ASSISTING UC SANTA CRUZ STUDENTS IN DISTRESS

BE ALERT TO WARNING SIGNS OF A STUDENT IN CRISIS

As a parent, you may be the first person who is in a position to help a student in need. Being aware of distress signals, ways to intervene, and resources to help the student may assist you in responding effectively to such an event. If you find yourself feeling worried, alarmed, or threatened, “SAY SOMETHING AND DO SOMETHING!” Take signs of distress seriously. Help the student by calling for assistance and reporting your concerns to Counseling and Psychological Services (CPS). You may be the one saving a student’s life by being available in the right place at the right time.

INDICATORS OF DISTRESS (what to look for)
Look for groupings, frequency, duration and severity — not just isolated symptoms

<table>
<thead>
<tr>
<th>ACADEMIC INDICATORS may include:</th>
<th>PHYSICAL INDICATORS may include:</th>
<th>PSYCHOLOGICAL INDICATORS may include:</th>
<th>SAFETY RISK INDICATORS may include:</th>
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<tr>
<td>• Decline in quality of work and grades.</td>
<td>• Marked changes in physical appearance including deterioration in grooming, hygiene, weight loss/gain.</td>
<td>• Self-disclosure of personal distress, family problems, financial difficulties, contemplating suicide, losses.</td>
<td>• Unprovoked anger or hostility.</td>
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<td>• Repeated absences.</td>
<td>• Excessive fatigue, listlessness.</td>
<td>• Exaggerated personality traits (e.g., withdrawn or agitated, mutters under breath, slow response time to questions).</td>
<td>• Physical violence (e.g., shoving, grabbing, assault, use of weapon).</td>
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<td>• Disorganized performance.</td>
<td>• Sleep disturbances.</td>
<td>• Unusual/disproportional emotional response to events.</td>
<td>• Implying or making a direct threat to harm self or others.</td>
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<td>• Multiple requests for extensions.</td>
<td>• Intoxication, hang over, smelling of alcohol.</td>
<td>• Excessive tearfulness, panic reactions, irritability or apathy, antagonism, and impulsiveness.</td>
<td>• Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations/violent behaviors — a “cry for help.”</td>
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<td>• Overly demanding of faculty and staff time and attention.</td>
<td>• Disoriented or “out of it.”</td>
<td>• Verbal abuse (e.g., taunting, badgering, intimidation).</td>
<td>• Stalking or harassing.</td>
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<td>• Conduct that interferes with classroom or activity engagement.</td>
<td>• Garbled, rambling tangential, disconnected, or slurred speech.</td>
<td>• Expression of concern about the student by his/her peers.</td>
<td>• Communicating threats via email, correspondence, texting, and phone calls.</td>
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<td>• Bizarre content in writings or presentations.</td>
<td>• Behavior out of context or bizarre.</td>
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# BANANA SLUGS C.A.R.E.

**Campus Action Response and Engagement for Students in Distress (what to do)**

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<th>Preparing to reach out to the student:</th>
<th>When engaging with the student:</th>
<th>Making a referral:</th>
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<tbody>
<tr>
<td>- Know the available campus resources and the referral process.</td>
<td>- Connect with the distressed student. If safe, meet and talk in private to minimize embarrassment and defensiveness.</td>
<td>- Be clear with the student about your limits (time, expertise, student's reluctance to talk).</td>
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<td>- Consult with CPS, the Colleges or other important campus resources to explore the issues involved and course of intervention, which might include contacting the parents/guardian.</td>
<td>- Clearly express your concerns focusing on the behavior in non-judgemental terms.</td>
<td>- Direct the student to the identified campus resources.</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>- Do not challenge, shock, or become argumentative with the student.</td>
<td>- Recommend services and provide student with realistic expectations.</td>
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<td>- Allow sufficient time to thoroughly address the issues of concern.</td>
<td>- Listen empathically and supportively. Repeat the student's statement to clarify and to demonstrate an understanding of the student's perspective.</td>
<td>- Frame any decision to seek and accept help as an intelligent and wise choice.</td>
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<td>- Remain calm and know how to call for help in case of need.</td>
<td>- Do not try to minimize the student's distress.</td>
<td>- Reassure them that students often seek help over the course of their college career to effectively achieve their goals.</td>
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<td>- When a student expresses a direct threat to self or others, or acts in a bizarre, highly irrational and disruptive way, call University Police at 459-2231, or 911 if it is an emergency.</td>
<td>- Ask if the student is considering suicide. Asking does not plant ideas in the student's mind.</td>
<td>- Make sure the student understands what actions are necessary.</td>
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<td>- Respect the student's privacy without making false promises of confidentiality.</td>
<td>- Encourage and assist the student to make and keep appointments.</td>
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<td>- Explore the student's support system(s).</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></td>
<td>- Emphasize the importance of professional help for the student.</td>
<td>- Set a follow-up appointment with the student.</td>
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**Suggestions or Comments?** deanofstudents@ucsc.edu
Responding to students of concern:

- **Safety first**: The welfare of the student and the campus community is the top priority when a student displays threatening or potentially violent behavior. The most effective means of preventing suicide and violence is providing coordinated professional help and follow-up care.

- **Trust your instincts**: If you experience any sense of unease about a student, it is important to pay attention to those inner signals. Seek immediate consultation from CPS, the College, your department chair or supervisor.

- **Listen sensitively and carefully**: Distressed students need to be seen, heard, and helped. Many students will have trouble articulating their real problems and feelings. Don’t be afraid to ask students directly if they are under the influence of drugs or alcohol, feel confused, or have thoughts of harming themselves or others.

- **Be proactive**: Engage students early on, setting limits on disruptive or self-destructive behavior. Use the “Handbook” and/or the class syllabus to inform students in writing of standards and expectations for campus and classroom conduct and of possible consequences for disruptive behavior.

- **Avoid escalation**: Distressed students can be sensitive and easily provoked. Avoid threatening, humiliating, and intimidating responses. Use a non-confrontative approach. Help them connect with the necessary university resources for assistance.

- **No excuses**: Disabilities are not considered legitimate excuses for disruptive behavior at UCSC.

- **Help them get help**: Be available. Show interest and offer support. Refer the students to campus departments or offices that have the expertise and personnel to help them. Use one of the Telephone Numbers at a Glance on the front of this folder.

- **Work as a team**: Share information and consult with the appropriate university officials to coordinate care for the student, including when teachers reach out to parents. Safeguard a student’s privacy rights. Serious or persistent inappropriate behavior should always be reported.

**What about Privacy Laws and Confidentiality?**

The Family Educational Rights and Privacy Act (FERPA) permits communication about a student of concern under the following circumstances:

- UCSC may disclose personal identifiable information from an “educational record” to appropriate individuals in connection with a health and safety emergency. Information may be released to parents, police, or others, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

- Information can be released to university personnel when there is a specific need to know and should be limited to the essentials of university business.

- Observations of a student’s conduct or statements made by a student are not “educational records” or FERPA protected. Such information should be shared with appropriate consideration for the student’s privacy.

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**BANANA SLUGS C.A.R.E.**

The Office of Campus Life and Dean of Students has developed this informational guide to assist faculty, TAs, staff and the university community in recognizing and assisting students in distress.
TELEPHONE NUMBERS AT A GLANCE (all numbers are 831 area code)

**Emergency** - Life Threatening situation: Dial 911
University Police: from a cell phone or for non-emergency: 459-2231

**Counseling and Psychological Services:**
Counseling and Psychological Services (CPS) 459-2628
Psychiatry Services 459-2214
After-Hours Crisis Services 459-2628
Available Monday-Friday from 5:00 p.m.-8:00 a.m. and 24 hours on weekends and holidays.

**Student Health Services (SHS):**
Student Health Center (SHC) 459-2211
For medical appointments 459-2500
Rape Prevention Education 459-2724
Student Health Outreach and Promotion (SHOP) 459-3772

**College CAO’s** (College Administrative Officers):
COLLEGE CAO
College Eight 459-2922
College Nine 459-3122
College Ten 459-3122
Cowell College 459-3642
Crown College 459-2452
Kresge College 459-5015
Merrill College 459-4827
Oakes College 459-2550
Porter College 459-5015
Stevenson College 459-2638

**Division of Graduate Studies** 459-4108

**Campus Resources and Consultation:**
Dean of Students 459-4446
Student Judicial Affairs (SJA) 459-1738
Disability Resource Center (DRC) 459-2089
Student Organization Advising and Resources (SOAR) 459-2934
Ethnic Resource Center 459-2427
Lionel Cantu Gay Lesbian Bisexual Trans Intersex Resource Center 459-2468
Title IX/Sexual Harassment Officer 459-2468
Services for Transfer and Re-Entry Students (STARS) 459-2552
and Veterans Education Team Support (VETS)
Women’s Center 459-2072

**Concerned about what you have witnessed in a student’s behavior or classwork? Call for immediate assistance or a consultation.**

ASSISTING STUDENTS IN DISTRESS

GETTING HELP
If you are concerned for yours’ or others’ safety due to a student’s disruptive and/or threatening behavior CALL 911 OR, HE UNIVERSITY POLICE, 459-2231

THEN REPORT TO:
For Undergrads: The Colleges (CAOs/ACAOs/CReS) Dean of Students Consultation and Referrals Call CPS, SHS, DRC, STARS
Policy, Procedures, Housing and Judicial Call CAO or ACAO, SJA, Title IX/SHO, Dean of Students, Division of Graduate Studies Academic Status Call and Consult Academic preceptor or adviser Graduate Research Adviser Graduate Department Chair Division of Graduate Studies

AFTER HOURS CRISIS SERVICE (831) 459-2628
The After Hours Crisis Service is available for psychological crisis assessment, consultation and intervention. UCSC students, faculty, staff and parents may also call the After Hours Crisis Service for information and consultation about a student in crisis. The After Hours Crisis Service is available Monday-Friday from 5:00 p.m.-8:00 a.m. and 24 hours on weekends and holidays.

COUNSELING AND PSYCHOLOGICAL SERVICES (CPS) (831) 459-2628
CPS offers a variety of counseling services including crisis counseling, personal or group counseling, couples and family counseling and stress reduction services.
http://www2.ucsc.edu/counsel/services.htm

IMPORTANT RESOURCES
UC AND UCSC POLICIES (831) 459-1738
The “Handbook” outlines UCSC policies for student discipline and disruptive behavior on campus and within university facilities, including classrooms. The “Handbook” is administered by the Office of Student Judicial Affairs and is available at:
http://www2.ucsc.edu/judicialoutlines.shtml

UNIVERSITY INTERFAITH COUNCIL
The University Interfaith Council (UIC) strengthens the rich spiritual life at UCSC and is open to all religious groups. UIC seeks to integrate spirituality with academic life and promote tolerance, peace, and understanding toward all faiths and spiritual traditions. UIC staff are available to provide spiritual counseling and referrals to interested students, faculty, staff and parents.
http://campuslife.ucsc.edu/programs_services/uic.php