

## An Act of Violence

Curtis is excited about being in his senior year at college. He embraces the entire experience and enjoys classes, spending time with friends, and looking for internship opportunities for next semester. He spends time hanging out with friends off campus. Curtis is hanging out with his friends outside of a store and a group of local townies who notice that he is a college student start making fun of him. “Hey! Why don’t you get out of here? You don’t belong here.”

Curtis looks down and tries to go into the store. His friends walk away and go back home. Two teenagers stop Curtis from going into the store and say, “No way. You don’t belong here either. Where do you think you are going?” Curtis tries to turn around and the oldest teenager punches him as he walks away. Curtis holds his head and begins to run back home. Several of the teenagers throw bottles at him as he runs down the street.

Curtis is tearful and overwhelmed. He is shaking and has a small amount of blood from a cut on his ear. Curtis takes the next day off from class and spends it in his room, away from everyone. During the next week, he slowly returns to class and other students see him as moodier and more irritable. He doesn’t talk to people often and keeps mostly to himself. Curtis is particularly jumpy around loud noises and has to leave class one day after a glass breaks. He tells his friends, “I just don’t want to be here anymore. Everything reminds me of that day. The sound of the bottles breaking; that kid hitting me. I just don’t feel safe here anymore. I think I need to go home.”

The campus BIT learns of what happens and assigns a case manager to work with Curtis.

### Discussion Questions

1. What are some of the common trauma reactions experienced by those who have been assaulted? Discuss some of the ways to assist Curtis in his recovery. How long would you expect Curtis to have this reaction?
2. Curtis is refusing therapy at this point. What are some ways he could be talked into seeing a therapist? What are some other supports that could be put in place for him short of seeing a therapist?
3. What kind of support might be available from Curtis’ friends? What are the pros and cons of involving the police in this scenario?



# D·PREP TABLETOP EXERCISES

## Living Far from Home

Mei-ling is an art major from Taiwan. She has been in the United States for a semester and feels an overwhelming sense of homesickness. She has had issues adjusting to the food, struggles some with the language and trouble making friends. The political climate has not been very accepting of foreigners, both on campus and on the national stage, and this has contributed to Mei-ling feeling further isolated and depressed.

Mei-ling's art professor notices her difficulty adjusting and shares this with the student affairs department. The department has a case manager who works with students who are struggling. The case manager outreaches to Mei-ling about how she is adjusting to college and her growing sense of depression. Mei-ling is defensive about this and resistant to the idea of going to counseling. She is willing to meet with the case manager moving forward, however.

The case manager continues to meet with Mei-ling twice a week and her depression continues to worsen. Mei-ling has trouble getting to class and missed two of the case management meetings because she overslept. She continues to be isolated in her living environment.

### Discussion Questions

1. How would you proceed if Mei-ling refused to participate in a counseling intake?
2. How can your campus support international students in their transition to the institution and with navigating the new culture?
3. What resources and departments would the case manager need to coordinate with to assist Mei-ling?



*Adapted from Van Brunt, B. & Murphy, A. (2017). A Staff Guide to Addressing Disruptive and Dangerous Behavior on Campus. Routledge Press. (p. 164-169)*

## Chip on his Shoulder

Chip is a second semester sophomore who has a long history of minor conduct and academic disruptions in the classroom. He served in the military and had a traumatic brain injury during his service. Chip is a commuter student who lives off campus and gets into frequent arguments with financial aid and registrar staff about his status on campus and what classes he can register for on campus. Early in his time at the college, he came to the attention of the BIT and was assigned a case manager as part of his sanctioning and probation.

Chip's case manager meets with him weekly to help him better manage his impulse control and build frustration tolerance for times when he gets upset. The case manager often feels challenged and frustrated working with Chip as he continues to get into arguments with fellow classmates, faculty and staff around campus. Nothing the case manager does seems to "stick."

Chip's behavior continues to escalate and he gets into an altercation with another student who he thinks cut in front of him in a line at the student café. Chip pushes him down and threatens to "kick his ass" if he tries to mess with him again. Chip has a pending conduct hearing for the incident that will likely result in his separation from the college.

### Discussion Questions

1. When students have pending conduct violations, how does communication and coordination with the conduct office work?
2. What other support and resources could assist veterans in educational environments and specifically those with traumatic brain injury?
3. If Chip was suspended for one year, how would the case manager be involved with Chip upon his return?



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