See Something.
UCI faculty/staff and graduate teaching/research assistants are in a unique position to demonstrate compassion for UC students in distress. 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.

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 (CalMental), requests that you act with compassion in your dealings with such students.

Say Something.
Students exhibiting troubling behaviors in your presence are likely having difficulties in various settings including the classroom, with roommates, family and in even in social settings. Trust your instincts and SAY SOMETHING if a student leaves you feeling worried, alarmed or threatened!

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.

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

Academic Indicators
- Sudden decline in quality of work and grades
- Repeated absences
- Bizarre content in writings or presentations
- Multiple requests for extensions
- Overtly demanding of faculty/staff attention
- Marked changes in physical appearance including deterioration in grooming, hygiene or weight loss/gain
- Excessive fatigue/deep disturbance
- Intoxication, hang over or smelling of alcohol
- Unprovoked anger or hostility
- Disorientation or “out of it”
- Garbled, tangential or slurred speech
- Unprovoked anger or hostility
- Implying or making a direct threat to harm self or others
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations/violent behaviors — a “cry for help”
- Communicating threats via email, correspondence, texting or phone calls

Physical Indicators
- garbled, tangential or slurred speech
- Intoxication, hang over or smelling of alcohol
- Sudden decline in quality of work and grades
- Overly demanding of faculty/staff attention
- Bizarre content in writings or presentations
- Marked changes in physical appearance including deterioration in grooming, hygiene or weight loss/gain
- Excessive fatigue/deep disturbance
- Unprovoked anger or hostility
- Implying or making a direct threat to harm self or others
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations/violent behaviors — a “cry for help”
- Communicating threats via email, correspondence, texting or phone calls

Safety Risk Indicators
- Self-disclosure of personal distress family problems, financial difficulties, contemplating suicide, grief
- Excessive fearfulness, panic reactions, irritability or unusual apathy
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Expressions of concern about the student by their peers

Psychological Indicators
- Expressions of concern about the student by their peers
- Iris or unusual apathy
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Self-disclosure of personal distress family problems, financial difficulties, contemplating suicide, grief
- Excessive fearfulness, panic reactions, irritability or unusual apathy
- Am I Allowed to Share the Information I Have about this Student of Concern?

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.
Disruptive or Distressed?

Use this information to determine.

**Distressed Student**
A student with persistent behaviors such as:
- Unduly anxious
- Sad
- Irritable
- Withdrawn
- Confused
- Lacks motivation and/or concentration
- Seeks constant attention
- Demonstrates bizarre or erratic behavior
- Expresses suicidal thoughts.

**Disruptive Student**
A student whose conduct is clearly and imminently reckless, disorderly, dangerous, or threatening, including self-harmful behavior.

**Safety concern**
If you are concerned for your or others' safety due to a student's disruptive or threatening behavior, call 911 or the UCI Police Department.

**Refer to**
Support Services Resources
- Counseling Center
- Student Health Center
- CARE
- Campus Social Worker
- Administrative/Student Conduct
- School Academic Advisor
- Division of Undergraduate Education
- Graduate Advisor
- Graduate Division
- University Registrar
- Office of the Ombudsman

**Non-urgent: Student Health Center** 949.824.5301

**Medical Emergency: 911**

**Still unsure?** For consultation or emergency counseling call the Counseling Center.

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**For Illness or Injury**

**Counseling Center**
949.824.6457

**Office of Student Conduct**
949.824.5590

**Disability Services Center (DSC)**
949.824.7497

**Office of Equal Opportunity and Diversity (OEDD)**
949.824.5594

**International Center**
949.824.7249

**LGBT Resource Center**
949.824.3277

**Office of the Ombudsman**
949.824.7256

**UCI Police Department**
949.824.5223

**Office of Student Conduct**
949.824.5181

**Student Health Center**
949.824.5301

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**Campus Resources for Students**

**Campus Assault Resources & Education (CARE)**
949.824.7273

**Campus Social Worker**
949.824.1418

**Counseling Center**
949.824.6457

**Dean of Students**
949.824.5590

**Disability Services Center (DSC)**
949.824.7497

**Office of Equal Opportunity and Diversity (OEDD)**
949.824.5594

**International Center**
949.824.7249

**LGBT Resource Center**
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**Office of the Ombudsman**
949.824.7256

**UCI Police Department**
949.824.5223

**Office of Student Conduct**
949.824.5181

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**Resources in the Community**

**2-1-1 Local Resources**
211

**Irvine City Police Department**
949.724.7000

**National Suicide Prevention Hotline**
800.273.8255

**Hoag Memorial Hospital (Newport Beach)**
949.764.4624

**UC Irvine Medical Center**
714.456.7890

**Western Medical Center Hospital (Santa Ana)**
714.835.3555

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**Campus Resources for Faculty & Staff**

**ComPsych Guidance Resources/EAP**
844.824.3273

**Worklife & Wellness**
949.824.5429

**Office of the Ombudsman**
949.824.7256

**Workplace Violence Prevention (UCIPD)**
949.824.5223

**Campus Consultation Team**
949.824.4642

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**Campus Social Worker**

**Disruptive or Distressed?**

**Assisting Students in Distress**

The purpose of this folder is to help you recognize behaviors that might indicate a student is in distress.

Sometimes students cannot, or will not turn to family or friends.

Do Something.

Do Something.
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.

**“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.

**“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.

Call 911 or Campus Police 949.824.5223

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

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>
</tr>
<tr>
<td>Allow sufficient time to thoroughly address the issues of concern.</td>
<td>Clearly express your concerns focusing on the behavior in non-disparaging terms.</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>Ask if the student wants to hurt themselves. Asking does not plant ideas in the student’s mind.</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>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>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>Offer supportive alternatives, resources and referrals.</td>
<td>Encourage and assist the student to make and keep an appointment.</td>
</tr>
<tr>
<td></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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</tr>
</tbody>
</table>

Find more helpful referral information online: www.counseling.uci.edu/#staff

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

UCI Wellness, Health & Counseling Services
The purpose of the Consultation Team is to bring the collective wisdom, professional perspectives, campus management and agency responsibilities to bear on a crisis that, because of its reach, complexity, or potential for risk, demands the involvement of multiple campus departments. The UCI Consultation Team meets to discuss crisis management issues, to review hypothetical and actual cases, and to update campus protocols for responding to these crises. Members adhere to legal, ethical, professional laws and guidelines while working together.

The UCI Consultation Team was established in the early 1990s by Dr. Thomas Parham in response to a UCI staff member who requested a consultation concerning a threat of violence. Since its inception, the team continues to address crises that demand a sense of urgency and require the involvement of various department heads both during and after these emergent situations concerning students and university personnel.

The role of the University Ombudsman is to observe the discussion and bring up areas which should be considered. Due to impartiality, however, the Ombudsman does not participate in any decisions made during the meetings.
UCI CONSULTATION TEAM ACTIVATION

When a student or personnel issue rises and poses the potential for risk or harm to others, and where University liability is a possibility, the Consultation Team coordinates multiple units and services in an effort to take a proactive stance in preventing and managing the issue.

TO ACTIVATE THE CONSULTATION TEAM

CRITICAL INCIDENT & CIRCUMSTANCE

1. A faculty or staff member – Point of Contact – believes that a critical incident or circumstance has reached a high level of concern.

2. Point of Contact consults a member of the UCI Consultation Team Core Group.

3. The Core Group may activate some (or all) members of the UCI Consultation Team, including those areas determined to have a need to know and/or are relevant for the planning of interventions.

4. Point of Contact personnel receive coordinated plans of action for various critical scenarios, with duties and responsibilities assigned to the appropriate unit.

UCI Consultation Team meets quarterly or semi-annually to review Crisis Management and Crisis Intervention Protocols.

Coordinated plan with various scenarios reviewed.

Point of Contact receives information on coordinated plan.