

HARVARD  
UNIVERSITY



HARVARD DIVINITY SCHOOL

# HDS Crimson Folder

Guidance and resources to assist students in distress

RECOGNIZE | RESPOND | REFER | RESOURCE

# HDS Crimson Folder

## WHAT IS THE HDS CRIMSON FOLDER?

Harvard Divinity School 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 HDS students in distress to support services. The HDS 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.



## RECOGNIZE

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- Unusual or markedly changed patterns of interaction (e.g., goes from being actively involved to quiet and withdrawn, or goes from being quiet to more agitated or demanding)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



## RESPOND

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 judgement, 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 colleagues in Student Services 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.

The student's conduct is clearly reckless, dangerous, disorderly, or threatening of immediate harm to self or others in the community.



### REACT



**Call HUPD 617-495-1212 or 911**

Any report made to HUPD involving an HDS student will be brought to the attention of the Associate Dean for Enrollment and Student Services.

The student shows signs of distress, but it is not clear how serious it is. I feel uneasy and very concerned about the student.



### CONSULT



**During Business Hours:**  
Contact HDS Student Services, 617-496-8641 to strategize and triage student support.

**After Hours:**  
Contact CAMHS Cares 617-495-2042 to connect the student to mental health support.

I am not concerned for anyone's immediate safety, but the student is having significant academic or personal issues and could use some support.



### REFER



Review the resources listed on page 8 and offer to connect the student to the office that will best support them.

If you are unsure, refer the student to meet with the Associate Dean for Enrollment and Student Services.



## Wellness Checks

A wellness check is a consultative process that exemplifies the partnership between the HDS Student Services 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 the HDS faculty or Student Services. If a student does not respond to faculty or departmental outreach, HDS Student Services may initiate a wellness check.

### Contact Tim Whelsky, HDS Associate Dean for Enrollment and Student Services

Departmental staff, faculty, or other community members may email [twelsky@hds.harvard.edu](mailto:twelsky@hds.harvard.edu), or call 617-496-8641, to request a wellness check for a student. Dean Whelsky is available to assist a faculty or staff member to send a message that expresses the urgency and initiates the wellness check process.

## RESOURCE

### 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
<i>24/7 support while abroad on University travel</i>	

\*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 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

<u>HUHS Behavioral Health</u>	617-495-2323
<i>Clinical care for Harvard employees</i>	
<u>Employee Assistance Program</u>	
<i>Offers free, confidential help for Harvard employees</i>	
SHARE Hotline	617-495-9100

### HDS

Tim Whelsky, 617-496-8641  
Associate Dean for Enrollment and Student Services, Title IX Resource Coordinator for Students, Interim Local Disability Coordinator

Kerry Maloney, 617-495-5778  
Chaplain

Melissa Bartholomew, 617-498-2404  
Associate Dean for Diversity, Inclusion, and Belonging

Steph Gauchel, 617-496-3091  
Assistant Dean for Diversity, Inclusion, and Belonging, Title IX Resource Coordinator for Students

Office of Financial Aid 617-495-5772

HDS Handbook for Students

### UNIVERSITY

Student Wellbeing at Harvard

Global Support Services  
*Resources for Harvard students, faculty, and staff on University travel abroad*

Harvard Chaplains  
*Supports religious, spiritual, and moral engagement*

Harvard International Office  
*Support for international students and scholars*

Harvard Office for Diversity, Inclusion & Belonging  
*Coordinates equity and access efforts across Harvard*

Harvard University Health Services  
*Multi-specialty medical practice exclusively for members of the Harvard community*

HUHS Center for Wellness and Health Promotion  
*Workshops, services, and classes centered on wellbeing*

HU Ombuds Office  
*Assists in managing issues affecting work or academics*

Office for Gender Equity (OGE)  
*Prevention and education initiatives; Title IX resources; LGBTQ+ supports; anonymous disclosure through ROAD, and formal complaint processes; and confidential and privileged support through SHARE counseling*

## ADDITIONAL COMMUNITY RESOURCES



<u>Suicide &amp; Crisis Lifeline Phone Number</u>	988
<u>Samaritans Suicide Prevention Hotline</u>	877-870-4673
<u>SafeLink Domestic/Dating Violence Hotline</u>	877-785-2020
<u>Boston Area Rape Crisis Center</u>	800-841-8371

<u>Boston Food Access</u>	617-635-3717
<u>MA Confidential Referral Helpline</u>	211
<u>MA Mental Health Resources</u>	617-580-8541
<u>MA Department of Mental Health</u>	800-221-0053