ASSISTING STUDENTS IN DISTRESS AT USU BLANDING
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The purpose of this resource guide is to help you recognize symptoms of student distress and identify appropriate referrals to campus resources.

THINK

USU faculty and staff are in a unique position to demonstrate compassion for USU students in distress. Both undergraduate and graduate students may feel alone, isolated, and even hopeless when faced with academic and life challenges. These feelings can easily disrupt academic performance and may lead to difficulties coping and other serious consequences.

You may be the first person to notice signs indicating a student is in distress. THINK: Has your student displayed academic, psychological, physical, or safety risk indicators? Have you noticed any changes in a student’s performance or behavior?

CARE

Students exhibiting troubling behaviors in your presence are likely having difficulties in various settings, including the classroom, with roommates, with family, and in other social settings. Show you CARE about your students by speaking up if someone leaves you worried, alarmed, or threatened. Trust your instincts.

ACT

Sometimes students cannot or will not turn to family or friends. ACT! Your expression of concern may be a critical factor in saving a student’s academic career or even their life.

DISTRESS INDICATORS

ACADEMIC INDICATORS
• Sudden decline in quality of work and grades
• Repeated absences
• Disturbing content in writing or presentations (e.g., violence, death)
• Seeks more personal counseling rather than academic
• Continuous classroom disruptions

PHYSICAL INDICATORS
• Marked changes in physical appearance, including deterioration in grooming, hygiene, or weight loss/gain
• Excessive fatigue/sleep disturbance
• Intoxication, hangovers, or smelling of alcohol
• Disoriented or “out of it”

PSYCHOLOGICAL INDICATORS
• Self-disclosure of personal distress that could include family problems, financial difficulties, depression, grief, or thoughts of suicide
• Excessive tearfulness, panic, reactions, irritability, or unusual apathy
• Verbal abuse (e.g., taunting, badgering, intimidation)
• Expressions of concern about the student by peers

SAFETY RISK INDICATORS
• Unprovoked anger or hostility
• Making implied or direct threats to harm self or others
• Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations, violent behaviors

The Family Education Rights and Privacy Act (FERPA) permits communication about a student of concern in connection with a health and safety emergency. Observations of a student’s conduct or statements made by a student are not FERPA protected.
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DISRUPTIVE STUDENTS
A student whose conduct is clearly and imminently reckless, disorderly, dangerous, or threatening, including self-harmful behavior.

DISTRESSED STUDENTS
A student with persistent behaviors such as:
- Sad
- Irritable
- Withdrawn
- Confused
- Overly anxious
- Lacks motivation and/or concentration
- Seeks constant attention
- Demonstrates bizarre or erratic behavior
- Expresses suicidal thoughts

TO GET HELP OR REPORT AN INCIDENT
If you are concerned for your own or others’ safety due to a student’s threatening behavior, call 911 or San Juan County Dispatch at 435-587-2237.

IF A STUDENT IS CAUSING DISRUPTION BUT DOES NOT POSE A THREAT
If you believe there is a safety risk, call 911.

1. Ensure your safety in the environment.
2. Use a calm, non-confrontational approach to diffuse/de-escalate the situation.
3. Set limits by explaining how the behavior is inappropriate.
4. If the disruptive behavior persists, notify the student that disciplinary action may be taken. Ask the student to leave. Inform the student that refusal to leave may be a separate violation subject to discipline.
5. Immediately report the incident to the appropriate resource.

RESOURCES & TIPS

BE PROACTIVE
Engage students early on. Pay attention to signs of distress and set limits on disruptive behavior.

BE DIRECT
Don’t be afraid to ask students directly if they are under the influence of drugs or alcohol, feeling confused, or having thoughts of harming themselves or others.

LISTEN SENSITIVELY AND CAREFULLY
Use a non-confrontational approach and a calm voice. Avoid threatening, humiliating, and intimidating responses.

SAFETY FIRST
The welfare of the campus community is the top priority when a student displays threatening or potentially violent behavior. Do not hesitate to call for help.

FOLLOW THROUGH
Direct the student to the physical location of the identified resource.

CONSULTATION AND DOCUMENTATION
Always document your interactions with distressed students and consult with your department chair/supervisor after any incident.
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RESPONSE PROTOCOL

Follow the table to determine who to contact when faced with a distressed or disruptive student.

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is clearly and imminently reckless, disorderly, dangerous,</td>
<td>Call 911</td>
</tr>
<tr>
<td>or threatening, including self-harm behavior.</td>
<td></td>
</tr>
<tr>
<td>Student discloses to me an incident of sexual assault (i.e., sexual</td>
<td>It is mandatory that all USU</td>
</tr>
<tr>
<td>harassment, sexual assault, gender-based harassment, intimate partner</td>
<td>employees report any disclosures</td>
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<tr>
<td>violence, stalking).</td>
<td>of sexual misconduct to the Title</td>
</tr>
<tr>
<td>The student shows signs of distress, but I'm unsure how serious it is.</td>
<td>IX Coordinator. Go to titleIX.usu.edu</td>
</tr>
<tr>
<td>My interaction has left me feeling uneasy or concerned about the student.</td>
<td>and click “File a Report.”</td>
</tr>
<tr>
<td>I’m not concerned for the student’s immediate safety, but he or she is</td>
<td>Directly refer students to an</td>
</tr>
<tr>
<td>having significant academic and/or personal issues and could use support</td>
<td>appropriate campus resource</td>
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<tr>
<td>or additional resources.</td>
<td>or feel free to consult with</td>
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<tr>
<td></td>
<td>the Student Affairs Case Manager</td>
</tr>
<tr>
<td></td>
<td>at 435-797-3137.</td>
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</tbody>
</table>

CONFIDENTIAL RESOURCES

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)
435-797-1012
aggiewellness.usu.edu/sc/mentalwellness

SEXUAL ASSAULT AND ANTI-VIOLENCE INFORMATION (SAAVI)
435-797-7273

NATIONAL SUICIDE PREVENTION LIFELINE
800-273-TALK (8255)

BLUE MOUNTAIN HOSPITAL
435-767-0517

UTAH NAVAJO HEALTH SYSTEM (UNHS)
BEHAVIORAL HEALTH DEPT.
435.678.0270

SAN JUAN COUNSELING
435.678.2992

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NON-CONFIDENTIAL RESOURCES

Information shared with non-confidential resources is only shared on a need-to-know basis.

USU BEHAVIORAL INTERVENTION/CARE TEAM
435-797-3137

SAN JUAN COUNTY DISPATCH
435-587-2237

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY OFFICE (TITLE IX)
435-797-1266

Utah State University.