Faculty/Staff Reference to Assist Students in Distress

Indicators of Distress: What to look for

Be aware of the following indicators of distress. Look for groupings, frequency, duration and severity — not just isolated symptoms.

<table>
<thead>
<tr>
<th>Academic Indicators</th>
<th>Physical Indicators</th>
<th>Psychological Indicators</th>
<th>Safety Risk Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Sudden decline in quality of work and grades</td>
<td>✓ Marked changes in physical appearance including deterioration in grooming, hygiene, or weight loss/gain</td>
<td>✓ Self-disclosure of personal distress such as family problems, financial difficulties, contemplating suicide, grief</td>
<td>✓ Unprovoked anger or hostility</td>
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<tr>
<td>✓ Repeated absences</td>
<td>✓ Excessive fatigue/sleep disturbance</td>
<td>✓ Unusual/disproportional emotional response to events</td>
<td>✓ Physical violence (shoving, grabbing, assault, use of weapon)</td>
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<tr>
<td>✓ Disorganized performance</td>
<td>✓ Intoxication, hangovers, or smelling of alcohol</td>
<td>✓ Excessive tearfulness, panic reactions</td>
<td>✓ Imposing or making a direct threat to harm self or others</td>
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<td>✓ Multiple requests for extensions</td>
<td>✓ Disoriented or &quot;out of it&quot;</td>
<td>✓ Irritability or unusual apathy</td>
<td>✓ Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideas/violent behaviors — a &quot;cry for help&quot;</td>
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<tr>
<td>✓ Overly demanding of faculty and staff time and attention</td>
<td>✓ Garbled, tangential, disconnected, or slurred speech</td>
<td>✓ Verbal abuse (e.g., taunting, badgering, intimidation)</td>
<td>✓ Stalking or harassing</td>
</tr>
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<td>✓ Bizarre content in writings or presentations</td>
<td>✓ Behavior is out of context or bizarre</td>
<td>✓ Expressions of concern about the student by his/her peers</td>
<td>✓ Communicating threats via email, correspondence, texting, or phone calls</td>
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<tr>
<td>✓ You find yourself doing more personal rather than academic counseling during office hours</td>
<td>✓ Delusions and paranoia</td>
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</tbody>
</table>

The Family Educational Rights and Privacy Act (FERPA) allows University faculty and staff to share observations about the behavior of students, statements made by students, and concerns about students generally with UC personnel who have responsibility for the welfare of students, and with law enforcement, as suggested in this document.

FERPA and other student privacy regulations generally allow the University to release such information to parents, police or others whose knowledge of the information is necessary to protect the health and safety of the student or other individuals. Appropriate consideration for student privacy should be given before information is shared with people other than those suggested in this document, and questions about when such disclosure is appropriate can be answered by the campus Office of Legal Affairs.

What About Privacy?

Compassion.

Change. Action.

In our schools, our communities, our cultures, what we do, and how we think, change is never easy. But the effects of change can be highly beneficial. Learning about the science of change can help us create educational and social environments that promote success and well-being. Learning about change in our schools and communities can help us better understand how and why people learn and grow. A deeper understanding of the science of change can help us design educational and social environments that support positive change and growth.

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Compassion.
Resources & Tips

Use the tips below to help you refer the student to one of the resources listed on the right.

- **Safety First**: The welfare of the campus community is the top priority when a student displays threatening or potentially violent behavior. Do not hesitate to call for help.

- **Listen Sensitive and Carefully**: Use a non-confrontational approach, and a calm voice. Avoid threatening, humiliating, and intimidating responses.

- **Be Proactive**: Engage students early on, setting limits on disruptive behavior.

- **Be Direct**: Don’t be afraid to ask students directly if they are under the influence of drugs or alcohol, feeling confused, or having thoughts of harming themselves or others.

- **Follow Through**: Direct the student to the physical location of the identified resource.

- **Consultation & Documentation**: Always document your interactions with distressed students and consult with your department chair/supervisor after any incident.

## Campus Resources for Students

**Counseling and Psychological Services**
For consultation about students of concern and for help connecting students to counseling or other resources

$10,642.9494

**After-Hours Assistance Line**
For consultation after CPS business hours and as a crisis resource to provide to students after business hours

855.817.5667

**Students of Concern Committee**
For campus support with distressed or disruptive students and for cross-departmental sharing of information

$10,664.4218

**UC Police Department**
For concerns about students who may pose an immediate danger to hurt self or others

Emergency 911

510.642.3333 (from cell phone)

## Campus Resources for Faculty/Staff

**Be Well at Work Employee Assistance**
For concerns about a colleague and referrals to counseling

$10,643.7754

**Manager, Employee Relations Unit, Human Resources**
For assessment of threatening or potentially violent faculty/staff behavior

510.643.7163

510.642.6760

## Community Resources for Students, Faculty/Staff

**Berkeley Police Department Non-Emergency**
For off-campus concerns about safety and well-being

510.981.1900

**Alameda County 24-hour Crisis Line**
National Suicide Prevention Lifeline
For immediate, confidential crisis support and intervention

800.273.TALK (8255)

**Alta Bates Summit Medical Center**
This is the closest hospital and ER to campus, located at 2450 Ashby Ave., just east of Telegraph Ave.

510.204.4444

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**Support for faculty & staff after working with a disruptive or distressed student:**

Be Well at Work Employee Assistance 510.643.7754
STUDENT OF CONCERN RESPONSE

When a student exhibits behaviors of high concern and could potentially be a risk to self and others the SOCC coordinates a proactive effort to prevent and/or manage the situation. SOCC is NOT for emergencies if there is an emergency call UCPD 510-642-3333.

Referable Concerning Behaviors

- Unusual or erratic behavior in class, in the residence halls, during advising sessions, etc
- Extended absence from class or activities by a typically engaged student
- Written work or creative expression with troubling themes or references
- Verbal or written threats made by a student toward another student, faculty, and/or staff
- Written or verbal expressions of suicidal ideation or intent
- Other actions which cause an alarm or call into question the safety of the student or their peers

PROCESS

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

Point of Contact submits Care & Concern report through the following portal:
https://berkeley-advocate.symplicity.com/care_report

Once a report is accepted and assessed, a member of the SOCC team may call the point of contact to gather more information if needed.

The SOCC chair will evaluate the situation and consult with team members to determine what further steps are required.

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

For consultation only call 510-664-4218
**PURPOSE**

The purpose of this team is to provide a means for early intervention of at-risk students through collaboration with campus departments, faculty and staff.

Students exhibiting behaviors that are of concern in relation to their personal, physical and emotional well-being should be referred to this team of professionals.

The Students of Concern Committee is not meant to be the sole mechanism of communication and will not take the place of services provided by Counseling & Psychological Services, Center for Student Conduct, University Police or other established student services.

**SOCC Responsibility to the Campus**

- To provide a centralized structure for campus departments and offices that need help dealing with a student who is displaying concerning, disruptive and/or distressed behavior.
- To develop a strategic plan of action to ensure the safety of the student and the campus at large.
- The committee would ensure that information is shared among strategic partners concerned about student welfare.

**STRUCTURE**

**SOCC Team Members**
- Center for Student Conduct
- Counseling & Psychological Services
- UC Police Department
- Disabled Students Program
- Office of the Dean of Students
- Residential Programs
- Berkeley International Office
- Graduate Division

**The SOCC also consults with:**
- Academic Advisors
- Athletics
- Fraternity & Sorority Life
- Gender Equity
- Campus Ministry Representatives
- Student Life Advising Services/EOP