

A person in a white jacket and dark pants stands on a rocky ridge, looking out over a vast landscape. In the background, there are snow-capped mountains and a winding river or lake. The sky is filled with dramatic, blue-tinted clouds.

EARLY ALERT

Vice President Students Office

AUGUST 22, 2022

AMY VOZEL, MANAGER, STUDENT SUPPORT SVCS

LAND ACKNOWLEDGEMENT

UBC Vancouver is located on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm speaking Musqueam people.



PRESENTATION OUTLINE

- Rationale and benefits
- How the program works and results to date
- Privacy and confidentiality
- How to enter an Early Alert concern (if time allows)



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**

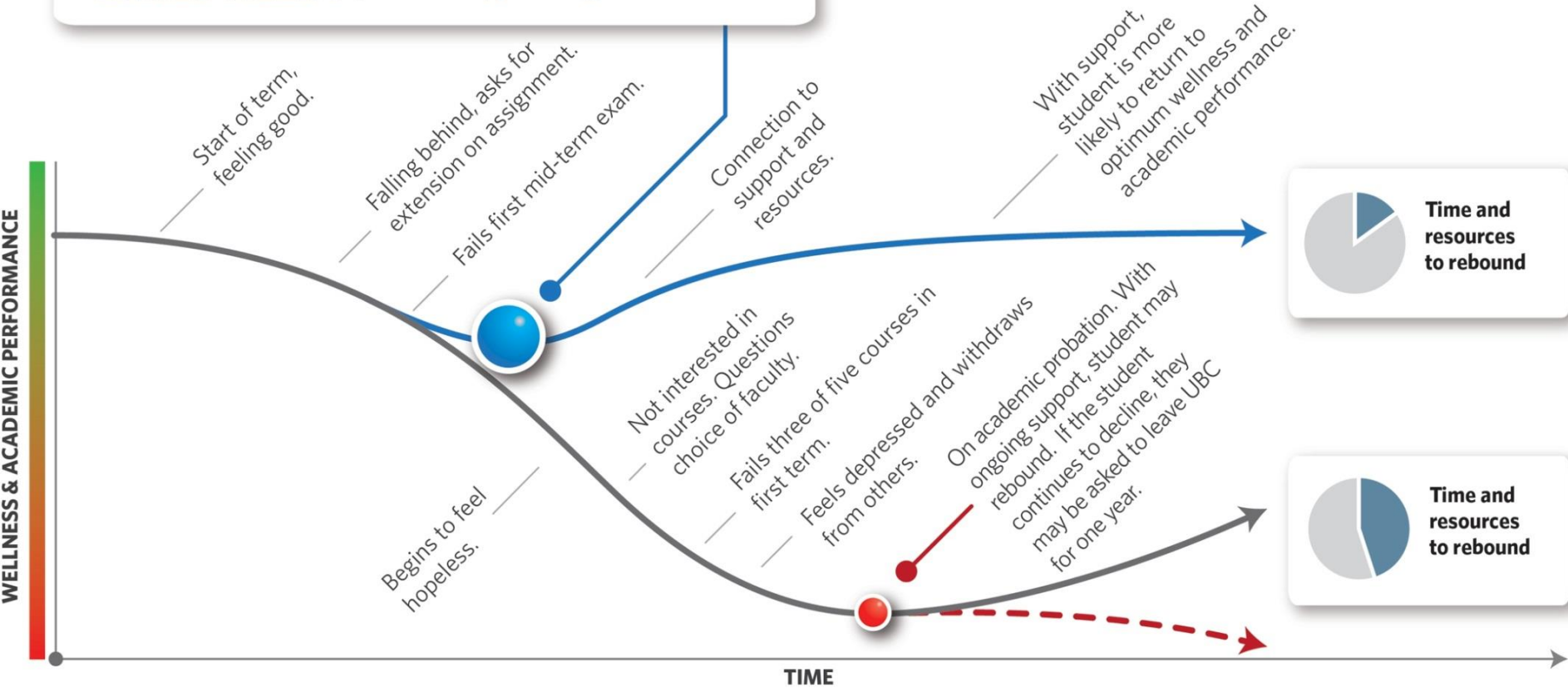
- Chad Hyson



- **Managers, Student Support Services (4 MSSSs)**

- Cindy Hallate
- Brian Barth
- Amy Vozel (Indigenous portfolio support & Wellness Centre)
- Lucia Pecnikova (leave replacement until Jan 2023 for Emma Smith)

EARLY ALERT | Earlier support to get back on track



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 their academics.*
- *I'm going to share your situation with a specialized advisor to ensure we provide you with the best possible support.*

HOW EARLY ALERT WORKS

2

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

- The assessment may result in 2 possible outcomes:
 - Reach out required or not required.
 - MSSS sends an action plan to the most appropriate advisor – typically (not always) an Academic Advisor.



HOW EARLY ALERT WORKS

3

- **Respond**
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.



❖ How the program works:



Faculty, Staff and TA's **notice** & enter concerns

Case Managers (EA Team) **assess** concerns and create action plan

Most appropriate campus partners (i.e. advisors) **respond & reach out** to students and offers connection to supports/resources.

Earlier support to get back on track.

❖ Advantages of EA system:

- Support for all students
- Earlier support before difficulties become overwhelming (preventative)
- Less time and fewer resources to recover
- More coordinated approach (enables triangulation of info)
- Increased security and privacy (Advocate Simplicity)

HISTORICAL TOTAL EA SUBMISSIONS, BY MONTH (UBC-V)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
2021	107	232	283	202	75	59	66	49	164	257	-	-	1,494 (until Oct)
2020	179	277	267	116	52	62	85	42	91	329	302	168	1970
2019	181	221	294	185	76	56	58	55	149	328	363	158	2124
2018	162	207	330	184	54	65	54	69	151	381	347	150	2154

- 1,910+ concerns entered for 1,468 students
- 47% assessed for reach out
- 88% Students accepted offer to meet
- 68% categorized as MH concerns, 45% as academic
- Two+ concerns received for 276 students

* Winter 2018/19 stats

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).



EA IS NOT A REPORTING MECHANISM FOR:

1. Academic misconduct

- Respective Faculty/Dean's Office process



2. Helping a survivor of sexual assault

- Could compromise a student's right to privacy and create further stigma
- Sexual assault is a unique and complex experience. UBC implements a survivor-centered approach. Please refer to [UBC SVPRO](#).
- ***If you submit an EA concern, focus on any indicators (behaviors) of the concern without identifying the underlying reason (sexual assault) for the concern.***
- Ensures the student retains the choice as to how much information they wish to disclose and to whom.

How to enter an Early Alert concern





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](#)



IMPORTANT

Areas of Concern

Status

Resolved

ACADEMIC CONCERNS - PERFORMANCE RELATED

Academic Concern: Performance related, Mental Health / Emotional Wellbeing Concern, Case Manager Only: Add Student

MENTAL HEALTH / EMOTIONAL WELLBEING CONCERN(S)

Other

Other

DETAILS ABOUT THE CONCERN(S) / SITUATION.

Please include information like: dates, location, relevant details/context about the concern, and impact.

This student has reached out to both instructors related to missed classes/assignments and has mentioned that there are some ongoing mental health challenges that may be getting in the way of their ability to complete assignments on time and perform academically. Also scored a low mark on the class midterm (close to 50%). We are concerned that these challenges are jeopardizing the student's academic success and also concerned about general health/well-being and want to make sure they are supported.

Date of Report

November 30, 2021

Estimate of Concern Level (please select one)

Medium Level of Concern

Report Number

C02496-2021

Assigned To

Amy Vozel

STUDENT INVOLVED

Student's Name

[REDACTED]

Student ID Number

[REDACTED]

Please note related course name/section, or your advising office

FNI [REDACTED]

STUDENT

Student(s) Involved

[REDACTED]

ACTIONS TAKEN TO DATE

What actions have been initiated to date?

Met with the student or have scheduled a meeting. Provided referral (formal or informal) to resources and / or services (specify below)

Actions Taken: Further details

Informed student of Early Alert program and counselling services on campus.

NOW WHAT? → ASSESSMENT by MSSS:



1. Initial review of student's records/status. Assess if reach out is needed.
2. Confirm receipt of EA with reporter (i.e. faculty member), and advise of student status (if relevant and/or applicable)
3. Identify most appropriate responder, with action plan.
4. Provide case management / consultation, as needed
5. Resolve concern, when appropriate

Information only shared on a "need-to-know" basis

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.**
- **Actions Take to Date** – extremely helpful in assessment process
- **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
The student was 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.
The student requested a third extension on her assignment this term and reported 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
One of my TA's, Sierra Example , 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. The student expressed feeling "overwhelmed and at a complete loss"	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>	<p>The student is harassing others in the class.</p>



RESOURCES FOR FACULTY/STAFF

- **Online resources**

- www.earlyalert.ubc.ca - “Information for faculty and staff” & Training tabs (online tutorial)
- <https://facultystaff.students.ubc.ca/health-wellbeing/assisting-students-distress> - UBC Green Folder



- **Consults:** Email early.alert@ubc.ca
- **Template / e-introduction to MSSS**
- **PowerPoint slides** to share that you participate in Early Alert
- **Text for course syllabi** to encourage students to reach out for support



UBC's Early Alert Program Tutorial

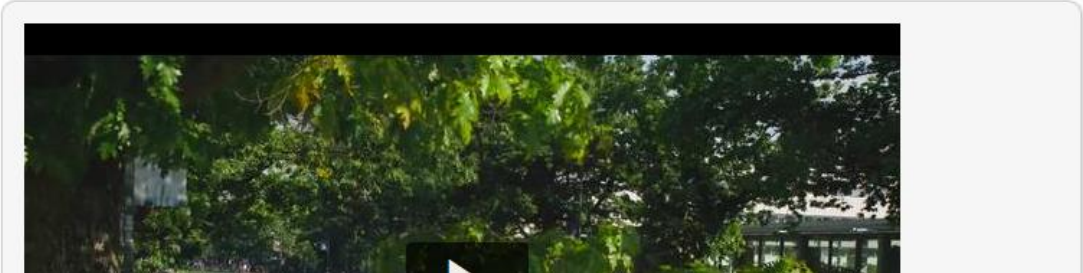
- Welcome
- Module 1 – About Early Alert (8 minutes) ▼
- Module 2 – Using Early Alert (13 minutes) ▼
- Resources ▼

Early Alert: Earlier support to get back on track

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. With Early Alert, faculty, staff and TA's can identify their concerns about students sooner and in a more coordinated way. This gives students the earliest possible connection to the right resources and support, before difficulties become overwhelming.

In this short 20-minute tutorial you will learn what to do if you are concerned about a student, how to use the program, and how Early Alert helps students get back on track.

Message from Provost



- Welcome >
- Module 1 – About Early Alert (8 minutes) >
 - 1.1 Program Overview >
 - 1.2 Program Rationale >
 - 1.3 What your colleagues are saying about Early Alert >
- Module 2 – Using Early Alert (13 minutes) >
 - 2.1 Noticing and Entering concerns >
 - 2.2 You've entered a concern - now what? >
 - 2.3 Talking to students about Early Alert >
- Resources >
 - Module 2.1 – Resources >
 - Module 2.3 – Resources >

Questions?



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