

A wide-angle landscape photograph of a rugged, rocky hilltop in the foreground, leading to a vast, snow-capped mountain range under a dramatic, cloudy sky. The lighting suggests either sunrise or sunset, with rays of light breaking through the clouds.

# EARLY ALERT

**Vice President, Students**

[DATE]

# PRESENTATION OUTLINE

- Rationale and Benefits
- **The Online Learning Environment: EA Service Approach**
- How the program works and results to date
- Privacy and confidentiality
- How to enter an Early Alert concern



# EARLY ALERT

***Earlier support for students to get back on track***

- Early Alert helps students who are facing difficulties that put their academic success at risk, before these difficulties become overwhelming.

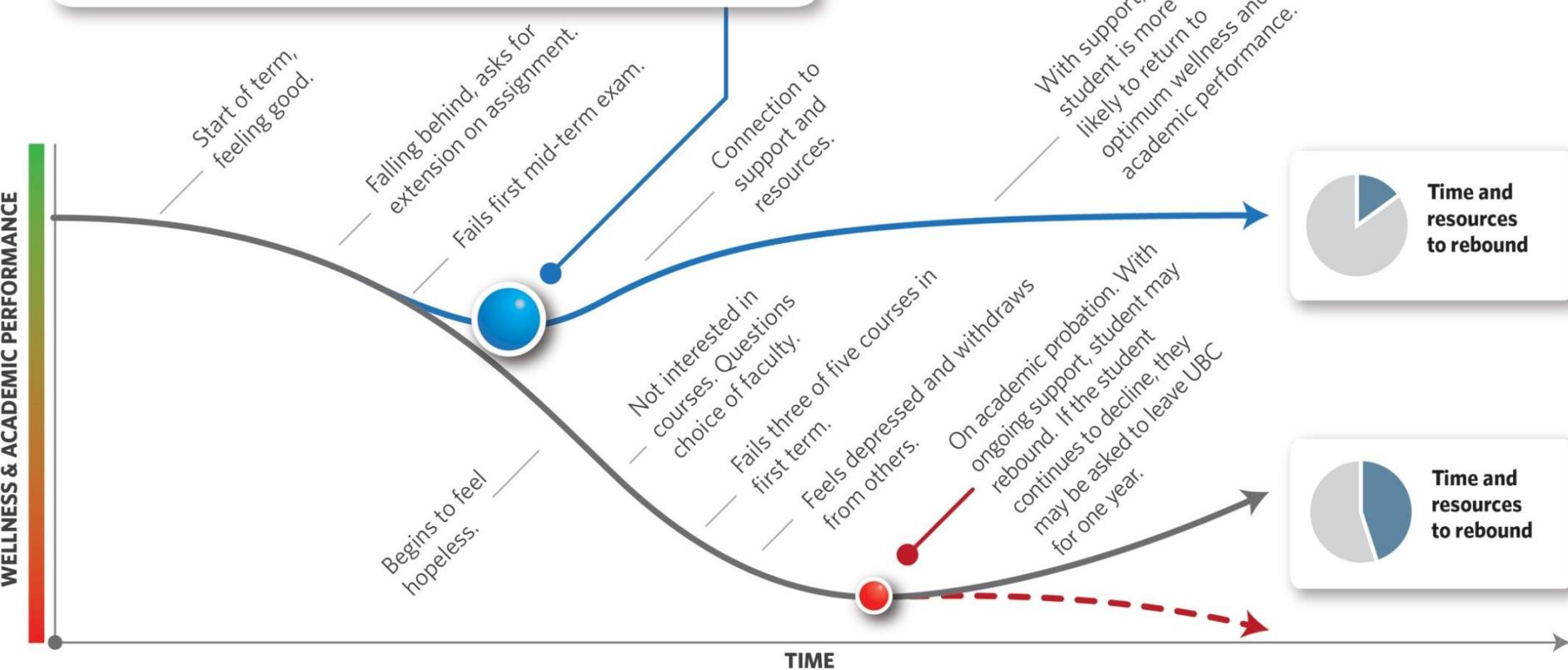


# EARLY ALERT STAFF

- **Director, Student Conduct & Safety**
  - Chad Hyson
- **Managers, Student Support Services**
  - Cindy Hallate
  - Emma Smith
  - Brian Barth
  - Amy Vozel



## EARLY ALERT | Earlier support to get back on track





## Student Services - Faculty & Staff Resources

Enrolment Services

Student Engagement

Health & Wellbeing

Systems & Tools

Directory of  
key contacts

Assisting students  
in distress

Search

Student Services - Faculty & Staff Resources » Systems & Tools » Early Alert

### EARLY ALERT

How does Early Alert work?

#### Information for Faculty and Staff

- Faculty and staff - Frequently asked questions
- Faculty and staff downloads and resources

Training

#### Information for students

- Students - Frequently asked questions

Contact

# Early Alert

STUDENT HEALTH SERVICE | COUNSELLING SERVICES

Last update: January 27, 2020

**Supporting student learning and success is a priority for UBC.**

Early Alert helps achieve this goal by helping faculty, staff and TA's provide better support for students who are facing difficulties that put their academic success at risk.

#### Faculty and staff

Submit an Early Alert concern

New to Early Alert? Explore [online](#) and [in-person](#) training.

#### Students

Information for students concerned about other students

Give Feedback

# ONLINE LEARNING EARLY ALERT SERVICE APPROACH

- **Early Alert Program Continues to Support Students**
  - 24-hour turn-around time for Early Alerts
- **New Concern Types**
  - Family dynamics including unsafe learning environment
  - Remote access, materials, workspace and connectivity
  - Financial problems, work and academic/career planning
- **Change in Concern Origins**
  - Less face-to-face, more via email and assignments
  - Less direct, more indirect evidence of a concern



# ONLINE LEARNING STUDENT CHALLENGES

- Challenges students may be experiencing
  - Academics
  - Accessibility
  - General Uncertainty
  - Finances
  - Living Environments
  - Mental Health and Wellness



# HELPING STUDENTS REMOTELY

- Acknowledge and normalize
- Mention help and supports at the outset of term, in syllabus
- Check-in, express compassion and empathy
- Reach out to students directly, and to support offices
- ***Consult with the Early Alert Case Managers***
- ***See final slides for a detailed list of resources***



# HOW EARLY ALERT WORKS

- 1 • Notice and Enter
- 2 • Assess
- 3 • Respond



# HOW EARLY ALERT WORKS

1

- **Notice and Enter**

Faculty or staff notice a student is facing difficulties and identify their concerns using a secure online form.

- Faculty and staff continue to reach out where appropriate.
- Early Alert is secure and private.
- Goal is to be transparent with students and inform where possible and appropriate.



# TALKING WITH STUDENTS

- **Not:**
  - *I notice you're having difficulties in this course. I'm going to have to enter an Early Alert Report on you.*
- **Instead:**
  - *I participate in the Early Alert program. This helps me support students facing difficulties that may be affecting academics.*
  - *I'm going to share your situation with a specialized advisor to ensure we provide you with the best possible support.*



# RESOURCES FOR FACULTY

- **PowerPoint slides** to show in class to share that you participate in Early Alert.
- **Text for course syllabi** to encourage students to reach out for support and to let them know you participate in Early Alert.
- Visit: [www.earlyalert.ubc.ca](http://www.earlyalert.ubc.ca) – Click on the “Information for faculty and staff” tab.



# HOW EARLY ALERT WORKS



- **Assess**

MSSS reviews concerns and identifies the most appropriate resources for students in need of support.

- Early Alert MSSS reviews and assesses all concerns.
- The assessment may result in 2 possible outcomes:
  - Reach out required or not required.
- Case Manager sends an action plan to the most appropriate advisor – typically an Academic Advisor.



# HOW EARLY ALERT WORKS

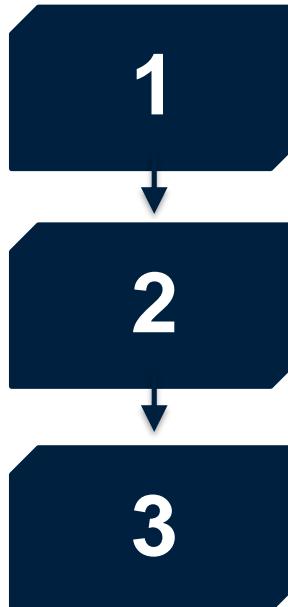


- **Respond**  
Academic advisors reach out to students and offer connection with resources to help get back on track.

- Reach out = Invitation to come in and speak with an advisor.
- Focus is on supporting the student's success.
- Again, the goal is to be as transparent as possible with students.



# RESULTS AS OF 2018/2019 SESSION



- **Notice and Enter**  
*Faculty/staff entered 1910 concerns*
- **Assess:**  
*47% assessed for reach out*
- **Respond**  
*88% accepted offer to meet*



# CONCERN TYPES 2018/2019 SESSION

- Mental Health and Wellbeing **40%**
- Academic Performance: **16%**
- Academic Attendance **16%**
- Safety (self harm) **7%**
- Physical Health **5%**
- Other **5%**
- Financial **4%**
- Conduct **4%**
- Safety (harm to/from others) **3%**



# PRIVACY AND CONFIDENTIALITY

- **Least amount of information to the fewest people**
  - Necessary to support the student;
  - No information released without rationale (e.g.: alerting Campus Security in cases of threats)
  - Information provided for only as long as service provider needs it (e.g.: granting 4 week access to a file for student advisors).





# Questions?

# How to enter an Early Alert concern



# EARLY ALERT CONCERN FORM

- Form stays open for ***50 minutes***
- **Student Name** and **Student Number**
- Concerns and Specific Concerns: select as many as relevant
- Note “harm to self or others” – ***act first, EA second.***
- Details about the concern: ***Descriptive, objective language.***  
Provide context and history if available.
- Level of Concern: We want ***your subjective sense.***
- Student name and ID – ***accuracy is very important.***
- ***Documents*** – Very helpful, relating to concern.
- ***Submit***, NOT save.



# WRITING BEHAVIOURAL DESCRIPTIONS 1

Do	Don't
Describe what the student tells you directly	Include your interpretation of what might be happening
<b>The student was</b> visibly upset (crying) and expressed worry over failing her upcoming exam.	The student is not coping very well and will likely perform poorly in her upcoming exam.
<b>The student requested</b> a third extension on her assignment this term and <b>reported</b> experiencing insomnia and anxiety.	The student is overusing extensions as a way to cope with stress.



# WRITING BEHAVIOURAL DESCRIPTIONS 2

Do	Don't
Indicate who actually observed or communicated directly with the student	Include hearsay or rumours
<p>One of my TA's, <b>Sierra Example</b>, spoke with the student and they shared that their parents in Iran have lost their jobs and are no longer able to support her financially.</p> <p><b>The student expressed</b> feeling “overwhelmed and at a complete loss”</p>	One of the students in my class is struggling financially



# WRITING BEHAVIOURAL DESCRIPTIONS 3

Do	Don't
Describe disruptive or threatening behaviour in detail	Use descriptions like “harassed” or “abused”
<p>I observed the student raising his voice and repeatedly speaking in a loud and angry manner to his classmates in the seminar. (ie. “You’re a complete idiot”) As he left the room he aggressively overturned a number of desks.</p>	The student is harassing others in the class.



# THANK YOU!

Please ensure you have signed in.



*Visit [www.facultystaff.students.ubc.ca](http://www.facultystaff.students.ubc.ca) to enter a concern, download resources, or find out more.*

# RESOURCES 1

All campus services remain operational. We encourage you to use them. With care and compassion, we can all contribute to a positive and healthy climate of learning for our students, and each other.

- <https://students.ubc.ca/covid19>: a compilation of access supports and resources for students. Includes university and governmental information on issues such as health and wellbeing, finances, online learning, and government programs and subsidies.
- <https://keeplearning.ubc.ca/>: tools for online learning that include tips, technologies, self-care, and additional supports.
- [Green Folder](#)
- [Early Alert](#)



# RESOURCES 2

- The College Transition Collaborative, COVID-19 Response:
  - Communicating in Times of Uncertainty:  
<http://collegetransitioncollaborative.org/covid-19-response-supporting-students-in-times-of-uncertainty/communication-guide/>
  - Supporting Students In Times of Crisis, Guidance for Instructors:  
[http://collegetransitioncollaborative.org/wp-content/uploads/COVID-19-Response\\_Supporting-students-in-times-of-crisis\\_Guidance-for-instructors.pdf](http://collegetransitioncollaborative.org/wp-content/uploads/COVID-19-Response_Supporting-students-in-times-of-crisis_Guidance-for-instructors.pdf)
- Statistics Canada: Impacts of the COVID-19 pandemic on postsecondary students:  
<https://www150.statcan.gc.ca/n1/en/daily-quotidien/200512/dq200512a-eng.pdf?st=Vvsnn2ay>

