



FACULTY & STAFF 911 GUIDE

SEE SOMETHING? SAY SOMETHING.

Concerned about what you have witnessed in a student's behavior or class work?
Call for assistance or a consultation.

TELEPHONE NUMBERS AT A GLANCE

(all numbers in 858 area code)

EMERGENCY – Life threatening situation:

- From a campus phone: Dial 911
- From a cell phone, call UCSD Campus Police: 534-HELP (4357)

PRINCIPAL ADMINISTRATORS (PA):

Revelle	534-3493	Marshall	534-4390	Roosevelt	534-2237
Muir	534-3587	Warren	534-1720	Sixth	822-5953
Office of Graduate Studies (OGS)					534-3871
School of Medicine (SOM)					534-3700
Skaggs School of Pharmacy & Pharmaceutical Sciences					822-5581

ADDITIONAL RESOURCES:

Counseling and Psychological Services (CAPS)	534-3755
Student Health Services (SHS)	534-3300
Student Policies and Judicial Affairs (SPJA)	534-6225
Student Sexual Assault Resource Center (SARC)	534-5793
Office for Students with Disabilities (OSD)	534-4382
International Center	534-3730
Office of the Ombuds	534-0777
Office of Sexual Harassment Prevention & Policy (OSHPP)	534-8298
Women's Center	822-1577
Lesbian, Gay, Bisexual, Transgender Resource Center	534-3456
Cross-Cultural Center	534-9689

**If in doubt, call the UCSD Police Department
534-HELP (4357)**

ASSISTING STUDENTS OF CONCERN

DISRUPTIVE STUDENT

A student whose conduct is clearly and imminently reckless, disorderly, dangerous, or threatening including self harmful behavior

GETTING HELP

If you are concerned for your/others' safety due to a student's disruptive and/or threatening behavior
Call 911 or the Campus Police

THEN REPORT TO:

For Undergrads:

The College Dean of Student Affairs (PA)
The Department Undergraduate Student Affairs Coordinator

For Grads and Professional Schools:

The Office of Graduate Studies (PA)
The School of Medicine (PA)
The Skaggs School of Pharmacy (PA)

CONSULTATION OR EMERGENCY COUNSELING

Call a PA, SPJA, CAPS, OSD, SHS or the Ombuds

DISTRESSED STUDENT

A student with a cluster of persistent behaviors who seems unduly anxious, sad, irritable, withdrawn, confused, lacking motivation and/or concentration, seeks constant attention or demonstrates bizarre, erratic behavior, or expresses suicidal thoughts

GETTING HELP

Consultation and Referrals

Call CAPS, OSD, SHS, Ombuds or a PA.

Administrative/Judicial Affairs:

Call a College Dean of Student Affairs, or the PA for the OGS, SOM, the Skaggs School of Pharmacy, SPJA

Academic Status

Call and consult

College Dean of Student Affairs

College Academic Advising

Dept. Undergraduate Student Affairs Coordinator

Graduate Department Chair

Graduate Advisor

IN CASE OF ILLNESS OR INJURY

Emergency medical situation: 911
Non-urgent: SHS

If a student is causing a disruption but does not pose a threat:

- 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 them that official action may be taken.
- If the disruptive behavior persists, notify the student that disciplinary action may be taken. Ask the student to leave. Inform them that refusal to leave may be a separate violation subject to discipline.
- If you believe there is a safety risk, contact campus police. Immediately report the incident to the appropriate PA (listed above).

BE ALERT TO WARNING SIGNS OF A STUDENT IN CRISIS

Students exhibiting troubling behaviors may have difficulties in various settings besides the classroom. You may be the first contact 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 AND DO SOMETHING.”** Take signs of distress seriously. Help the student by calling for assistance and reporting your concerns to the designated “Principal Administrator ” (PA). You might be the one saving a student’s life by being available in the right place at the right time.

INDICATORS OF DISTRESS

Look for clusters, frequency, duration, and severity—not just isolated symptoms

ACADEMIC INDICATORS may include:	PHYSICAL INDICATORS may include:	PSYCHOSOCIAL INDICATORS may include:	SAFETY RISK INDICATORS may include:
<ul style="list-style-type: none"> • Decline in quality of work /grades • Repeated absences • Disorganized performance • Multiple requests for extensions • Overly demanding of faculty/staff time and attention • Conduct that interferes with classroom or activity engagement • Bizarre content in writings/ 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”/forgetful • 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) • Expressions 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, and phone calls

TRITONS C.A.R.E.
CAMPUS ACTION RESPONSE AND ENGAGEMENT OF STUDENTS IN NEED

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 the PA 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 who 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, <i>call Campus Police</i>. • If you decide not to have direct contact with the student, report the incident to the PA. 	<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-disparaging 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. • Offer supportive alternatives. • 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. • Offer resources and referrals. 	<ul style="list-style-type: none"> • Be frank with the student about your limits (time, expertise, student's reluctance to talk). • Direct student to a preferred assistance source. • 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 an appointment. • 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.

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IN GENERAL 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 consultation from the Department Chair, your supervisor, a PA, or CAPS. Promptly report safety concerns and conduct code violations.

Listen sensitively and carefully: Distressed students need to be seen, heard, and helped. Many students will have trouble articulating their real differences 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 Student Code of Conduct http://www.ugr8.ucsd.edu/judicial/22_00.html and/or the class syllabus to inform students in writing of standards and expectations for campus/classroom conduct and of possible consequences for disruptive behavior. Devote time to reviewing this information in the syllabus or your policies and procedures manual.

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

No excuses: Disabilities are not considered legitimate excuses for disruptive behavior on a university campus.

Help them get help: Be available. Show interest and offer support. Refer the students to campus departments or offices that have the necessary 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 to a PA and may result in misconduct charges.

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:

- UCSD 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 student privacy.

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

- 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.
- UCSD does not have to 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.
- UCSD is charged with “establishing reasonable rules to maintain a safe and orderly environment” while assuring fair treatment for students with a disability.

TRITONS C.A.R.E.

Student Affairs has developed this informational guide to assist faculty, staff, students and the University community in recognizing and assisting students in distress.