Phone Numbers:

Emergency: 1-911 (from campus phone)
University Police: 590-1900
Dean of Students: 590-7900
Counseling & Psychological Services: 590-7950
Student Health Services: 590-7966
Prevention & Wellness: 590-7733
Housing & Residence Life: 590-1700
Adaptive Services: 590-7956
Judicial Affairs: 590-7904

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!

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.

Potential Harm to Self or Others:
On Campus: UPD 590-1900
Off Campus: 911

then

Administrative/Judicial:
Dean of Students: 590-7900

Consultation/Emergency Counseling:
Counseling & Psychological Services: 590-7950
Student Health Services: 590-7966

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.

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

Administrative/Judicial:
Dean of Students: 590-7900

Academic Status:
Associate Dean - College
Department Chair or Program Coordinator
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, exposure to students increases the likelihood you will witness or experience 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 is an act of strength to ask for help.
  - Discuss the myths that only the “weak” or “crazy” people seek help. People seek help for a variety of reasons—some are not seeking help because they need it.
  - 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. 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 sleeping, excessive sweating, trembling, irritability, and cold clammy hands. The student may also complain of feeling overwhelmed or continually being “on edge.” Anxiety can have difficulty making decisions, sleeping problems, or being fearful to take action. You may notice the student fidgeting, tapping fingers, talking excessively, or appearing distressed and worried.

It is helpful to:
- Let the student 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 the student’s emotional state.
- Overwhelm them with solutions or ideas to “fix” the problem.

Example:
- If you are 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 “hypersensitivity.” They may be reaching out to you! Suicide is a risk based on a constellation of clues, not just observing any one clue. These clues may be situational (loss, excessive depression, social isolation) or a/ or physical symptoms (pressure, decreased energy, poor self-care, crying spells, feelings of worthlessness, hopelessness about the future, withdrawal, mood swings, verbal clues: suicidal statements, and threats). It is helpful to:
- Take charge and call CAPS at 390-7950.
- Talk about suicide openly without judgement or shock.
- 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 comments.
- Engage in a philosophical debate regarding moral aspects of suicide.

Example:
- “I’ve 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 relative or situational depression. 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:
- Be aware that you know he/she is feeling down and you would like to help.
- Exchange ideas on how you might help, suggesting CAPS.
- Do not ignore remarks about suicide. Discuss a referral to the CAPS office (390-7950) 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:
- “It seems like you haven’t slept much, I am concerned about you. Is there something I can help you with?”

The Suicidal Student:
These students are tense, caustic, and mistrustful, and may have a few friends. These students tend to interpret a minor oversight as significant personal rejection and often overreact to insignificant occurrences. Usually they are overly concerned with fairness and with being treated equally. They blame project on to others and will exaggerate any faults. It is helpful to:
- Send clear, consistent messages regarding what you are willing to do and why you are doing it.
- 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 friendly or superficially 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 am here 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.”

The Violent/Verbally Aggressive Student:
Frequently, assaultive behavior is predicted on the basis of observing hostile, suspicious, and aggravated behavior. In the absence of the above symptoms, commitment to violence-hyper-vigilance (i.e., looking around a lot), extreme dependency, or delusions and hallucinations are clues to irritation. Other signs and symptoms that may indicate a loss of control are fearlessness or anger. Verbal communication may be loud and pressured.

It is helpful to:
- Maintain a posture that is poised, ready to move quickly, but not frightening.
- 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, eyes darting to an advance)
- Walk into an argument.
- Become hostile or punitive yourself.

Example:
- Attribution: “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 out a solution.”
- Destruction: “You have the right to be angry but not to hurt anyone or destroy things. You may need to control yourself.”

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 disorienting. 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 perceptions.
- Politely explain “I don’t understand,” “This doesn’t make sense,” etc.
- Expect customary emotional responses.

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

The Behavioral Consultation and Assessment Team:
The Behavioral Consultation and Assessment Team (BCAT) is an official University 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, threatening or in the University community or is potentially threatening to self or others. Such behavior includes but is 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: Dean of Students, Director of Counseling Center, Director of University Police, Director of Housing and Residence Life, Assistant Director for Judicial Affairs, and an Academic Affairs representative, appointed each year by the Faculty Senate at the request of the Vice President for Student Affairs.

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

It is helpful to:
- Accept and acknowledge feelings of student; give him/her the 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 students irresponsible behavior.
- Ignore the signs of intoxication in the classroom.

Example:
- “You’ve noticed you’re 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 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 classroom and establish class regulations 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 interrupting or embarrassing the student.

“If the behavior in question is irritating, but not disruptive, try speaking with the student after class. Be courteous, but firm. Make sure the student is aware of disturbing habits or manners, and have no intention of being offensive or disruptive. There may be rare circumstances in which it is necessary to speak to a student during class about his or her behavior. Correct the student in such manner, indicating that further discussion can occur after class.”

Fawole, S. (2013). If a student’s behavior reaches the point that it interferes with your ability to conduct the class or the ability of other students 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 reasons for this action and an opportunity to discuss the matter with you as soon as is practical. In such situations, consultation with the Dean of Students office may be appropriate.

Adapted from ASLA Law & Policy Report, No. 26, ASLA & Gay Fawole, 2013.
Getting Help

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

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.

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.