

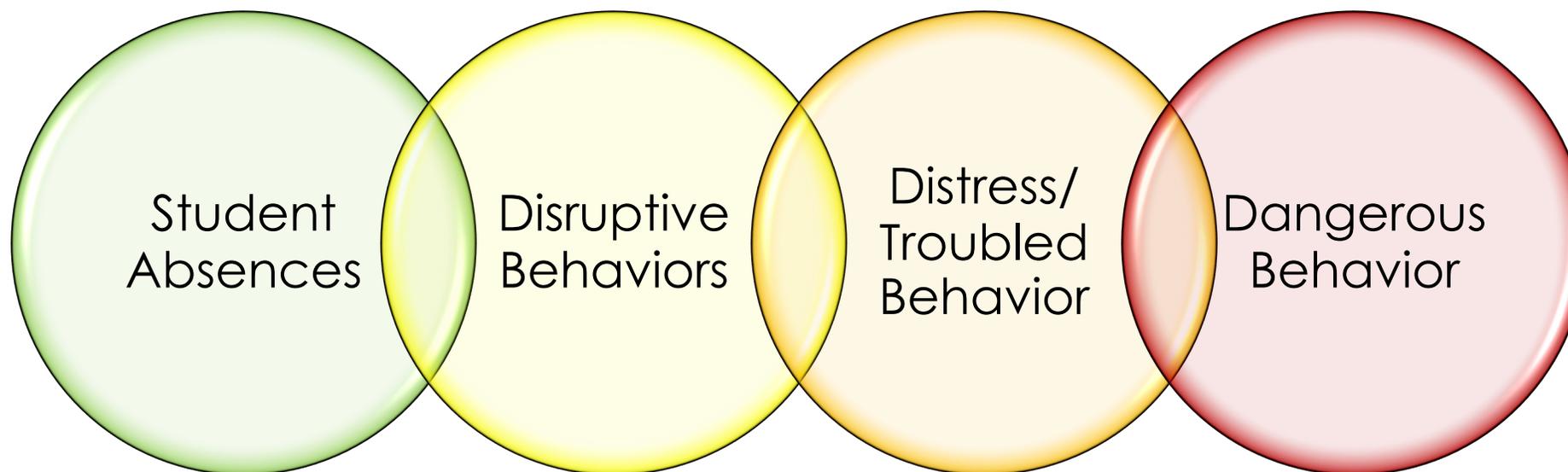


Overview of the CARE Team

@ WEST CHESTER UNIVERSITY



Continuum of Care & Response



Student
Absences

Disruptive
Behaviors

Distress/
Troubled
Behavior

Dangerous
Behavior



Student Absences

- ▶ Coordinate care for students who are absent from class for 3 or more days due to illness, injury or extenuating circumstances
 - ▶ Absence notification
 - ▶ Resource connection
 - ▶ Guidance with course withdrawals
 - ▶ Referral to CARE Team



Student
Assistance



Disruptive Behaviors

- ▶ Tardiness, interrupting
- ▶ Cell phones and text messages
- ▶ Sidebar conversations in class
- ▶ Yelling and screaming; use of profanity
- ▶ Persistent and unreasonable demands of attention
- ▶ Failure to comply



Academic &
Administrative
Channels



Distressed/Troubled Behavior

- ▶ Noticeable change in mood or behavior
- ▶ Decrease in academic performance
- ▶ Deterioration in personal hygiene
- ▶ Consistently sad or lethargic mood
- ▶ Anxious, irritable or angry
- ▶ Sudden hyperactivity or rapid speech
- ▶ Dramatic weight gain or loss
- ▶ Strange or bizarre behavior
- ▶ References to suicide



CARE
Team



About the CARE Team

- ▶ Overview of membership
- ▶ Collaborative process
- ▶ Case management
- ▶ Weekly meetings
- ▶ Emergency meetings as needed



Resources / sharing your concerns

- ▶ Reporting form available at:
 - ▶ wcupa.edu/icare
 - ▶ wcupa.edu/careteam
 - ▶ wcupa.edu/studentassistance
- ▶ Email care@wcupa.edu
- ▶ Call 610-436-3089



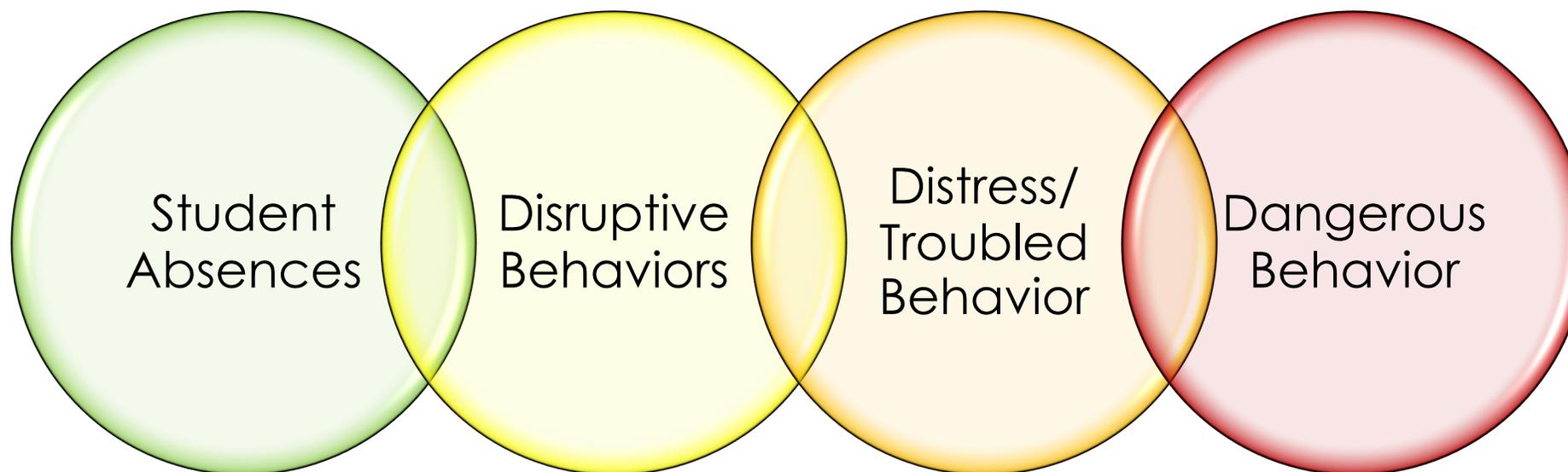
Dangerous Behavior

- ▶ Endangerment or threats
- ▶ Aggression, intimidation, hostility, assault, and violence
- ▶ Obsession with violent themes
- ▶ Suicide attempt
- ▶ References to homicide
- ▶ Possession of firearms or other weapons on University property





Continuum of Care & Response





A student emails you over the weekend that she had an emergency trip home to Connecticut due to the unexpected death of her grandmother. She cannot sit for an exam on Monday as scheduled. She is requesting to retake the test on later in the week. Your exam policy clearly indicates that students may drop one test grade. You email her back, direct her to the syllabus, and suggest that she plan to drop Monday's test and not take it. The student then shares that she did not do well on the first exam and needs to do well on this exam to maintain an acceptable grade. You share that this would not be an exception to policy you are able to make. The student sends you a threatening email saying that either you let her make up the test or she is going to give you a bad grade on "Rate My Professor." What do you do?

- A. Make an exception for this student and allow her to take the exam at another time.
- B. Send an email back to the student letting her know that her communication to you is not acceptable.
- C. File a report with Public Safety.
- D. Submit a report to the Office of Student Conduct.



During a classroom discussion, two students get into a heated debate regarding their points of view where both of them get out of their chairs and are now facing each other, agitated and “posturing.” One student makes a discriminatory remark about the other student under his breath which you and a couple other students overhear. What would you do in this situation?

- A. Tell the students that they both need to leave the class immediately.
- B. Tell the students they need to leave, but have one student leave first, then have the 2nd student leave 10 minutes later.
- C. Call Public Safety and report the incident and allow both students to remain until an officer arrives.
- D. Take the students out into the hall and ascertain if they are each able to remain for the duration of the class. Advise each of them you will need to see them during your office hours. Report the discriminatory remark to the Office of Student Conduct for review and possible processing



You notice that one your students who has been consistently prepared and interactive has missed the last two classes without any explanation. As you think about the last time you saw her, she seemed distant and simply “not herself.” She now shows up during office hours, unannounced, and is on the verge of tears. What would you do?

- A. Ask her if she's okay, recognizing that other students are also waiting to meet with you during your office hours.
- B. Close your door and make the observation that she looks upset. See if you can get her to share with you a bit of what's going on for her.
- C. Let her know that you're aware she's missed classes and reassure her that she had been doing so well up to that point. Ask her if another student might help her make up the work.
- D. Ask where she's been, pointing out your attendance policy.



A course assignment is for students to keep a journal. In reviewing a student's writings, you learn that he has had a troubled past. He shared that he has struggled with depression and made a serious suicide attempt in high school that resulted in a hospitalization. He now writes that his partner recently broke up with him and he feels he is spiraling downward. What should you do?

- A. Ask him to stay after class and speak with him privately. Tell him that he's sharing too much personal information and that it's not necessary to do that in the journal.
- B. Speak with the student after class. Tell him you take his journal entries seriously and you want to make sure he's safe. Point out that there is a Counseling Center on campus and send him there.
- C. Do the first part of Answer B, but either call the Counseling Center while he's with you and share what's going on or offer to walk the student to the Counseling Center to ensure safety.
- D. Just focus on the class material and keep his educational goals in mind. You want to respect his privacy and not delve into his mental health issues.



You heard rumors that a certain student in your class has been hospitalized for a suicide attempt. You noted prior to this that he has been withdrawn and difficult to engage in the learning process. The student has been absent for the past week. He has now returned to class. What is your response to this situation?

- A. Call the student aside after class and ask for a doctor's note.
- B. Call the Counseling Center Director or the AVP to consult on addressing any concerns and supporting the student.
- C. Consult the Chair to discuss your discomfort at having this student in class.
- D. Let the student decide if he is willing to share information, otherwise, it is class as usual.



It is the last day of finals/the student does not answer the questions, instead writes a paragraph on how she is a loser and is in over her head. You find the note after the final is over. Your response is:

- A. Call the student and agree that she is in over his head and suggest a lower level course
- B. Wait for the student to contact you about the grade.
- C. Call or email the student for a more in depth conversation about her thoughts since you do not know her well.
- D. Call Director of Counseling or AVP on how to proceed before calling the student.



You are a senior-level teacher. A student of yours is on the verge of failing the class and is disputing a grade you just gave them. During an email exchange, the student writes, “You better hope that I never see you outside of the classroom!” You should:

- A. Keep a record of the email and inform Public Safety for further investigation into the intentions of the student.
- B. Handle the incident one-on-one.
- C. Call the student’s parents to discuss the issues the student is having.
- D. Delete the email and never discuss the incident again. Hopefully, the problem will just go away.



Questions?