**Disruptive Student Behavior:**
The Student Code of Conduct outlines the standards and expectations for students’ conduct and behavior at Florida Gulf Coast University.

**Access them online at:**
http://studentservices.fgcu.edu/JudicialAffairs

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**D. Disruptive Conduct:**
Disruptive, disorderly or reckless conduct including, but not limited to, indecent exposure, threats, harassment, fighting or physically assaulting another person, recklessly causing physical harm, obstructing or disrupting teaching, research, administrative and public service functions, which include falsely reporting a fire, explosion or an explosive device, breach of the peace, causing a disturbance or being unruly.

**E. Personal Abuse**
Violence, threat of violence or disregard of potential harm to others or against oneself or actions which endanger any member or guest of the University community, including physical, verbal, or sexual assault and relationship/domestic violence.

**F. Sexual Misconduct or Abuse**
Sexual misconduct or abuse includes, but is not limited to sexual assault, forcible sodomy, voyeurism, exposure of one’s sexual organs, or any sexual act that occurs, regardless of personal relationship, without the consent of the other person. Consent is not presumed when circumstances imply force, fear, intoxication, drug use or other instances where cognitive abilities may have been affected. This provision also encompasses conduct of a sexual nature that creates an intimidating, hostile or offensive environment for another person such as unwanted, unwelcome, inappropriate or irrelevant sexual activities, comments or gestures.

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**J. Controlled Substances and Drug Paraphernalia**
Use, possession, sale, and/or distribution of any narcotic, controlled substances or drug paraphernalia, as defined in Chapter 893, Florida Statutes, or attempt to obtain such items, except as expressly permitted by law.

**K. Alcohol**
Public intoxication and/or the use, possession, sale and/or distribution of alcoholic beverages except as expressly permitted by law, University regulations and the University Alcohol Policy.

**N. Computer Misuse and Telecommunications Resources**
Includes, but is not limited to:

1. Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
2. Unauthorized transfer of a file.
3. Use of another individual's identification and/or password.
4. Use of computing facilities and resources to interfere with the work of another student, faculty member or University Official.
5. Use of computing facilities and resources to send obscene or abusive messages.
6. Use of computing facilities and resources to interfere with normal operation of the University computing system.
7. Use of computing facilities and resources in violation of copyright laws.
FAQ ON IDENTIFYING & ASSISTING STUDENTS IN DISTRESS

How to make a referral:
- While many students go to CAPS or the Dean of Students office on their own, your exposure to students increases the likelihood you will identify a sign or behavior of distress in a student. What can you do?
  - Recommend campus services to the student.
  - Determine the student’s willingness to go to a helping resource. Reassure the student that it is an act of strength to ask for help.
  - Discuss the myth that only the “weird” or “crazy” people go to counseling and clarify the purpose of such services.
  - Remind them that campus counseling resources are free and confidential and do not compromise the student’s right to confidentiality.
  - Offer to help make the initial contact with the helping resource.

The Anxious Student:
- Anxiety is a normal response to a perceived danger or threat to one’s well-being or self-esteem; however, some students experience an exaggerated response. One or more of the following symptoms may be experienced: rapid heartbeat, often accompanied by chest pain, dizzy spells, sweating, trembling, head and cold clammy hands. The student may also complain of difficulty concentrating, always being “on edge,” having difficulty making decisions, sleeping problems, or being fearful to take actions. You may notice a student student fidgeting, tapping fingers, talking excessively, or appearing disoriented and worried.
  - It is helpful to:
    - Let the student discuss feelings and thoughts. Often this alone releases some pressure.
    - Provide reassurance.
    - Talk slowly and remain calm.
  - It is NOT helpful to:
    - Minimize the threat to which the student is reacting.
    - Take responsibility for the student’s emotional state.
    - Overwhelm them with solutions or ideas to “fix” the problem.

Example:
- “I see you appearing fidgety and uncomfortable. You seem stressed. What can I do to help?”

The Suicidal Student:
- It is not uncommon for students to engage in some degree of suicidal thinking. As a member of the faculty or staff, you may be in contact with students who have expressed these thoughts to you. It is important that you do not simply overlook these comments, but refer the student by reaching out to you. Suicidal risk is based on a constellation of clues, not just observing any one clue. These clues may be situational (loss, rejection, depression, hopelessness about the future, negative attitudes, morbid preoccupation, verbal clues (categorical statement and intent), behavioral clues (previous attempts, giving away valuable, suicide note).
  - It is helpful to:
    - Take charge and call CAPS or 596-7930.
    - Talk about suicide openly without judgment or shock.
    - Express your concern that he/she may be considering suicide.
  - It is NOT helpful to:
    - Minimize his/her case of suicidal thinking.
    - Ignore any suicidal comment.
    - Engage in a philosophical debate regarding moral aspects of suicide.

Example:
- “I noticed you’ve been withdrawn in class and in some of your writing you talk about death. I wanted to speak with you today to see how you are and if I can be of any help to you.

The Depressed Student:
- Most students will experience periods of reactive or situational depression in their college careers. However, Major Depression is a “whole person” concern, involving body, mood, thoughts and behavior. People with depression cannot simply “pull themselves together” and get better.
  - It is helpful to:
    - Let the student know you’re aware he/she is feeling down and you would like to help. Encourage them to talk to help, suggesting CAPS.
    - Do not ignore remarks about suicide. Discuss a referral to the CAPS office (596-7930) or the Dean of Students office.

  - It is NOT helpful to:
    - Minimize the student’s feelings (everything will be better tomorrow).
    - Overwhelm the student with “fix it” solutions or advice.
    - Be afraid to ask whether the student is suicidal if you think he/she may be.

Example:
- “I see you looking very sad today. I was wondering if you needed to talk about anything?”

The Suspicious Student:
- These students are tense, cautious, mistrustful, and may have few friends. These students tend to interpret a minor oversight or significant personal rejection and often overreact to insignificant occurrences. Usually they are overly concerned with threats and with being treated equally. They project blame on to others and show great concern.
  - It is helpful to:
    - Send clear, consistent messages regarding what you are willing to do and what you are not.
    - Express compassion without being overly friendly or familiar.
    - Be aware of personal boundaries and space when interacting. (Keep a comfortable distance both emotionally and physically.
  - It is NOT helpful to:
    - Be overly confrontational or closeness to the student without his/her expressed interest or consent.
    - Alter the student, through him/her or friends. Deny them the right to their own thoughts.
    - Assure them that he/she is not a threat or his/her friend or advocate.

Example:
- “It seems very hard for you to understand all these things that are happening to you and I am concerned about you. I’d like to make this more comfortable and successful for you.”

Violent/Verbal Aggressive Student:
- Frequently, assaultive behavior is predicted on the basis of observing hostile, suspicious, and aggressive behavior. In the absence of the above symptoms, behavior characterized by high verbal volume, aggressive behavior, verbal communications may be loud and pressured.
  - It is helpful to:
    - Maintain a posture that is poised, ready to move quickly, but not fearful.
    - Avoid physical contact or use only in a defensive manner.
    - Maintain a voice level that is that of fact, monotone.
  - It is NOT helpful to:
    - Ignore warning signs (body language, clenched fists).
    - Become numb or engage in an argument.
    - Become hostile or push away yourself.

Example:
- Aggression: “I want to be helpful because I can tell this is very important to you. Please return to your seat and I will try to work out a solution.”

Deprivation:
- “You have the right to be angry but not hurt anyone or destroy things. You may need to calm yourself.”

Student Under the Influence:
- Preoccupation with alcohol and/or drugs, inability to participate in class activities, deterioration in performance in class, periods of memory loss, behavior characterized by high verbal volume, unusual laughter, or drug use, risky behavior under the influence (risky driving, sexual activity) may be the signs of substance abuse.
- It is helpful to:
  - Accept and acknowledge feelings of student; give him/her chance to air his/her feelings.
  - Identify your concern for the student regarding alcohol or other drug use and how it may be affecting their success.
  - Be willing to admit limitation of your assistance and refer to refer to specialists.
- It is NOT helpful to:
  - Convey judgment or criticism about the student’s substance abuse.
  - Make allowances for the student’s irresponsible behavior.
  - Ignore the signs of intoxication in the classroom.

Example:
- “I’ve noticed you’ve changed over the course of the semester. At first you were able to engage and interact with students, but for some time you’ve been late days, your work is not turned in on time, and I see you snapping at your friends. I think I have smelled alcohol on you. I am concerned about you.”

Student in Poor Contact with Reality:
- These students have difficulty distinguishing “reality” from fantasy. They are typically either hypomanic, confused or irritable. Their emotional responses and their behavior may be bizarre and disturbing. If you cannot make sense of their conversation, consult with or refer to CAPS as soon as possible.
  - It is helpful to:
    - Acknowledge his/her feelings or fears without supporting their misperceptions.
    - Acknowledge your concern and verbalize that he/she could be helped.
    - Respond with warmth and kindness.
  - It is NOT helpful to:
    - Argue or try to convince him/her of irrationality of their thinking as this commonly produces a stronger defense or false perception.
    - React to his/her smile, success, devil, etc.

Example:
- “Understand you feel someone is following you, and it must seem uncomfortable to you, but don’t see anyone around and believe I are safe.”

Responding to a Student during Class:
- Faculty members have broad authority to manage their classrooms and establish reasonable guidelines for class discussions that ensure everyone has an opportunity to participate in the class discussion. If you believe a student’s behavior is inappropriate, consider a general word of caution rather than singling a student out.
- If the behavior in question is infracting, but not disruptive, try speaking with the student to educate them on the importance of respecting the academic environment, especially if it may be the case that the student is unaware of distracting habits or manners, and have no intent to disrupt the educational process.
- If the behavior is disruptive, try using it as an opportunity to discuss the matter with you as soon as practical in such situations; consideration can be had to refer the Dean of Students office may be appropriate.


The Behavioral Consultation and Assessment Team:
- The Behavioral Consultation and Assessment Team (BCAT) is an officially designated multidisciplinary team under the direction of the Vice President for Student Affairs, which establishes guidelines for team responsibilities and operations. The purpose of the BCAT is to provide consultation, recommendations and, when appropriate, resources to the University community regarding the behavior of a student that is disruptive to the learning environment. The team’s focus is on providing an opportunity to discuss the matter with you as soon as practical in such situations; consideration can be had to refer the Dean of Students office may be appropriate.

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EAGLE EMERGENCY GUIDE

The Division of Student Affairs has developed this informational guide to aid faculty and staff in assisting and identifying students that are experiencing difficulties.

Disruptive Student:
A student whose conduct is disruptive or dangerous, verbal or physical threats, active threats of suicide and resisting help.

Troubled Student:
A student who is troubled, confused, very sad, highly anxious, irritable, lacks in motivation and/or concentration, demonstrating bizarre behavior or thinking about suicide.

Potential Harm to Self or Others:
On Campus
Consultation/Emergency Counseling:
Counseling & Psychological Services 590-7950
Student Health Services 590-7966

Off Campus
911

then

Administrative/Judicial:
Dean of Students 590-7900

Consultation or Questions:
Counseling & Psychological Services (CAPS) 590-7950

Then

If you are dealing with students in distress:
• Be aware of the location of the nearest telephone, whether it is within the building or a personal cell phone.
• If you are concerned for your safety or that of others, call 911 immediately.
• If the student is causing a disruption to the classroom or office environment but does not pose a threat:
  • discuss the situation with the student to address the behavior.
  • ask the student to leave the room.

*If in doubt, call the FGCU Police!