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
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  - Withdrawn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

<table>
<thead>
<tr>
<th>Percent of Counseling Center Students with Presenting Concern</th>
<th>Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>46.19</td>
</tr>
<tr>
<td>Depression</td>
<td>39.30</td>
</tr>
<tr>
<td>Relationship issues</td>
<td>35.33</td>
</tr>
<tr>
<td>Suicidal thoughts/behaviors</td>
<td>17.86</td>
</tr>
<tr>
<td>Alcohol abuse</td>
<td>11.01</td>
</tr>
<tr>
<td>Self-Injury</td>
<td>10.42</td>
</tr>
<tr>
<td>ADHD</td>
<td>8.33</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>7.67</td>
</tr>
<tr>
<td>Learning disability</td>
<td>7.47</td>
</tr>
<tr>
<td>Eating disorders</td>
<td>7.38</td>
</tr>
<tr>
<td>Sexual/physical assault/acquaintance rape</td>
<td>7.35</td>
</tr>
<tr>
<td>Oppression</td>
<td>5.1</td>
</tr>
<tr>
<td>Being &quot;stalked&quot;</td>
<td>1.9</td>
</tr>
</tbody>
</table>
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.

ORORORO
APPAPP
LLLLLE
WWTTT
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
CSU The California State University

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.

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 than academic counseling during office hours
- Continuous classroom disruptions

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, bullying, intimidation)
- Expressions of concern about the student by his/her peers

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

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”

SEE SOMETHING. SAY SOMETHING. DO SOMETHING.
ASSISTING STUDENTS IN DISTRESS

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
- Sad
- Irritable
- Withdrawn
- Confused

- Lacks motivation and/or concentration
- Seeks constant attention
- Demonstrates bizarre or erratic behavior
- Expresses suicidal thoughts

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/def-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.
## RESPONSE PROTOCOL
Follow the table to determine who to contact when faced with a distressed or distressing student.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s conduct is clearly and imminently reckless, disorderly, dangerous, or threatening including self-harm behavior.</td>
<td>Call 911 or Campus Police</td>
</tr>
<tr>
<td>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.</td>
<td>Call CAPS (x1174) to consult &amp;/or refer the student to CAPS</td>
</tr>
<tr>
<td>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.</td>
<td>Refer students to an appropriate campus resource</td>
</tr>
</tbody>
</table>

## 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

**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**

**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...**
The Red Folder: Mobile Application

Assess student

Indicators

- **Academic**
- Psychological
- Safety Risk
- Physical

- 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

Distressed or Disruptive
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
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: 
Your position/title: 
Your phone number: 
Your email address: 
Your physical address: 
* Nature of this report: 
Urgency of this report: Normal
* Date of incident: 
Time of incident: 
* Location of incident: Please select a location ... 
Specific location: 

Email me a copy of this report

must be formatted YYYY-MM-DD
## Reason(s) for Report

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

**RESIDENCE HALLS**
- Lock Out (Housing)

**UNIVERSITY**
- Absence
- Abusive Behavior
- Alcohol Violations
- Amendment to Sanction
- Appeals
- Computer Usage Policy
- Conduct Unbecoming
- Demerit Limit
- Disorderly Conduct
- Disrespect towards Cadets, Faculty or Staff
- Drugs - Failed or Missed Tests

- Drugs - Possession
- Excessive use of vulgar or profane language
- Extra Duty Credits
- Failed room inspection aboard ship
- Failure to carry out orders
- Fire Alarm
- Food Service Violations
- Form & Inspection Violations
- Furnishing False information to a University Official
- Good Conduct
- HRL License

- Merits
- Non-Accidental damage to Accidental Damage
- Operating Equipment Unsafely
- Physical Abuse
- Safety
- Smoking
- Theft
- Uniform & Grooming
- Violation of sanctions or probation
- Watch: Late to, missed, or failure to sign the on-call log
- Weapons
### 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.

<table>
<thead>
<tr>
<th>Name or Organization</th>
<th>Select Gender</th>
<th>Select Role</th>
<th>ID Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOB (YYYY-MM-DD)</td>
<td>Phone number</td>
<td>Email address</td>
<td>Hall/Address</td>
</tr>
</tbody>
</table>

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.

Choose File | 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:

Submit report

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@csum.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?

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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