FACULTY & STAFF Helping Distressed Students  RED FOLDER

RESOURCES

EMERGENCY:  911
UWL Police
  non-emergency:  608.789.9000
Student Life:  608.785.8062
Counseling:  608.785.8073
Student Health:  608.785.8558
Residence Life:  608.785.8075
ACCESS Center:  608.785.6900
Campus Climate:  608.785.5094

DO YOU KNOW...
That the CARE Team meets weekly to identify students at risk. The team works quickly and collaboratively to assess a distressed student’s needs, direct them to campus and community resources, and consult with campus offices impacted by the concern.

WHAT TO DO WHEN A STUDENT IS DISRUPTIVE BUT DOES NOT POSE A THREAT?
- Ensure your safety in the environment. Use a calm, non-confrontational approach.
- Set limits by explaining how the behavior is inappropriate.
- Consult with your supervisor.
- If disruptive behavior persists, inform the student that disciplinary action may occur.
- If the behavior escalates and you believe there is a safety risk, refer to YES column of this chart.

SEE SOMETHING. SAY SOMETHING. STEP UP.

Does the student need IMMEDIATE assistance?

YES
The student’s conduct is clearly reckless, disorderly, dangerous or threatening and is suggestive of immediate harm to self or others in the community.

NOT SURE
Indicators of distress are observed but severity is unclear. The interaction has left you feeling uneasy or concerned.

The student exhibits:
- disengagement in the classroom.
- excessive absenteeism or a sudden decline in quality or effort in their work.
- irritability, sadness, excessive anxiety, anger or hostility.
- bizarre content or aggressive themes in writings or presentations.
- marked changes in appearance, or shows a change in behavior.
- implied or direct threats of self-harm.
- direct communication to you they have a mental health concern.

REMEMBER: Early intervention is key. Still not sure? Call Student Life.

NOT SURE
Indicators of distress are observed but severity is unclear. The interaction has left you feeling uneasy or concerned.

The student exhibits:
- disengagement in the classroom.
- excessive absenteeism or a sudden decline in quality or effort in their work.
- irritability, sadness, excessive anxiety, anger or hostility.
- bizarre content or aggressive themes in writings or presentations.
- marked changes in appearance, or shows a change in behavior.
- implied or direct threats of self-harm.
- direct communication to you they have a mental health concern.

REMEMBER: Early intervention is key. Still not sure? Call Student Life.

NO
I’m not concerned for the student’s or other’s immediate safety, but student is having significant academic and/or personal issues.

DO YOU KNOW...
That the CARE Team meets weekly to identify students at risk. The team works quickly and collaboratively to assess a distressed student’s needs, direct them to campus and community resources, and consult with campus offices impacted by the concern.

WHAT TO DO WHEN A STUDENT IS DISRUPTIVE BUT DOES NOT POSE A THREAT?
- Ensure your safety in the environment. Use a calm, non-confrontational approach.
- Set limits by explaining how the behavior is inappropriate.
- Consult with your supervisor.
- If disruptive behavior persists, inform the student that disciplinary action may occur.
- If the behavior escalates and you believe there is a safety risk, refer to YES column of this chart.

SEE SOMETHING. SAY SOMETHING. STEP UP.

SOMETHING. SAY SOMETHING. STEP UP.

The student exhibits:
- disengagement in the classroom.
- excessive absenteeism or a sudden decline in quality or effort in their work.
- irritability, sadness, excessive anxiety, anger or hostility.
- bizarre content or aggressive themes in writings or presentations.
- marked changes in appearance, or shows a change in behavior.
- implied or direct threats of self-harm.
- direct communication to you they have a mental health concern.

REMEMBER: Early intervention is key. Still not sure? Call Student Life.

NOT SURE
Indicators of distress are observed but severity is unclear. The interaction has left you feeling uneasy or concerned.

The student exhibits:
- disengagement in the classroom.
- excessive absenteeism or a sudden decline in quality or effort in their work.
- irritability, sadness, excessive anxiety, anger or hostility.
- bizarre content or aggressive themes in writings or presentations.
- marked changes in appearance, or shows a change in behavior.
- implied or direct threats of self-harm.
- direct communication to you they have a mental health concern.

REMEMBER: Early intervention is key. Still not sure? Call Student Life.

NO
I’m not concerned for the student’s or other’s immediate safety, but student is having significant academic and/or personal issues.

DO YOU KNOW...
That the CARE Team meets weekly to identify students at risk. The team works quickly and collaboratively to assess a distressed student’s needs, direct them to campus and community resources, and consult with campus offices impacted by the concern.

WHAT TO DO WHEN A STUDENT IS DISRUPTIVE BUT DOES NOT POSE A THREAT?
- Ensure your safety in the environment. Use a calm, non-confrontational approach.
- Set limits by explaining how the behavior is inappropriate.
- Consult with your supervisor.
- If disruptive behavior persists, inform the student that disciplinary action may occur.
- If the behavior escalates and you believe there is a safety risk, refer to YES column of this chart.

SEE SOMETHING. SAY SOMETHING. STEP UP.

SOMETHING. SAY SOMETHING. STEP UP.
FACULTY & STAFF Referral Tips

REFER a student to campus resources when:

- you don’t know how to help the student.
- you are unable to provide all of the support the student needs.
- you feel that you have reached your limit or have exhausted your ideas on how to help.
- the student’s struggles leave you feeling helpless or anxious.
- you feel angry or frightened by the student’s comments or behavior.
- you are spending large amounts of time on the student’s problems.
- the student’s issues are too close to home for you, making it hard to keep perspective.

CONNECTING & MAKING a referral to campus resources:

- Listen and offer support. Validate and normalize their feelings and experiences.
- Keep it simple and direct.
- Express your concerns directly to the student, focusing on behaviors in non-disparaging terms.
- Instill hope that help is available and effective.
- Don’t avoid the situation, promise confidentiality, or offer more help than you are able to provide.
- Do ask directly if the student is thinking about suicide or hurting someone else.
- Recommend services and provide referral information. Offer to assist the student in contacting resources, but have them make their own appointments.
- In crisis situations, you can offer to walk the student to the appropriate office or call to consult while with the student.
- Check in with the student after the situation and ask how the student is doing. Offer additional referrals or assistance as appropriate.

PREPARING to make the referral:

- Knowledge is power! Familiarize yourself with campus resources and the referral processes.
- Ensure your safety. If safe to do so, meet privately and allow for sufficient time to talk.

ADDITIONAL RESOURCES

Relaxation Room: Tucked inside the Counseling Center in 2106 Centennial is a fabulous Relaxation Room: reclining lounge chairs, blankets, pillows, earplugs...all in a private, quiet, calm, low-light space. Any UWL/WTC student can use this room and they don’t need an appointment. Take a time-out, a break, or even a nap!

Let’s Talk: a no-appointment/walk-in consultation option at locations outside of the Counseling Center. Students meet with a counselor on a first-come, first-served basis, and no topics are off limits. This isn’t a crisis service, or a substitute for individual counseling, but is often a good place to start. Watch for location and time announcements or just check our website: uw lax.edu/counseling.