

A person in a light-colored 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 valley with a winding river or road. The sky is filled with dramatic, dark clouds, with light breaking through in the center. The overall color palette is dominated by blues, greys, and whites.

EARLY ALERT

Vice President, Students

MARCH 5, 2021

PRESENTATION OUTLINE

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

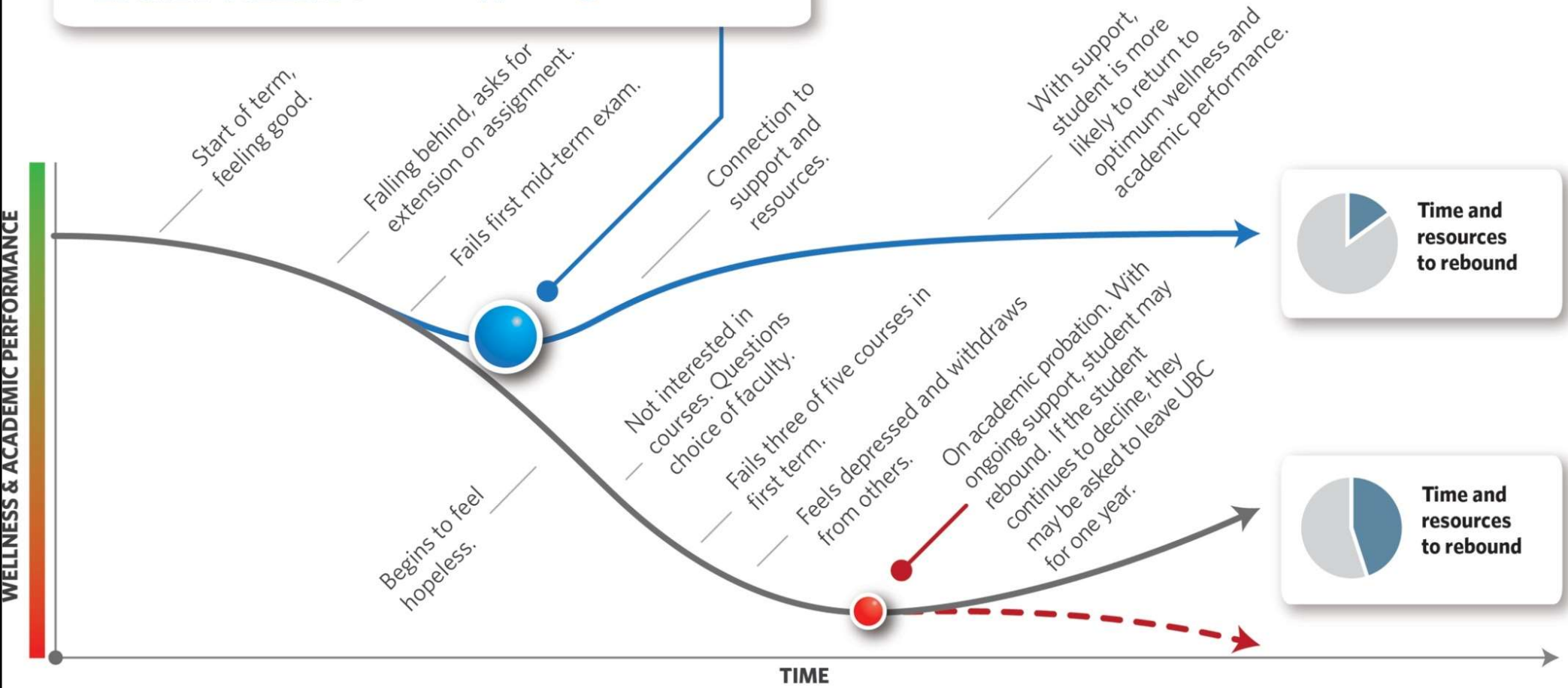


EARLY ALERT STAFF

- **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***



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).



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.*



HOW EARLY ALERT WORKS

2

- **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

3

- **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.



FABRICATED CASE STUDY: "ALEX IRWIN (AI)"

- **Third year (BSC)** Applied Biology student
- **Lives on campus** in Student Housing
- Has plans to do a **graduate degree**
- Grew up in East Asia
- Moved to Vancouver during high school



FACING CHALLENGES

- **August 2020** Alex learns their mother (in Vancouver) is diagnosed with a chronic illness
- **October 2020** Alex fails their first test at university (a midterm weighted at 25%) in a large T1 class (100+ students)
- **November 2020** Alex meets the professor in the above class to request an assignment extension



FIRST NOTICE BY UBC STAFF

- **December 2020** A residence advisor (RA) hears loud yelling coming from their dorm room. RA knocks on the door. Alex answers explaining they just dealing with family things. Alex is gaunt and disheveled
 - RA checks in, provides contact info to MH resources; Alex says they have a counselor already
 - RA submits an **Early Alert**



EARLY ALERT TEAM ACTIVITIES

- **January 4, 2021** EA team reviews concern and establishes:
 - **OAMS:** Alex met a faculty advisor Dec. 15 to add a course in T2, was made aware of MH supports
 - **SISC:** Alex performed very well in T1 (A, A, B+)
 - **RA:** *Contacted by EA (Cindy) Jan. 4; explains Alex seemed much better Jan. 2*



FURTHER CHALLENGES

- **January 24, 2021** Alex's mother is hospitalized in Vancouver for serious illness
- **February 11, 2021** An instructor in one of Alex's T2 courses notices they have been absent from class/group-work for two weeks
- **March 3, 2021** The instructor notices Alex stays absent from the course, and fails to hand in any assignments; instructor submits an **Early Alert**



MORE EARLY ALERT TEAM ACTIVITIES

- **March 5, 2021** EA (Brian) reviews new concern and establishes:
 - **OAMS:** Faculty advisor followed up, but no response from Alex
 - **SISC:** Alex is registered in five T2 courses
 - **Previous EA:** Previous contact by advisor
 - **RA:** *Asked to do a wellness check*
 - **LFS Advising:** *contacted by EA team, asked to reach out to Alex*



ALEX BACK ON TRACK

- **March 9, 2021** Advisor reaches out to Alex
- **March 15, 2021** Alex responds, and comes to a zoom meeting that day with advisor:
 - Alex shares up-and-down mental health
 - Alex withdraws from one T2 course
 - Advisor makes further referral to MH supports
 - Alex and advisor set up next meeting for March 20, 2021



SUMMARY

- Two professors and one RA **notice** concerns
- Two Early Alerts
 - Two EA staff **assess**
- RA and Advisor **respond** to Alex
- Alex linked to academic advising and mental health resources
- ***Multiple points of contact, collaboration, and flexible approach for ongoing and changing challenges***



**Your Questions?
Your Cases?**



RESULTS AS OF 2018/2019 SESSION

1

- **Notice and Enter**
*Faculty/staff entered **1910** concerns*

2

- **Assess:**
***47%** assessed for reach out*

3

- **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%**



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
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>



THANK YOU!

Please ensure you have signed in.



Visit 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
- 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>

