

OCAD University Protocol
For
**SUPPORTING STUDENTS IN
DISTRESS**



2015



AGENDA

Introduction

Notice

Engage

Refer

Student Crisis Protocol

Case Study

Closing Remarks

PURPOSE OF TRAINING

To offer clear guidance and direction on how to support students in emotional and/or mental health distress at OCAD University

- Shared Responsibility
- Consistent, compassionate & empowering response

DID YOU KNOW

According to the National College Health Assessment Survey*, students at OCAD U reported that in the past 12 months:

95% Felt **overwhelmed** by all they had to do

75% Felt overwhelming **anxiety**

53% Felt too **depressed** to function

15% Considered **suicide** over a 12 month period

* THE OCAD U NCHA SURVEY WAS CONDUCTED IN APRIL 2013 AMONG A RANDOM SAMPLE OF 1,100 RANDOMLY SELECTED OCAD U STUDENTS TO WHICH 356 RESPONDED.

DEFINITIONS: DISTRESS

“Difficulty” or “distress” are terms to describe emotions or feelings that interferes with a person’s ability to carry out day to day activities.

A GUIDE FOR SUPPORTING FOR STUDENTS IN DISTRESS, PAGE 6

DEFINITIONS: MENTAL HEALTH

“The capacities of each and all of us to **feel, think,** and **act** in ways that enhance our ability to enjoy life and deal with the challenges we face.

It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity”

*PUBLIC HEALTH AGENCY OF CANADA

A MODEL OF MENTAL HEALTH

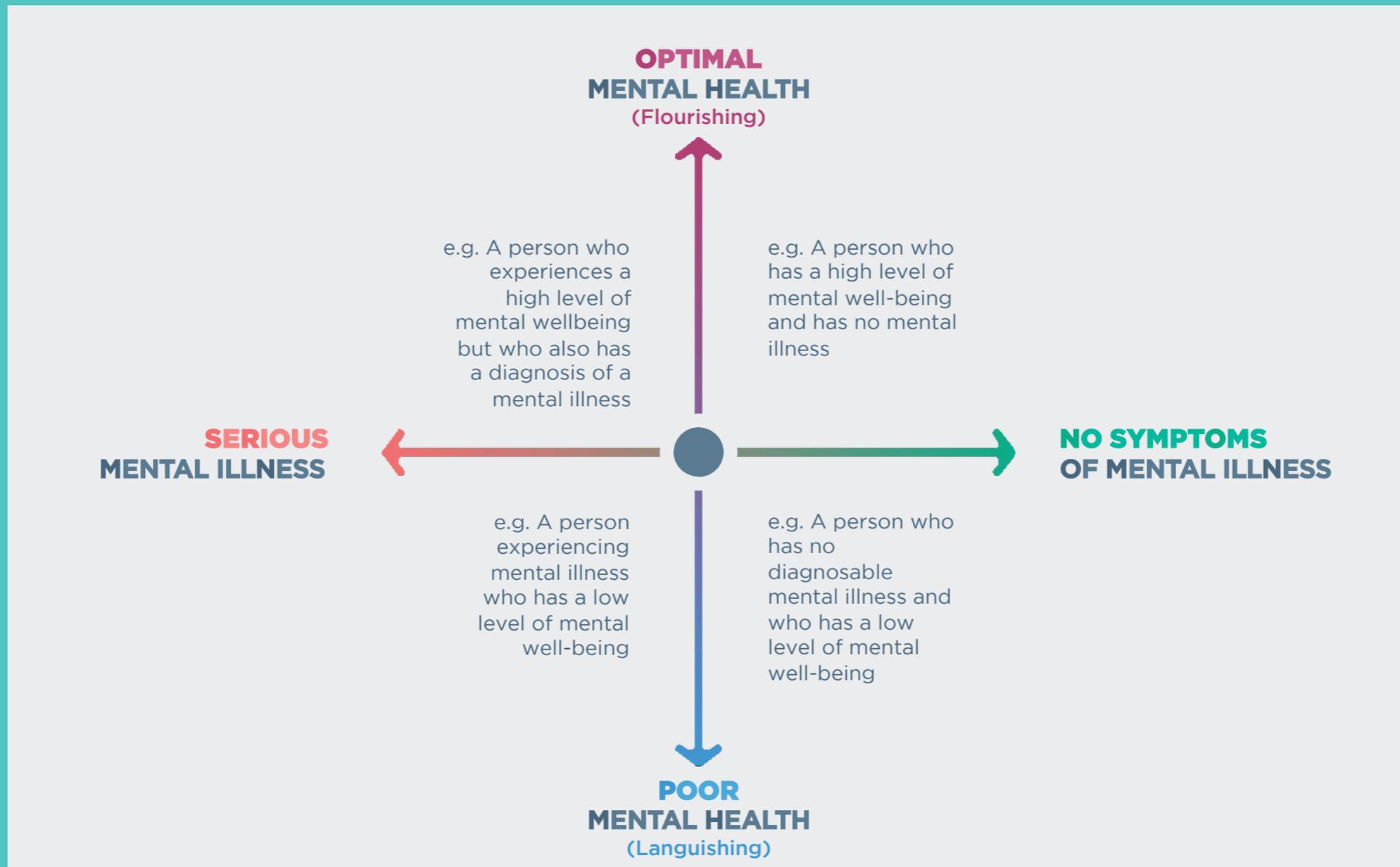


DIAGRAM ADAPTED FROM THE MENTAL HEALTH CONTINUUM BY COREY KEYES, CMHA MENTAL HEALTH

YOUR ROLE & RESPONSIBILITY

Front-line staff and faculty members and students at OCAD U have a shared responsibility to:

- 1. Notice**
- 2. Engage**
- 3. Refer**



NOTE

Your role is **not** to serve as a counsellor, diagnose a student and/or solve the student's problem

Problem solving around personal and/or emotional issues, exploring and processing emotions, and/or to giving advice is strictly the role of a counsellor

NOTICE

Notice signs of distress and communicate these to the student and/or supervisor through the instructions outlined in *The Student Crisis Support Protocol*

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SIGNS OF DISTRESS

ACADEMIC INDICATORS

- Increased absence from class or studio
- Lack of participation
- Missed assignments, exams or appointments
- Continual seeking of extensions
- Deterioration in quality and quantity of work
- Extreme disorganization
- Inconsistent performance
- Expression of unusual violence, morbidity or despair
- Unusual response to grades/ other evaluations

SIGNS OF DISTRESS

PHYSICAL INDICATORS

- Deterioration in personal hygiene
- Falling asleep in class repeatedly
- Noticeable cuts, bruises, or burns
- Frequent or chronic illness
- Disorganized, rapid or slurred speech
- Unusual inability to make eye contact
- Coming to class bleary-eyed or smelling of alcohol
- Visible changes in weight
- Statements about change in appetite or sleep

SIGNS OF DISTRESS

EMOTIONAL & BEHAVIOURAL INDICATORS

- Angry or hostile outbursts
- More withdrawn or more animated than usual
- Expressions of hopelessness or worthlessness
- Crying or tearfulness
- Expressions of severe anxiety or irritability
- Excessively demanding or dependent behavior
- Shakiness, tremors, fidgeting, or pacing

ENGAGE

Have a direct conversation with the student to gather more information, actively listen & express your care and concern if you are comfortable doing so



HAVE A DIRECT CONVERSATION

- Start with the student
- Set & respect boundaries
- Be judgment-free
- Empower
- Offer help the best way you know how
- Self-care



NOTE

ANY REFERENCE TO **ENDING ONE'S LIFE** MUST
BE TAKEN SERIOUSLY

SELF-CARE

Supporting students who are experiencing difficulty and personal challenges can bear a lot of weight on the person offering support, mentally, physically, and emotionally.

- Staff and Faculty who have Long-Term Disability coverage can seek additional supports from the Employee Assistance Program at 1-877-630-6701 which is available 24/7 and completely confidential
- Support is available for situations ranging from crisis to obtaining assistance for the first time.

CONFIDENTIALITY

- It is important to maintain confidentiality with respect to your interaction with the student
- Avoid making sweeping promises of confidentiality
- In circumstances where people are at risk of harming themselves or another person it is necessary to breach confidentiality to ensure the safety of the person
- When disclosing, only disclose details necessary to ensure the student's safety

Everything you say is confidential unless I am concerned about your well-being and if that is the case I may want to talk with my supervisor to ensure I am helping you the best way possible.



ROLE PLAY

IDENTIFY THE RISK OF
SUICIDE & HARM

EXPRESS
CONCERN

FOLLOW UP

LISTEN
NON-JUDGEMENTALLY



IDENTIFY THE RISK OF SUICIDE & HARM

If there are signs of safety risk, ask if the student is considering suicide

- Talk to the student in a safe and private place
- Ask direct questions
- Ask if they have a suicide plan

Sometimes when we are under intense stress like you are experiencing, we can have thoughts of wanting to hurt ourselves. Have you have had or are you having thoughts like that?

Do you have a suicide plan?

EXPRESS CONCERN

Communicate your care, understanding & acceptance of where the person is at

- Set a positive tone
- Point out specific changes you've observed about the student
- Clearly express your care and concern

I've noticed you have been crying in class and have left class on a number of occasions.

How are things going for you?

I am concerned about you.

LISTEN NON-JUDGEMENTALLY

Actively listen, validate, encourage healthy coping and offer hope

- Ask open-ended questions
- Normalize the situation
- Repeat facts and emotions the person has shared
- Offer the options you are willing to offer and have clear limits
- Assure the student that the situation can get better

So, what you are saying is...

Can you tell me more about what happened?

It sounds like you've reached out to other people for support. This is great to hear.



FOLLOW UP

Make a plan to refer the student to the appropriate services/resources

- Ask the student how things are going
- Follow up with any academic issues that may have been impacted by the distress scenario

Let me know how the appointment goes and we'll plan for making up the missed work.

I'd really like to hear how things are going with you. Would you feel comfortable checking back?

I know you can figure this out, I want to help you be successful both academically & personally.

REFER

Refer the student to the appropriate support resource, as listed in *The Student Crisis Support Protocol*.

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REFERRAL TIPS

- When in doubt, **refer**
- Use the Protocol to determine the contact on campus: **Health & Wellness Centre** or **Security & Emergency Services**
- Provide referral materials to student
- Different ways of making a referral
- Only disclose necessary information
- Refusal of Referral

OFF-CAMPUS RESOURCES

EMERGENCY Dial 9-1-1

GOOD2TALK POST-SECONDARY HELPLINE

Counselling & Mental Health Resources

Available 24/7/365

1-866-925-5454

Good2Talk.ca

DISTRESS CENTRES OF TORONTO

Distress & Crisis Line

Available 24/7/365

416-408-HELP (4357)

TorontoDistressCentre.com

OFF-CAMPUS RESOURCES

TELEHEALTH ONTARIO

*Health Advice & General
Health Info from a
Registered Nurse*

Available 24/7/365

1-866-797-0000, TTY

1-866-797-0007

GERSTEIN CRISIS CENTRE

*Crisis Counselling &
Referrals*

100 Charles Street East

Crisis Line: 416-929-5200

Referral Line: 416-929-9897

GersteinCentre.org

STUDENT CRISIS SUPPORT PROTOCOL

INTRO	NOTICE	ENGAGE	REFER	PROTOCOL	CASE STUDY	FINAL REMARKS
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PROTOCOL OVERVIEW

STUDENT CRISIS SUPPORT PROTOCOL

CONCERN

If student is expressing signs of distress **WITHOUT POSING RISK** to self or to others

Some of the signs may include:

- Increased absence and/or lack of participation in class or studio
- Missed, late, or incomplete assignments/ exams
- Excessive exhaustion, falling asleep in class repeatedly
- Loss of interest, lack of energy or difficulty concentrating
- More withdrawn or animated than usual
- Disturbing content in student work or its presentation

URGENT

If you believe the student has a **SERIOUS NEED FOR HELP** and there is **NO IMMEDIATE THREAT OF HARM**

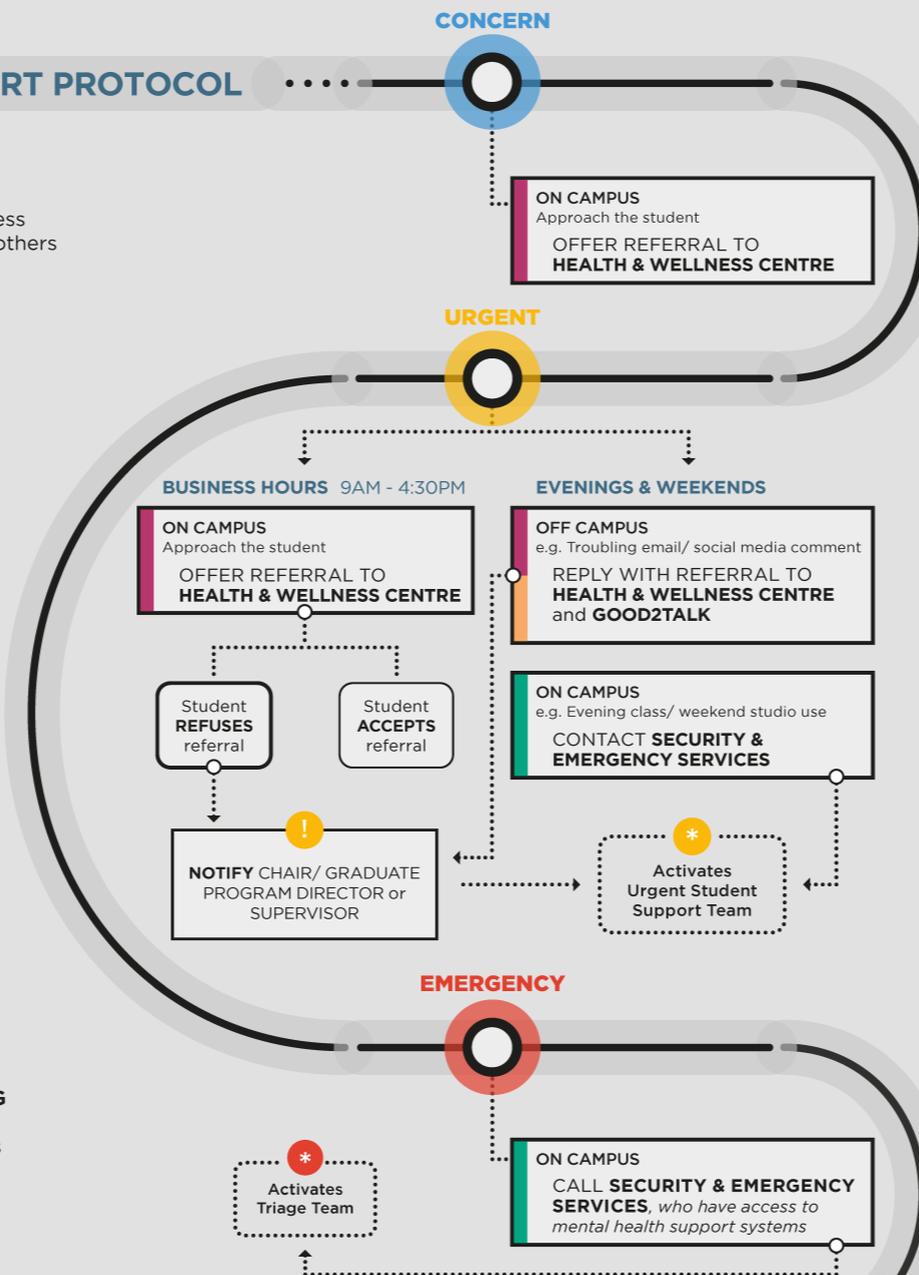
Some of the signs may include:

- Talk of suicide
- Expressions of hopelessness
- Out of touch with reality
- Serious emotional difficulties

EMERGENCY

If the student is **ACTIVELY PLANNING SUICIDE** or **POSSESSES THREAT OF IMMEDIATE HARM** to self or to others

- This may include cases of apparent drug/ alcohol abuse or drug reaction



HEALTH & WELLNESS CENTRE
Medical & Counselling Services

MONDAY TO FRIDAY 9AM - 4:30PM

416-977-6000 (Ext. 260) | hwc@ocadu.ca

Call, email or Walk-in

51 McCaul St, 2nd Floor, Student Centre

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SECURITY & EMERGENCY SERVICES
Medical, Crisis Intervention, Crime Prevention

SEE HOURS OF OPERATION

EMERGENCY	416-977-6000 (Ext. 511) or Pick-up the RED PHONE
NON-EMERGENCY	416-977-6000 (Ext. 366)

100 McCaul Street, Main Lobby Security Console

September, 2014 — v.1

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ON CAMPUS

Approach the student

OFFER REFERRAL TO HEALTH & WELLNESS CENTRE

URGENT

BUSINESS HOURS 9AM - 4:30PM

ON CAMPUS

Approach the student

OFFER REFERRAL TO HEALTH & WELLNESS CENTRE

EVENINGS & WEEKENDS

OFF CAMPUS

e.g. Troubling email/ social media comment

REPLY WITH REFERRAL TO HEALTH & WELLNESS CENTRE and GOOD2TALK

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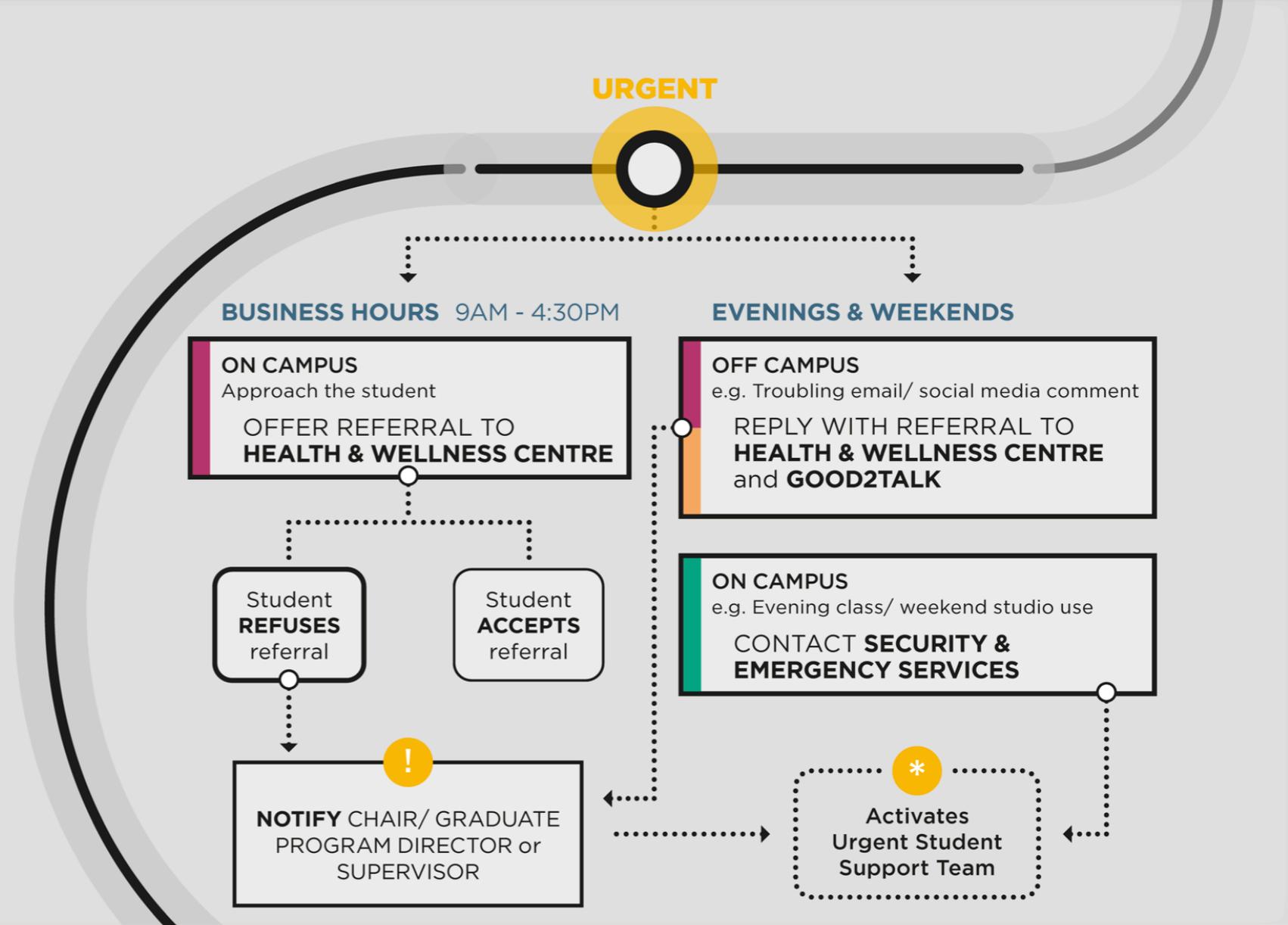
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URGENT STUDENT SUPPORT TEAM

- Led by AVP Students, Deanne Fisher
- Is a process, which involves the gathering and sharing of information regarding students who may be in distress or in need of assistance
- This process follows confidentiality procedures as outlined by both the *Freedom of Information and Protection of Privacy Act* and the *Personal Health Information Protection Act* and is in adherence with the *Ontario Human Rights Code*

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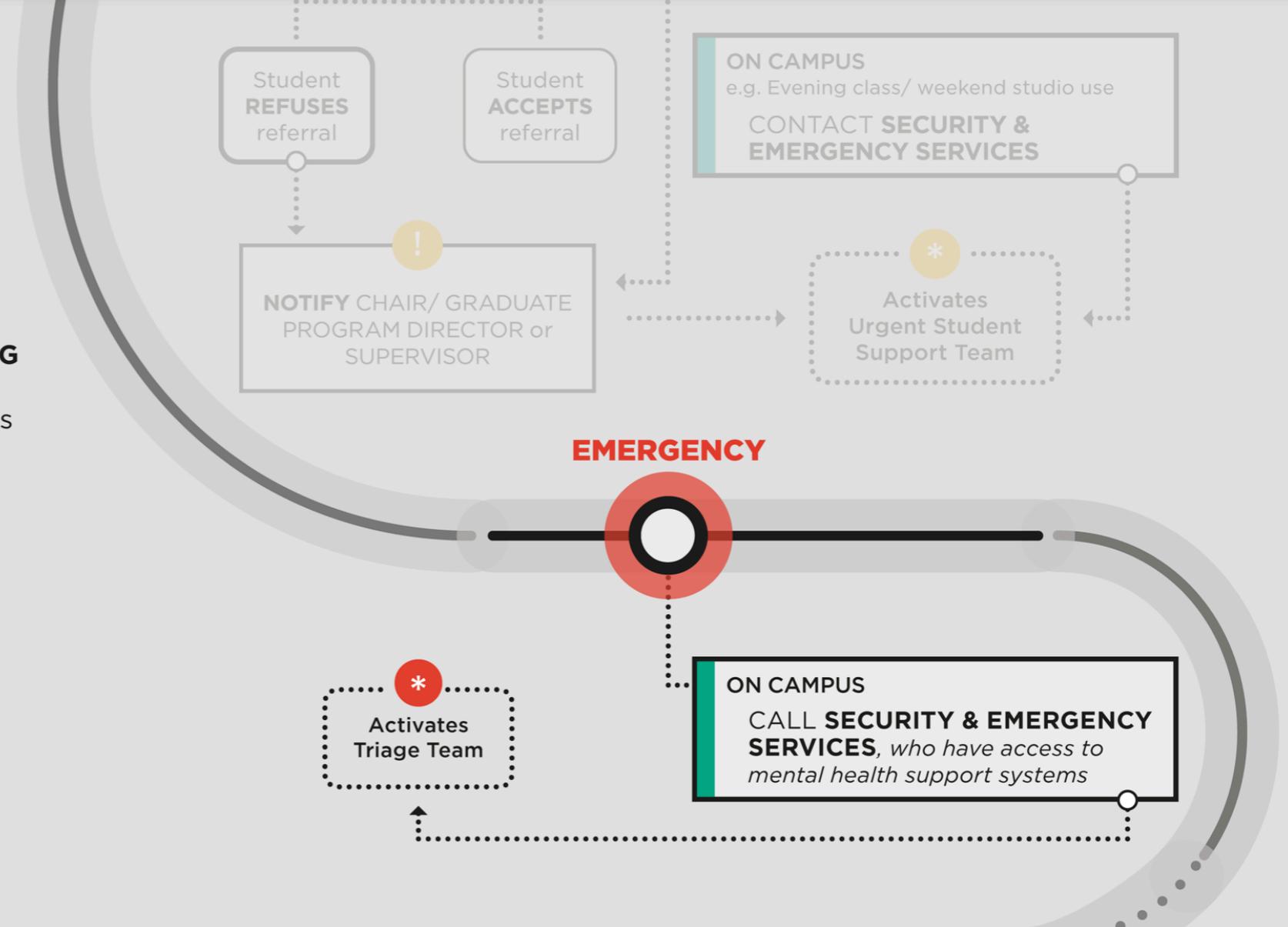
CASE STUDY

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TRIAGE TEAM

- Comprised of key department leads and led by OCADU Security & Emergency Services Department.
- Is activated when there is an **urgent** or **emergent threat of violence** to self or others on campus related to students, staff or faculty.
- Utilizes an evidenced based approach to violent risk management protocol designed for post-secondary institutions.

CASE STUDY

Work in pairs & Ask questions

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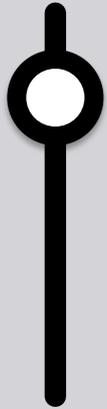
CASE STUDY

Zach is a 2nd year Drawing & Painting student. He has been in your class for a couple of months and you notice his work has changed since the beginning of the semester.

When presenting in critiques you notice that his ideas seem strange and there are several references to death and weapons.

On this particular day, Zach comes to class particularly dishevelled and he is disruptive, speaking freely and loudly while you are trying to teach. When you request he holds off until you have completed the lesson he becomes quit agitated and angry.

What do you do?



CASE STUDY

- What are the key issues?
- What is your role in dealing with them?
- What behaviours/ thinking/ visual signs do you notice that might concern you?
- What actions, if any, would you take?

RECAP

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On this particular day, Zach comes to class particularly dishevelled and he is disruptive, speaking freely and loudly while you are trying to teach. When you request he holds off until you have completed the lesson he becomes quit agitated and angry. What do you do?

CLOSING REMARKS

Evaluation

CONTACT
zsen@ocadu.ca

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