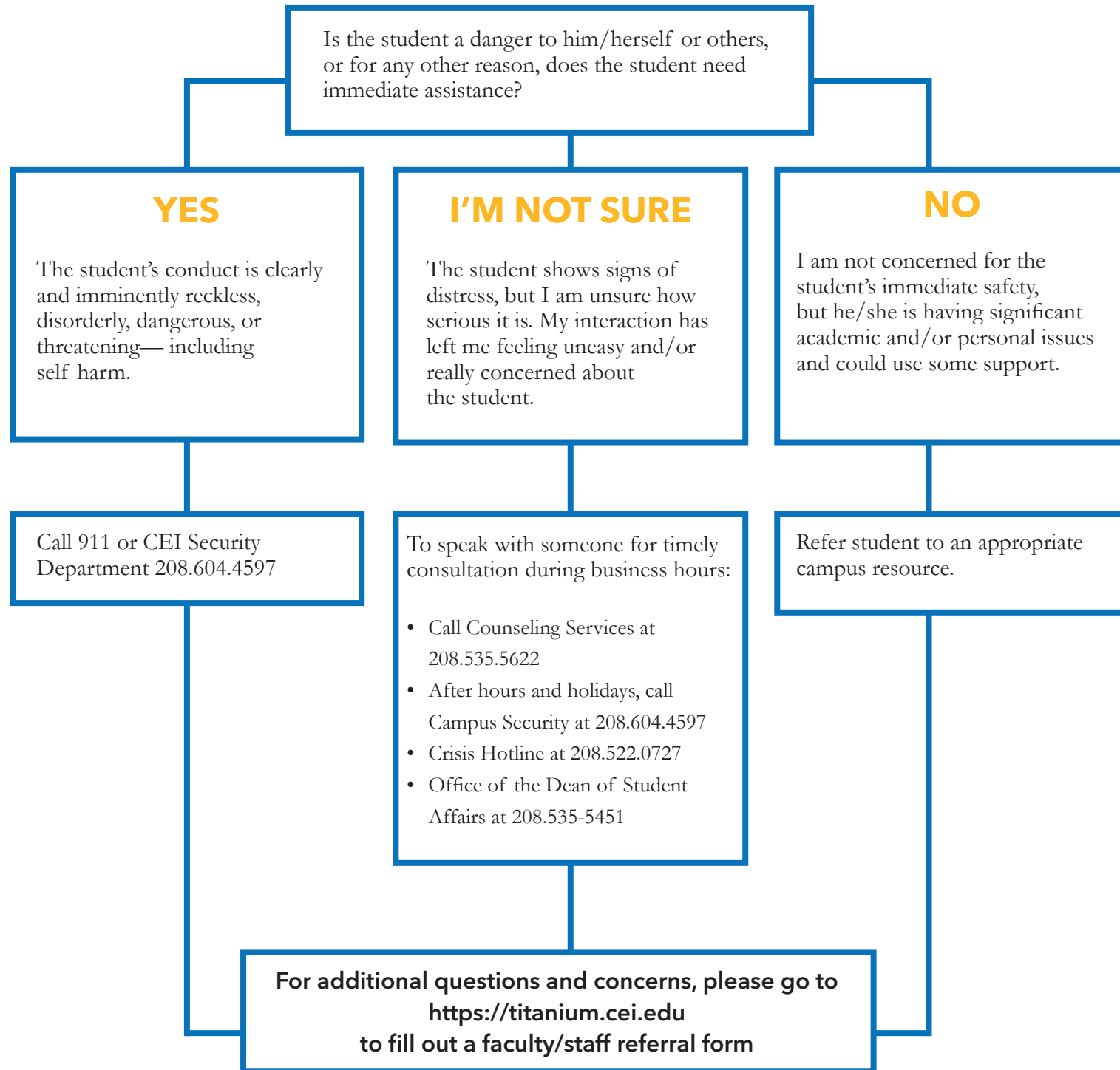


Who to Contact

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



Faculty/Staff Reference to Assist Students in Distress

Compassion

CEI faculty/staff are in a unique position to demonstrate compassion for CEI students in distress.

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 dysfunctional coping and other serious consequences.

You may be the first person to notice a student in distress since you have frequent and prolonged contact with them. The college requests that you act with compassion in your dealings with such students.

Action

Students exhibiting troubling behaviors in your presence are likely having difficulties in various settings including the classroom, with roommates, with family, and even in social settings.

If you feel worried, alarmed, or threatened by or about a student, trust your instincts and consult with someone.

Change

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

The purpose of this folder is to help you recognize symptoms of student distress and identify appropriate referrals to campus resources.

What About Privacy?

The Family Educational Rights and Privacy Act (FERPA) allows CEI faculty and staff to share observations about the behavior of students, statements made by students, and concerns about students generally with CEI personnel who have responsibility for the welfare of students, and with law enforcement, as suggested in this document.

FERPA and other student privacy regulations generally allow CEI to release such information to parents, police, or others whose knowledge of the information is necessary to protect the health and safety of the student or other individuals. Appropriate consideration for student privacy should be given before information is shared with people other than those suggested in this document, and questions about when such disclosure is appropriate should be referred to the Dean of Student Affairs or the Vice President of Instruction and Student Affairs.



Indicators of Distress:

What to Look For

Be aware of the following indicators of distress. Look for groupings, frequency, duration and severity—not just isolated symptoms.

Academic Indicators

- Sudden decline in quality of work and grades
- Repeated absences
- Disorganized performance
- Multiple requests for extensions
- Overly demanding of faculty and staff time and attention
- Bizarre content in writings or presentations
- You find yourself doing more personal rather than academic counseling during office hours

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”
- Garbled, tangential, disconnected, or slurred speech
- Behavior is out of context or bizarre
- Delusions and paranoia

Psychological Indicators

- Self-disclosure of personal distress such as family problems, financial difficulties, contemplating suicide, grief
- Unusual/disproportional emotional response to events
- Excessive tearfulness, panic reactions
- Irritability or unusual apathy
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Expressions of concern about the student by his/her peers

Safety Risk Indicators

- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideation’s/violent behaviors—a “cry for help”
- 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
- Communicating threats via email, correspondence, texting, or phone calls

Resources and Tips

Use the tips below to help you refer the student to one of the resources listed below.

- **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.
- **Listen Sensitively and Carefully:** Use a non-confrontational approach and a calm voice. Avoid threatening, humiliating, and intimidating responses.
- **Be Proactive:** Engage students early on, setting 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. Remember to be sensitive to your surroundings.
- **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.

Campus Resources for Students

Counseling Services (Building 3, Room 335)

For consultation about students of concern and for help connecting students to counseling or other resources.

208.535.5622

After-Hours Assistances/Behavioral Health Crisis Center

A crisis resource to provide to students after business hours

208.522.0727

CEI Security

For concerns about students who may pose an immediate danger to hurt self or others

208.604.4597

Campus Resources for Faculty/Staff

Human Resources

208.535.5495/5303

CEI Campus Security

For assessment of threatening or potentially violent faculty / staff behavior

208.604.4597

Guidance Resources Employee Assistance Program

877.427.2327

www.guidanceresources.com

Company ID: SOIEAP

Community Resources for Students, Faculty/Staff

Idaho Falls Police

For off-campus concerns about safety and well-being

208.529.1200

Behavioral Health Crisis Center

For immediate, confidential crisis support and intervention

208.522.0727

EIRMC or Mountain View

This is the closest hospital and ER to campus

EIRMC

208.529.6111

Mountain View

208.557.2700

