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# The University of Rochester CARE Network: A Model Program for Program for Identifying and Triaging Students in Distress

Erin Halligan, Ph.D candidate, NCC, ACS  
Associate Director for Student Support Services

Felicia Reed-Watt, LMSW  
Therapist and Case Manager



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# Which of the following statements best describes your institution?



1. We are just starting to develop a program to identify and support students in distress.
  2. We have a program but it needs improvement.
  3. We have a strong program that needs to be refreshed.
  4. Other (please explain)
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# Predating the CARE Network

- Student Support Network has been around for 20+ years.
  - Public Safety reports were sent to the Dean of Students and then delegated to Area Coordinators in residential life for follow up.
  - 30+ representatives from multiple offices on campus came together weekly to discuss students of concern.
    - This meeting became too big and student information was not being shared on a “need to know” basis.
- Homicide on campus January 2012
  - Erin hired October 2012 as a full time Assistant Director for Student Support Services (in Center for Student Conflict Management)

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# Purpose of CARE

- To identify students in distress before they reach the point of crisis.
- To better understand the challenges a student may be facing in more than one aspect of his or her life.
- To triage this student to appropriate resources and make sure the student is connected to someone who can help.
- To increase communication between offices and better understand the student's needs.



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# Ideal CARE Workflow

1. Student of concern identified.
2. Someone (UR faculty, staff, student, parent, community member, or the student him/herself) submits a CARE report.

[www.rochester.edu/care](http://www.rochester.edu/care)

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# Example CARE Report

Your Name*	
Your E-Mail Address*	
Your Phone Number (optional)	
Your Affiliation with UR*	
Report Type(s)*	Undergraduate Student Graduate Student Group-related Concern
Name of student(s) you are concerned about:*	
Does the student know you are submitting this CARE report?*	Yes No
Why are you concerned about this student?*	
Date/Time Concerns Began*	
What steps have you taken to address this issue so far?	(e.g., emailed/talked with student regarding my concern, contacted other campus offices, spoke with other University officials, etc.)
Additional Information	Is there any additional information you would like to provide?

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# Ideal CARE Workflow Cont.

3. Erin or Heidi (CARE coordinator hired October 2013) reviews the report:
    - Determines level of severity (birds eye view).
    - Responds to the reporter.
    - Reaches out to individuals who may know more about this particular student.
    - Keeps a running record of the student of concern.
  4. *Individuals report information back to Erin or Heidi so they can continue to assess the student's level of severity and enact supports as necessary.*
  5. Attempts to reach the student continues or case closes.
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In your opinion, what is keeping your institution from achieving an ideal CARE workflow?



1. Lack of someone full time in this position
  2. Lack of a marketing budget
  3. Not enough buy-in from the institution as a whole
  4. Other (please explain)
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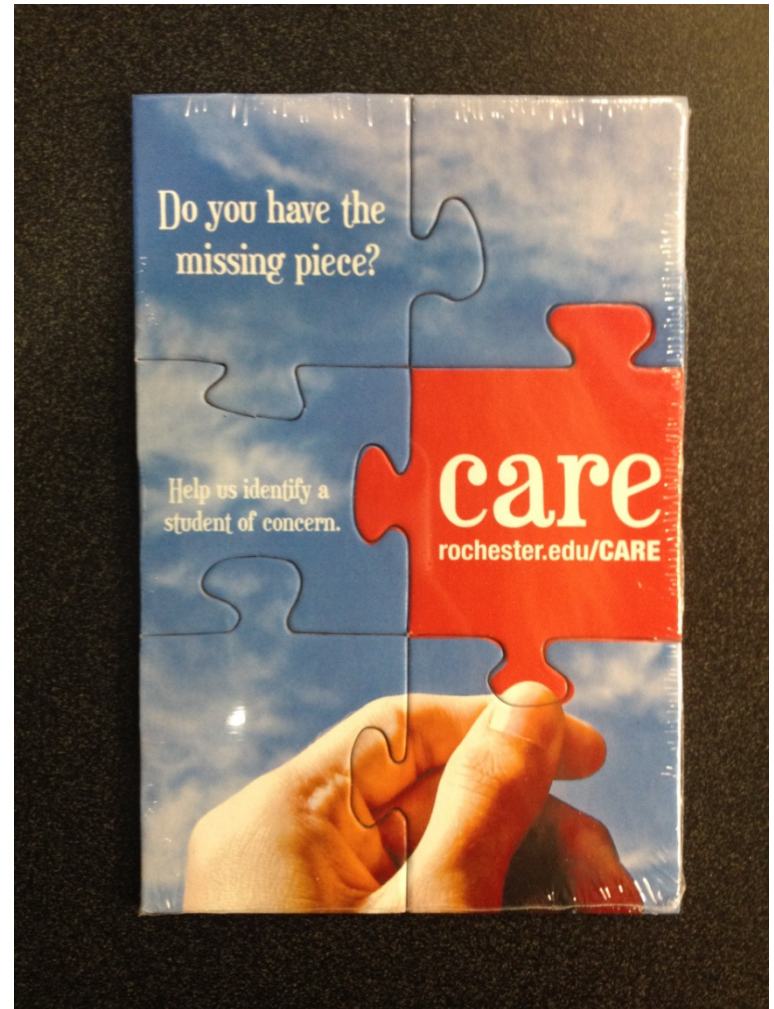


# 1. This is a full time (plus) position

- Review and respond to every CARE report within 24 hours.
  - Emailing reporter and initiating reach out to the student.
- Keep a running Access database of the students name, housing location, class year, and “left off”.
- Give 13 presentations during orientation.
- Offer in-services, lead SSN monthly.
- Meet with students, consult with faculty/staff.
- Create our own marketing campaigns.

## 2. People need to know about CARE



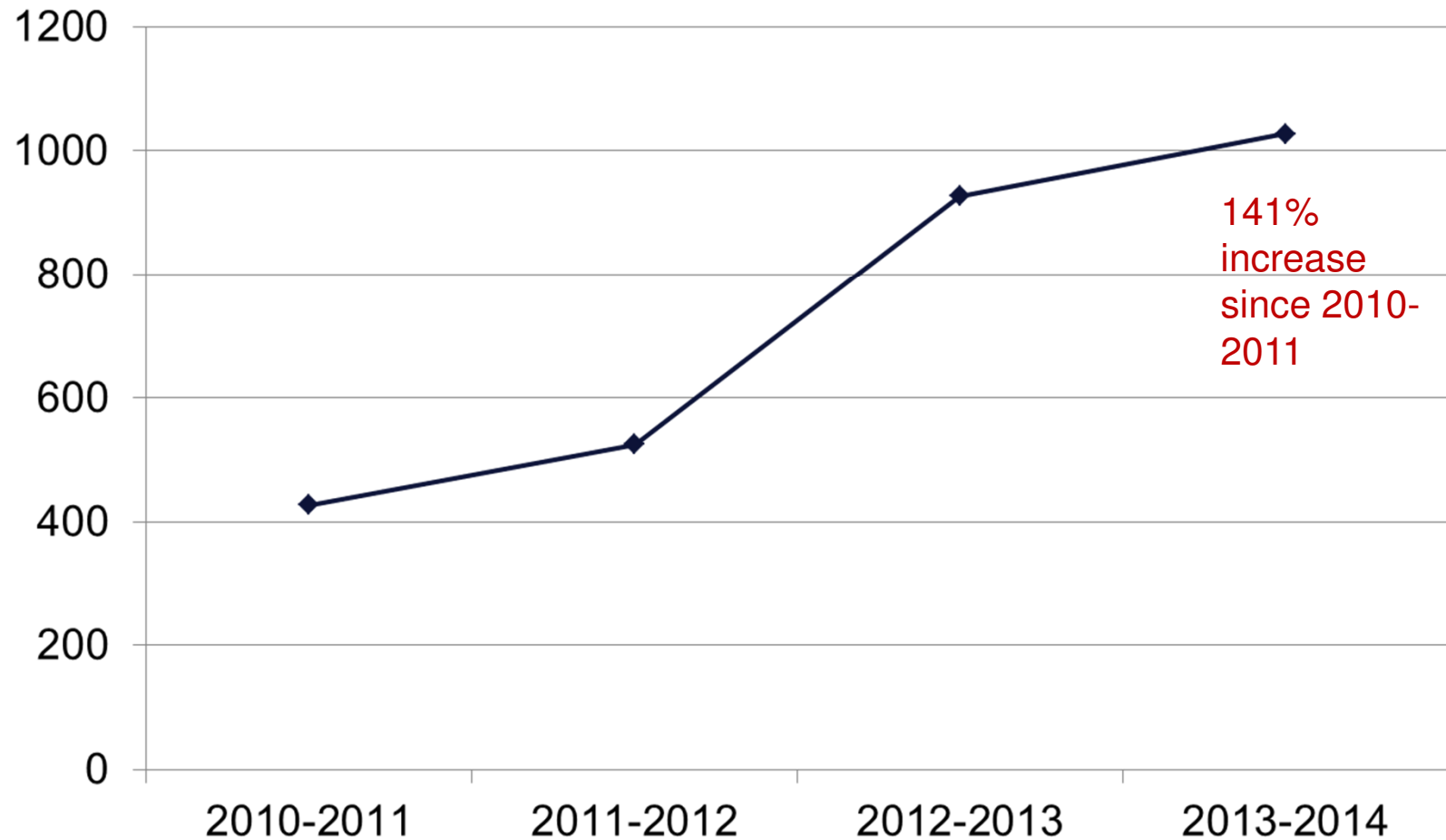


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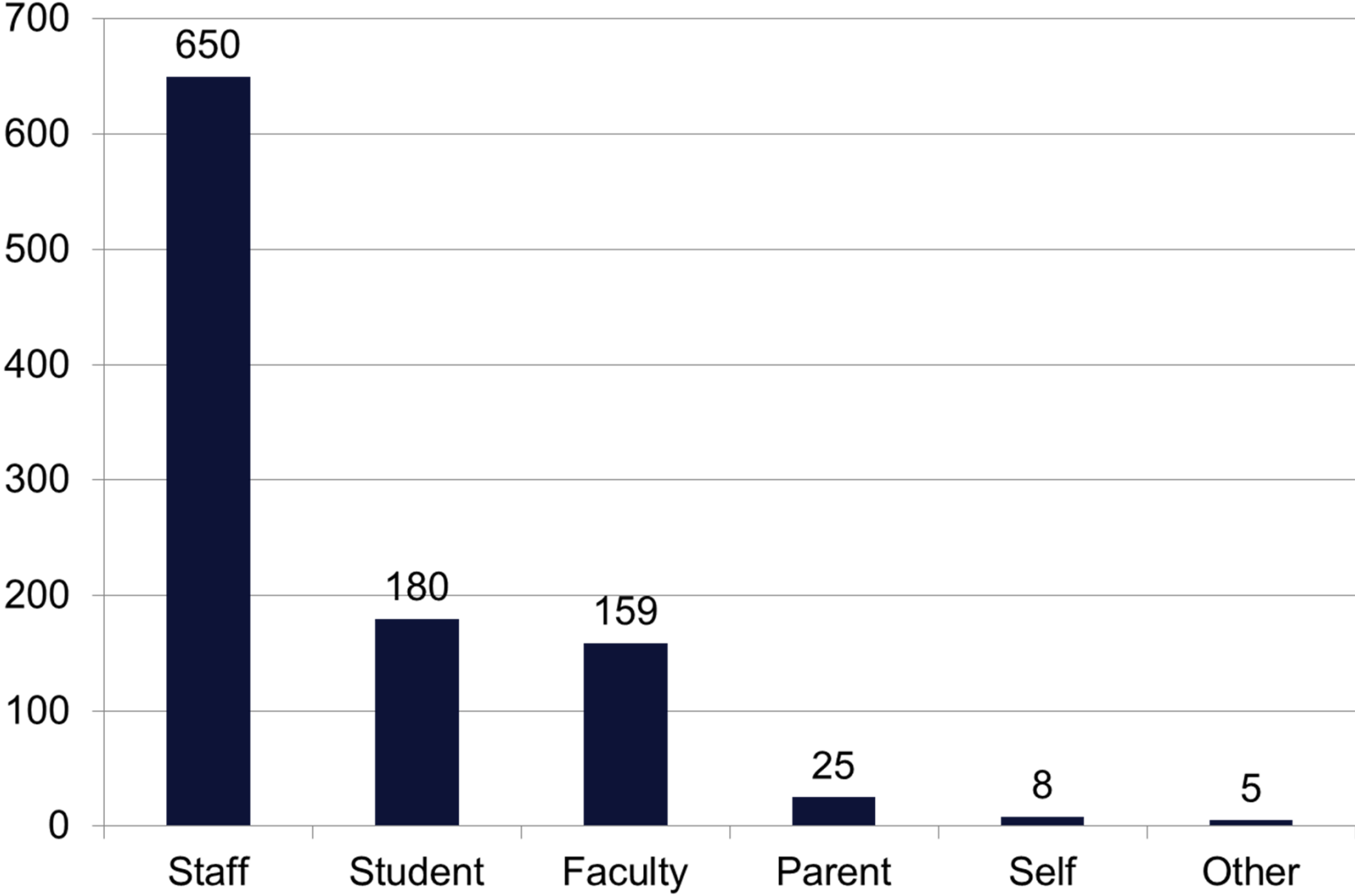
## 3. You need allies

- Student Support Network was established 20+ years prior to CARE.
  - There is a genuine feeling of collaboration and a desire for students to be successful.
  - We would rather know and effectively work at solving a student's struggles.
  - Our campus structure is such that we have rich and effective resources to refer students.
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# Number of CARE Reports Submitted by Academic Year



# Care Reporters by Affiliation - 2014



**Total Number of CARE Reports: 1027**

# What are **Reporters** Saying about CARE?

- **I was able to fill out the CARE report form with ease (98.2% agree)**
- **I felt some relief upon submitting my CARE report (80.6% agree, 9.01% disagree)**
- **The CARE team responded to my concern in a timely manner (95.78% agree or strongly agree)**
- **When contacted regarding the student I referred to the CARE Network, I was treated with respect (98.56% A or SA)**
- **I felt that the student I referred to the CARE Network received appropriate respect and treatment (90.68% A or SA)**
- **I believe the CARE system effectively assisted the student I referred to the CARE Network (84% A or SA, 11% disagree or strongly disagree – n of 23)**
- **I am pleased with the CARE process (89.75% A or SA)**

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# Reporter Suggestions

- “Have more staff to address concerns and stay up to date in a timely fashion. The staff I had was great but I know they had a heavy caseload and if given fewer cases may have had more time for the reportee.”
  - “I would have liked to have more contact from CARE regarding how the issue was resolved.”
  - “Offer a face to face meeting for reporters.”; “Less email and more talk among reporters and CARE staff.”
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# Reporter Suggestions Cont.

- “To make your lives easier, you could possibly create an online system you can log into and see what has happened to your report.”
  - “I received updates in a timely manner, but I wasn’t always sure what the ‘big picture’ game plan was. This makes sense in terms of confidentiality, but at the same time, I wasn’t sure what my role was.”
  - “I know this is not going to happen (and I know why!), but what the hell: I would like to see it extended to include faculty and staff.”
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# What are **Students** Saying about CARE?

(n = 85)

- **It was nice to know that someone at the college cared enough about my well-being to submit a CARE report** (65.88% agree, 14.12 disagree)
- **The CARE system felt invasive** (33.33% agree, 52.38% disagree)
- **I am glad a CARE report was submitted on my behalf** (49.41% agree, 32.94% disagree, 17.65 n/a)
- **The CARE meeting was beneficial in getting me connected to appropriate campus offices** (50.76% A or SA, 16.92 D or SD, 32.31% n/a)
- **I felt that the staff member was unbiased and open to my diverse experiences** (61.53% A or SA, 15.38% D or SA, 23.08% n/a)

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# Student Suggestions

- “Allow more counselor sessions for students. This is imperative because some students really benefit and the school should invest in the mental well-being of their students.”
  - “The email that I was sent felt demanding, and I felt uncomfortable being in contact with someone who I didn’t know and wasn’t a mental health professional.”
  - “First of all privacy should not be invaded, also if it’s really such a concern one generic email about well being shouldn’t be sent, maybe make a phone call or do something that actually sounds like you CARE.”
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# Student Suggestions Cont.

- “I was contacted once about an injury and I was never provided with information about how to actually meet in person with someone from CARE. I felt that CARE doesn’t provide me with anything useful, such as resources I might have needed to treat me mental and physical illnesses.”
  - “Clarify the usage of the program – like I said, since I was physically having a hard time, I almost CARE reported myself, but other students told me that they did not think that it was an appropriate use of the program. An administrator CARE reported me, and it was definitely a plus.”
  - “You wrote me one email. I didn’t respond. You wrote again and I still didn’t respond because I was in such crisis. Then you stopped. Don’t stop if you really care about how I’m doing.”
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What do you make of these results?



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# Strengths of the CARE Network

- Recognized nationally for “Best Response to Student Intervention” and “Best Practices for Behavioral Intervention Teams”
- Collaborative and effective
  - Streamline student challenges, making it easier on the student to succeed.
  - Our CARE team

# CARE Team

- **Academic Support**
  - CCAS appointments, information about student's adviser, grades, class attendance, medical leave process
- **Public Safety**
  - Information about transports, MHA, liaison between UR and RPD, card access
- **University Counseling Center**
  - Students on behavioral agreements, student's needing assessment, "suggestions" or consultations as necessary
- **Graduate housing**
  - Community graduate student check in, liaison for domestic disputes regarding graduate students
- **Residential Life**
  - RA/CA check ins, room changes, card access, lots of information about how students are doing in their residential environment
- **Conduct**
  - Overlap between CARE and conduct, helps to create a more complete assessment of how the student is doing
- **Student Support Network**
  - Review a list of student's names once a week and report connections, meet once a month to discuss trends we are seeing on campus, reach out to students who may have been affected by a fellow student death or natural disaster

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# Strengths of the CARE Network

- Innovative
  - **CARE Resource Center – Concern Center**
  - Transparent, accessible and marketed to all UR faculty, staff, students, and parents
- We adapt based on the needs of those who utilize our network (both reporters and students)

For example:

  - Emails to reporters upon receipt and closing of CARE report
  - New behavioral agreement process now called Student Support Plan



# CARE Resource Center



Q Search all concerns...

Welcome to the CARE Resource Center! This application is designed to help you find resources on the University of Rochester campus by concern. Please select the category associated with your concern, search for your concern above, or check our alphabetical listing of concerns. Don't see your concern? No problem. Simply click the email button below and we will respond to your concern with resource information as soon as possible.

Categories	
Academic	>
Emotional	>
Financial	>
Physical	>
Sex and Relationships	>
Social	>
Spiritual	>
Browse	
All Concerns Alphabetically	>
All Offices Alphabetically	>

If you are concerned for yourself or a UR student please submit a CARE report

- Search for concerns, select a category associated with your concern, or view an alphabetical list of concerns.
- Determine which office best handles your concern and see other offices that can be of assistance.
- GPS coordinates help you get to the appropriate office on campus via Google maps.
- Available on at [www.rochester.edu/care](http://www.rochester.edu/care) and as part of UR Mobile.



## Academic

Alcohol Abuse	>
Bad grades	>
Can't afford to return to school	>
Can't afford to study abroad	>
Concussion or other head injury	>
Difficulty understanding English	>
Disability accommodations	>
Failing grades	>
Falling behind	>
Family pressures	>
Help with writing	>
I want to do better in class	>
Immigration	>
Injured and needing accommodations	>



The College Center for Advising Services is available to assist undergraduate students in the College with their academic needs. Whether you talk to a member of the support staff or a professional adviser, you will meet an individual committed to helping you find access to accurate information, solutions to your academic problems, or opportunities that may highlight your undergraduate years.



[open in google maps](#)

### College Center for Advising Services (CCAS)

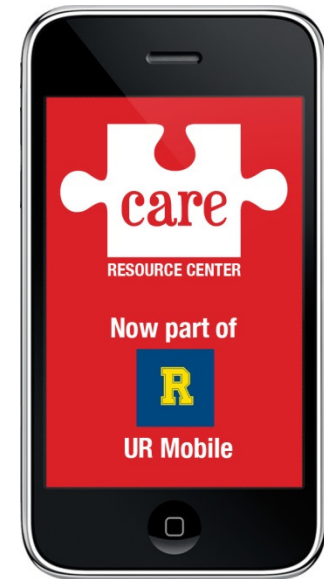
312 Lattimore Hall  
Rochester, NY 14627  
(on campus)  
585-275-2354

<http://www.rochester.edu/College/CCAS/>  
[cascas@mail.rochester.edu](mailto:cascas@mail.rochester.edu)

[Contact This Office](#)

# CARE Resource Center

- Featured in *Student Affairs Today*
- Featured in *College Athletics and the Law*
- Highlighted in *Disability Compliance for Higher Education: Successful Strategies for Accommodating and Supporting Students and Staff with Disabilities*



# Improvements Needed

- **Collaboration with other colleges and connecting with graduate students.**
  - Meeting with the Deans of each of the graduate schools to support their efforts and discuss our main campus procedures
- **Additional resources needed to maintain and improve our system.**
  - Continue to collect data about CARE to support the need for additional resources
- **Receiving additional information or follow up from a reporter after a CARE report has been submitted.**
  - Continuing to encourage the reporter to follow up if they have additional information or elevated concerns when we acknowledge receipt of CARE report.

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# Additional Improvements Needed

- **More consistency from SSN members checking the list of students of concern and reporting back.**
  - Surveying Student Support Network members to see how often they are reviewing the list and to determine if there's an easier method that works for all parties.
- **Continued marketing of CARE Network and the CARE app**
  - iPhone stress ball, Know the Signs campaign.

# Items for Consideration

- Program-Related
  - What is our campus currently doing to support students of concern?
  - What is the campus culture regarding the support of students of concern (academic offices, legal counsel, student body)? How is this culture evidenced?
  - Which students (graduate, undergraduate) should have access to this program?
  - Where should this program be “housed”?
  - How many resources are available for this program? Can our institution afford to increase funding as needed?
  - How big do we want to grow this program? What are the potential benefits and limitations of growing this program? Of limiting this program?
  - What adaptations need to be made for a campus our size?
  - What type of person do we need in this position?

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# Items for Consideration Continued

- Employee-Related

- Strong relationship-building skills
  - Someone you can trust to lead without needing a lot of supervision
  - Someone who understands higher education, but also understands mental health
  - Strong problem solving skills and self-start attitude
  - An ability to make clinical decisions quickly and firmly
  - An ability to take in and coordinate large amounts of information – a systemic point of view
  - Incredibly organized
  - Does this person have research interests that align with the position?
  - An appropriate balance between being empathic and being authoritative
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# Questions?





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# Contact Information

**Erin M. Halligan**

Associate Director for Student Support  
Services

[erin.halligan@rochester.edu](mailto:erin.halligan@rochester.edu)

585-273-2568

**Felicia Reed-Watt**

Therapist and case manager

[freed2@ur.rochester.edu](mailto:freed2@ur.rochester.edu)

585-275-3113

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