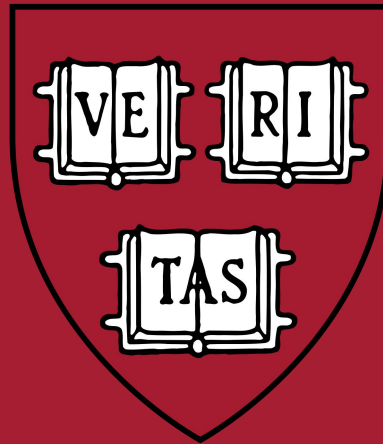


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Harvard University Crimson Folder

Guidance and resources to assist students in distress

RECOGNIZE | RESPOND | REFER | RESOURCE

Harvard University Crimson Folder

WHAT IS THE CRIMSON FOLDER?

All Harvard University students often encounter challenges during school and may not recognize that they need help. As an administrator, faculty, or staff member, you are in a prime position to guide students in distress to support services. The Harvard University Crimson Folder is designed to help you prepare to support students by learning how to recognize signs of distress, respond to a student’s needs with attentiveness and empathy, refer the student to others who may be best equipped to help, and by becoming familiar with resources.

STUDENT PRIVACY, FERPA, AND CONFIDENTIALITY

The Family Educational Rights and Privacy Act (FERPA) permits communication about a student in connection with a health and safety emergency. Observations of a student’s conduct or statements made by a student are not protected by FERPA. Consideration for student privacy should always be given before information is shared. When communicating with a student, it is important to use the language “private and discrete” rather than “confidential,” as you may need to share information with those listed in this document.



When observing potential signs of distress in a student, pay particular attention to notable changes in the student’s behavior, performance, mood, and appearance. Any one of the following indicators alone does not necessarily suggest the student is experiencing distress. However, together they may indicate the student needs or may be asking for help.

MILD DISTRESS

Students in mild distress may exhibit behaviors that do not disrupt others but may indicate something is wrong and that assistance is warranted. Many of these behaviors may also indicate a greater level of distress. Behaviors may include:

- Change in coursework or grades to poor performance
- Excessive absences, especially after prior consistent attendance
- Unusual or markedly changed patterns of interaction (e.g., goes from being actively involved to quiet and withdrawn, or goes from being quiet to more agitated or demanding)
- Other characteristics that suggest trouble managing stress (e.g., low mood, very rapid speech, swollen or red eyes, marked decline in hygiene, falling asleep during class, crying)

MODERATE DISTRESS

It is important to keep in mind that students may be reluctant to, emotionally unable to, or uncertain of how to ask for help. Behaviors may include:

- Repeated requests for accommodations, such as deadline extensions
- Unusual or exaggerated emotional responses that are clearly inappropriate to the situation
- Aggressive behavior to self or others or excessive risk-taking
- Signs of memory loss
- New signs of hyperactivity (e.g., unable to sit still, difficulty maintaining focus, gives the impression of going “too fast,” appears agitated)
- Signs of depression (e.g., appears emotionless or lethargic, weight change, looks exhausted or complains of sleeping concerns, displays feelings of worthlessness or self-hatred, is apathetic about previous interests)
- Talks about or shows unusual patterns of eating, not eating, or excessively eating
- Shows signs of injury to self (e.g., cuts or scratches, bruises, burns)
- Deteriorating academic performance (e.g., incapacitating test anxiety, sporadic class attendance, extended absences from class)
- Begins or increases alcohol or other drug use

SEVERE DISTRESS

Students in severe distress exhibit behaviors that signify an obvious crisis and that necessitate emergency care. Behaviors may include:

- Aggressive behavior to self or others or excessive risk-taking
- Signs of memory loss
- Shows loose or incoherent thought patterns, has new difficulty focusing thoughts, or displays nonsensical conversation patterns
- Exhibits behaviors or emotions that are markedly inappropriate or disruptive to the situation
- Displays extreme suspiciousness or irrational fears of persecution; withdraws, does not allow others to be close; irrationally believes they are being watched, followed, etc.
- Shows signs of depression (e.g., appears emotionless or lethargic, weight loss, looks exhausted or complains of sleeping poorly, displays feelings of worthlessness or self-hatred, is apathetic about previous interests)
- Shows signs of injury to self (e.g., cuts or scratches, bruises, burns)
- Inability to communicate clearly (e.g., garbled, slurred speech, unconnected, disjointed, or rambling thoughts)
- Loss of contact with reality (e.g., seeing or hearing things that others cannot see or hear, beliefs or actions greatly at odds with reality or probability)
- Stalking behaviors
- Inappropriate communications (e.g., threatening letters, email messages, statements, harassment)
- Overtly suicidal thoughts (e.g., referring to suicide as a current option or in a written assignment)
- Threats to harm others

NOTES

Responding to students in distress can feel unfamiliar and uncomfortable. It is important to engage the student and relay your concerns. **Be mindful of the student’s background, identity, and culture, as well as your own.** Listen patiently, withhold judgment, and allow for silences if the student is slow to respond. The tips below and questions outlined on the next page can help guide a difficult conversation.

STAY SAFE	If there is imminent danger to you, the student, or someone else, call HUPD 617-495-1212 or 911.
TAKE YOUR TIME	Actively listen to the student’s concerns and consider how you might be able to help. Choose an appropriate place or situation for having this conversation.
STAY CALM	Take a few deep breaths to calm yourself. Use a calm voice when talking and asking questions.
USE ACTIVE LISTENING	Make eye contact and give your full attention. Restate what the student says to make sure you understand what is causing the distress (e.g., “As I listen to you, I hear you saying...”).
ASK DIRECT QUESTIONS	Don’t be afraid to directly ask the student if they are having thoughts of harming themselves or others. By asking questions you are not instilling the thought.



Respond Tips

SAY WHAT YOU SEE. Be direct. Let the student know that you’ve noticed a change and you want to talk.
“Hi _____. I just wanted to check in. I’ve noticed _____ and wanted to see if you wanted to talk about it.” | “I’ve noticed _____ and I want you to know that I am here to support you.”

HEAR THEM OUT. Be there to listen and be fully present. As an active listener, be curious and ask appropriate follow-up questions.
“Wow, I’d like to hear more about that.” | “I’m sorry, that seems like a difficult situation to be in. What is that like for you?” | “That sounds really hard, how is that affecting you?”

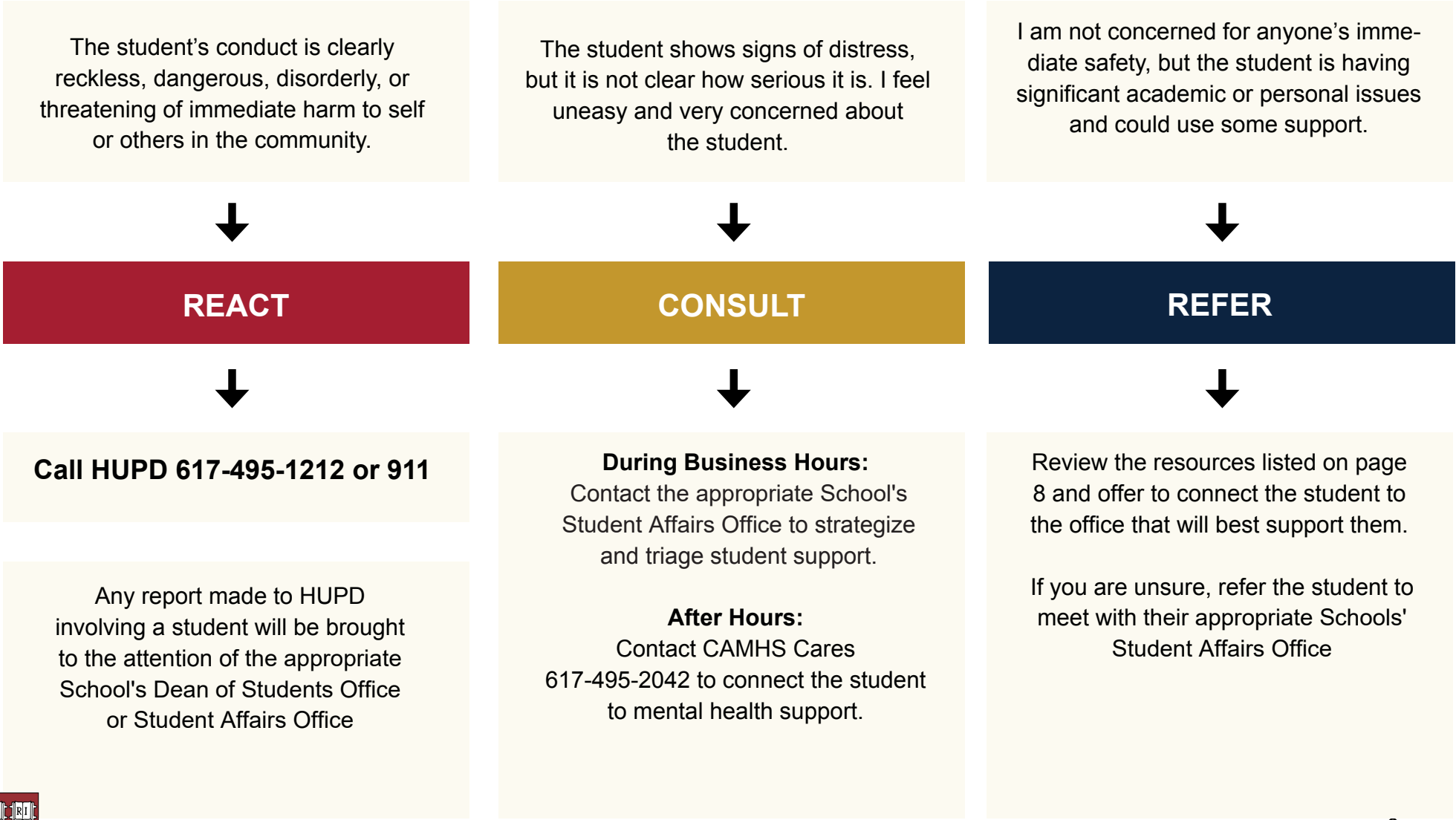
KNOW YOUR ROLE. Set clear boundaries and connect students to those who can meet their needs. You are the bridge. Remember you are not a confidential resource but honor their privacy as best as possible.
“I’m glad you felt comfortable to share that with me.” | “If it’s alright with you, I’d like to connect you with resources such as CAMHS or local disability coordinator who may be helpful to you.” | “I may need to share information with the Dean of Students Office in order to figure out how best to help you/get you the resources that would be helpful.”

CONNECT TO HELP. Determine whether the student needs immediate support and refer them to the appropriate resources. Recognize that it may take time for a student to build trust and accept help. Follow-up with them, if welcomed.
“Thank you for being so open with me. I want to be sure that you can access the resources you need to get through this challenging situation.” | It’s okay to say “I am not sure, but there are people at Harvard who can help.” | “I am not sure, let me find out.” | “How are you doing since we last spoke? Was that resource helpful?”



Identify What the Student Needs

Listen to the student to determine their immediate needs. Review the options below to guide the student to the appropriate resource.



Wellness Checks

A wellness check is a consultative process the exemplifies the partnership between each Schools' Dean of Student's Office and faculty and staff in responding to student needs. If you have not heard from a student for some time and you or others are concerned about their safety or well-being, it may be necessary to initiate a wellness check. This process typically begins with contacting the student's emergency contact and may involve enlisting the assistance of HUPD or local police.

Once you recognize that it has been some time since you have heard from the student, it is helpful to ask yourself the following questions:

- Is it typical that the student would not reply to emails for some time?
- When was the last time you heard from or physically saw the student?
- Does the student have a history of being out of contact?
- Are there other community members (peers, colleagues, etc.) that might be in touch with the student?
- Have others expressed concern about the student?
- What outreach have you tried already—emails, calls, leaving notes, using department means (Slack, messaging app, etc.)? Have you tried multiple means to connect?
- Are there any mental or physical health concerns that you are aware of?
- Does the student live alone or with others?

Initial outreach to the student may come from a member of that student's department or if a student does not respond to faculty or departmental outreach, it may be necessary to consult with the appropriate Student Affairs Office contact for support and to initiate a wellness check.

Contact the appropriate School's Dean of Students Office or Student Affairs Office

Departmental staff, faculty, or other community members may email the appropriate Dean of Students Office or Student Affairs Office contact to request a wellness check for a student. The Dean of Students Office or Student Affairs Office contact is available to assist a faculty or staff member to send a message that expresses the urgency and initiates the wellness check process.



EMERGENCY	
Medical or Public Safety Emergency	911
Harvard University Police	617-495-1212
Harvard University Police Longwood	617-432-1212
Medical Urgent Care at HUHS	617-495-5711
International SOS	617-998-0000
24/7 support while abroad on University travel	
*For urgent but not immediately life-threatening issues, refer to your department's internal emergency protocol	
COUNSELING AND MENTAL HEALTH HOTLINES	
CAMHS Cares Line	617-495-2042
<i>24-hour access line that allows students (or those concerned about a student) to speak with a licensed counselor</i>	
SHARE 24/7 Confidential Hotline	617-495-9100
<i>24/7 confidential hotline for all Harvard community members who have been impacted by sexual assault, sexual harassment, and gender discrimination</i>	
SUPPORT FOR FACULTY & STAFF	
HUHS Behavioral Health	
<i>Clinical care for Harvard employees</i>	617-495-2323
Employee Assistance Program	
<i>Offers free, confidential help for Harvard employees</i>	
SHARE Hotline	617-495-9100

Harvard University Schools	
School-Specific Student Affairs and Wellness Websites	
	
ADDITIONAL COMMUNITY RESOURCES	
Suicide & Crisis Lifeline Phone Number	988
Samaritans Suicide Prevention Hotline	877-870-4673
SafeLink Domestic/Dating Violence Hotline	877-785-2020
Boston Area Rape Crisis Center	800-841-8371
Boston Food Access	617-635-3717
MA Confidential Referral Helpline	211
MA Mental Health Resources MA	617-580-8541
Department of Mental Health	800-221-0053

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Student Wellbeing at Harvard
Global Support Services <i>Resources for Harvard students, faculty, and staff on University travel abroad</i>
Harvard Chaplains <i>Supports religious, spiritual, and moral engagement</i>
Harvard International Office <i>Support for international students and scholars</i>
Community and Campus Life <i>Facilitates pathways for all members of the Harvard community to fully participate in community and campus life</i>
Harvard University Health Services <i>Multi-specialty medical practice exclusively for members of the Harvard community</i>
HUHS Center for Wellness and Health Promotion <i>Workshops, services, and classes centered on wellbeing</i>
HU Ombuds Office <i>Assists in managing issues affecting work or academics</i>
Office for Community Support, Non-Discrimination, Rights and Responsibilities (CSNDR) <i>Fostering an environment free from discrimination, interpersonal violence, and the impacts of such harm</i>
TimelyCare <i>Helps Harvard Students find providers who can offer support for a wide range of common concerns, virtually</i>



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