See Something
UCEAP faculty/staff and partner institution staff are in a unique position to show compassion for UC students in distress. 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 students.

The University of California, in collaboration with the California Mental Health Services Authority (CalMHS), requests that you act with compassion when helping students in distress.

Say Something
Students exhibiting troubling behaviors may be having difficulties in other settings including the classroom, with roommates, with family, other program participants, and 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 his/her life.

The purpose of this folder will help you recognize symptoms of student distress and identify appropriate local referrals.

Privacy Laws and Confidentiality
The U.S. Family Educational Rights and Privacy Act (FERPA) permits communication about a student of concern in connection with a health and safety emergency with appropriate UCEAP Systemwide officials. The definitions of privacy and what is sensitive personal information vary among countries. In some countries this means that a UCEAP partner university cannot share information about UCEAP students unless it is permitted to do so under local laws (these are usually life or death situations). In other countries, the right to privacy is non-existent.

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### Indicators of Distress

**Be aware of the following indicators of distress. Look for groupings, frequencies, 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>
</tr>
<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>
</tr>
<tr>
<td>✓ Disorganized performance</td>
<td>✓ Intoxication, hangovers, or smelling of alcohol</td>
<td>✓ Excessive tearfulness, panic reactions</td>
<td>✓ Implying or making a direct threat to harm self or others</td>
</tr>
<tr>
<td>✓ Multiple requests for extensions</td>
<td>✓ Disoriented or “out of it”</td>
<td>✓ Irritability or unusual apathy</td>
<td>✓ Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations / violent behaviors – a “cry for help”</td>
</tr>
<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>
<tr>
<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>
</tr>
<tr>
<td>✓ Student dependent on personal, rather than academic counseling, during your office hours</td>
<td>✓ Delusions and paranoia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Response Protocol:

**Consider these guidelines to help determine who to contact when faced with a distressed student. Because every situation is different, use your discretion to adjust the order of steps as appropriate.**

- **Are you concerned that the student may hurt him or herself or others? Or is the student in need of immediate assistance (e.g., imminently reckless, dangerous, threatening, etc.)?**
  - **Yes**
    - Follow UCEAP emergency and distressed student protocols
    - Call ambulance and/or police
  - **Not Sure But I am concerned**
    - Follow UCEAP distressed student protocols
    - Talk to student
    - Refer to counseling
    - Discuss confidentiality
  - **No But student is having academic and/or personal difficulties**
    - Meet with student to express concern
      - Offer support
      - Discuss confidentiality
      - Refer student to local resources
    - Follow up with student

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**Support for UCEAP faculty and staff after responding to student incident:** Your UCEAP Program Director