



## Phone Numbers:

<b>Emergency</b> (from campus phone)	<b>1.911</b>
University Police	590.1900
Dean of Students	590.7900
Counseling & Psychological Services	590.7950
Student Health Services	590.7966
Prevention & Wellness	590.7733
Housing & Residence Life	590.1700
Adaptive Services	590.7956
Judicial Affairs	590.7904

### If you are dealing with students in distress:

- Be aware of the location of the nearest telephone, whether it is within the building or a personal cell phone.
- If you are concerned for your safety or that of others, call 911 immediately.
- If the student is causing a disruption to the classroom or office environment but does not pose a threat:
  - discuss the situation with the student to address the behavior.
  - ask the student to leave the room.

**\* If in doubt, call the FGCU Police!**

# EAGLE EMERGENCY GUIDE

*The Division of Student Affairs has developed this informational guide to aid faculty and staff in assisting and identifying students that are experiencing difficulties.*

## Disruptive Student:

A student whose conduct is disruptive or dangerous, verbal or physical threats, active threats of suicide and resisting help.



### Potential Harm to Self or Others:

On Campus	UPD 590.1900
Off Campus	911



### Administrative/Judicial:

Dean of Students	590.7900
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### Consultation/Emergency Counseling:

Counseling & Psychological Services	590.7950
Student Health Services	590.7966

## Troubled Student:

A student who is troubled, confused, very sad, highly anxious, irritable, lacks in motivation and/or concentration, demonstrating bizarre behavior or thinking about suicide.



### Consultation or Questions:

Counseling & Psychological Services	590.7950
Student Health Services	590.7966



### Administrative/Judicial:

Dean of Students	590.7900
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### Academic Status:

Associate Dean - College
Department Chair or Program Coordinator

# FAQ ON IDENTIFYING + ASSISTING STUDENTS IN DISTRESS



## How to make a referral:

While many students go to Counseling or to the Dean of Students office on their own, your exposure to students increases the likelihood you will identify signs or behaviors of distress in a student. What can you do?

- Recommend campus services to the student.
- Determine the student's willingness to go to a helping resource. Reassure the student that it is an act of strength to ask for help.
- Dispute the myth that only the "weak" or "crazy" people go for counseling or use others for help.
- Remind them that campus counseling resources are free and confidential services.
- Offer to help make the initial contact with the helping resource.



## The Anxious Student:

Anxiety is a normal response to a perceived danger or threat to one's well-being or self-esteem; however, some students experience an exaggerated response. One or more of the following symptoms may be experienced: rapid heartbeat, difficulty breathing, chest pain, dizziness, sweating, trembling and cold clammy hands. The student may also complain of difficulty concentrating, always being "on edge", have difficulty making decisions, sleeping problems, or being fearful to take action. You may observe the student fidgeting, tapping fingers, talking excessively, or appearing distressed and worried.

### It is helpful to:

- Let him/her discuss feelings and thoughts. Often this alone relieves some pressure.
- Provide reassurance.
- Talk slowly and remain calm.

### It is NOT helpful to:

- Minimize the perceived threat to which the student is reacting.
- Take responsibility for his/her emotional state.
- Overwhelm them with solutions or ideas to "fix" the problem.

### Example:

*"I saw you appearing fidgety and uncomfortable. You seem stressed. What can I do to help?"*



## The Depressed Student:

Most students will experience periods of reactive (or situational) depression in their college careers. However, Major Depression is a "whole person" concern, involving body, mood, thoughts and behavior. People with depression cannot merely "pull themselves together" and get better.

### It is helpful to:

- Let the student know you're aware he/she is feeling down and you would like to help.
- Encourage them to seek help, suggesting CAPS.
- Do not ignore remarks about suicide. Always report them to the CAPS office (590-7950).

### It is NOT helpful to:

- Minimize the student's feelings (everything will be better tomorrow).
- Bombard the student with "fix it" solutions or advice.
- Be afraid to ask whether the student is suicidal if you think he/she may be.

### Example:

*"It seems like the quality of your work has not been like last semester and you are missing more classes this term. It also looks like you haven't slept much. I am concerned about you, is there anything I can help you with?"*



## The Suicidal Student:

It is not uncommon for students to engage in some degree of suicidal thinking. As a member of the faculty or staff you may be in contact with students who have expressed these thoughts to you. It is important that you do not simply overlook these comments as the student may be reaching out to you. Suicidal risk is based on a constellation of clues, not just observing any one clue. These clues may be **situational** (loss, rejection), **depressive symptoms** (insomnia, decreased energy, poor self care, crying spells, feelings of worthlessness, social isolation, hopelessness about the future, self and others, mood swings), **verbal clues** (suicidal ideation and intent), **behavioral clues** (previous attempt, giving away valuables, suicide note).

### It is helpful to:

- Take charge and call CAPS at 590-7950.
- Talk about suicide openly without judgement or shock.
- Express your concern that he/she may be considering suicide.

### It is NOT helpful to:

- Minimize what the student is saying or feeling.
- Ignore any suicidal comment.
- Engage in a philosophical debate regarding moral aspects of suicide.

### Example:

*"I've noticed you've been withdrawn in class and in some of your writing you talk about death. I wanted to speak with you today to see how you are and if I can be of any help to you."*



## The Suspicious Student:

These students are tense, cautious, mistrustful, and may have a few friends. These students tend to interpret a minor oversight as significant personal rejection and often overreact to insignificant occurrences. Usually they are overly concerned with fairness and with being treated equally. They project blame on to others and will express anger.

### It is helpful to:

- Send clear, consistent messages regarding what you are willing to do and what you expect.
- Express compassion without being overly friendly or familiar.
- Be aware of personal boundaries and space when interacting (keep a comfortable distance both emotionally and physically).

### It is NOT helpful to:

- Be overly warm or sympathetically close to the student.
- Flatter the student, laugh with him/her or be humorous.
- Assure them that you are his/her friend or advocate.

### Example:

*"It seems very hard for you to integrate all these things that are happening to you and I am concerned about you; I'd like to make this more comfortable and successful for you."*



## Violent/Verbally Aggressive Student:

Frequently, assaultive behavior is predicted on the basis of observing hostile, suspicious, and agitated behavior. In the absence of the above symptoms the presence of hyper-vigilance (i.e., looking around a lot), extreme dependency, or delusions and hallucinations may be causal factors. Other signs and symptoms that may indicate a loss of control are fearfulness or anger. Verbal communication may be loud and pressured.

### It is helpful to:

- Maintain a posture that is poised, ready to move quickly, but not fearful.
- Avoid physical contact or use only in a defensive manner.
- Maintain a voice quality that is matter of fact, monotone.

### It is NOT helpful to:

- Ignore warning signs (body language, clenched fists.)
- Get into an argument or shouting match.
- Become hostile or punitive yourself.

### Example:

*Aggression: "I want to be helpful because I can tell this is very important to you. Please return to your seat and we will try to work out a solution."*

*Destruction: "You have the right to be angry but not to hurt anyone or destroy things. What is your reason for doing that?"*



## Student in Poor Contact with Reality:

These students have difficulty distinguishing "fantasy" from reality. Their thinking is typically illogical, confused or irrational. Their emotional responses and their behavior may be bizarre and disturbing. If you cannot make sense of their conversation, consult with or refer to CAPS as soon as possible.

### It is helpful to:

- Acknowledge his/her feelings or fears without supporting their misperceptions.
- Acknowledge your concern and verbalize that he/she could be helped.
- Respond with warmth and kindness.

### It is NOT helpful to:

- Argue or try to convince him/her of irrationality of their thinking as this commonly produces a stronger defense or false perception.
- Play along (i.e., "Oh yes, I hear voices, devil, etc.).
- Expect customary emotional responses.

### Example:

*"I understand you believe someone is following you, and it must seem real to you, but I don't see anyone around and I believe you are safe."*



## Student Under the Influence:

Preoccupation with alcohol and/or drugs, inability to participate in class activities, deteriorating performance in class, periods of memory loss (blackouts), comments overheard about alcohol or drug use, risky behavior under the influence (risky driving, sex), may be signs of substance abuse.

### It is helpful to:

- Accept and acknowledge feelings of student; give him/her chance to air his/her feelings.
- Indicate your concern for the student regarding alcohol or other drug use and how it may be affecting their success.
- Be willing to admit limitation of your assistance and be ready to refer to specialists.

### It is NOT helpful to:

- Convey judgment or criticism about the student's substance abuse.
- Make allowances for the student's irresponsible behavior.
- Ignore the signs of intoxication in the classroom.

### Example:

*"I've noticed you change over the course of the semester. At first you were able to engage and interact with students, but for about a month you've been late most days, your work is not turned in on time, and I see you snapping at your friends. I think I have smelled alcohol on you. I am concerned about you."*



## Responding to a Student during Class:

Faculty members have broad authority to manage their classrooms and establish reasonable guidelines for class discussions that ensure everyone has an opportunity to participate in an orderly manner. If you believe a student's behavior is inappropriate, consider a general word of caution rather than singling a student out or embarrassing the student. "If the behavior in question is irritating, but not disruptive, try speaking with the student after class. Most students are unaware of distracting habits or mannerisms, and have no intent to be offensive or disruptive. There may be rare circumstances where it is necessary to speak to a student during class about his or her behavior. Correct the student in a manner, indicating that further discussion can occur after class." (Pavela, 2001, 5).

If a student's behavior reaches the point that it interferes with your ability to conduct the class or the ability of other students to benefit from the class, the student should be asked to leave the room for the remainder of the class period. The student should be provided with a reason for this action and an opportunity to discuss the matter with you as soon as is practical. In such situations, consultation and referral to the Dean of Students office may be appropriate.

*Adapted from ASJA Law & Policy Report, No.26, ASJA & Gary Pavela, 2001.*



## The Behavioral Consultation and Assessment Team:

The Behavioral Consultation and Assessment Team (BCAT) is an official University multidisciplinary team under the auspices of the Vice President for Student Affairs, which establishes guidelines for team responsibilities and operations. The purpose of the BCAT is to provide consultation, recommendations and when appropriate, resources to the University community regarding the behavior of a student that is disruptive or threatening to the University community or is potentially threatening to self or others. Such behaviors include, but are not limited to, self-injury, intimidation, threats to harm self or others, disruptive or out of the ordinary behavior, eating disorders, etc. BCAT members include: Dean of Students, Director of the Counseling Center, Director of University Police, Director of Housing and Residence Life, Assistant Director for Judicial Affairs, and an Academic Affairs representative, appointed each year by the Faculty Senate at the request of the Vice President of Student Affairs.

# GETTING HELP



## Disruptive Student Behavior:

The Student Conduct Code outlines the standards and expectations for students' conduct and behavior at Florida Gulf Coast University.

Access them online at:

<http://studentservices.fgcu.edu/JudicialAffairs/Studentguidebook.htm>

### Disruptive Conduct:

1. Intentionally acting to impair, interfere with, or obstruct the orderly conduct, processes and functions of the university.
2. Violence against any member or guest of the university community.
3. Willful destruction of university property or property of members of the university.

### Personal Abuse:

1. Verbal abuse from any person including lewd, indecent, racist, prejudice, obscene, or expressions deemed inappropriate.
2. Physical abuse or threat of abuse to self or any other person.

### Sexual Misconduct:

1. Sexual Assault - Sexual contact without consent and includes intentional touching, either of the victim or when the victim is forced to touch, directly or through clothing, another person's genitals, breasts, thighs or buttocks; rape (sexual intercourse without consent whether by an acquaintance or a stranger); attempted rape; sodomy (oral sex or anal intercourse) without consent; or sexual penetration with an object without consent. To constitute lack of consent, acts must be committed by force, intimidation or through use of the victim's mental incapacity or physical helplessness. Intoxication may indicate an inability to give consent. Verbal misconduct, without accompanying physical contact as described above, is not defined as sexual assault. Verbal misconduct may constitute harassment, which is also prohibited under University regulations and is specifically addressed as personal abuse in the Student Code of Conduct.

### Misconduct at University Sponsored Activities:

1. Violation of University policies at any University sponsored/related activity, which may be held on or off campus.

### Controlled Substances:

1. Possession or use of any narcotic or other controlled substances.
2. Possession or use of drug paraphernalia.

### Alcohol:

1. Possession, use or consumption of alcohol when under the legal drinking age as defined by law.
2. Public intoxication as observed through disruptive behavior resulting from excessive consumption of alcoholic beverages (to be determined by physical observation or BAC test, if available).

### Computer Misuse and Telecommunications Resources:

1. The University supports open access to electronic communication and information. Nevertheless, the preservation of an open computing and communications environment requires adherence by users to a set of standards and policies for the responsible use of computing systems, software, and telecommunication networks. University computing and telecommunications resources shall not be used as follows:

*To transmit to others or to display images, sounds, or messages that reasonably could be perceived as being harassing, invasive, or otherwise unwanted.*

