

Dr. Rick A. Myer -- Opening Speech Outline

CRISIS INTERVENTION AND PREVENTION ON COLLEGE CAMPUSES: The Three "C"s

Part I -- Herding Cats: Violence Prevention on College Campuses: This section will serve as the introduction to the speech as well as an introduction of terms. In addition, Dr. Myer plans to briefly describe the need for a comprehensive systemic plan that goes beyond the typical "recipe" models. Recipe models are static in nature and generally focus on actions to be taken when a crisis occurs. Instead Dr. Myer plans to introduce a model that focuses more on the decisions that need to be made during a crisis rather than on exactly what actions are to be taken. The reason behind this approach is that each situation is unique and cookie-cutter models often do not allow for and address the distinctive characteristics of a particular situation or setting.

Part II -- What You See Is What You Get . . . or Maybe Not?: This section of the speech will focus on the meaning of prevention. Dr. Myer plans to introduce the idea that absolute prevention of violence is not possible. The concept of prevention must be expanded to include; (1) preventing occurrences of violence, (2) preventing the immediate spread of violence, and (3) preventing violence from spreading across campus. Dr. Myer plan to also address the issues of system recovery from a crisis in this portion of the speech.

Part III -- Duller than Dirt . . . More Valuable than Gold: Procedural Issues: This portion of the speech will focus on the Three C's of preventing violence on college campuses. These are: (1) **Communication** – communication is the key for preventing and responding to crises on campuses. Communication must break through the silos that are often found on college campuses and also be two way. (2) **Coordination** – coordination involves logistical issues related to preventing violence on college campuses. Included in this portion of the speech is the need for a consistent, standardized approach to and method for assessment of students whose behavior has the potential to disrupt the learning environment. In addition Dr. Myer plans to discuss the need for policies and procedures that are consistent and allow fair and unbiased decisions to be made. (3) **Consultation** – consultation concerns the need to learn from experience, debrief interventions and incorporate lessons learned into institutional policies and practices.