Overly demanding of faculty/staff attention

Multiple requests for extensions

Bizarre content in writings or presentations

Sudden decline in quality of work and grades

than academic counseling during office hours

\[ \text{You find yourself doing more personal rather than academic counseling during office hours.} \]

\[ \text{Mental Health Services Authority (CalMHSA), and prolonged contact with them.} \]

\[ \text{The University of California, in collaboration with the California Mental Health Services Authority (CalMHSA), requests that you act with compassion in your dealings with such students.} \]

\[ \text{Assisting Students in Distress} \]

\[ \text{See Something.} \]

\[ \text{UCI faculty/staff and graduate teaching/research assistants are in a unique position to demonstrate compassion for UCI students in distress.} \]

\[ \text{Both undergraduate and graduate students may feel alone, isolated, and even hopeless when faced with academic and life challenges. These feelings can easily disrupt academic performance and may lead to dysfunctional coping and other serious consequences.} \]

\[ \text{You may be the first person to SEE SOMETHING distressing in a student since you have frequent and prolonged contact with them. The University of California, in collaboration with the California Mental Health Services Authority (CalMHSA), requests that you act with compassion in your dealings with such students.} \]

\[ \text{Say Something.} \]

\[ \text{Students exhibiting troubling behaviors in your presence are likely having difficulties in various settings including the classroom, with roommates, with family and in even in social settings.} \]

\[ \text{Trust your instincts and SAY SOMETHING if a student leaves you feeling worried, alarmed or threatened!} \]

\[ \text{Do Something.} \]

\[ \text{Sometimes students cannot, or will not turn to family or friends. DO SOMETHING! Your expression of concern may be a critical factor in saving a student’s academic career or even their life.} \]

\[ \text{The purpose of this folder is to help you recognize symptoms of student distress and identify appropriate referrals to campus resources.} \]

\[ \text{Campus Emergency Notifications} \]

\[ \text{zotALERT - UCIPD will send out emergency text message notifications in the event of a known threat to the campus.} \]

\[ \text{Sign up for zotALERT here: www.ot.uc Irvine.edu/zotalert/} \]

\[ \text{zotALERT may advise you of actions to take to keep safe such as:} \]

\[ \text{Secure in place: Go to the nearest room or office and close and lock the door. Turn off lights and close blinds. If outside, get inside the nearest building.} \]

\[ \text{Evacuate: Evacuate to your designated Assembly Area, unless you are directed otherwise.} \]

\[ \text{Am I Allowed to Share the Information I Have about this Student of Concern?} \]

\[ \text{According to the Federal Educational Rights and Privacy ACT (FERPA), University faculty and staff are permitted to disclose information about a student with appropriate university officials when there is an urgent health and/or safety concern.} \]

\[ \text{Students exhibiting troubling behaviors in your presence are likely having difficulties in various settings including the classroom, with roommates, with family and in even in social settings.} \]

\[ \text{Threatening self or others} \]

\[ \text{Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideation/violent behaviors – a “cry for help”} \]

\[ \text{Communicating threats via email, correspondence, texting or phone calls} \]

\[ \text{Self-disclosure of personal distress family problems, financial difficulties, contemplating suicide, grief} \]

\[ \text{Mental Health Services Authority (CalMHSA), and prolonged contact with them.} \]

\[ \text{The University of California, in collaboration with the California Mental Health Services Authority (CalMHSA), requests that you act with compassion in your dealings with such students.} \]
Response Protocol  Follow the chart to determine what to do when faced with a distressed or disruptive student.

Is the student a danger to self, or others, or does the student need emergency assistance?

- **“Yes”**
  - The student’s conduct is clearly and imminently reckless, disorderly, dangerous, or threatening and is suggestive of harm to self or others in the community.
  - Call 911 or Campus Police 949.824.5223
  - After speaking with police report the concern to: Campus Consultation Team by contacting the Associate Vice Chancellor 949.824.4642

- **“I’m not sure”**
  - The student shows signs of distress, but I am not sure how serious it is. My interaction has left me feeling uneasy and/or concerned about the student.
  - Call the Counseling Center for consultation 949.824.6457
  - After Hours & Holidays: select the after hours service option to be connected to a live mental health specialist

- **“No”**
  - I am not concerned for the student’s immediate safety, but he/she is having significant academic and/or personal issues and could use some support or additional resources.
  - Refer student to an appropriate campus resource. See back panel for options.

For a complete list visit: www.whcs.uci.edu/csw

How to Reach Out and Refer  Use these tips to help you refer a student in need of assistance.

<table>
<thead>
<tr>
<th>Preparing to reach out to the student</th>
<th>Connecting with the student</th>
<th>Making the referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know the available campus resources and the referral process.</td>
<td>Listen supportively. Repeat the student’s statement to clarify and to demonstrate an understanding of the student’s perspective.</td>
<td>Recommend services and provide student with realistic expectations. Note that some campus resources can offer confidential support while others are required by mandates to respond or report.</td>
</tr>
<tr>
<td>Seek suggestions from experienced colleagues and the department chair.</td>
<td>Do not challenge or become argumentative with the student.</td>
<td>Reassure the student that students often seek help over the course of their college career to effectively achieve their goals.</td>
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<tr>
<td>If in need of additional consultation, contact the Counseling Center to explore the issues involved and course of intervention.</td>
<td>Do not try to minimize the student’s distress.</td>
<td>Direct the student to a preferred assistance source.</td>
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<td>Allow sufficient time to thoroughly address the issues of concern.</td>
<td>If safe, meet and talk in private to minimize embarrassment and defensiveness.</td>
<td>Be frank with the student about your limits (time, expertise, student’s reluctance to talk).</td>
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<td>Review your physical environment and make provisions for your safety and that of others. If necessary, notify colleagues in close proximity of your intended intervention.</td>
<td>Clearly express your concerns focusing on the behavior in non-disparaging terms.</td>
<td>Frame any decision to seek and accept help as an intelligent and wise choice.</td>
</tr>
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<td>Remain calm and know whom to call for help in case of need.</td>
<td>Ask if the student wants to hurt themselves. Asking does not plant ideas in the student’s mind.</td>
<td>Make sure the student understands what actions are necessary.</td>
</tr>
<tr>
<td>If you decide not to have direct contact with the student, refer incident to the proper resources, including the Campus Consultation Team if appropriate.</td>
<td>If a student expresses a direct threat to self or others, or acts in a bizarre, highly irrational and disruptive way, contact UCIPD.</td>
<td>Encourage and assist the student to make and keep an appointment.</td>
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<td>Offer supportive alternatives, resources and referrals.</td>
<td>If necessary, find someone to stay with the student while calls to the appropriate resources are made, and offer to escort the student.</td>
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<td>Respect the student’s privacy without making false promises of confidentiality.</td>
<td>Set a follow-up appointment with the student.</td>
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<td>Explore the student’s support system(s).</td>
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<td>Emphasize the importance of professional help for the student.</td>
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<td>Document all incidents and attempts to resolve the situation. Be factual and objective.</td>
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</tbody>
</table>

Personal support for faculty and staff after working with a distressed or disruptive student: UC Irvine EAP administered by ComPsych Guidance Resources 844.824.3723