



## **RECOGNIZE**

### **1: Recognize indicators of distress**

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



## **RESPOND**

### **2: Respond appropriately**

Each situation is unique. Use the tips and decision tree to determine the most appropriate response.



## **REFER**

### **3: Refer the student**

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



## **RECOGNIZE**

### **Indicators of Distressed Students**

Look for groupings, frequency, and severity of behaviors, not just isolated symptoms.

#### **ACADEMIC**

- Sudden decline in quality of work and grades
- Frequently missed classes and assignments
- Disturbing content in writing or presentations
- Classroom disruptions
- Consistently seeking personal rather than professional advice
- Multiple requests for extensions/special considerations (a change from prior functioning)
- Doesn't respond to repeated request for contact/meeting

#### **PHYSICAL**

- Marker Changes in physical appearance (e.g. poor grooming, hygiene, or sudden weight loss/gain)
- Strange or bizarre behavior indicating loss of contact with reality
- Visibly intoxicated or smelling of alcohol or marijuana
- Rapid speech or manic behavior
- Depressed or lethargic mood or functioning
- Observable signs of injury (e.g. facial bruising or cuts)

#### **PSYCHOLOGICAL**

- Self-disclosure of personal distress (e.g. family problems, financial difficulties, assault, discrimination, legal difficulties, grief)
- Unusual/disproportionate emotional response to events
- Excessive tearfulness, panic reactions
- Verbal abuse (e.g. taunting, badgering, intimidation)
- Expressions of concern about the student by peers

#### **SAFETY RISK**

- Verbal, written, or implied references to suicide, homicide, assault, or self-injurious behaviors
- Unprovoked anger or hostility/physical violence (e.g. shoving, grabbing, assaulting, use of a weapon)
- Academic assignments dominated by themes of extreme hopelessness, helplessness, isolation, rage, despair, violence, self-injury
- Stalking or harassing
- Communicating threats/disturbing comments via email, correspondence, texting or phone call



## **RESPOND**

Use these tips to determine the most appropriate response for a distressed student.

### **Mandatory Reporting**

In addition to referring a student to resources, any sexual or gender-based harassment or assault requires mandated reporting. Please contact the Title IX Coordinator at [titleix@doane.edu](mailto:titleix@doane.edu)

### **STAY SAFE**

Call 911 if there is an imminent danger to the student, you or anyone else.

### **STAY CALM**

Take a few deep breaths to calm yourself. Use a calm voice when talking and asking questions.

### **TAKE YOUR TIME**

If this is NOT an imminently dangerous situation, take time to think through what might be the most helpful next step.

### **SEE CONSULTATION**

You are not alone. Ask those around you for help. Consult with a colleague and call a campus resource.

### **USE ACTIVE LISTENING**

Make eye contact and give your full attention. Restate what the student says to make sure you understand what is causing the distress and/or what they are asking for help with

### **ASK DIRECT QUESTIONS**

Don't be afraid to directly ask the student if they are having thoughts of harming themselves or others (by asking, you are NOT instilling the thought)

### **GIVE CONCRETE HELP**

Help get the student to the next step by contacting campus resource with student to schedule an appointment



## REFER

Follow the decision tree to determine who to contact when you are concerned about a student who is distressed and/or disruptive. Emergency and campus resources are listed.

Is the student a danger to themselves/others OR does the student need some other assistance?

**YES**

The student's conduct is clearly dangerous or threatening, including self-harm or harm to others

**CALL 911**

**NO**

I am not concerned for anyone's immediate safety, but the student is having significant academic and/or personal issues and could use some support other assistance

Refer student to campus resources, as appropriate fill out CARE Team form

**NOT SURE**

The student is with me currently and shows signs of distress, but it is not clear how serious it is. I feel uneasy and/or really concerned about the students

Call Public Safety 402-826-8669. Then refer student to the appropriate campus resources

The student is not with me currently, but I am concerned about what they said (In an email/call) OR what they did (Acted bizarrely, were aggressive/disruptive OR how they looked (Unkempt, drugged/drunk)

Report to the Care Team form on the Faculty Staff Page

### Additional Resources

**Academic Advising**  
doane.advising@doane.edu

**International Students**  
international@doane.edu

**Diversity, Equity, and Inclusion**  
dei@doane.edu

**Campus Advocacy, Prevention, and Education**  
capeproject@doane.edu

**Title IX**  
titleix@doane.edu

**Academic Success Center**  
academicsuccess@doane.edu

**Student Disability Office**  
academicsuccess@doane.edu

### Emergency Resources

**Campus Safety**  
402-826-8669

**Residential Life Emergency**  
402-418-1575

**Suicide and Crisis Lifeline**  
988

**Hope Crisis 24/7**  
1-877-388-4673

### Urgent Resources

**Counseling Center**  
402-826-8401

**Student Conduct**  
judicialaffairs@doane.edu

**Financial Advising**  
faoffice@doane.edu

**Student Health**  
studenthealth@doane.edu

### CARE Team Referral



**DOANE**  
UNIVERSITY