

Red Folder

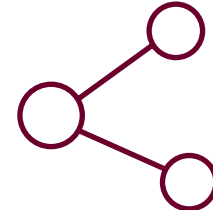
A GUIDE FOR RECOGNIZING, RESPONDING TO AND REFERRING DISTRESSED STUDENTS



RECOGNIZE



RESPOND



REFER

How to Use:

1. Recognize indicators of distress.

Common indicators are listed inside. Students may present different indicators not listed.

2. Respond appropriately.

Each situation is unique. Use the tips and Response Protocol diagram to determine the most appropriate response.

3. Refer the student.

Use the resources on the back cover to refer the student to the most appropriate campus resource.

Responding to Disclosures of Sexual Violence & Sexual Harassment



RECOGNIZE

- ▶ Becomes uncomfortable when sexual violence, domestic violence, stalking, or child abuse is the topic.
- ▶ Sudden change in academic performance.
- ▶ Sudden change in behavior (e.g., was engaged but is now withdrawn poor hygiene).
- ▶ Sudden change in affect (e.g., agitated, distracted, isolating).
- ▶ Visible bruises on face, throat, arms, legs
- ▶ Appears to be afraid of another student in the same class.

RESPOND

- ▶ If you are a responsible employee, explain confidentiality limits
 - “I need to tell someone else about this to make sure that you’re safe.”
- ▶ Provide support and care
 - “I’m sorry that this happened to you.”
- ▶ Appreciate and affirm student for seeking support
 - “Thank you for trusting me with this information.”
- ▶ Offer resources and connect with advocate
 - “Did you know you have 24/7 access to a confidential advocate that can come to campus to meet you?”
- ▶ Give space for student to make their own choices
 - “You have a variety of options and you don’t need to make a decision today. Take some time to think about it and whatever choice you make is the right choice for you.”

REFER

- ▶ Connect student to resources for help.
 - Counseling & Psychological Services **570-372-4751**
 - Transitions of PA Campus Victim Advocate **24/7 hotline: 1-800-850-7948**
- ▶ Connect student to resources to make a report. Students always have the right to report anonymously here:
 - www.susqu.edu/ReportMisconduct

Please note: Filing an anonymous report can impact the university's ability to investigate.
- ▶ Health Center
 - **570-372-4385** (During business hours)
 - **1-844-936-1731** (After business hours)

NEXT STEPS

- ▶ If you are a responsible employee, utilize one of the following methods to notify the Title IX Coordinator:
 - Title IX Coordinator **570-372-4321**
 - Complete the form: www.susqu.edu/ReportMisconduct
- ▶ If the reporting student is under the age of 18, the university’s Child Abuse Reporting Policy may take effect. Consult the policy for more information about your duties to report child abuse.

VIP CENTER

The Violence, Intervention and Prevention Center opened in fall 2018 and serves as the heart of violence prevention and response on campus. Located on the lower level of the Blough-Weis Library, the VIP Center seeks to achieve primary prevention — educational opportunities focused on stopping violence before it occurs — through a variety of workshops and awareness programs.

Any workshop can be scheduled independently for your office, residence hall or organization. | vip@susqu.edu

How to Refer



CONNECTING WITH THE STUDENT

- ▶ Listen supportively. Repeat the student’s statement to clarify and to demonstrate an understanding of the student’s perspective.
- ▶ Reassure that you will support them in getting the help they need.
- ▶ Do not challenge, shock or become argumentative with the student.
- ▶ Do not try to minimize the student’s distress (e.g., “everything is going to be OK”).
- ▶ If safe, meet and talk in private to minimize embarrassment and defensiveness.
- ▶ Clearly express your concerns, focusing on the behavior in nonjudgmental terms.
- ▶ Emphasize the importance of professional help for the student.

MAKING THE REFERRAL

- ▶ Recommend services and provide student with realistic expectations. Note that some campus resources can offer confidential support while others are required to respond or report.
- ▶ Reassure the student that students often seek help over the course of their college career to effectively achieve their goals.
- ▶ Be frank with the student about your limits (time, expertise, student’s reluctance to talk).
- ▶ Frame any decision to seek and accept help as an intelligent and wise choice.
- ▶ Make sure the student understands what actions are necessary.
- ▶ Encourage and assist the student to make and keep an appointment.
- ▶ If necessary, find someone to stay with the student while calls to the appropriate resources are made, and offer to escort the student.
- ▶ Schedule a follow-up appointment with the student.



Recognize Indicators of Distress

PSYCHOLOGICAL

- ▶ Significant changes in mood, appearance or behavior
- ▶ Marked decline in quality of work or course participation
- ▶ References to suicide or hopelessness in conversation or writing
- ▶ Changes in relationships (death, loss, break-ups, etc.)
- ▶ Change in personal hygiene
- ▶ Disturbing content in papers or emails
- ▶ Consistent fearfulness
- ▶ Irritability or unusual apathy
- ▶ Unusual or inappropriate emotional response to events

ACADEMIC

- ▶ Sudden decline in quality of work
- ▶ Repeated absences
- ▶ Disorganized performance
- ▶ Multiple requests for extensions
- ▶ Overly demanding of faculty and/or staff time attention
- ▶ You are doing more personal counseling than academic counseling

SAFETY RISK

- ▶ Unprovoked anger or hostility
- ▶ Physical violence (shoving, grabbing, assault, use of weapon)
- ▶ Implying or making a direct threat to harm self or others
- ▶ Stalking or harassing
- ▶ Academic assignments filled with themes of extreme hopelessness, rage, worthlessness, isolation, despair, suicidal ideation or violent behavior

PHYSICAL

- ▶ Marked changes in physical appearance, including deterioration in grooming, hygiene or weight (loss or gain)
- ▶ Excessive fatigue/sleep disturbance
- ▶ Intoxication, hangovers or smelling like alcohol
- ▶ Disoriented or "out of it"
- ▶ Garbled, tangential, disconnected or slurred speech
- ▶ Behavior is out of context or bizarre
- ▶ Delusions or paranoia

CARE Team

Concern, Assess, Respond & Evaluation Team

The Susquehanna CARE team is a multi-disciplinary group of Susquehanna University professionals charged to address the needs of students experiencing significant academic, financial, social, emotional or behavioral disturbances that may be affecting their ability to succeed in our community. The CARE process is designed to provide university community members, who have concerns regarding students' behaviors, with an easily accessible avenue to report these concerns as well as receive support on how to respond to the behaviors.

Following a referral or report, the CARE team will, when appropriate, identify options and work directly with the student toward the ultimate goals of student health, safety, success and retention. As appropriate, a CARE team member may communicate with the individual who has referred or reported the student concern.

CARE Report Link:



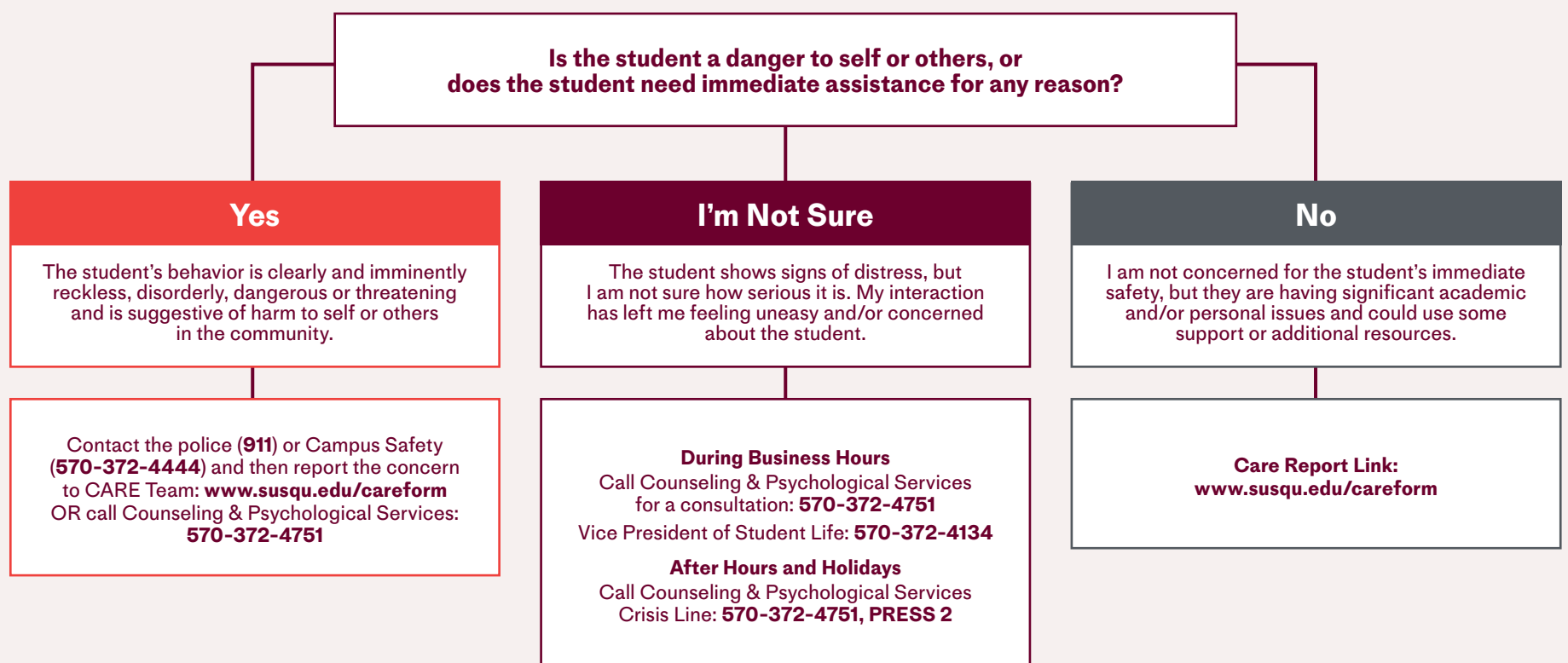
www.susqu.edu/careform



*See Responding to Disclosures of Sexual Violence & Sexual Harassment on the back for appropriate response protocol.

Response Protocol*

Follow the chart to determine who to contact when faced with a distressed or distressing student.



Know Your Limits**

If you are involved in an intervention with a student, it doesn't mean you must resolve the student's difficulties.

**It is especially important in Sexual Assault/Misconduct (Title IX) situations that you refer the student to the appropriate resources, report the information to the appropriate office(s) and not attempt to investigate.

Responding to distressed students can be emotionally challenging.
It is important to obtain support for yourself from colleagues, partners, friends and consultation with the Employee Assistance Program.

New Directions

- ▶ Telephone counseling: 800-624-5544
- ▶ Employee Portal
 1. Visit our website eap.ndbh.com
 2. Enter your login code: **Susquehanna** (not case sensitive)

The Standard (Health Advocate)

- ▶ Telephone counseling: 888-293-6948
- ▶ healthadvocate.com/standard3