



CARE & COMMUNITY

Stepped Care Model for
Campus Wellbeing

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INTEGRATED HEALTH AND WELLBEING APPROACH

Guided by our mission

UNC Asheville's [relationship-driven education](#) prepares students for lives of leadership and service with an emphasis on critical thinking, clear and thoughtful expression, applied research, community engagement, free and open inquiry, and academic programs that address the most pressing issues of our time.

Our small liberal arts campus community lends us an opportunity to move beyond reactive approaches to supporting the health and wellbeing of students and establish initiatives and practices that leverage our unique campus size, culture, and values to promote healthy help-seeking behaviors.

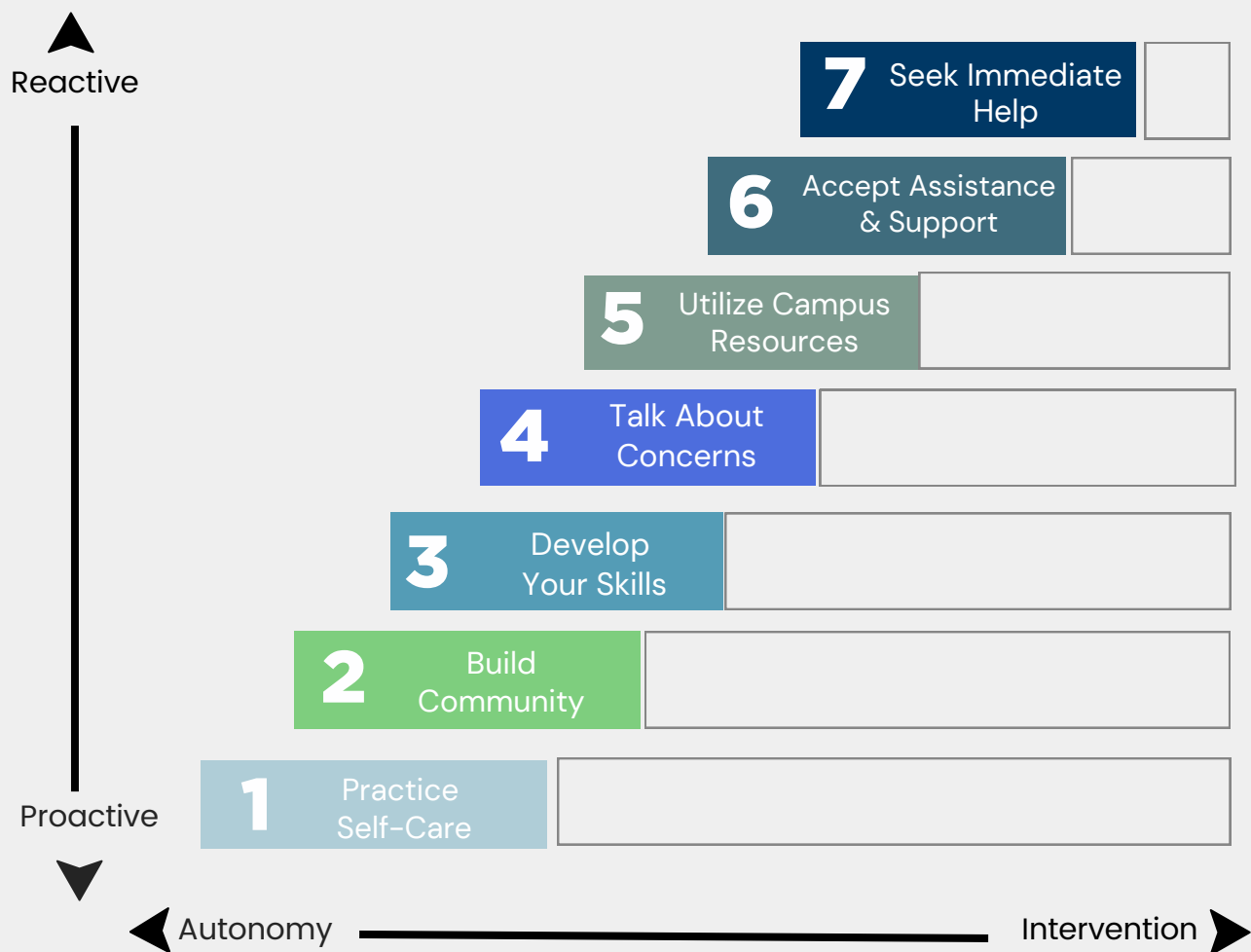
By focusing on the whole student experience, our approach to wellbeing becomes a multifaceted and collaborative effort that is student-centered, grounded in connection and a shared responsibility across campus. Our stepped care approach to student wellbeing creates a campus-wide, sustainable shift to a culture in which students can succeed and thrive at UNC Asheville and beyond.

WHAT IS STEPPED CARE ?

Stepped Care is a system of supporting student mental health and overall wellbeing in ways that are **effective, yet least resource intensive** according to the student's needs. As the call for elevated intervention arises, care can be "stepped up" to the next level to bring in specialist services as needed. Stepped Care also provides information to support care providers in appropriate intervention planning.

The Stepped Care model is founded on the following beliefs:

- Students should feel collectively supported by staff, faculty, and fellow students.
- Different people require different levels of care.
- Finding the right level of care often depends on student's known baseline and deviation from that baseline, thus the emphasis on relationships across campus.
- Moving from lower to higher levels of care based on need often increases effectiveness and lowers the need for intensive intervention.



DISTRESS



The student in distress may not be disruptive to others, but may exhibit behaviors which indicate that support is needed. Safety is not an immediate concern and the student may be looking for ways to feel belonging or connected. There may be an opportunity here to leverage your rapport with the student to connect them to support.

Behaviors may include:

- Change in behavior and/or content of communication
- Marked changes in academic performance
- Excessive absences or tardiness and/or excessive requests for special consideration
- Avoiding communication or participation or dominating discussion uncharacteristically
- Difficulty working or interacting with others
- Changes in emotional states
- Changes in physical wellbeing
- Sense of confusion or loss of motivation
- Increased isolation
- Drinking or using substances



What to do...

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

See sample questions to ask and resources to connect students with on the next page. 

RESOURCES & QUESTIONS

Below are recommendations for resources ([links provided](#)) to connect students with and questions to ask based on the Stepped Care Model.

1 Practice Self-Care

Students who practice self-care can experience reduced stress, avoid burnout and maintain overall health and wellbeing.

Resources:

- [Health and Counseling Center](#)
- [Campus Recreation](#)
- [Mind/Body Clubs and Student Organizations](#)
- [Clinical Assessment and Referral Specialist](#)

Questions:

- How are things going?
- How has your week been?
- Are you practicing self-care? What does that look like?

2 Build Your Community

Students who are socially engaged feel a sense of belonging on campus and in their academic communities.

Resources:

- [Student Organizations](#)
- [Intramural Sports](#) and [Outdoor Programs](#)
- [Office of Multicultural Affairs](#)
- [Key Center for Community Engaged Learning](#)
- Attend athletic events or get involved with [Arts and Campus Events \(ACE\)](#).
- [Student Transitions and Family Programs](#)

Questions:

- What organizations are you engaged with across campus?
- Have you found a community here that feels supportive?

3 Develop Your Skills

Students feel empowered to express stressors and develop a plan to address stress when they have the vocabulary and the skills to solve problems.

Resources:

- [Health and Wellness Outside the Classroom](#)
- [Academic Success Center](#)
- [Health and Counseling Center](#)
- [Career Center](#)
- [NC Center for Health and Wellness](#)
- [Ramsey Library Services](#)
- [Peer Tutoring](#)
- [Clinical Assessment and Referral Specialist](#)

Questions:

- How are classes going?
- I went to this workshop and found it really helpful. Would you like me to send you a link?

DISRUPTIVE

Safety is not an immediate concern, but the individual is in obvious need of immediate intervention.

Behaviors may include:

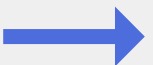
- Highly disruptive, explosive, or disrespectful behavior to the living/learning community
- Inability to communicate clearly (garbled, pressured speech, disorganized, confused, rambling thoughts)
- Loss of contact with reality (seeing or hearing things others cannot see or hear, unsubstantiated beliefs or fears that others may be conspiring against them)
- Has experienced interpersonal violence
- Harassment/ inappropriate communication (including threatening letters, emails, etc.)
- Suicidal thoughts and/or threats to harm self or others



What to do...

Do not ignore. Remain calm and use active listening. Find someone to stay with the student while contacting appropriate resources. Acknowledge the feelings of the individual and focus on what you can do to empower the student in the moment. Then report the concern to appropriate campus resources.

*NOTE: It is NOT your responsibility to provide the professional help. Responding to a disruptive student does not rest on your shoulders. You only need to make the necessary call and request assistance.



RESOURCE CORNER

Faculty are well-positioned to be part of the solution. Interactions between students and faculty are pivotal for learning, student motivation, wellbeing and overall engagement.

- 80% of faculty have had a 1:1 regarding mental health in the past year.
- 1/2 reported they had a good idea of how to recognize a student in distress.

Source: Mary Christie Foundation, Healthy Minds, Boston University 2021.



[The Role of Faculty in Student Mental Health 2021, Boston University](#)



[JED Foundation Faculty Guide to Supporting Student Mental Health](#)

4 Talk About Your Concerns

Students and faculty have the same goal: the student's success. A shared conversation can be the first step to exploring the problem and for the student to feel empowered to practice healthy help-seeking behaviors. Most concerns only get worse when they are ignored or when there is no communication.

Resources:

- [Health and Counseling](#)
- [Referring a Student of Concern \(Info and Form\)](#)
- [Dean of Students Office/Case Management](#)
- [Peer Advising Leaders \(PAL\)](#) for First Year students
- [Academic Success Center](#)

Questions:

- Have you talked to your advisor/RA/coach/counselor, etc. about what's happening? You don't need to disclose anything to me that will make you feel uncomfortable.
- It sounds like you are really struggling with _____.

5 Utilize Campus Resources

Students will form new healthy behaviors and can accomplish personal goals by using campus resources. It can mean a great deal for a staff or faculty member to personally connect a student to a resource and will increase the chances of the student utilizing that resource.

Resources:

- [Health and Counseling](#)
- [Referring a Student of Concern \(Info and Form\)](#)
- [Dean of Students Office/Case Management](#)
- [Peer Advising Leaders \(PAL\)](#) for First Year students
- [Academic Success Center](#)
- [Office of Academic Accessibility](#)
- [Food Equity Initiative](#)
- [Center for Diversity Education](#)

Questions:

- I'm really worried. Are you feeling okay?
- I haven't seen you much lately, how are things?
- I've noticed some changes, how can I help?
- Can I connect you to...

6 Accept Assistance & Support

Students may already be engaged on campus in supportive care but could benefit from additional wrap-around support systems to navigate feelings of hopelessness and isolation. This can include personal introductions to other support systems to show that we are all working together for the success of our students. Follow up with a referral of concern.

Resources:

- [Health and Counseling](#)
- [Dean of Students Office/Case Management](#)
- [Title IX](#)
- [Community assistance and support services](#)

Questions:

- Can we meet together with (campus resource) and talk about how we can best support you?

AFTER HOURS RESOURCES:

Speak with a licensed care provider
5 p.m. – 8 a.m every day



Bulldog Health Link:

Non-Emergency Resource



1-888-267-3675



Get immediate support for concerns with anxiety, depression, panic, suicidal thoughts and/or self-harm behaviors, concern for a friend, medical consultation and community resources.

Speak one-on-one with a licensed medical professional about specific concerns, diseases, treatment options, medications or injury care when the Health and Counseling Center is closed.

ProtoCall Services:

Telephonic Behavioral Health Services



(828) 251-6520 press #4

Get immediate support for concerns with anxiety, depression, panic, suicidal thoughts and/or self-harm behaviors, concern for a friend, medical consultation and community resources.

EMERGENCY



Safety is an immediate priority. If you are unsure, call the University Police who will respond (fire, police, EMS) and act as a dispatch for other University resources like [Health and Counseling](#), [Residence Life](#), and the [Office of the Dean of Students](#) once on scene or en route.

Behaviors may include:

- Verbal or physical threats to harm self, others, or property
- Actively threatens suicide and resists help



What to do...

7 Seek Immediate Help

Do not try to engage directly.

If you are alone, go to a public place and engage the support of others to de-escalate until professional help arrives.

Note: A CARE referral should not be used for emergency situations.

If you are experiencing an emergency situation, please call:

University Police
828-251-6710

Other Contacts:

RHA Mobile Crisis: 1-888-573-1006

Mobile crisis is a state-funded free service that will complete an assessment where the student is located.

- [Helpmate Hotline](#) (intimate partner violence): 828-854-0516
- [OurVOICE Hotline](#) (sexual violence): 828-225-7576
- [Crisis Text Line](#): Text HOME to 741741
- [Suicide and Crisis Lifeline](#): 988

If a student discloses that they have been affected by sexual or gender-based harassment, sexual assault, sexual exploitation, dating or domestic violence or stalking, you are required to report to Title IX Coordinator.

828.232.5658
TitleIX@unca.edu



WHEN IN DOUBT, REPORT

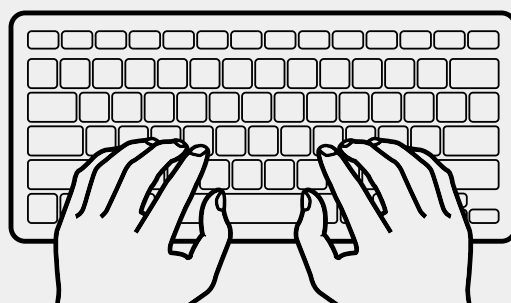
- Do you think they would benefit from additional help?
- Are they experiencing housing or food insecurity?
- Do you feel like you have to prioritize their needs over your own?
- Do you feel emotionally or mentally drained from interactions with them?
- Have they asked you to keep their situation a secret but this secret seems too heavy to carry?
- Are you worried that harm may come to them?
- Are they a threat to themselves or others?

HOW TO REPORT

1 Visit dos.unca.edu and click on "Referring a Concern" in the upper right corner.

2 Click on "[Concerned About a Student \(Faculty and Staff\)](#)" from the dropdown menu.

3 Click on "[Refer a Concern](#)" link and fill out the form to the best of your knowledge.



CARE & CRISIS TEAM



The Campus Assessment, Response, and Education (CARE) and Crisis Team is an interdisciplinary unit that works collaboratively to provide intervention, resources, and assistance to students that are struggling with their success at UNC Asheville.

College is a time of continual growth and transition and some of these transitions and life events may spark personal crises that inhibit a student's personal and academic success. The CARE and Crisis Team partners with faculty, staff, students, parents, and families to address these concerns and crises to ensure the health and safety of all our students. Members of the Team include representatives from our Health and Counseling Center, Academic Success Center, Faculty, Housing and Residence Life, Dean of Students Office, and the University Police.

If you are concerned about your student and are not sure what office or department would best help you address the concern, please complete the [Student of Concern Referral Form](#) as soon as possible. Questions or concerns can also be directed to the Dean of Students Office at dos@unca.edu.

FERPA CONSIDERATIONS

The Family Educational Rights and Privacy Act of 1974 (FERPA) is designed to protect the privacy of students' educational information and to uphold certain student rights relevant to their educational records. In accordance with FERPA and its policy, UNC Asheville will release information from educational records only with the student's consent.

[Observations of behavior are not a part of an educational record and can be shared with appropriate University officials when needed to complete the duties of their role without violating FERPA.](#) Additionally, FERPA permits the sharing of protected information between University officials on a need-to-know bases or when the University has a good-faith belief that a health or safety emergency exists.

SUPPORT WE OFFER STAFF AND FACULTY



Together, we can promote the success and wellbeing of our campus community.



CONSULTATION

Members of the Care and Crisis Team are available to consult with faculty, staff, family members and others about challenges that your student may be facing that are affecting their academic performance and wellbeing. We are available to suggest resources, and offer strategies that may best support your student.

To request a consultation, please email dos@unca.edu.

EDUCATION

Education and outreach are essential to our relationship-driven educational framework and values. Members of the Care and Crisis Team are available to offer workshops and resources to groups including but not limited to departments, clubs, organizations, and teams.

Audiences leave our presentations with an understanding of:

- How to help keep our campus community safe
- Information about Care and Crisis Team and how we operate
- How to differentiate between distressed, disruptive, and emergency level behaviors
- How to appropriately support someone about whom you are concerned
- Resources available to facilitate student success and wellness



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