**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.

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

#### Potential Harm to Self or Others:
- **On Campus:** UPD 590.1900
- **Off Campus:** 911

#### Administrative/Judicial:
- **Dean of Students:** 590.7900

#### Consultation/Emergency Counseling:
- **Counseling & Psychological Services:** 590.7950
- **Student Health Services:** 590.7966

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

#### Consultation or Questions:
- **Counseling & Psychological Services:** 590.7950
- **Student Health Services:** 590.7966

#### Academic Status:
- **Associate Dean - College:**
- **Department Chair or Program Coordinator:**

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### Phone Numbers:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency (from campus phone)</td>
<td>1.911</td>
</tr>
<tr>
<td>University Police</td>
<td>590.1900</td>
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<tr>
<td>Dean of Students</td>
<td>590.7900</td>
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<tr>
<td>Counseling &amp; Psychological Services</td>
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<tr>
<td>Student Health Services</td>
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<tr>
<td>Prevention &amp; Wellness</td>
<td>590.7733</td>
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<tr>
<td>Housing &amp; Residence Life</td>
<td>590.1700</td>
</tr>
<tr>
<td>Adaptive Services</td>
<td>590.7956</td>
</tr>
<tr>
<td>Judicial Affairs</td>
<td>590.7904</td>
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</tbody>
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**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!
**FAQ ON IDENTIFYING + ASSISTING STUDENTS IN DISTRESS**

**How to make a referral:**
- Write many students to Counseling or to the Dean of Students office on their own, your exposure to students increases the likelihood you will identify signs or behaviors 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.
  - Show the student the only the “weak” or “crazy” people go for counseling or use others for help.
  - Remind them that campus counseling resources are free and confidential services.
  - 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, difficulty breathing, chest pain, dizziness, sweating, trembling, and tachycardia. A student may also complain of difficulty concentrating, always being “on edge,” having difficulty making decisions, sleeping problems, or being fearful to take action. You may observe the student fidgeting, tapping fingers, talking excessively, or appearing distressed and worried.

It is helpful to:
- Let him/her discuss feelings and thoughts. Often this alone relieves some pressure.
- Provide reassurance.
- Talk slowly and remain calm.

It is NOT helpful to:
- Minimize the perceived threat to which the student is reacting.
- Take responsibility for his/her 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 as the student may be reaching out to you. Suicidal risk is based in a high likelihood of death, not just observing any one clue. These clues may be situational (stress, pressure), depressive or anxiety symptoms (depressed, anxious, crying spells, fits of irritability, social isolation), hypervigilance or self-harm, students who have tried to commit suicide before, or threaten suicide. If you are concerned, pay attention to comments as the student may be reaching out to you today to see how you are and if I can be of any help to you.

It is helpful to:
- Take charge and call CAPS at 590-7950.
- Talk about your concern.
- Express your concern that he/she may be considering suicide.

It is NOT helpful to:
- Minimize what the student is saying or feeling.
- Ignore any suicidal comment.
- Engage in a philosophical debate regarding moral aspects of suicide.

Example:
• “I’ve noticed you’ve been withdrawn in class and in some way you feel stressed now. I wanted to talk with you today to see how you are and if I can be of any help to you.”

**The Depressed 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, difficulty breathing, chest pain, dizziness, sweating, trembling, and tachycardia. A student may also complain of difficulty concentrating, always being “on edge,” having difficulty making decisions, sleeping problems, or being fearful to take action. You may observe the student fidgeting, tapping fingers, talking excessively, or appearing distressed and worried.

It is helpful to:
- Let him/her discuss feelings and thoughts. Often this alone relieves some pressure.
- Provide reassurance.
- Talk slowly and remain calm.

It is NOT helpful to:
- Minimize the perceived threat to which the student is reacting.
- Take responsibility for his/her 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 Suspicious Student:**
These students are tense, cautious, mistrustful, and may have a few friends. These students tend to interpret a minor oversight as a significant personal rejection and often overseize to insignificant occurrences. Usually they are overly concerned with fairness and with being treated equally. They project blame on to others and will express anger.

It is helpful to:
- Send clear, consistent messages regarding what you are willing to do and what you expect.
- 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 warm or sympathetic close to the student.
- Flatter the student, laugh with him/her or be humorous.
- Assure them that you are his/her friend or advocate.

Example:
• “I seem very hardly for you to integrate 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/Vergibly Aggressive Student:**
Frequently, aggressive behavior is predicted on the basis of observing hostile, suspicious, and agitated behavior. In the absence of the above symptoms the presence of hyper-vigilance (i.e., looking around a lot), extreme dependency, or delusions and hallucinations may be causal factors. Other signs and symptoms that may indicate a loss of control are fearfulness or anger. Verbal communication may be loud and pressured.

It is helpful to:
- Maintain a posture that is posed, ready to move quickly, but not threatening.
- Avoid physical contact or use only in a defensive manner.
- Maintain a voice quality that is matter of fact, monotone.

It is NOT helpful to:
- Ignore warning signs (body language, clenched fists.)
- Get into an argument or directly act to stop it.
- Become hostile or punitive yourself.

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

**Student in Poor Contact with Reality:**
These students have difficulty distinguishing “fantasy” from reality. Their thinking is typically illogical, confused or irrational. 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.

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.
- Play along (i.e., “Oh yes, I hear voices, devil, etc.”)
- Expect customary emotional responses.

Example:
• “I understand you believe someone is following you, and it must seem real to you, but I don’t believe it. I believe you are sick.”

**Student Under the Influence:**
Preoccupation with alcohol and/or drugs, inability to participate in class activities, deteriorating performance in class, periods of memory loss (blackouts), comments overhear about alcohol or drug use, risky behavior under the influence (risky driving, sex), may be signs of substance abuse.

It is helpful to:
- Accept and acknowledge feelings of student; give him/her chance to air his/her feelings.
- Indicate 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 be ready 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 change over course of the semester. At first you were able to engage and interact with students, but for about a month you’ve been late most 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.”

**Responding to a Student during Class:**
Faculty members have broad authority to manage their classes and establish reasonable guidelines for class discussions that ensure everyone has an opportunity to participate in an orderly manner. If you believe a student’s behavior is inappropriate, consider a general word of caution rather than singling a student out or embarrassing the student. If the behavior in question is irritating, but not disruptive, try speaking with the student after class.

Most students are unaware of distracting habits or mannerisms, and have no intention to be offensive or disturbing. They may be unaware of the circumstances where it is necessary to speak to a student during class about his or her behavior. Correct the student in a manner, individual, in which further discussion can occur after class (Povelit, 2001).

If a student’s behavior reaches the point that it interferes with your ability to conduct the class or the ability of others to benefit from the class, the student should be asked to leave the room for the remainder of the class period. The student should be provided with a reason for this action and an opportunity to discuss the matter with you as soon as practical. In such situations, consultation and referral to the Dean of Students office may be appropriate.


**The Behavioral Consultation and Assessment Team:**
The Behavioral Consultation and Assessment Team (BCAT) is an official University multidisciplinary team under the auspices of the Vice President of Student Affairs. They are trained professionals 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 or threatening to the University community or is potentially threatening to self or others. Such behaviors include, but are not limited to, self-injury, intimidation, threats to harm self or others, disruptive or out of the ordinary behavior, eating disorders, etc. BCAT members include: Director of Counseling and Assessment, Director of Housing and Residence Life, Assistant Director for Judicial Affairs, and an Academic Affairs representative. The BCAT will convene with you as soon as possible. In such situations, consultation and referral to the Dean of Students office may be appropriate.
The Student Conduct Code outlines the standards and expectations for students' conduct and behavior at Florida Gulf Coast University. Access them online at: http://studentservices.fgcu.edu/JudicialAffairs/Studentguidebook.htm

Disruptive Student Behavior:
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Disruptive Conduct:
1. Intentionally acting to impair, interfere with, or obstruct the orderly conduct, processes and functions of the university.
2. Violence against any member or guest of the university community.
3. Willful destruction of university property or property of members of the university.

Personal Abuse:
1. Verbal abuse from any person including lewd, indecent, racist, prejudice, obscene, or expressions deemed inappropriate.
2. Physical abuse or threat of abuse to self or any other person.

Sexual Misconduct:
1. Sexual Assault - Sexual contact without consent and includes intentional touching, either of the victim or when the victim is forced to touch, directly or through clothing, another person's genitals, breasts, thighs or buttocks; rape (sexual intercourse without consent whether by an acquaintance or a stranger); attempted rape; sodomy (oral sex or anal intercourse) without consent; or sexual penetration with an object without consent. To constitute lack of consent, acts must be committed by force, intimidation or through use of the victim's mental incapacity or physical helplessness. Intoxication may indicate an inability to give consent. Verbal misconduct, without accompanying physical contact as described above, is not defined as sexual assault. Verbal misconduct may constitute harassment, which is also prohibited under University regulations and is specifically addressed as personal abuse in the Student Code of Conduct.

Misconduct at University Sponsored Activities:
1. Violation of University policies at any University sponsored/related activity, which may be held on or off campus.

Controlled Substances:
1. Possession or use of any narcotic or other controlled substances.
2. Possession or use of drug paraphernalia.

Alcohol:
1. Possession, use or consumption of alcohol when under the legal drinking age as defined by law.
2. Public intoxication as observed through disruptive behavior resulting from excessive consumption of alcoholic beverages (to be determined by physical observation or BAC test, if available).

Computer Misuse and Telecommunications Resources:
1. The University supports open access to electronic communication and information. Nevertheless, the preservation of an open computing and communications environment requires adherence by users to a set of standards and policies for the responsible use of computing systems, software, and telecommunication networks. University computing and telecommunications resources shall not be used as follows:
   To transmit to others or to display images, sounds, or messages that reasonably could be perceived as being harassing, invasive, or otherwise unwanted.

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