

# A Community Guide to Bronco Well-Being



## Immediate Concern for Student's Safety

Call Campus Safety at 408-554-4444 or 911



## Significant Mental Health Impacts

If in an active crisis, call CAPS at 408-554-4501. Otherwise, share CAPS 24/7 resource and make a CARE referral.



## Life Event Disrupting Academics

If your concern is solely academic, contact the Drahmman Center. Make a CARE referral for additional concerns.



## Unsure Where to Start

A distressed student can benefit from CARE support. Complete a CARE referral at [scu.edu/dso/report](https://scu.edu/dso/report)

# Assisting a *Distressed* Student

As an educator you may be the first person who observes a student's distress. Do not hesitate to show concern and compassion- reach out to the student.

1. **Meet** individually and in a quiet place, where you can express your concern (if you feel safe doing so).
2. **Listen** attentively to the student's response.
3. **Refer** the student to the appropriate resource: provide information, offer to walk the student to the office or to call and schedule an appointment, etc.

If deemed appropriate, discuss making a referral to the Dean of Students Office and complete a CARE Referral: [scu.edu/dso/report](https://scu.edu/dso/report)

**If a student leaves you worried, alarmed, or threatened, trust your instincts- call for assistance.**

## ESSENTIAL CONTACT INFORMATION

### **Dean of Students Office**

Benson 205, 408-554-4583

### **Campus Safety Services**

EMERGENCY 408-554-4444 or 911

Main Parking Structure, 408-554-4441

### **CAPS and SHS**

Cowell Center, 408-554-4501

### **CAPS 24/7**

408-554-5220

### **Drahmann Center**

Kenna Hall 101, 408-554-4318

### **Suicide and Crisis Lifeline**

Call or Text 988 or chat 988lifeline.org

**The Family Educational and Privacy Act (FERPA) permits communication about a student of concern in connection with a health and safety emergency. Observations about a student's conduct or reports of statements made by a student are not prohibited by FERPA regulations.**

# Distressed vs Disruptive Behavior

## DISTRESSED

May present as extreme anxiety, sorrow, or pain, as a result of a personal or academic struggle.

- decline in academic performance or behavior
- change in usual behavior
- depressed mood
- change in personal hygiene

During these times, you may be able to serve as a helpful resource by asking questions, listening, and connecting student's on campus resources.

## DISRUPTIVE

Interferes with the safety of our community in and out of the classroom.

- yelling or screaming
- threats of violence
- intentional intimidation

Disruptive behavior cannot be ignored. In these situations, remain calm, acknowledge the individuals feelings, and focus on what you can do to resolve the situation.

REACTIVE

PROACTIVE

# A Holistic Approach to Mental Health

*Cura Personalis*

1

## PRACTICE SELF CARE

Students practicing self care will have a regulated work/life balance and engage in regular physical and social activities.

2

## BUILD YOUR COMMUNITY

Encourage students to get connected on campus; Join a University sponsored organization, participate in intramural sports, clubs, or recreation, spend time in identity spaces like the Rainbow Resource Center and the Office for Multicultural Learning.

3

## DEVELOP YOUR SKILLS

Students may vocalize stressors, and may also share their plans to handle their stress. They may benefit from check-ins and knowing they have support if needed.

4

## TALK ABOUT CONCERNS

Checking in with students on who their support people are if regular behaviors are present, but students may be disorganized or often late. Academic advising or tutoring may be beneficial.

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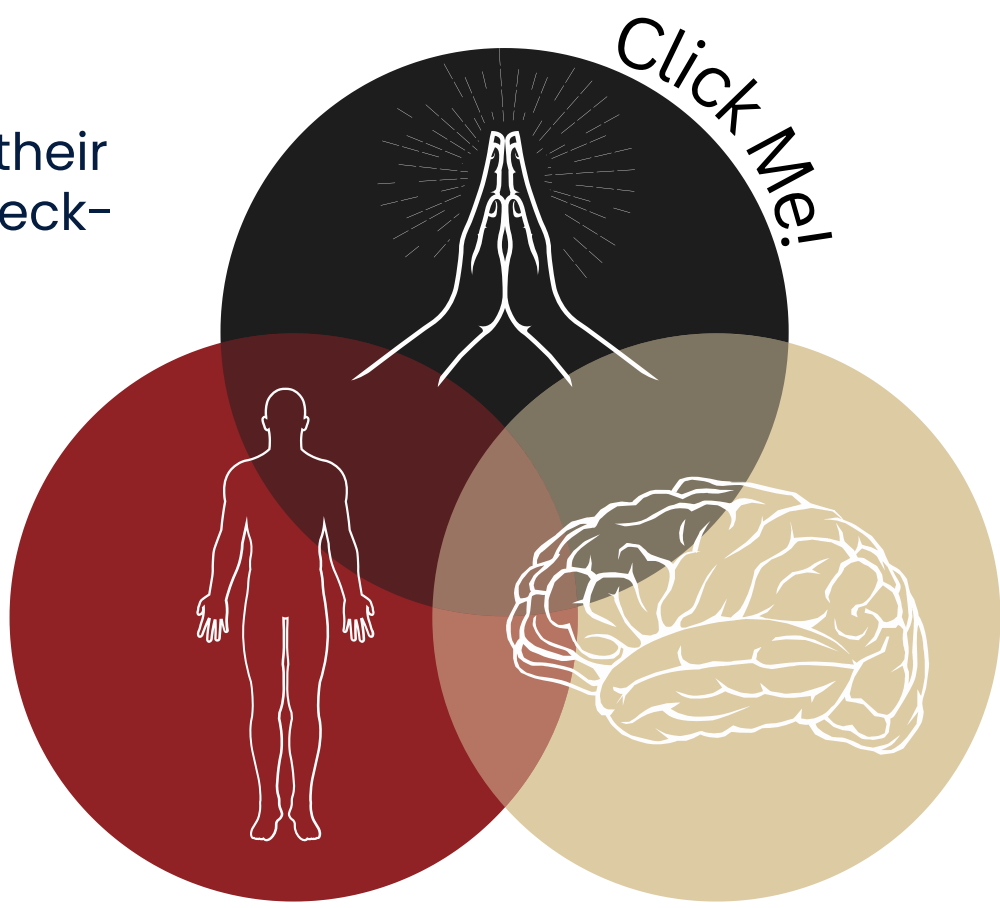
## UTILIZE CAMPUS RESOURCES

Students may give emotional responses as they process feedback during discussions or experience life stressors; CAPS, Campus Ministry, OAE, OML, or DSO may be helpful resources.

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## SEEK IMMEDIATE HELP

Get immediate help for students who exhibit erratic behavior or disruption of normal activities, or for students who talk of imminent suicide.



AUTONOMY

INTERVENTION





**Dean of Students Office**

**Student Well-Being & Behavioral Concern Teams**

# What is the Culture of CARE?

As a Jesuit institution, one of our leading values is *cura personalis*, a Latin phrase meaning "care for the whole person." Caring for the personal development of the entire person (emotional, intellectual, spiritual, physical and social) is a community effort including support from families, peers, faculty, and staff. As such, when there are indicators that a student may be struggling, it is important that the community come together for aid. SCU CARE embodies the University's commitment to supporting our students by helping them find the resources to build resilience and overcome challenges.

**Culture of CARE**



**CARE  
Referral Form**



## How can the Student Well-Being Team help?

The SWBT provides goal-oriented and strengths-based assessment, intervention, and coordination of services to students experiencing physical, emotional, academic, and/or psychological difficulties.

## What can I expect at the first meeting?

During your first meeting, usually with a staff member in the Dean of Students Office, you will be invited to share a little about yourself, your experience at SCU and any other relevant information. The staff member will share why they reached out to you. Based on the information discussed during the meeting, you may develop an action plan to address the concern, be referred to resources on- or off-campus and/or other related interventions.



**SCU CARE**  
**COMPASSIONATE AND RESPONSIVE  
EDUCATORS**