

Advanced Threat Management Certification Course

DAY ONE

Early Morning: First Contact to Threat Management: A Case of Kat

- Course introduction and creating a case timeline
- Kat: The Protector of the Chickens- the initial report
- Assessing the Social Media Threat
 - The “oh crap” moment and seeing the context; Goldilocks Principal
 - Applying the NaBITA Risk Rubric to determine next step
 - Applying VRAW² to social media threats
- The Welfare Check
 - Selection of staff to respond; staff safety and stance
 - Eyes on the prize: staying goal focused (e.g. cover letter, resume phone, interview)
- The Dean meeting
 - Building rapport and addressing deception and impression management
 - Re-application of the NaBITA Risk Rubric to determine next step

Late Morning: Assessing and Managing Kat

- The Assessment of Threat
 - Application of the SIVRA-35/ERIS interview
 - Application of NaBITA Risk Rubric to determine next steps
 - Applying the Structured Professional Judgement model to create a Risk Treatment plan
- The Management of Kat
 - Addressing resistance, anger, defensiveness and frustrations
 - Establishing rapport, obtaining buy-in, developing a plan and applying interventions

* * * **Lunch** * * *

Early Afternoon: Understanding Who You Are Helping

- Working with students with mental illness
 - Depression and suicide, bipolar, schizophrenia
 - Anxiety, developmental disorders, substance abuse
- Understanding closed communities and marginalized populations
 - People of color, veterans, student athletes
 - Fraternity and sorority life, online students, non-traditional
 - International students, study abroad students
- Understanding the culture of different locations
 - K-12, workplace, residential college, community college, international considerations

Late Afternoon: Case Discussions and Application

- Brief introduction to the case process
 - Case presentation and risk assessment shared with group
 - Group discussion of intervention
- 1. Social media threat and facing suspension
- 2. White supremacy doxxing
- 3. Continuous social media threat (social media rap)
- 4. ASD/Aspergers touch
- 5. K-12 hit list

DAY TWO

Early Morning: Documentation and Creation of Risk Reduction Plans

- Show your work: The importance of process
- Discoverability and document: Should I write anything down?
- The do's and don'ts of documentation and Risk Reduction Plans
- Division of groups to write up example plans
 - Social media threat and facing suspension—high school
 - White supremacy doxxing: workplace
 - Continuous social media threat (social media rap at four-year college)
 - ASD/Aspergers touch (community college)
 - K-12 Hit List

Late Morning: Special Topics

- Mandated treatment: The good, the bad, and the ugly
- Behavioral agreements: doing them well
 - In collaboration with conduct
- The danger of over-reach: readmission plans that run afoul of ADA/504
 - Increased duty, the road to hell/good intentions, efficacy of treatment
- The suicidal student contracting for safety, addressing behavior not illness
- The use of off-campus law enforcement, private detectives, and the fusion center

* * * **Lunch** * * *

Early Afternoon: Application of Concepts through a Case Study

- Case presentation: OCD and threat
 - Review of the assessment (conflict between mental health and threat assessment)
 - Group discussion of risk assessment
- Developing and documenting Risk Reduction Plan
 - Divide into groups to develop a risk reduction/SPJ action plan
 - Sample plan shared with group and discussion
- Applying a Risk Reduction Plan
 - Identifying obstacles (strategies, tactics and logistics)
 - Counseling considerations, family and peer support, on-campus resources, workplace connection, establishing ROI/communication

Late Afternoon: Using the Risk Management Planning Tool

- Introduction to the RMPT and overview of its use
- Five case examples: suicide, impulse control and anger, dating/friend social connections, addressing mood dysregulation, addressing poor boundaries
- Group work: creation of final Risk Management Plan
- Final questions and wrap-up

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Dangerousness and violence, from a student, faculty, or staff member is difficult - if not impossible - to accurately predict. This training topic offers research-based techniques and theories to provide a foundational understanding and improved awareness of the potential risk. The training should not be seen as a guarantee or offer any assurance that violence will be prevented.