

STUDENT OF CONCERN– RISK EVALUATION FORM

STUDENT - GENERAL INFORMATION

Student Last Name:	Student First Name:	Student U#:	Housing: ON OFF Campus
Student Address:		Student Phone #:	
DOB:	Gender:	Email:	
Reported by:	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff	<input type="checkbox"/> Student (friend, peer, other)

[1] NATURE OF CONCERN (from Referral Form)

<input type="checkbox"/> Academic	<input type="checkbox"/> Behavioral	<input type="checkbox"/> Social/ Emotional
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[2] THE FACTS: WHAT DO WE KNOW?

What is the behavior or concern?	What did the student say or do?
How has the student changed?	What do others expect from the student?
Academic Status?	Other

[3] CLEARINGHOUSE QUESTIONS FOR TEAM :

Answer the Following: IS THE STUDENT ..

<input type="checkbox"/>	...an immediate risk to self or others?
<input type="checkbox"/>	... dealing with a mental health or substance use issues which is effecting their ability to cope?
<input type="checkbox"/>	... a disruption to campus?

[4] LEVEL of CONCERN			
<input type="checkbox"/>	NONE IDENTIFIED	<input type="checkbox"/>	LOW
	<ul style="list-style-type: none"> - Does not appear to pose a threat of violence or self-harm at this time, - No evidence of disruption to the community 		<ul style="list-style-type: none"> - Disruptive or concerning behavior - Student may or may not show signs of distress - No threat made or present of threat suggests student is unlikely to carry it out
<input type="checkbox"/>	MODERATE	<input type="checkbox"/>	SEVERE
	<ul style="list-style-type: none"> - Repeated disruption or behaviors of concern - Exhibiting clear distress, more likely disturbance. - Possible threat made or present - Threat is vague and indirect - Information about threat or threat itself is inconsistent, implausible or lacks detail - Threat lacks realism, or is repeated with variations - Content of threat suggests student is unlikely to carry it out 		<ul style="list-style-type: none"> - Seriously disturbed or advancing toward instability - Threat made or present - Threat is vague but direct, or specific but indirect (type of threat v. object of threat) - Likely to be repeated or shared with multiple reporters - Information about threat or threat itself is consistent, plausible or includes increasing detail of a plan (i.e., time, place) - Threat likely to be repeated with consistency (may try to convince listener they are serious) - Content of threat suggests threatener may carry it out
<input type="checkbox"/>	EXTREME RISK		
	<ul style="list-style-type: none"> - Student displays signs of instability - Threat made or present - Threat is concrete (specific and direct) - Likely to be repeated or shared with multiple reporters - Student may appear detached 		<ul style="list-style-type: none"> - Information about threat or threat itself is consistent, plausible or includes specific detail of a plan (i.e., time, place), often with steps already taken - Threat may be repeated with consistency - Content of threat suggests threatener will carry it out (reference to weapons, means, target)
Other Descriptive Information:			

[5] RISK ASSESSMENT OUTCOME	
The student of concern is assessed as:	
<input type="checkbox"/>	- posing a threat of harm or self-harm, or both, and therefore, an intervention plan is required
<input type="checkbox"/>	- not posing a threat of harm or self-harm, but is in need of assistance or intervention
<input type="checkbox"/>	- not posing a threat of harm or self-harm and is not in need of assistance or intervention.

[6] SOCAT INTERVENTION PLAN

<input type="checkbox"/>	Dean of Students	<i>plan:</i>
<input type="checkbox"/>	Dean of Undergraduate Studies	<i>plan:</i>
<input type="checkbox"/>	Dean of Graduate Studies	<i>plan:</i>
<input type="checkbox"/>	Student Rights and Responsibilities	<i>plan:</i>
<input type="checkbox"/>	University Police	<i>plan:</i>
<input type="checkbox"/>	Counseling Center	<i>plan:</i>
<input type="checkbox"/>	Student Health Services	<i>plan:</i>
<input type="checkbox"/>	Housing and Residential Education	<i>plan:</i>
<input type="checkbox"/>	Faculty/Staff	<i>plan:</i>
<input type="checkbox"/>	Other Actions, Campus Offices, or Services (Explain):	

[3] CASE MANAGEMENT DISPOSITION

<input type="checkbox"/>	Case Management
	active case planning; to include identification of needs, resource development, regular contact
<input type="checkbox"/>	Case Monitoring
	monitor progress of in place services and/or the actions of other offices/ entities
<input type="checkbox"/>	Case Discussed
	case discussed; information entered in data base. no action necessary at this time.
<input type="checkbox"/>	Case Pending
	case is in "hold status" waiting for (1) student to return from psychiatric facility or absence and/or (2) further information to better evaluate disposition.

Other: