

RESPONDING
c/ STUDENTS
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FACULTY AND STAFF

If you search for other similar guides, you'll notice that institutions organize these guides in a number of different ways. Some institutions, for example, organize information according to potential conditions our students may experience, such as anxiety, depression, eating disorders, etc., and then list a variety of suggestions about how faculty and staff can respond to those conditions.

As we evaluated these guides through the lens of our own experiences with students of concern, we realized this approach failed to account for the range of distress students might experience within a particular condition. For example, while we agree that anxiety is one of the most common conditions experienced by our students, students' experiences range from well-managed concern to debilitating panic. By focusing on a condition rather than a specific experience, we may miss the range of student needs.

Moreover, as most of us are not licensed clinicians, by focusing on conditions rather than behavior, we risk misdiagnosing and, in turn, incorrectly treating our students. There is a reason that our students sometimes go a long time before receiving the correct diagnosis; mental health conditions are complex and require professional

Students exhibiting suicidal ideation and/or suicidal behavior can be particularly concerning for the faculty and staff who work with them. It is our hope that this guide has helped to mitigate some of that fear by providing specific direction about how to respond. However, when it comes to suicidality, in addition to the ethical considerations presented herein, we must also consider our legal obligations to take specific steps around student suicide.

A Massachusetts court case established that colleges and universities in Massachusetts have a limited duty of care to prevent a student's death by suicide. This case created new law in Massachusetts that Holy Cross employees must follow. The good news is that this legal regulation is consistent with what we want faculty and staff to do when they become aware of a student who may be suicidal.

As a result of this case, college employees in Massachusetts have the following new reporting obligation:

When you learn of:

A student

APPENDIX A: A CHART FOR RESPONDING TO STUDENTS IN DISTRESS

Range of behavior exhibited by most students experiencing stress.	Substantially disruptive behavior and/ or behavior that may pose a threat to self.	Behavior that may pose an imminent threat to self or potential threat to others.
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Each Class Dean is assigned an incoming class, and follows that class from acceptance through graduation. As Class Deans work with students throughout their Holy Cross experience, they have the opportunity to

CARE Liaison: Justine Fisher, Director of Academic Services and Learning Resources
Location: Dinand Library 204
Phone: (508) 793-2713
Office Hours - Monday-Friday, 8:30 a.m. - Noon and 1 p.m. - 4:30 p.m.
www.holycross.edu/ASLR

CARE Liaison: Kelsey DeVoe, Director of Health Services
Location: Loyola Hall
Phone: (508) 793-2275
Hours : Monday-Friday, 9 a.m.-noon and 1 p.m. to 5 p.m.
<https://www.holycross.edu/health-services>

CARE Liaison: Neal Lipsitz, Director
Location: Hogan 215
Phone: (508) 793-3693
[https://www.holycross.edu/health-wellness-and-access/office-disability services](https://www.holycross.edu/health-wellness-and-access/office-disability%20services)

CARE Liaison: Neal Lipsitz
Location: The Jo
Phone: 508-793-2302
<https://www.holycross.edu/student-wellness-education>
Student Wellness Education develops, implements and assesses a comprehensive continuum of evidence based initiatives and strategies that mobilize, create and sustain campus -wide health and wellness promotion practices.

The Office of Title IX and Equal Opportunity responds to complaints of sexual misconduct, discrimination and discriminatory harassment and facilitates access to resources for individuals involved.

The Department of Public Safety is comprised of sworn police officers. DPS provides a comprehensive program of police services, emergency medical first response, crime prevention programming, and related public safety services. DPS strives for a partnership with students, staff and faculty that is the foundation of mutual respect, caring and safety for the campus community.

CARE Liaison: Deputy Chief Shawn Bavieri

Location: Lower level of the Jo, Recreation Center

Phone: (508) 793-2224

Emergencies: (508) 793-2222

<https://www.holycross.edu/campus-life/public-safety/contact-us>

To address students' academic challenges and support student success, Class Deans

Work closely with students who have been placed on academic probation (GPA below 2.0 after first semester, between 1.75 and 2.0 after second semester, and between 1.85 and 2.0 after third semester) or who are experiencing significant academic difficulties

Oversee charges of Academic Integrity violations; provide necessary follow up training and/or referral

Approve course withdrawals and create plans for making up deficiencies

Approve incompletes and work with faculty and students to create plans for timely completion of work

Approve voluntary Leaves of Absence (whether for health-related, personal, or financial reasons)

: For most Holy Cross students, absence from class can be a source of distress, particularly if that absence results from illness or from personal issues such as loss. In keeping with the College's Excused Absence Policy, Class Deans can provide faculty with notification of confirmed absences related to extended illness as well as to deaths or medical emergencies in the student's family. In these cases, the absences would be considered excused and faculty would be asked by the Class Dean to work with the student to make up missed work without penalty.

Moreover, significant class absence can also, in and of itself, be a sign of distress. In these cases, it is important that faculty alert the Class Dean, particularly in situations where the absence is unexplained and the student is not responding to faculty emails.

: Students may receive ADA-mandated academic accommodations (e.g., extra time on tests) through the Office of Accessibility Services. These requests are generally provided at the start of each semester, and usually will continue through a student's time at Holy Cross.

However, students may also receive academic accommodations on a short-term basis, which are generally facilitated by the Class Dean. These accommodations may relate to specific physical health, mental health, or personal needs, and are often determined through consultation with CAPS, the Counseling Center, the Title IX Office, and the Office of Disability Services. In these cases, Class Deans will contact the student's faculty with the appropriate requests. These may be specific (e.g., a one week extension on a paper) or general (e.g.,

The College of the Holy Cross Student CARE Team provides coordinated support for students in distress, addressing concerns about a student's behavior, academic progress, and personal issues, including physical and mental health. The Care Team gathers information from personal contact with students and referrals from members of the Holy Cross community, to include faculty, staff, students, or concerned parties, as well as family members. A goal of the team is to provide a structured, collaborative and supportive approach to address concerns that may adversely impact a student's academic and personal success.

The CARE Team is not a substitute for other campus systems of support and does not bypass established protocols or procedures, such as academic policies, leave policies, student disciplinary procedures, threat assessment, and/or Public Safety's responses to incidents.

The CARE Team is committed to the following:

- Identifying students of concern who are in need of coordinated support;
- Collecting and analyzing information to determine appropriate support for students;
- Recommending interventions as appropriate to assist with students' success;
- Connecting students with support resources both on and off-campus;
- Coordinating care between and among varied College constituencies;
- Providing follow-up care to assist with students' well-being and academic success;
- Engaging students' families when appropriate; and
- Maintaining student privacy as required by law and handling all matters with discretion.

Reasons to refer a student to the CARE Team include, but are not limited to:

- Concerns about a student persist despite attempts to engage the student with campus resources (e.g. Class Dean, CAPS, Chaplain's Office, Health Services, Disability Services, Academic Services);
- Student displays a pattern of concerning behavior, including, but not limited to, missing classes / assignments, chronic health issues, psychological distress, alcohol and/or other drug abuse, or displays forms of inappropriate behavior;
- Student shows significant and marked changes in behavior, mood, or affect;
- Student's academic or social performance deteriorates;
- Statements or actions of self-harm; and/or
- Student's behavior reflects increased hopelessness or helplessness.

All reports to CARE will be handled in as private a manner as possible, consistent with the College's obligations under applicable laws and College policies. Any CARE records that relate to a student are education records and are governed by the Family Education and Right to Privacy Act (FERPA) of 1974. CARE records are maintained in a central secure database managed by the Chair of CARE.

Campus members are encouraged to report concerns about students who may be in distress or whose behavior is disruptive to others in the community. In cases of emergency, individuals are instructed to the Department of Public Safety (508-793-2222) or 9-1-1 off campus, first. The CARE Team plays a secondary role to all urgent circumstances and should be contacted only after initial emergency notifications are made.

In non-emergency situations, faculty, staff, students or external constituents can provide information to the team through a number of channels. They include, but are not limited to, personal interaction, telephone call, or email to the Chair of the CARE Team, Paul Irish, or through an online form. Faculty members are encouraged to also share concerns with the student's Class Dean. Each report should include as much detail as possible about the behavior and/or incident of concern. If a concern is submitted online, the reporter will also re-

You can contact the Threat Assessment Group as follows:

Submit a report at: www.holycross.edu/reportaconcern

Contact Denielle Burl at dburl@holycross.edu or (508) 793-2339

Contact Paul Galvinhill at pgalvinhill@holycross.edu or (508) 793-3363

TAG uses the threat assessment process created by SIGMA Threat Management Associates. It includes (1) an investigation; (2) the threat assessment process; (3) implementation of a behavior management plan.

Decisions are made on a case-by-case basis, based upon the nature of the risk and the potential target(s). That said, if someone is truly deemed to pose a threat to someone on campus, this individual will likely be removed from campus. In recognition that removal from campus does not always mitigate a threat, TAG will continue to work with the individuals/ departments who are at risk through the facilitation of security assessments and consultation with local law enforcement. The Threat Assessment Group cannot guarantee your safety. We can, however, use the currently best available resources to create internal protocols to help mitigate the risk of violence. Meanwhile, the Threat Assessment Group continues to review and update its policies to take into consideration the latest information regarding targeted violence on campus and in workplaces.

Yes. TAG procedures explicitly call for communication with the original reporter whenever possible to do so.

This is a case-by-case determination. We know that re-integrating at-risk individuals back into the community can reduce incidents of targeted violence and so we will endeavor to do this whenever it is safe and feasible to do so. Informing members of the community regarding a potential threat - when that threat does not directly impact them - may limit our efforts at re-integration. Therefore, in making this determination, we weigh the benefit of informing others against the potential negative impact on TAG's ultimate goal of reducing incidents of targeted violence.