

THE RED FOLDER: RECOGNIZING AND ASSISTING STUDENTS IN DISTRESS

WITH JUDICIAL OFFICER ROGER SCRANTON

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Counseling and Psychological Services (CAPS)

January 29, 2015

*Health &
Wellness
Seminar Series*

Outline

- What is Distress?
- The Importance of Pattern Recognition
- What are your options?
- Resources for helping students in distress
 - The Red Folder
 - Folder
 - Desktop icon
 - Mobile application
 - Maxient
- Scenarios
- Tips
- Q&A

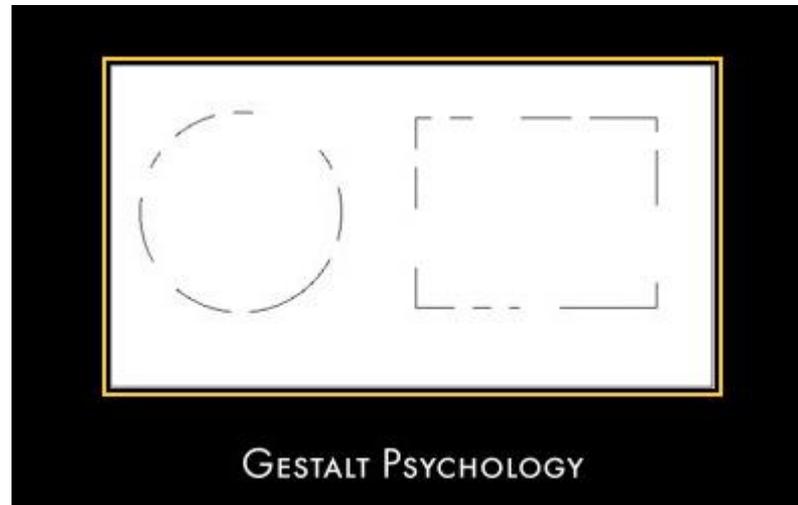
What is distress?

- Signs and symptoms of distress
 - Anxious
 - Sad
 - Irritable
 - Withdrawn
 - Confused
 - Lacks motivation and/or concentration
 - Seeks constant attention
 - Demonstrates bizarre or erratic behavior
 - Expresses suicidal thoughts
 - Disruptive behavior: reckless, disorderly, dangerous, or threatening, including self-harmful behavior.
- A continuum of distress: Mild – Moderate – Severe
- The line of imminent danger
 - A threat to self
 - A threat to others
 - Unable to care for basic needs

Distress on campus: The top 10 presenting concerns

Percent of Counseling Center Students with Presenting Concern	
	Mean %
Anxiety	46.19
Depression	39.30
Relationship issues	35.33
Suicidal thoughts/behaviors	17.86
Alcohol abuse	11.01
Self-injury	10.42
ADHD	8.33
Drug abuse	7.67
Learning disability	7.47
Eating disorders	7.38
Sexual/physical assault/acquaintance rape	7.35
Oppression	5.1
Being "stalked"	1.9

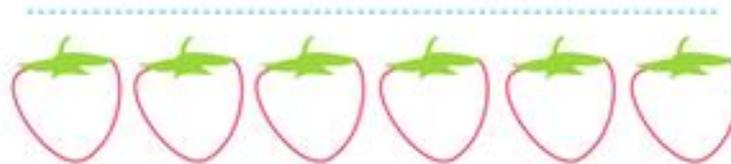
The Importance of Pattern Recognition



The Importance of Pattern Recognition

Fruit Stand: Identifying Patterns

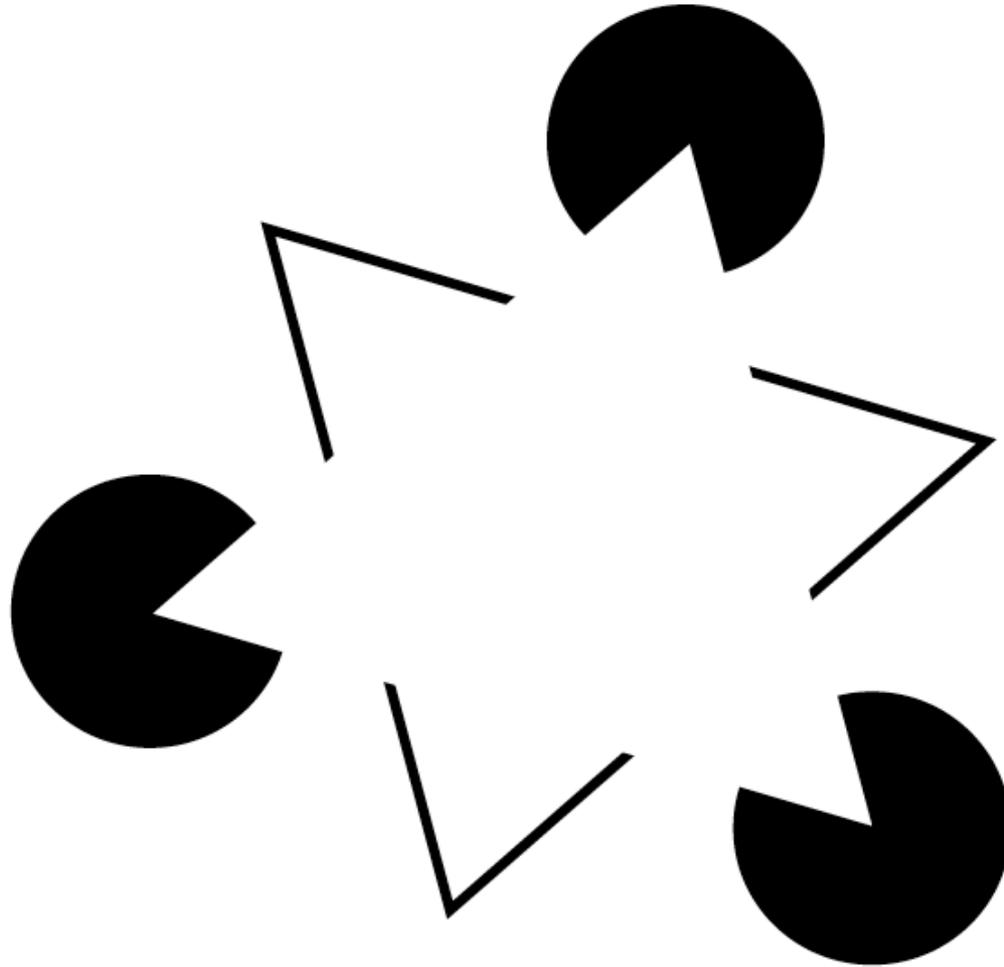
Which letter comes next in each row? Write it down. Then create your own pattern in the space below.



The Importance of Pattern Recognition

- Concepts:
 - Matching – comparing new stimuli to templates
 - Feature recognition – noticing specific unique and defining parts
 - Heuristics
 - Mental shortcut for learning and problem-solving
 - Easily accessible for quick conclusions (“good enough”)
 - Based on experience (including matching and feature recognition)
 - AKA: educated guess, rule of thumb, stereotype
 - Examples:
 - In counseling
 - A default description of a feeling: that’s so “weird”
 - In housing
 - White male Cal Maritime cadet = weekend binge drinker
 - In class
 - Cadet late to class =

The Importance of Pattern Recognition



The Importance of Pattern Recognition

- Spotting the early signs of distress and disruption
 - Baseline behavior (template) → Deviations (feature recognition)
- Patterns will repeat
 - There will be other chances or opportunities
- I see it, so what should I do now?
 - General Rule: Intervene early to prevent escalation

What are your options?

- A continuum of responses: Avoid – Monitor – Approach – Action
 - Avoid:
 - Ignore, deny, overlook, minimize, misattribute
 - Monitor
 - Observe signs, documentation, consult (colleague, supervisor/chair, CAPS, etc)
 - Approach
 - Face-to-face, email, phone, express concern and refer for further help
 - Action
 - Mandated reporting: gender discrimination, harassment, sexual assault (CSU EO 1095), child abuse (CSU EO 1083)
 - Walk cadet to CAPS (or other support person/office)
 - call after hours support line with cadet, (707) 654-1170, and press option 1
 - If an emergency, Call 911 or campus police, x1111
- Who to contact?
 - Campus police
 - CAPS
 - Commandant(s)
 - Maxient
 - Title IX Coordinator (Ingrid Williams, HR Director)
 - Behavioral Intervention Team (BIT): CAPS, Commandant, Dean Dalske, Chief Richard and others

What is the Red Folder?

- A CSU-wide initiative starting in Fall 2014
- A multi-modal resource: hard copy, desktop icon, mobile application
- Created with support of the California Mental Health Services Authority (CalMHSA) Student Mental Health Initiative (SMHI),
 - Developed by a systemwide workgroup consisting of Counseling and Psychological Services (CAPS) directors, counselors, student conduct administrators and health educators.
- To help faculty and staff identify, respond, and refer students in distress
 - Recognizes that faculty and staff are proximal to students
- Specific to each campus with local contact info and resources
- It contains safety tips and contact information
- Provides guidance on responding to incidents in which a student might be self-danger or threat to others

The Red Folder – page 1

ASSISTING STUDENTS IN DISTRESS



SEE SOMETHING.

CSU faculty and staff are in a unique position to demonstrate compassion for CSU students in distress.

Both undergraduate and graduate 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 difficulties coping and other serious consequences.

You may be the first person to **SEE SOMETHING** distressing in your students since you have frequent and prolonged contact with them. The California State University, in collaboration with the California Mental Health Services Authority (CalMHSA), requests that you act with compassion when assisting students.

The Family Educational Rights and Privacy Act (FERPA)
The Family Educational Rights and Privacy Act (FERPA) permits communication about a student of concern in connection with a health and safety emergency. Observations of a student's conduct or statements made by a student are not FERPA protected. Such information should be shared with appropriate consideration for student privacy.

SAY SOMETHING.

Students exhibiting troubling behaviors in your presence are likely having difficulties in various settings including the classroom, with roommates, with family, and even 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 their life.

The purpose of this folder is to help you recognize symptoms of student distress and identify appropriate referrals to campus resources.



ACADEMIC INDICATORS

- Sudden decline in quality of work and grades
- Repeated absences
- Disturbing content in writing or presentations (e.g., violence, death)
- You find yourself doing more personal rather than academic counseling during office hours
- Continuous classroom disruptions

SAFETY RISK INDICATORS

- Unprovoked anger or hostility
- Making implied or direct threats to harm self or others
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations/violent behaviors

PSYCHOLOGICAL INDICATORS

- Self-disclosure of personal distress that could include family problems, financial difficulties, depression, grief, or thoughts of suicide
- Excessive tearfulness, panic reactions, irritability or unusual apathy
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Expressions of concern about the student by his/her peers

PHYSICAL INDICATORS

- Marked changes in physical appearance including deterioration in grooming, hygiene, or weight loss/gain
- Excessive fatigue/sleep disturbance
- Intoxication, hangovers, or smelling of alcohol
- Disoriented or "out of it"

The Red Folder – page 2

DISRUPTIVE OR DISTRESSED

DISRUPTIVE STUDENT

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

TO GET HELP

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

REPORT INCIDENT TO

Campus Police Department

DISTRESSED STUDENT

A student with persistent behaviors such as

- Overly anxious
- Lacks motivation and/or concentration
- Sad
- Seeks constant attention
- Irritable
- Demonstrates bizarre or erratic behavior
- Withdrawn
- Expresses suicidal thoughts
- Confused

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 the disruptive behavior persists, notify the student that disciplinary action may be taken. Ask the student to leave. Inform him or her that refusal to leave may be a separate violation subject to discipline.
- Immediately report the incident to the appropriate resource.

If you believe there is a safety risk, contact Campus Police Department.



RESOURCES & TIPS:

BE PROACTIVE: Engage students early on, pay attention to signs of distress, and set 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.

LISTEN SENSITIVELY AND CAREFULLY: Use a non-confrontational approach and a calm voice. Avoid threatening, humiliating, and intimidating responses.

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.

FOLLOW THROUGH: Direct the student to the physical location of the identified resource.

CONSULTATION AND DOCUMENTATION: Always document your interactions with distressed students and consult with your department chair/ supervisor after any incident.

The Red Folder – page 3

ASSISTING STUDENTS IN DISTRESS



RESPONSE PROTOCOL

Follow the table to determine who to contact when faced with a distressed or distressing student.

Situation	Contact
The student's conduct is clearly and imminently reckless, disorderly, dangerous, or threatening including self-harm behavior.	Call 911 or Campus Police
The student shows signs of distress but I am unsure how serious it is. My interaction has left me feeling uneasy and/or really concerned about the student.	Call CAPS (x1174) to consult &/or refer the student to CAPS
I'm not concerned for the student's immediate safety, but he or she is having significant academic and/or personal issues and could use some support or additional resources.	Refer students to an appropriate campus resource

CAMPUS RESOURCES

The California Maritime Academy

Counseling & Psychological Services (CAPS) (707) 654-1174

Student Health Services (707) 654-1170

Campus Police (707) 654-1111

Services for Students with Disabilities (707) 654-1283

Career Development (707) 654-1071

After hours crisis support: call x1170 or x1174

The Red Folder – Desktop Icon

- Coming soon to a computer near you
- Cal Maritime IT Department (Kris Edwards) will install this on your work computer when it is ready and available

The Red Folder: Mobile Application

- Not yet complete
- Will resemble the red folder, including campus-specific information and resources
- Cal Maritime IT Department (Kris Edwards) and CAPS (Ian) will promote this resource when ready and available

The Red Folder: Mobile Application

Red Folder  

Protocol **Advice** Assess Resources

Respond Protocol

Is the student a danger to self or others, or does the student need immediate assistance for any reason?

Yes, student is clearly reckless, disorderly, dangerous, or threatening

No, I'm not concerned for the student's immediate safety

Not sure, student shows signs of distress

Next

Red Folder  

Protocol **Advice** Assess Resources

Resources & tips

BE PROACTIVE: Engage students early on, pay attention to signs of distress, and set limits on disruptive behavior.

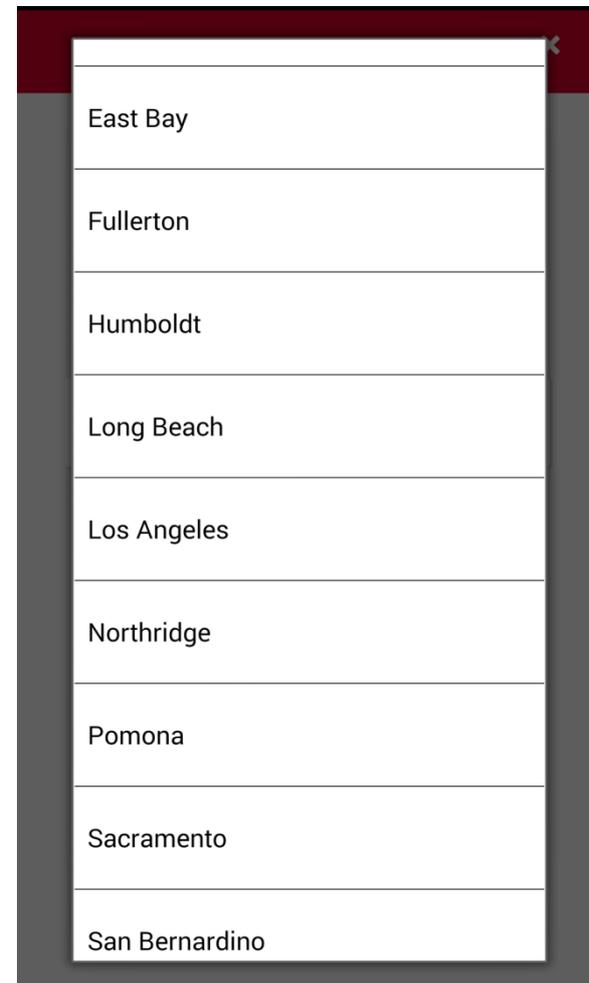
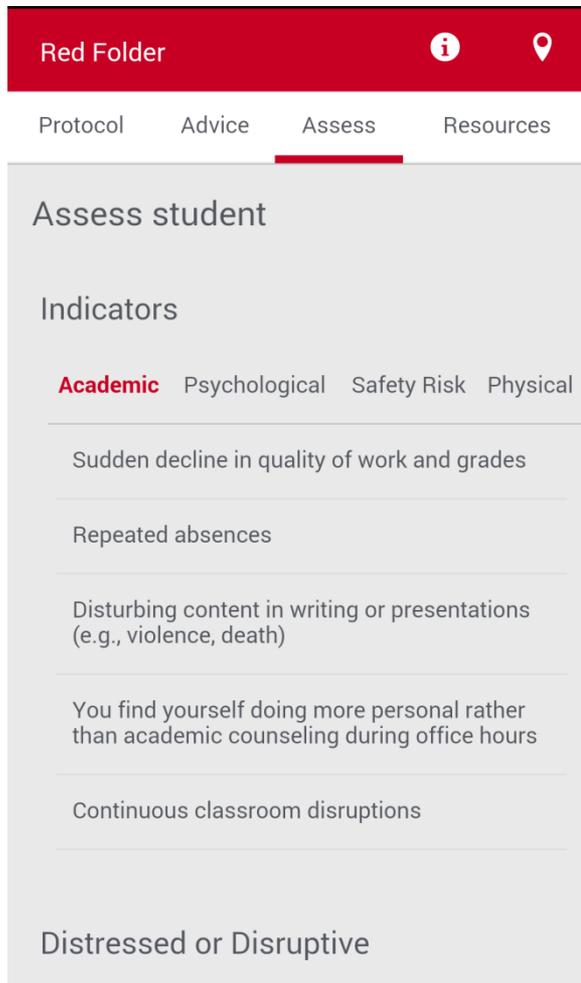
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LISTEN SENSITIVELY AND CAREFULLY: Use a non-confrontational approach and a calm voice. Avoid threatening, humiliating, and intimidating responses.

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.

FOLLOW THROUGH: Direct the student to the

The Red Folder: Mobile Application



Maxient

- Judicial Officer Roger Scranton will answer common questions about our campus-wide reporting system
- What is Maxient?
- How does it work?
- Where does my report go?
- How is my report used?
- Can I report anonymously?
- When must I file a report in Maxient?

Maxient

The screenshot displays the Maxient portal interface. At the top, there is a header with the 'THE PORTHOLE FACULTY AND STAFF' logo on the left and a background image of a building with 'BEAR' written on it. Below the header is a navigation bar with links: Home, Shortcuts, CSUM Home, Feedback, Create Messages, About the Portal, and Communities. A 'QuickLaunch Navigation' sidebar is open on the left, listing various services like SPAM, PEOPLE Soft, CASH Net, MAXIENT, Track-It!, Phone Numbers, Faculty, Socialize, Repairs, Student Hotlinks, Faculty and Staff Hotlinks, Personal Information, and Portal Communities. A grey arrow points to the MAXIENT icon in this sidebar. The main content area has tabs for 'My Messages', 'Sent Messages', and 'Preferences'. Below these tabs, it says 'No Alerts found'. An 'Announcements' section is visible, with 'Entries' and 'Manage Entries' tabs. Two announcements are listed, both titled 'Health & Wellness Seminar Series Spring '15 Flyer and Brochure'.

Maxient



Incident Reporting Form

Please use the campus address NOT your home address when filling in the physical address in the background information below.

Background Information

Your full name:	<input type="text"/>	
Your position/title:	<input type="text"/>	
Your phone number:	<input type="text"/>	
Your email address:	<input type="text"/>	<input type="checkbox"/> Email me a copy of this report
Your physical address:	<input type="text"/>	
* Nature of this report:	<input type="text"/>	
Urgency of this report:	<input type="text" value="Normal"/>	
* Date of incident:	<input type="text"/>  <i>must be formatted YYYY-MM-DD</i>	
Time of incident:	<input type="text"/> : <input type="text"/> <input type="text"/>	
* Location of incident:	<input type="text" value="Please select a location ..."/>	
Specific location:	<input type="text"/>	

Maxient

Reason(s) for Report

Please indicate the relevant category(s) that pertain to this incident report.

RESIDENCE HALLS

- Lock Out (Housing)

UNIVERSITY

- | | | |
|--|--|---|
| <input type="checkbox"/> Absence | <input type="checkbox"/> Drugs - Possession | <input type="checkbox"/> Merits |
| <input type="checkbox"/> Abusive Behavior | <input type="checkbox"/> Excessive use of vulgar or profane language | <input type="checkbox"/> Non-Accidental damage to Accidental Damage |
| <input type="checkbox"/> Alcohol Violations | <input type="checkbox"/> Extra Duty Credits | <input type="checkbox"/> Operating Equipment Unsafely |
| <input type="checkbox"/> Amendment to Sanction | <input type="checkbox"/> Failed room inspection aboard ship | <input type="checkbox"/> Physical Abuse |
| <input type="checkbox"/> Appeals | <input type="checkbox"/> Failure to carry out orders | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Computer Usage Policy | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Smoking |
| <input type="checkbox"/> Conduct Unbecoming | <input type="checkbox"/> Food Service Violations | <input type="checkbox"/> Theft |
| <input type="checkbox"/> Demerit Limit | <input type="checkbox"/> Form & Inspection Violations | <input type="checkbox"/> Uniform & Grooming |
| <input type="checkbox"/> Disorderly Conduct | <input type="checkbox"/> Furnishing False information to a University Official | <input type="checkbox"/> Violation of sanctions or probation |
| <input type="checkbox"/> Disrespect towards Cadets, Faculty or Staff | <input type="checkbox"/> Good Conduct | <input type="checkbox"/> Watch: Late to, missed, or failure to sign the on-call log |
| <input type="checkbox"/> Drugs - Failed or Missed Tests | <input type="checkbox"/> HRL License | <input type="checkbox"/> Weapons |

Maxient

Involved Parties

Please list the individuals involved (excluding yourself), including as many of the listed fields as you can provide. For non-students, please list an SSN or Drivers License number in the block labeled SID (Student ID #) if available.

<input type="text" value="Name or Organization"/>	<input type="text" value="====[Select Gender]===="/>	<input type="text" value="====[Select Role]===="/>	<input type="text" value="ID Number"/>
<input type="text" value="DOB (YYYY-MM-DD)"/>	<input type="text" value="Phone number"/>	<input type="text" value="Email address"/>	<input type="text" value="Hall/Address"/>

[Add another person](#)

Description / Narrative

Please provide a detailed description of the incident/concern using **specific** concise, objective language (Who, what, where, when, why, and how). For "Illness and injury" reports, please list the part of your body where you were injured.

[Check Spelling & Preview](#)

spellcheck

Maxient

Supporting Documentation

Photos, video, email, and other supporting documents may be attached below. *Maximum 12 megabytes per file*
Attachments require time to upload, so please be patient after you click to submit this report.

No file chosen

One last step ...

Help us prevent spam reports. Prove you're a human by typing the letters and numbers as you see them in the block to the right. **Capitalization does not matter** but **cookies must be enabled** in your browser for this to work.

Type it here:

dtzdL



[I can't read it; let's try a different one.](#)

Maxient

- Once you click submit it goes directly to the Student Development Office where it is routed to the appropriate individual . If you have any questions, please contact Judicial Officer, Roger Scranton at Ext. 1236 or rscranton@csu.edu.
- Questions
 - What is Maxient?
 - How does it work?
 - Where does my report go?
 - How is my report used?
 - Can I report anonymously?
 - When must I file a report in Maxient?

Scenario 1

- 3/c Cadet Eric Suntrick is a likeable and unique student in your class. He asks lots of questions, challenges you at times, and uses big words for fun. You appreciate his engagement but notice he isn't as connected to his peers. You also notice some cadets rolling their eyes when he talks in class. One day during the middle of the semester you receive emails from 3 cadets in class, each expressing concerns for Eric's well being and disruptive behavior in class. The emails include allusions to personal problems, mental health history, and fears that he could be dangerous.
 1. What are your concerns?
 1. What do you do?
 2. What if the email instead came from an Assistant Commandant?
 1. What do you do?

Scenario 2

- Professor Testa Lotz has just finished giving another quiz to her cadets. After class Olga Vehlms approaches the professor, challenging her frequent testing. Olga's tone is critical and challenging but contained. As the conversation progresses Professor Lotz observed Olga withdrawing, making less eye contact, and possibly having red and moist eyes. Olga clearly wants to end the conversation and leave.

1. How do you feel as Professor Lotz? as Olga?
2. What do you say? Do?

Scenario 3

- Cadet-veteran Connie Shunns visits you during office hours for the 4th consecutive week this semester for help understanding class material. She is struggling in class and following your invitation of help. Previous weeks she has been eager to learn, asks lots of questions, is respectful of taking too much time, and appreciative of your help. This time her questions begin academic, but quickly become about your personal life. She asks about you, including if you are married, have kids, and where you live. You share some information and Connie seems excited and more energetic. She abruptly leaves noting a personal obligation she forgot.
 1. Do you have any concerns?
 2. What if she misses next class? Or office hours?
 3. What do you do?

Scenario 4

- Staff member Ida Wantano is hard at work during her lunch hour trying to meet a deadline this afternoon. In her office she overhears a co-worker, Russ Frating, on the phone with his fiancé fighting like they often do at this time. Ida is particularly irritated and impatient today so she asks Russ, as politely as possible, to keep his voice down or to please talk elsewhere so that she can concentrate. Russ immediately bursts into tears, drops his phone, and says, “I just can’t take this anymore” as he curls up into a ball on the floor and sobs.

1. How do you feel as Ida? As Russ
2. What do you say? Do?

Tips for Prevention

- Get to know your cadets – develop close relationships with them
 - This will improve your pattern recognition
- Educate yourself about common college mental health problems
 - Attend CAPS trainings (QPR, health and wellness seminar series)
 - Consult resources and organizations:
 - The Jed Foundation, American Psychological Association, The Chronicle of Higher Education, CDC, NIMH
- Make time for students
 - In addition to office hours, be available before and after classes, online, etc.
- Be available but set good boundaries and refer
- Know your blind spots and biases
 - Self-awareness will increase objectivity

Q & A



NEXT WEEK, February 5

Making Campus More Caring and Compassionate *

with John Buchanan and Malinda Balfour from Housing

Recent survey data from Cal Maritime cadets suggest that our campus is less sensitive, tolerant, and caring than other CSUs. This presentation will attempt to answer why is this and what can/should we do?

**Health &
Wellness
Seminar Series**

Remaining Schedule

- 2/12 Maritime Relationships (TSGB Chief Mate, Dan Lintz) *
 - 2/19 Revisit Your New Year's Resolution: Fitness Tips to Keep You on the Right Track (Athletic Trainer, Jeff Ward) *
 - 2/26 Preventing Violence Against Women (SafeQuest Solano Spokesperson) *
 - 3/5 Nutrition, Health, and Wellness (Christine Smith, NP from Student Health Services) *
 - 3/12 Improve Relations with Difficult Coworkers (Dr. Ingrid Williams, Director of HR) *
 - 3/19 Reducing Binge and Problematic Drinking (ATOD Member) *
 - 3/26 Suicide Prevention: QPR (Kate Kimble, Director of Housing) *
 - 4/2 Resilience and Grit as Stress Management (Commandant Staff) *
 - 4/9 Counselors on Cruise-2014 Report *
- * Qualifies for ELDP Credit; ^a For Faculty and Staff Only

THANK YOU

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