STUDENT HEALTH AND WELLBEING

ASSISTING STUDENTS IN DISTRESS

- Recognize signs of distress
  You may be the first person to see signs that a student is in distress or they may come to you specifically for help. Use this folder to familiarize yourself with common signs of distress, from mild to severe, and the steps you can take to offer assistance.

- Reach out and refer
  Your role is not to diagnose or treat students, but you are in a position to make them aware of the help available. Early intervention plays a key role in helping students get back on track.

- Access expert advice when needed
  There may be times when you need more advice about how to support a student in distress. For more severe and urgent concerns, you can consult with:
  1. UBC Student Health Service 604.822.7011
  2. UBC Counselling Services 604.822.3811
  
  Please identify yourself as a faculty or staff member who would like to consult about a student in distress.
HAVING A CONVERSATION WITH A STUDENT IN DISTRESS

1. IF YOU’VE REACHED OUT TO THE STUDENT
   • Be specific about the signs and behaviours that you’ve noticed > “I’ve noticed you’ve missed the last two midterms”
   • Express your concern > “I am concerned and wanted to check in to see how you’re doing”
   • Reassure the student that reaching out to students who may be struggling is something all UBC faculty and staff do to help
   • If a student doesn’t want help, respect their decision. Accepting or refusing assistance must be left up to them, except in emergencies
   • Try to leave room for reconsideration later on

2. RESPOND WITH EMPATHY AND NORMALIZE STRESS
   • Listen actively and help the student feel heard and understood > “It sounds like you’re facing a lot of difficulties in your life right now”
   • Where stress seems related to traditional academic pressures, acknowledge that stress is a normal part of the university experience

3. ASK OPEN-ENDED QUESTIONS:
   Giving students an opportunity to talk often has a calming effect and helps to clarify their concerns
   • What have you tried so far?
   • What do you think the main challenge is?
   • What kinds of supports have you been accessing or drawing on up to now?

4. DISCUSS RESOURCE OPTIONS
   • Point out that help is available; while seeking help can feel difficult at first, it is a sign of strength
   • Provide the student with information about resources and supports (see next page)
   • Encourage the student to identify the next steps they plan to take

5. ENTER AN EARLY ALERT CONCERN: (SEE BACK COVER)
   • Whether or not you’ve had a conversation with the student, enter an Early Alert concern earlyalert.ubc.ca

IF A STUDENT DOESN’T WANT HELP
   • Respect their decision. Accepting or refusing assistance must be left up to the student, except in emergencies
   • Don’t force the issue or trick them into going to a referred resource
   • Try to leave room for reconsideration later on
SIGNS OF DISTRESS AND RECOMMENDED RESOURCES

IMMINENT RISK OF HARM
Examples:
• Active thoughts of suicide with a plan or suicide attempt
• Behaviour that is violent, destructive, aggressive, or threatening to self or others
• Student is confused, hallucinating, or has trouble remaining conscious

HIGH LEVEL OF DISTRESS
Examples:
• Deterioration in personal appearance and hygiene and significant impairment with daily tasks
• Expressions of severe hopelessness or references to suicide
• Self-harm behaviour such as recent cutting or hitting, severely restricted eating with weight loss/severe binge eating
• Substance use concerns
• Loss of touch with reality/severely disorganized thinking
• Serious physical health concern

MODERATE CONCERN
Examples:
• Low or irritable mood with change in energy, appetite, sleep, and/or concentration, which is impacting daily functioning
• Family or relationship problems, interpersonal conflict
• Traumatic event such as loss of loved one, homesickness, lack of social support
• Difficulty concentrating or learning new tasks
• Binge eating

GENERAL SUPPORT
Examples:
• Stress about exams, deadlines, grades, roommates, relationships, finances, adjustment to university
• Advice about healthy eating, sleep, or sexual health

STEPS TO TAKE:
1. Student to go to nearest hospital – Call 911
2. Call UBC Campus Security 604.822.2222
3. Enter an Early Alert concern (see back cover), monitored 7 days/week

RESOURCES AND SUPPORTS:
During office hours
• UBC Student Health Service 604.822.7011
  Or student’s family doctor or nearest medical clinic
After-hours or in an emergency
• 24/7 Crisis Centre 1.800.784.2433 crisiscentre.bc.ca
• Urgent Care, UBC Hospital 604.822.7121 (until 10 pm)
  Or nearest hospital emergency department (24/7)
• Access and Assessment Centre, Vancouver General Hospital
  604.675.3700 (7:30am-11pm)

RESOURCES AND SUPPORTS:
During office hours
• Counselling Services, Room 1040, Brock Hall
  Drop in to book an assessment with a Wellness Advisor
After-hours or anytime
• Empower Me 1.844.741.6389 (toll free, 24 hours)
  Call for free life coaching or counselling
• Mind Health BC mindhealthbc.ca
  Take an online mental health assessment and find resources
• Health Link BC healthlinkbc.ca
  Check physical health symptoms online and find resources

RESOURCES AND SUPPORTS:
During office hours
• UBC Wellness Centre, Room 1400, UBC Life Building
  Drop in to talk with a trained student, or attend a workshop
After-hours or anytime
• Empower Me 1.844.741.6389 (toll free, 24 hours)
  Call for free life coaching or counselling
• Students.ubc.ca
  Find resources, tutorials, and helpful tips organized by topic
TALKING TO A STUDENT IN DISTRESS

USE EARLY ALERT

Always submit an Early Alert concern as part of your response, regardless of the perceived severity.

Early Alert allows faculty, staff, and TAs to identify their concerns about students sooner and in a more coordinated way.

EARLY ALERT:
• Provides support for all students
• Allows for earlier support before difficulties become overwhelming
• Results in less time and fewer resources needed for students to recover
• Collects concerns from different sources across campus, allowing for a better understanding of individual student needs and how to provide appropriate support in a coordinated way
• Protects student privacy using a secure system
• Is not connected to the student’s academic record

HOW DOES EARLY ALERT WORK?
1. Faculty and staff notice a student is facing difficulties and identify their concerns using Early Alert
2. Managers, Student Support Services review all concerns submitted and identify the most appropriate resources for students in need of support
3. Advisors then reach out to students and offer to connect them with resources and support

92% of students respond positively to the invitation to meet with an advisor

SUBMIT AN EARLY ALERT CONCERN
earlyalert.ubc.ca

TAKE CARE OF YOUR WELLBEING:
UBC faculty and staff have access to a wide range of benefits and services to support their positive mental health and physical wellbeing

www.hr.ubc.ca/wellbeing-benefits/