

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	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 Centers ----- 459-2427 Lionel Cantu Gay, Lesbian, Bi, Trans, Intersex Resource Center ----- 459-2468 Title IX/Sexual Harassment Officer----- 459-2462 Services for Transfer and Re-Entry Students (STARS)----- 459-2552 and Veterans Education Team Support (VETS) Women's Center----- 459-2072
Counseling and Psychological Services: Counseling and Psychological Services ----- 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----- 459-2721 Student Health Outreach and Promotion (SHOP)----- 459-3772		

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 from a Campus phone, OR, THE UNIVERSITY POLICE, 459-2231 from a cell phone.

THEN REPORT TO:

For Undergrads: The Colleges (CAOs/ACAOs/CREs) Dean of Students	For Grads: Graduate Research Adviser Graduate Department Chair Division of Graduate Studies Dean of Students
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Consultation and Referrals Call CPS, SHS, DRC, STARS

Policy, Procedures, Housing and Judicial Call CAO or A CAO, 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

IMPORTANT RESOURCES

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 reductions services.
<http://www2.ucsc.edu/counsel/services.htm>

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/judicial/outlines.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

BANANA SLUGS C.A.R.E.

The Office of Campus Life and Dean of Students has developed this informational guide to assist faculty, TA's, staff and the university community in recognizing and assisting students in distress.

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 to 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.

What if a student reacts negatively or says he/she has a disability?

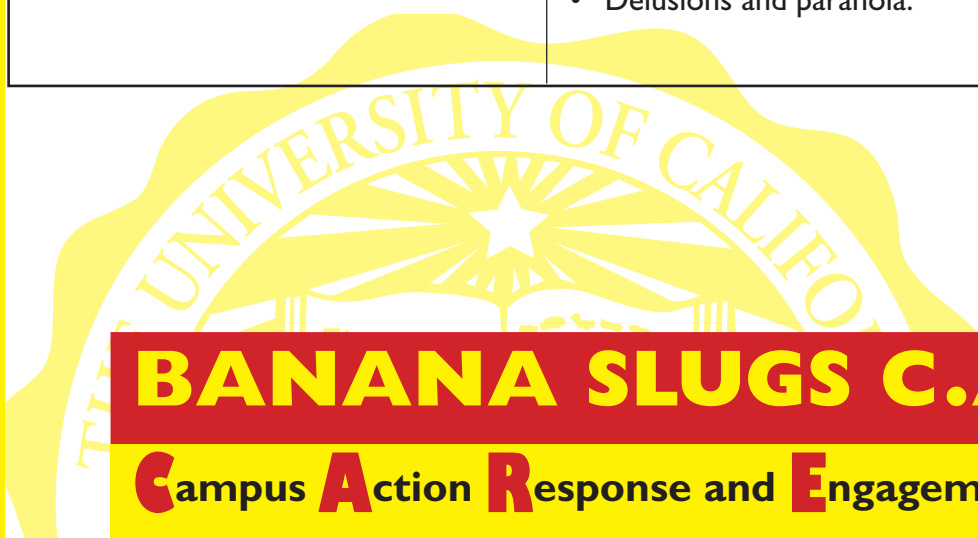
- UCSC is committed to "establishing reasonable rules to maintain a safe and orderly environment" while assuring fair treatment for students with a disability.
- The student must be given appropriate notice regarding standards of conduct and the disciplinary process.
- All students, including those with a disability are held accountable to reasonable behavior standards. This practice gives students the respect and dignity of personal responsibility for their actions.
- Setting and enforcing such standards may encourage students to obtain needed help.
- UCSC does not tolerate violent, dangerous, or disruptive behavior, especially when it interferes with the educational mission of the university, even if such conduct is the result of a disability.
- A student with a disability may be disciplined for engaging in misconduct if the university would impose the same discipline on a student without a disability, and if the student has been provided with the appropriate reasonable accommodations in the designated time.

BE ALERT TO WARNING SIGNS OF A STUDENT IN CRISIS

Students exhibiting troubling behaviors may have difficulties in various settings including the classroom, with roommates or in social settings. 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 your 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 your student by calling for assistance and reporting your concerns to Counseling and Psychological Services (CPS). You may be the one saving your student's life by being available and making the appropriate referral at the right time.

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

ACADEMIC INDICATORS may include:	PHYSICAL INDICATORS may include:	PSYCHOLOGICAL INDICATORS may include:	SAFETY RISK INDICATORS may include:
<ul style="list-style-type: none"> Decline in quality of work and grades. Repeated absences. Disorganized performance. Multiple requests for extensions. Overly demanding of faculty and staff time and attention. Conduct that interferes with classroom or activity engagement. Bizarre content in writings or presentations. You find yourself doing more personal rather than academic counseling during office hours. 	<ul style="list-style-type: none"> Marked changes in physical appearance including deterioration in grooming, hygiene, weight loss/gain. Excessive fatigue, listlessness. Sleep disturbances. Intoxication, hang over, smelling of alcohol. Disoriented or "out of it." Garbled, rambling tangential, disconnected, or slurred speech. Behavior out of context or bizarre. Loss of contact with reality. Delusions and paranoia. 	<ul style="list-style-type: none"> Self-disclosure of personal distress, family problems, financial difficulties, contemplating suicide, losses. Exaggerated personality traits (e.g., withdrawn or agitated, mutters under breath, slow response time to questions). Unusual/disproportional emotional response to events. Excessive tearfulness, panic reactions, irritability or apathy, antagonism, and impulsiveness. Verbal abuse (e.g., taunting, badgering, intimidation). Expression of concern about the student by his/her peers. 	<ul style="list-style-type: none"> Unprovoked anger or hostility. Physical violence (e.g., shoving, grabbing, assault, use of weapon). 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." Stalking or harassing. Communicating threats via email, correspondence, texting, and phone calls.



**SEE
SAY
DO SOMETHING**

BANANA SLUGS C.A.R.E.

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

Preparing to reach out to the student:	When engaging with the student:	Making a referral:
<ul style="list-style-type: none"> Know the available campus resources and the referral process. 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. 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. Allow sufficient time to thoroughly address the issues of concern. Remain calm and know how to call for help in case of need. 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. 	<ul style="list-style-type: none"> Connect with the distressed student. If safe, meet and talk in private to minimize embarrassment and defensiveness. Clearly express your concerns focusing on the behavior in non-judgemental terms. Do not challenge, shock, or become argumentative with the student. Listen empathically and supportively. Repeat the student's statement to clarify and to demonstrate an understanding of the student's perspective. Do not try to minimize the student's distress. Ask if the student is considering suicide. Asking does not plant ideas in the student's mind. Respect the student's privacy without making false promises of confidentiality. Explore the student's support system(s). Emphasize the importance of professional help for the student. 	<ul style="list-style-type: none"> Be clear with the student about your limits (time, expertise, student's reluctance to talk). Direct the student to the identified campus resources. Recommend services and provide student with realistic expectations. Frame any decision to seek and accept help as an intelligent and wise choice. Reassure them that students often seek help over the course of their college career to effectively achieve their goals. Make sure the student understands what actions are necessary. Encourage and assist the student to make and keep appointments. If necessary, find someone to stay with the student while calls to the appropriate resources are made, and offer to escort the student. Set a follow-up appointment with the student.

Suggestions or Comments? deanofstudents@ucsc.edu