

# UD C.A.R.E. (CAMPUS AWARENESS, RESPONSE AND EVALUATION) GUIDE TO HELPING STUDENTS IN DISTRESS

## RESOURCE GUIDE FOR HELPING STUDENTS

*You often get the first glimpse of students in trouble, and you may be the first person a student turns to for help. Responding can be confusing and overwhelming. We prepared this guide to help you.*

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### HAVE YOU SEEN THIS?

- A student comes to your class intoxicated and disruptive.
- A student reveals that they are having thoughts of suicide.
- A good student begins to miss class, fails to complete assignments and becomes inattentive to hygiene and personal appearance.

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### WHAT TO EXPECT AFTER CONTACTING C.A.R.E.?

Your help is essential, but it's important that the student trusts the people who contact them from our C.A.R.E. team. Thus, we can't share the details of our response with you, but we will contact you to ensure we understand the situation or issue. And we'll share other information when we can.

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### WHAT IF THE NEED FOR HELP ISN'T IMMEDIATE?

Encourage your student to call us — we can help. Students can reach the Dean of Students at 937-229-1212 during business hours. After hours, our staff can be reached by contacting the Department of Public Safety at 937-229-2121 — we're on call to respond to student emergencies. We're here to help students and families in distress.

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### RESPONDING TO EMOTIONAL DISTRESS

#### WHAT DOES C.A.R.E. DO?

We identify, assess and analyze threats or potential threats to the University community. Warning signs can be threats to self or threats to others. Our team meets to identify the most effective way to respond to particular situations. And we maintain communication with all appropriate offices and individuals.

#### Examples of issues that the C.A.R.E. team addresses include, but are not limited to:

- Suicide
- Eating disorder
- Cutting
- Serious injury or illness
- Death of a student
- A missing student
- Immediate danger/harm
- Sexual assault
- Worrisome or unusual behavior
- Disruption in classroom
- Threats, stalking, intimidation
- Hate crimes
- Threatening words or actions
- Hazing
- Acts motivated by hatred or discrimination

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### TIPS FOR SUPPORTING STUDENTS OF CONCERN:

- **Interrupt to Inform**  
*"I cannot be a confidential resource. However, I will only share with those that need to know"*
- **Express care and concern**  
*"I've been concerned about you lately. May we speak privately?"*
- **Share what you have noticed**  
*"I've noticed you've been missing class lately."*
- **Offer to help**  
*"How can I help?"*
- **Listen carefully, then reflect what you understand**  
*"You have a lot going on in your personal life and you are worried that it is affecting your school work."*
- **Define your role**  
*"I can help you organize your assignments. Our class also has a study group that some students find help lighten their reading load."*

- **Share about resources**

*“You might want to consider making an appointment with one of our on-campus resources. They can help you sort out things in your life that are causing you stress and give you some skills to help.”*

- **Make a plan**

*“Here is the contact information. Do you think you will call and make some appointments to get the help you need?”*

- **Compliment and encourage**

*“Thank you for being so honest with me. It took courage to share with me. I have confidence that you can succeed with just a little help.”*

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### **INFORMATION YOU SHOULD KNOW:**

It's difficult to be mindful of all things going on around you. But there are often many outward signs that a student is in distress. Knowing what to notice, what to do and what to avoid could be the lifeline your student needs to get help. Also, reporting 'odd' behavior that causes you concern maybe another piece of the larger puzzle the C.A.R.E. team needs to provide that student with assistance.

Be mindful of a/an:

- Anxious student
- Demanding student
- Depressed student
- Suicidal student
- Severely disoriented or psychotic student
- Aggressive or potentially violent student

### **WHAT TO DO:**

- Move students to a quiet and secure place.
- Listen attentively and respond in a considerate and straightforward manner.
- Make arrangements for appropriate University intervention.
- Remain calm and in control.
- Be knowledgeable in advance about referral systems.
- Respond to disruptive behavior quickly and with firm limits.

### **WHAT TO AVOID:**

- Overwhelming or arguing with a student.
- Ignoring behavior that is having an impact on other students.

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### **WHO WE ARE**

The C.A.R.E. team consists of campus-wide representatives who make a good faith review of the information provided and suggest a course of action to mitigate risk while considering the needs of the individual in the context of community. Recommendations are guided by an ethic of care and attention to the safety and well-being of individuals and the campus community.

### **UD C.A.R.E. TEAM MEMBERS**

#### **COORDINATOR:**

Christine Schramm  
*Associate Vice President and Dean of Students*  
937-229-1212

#### **MEMBERS:**

Bruce E. Burt  
*Executive Director of Public Safety and Chief of Police*  
937-229-2122

Carolyn Roecker Phelps, Ph.D.  
*Associate Provost for Faculty and Administrative Affairs*  
937-229-2245

Dean Halter  
*IT Risk Management Officer*  
937-229-4387

Steven Herndon  
*Assistant Dean of Students and Executive Director of Housing and Residence Life*  
937-229-3311

Edel Jesse  
*Director of Communications and Community Relations Student Development*  
937-229-3497

Debra Monk  
*Associate Dean of Students and Director of Community Standards and Civility*  
937-229-4627

Steven Mueller, Ed.D.  
*Assistant Vice President for Health and Wellness Director of the Counseling Center*  
937-229-3141

Robin Oldfield  
*Director of Environmental Health and Safety/ Risk Management*  
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Lisa Sandner, J.D.  
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937-229-4350

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*Director of Campus Ministry*  
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