### Academic Indicators
- Sudden decline in quality of work and grades
- Repeated absences
- Decrease in academic performance
- Multiple requests for extensions
- Seeking constant attention
- Overly demanding of faculty/staff attention

### Physical Indicators
- Marked changes in physical appearance including deterioration in grooming, hygiene, or weight loss/gain
- Excessive fatigue/sleep disturbance
- Intoxication, hangover, or smelling of alcohol
- Disoriented or "out of it"
- Garbled, tangential, or slurred speech

### Safety Risk Indicators
- Unprovoked anger or hostility
- Implying or making a direct threat to harm self or others
- Academic assignments dominated by themes of suicide, hopelessness, rage, worthlessness, isolation, despair, acting out suicidal ideations, violent behaviors — a "cry for help"
- Communicating threats via email, correspondence, texting, or phone calls

### Psychological Indicators
- Self-disclosures of personal distress - family problems, finances, depression, self-mutilation, eating, grief
- Excessive numbness, panic reactions, irritability or unusual apathy
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Expressions of distress or concerns about the student by his/her peers

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### Resources in the Community
- **UCI Police Department**
  - 949.824.5223
- **International Center**
  - 949.824.7249
- **Office of Student Conduct**
  - 949.824.5590
- **Office of Ombudsman**
  - 949.824.7256
- **Cascade Centers/EAP**
  - 800.433.2320
- **Clinical Social Worker**
  - 949.824.1418
- **Counseling Center**
  - 949.824.6457
- **Dean of Students**
  - 949.824.4642
- **School Academic Advisor**
  - 949.824.3277
- **LGBT Resource Center**
  - 949.824.3277
- **UC Irvine Medical Center**
  - 714.456.7890
- **AVC Wellness, Health & Counseling Services**
  - 949.824.4642
- **Irvine City Police Department**
  - 949.724.7000
- **UCI Police Department**
  - 949.824.5223
- **Student Health Center**
  - 949.824.2500

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### Distress
- **Distressed Student**
- A student with persistent behaviors such as:
  - Verbal abuse (e.g., taunting, badgering, intimidation)
  - Self-disclosures of personal distress - family problems, finances, depression, self-mutilation, eating, grief
  - Excessive numbness, panic reactions, irritability or unusual apathy
  - Verbal abuse (e.g., taunting, badgering, intimidation)

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### Distress Strategy
- **If a student is causing a disruption but does not pose a threat to others' safety due to a student's self-harmful behavior.**
  - Ensure your safety in the environment.
  - Use a calm, non-confrontational approach to defuse/de-escalate the situation.
  - Set limits by explaining how the behavior is inappropriate.
  - If behavior continues, ask the student to stop and warn him or her that official action may be taken. Ask the student to leave. Inform him or her that refusal to leave may be a separate violation subject to discipline.

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### Distress Strategy
- **For Consultation or Emergency Counseling**
  - UCI Wellness, Health & Counseling Services
  - 949.824.4642

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### Distress Strategy
- **Non-emergent:**
  - UC Irvine Medical Center
  - 714.456.7890

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### Distress Strategy
- **Emergencies:**
  - Medical Emergency: 911
  - Call 911 immediately in the event of a life-threatening emergency.

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### Distress Strategy
- **For Support or Information:**
  - cascadeshare@uci.edu
  - 949.824.1389

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### Distress Strategy
- **Disruption or Distress?**
  - Do Something.
  - 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.

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### Distress Strategy
- **The purpose of this folder is to help you recognize symptoms of student distress and identify appropriate referrals to campus resources.**

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### Distress Strategy
- **The Family Educational Rights and Privacy Act (FERPA)**
  - The Family Educational Rights and Privacy Act (FERPA) permits communication about a student of concern in connection with a health and safety emergency. Observations of a student’s conduct or statements made by a student are not FERPA protected. Such information should be shared with appropriate consideration for student privacy.

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How To Refer:

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 immediate assistance for any reason?**

**“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 Assistant 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.

- During business hours: Call the Counseling Center for consultation (949) 824-6457
- After Hours & Holidays: Call the Counseling Center and select the after hours service option to be connected to a live mental health specialist (949) 824-6457

**“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: http://www.chs.uci.edu/index.html

Support for faculty and staff after working with a distressed or disruptive student:
UC Irvine / EAP administered by, Cascade Centers (800) 433-2320

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**How To 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>Consult with the Consultation Team to explore the issues involved and course of intervention.</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 to respond or report.</td>
</tr>
<tr>
<td>Know the available campus resources and the referral process.</td>
<td>Do not challenge, shock, 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>
</tr>
<tr>
<td>Seek suggestions from experienced colleagues and the department chair.</td>
<td>Do not try to minimize the student’s distress.</td>
<td>Direct the student to a preferred assistance source.</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
<tr>
<td>Remain calm and know whom to call for help in case of need.</td>
<td>Ask if the student wants to hurt himself. 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>When a student expresses a direct threat to self or others, or acts in a bizarre, highly irrational and disruptive way, contact UCPD.</td>
<td>Offer supportive alternatives, resources and referrals.</td>
<td>Encourage and assist the student to make and keep an appointment.</td>
</tr>
<tr>
<td>If you decide not to have direct contact with the student, refer incident to the proper resources.</td>
<td>Respect the student’s privacy without making false promises of confidentiality.</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>
</tr>
<tr>
<td></td>
<td>Explore the student’s support system(s).</td>
<td>Set a follow-up appointment with the student.</td>
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<td></td>
<td>Emphasize the importance of professional help for the student.</td>
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<td></td>
<td>Document all incidents and attempts to resolve the situation. Be factual and objective.</td>
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</tbody>
</table>