swings (Extreme)	5
Multiple Class Absences	5
Obsessively Suspicious or Mistrustful	1
Personal Hygiene	2
Personal Wellness	124
Physical Health Concern	1
Sexual Assault	3
Sexual Harassment	2
Significant Change in Appearance or Behavior	36
Social Adjustment/Involvement	5
Substance Use Concern	2
Suicidal Tendencies or Self-injurious Behavior	17
Threat to Oneself	6
Threat to Others	2
Threatens or Engages in Violent Behavior (written or verbal)	1
Weapons	1
<b>Grand Total</b>	<b>445</b>



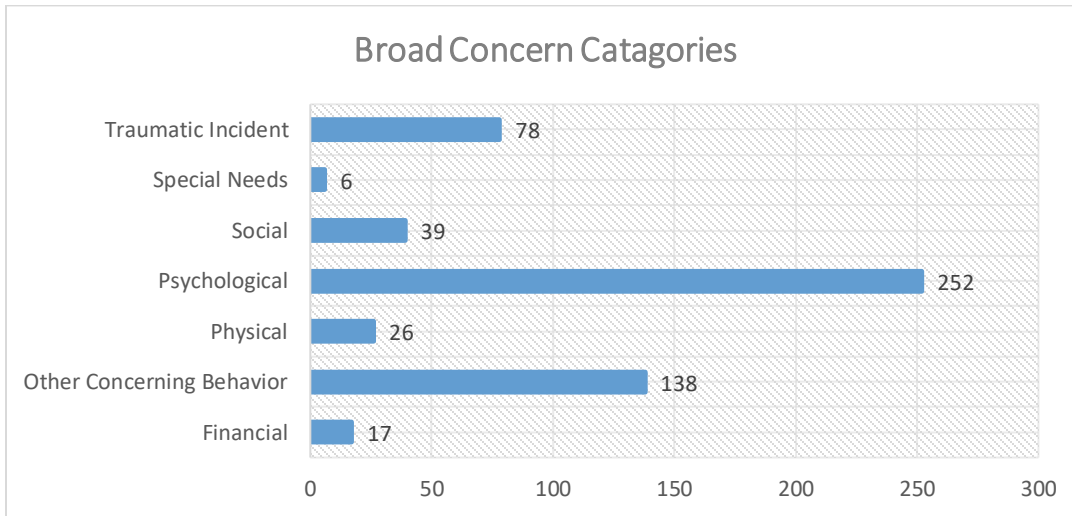


Effective the 2021-2022 academic year, the Team began to utilize tags as more information was learned so referrals could be categorized more broadly. By reviewing referral categories in this manner, the Team can better identify patterns based on the overall nature of referrals received, and therefore, better determine needs regarding resource allocation, outreach, training, and other related initiatives.

Based on the nature of each referral submitted, a tag was added to each case file. It is noteworthy to mention some cases were assigned multiple tags; therefore, the number of tags exceeded the total number of referrals received.

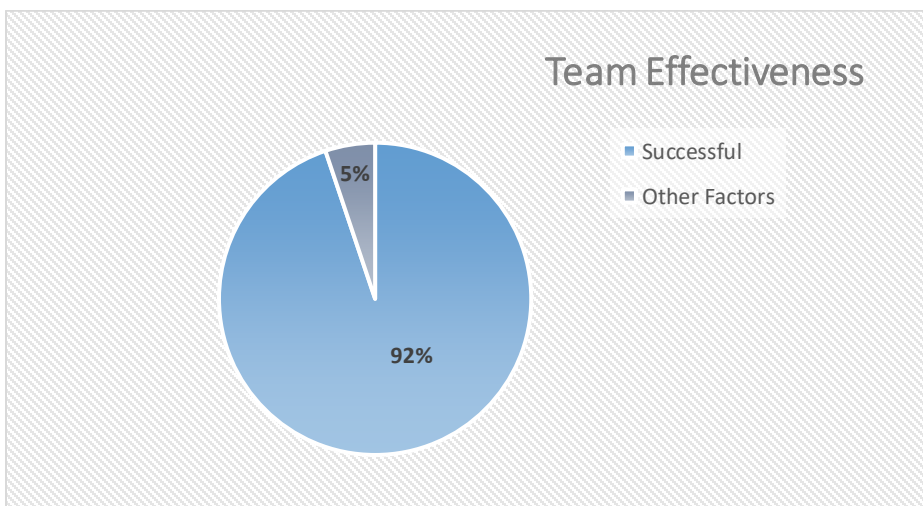
*\*The "Traumatic Incident" category includes referrals regarding the loss of a loved one or any other incident experienced that was potentially traumatic in nature. The "Other Concerning Behavior" category reflects referrals where there was a demonstrated change in behavior or atypical behavior in general was noted.*

Row Labels	TAG CODE
CARE (Financial)	17
CARE (Other Concerning Behavior)	138
CARE (Physical)	26
CARE (Psychological)	252
CARE (Social)	39
CARE (Special Needs)	6
CARE (Traumatic Incident)	78
<b>Grand Total</b>	<b>556</b>



## Measure of Success

A measure of the Team's success in terms of applied interventions was accomplished by utilizing milestones in Maxient. By connecting individuals with the resources needed to provide support, the goal is for interventions to result in at least one of the following over time: reduction in risk score, no additional referrals, or other observable, positive outcomes. Four hundred eight (408) referrals were tagged as "successful case closure." Twenty-two (22) cases were tagged as "case closure other." The case closure other category typically reflects those students that are no longer enrolled, students that are being fully case managed by another department/area, or other circumstances that prevented the Team from being able to place a face value on the interventions offered. 92% of cases during the 2021-2022 academic year were closed as successful.





*\*Note: Reflected percentages do not equal 100%. The number of milestones reflected does not equal the total number of referrals received by the Team (n=445). At the time data was collected for the creation of this report, there were still active cases being tracked with no identified outcome to date.*

## Community Outreach

The Team continued to place much focus on community outreach. (This has likely contributed to the consistent increase in referrals submitted to the Team.) Efforts should be ongoing and continually prioritized. (*Reference CARE Team Goals for 2022-2023.*)

## Blackboard Training for New Students

During the 2022-2023 academic year, all incoming students were provided information about the CARE Team via an online Blackboard training platform. Since all new students are required to complete training specific to sex/gender-based misconduct, other pertinent information, aside from VAWA requirements, was included in the training to ensure incoming students were familiar with other essential functions, resources, and opportunities for assistance. The training provided new students with information regarding the CARE Team and its purpose, as well as an overview of relevant behaviors and how to report concerning matters to the Team (1,374 students trained).

## New Employees (Faculty and Staff)

Effective summer 2020, a CARE Team module was added to the onboarding training for all newly hired employees. The training provides an overview of the Team itself, its purpose, the types of behaviors to report, how to report, and what to expect following the submission of a referral. This process was continued in 2021-2022.

## Faculty/Staff Email Outreach

In conjunction with the Academic Success Center, an announcement regarding the types of behaviors to report and how to report was sent out via the faculty/staff list serve in August 2021. This announcement clarified the difference between Academic Early Alerts and Welfare Concern/CARE Reports. Further, the announcement also detailed other types of reporting tools that could be utilized, as appropriate.

## Resident Assistants

Resident Assistants were provided education/training about the CARE Team and its purpose. Training was provided both online and in-person during RA training in August 2021. The information presented discussed the distinct types of behaviors to report, how to report, and specifics about how RAs can provide essential feedback to the Team.

## LINK Peer Leaders

LINK Peer Leaders were provided education/training about the CARE Team and its purpose. Training was provided in-person in August 2021. The information presented discussed the distinct types of behaviors to report, how to report, and specifics about how LINK Peer Leaders can provide essential feedback to the Team.



## Condolence Card Campaign

To emphasize the Team's support of students that have lost a loved one, a condolence card campaign was launched during the Spring 2021 semester. This initiative continued in 2021-2022. Cards were personally delivered to each impacted student's residence and included contact information for the CARE Team and Wellness Center.

## CARE Chirps

The Director of CARE and Advocacy implemented CARE Chirps in Spring 2021. This initiative continued during the 2021-2022 academic year. Bird houses were displayed in various areas throughout campus that contain positive/uplifting messages. If any member of the campus community is having a challenging day, they can reach into the birdhouse and pull out an envelope for words of encouragement.

## Feminine Hygiene Products

To promote Team visibility and fulfill a common need, feminine hygiene supplies were placed in multiple high traffic restroom facilities around campus. Supplies were checked regularly and refilled, as necessary. Ultimately, the Team desires to be considered a supportive, caring resource. Such initiatives work as a complement to this goal.

## Housing Overflow

During the Fall 2021 semester, Housing occupancy exceeded 100% capacity. As a result, an estimated 20+ students were assigned to reside at a local hotel until on-campus bed space could be secured. The Director of CARE & Advocacy and the Student Outreach Coordinator hosted weekly programs to foster connections. Further, student mentors and staff provided ongoing support to impacted students to ensure needs were identified and resolved in a proactive manner.

## Communication with Employees Following a Referral

The Team continued to email employees upon submission of a referral. The purpose of this outreach was to ensure employees knew their respective referrals had been received, as well as provide a point of contact in the event additional information became available.

## Active Programs

During the 2021-2022 academic year, the Student Outreach Coordinator in conjunction with the CAREConnect mentors facilitated CARE programs on a biweekly basis. Contact information for the CARE Team and the Team logo were displayed to promote increased Team visibility and awareness. Summaries of respective programs may be referenced below.

TITLE	DATE	DESCRIPTION	PARTICIPANTS
<b>Motivational Monday</b>	January 31, 2022	Provided an opportunity for students to reflect on and identify sources of motivation. The focus was on motivating others to persist.	30
<b>Lander Loves</b>	February 21, 2022	Provided an opportunity for students to write and display kind and thoughtful words to share with others. The intention was to promote campus-wide optimism/positivity.	70
<b>Pot of Goals</b>	March 17, 2022	Provided an opportunity for students to write down goals for the week, month, and semester. Students were encouraged to discuss plans for achieving these goals. Helpful campus resources were	59

TITLE	DATE	DESCRIPTION	PARTICIPANTS
		shared. This program was geared toward goal setting and attainment of goals.	
<b>Gratitude Journals</b>	March 30, 2022	To reduce feelings of depression and anxiety, students were encouraged to be self-reflective by identifying persons and/or circumstances they were grateful for.	51
<b>Senior Reflective Jars</b>	April 7, 2022	Provided an opportunity for Senior students to reflect on their time at Lander (memories made, challenges overcome, friends gained, and positive experiences in general).	31
<b>Bee Positive</b>	April 18, 2022	Provided an opportunity for students to write and share positive words of affirmation with others. The intention was to promote campus-wide optimism/positivity during what is often a hectic/stressful time of year.	45
<b>Exam Goodie Bags</b>	April 28, 2022	Provided students with snacks during exam time, as many students are pressed for time and often miss meals. This passive program was designed to provide 100+ students with food items between scheduled exams.	102

## Team Professional Development

CARE Team professional development opportunities for 2021-2022 are detailed below.

### Opening Year Training

CARE Team members participated in a workshop on August 18, 2021. The topics covered may be referenced below.

1. Introductory Activity *\*8:30 – 9:15AM*
  - a. Welcome New Team Members (Gaven Mayo and Dr. Aga).
  - b. Distribute two index cards to each Team member
  - c. Things we do well v/s needed areas of improvement
  - d. Review and group discussion
2. 2020-2021 Year-End Report *\*9:15 – 10:00AM*
  - a. Refresher/overview/changes
  - b. Questions/discussion
3. Roles and Responsibilities of Team Members *\*10:00 – 10:45AM*
  - a. Reference updated operations manual
  - b. Expectations for the upcoming academic year
    - i. Research
    - ii. Meeting preparation
    - iii. Notes and follow through
4. General Information *\*10:45 – 11:00 AM*
  - a. Meeting schedule
    - i. Day and time
    - ii. Location
    - iii. In-person and Teams option

- b. Team training and tabletops
- 5. SLED Facilitated Tabletop \*11:00AM – 12:30PM
- 6. Wrap-Up

## South Carolina Law Enforcement Division (SLED)

SLED leadership working within the behavioral analysis unit provided training to CARE Team members in August 2021 (reference opening year training schedule above). The focus of the training was threat assessment and response. Utilizing outside expertise provides the Team with valuable insight, further enhances Team critical thinking skills, and provides practical knowledge about the application/execution of resources in potentially high-risk situations.

## Tabletop Exercises

Tabletop exercises establish clear preparedness objectives and increase critical thinking among Team members regarding potential situations/incidents. This year, tabletop exercises were executed during both the Fall and Spring semesters. Tabletops were facilitated on the following dates: August 18, 2021, December 7, 2021, March 16, 2022, and April 27, 2022.

## Strengthening Student Mental Health Support: Steps to Take for Fall 2021

Various Team members and other campus constituents participated in a webinar on August 11, 2021. The webinar focused on the growing demand for student mental health services due to the pandemic. The training provided best practice guidance regarding holistic-based student support.

## Non-Clinical Assessment of Suicide

On November 5, 2021, the Student Outreach Coordinator attended a course on how to triage risk related to suicide with utilization of the Non-Clinical Assessment of Suicide Tool (NAS). The NAS relies on evidence-based risk and poses factors to help non-licensed professionals triage the overall risk for suicide an individual poses. The instructors in the course provided an overview of how to identify an individual who may be experiencing suicidal ideation, strategies for asking about suicide in a 1:1 appointment, and in-depth teaching of the NAS as a suicide assessment tool. Additionally, participants learned how to make an effective referral to clinical mental health services and deploy appropriate interventions based on the level of risk assessed using the NAS.

## Mental Health First Aid Training

On December 7, 2021, Dr. Brittany Aga provided mental health first aid training to CARE Team members. Mental Health First Aid provided Team members with information about how to help someone experiencing a mental health problem or crisis. Additionally, the training helped Team members to identify, understand, and respond to signs of addiction and mental illnesses more effectively.

## Mindfulness X Training

In February 2022, the Director of CARE & Advocacy completed the *Mindfulness X* training provided by *Positive Psychology*. The Mindfulness-based stress reduction training is an eight-week evidence-based program that offers secular, intensive mindfulness training to assist individuals with stress, anxiety, depression, and pain. Worksheets and materials provided were used as a guide to support students, in a non-clinical manner, with navigating through college and better managing common stressors that are often associated with their experience.



## Alcohol and Drug Use Trends

Cornerstone hosted an in-person training opportunity on March 21, 2022. The program was entitled “High in Plain Sight.” The workshop trainer was Jermaine “Tall Cop” Galloway. Galloway is a national expert in substance use trends and is a resource for those involved with prevention, education, and enforcement. Officer Galloway began his law enforcement career in 1997 and has nearly 25 years of experience in alcohol and drug education, enforcement, and prevention. Six (6) CARE Team members participated in this training event.

## Team Progress/Enhancements

The below information highlights enhancements that were implemented or further enhanced by the Team during the 2021-2022 academic year.

### Case Closure Documentation

Prior to closing any case, documentation of why the Team felt comfortable in doing so was consistently detailed. This ensured a thoughtful approach to case closure and helped to promote internal discussion and Team accountability.

### Increased Usage of Milestones

The Team consistently utilized milestones each time a case was staffed. If a case remained open, the Team regularly reevaluated the individual’s risk score. Ensuring this information was tagged during each staffing provided the Team with a more efficient way to measure one’s progress/escalation overtime. Milestones were updated and monitored weekly and only students with a *Mild* milestone were permitted to be closed with the Team’s careful consideration.

### Missing Person Concerns

In 2020-2021, there was a substantial number of missing person referrals submitted. This year, the Team created a [referral form](#) specific to missing persons. Prior to implementing this process, these types of concerns were extremely vague with little background/information to go on. As a result of this change, the Team was able to better gauge the circumstances, and therefore, execute appropriate resources more effectively. Such concerns were primarily determined to be associated with students’ lack of motivation in the classroom rather than the result of a legitimate health/safety concern. Outreach was initiated to determine students were physically safe and to evaluate if any other presenting circumstances were apparent. The Academic Success Center was also notified in case academic-related guidance was necessary.

### Self-Referral Support

Effective Fall 2021, a [self-referral CARE Form](#) was created and implemented. Since the standard reporting form is geared toward reporter observations, a self-referral process provides an opportunity for individuals with barriers to self-disclose. Upon submission of a self-referral, the Department of CARE and Advocacy contacted the reporting individuals to identify needs and execute resources, as appropriate. The Team regularly staffed self-referrals to ensure their needs were sufficiently met.

### CAREConnect

In 2021-2022, the CAREConnect program was implemented to provide a structured, one-on-one relationship between five (5) student mentors and nineteen (19) students that self-identified as needing additional support. Mentors were



trained and provided a manual to help facilitate strategically planned follow-up. Follow-up was based upon pre-defined resilience building strategies. One goal of the CAREConnect program is to establish a mutually trusting and respectful relationship between the mentor and student. Continued, ongoing communication between mentors and mentees following completion of the program was observed. The development of a positive rapport among participants was another noted benefit. To date, 15 out of 19 (79%) of student participants are registered for the Fall 2022 semester. Enhancing and further expanding the program will continue to remain a focal point in 2022-2023.

## Adding Tools to the Toolbelt

### Threat Assessment and Response

Based on the established relationship between CARE and the South Carolina Law Enforcement Division (SLED), the Team was able to consult with SLED on a complex threat assessment issue in Spring 2022. SLED was able to assess the situation and make recommendations accordingly. This resource is a significant asset to promote high-level Team functioning as it provides Team members with a firsthand opportunity to observe practical application of threat assessment and response. Communication with SLED is ongoing, as necessary/appropriate.

### Additional Counselor Position

Further, an additional counselor position was created and filled during the Spring 2022 semester. Based on increased demand for mental health services, the Vice President for Student Affairs and the administration supported an FTE adjustment for a previously vacated Student Affairs position. While the FTE slot was available, new funding had to be established. Although the position itself does not enhance Team functionality per se, it is another tool on the toolbelt Team members can utilize to ensure individuals of concern obtain needed support.

### Involvement and Status

When assisting individuals of concern, it is important to understand their level of on-campus involvement, academic status, and/or any other special circumstances of their enrollment (e.g., dual enrollment students, academic status, other affiliations.) Prior to the start of the Fall 2021 semester, the Team worked diligently with campus stakeholders to obtain and develop rosters based on unique criteria. This proved extremely beneficial to the Team as it helped to guide outreach, establish rapport, and maximize overall effectiveness. Moreover, the Team was able to identify other barriers more effectively and/or capitalize on any preexisting dynamics to increase the likelihood of positive outcomes. Additionally, it is noteworthy to mention that obtaining and securing such information will be extremely advantageous in the event of a large- or small-scale crisis.

### Student Outreach Coordinator

The Vice President for Student Affairs and the administration supported an FTE adjustment for a previously vacated Student Affairs position. The purpose of this role is to positively impact the retention and graduation of students by providing support and ensuring students are appropriately connected to various campus resources. In consultation with the CARE Team and the Director of CARE and Advocacy, the Student Outreach Coordinator role is to assist with case management for at-risk students; investigate referrals, as necessary; identify barriers for success; consult with faculty; facilitate meetings with students of concern; assist with coordination of services; and appropriately track and monitor the progress of those referred. This position was filled prior to the start of the Fall 2021 semester.



## Intentionality

Intentionality among Team members continued to be enhanced. Team members continued to be empowered to provide input based on their knowledge, skillsets, and/or expertise. Focus remained on tangible interventions/resolutions, as opposed to standard documentation review. To increase the likelihood of a positive outcome, Team members frequently identified other employees that had an established rapport with the person of concern (POC). Conscious efforts were consistently made to ensure individuals were connected with the resources that could provide them with the specific support needed. This frequently required streamlined coordination of services. Since there are instances when obtaining feedback/general observations are beneficial, particularly when seeking to better understand an individual's needs, CARE Team members continued to seek out information from Resident Assistants, LINK Peer Leaders, faculty, and staff. Further, nurturing the referral sources by creating an open line of communication remained a top priority. Although the information provided to referral sources did not disclose sensitive or confidential information, referral sources were consistently sent updates to let them know their referral had been received. Additionally, referral sources were provided with a staff point of contact for any impending updates, as applicable/appropriate. While most referrals received during the 2021-2022 academic year landed on the *Mild* rating of the rubric, NaBITA risk scores continued to be consistently recorded in Maxient. Team interventions were based on the risk score and corresponding recommendations.

## Research, Meeting Preparation/Participation, Follow-Up, and Documentation

In 2021-2022, Team members showed significant improvement in proactive research, meeting preparation/participation, follow-up, and documentation. It is noteworthy to mention that in 2020-2021 the Team was still in the preliminary stages of its restructuring. This year, the following measures were implemented/emphasized to promote increased, high-level functioning.

- It was continually emphasized that Team members should review the agenda in advance of Team meetings, preferably a minimum of two (2) times per week. Additionally, Team members were advised to document updates/other known factors about persons of concern in advance of weekly meetings.
- Cases on the agenda were labelled as one of two possible categories: (1) New Case Created and (2) CARE Team Staffing. This way, Team members were better prompted to proactively seek out background information on newly identified persons of concern or to document any new information relevant to cases that had been staffed by the Team previously.
- If a Team member was assigned a follow-up task, this was reflected in the notes section of the case file/agenda. Team members were advised to document updates in the notes section in advance of the next staffing date. Following each weekly meeting, to ensure specifically assigned tasks were communicated, pings were sent to pertinent Team members.
- The Team Operations manual, which references Team member roles and corresponding expectations, was reviewed at the Opening Team Training in August 2021.

## Post Hospitalization Follow-Up

Following a mental health-related hospitalization, the Executive Director of Wellness and Holistic Support oversees the implementation of CARE Plans for students. Comparable to issues noted in 2020-2021, there were several situations in which students failed to be responsive upon their hospitalization discharge. The Executive Director immediately identified this as a presenting concern, and with input from various Team members, adjusted procedures accordingly.

Enhancements included (again) editing the verbiage of notification letters, so expectations were more clearly defined, and coordinating a more robust, streamlined response for welfare checks and/or any other necessary actions. The Lander

University Police Department, and in some instances, the Office of Student Conduct and Community Standards, played an instrumental role in follow-up and response. The goal is not to be punitive, but rather, to ensure individuals of concern obtain ongoing/needed support. It should be noted that the Executive Director of Wellness and Holistic Support was very diligent in her follow-up with non-responsive students. Such diligence ensured that disciplinary action, based on behavior, remained a last resort. *\*This issue has been a noted challenge for several consecutive years. However, with adjustments that have been made overtime, such concerns have been minimized. The Team will continue to make improvements in this area, as deemed necessary/appropriate. (Reference CARE Team Goals for 2022-2023.)*

## Team Presence

While the Team's marketing strategies should consistently remain a key focus, further enhancements were made in 2021-2022. There was a significant increase in the number of programming/tabling events offered, which were facilitated biweekly. (*\*Reference Community Outreach.*) Based on patterns and trends, updates to the Team's website and additional marketing/branding opportunities will remain ongoing and fluid.

## CARE Team Goals for 2022-2023

### Community Outreach

Community outreach is the foundation by which the Team will accomplish its mission. While many additional enhancements were implemented during the 2021-2022 academic year, developing and enhancing community education remains a top priority. Outreach goals for the 2022-2023 academic year are as follows.

- **Meet stakeholders where they are** – Several individuals expressed feeling as if they “were in trouble” when receiving outreach from the Team. To ensure the purpose and support function of the Team is more clearly communicated, reviewing and editing of Team correspondence will occur prior to the Fall 2022 semester.
- **Increase communication/reporting options** – In conjunction with other appropriate stakeholders, a *See Something/Say Something Campaign* will be developed/executed in 2022-2023. *\*It is noteworthy to mention this was a goal for 2021-2022 but was not accomplished.*
- **Expand community-wide education** – Initiate partnership with LUX production Team to develop CARE-related content. *\*It is noteworthy to mention this was a goal for 2021-2022 but was not accomplished.*
- **Data-driven outreach/education** – In 2021-2022 the Team brainstormed opportunities for education and outreach based on the number of referrals received for Freshmen students. Since Freshmen are close to 50% of the referral base, the Director of LINK was added to the CARE Team for the 2021-2022 academic year. Although the Director of LINK was not able to attend scheduled weekly CARE meetings, the Director played a significant role in connecting students of concerns with their respective LINK instructors. Additionally, the Director of CARE & Advocacy has been designated to serve on the LINK Executive Committee. This involvement enhances opportunities to better engage LINK instructors moving forward. Goals for the upcoming year will be to increase training and collaborative partnerships with LINK instructors. Further, in 2019-2020, data pointed to three (3) majors with the highest number of referrals. During the 2021-2022 academic year, designated Team members brainstormed with Department Deans and Chairs in academic areas where referrals were significant. The purpose was to identify potential partnership opportunities and/or proactive interventions. While communication with the appropriate stakeholders was fostered, programs for target groups were not hosted. In 2022-2023, the Student Outreach Coordinator will tailor programs and/or outreach to these target groups.

## Dual Enrollment

Providing support to dual enrollment students will remain a priority for 2022-2023. Since the number of dual enrollment students and the number of related referrals continues to increase, the Team discussed the need for processes/response protocols geared toward this student population to be further streamlined. In 2021-2022, there were several dual enrollment students hospitalized for mental health related issues. Follow-up with this population proved challenging in multiple instances. This year, a collaborative relationship with the Director of Dual Enrollment was established. In many instances, the Director was able to assist the Team by ensuring these students were obtaining the needed support and providing status updates upon request. In some instances, there was little to no progress made in facilitating follow-up with the individuals of concern. To discuss challenges and brainstorm on potential solutions, meetings involving pertinent stakeholders are scheduled to occur in May 2022.

## The Structured Interview for Violence Risk Assessment (SIVRA-35)

The SIVRA-35 was created in 2012 as an expert system. It is a structured set of items useful for those staff and faculty that work in higher education to use with individuals who may pose a threat to the community. The SIVRA-35 is a guided structured interview useful for classifying risk into low, moderate, and high categories based on the threat and violence risk assessment literature. The SIVRA-35 was designed to address targeted and strategic violence occurring more frequently on college campuses (i.e., Virginia Tech massacre, Northern Illinois University shooting, Umpqua College shooting and Santa Monica College).

Five (5) Team members were previously trained to administer the SIVRA-35 accordingly. Although the goal to train more Team members on administering the SIVRA-35 in 2021-2022 was not accomplished, training is scheduled to be held in August 2022.

## 2021-2022 CORE-Q10 Results

Team members were asked to complete the CORE-Q10 analysis for the year-end review. The CORE Q10 checklist is provided to assist the CARE Team in conducting an internal audit. The checklist is divided into ten (10) categories based on best practice, high functioning core qualities. Scores of all participating Team members were averaged to obtain scores within each corresponding category. The 2021-2022 scores and percentages of perceived efficiency are referenced below.

Core Quality	Policy	Team Traits	Silo	Marketing	Referral	Data Collecting	Record Management	Training	Risk Rubric	Quality Assurance
Score	0	0	.14	0	.29	0	0	1.58	0	.14
Possible	50	30	12	26	24	20	20	14	18	24
%	100	100	99	100	99	100	100	89	100	99

**0= yes, 1= in progress, 2= not present**

*\*The percentage is calculated by: 1- (score/possible)*

*\*End of report summary*



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