

UCI

Assisting Students in Distress

See Something, Say Something, Do Something



Wellness, Health & Counseling Services
University of California - Irvine

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UCI Police



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LET'S TALK ABOUT IT

What do you hope to
get from this training?

Overview

- Overview of behavior that may be distressing, problematic or concerning
- Basic strategies for responding
- Where to refer & resources available
 - Counseling Center
 - AVC Social Work
 - Student Conduct
 - UCIPD
 - Consultation Team

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COUNSELING CENTER

Frances S. Diaz, Psy.D.
Director, Counseling Center
949 824-6457
<https://counseling.uci.edu/>

SEE SOMETHING

Academic Indicators

- Sudden decline in quality of work & grades
- Repeated absences
- Bizarre content in writings or presentations
- Multiple requests for extensions
- You find yourself doing more personal rather than academic counseling during office hours
- Overly demanding of faculty/staff attention

Physical Indicators

- Marked changes in physical appearance including deterioration in grooming, hygiene, or weight loss/gain
- Excessive fatigue/sleep disturbance
- Disoriented or “out of it”
- Garbled, tangential, or slurred speech
- Intoxication, hang over, or smelling of alcohol

Safety Risk Indicators

- Unprovoked anger or hostility
- Implying or making a direct threat to harm self or others
- Communicating threats via email, correspondence, texting, or phone calls
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations/violent behaviors – a “cry for help”

Psychological Indicators

- Self-disclosure of personal distress – family problems, financial difficulties, contemplating suicide, grief
- Excessive tearfulness, panic reactions, irritability or unusual apathy
- Receiving/instigating verbal abuse (e.g., taunting, badgering, intimidation)
- Expressions of concern about the student by his/her peers

SEE SOMETHING

Distressed or Disruptive – Not always an either/or

Distressed Student

- Emotionally reactive, impulsive
 - Purpose: to reduce a perceived immediate threat
 - Goal: to survive
- Students sometimes become overwhelmed by the circumstance due to many factors including:
 - Lack of history with problem solving
 - Difficulty with putting the moment in historical perspective
 - “Irrational beliefs” (e.g., “If I can’t become a doctor, the future is hopeless.”)
- No intent to harm others
- Generally responsive when provided help or directed to calm down

Disruptive/Dangerous Student

- Controlled, minimal arousal, “cold blooded”
 - Purpose: power, dominance, revenge, notoriety
 - Goal: to hunt
- Students sometimes become verbally aggressive when in frustrating situations which they see as being beyond their control.
- Anger and frustration become displaced from those situations to you or could result in assaultive behavior towards other.
- Violates boundaries

SAY SOMETHING

From Step Up! Bystander Intervention Training

Use the 5 Point Formula

I Care: “As a student in my class, I care about how you are doing.”

I See: “I see a sad face and your papers are late.”

I Feel: “I’m worried that you may be struggling here at UCI.”

I Want: “I want you to get some help and find out about the many resources on campus.”

I Will: “I will help you bring your Humanities grade up in my class, but I am not a counselor so please go to the Counseling Center.”

SAY SOMETHING

From QPR – Suicide Prevention Training

HOW TO ASK

Asking the Question: Less Direct Approach

- “Have you been unhappy lately?”
- “Have you been so unhappy lately that you’ve been thinking about ending your life?”
- “Do you ever wish you could go to sleep and never wake up?”
- “Have you ever wished that somehow you could just disappear?”

Asking the Question: Direct Approach

- “You know, when people are as upset as you seem to be, they sometimes wish they were dead. I’m wondering if you’re feeling that way, too?”
- “You seem really down lately. I wonder if you’re thinking about suicide?”
- “Are you thinking about killing yourself?”

NOTE: If you cannot ask the question, find someone who can.

STRATEGIES FOR RESPONDING

De-escalation techniques:

DO:

- Use low, deeper tones, and avoid raising your voice or talking too fast.
- Use gentle, soft voice, speaking slowly and confidently.
- Allow the person to tell you what is upsetting them.
- Acknowledge the person's strengths.
- Stay calm & paraphrase your understanding of the person's experience.
- Set aside your own thoughts & responses.
- Focus on what you are hearing.
- Validate the person's possible emotions & what is upsetting them.
- Be specific and gentle, but firmly directive about the behavior that you will accept.
- Explain your intent before making any moves.
- Take deep breaths, slowing down your breathing so that you remain calm.
- Consider taking a quick break.
- Slow down & suspend judgement.
- Show empathy.
- Get them to say yes.

Do NOT:

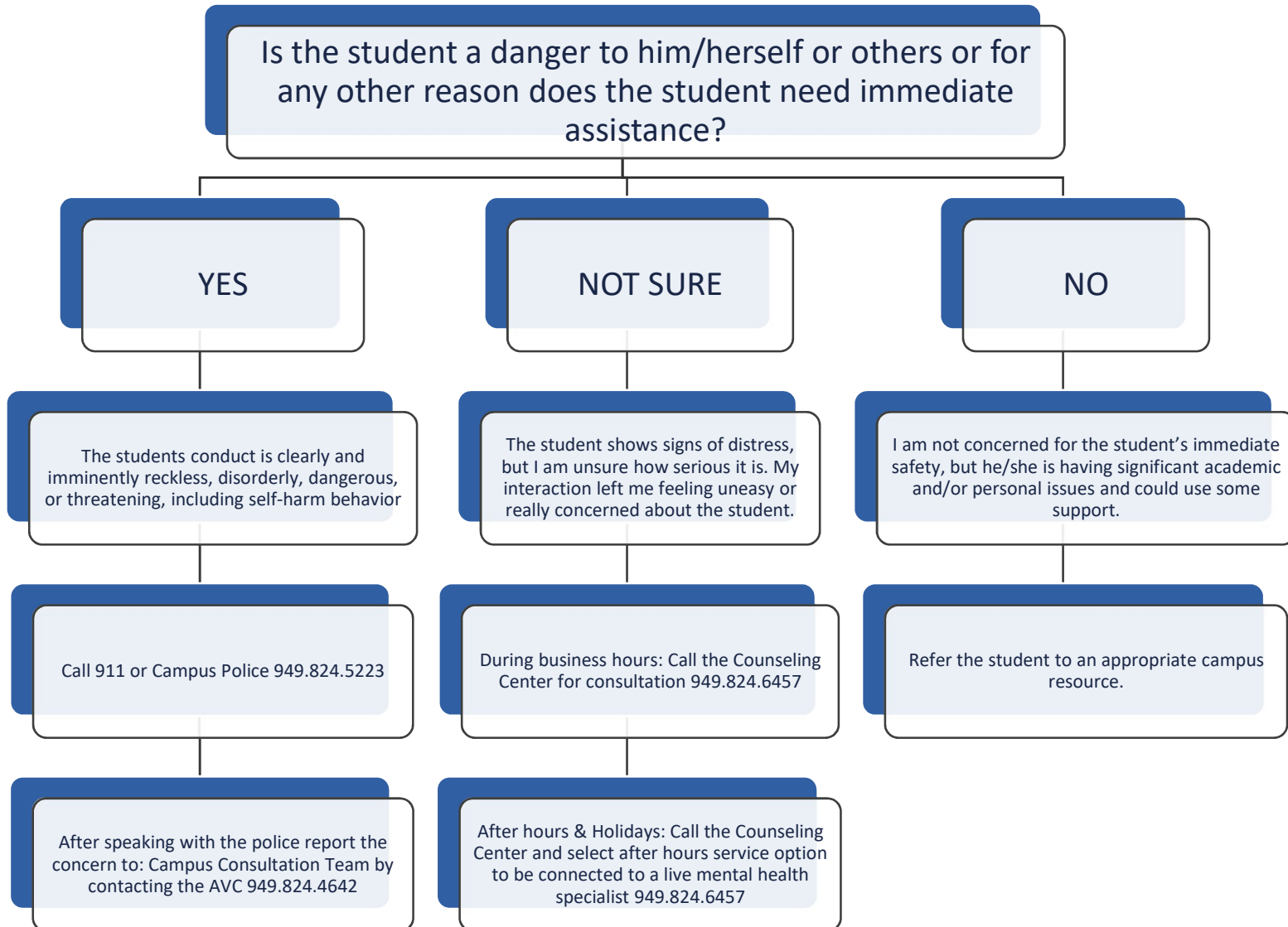
- Do not argue.
- Do not focus on the person and do not use adjectives or labels to describe the person. Instead, do focus on the specific behavior.
- Do not restrict the person's movement. If he/she wants to stand, allow them. Do not corner them.
- Do not meet behind closed door if you foresee possible danger.
- Do not touch the person or make sudden moves.
- Do not threaten the person. Threatening could increase someone's fear, which could prompt defense or aggression.
- Do not press for explanation about their behavior. Avoid "why" questions; these tend to increase a person's defenses.
- Do not take the person's behavior or remarks personally.

SAY SOMETHING

How to Refer

Preparing to reach out to the student	Connecting with the student	Managing a referral
<ul style="list-style-type: none">• Consult with a Campus Consultation Team member• Know resources• Consult with colleagues• Review your physical environment	<ul style="list-style-type: none">• Listen supportively• Do not challenge, shock, or become argumentative• If possible, meet in private• Clearly express your concerns in non-disparaging terms• Ask if the student wants to hurt him/herself• Respect confidentiality• Explore student support system• Emphasize importance of professional help• Document	<ul style="list-style-type: none">• Recommend appropriate resources• Normalize the use of campus resources• Direct the student to the resource• Be frank about your limits• Make sure student understands actions necessary• Encourage and assist in making an appointment• Set a follow-up appointment with student

DO SOMETHING



Let's Think About It

Dear Staff Member,

I really need to drop this class. I know that the deadline passed, but I really need your help. I haven't been able to make it to class lately because my life is falling apart. If I can't drop this class, I don't know what I will do. I might as well just die. PLEASE help me and let me drop the class.

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CAMPUS SOCIAL WORKER

Brenda Lapinid, LCSW

Director, Office of the Campus Social Worker

949 824-0101

<https://whcs.uci.edu/campus-social-worker>

CAMPUS SOCIAL WORKER SERVICES

- Short-term resource referral
- Long-term case management
- Students
- University affiliates
- Voluntary
- Supplemental
- Collaborative

AREAS OF FOCUS

- Generalists
- Basic needs
- Rapid rehousing
- Respondent services
(work with faculty, staff, and students)

CLOSER LOOK AT CSW SERVICES

- On-Campus Referrals
 - Financial, mental health, disability, academic, housing, and food
- Case Management: Navigation of the University System
 - Example: Student recently discharged from a health facility is re-entering UCI and needs coordination of multiple services and resources
- Off-Campus Referrals
 - Does not qualify for on-campus services
 - Connection with community agencies and resources

WHAT CAN YOU DO?

- Consultation
- Start at least intrusive level
- Refer to the Campus Social Worker office or other appropriate campus department
- Ways to refer to a Campus Social Worker
 - Phone: (949) 824-0101
 - Email: campussocialworker@uci.edu
 - Online Referral Form:
<https://whcs.uci.edu/campus-social-worker/how-connect>
(under Referrals)
- Refer to Campus Assist List for resources
 - <https://whcs.uci.edu/do-you-need-help/campus-assist-list>

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OFFICE OF ACADEMIC INTEGRITY & STUDENT CONDUCT (OAISC)

Kim Burdett, Ph.D.
Director, Office of Academic
Integrity & Student Conduct
949-824-1479
<https://aisc.uci.edu/>

MISSION STATEMENT

The Office of Academic Integrity & Student Conduct is responsible for ensuring that students comply with and understand university policy related to academic integrity and student conduct by promoting student learning and development.

DIFFICULT BEHAVIOR VS. POLICY VIOLATION

Difficult Behavior

- Rude email with cursing or inappropriate language
- Outburst in class
- Slamming hands on a desk (or a wall)
- People saying a student makes them feel “uncomfortable”
- Harassment, sexual harassment
- Unusual behavior or disruption of class
- Arguing with a professor in class

Policy Violation

- Veiled threats about safety
- Behavior that is severe or pervasive
- Damage to things, destruction, physical violence
- Following a person inappropriately, blocking an exit so professor/TA can't leave

WHEN DEALING WITH A DIFFICULT STUDENT

Keep in Mind...

- Everyone has a right to be upset, angry, or mad.
- You are entitled to establish and enforce reasonable behavioral standards in your work environment (classroom/office space).
- “Suffering abuse is in no one’s job description.”

WHAT TO DO

- Call UCIPD if there is a concern for safety
- Help the student identify the problem
- Identify expected behavior
 - No yelling or cursing
 - Email student what was discussed
- Document incident

HOW DO I DOCUMENT THE INCIDENT? CONDUCT@UCI.EDU

- When documenting behavior, include:
 - Facts
 - Specific behaviors
 - How the office attempted to assist student(s)
- What not to include:
 - Subjective text
 - "he/she is paranoid;" "I think he's psychotic;" "basically he/she is a nuisance to the department"

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UCI POLICE DEPARTMENT

Sgt. Bob LeSage
Special Events & Active
Shooter/Workplace Violence Trainer
UC Irvine Police Dept.
949-824-5223
<https://police.uci.edu/>

Who Are We?

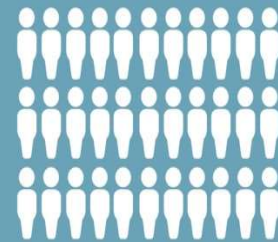
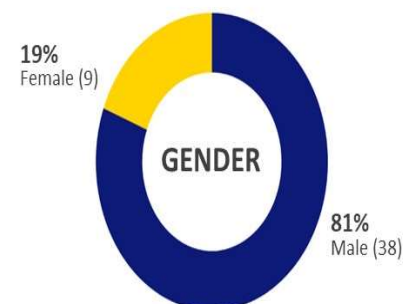
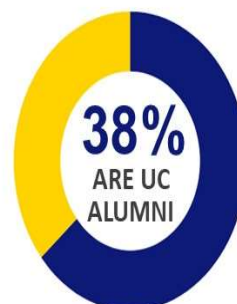
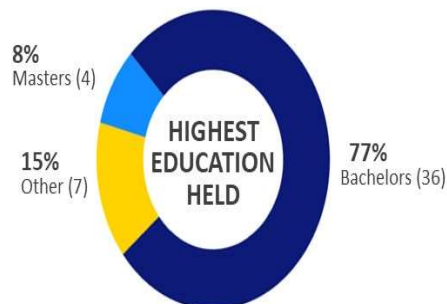
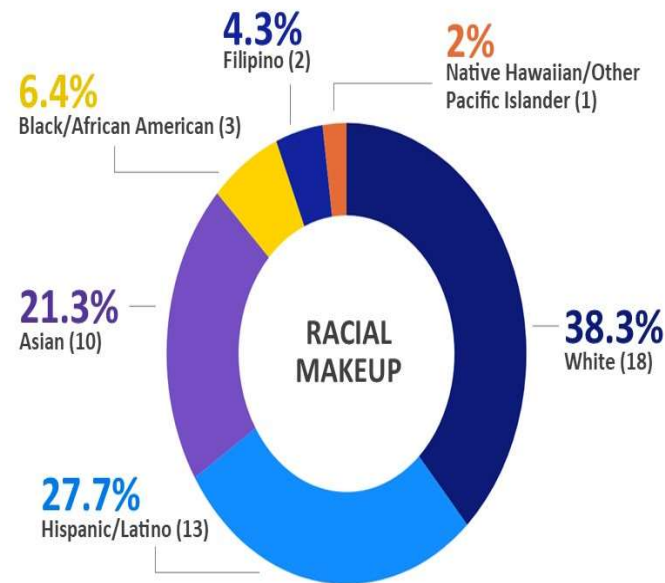
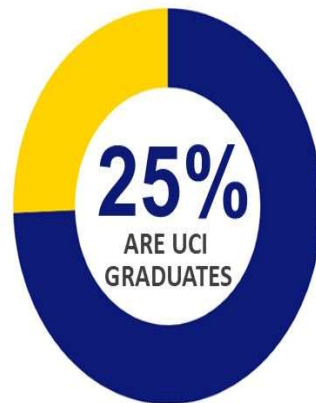
OUR OFFICERS

By the Numbers

WHO WE ARE

We are the guardians who are focused on the ways we work, connect, inspire, educate, and protect our cherished UCI community. Our team continues to become more diverse, bringing different skills, perspectives, and insight.

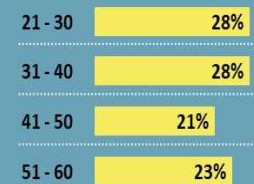
Our commitment to diversity is woven into our every day fabric of who we are. We will always work towards equity, diversity, inclusion and compassion in serving the UCI community.



AVERAGE AGE OF OFFICER

40 YEARS

OFFICERS BY AGE RANGE



WARNING SIGNS OF WORKPLACE VIOLENCE

- History of violence
- Threats of physical harm
- Intimidation of others
- Possession or display of weapons
- Hypersensitivity or extreme suspiciousness
- Unable to take criticism of job performance
- Fascination with incidents of workplace violence

ACTIVE SHOOTER

an individual actively engaging in the killing or attempting to kill people in a confined and populated area

-Department of Homeland Security



CAN YOU SAFELY ESCAPE?

Encourage others to leave with you, but don't let them get in your way

Remember your stuff is not important.

Leave your belongings behind

Your survival may depend on whether or not you have a plan



HIDE

IS THERE A GOOD PLACE TO HIDE?

Find a place to hide (storage closet, behind a desk, copier, etc.)

Close blinds, block windows

Lock or barricade doors (be creative – use belts, straps, ties to secure)

Turn OFF electronics, silence phones



<https://www.youtube.com/watch?v=r2tleRUbRHw>

WILL YOU TAKE OUT THE SHOOTER?

Only as a LAST RESORT

Use your discretion about when to engage a shooter for survival

Make a plan as to how you will survive the situation

Work as a team

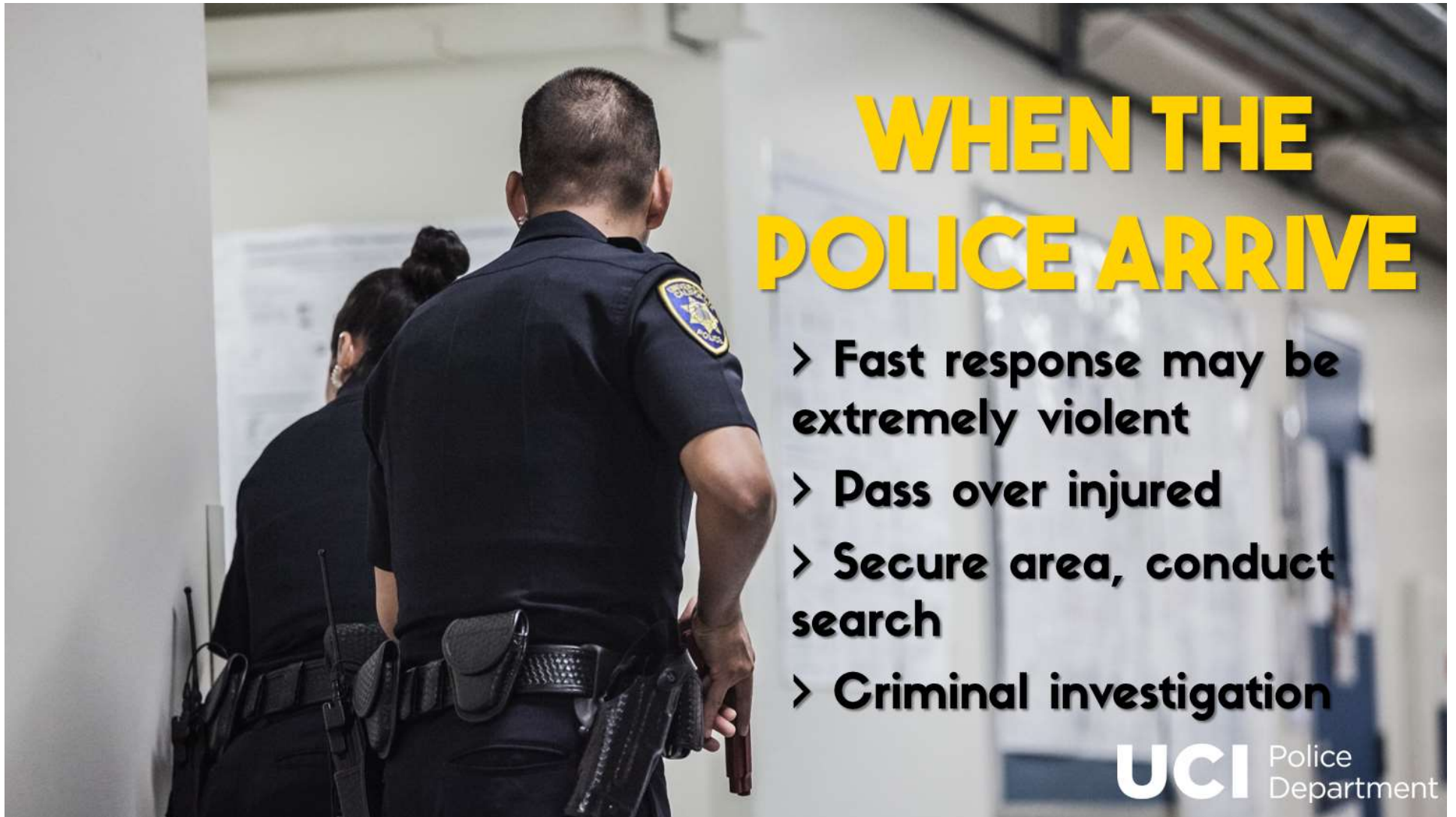
Improvise weapons (books, phones, chairs)

Yell

Once committed, go for it! Commit to your actions

Calling 911

- Cell phones on campus connect to UCIPD dispatch
- Provide clear, accurate information quickly
- Do not hang up on dispatcher
- Be patient - dispatchers will be inundated with calls
- Identify: yourself
 - your **LOCATION**
 - suspect information
 - suspect location
 - suspect weapon information
 - personal or group medical needs
 - call back number



WHEN THE POLICE ARRIVE

- > Fast response may be extremely violent
- > Pass over injured
- > Secure area, conduct search
- > Criminal investigation

UCIPD

- 41 Sworn Officers
- Active Shooter Trained
- 911 Dispatch Center
- 24/7 Patrol
- County-wide support from local agencies
- Equipment:
 - rifles
 - ballistic helmets and shields
 - less lethal options
 - 40 mm launcher
 - pepperball gun
 - taser

Emergency Notifications

zotALERT text message

ZotMail email message

Desktop notification

Classroom Beacons = **NEW**

UCI Emergency Hotline: 866-IRV-NEWS

Social Media (Facebook, Twitter, Nixle)



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CAMPUS CONSULTATION TEAM

Marcelle Hayashida, Ph.D.

AVC, Wellness, Health &
Counseling Services

<https://whcs.uci.edu/>

CAMPUS CONSULTATION TEAM

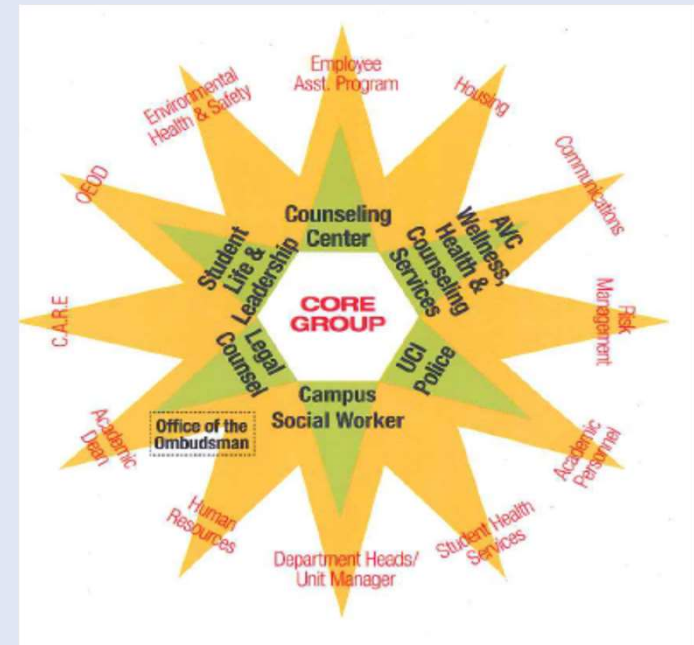
- Purpose
 - Established in the early 1990s by Dr. Thomas Parham
 - Addresses crises that demand a sense of urgency & require the involvement of various department heads both during & after these emergent situations concerning students & university personnel

- Structure

- Core Group

- Counseling Center
 - AVC WH&CS
 - UCI Police
 - Campus Social Work
 - Legal Counsel
 - Student Life & Leadership

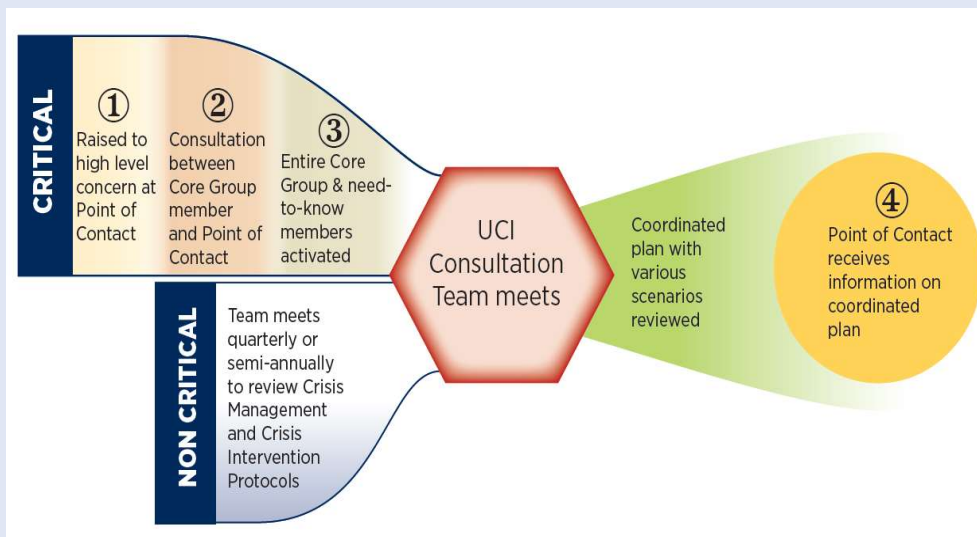
- Activated Members



CAMPUS CONSULTATION TEAM

To Activate the Consultation Team:

- A faculty or staff member – Point of Contact – believes that a critical incident or circumstance has reached a high level of concern
- Point of Contact consults a member of the UCI Consultation Team Core Group.
- 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.
- Point of Contact personnel receive coordinated plans of action for various critical scenarios, with duties and responsibilities assigned to the appropriate unit.



LET'S THINK ABOUT IT

Student with a history of depression posted something on Facebook suggesting preparation to end their own life. The classmate feels burdened and sends you a screenshot. What do you do?

LET'S THINK ABOUT IT

1. Shouldn't carry the burden of the classmate
2. Call the police
3. Refer the student to the Counseling Center
4. Student may be hospitalized
5. Student could come back (virtually or physically)

ADDITIONAL TRAINING AND RESOURCES

- QPR
- StepUp! Bystander Training
- UCIPD Safety Training
- ComPsych
- Case Management Team for Sexual and Gender-Based Violence and Misconduct
- CARE
- UCI Student Health Center
- Disability Services Center
- Faculty/Staff Support Services
- Graduate Counselor Resources at Grad Division
- <https://whcs.uci.edu/>