


# THE CURA NETWORK CARING FOR STUDENTS IN NEED

Office of the Dean of Students  
Loyola University Chicago





A large, diverse crowd of students is gathered outdoors, likely at a university event. In the background, a banner reads "WELCOME TO LOYOLA". The scene is filled with people, some holding signs, and the atmosphere appears to be one of a significant gathering.

THE OFFICE OF THE  
DEAN OF STUDENTS  
SERVES ALL STUDENTS  
THROUGH CARE,  
SUPPORT, AND  
EMPOWERMENT.

IN TIMES OF CHALLENGE AND CRISIS, OUR GOAL IS TO PROVIDE  
RESOURCES AND SUPPORT TO HELP STUDENTS NAVIGATE EMOTIONAL,  
BEHAVIORAL, ACADEMIC, OR OTHER ISSUES THAT MAY AFFECT THEIR  
PERSONAL AND ACADEMIC SUCCESS.





# WHAT WE DO

Our mission is to provide an individualized response when challenges arise and to promote students' success as they navigate college and pursue their academic and personal goals.

CURANetwork - Behavioral Concerns Team (BCT)

CARE Case Management - CARE Funds

Food, Basic Needs & Housing Assistance

Equity Case Management/Sexual Misconduct Resourcing .

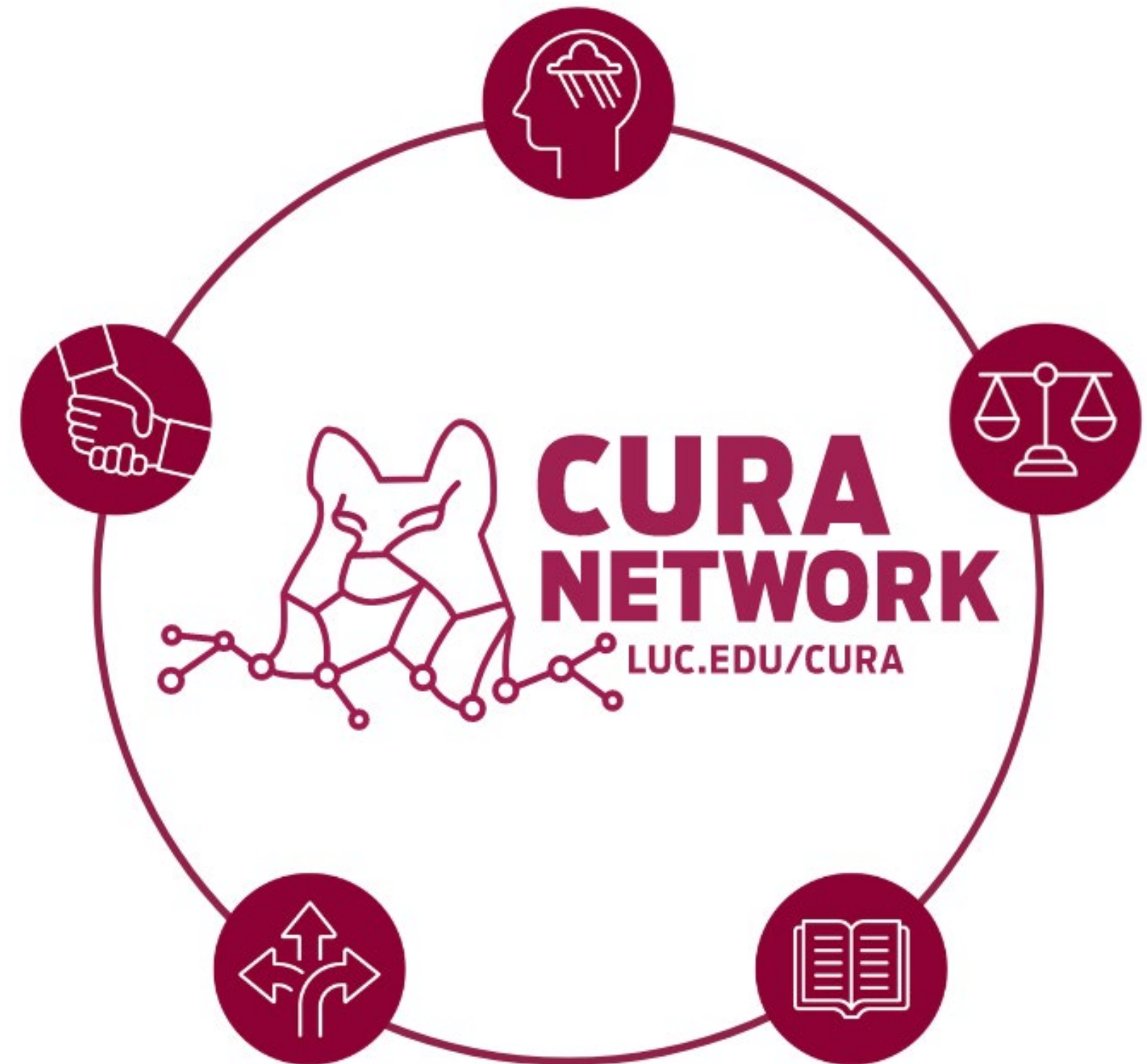


# CURANETWORK

In the spirit of cura personalis, a hallmark of Ignatian spirituality that urges us to care for the entire person, the CURA Network is a university-wide system that centralizes referrals, reports, and response for students who are in need of care.

The best way to help a student is to report a student concern as soon as possible.

Referrals allow staff to explore the complete picture and respond with the appropriate support. Upon receiving a report, staff from the DOS work with campus partners to provide intervention, support, advocacy, case management, and resource referrals to our students.





# SUPPORTING STUDENTS OF CONCERN

## RECOGNIZE

Be aware of indicators of distress. Look for groupings, frequency, duration and severity - not just isolated symptoms

## RESPOND

Each situation is unique. Use these tips and pointers to determine the more appropriate response

## REPORT

Always submit a report of referral as part of your response to students of concern, regardless of perceived severity

## REFER

Encourage help-seeking by providing students with information on the appropriate resources available on campus.



## SAFETY RISK INDICATORS

- Making implied or direct threats to harm self or others
- Irrational or bizarre behavior
- Academic assignments dominated by themes of despair or isolation
- Unprovoked anger or hostility

## PSYCHOLOGICAL INDICATORS

- Self-disclosure of personal distress that could include family problems, financial difficulties, depression, grief, etc.
- Excessive tearfulness, panicked reactions, irritability or unusual apathy
- Unusual fearfulness, anxiety, nervousness or anger
- Expressions of concern by the student's peers

# RECOGNIZE

## PHYSICAL INDICATORS

- Sudden changes in physical changes (appearance, personal hygiene)
- Deterioration in physical appearance/weight
- Excessive fatigue/sleep disturbance
- Intoxication, hangovers or smelling of alcohol

## ACADEMIC INDICATORS

- Essays or creative work that include disturbing content
- Repeated absences and/or a decline in quality of work
- Continuous classroom disruptions or overly demanding of faculty and staff time and attention



# RESPOND



## BE PROACTIVE

Engage students early on by paying attention to signs of distress

## BE SUPPORTIVE

Express concern and care in a private place and let the student know you are here to help.

## BE DIRECT

Give a concrete example regarding the behavior or concern that that has led you to reach out. Don't be afraid to ask students directly if they are feeling confused or having thoughts of harming themselves or others.

## LISTEN EMPATHETICALLY AND CAREFULLY

Use a non-confrontational approach and a calm voice. Avoid threatening, judgmental, intimidating or potentially embarrassing responses.

## SHARE WHAT YOU KNOW

FERPA allows faculty and staff to report student health and safety concerns to relevant campus offices. Taking appropriate action does not violate a student's privacy rights

## FOLLOWUP

Once you have referred a student, it may be helpful for you to follow up. Your first-hand knowledge and personal connection to this student will be valuable in understanding and appropriately responding to the situation



# REPORT & REFER

## BEHAVIORAL CONCERNS: BCT

Refer students whose behavior presents a possible threat to safety or well-being of oneself or others (e.g., suicide ideation, self-harm, violence or threats against others).

[OFFICE OF THE DEAN OF STUDENTS](#)

## HARASSMENT & SEXUAL MISCONDUCT CONCERNS

Report alleged or suspected discrimination, sexual misconduct, or equity-based retaliation by or against any student or employee. Examples include reports of sexual assault, stalking, dating/domestic violence, and harassment/misconduct of any kind motivated by an individual's membership in a protected class.

[OFFICE FOR EQUITY & COMPLIANCE \(OEC\)](#)  
[OFFICE OF THE DEAN OF STUDENTS](#)

## ACADEMIC CONCERNS

Report concerns about academic performance, class attendance, or general academic engagement

[STUDENT ACADEMIC SERVICES](#)  
and [COLLEGES/SCHOOLS](#)

## PERSONAL CONCERNS: CARE

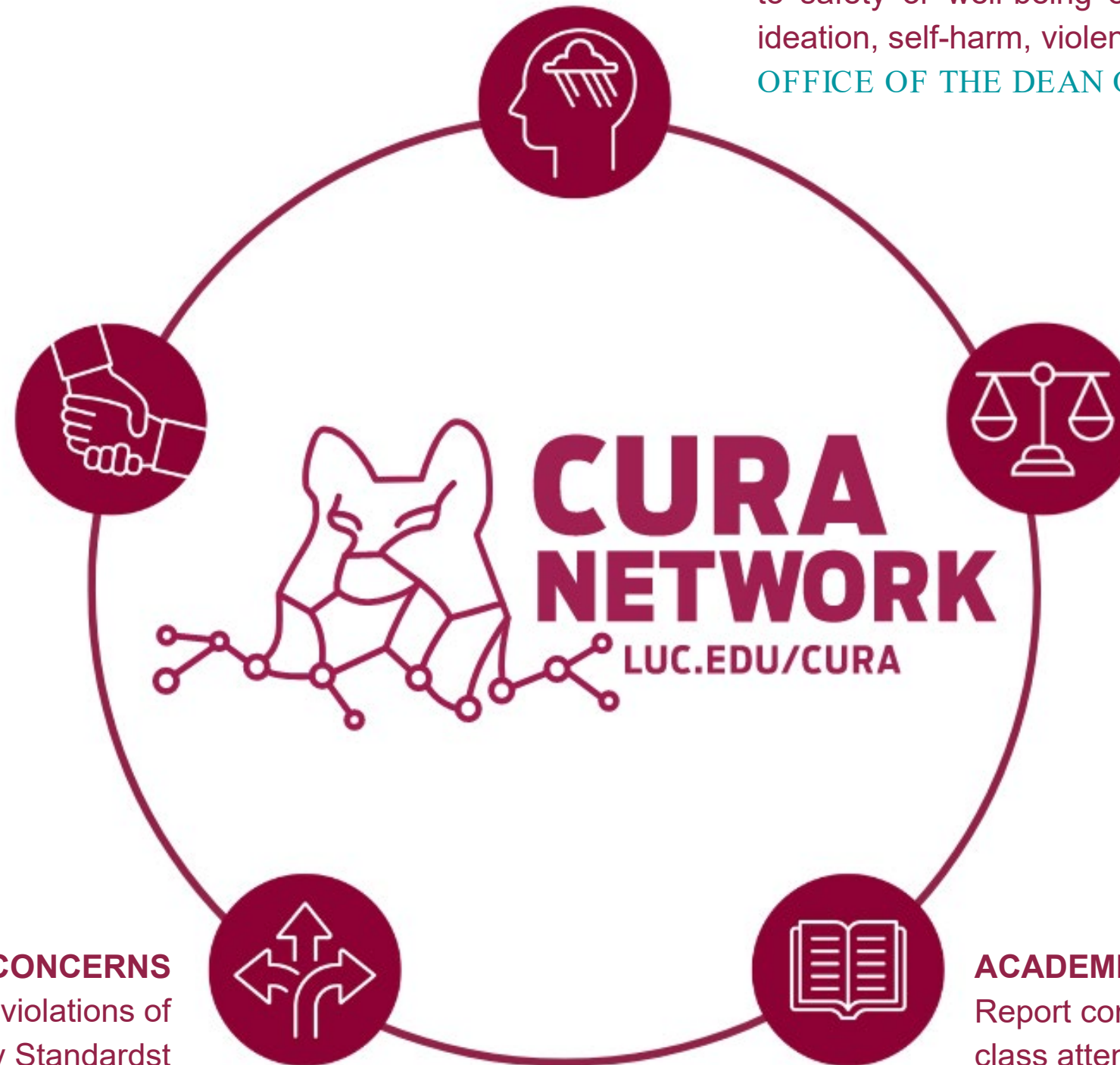
Refer students who may need general assistance overcoming serious or complex personal difficulties or getting connected to resources. Examples include: students struggling with general mental health concerns or food/ housing insecurity, or managing a unique personal financial emergency.

[OFFICE OF THE DEAN OF STUDENTS](#)

## STUDENT CONDUCT & CONFLICT CONCERNS

Report student conflict(s) and/or alleged violations of Loyola's Community Standardst

[OFFICE OF STUDENT CONDUCT & CONFLICT RESOLUTION \(OSCCR\)](#)





# CARE SERVICES

CARE services are offered to students who seek out assistance for themselves or are referred to DOS for support through a difficult situation or period.

Support provided to students experiencing complex and often layered difficulties or obstacles that are non-behavioral in nature.



CARE referrals can be submitted by a student, parent, guardian, faculty, staff, administrator, or other concerned party looking to assist a student.





# BEHAVIORAL CONCERNS TEAM

A multi-disciplinary committee that serves as the centralized and coordinated body for discussion and action regarding students exhibiting behaviors that may :

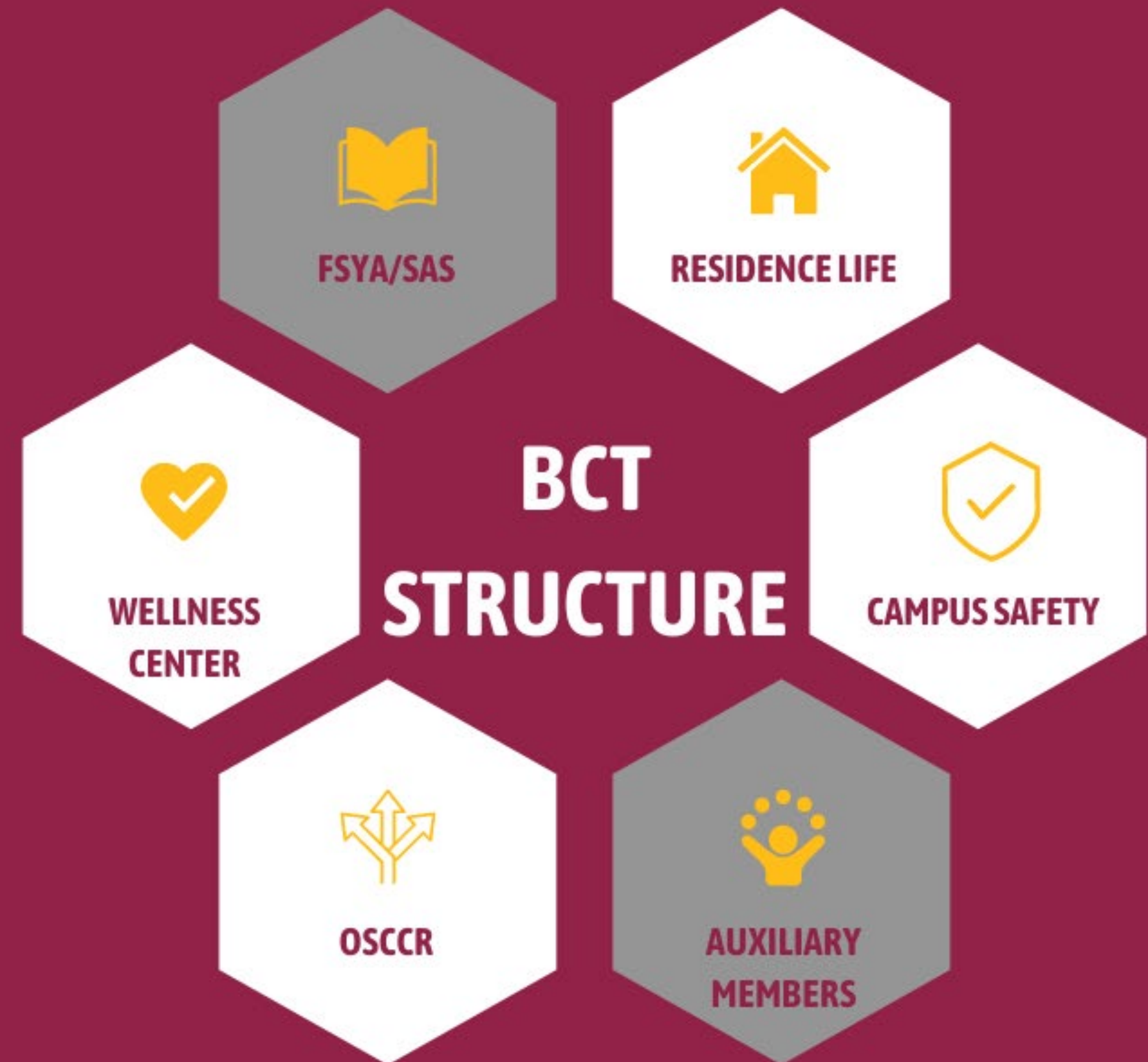


- present a danger to oneself or others
- cause a disturbance in the community, and/or
- indicate some form of distress



# BEHAVIORAL CONCERNS ARE DIFFERENT

- Significant academic decline
- Withdrawal/isolation from others
- Thoughts of harming self
- Thoughts of harming others
- Self-injury
- Bizarre behavior
- Disruptive/aggressive behavior
- Excessive substance use/abuse
- Self-reported distress





# DISCRIMINATION AND SEXUAL MISCONDUCT CONCERNS

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The University's response to all allegations of discrimination, sexual misconduct (including Title IX), or equity-based retaliation is coordinated by the Office for Equity & Compliance (OEC). For incidents involving students, the Office of the Dean of Students provides resources, supportive measures, and assistance navigating the University's investigation and/or other response. Most University faculty and staff employees are "responsible campus partners" with an obligation to report in specific instances.







# STUDENT CONDUCT & CONFLICT CONCERNS

The Office of Student Conduct & Conflict Resolution (OSCCR) works to address conflict and alleged violations of Loyola's Community Standards. All Loyola students are expected to uphold the Community Standards (Loyola's Student Code of Conduct)

- Covers non-academic policy violations
- Applies to all students, regardless of campus location
- Process is not adversarial and is educational in nature

Conflict resolution uses restorative justice approaches to help restore harm whenever possible.

# ACADEMIC CONCERNS REFERRALS

Academic Concerns Referrals are appropriate when a faculty member seeks to raise a concern about academic performance, course attendance, or general academic engagement. These referrals are routed to Student Academic Services (SAS) for review and coordination with academic services and academic advising staff within SAS and across the Colleges/Schools.







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Note: Academic integrity policy violations must be reported through the student's academic dean's office.





# ONCE REFERRAL IS SUBMITTED

## CARE

- SOC will receive outreach from the CARE Case Manager within 48-72 hours (but likely much sooner)
- SOC can opt in to receiving support and begin working with a CARE Case Manager
  - connect directly to resources
  - build "help-seeking skills"
  - develop an action plan to address concern
- Reporter will likely not receive additional outreach

## BCT

- SOC will receive outreach from the BCT Case Manager within 24 hours (but likely much sooner)
- SOC is expected to respond to the BCT Case Manager and comply with any requests.
- SOC may have ongoing, required communication/meetings with the BCT Case Manager.
- Reporter may receive a request for additional information



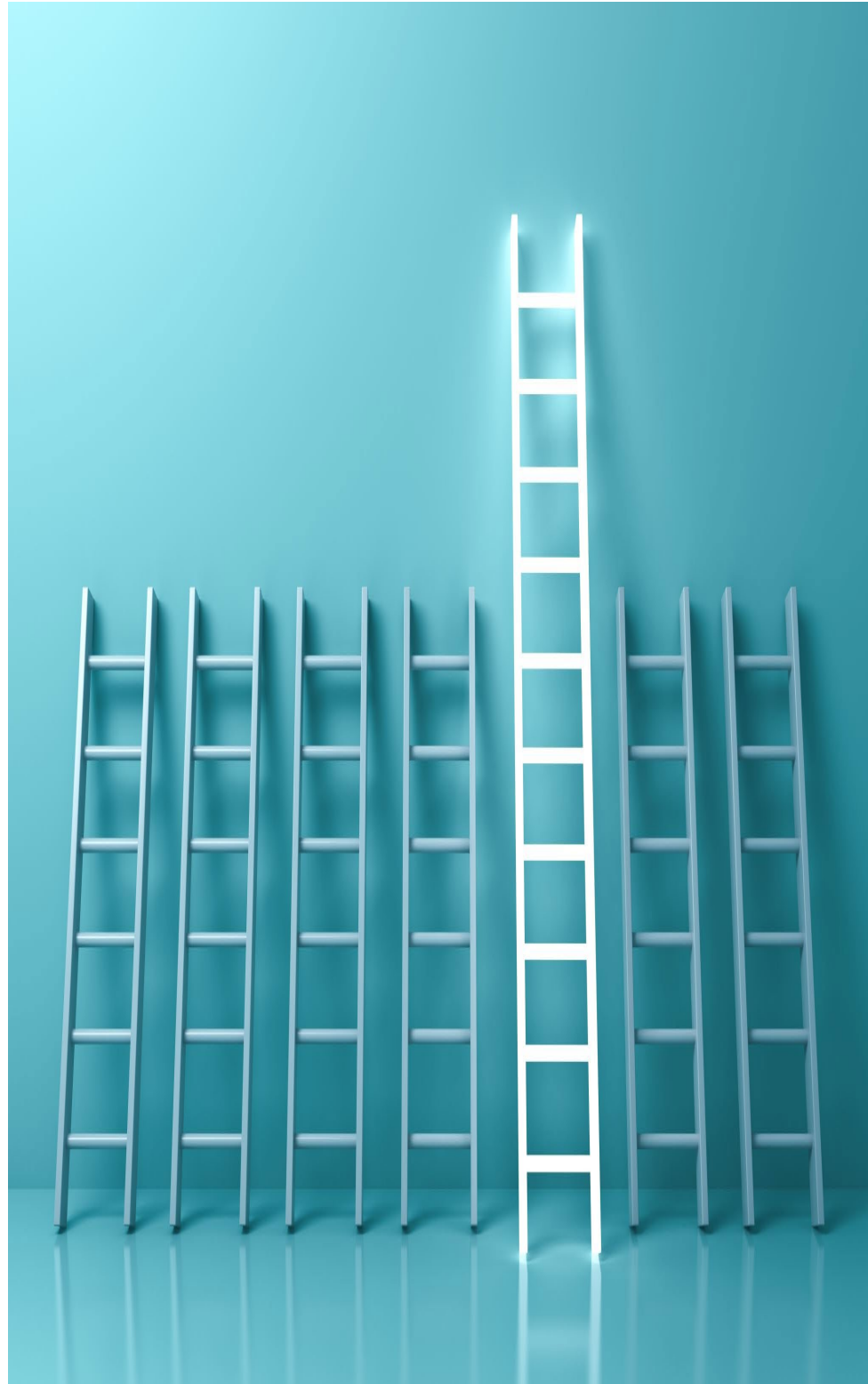
## Case Study #1



You're holding office hours, and one of your students arrives in distress. You learn that his father passed away right before the fall semester started, and he was the breadwinner in the family. His mom called him earlier that day and said that she was not sure how she was going to be able to pay for his tuition moving forward. He currently has a balance on his account and registration for the spring term is going to start next week.

What do you do next?

## Case Study #2



You receive an email from one of your students, a freshman, with a time stamp of 2am. In the body of the email, the student discloses that they have been having suicidal thoughts and will not be able to submit their paper to you by today's deadline.

What are your next steps?



# HOW TO GET IN TOUCH



1

Telephone

773.508.8840

2

Email

[deanofstudents@luc.edu](mailto:deanofstudents@luc.edu)

3

Main Office

Damen Student Center,  
Suite 300