USC SUPPORT & ADVOCACY

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Overview

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WHO WE ARE

Campus Wellness & Crisis Intervention
USC Support & Advocacy
Campus Wellness & Crisis Intervention (CWCI)

Varun Soni
Vice Provost for CWCI and Dean of Religious Life

Dr. Lynette S. Merriman
Associate Vice Provost for Campus Support and Intervention

Dr. Ilene Rosenstein
Associate Vice Provost for Campus Wellness and Education

Patrick Prince
Associate Vice Provost for Threat Assessment and Intervention

USC Support & Advocacy
USC Support & Advocacy (USCSA)

Michele Morgan
Director, USCSA

Ashley Ramos
Advisor, USCSA

Brianna Gomez
Advisor, USCSA

Rachel Goold
Advisor, USCSA

Olivia Wills
Advisor, USCSA
WHAT WE DO

Overview
Professor Notifications
TC4T Program
What We Do

- Assist students, faculty, and staff in resolving complex issues
  - Problem-solving and identifying options
  - Recommendations and referrals for support services

- Respond to critical incidents, large-scale and small-scale
  - Natural disasters
  - Overseas emergencies
  - University-wide incidents
  - Death (student, faculty, staff)
  - Personal crisis (death in family, serious injury or illness)

- Follow up on incidents reported to the Department of Public Safety

- Health Leaves of Absence

- Consult and collaborate with campus partners

- Professor Notifications
Professor Notifications

- A professor notification is...
  - A temporary email communication to faculty about a student’s situation

- A professor notification is not...
  - An excused absence
  - A request for a specific accommodation (i.e. extensions, make-up exams, excused absences)
  - A substitute for a student following up with their faculty
  - A guarantee that the student will be granted flexibility
  - Available to every student who contacts USCSA

- We will not send notifications if the student...
  - Is capable of sending emails OR
  - Has already contacted faculty OR
  - Cannot provide verification of their circumstances
Trojans Care 4 Trojans (TC4T)

- Peer-to-peer reporting when students are concerned about another student
  - Faculty and staff do NOT need to submit if they are concerned about a student, just call or email the office directly
  - Students and family members should be encouraged to submit the online form

- Peer-to-peer reporting can now be submitted for faculty and staff
  - If faculty or staff are concerned for another faculty or staff member, they can submit the online form
WORKING WITH
STUDENTS

Distraught Students
Disruptive Students
Referring Students
Distraught Students

■ Notice early and intervene early
  – Look out for changes in behavior or mood

■ Establish a mindset of kindness
  – Maintain awareness of power dynamics and perception of roles

■ Listen
  – Identify wants and feelings
  – Set clear boundaries

■ Empower and support self-efficacy

■ Make one of a handful of recommendations
  – “I can tell this means a lot to you and I want to help. I don’t know what the answer is, but we can work to find out together.”
Distraught Students: Things to Avoid

- Downplaying the situation
- Arguing with the student or disputing their experience
- Giving advice as it to solve a simple problem
- Providing too much information
- Assuming their family (or anyone else) knows about how they’re feeling
- Assuming too much personal responsibility for the student’s situation
Disruptive Students

- If your attempts to address behavioral concerns in the classroom have not yielded results:
  - Consult with your department chair
  - Consult with Student Judicial Affairs and Community Standards (SJACS)
    - 213-821-7373, sjacs@usc.edu
  - Consult with USCSA
    - 213-821-4710, uscsupport@usc.edu

- If the behavior is threatening or creating an unsafe environment
  - Contact Patrick Prince, Associate Vice Provost for Threat Assessment and Intervention
    - princep@usc.edu
Referring Students

■ Helpful Tips
  - *Call with them, or have them call while you are sitting together*
  - *Let them know that you’ve met us and we’re wonderful and not at all scary*
  - *Destigmatize seeking help by explicitly encouraging and applauding help-seeking behavior*

■ We appreciate campus partners who help us set reasonable expectations for students coming into our office, particularly related to:
  - *Our availability (we are not always available for walk-ins)*
  - *Our services and resources*