PATHWAYS COLLEGE/WORKPLACE INTERVENTIONS

Behavior	Pathway One	Pathway Two	Pathway Three
Suicide	• Discuss voluntary referral to counseling/EAP service • Explore stressors and identify escalation triggers • Connect to peer and social supports, inspire hope	• Immediate referral to counseling/EAP, walk to clinic • Gather information on nature of threats, plan • Encourage and follow up, offering hope and connection	• Immediate screening by clinical staff, LE or hospital • Detail nature of threats (notes, social media) • Contact emergency contacts/guardian under FERPA/HR
Depression	• Discuss voluntary referral to counseling/EAP service • Explore stressors and identify source of depression • Encourage healthy eating, exercise and social acts	• Strongly encourage counseling, discuss obstacles • Encourage social connection, clubs, sports, activities • Explore suicidal thoughts and refer if escalating	• Immediate referral to counseling/EAP, walk to clinic • Carefully document behaviors and comments • Contact emergency contacts/guardian under FERPA/HR
Self-Injury	• Discuss voluntary referral to counseling/EAP service • Determine if suicidal or non-suicidal self-injury • Identify stressors, connect to supports/resources	• Strongly encourage counseling, discuss obstacles • Consider conduct/HR to address disruptive behavior • Identify escalation around suicidal self-injury risk	• Required counseling to address disruptive acts • Explore medical leave policy and off-campus treatment • Bring emergency contacts and/or guardian into plan
Alcohol/Marijuana	• Discuss pros/cons of use, discuss harm reduction • Clarify state laws and college/HR conduct code • Offer contemplative/preparation steps to change	• Increase harm reduction and pro/con discussion • Encourage referrals to NA/AA, counseling as needed • Address conduct/how to remain in good standing	• Strong referral to counseling or substance counseling • Address how behavior puts enrollment/job at risk • Bring emergency contacts and/or guardian into plan
Substance Abuse	• Discuss pros/cons of use, discuss harm reduction • Clarify state laws and college/HR conduct code • Offer contemplative/preparation steps to change	• Increase harm reduction and pro/con discussion • Encourage referrals to NA/AA, counseling as needed • Address conduct/how to remain in good standing	• Strong referral to counseling or substance counseling • Address how behavior puts enrollment/job at risk • Bring emergency contacts and/or guardian into plan
Social Problems	• Normalize and offer support and care • Identify triggers and comforts/reducers • Referral to counseling, academic support, ADA/504	• Encourage counseling/EAP referral, offer to walk over • Discuss interruption of academic, social and life skills • Connect to groups, clubs, and structured social outlets	• Clearly outline conduct/HR and behavioral expectations • Assess for suicide, referral to counseling for assessment • Involve emergency contact/parents in plan
Academic/Work Trouble	• Offer support and normalization, advice/guidance • Refer to academic support, HR, and/or counseling • Explore goals and strategies for improvement	• Encourage counseling/EAP referral, offer to walk over • Offer support, identify and manage concerning conduct • Develop goals to reduce triggers and increase support	• Identify/manage disruptive behaviors and conduct • Assess for suicide, referral to counseling, medical leave • Involve emergency contact/parents in plan
Financial Insecurity	• Normalize fear and worry, offer hope and support • Identify major areas of stress and triggers • Referral to counseling, financial and academic help	• Encourage counseling/EAP referral, offer to walk over • Discuss interruption of academic, social and life skills • Identify supports and comforts, connection to others	• Identify/manage disruptive behaviors and conduct • Assess for suicide, referral to counseling, medical leave • Involve emergency contact/parents in plan
Adjusting to Change	• Normalize and offer support and care • Identify triggers and comforts/reducers • Referral to counseling, academic and social support	• Encourage counseling/EAP referral, offer to walk over • Discuss interruption of academic, social and life skills • Connect to groups, clubs, and structured social outlets	• Clearly outline conduct/HR and behavioral expectations • Assess for suicide, referral to counseling, medical leave • Involve emergency contact/parents in plan
Loss or Bereavement	• Normalize and offer support and care • Identify triggers and comforts/reducers • Discuss voluntary referral to counseling/EAP service	• Encourage counseling/EAP referral, offer to walk over • Discuss interruption of academic, social and life skills • In break up, identify boundary and conduct/HR risks	• Immediate referral to counseling/EAP, walk to clinic • Address suicide risk and/or threats to previous partner • Contact emergency contacts/guardian under FERPA/HR
Anxiety	• Normalize and offer support and care • Identify triggers and comforts/reducers • Discuss voluntary referral to counseling/EAP service	• Encourage counseling/EAP referral, offer to walk over • Discuss interruption of academic, social and life skills • Connect to supports, family and friends	• Strong referral and walk over to counseling services/EAP • Involve emergency contact/parents in plan • Discuss increased support, medical leave
Manic Thought/Action	• Discuss symptoms, triggers, and behaviors • Identify areas of difficulty (social, academic, work) • Introduce idea of counseling or EAP support	• Identify high risk behaviors, engage in harm reduction • Discuss how behavior disrupts academics, social, work • Refer to academic support, counseling/EAP, medication	• Strong referral and walk over to counseling services • Identify immediate safety risks, conduct/HR violations • Contact emergency contacts/guardian under FERPA
Hallucinations/Delusions	• Discuss voluntary referral to counseling/EAP service • Talk about impact of behavior on others • Explore impact on academic/social/work life	• Discuss voluntary referral to counseling/EAP services • Explore academic/social/work disruptions • Offer support; referral to academic support/ADA/504	• Immediate screening by clinical staff, LE or hospital • Explore medical leave policy, medication support • Contact emergency contacts/guardian under FERPA

PATHWAYS COLLEGE/WORKPLACE INTERVENTIONS

Behavior	Pathway One	Pathway Two	Pathway Three
Hazing/Intimidation	• Identify the range of behaviors and parties involved • Use progressive disciplinary policy, clear limits set • Explore goals and strategies for improvement	• Threat assessment to develop risk management plan • Progressive discipline; consider no-contact, suspension • Facilitate a meeting with conduct/HR, contact, police	• Threat assessment to develop risk & management plan • Assess harm to group, interim measures applied • Move forward to suspension/leave and removal
Vandalism	• Explore stressors and identify escalation • Set limits and boundaries • Consider the conduct/HR process	• Set clear conduct limits and monitor for compliance • Consider parent/emergency contact notification • Identify high risk behaviors and apply harm reduction	• Clearly outline conduct/HR and behavioral expectations • Schedule meeting with conduct/HR, contact, BIT/CARE • Move forward to suspension/leave and removal
Harassment	• Identify range of behaviors; apply code of conduct • Refer to counseling/HR to address behavior • Address both parties, referral to Title IX process	• Title IX and conduct/HR process to address behavior • Monitor behavior and refer to counseling and support • Address both parties; emergency contact notification	• Coordinated conduct/HR, Title IX, LE process • Clear limits, boundaries and follow up process • Move forward to suspension/leave and removal
Stalking	• Identify range of behaviors, address conduct issues • Set limits and boundaries, refer to counseling/EAP • Discuss need to inform third party; Title IX	• Assess need for Title IX involvement, process • Set clear conduct limits and monitor for compliance • Refer to counseling, consider emergency contact notice	• Title IX, LE and conduct/HR involvement • Consider suspension and/or removal • Emergency contact notification; required counseling
Partner Violence	• Identify behaviors and parties involved • Consider Title IX involvement, conduct/HR process • Offer both parties referrals to counseling/support	• Assess need for conduct/HR, stay-away orders, limits • Conduct/HR and Title IX involvement • Refer to counseling, academics, and accommodations	• Coordinated conduct/HR, Title IX, LE process • Clear limits, boundaries and follow up process • Move forward to suspension and removal from campus
Sexual Assault	• Identify range of behaviors; apply code of conduct • Refer to counseling/HR to address behavior • Address both parties, referral to Title IX process	• Title IX and conduct/HR process to address behavior • Move to separation and interim measures for safety • Cleary address threatening and aggressive behavior	• Coordinated conduct/HR, Title IX, LE process • Clear limits, boundaries and follow up process • Move forward to suspension and removal from campus
Incel Behavior	• Explore stressors and identify escalation triggers • Offer support, normalization, and advice/guidance • Strongly encourage counseling, address obstacles	• Set clear conduct limits and monitor for compliance • Identify high risk behaviors and apply harm reduction • Normalize fear and worry and offer hope and support	• Clearly outline conduct and behavioral expectations • Threat assessment to develop risk & management plan • Facilitate a coordinated conduct/HR, Title IX, LE process
Affective Violence	• Explore stressors and identify escalation triggers • Consider the conduct/HR process • Offer support, normalization, and advice/guidance	• Set clear conduct limits and monitor for compliance • Assess need for conduct/HR, stay-away orders, limits • Consider emergency contact notification	• Identify immediate safety risks, conduct/HR violations • Facilitate a meeting with conduct/HR, contact, police • Move forward to suspension and removal from campus
Trolling Actions	• Identify areas of difficulty (social, academic, work) • Discuss social, conduct/HR implications of behavior • Explore alternative behaviors, supports	• Discuss motivation, history, and goals of behavior • Address how behavior puts their enrollment at risk • Consider conduct to address disruptive behavior	• Progressive discipline; consider no-contact, suspension • Facilitate a meeting with conduct/HR, contact, police • Set clear limits, boundaries and follow up processes
Transient Threats	• Explore stressors and identify escalation triggers • Connect the individual to supports and resources • Consider conduct/HR process to address behavior	• Gather information on the nature of threats and plan • Set clear conduct limits and monitor for compliance • Consider emergency contact notification	• Threat assessment to develop risk and management plan • Facilitate a meeting with conduct, contact, police • Use progressive disciplinary policy; consider suspension
Substantive Threats	• Explore stressors and identify escalation triggers • Connect the individual to supports and resources • Consider conduct/HR process to address behavior	• Threat assessment mtg with conduct, contact, police • Use progressive disciplinary policy; consider suspension • Consider notification of threatened party	• Immediate involvement of police and conduct/HR • Threat assessment to develop risk and management plan • Progressive discipline with suspension and/or limits
White Supremacy	• Explore stressors and identify escalation triggers • Look for social supports; offer advice/guidance • Connect to peer and social supports, inspire hope	• Address the threatening and aggressive behavior • Clearly outline conduct/HR and behavioral expectations • Strongly encourage counseling, discuss obstacles	• Threat assessment to develop risk & management plan • Facilitate a meeting with conduct/HR, contact, police • Progressive discipline w/suspension, leave and/or limits