



VIDEO SUMMARY

Faculty Role in Support

Resource person: UCR Counseling & Psychological Services | University mental-health clinicians and educators | Curated from UCR CAPS

Faculty Role in Support | Student Mental Health and Well-Being | psychological-literacy

Faculty often notice a change before anyone else does: repeated absence, a sharp drop in work, unusual withdrawal, agitation or an email that sounds hopeless. The UCR video gives staff a compact response framework called V.I.C.K.S.: Validate, Identify, Care, Knowledge, Support and Self-care.

Start with a private, specific observation and an invitation to talk. Listen with a calm, open prompt, acknowledge what the student says and ask enough to understand urgency. Knowledge means knowing the campus referral route, crisis procedure and the practical support a teacher can offer within the course.

A useful faculty response connects the student with appropriate help and follows up. Clinical assessment and continuing counselling belong with trained services. The final part of the framework, self-care, recognises that supporting a distressed student can affect the staff member too.

The video's contact information is American. On GuruSetu, it should sit beside the institution's Indian campus contacts, Manodarpan and the local emergency protocol.