Awareness

Students in distress may be struggling with academics or personal challenges. Remember that you are in a unique position to identify students who may be in need of help.

Communication

Sharing your concern directly with the student and reaching out to the campus/community resources are important first steps in the helping process.

Connection

Students may not be aware of what resources are available or how to find help. It’s ok to check in with students to see how they’re doing. Demonstrating a culture of care and compassion strengthens the campus community.

On Campus Resources

Campus Mental Health Services
Sinclair Hall, Room 106
☎ 631.420.2006

Dean of Students Office
Laffin Hall, Room 314
☎ 631.420.2104
✉ dean.students@farmingdale.edu

Health and Wellness Center
☎ 631.420.2009
✉ wellness@farmingdale.edu

Chief Diversity Officer; Title IX Coordinator
Dr. Veronica Henry – Horton Hall, Room 201
☎ 631.420.2622
✉ veronica.henry@farmingdale.edu

University Police
☎ 631.420.2111

Note: Emails are not monitored 24/7. In an emergency, call University Police at 631-420-2111.

Potential Red Flags: What to Look For

Academic Indicators
- Sudden decline in quality of work/grades
- Repeated absences
- Disorganized performance
- Multiple requests for extensions
- Overly demanding of faculty/staff time and attention
- Bizarre content in writing/presentations
- Increased need for personal attention

Physical Indicators
- Marked changes in physical appearance (deterioration in grooming or hygiene, significant weight loss/gain)
- Excessive fatigue or sleep disturbances
- Intoxication, hangovers, smelling of alcohol
- Disoriented or ‘out of it’
- Agitation/restlessness

Psychological Indicators
- Self-disclosure of personal distress including family problems, financial problems, suicidal thoughts, grief
- Unusual/disproportional emotional response to events
- Tearfulness
- Panic reactions
- Irritability or unusual apathy
- Verbal abuse (e.g. taunting, badgering intimidation)
- Rambling, illogical speech
- Delusions or paranoid beliefs
- Hallucinations

Safety Risk Indicators
- Clear anger or hostility
- Physical violence: hitting, shoving, assault or use of a weapon
- Threatening or intimidating behavior
- Destroying or stealing property
- Suicidal thoughts, gestures, or expressions
- Planning, researching, or preparing a suicide
- Self-disorders of personal
- Self-harm or medical
- School performance deteriorated

Academic Indicators
- Decreased need for socialization
- Withdrawal from activities
- Decreased interest in school
- Difficulty concentrating
- Decreased performance
- Excessive sleep
- Agitation
- Difficulty falling asleep
- Multiple absences
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Physical Indicators
- Loss of appetite
- Unusual weight loss or gain
- Fatigue
- Sleep disturbances

Psychological Indicators
- Disorganized thinking
- Disorganized speech
- Disorganized writing
- Inability to think or concentrate
- Memory loss
- Disorientation

Safety Risk Indicators
- Agitation
- Suicidal ideation
- Violence
- Self-harm
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Resources & Suggestions

Consider the information below to help refer students to appropriate resources

Safety First
The priority is always the welfare of the campus community. Do not hesitate to call for help if someone is displaying threatening or violent behavior.

Listen Sensitive and Carefully
Use a calm voice and a non-confrontational approach. Avoid threatening, humiliating, and intimidating responses.

Be Positive
Engage students early on and set limits on disruptive behaviors.

Be Direct
Do not be afraid to ask students directly if they are under the influence of alcohol and/or drugs, feeling confused or depressed, or having thoughts of harming themselves or others.

Follow Through/Follow-up
Ensure the student knows the physical location of the identified resource and, if needed, facilitate the student’s initial visit to the appropriate office. Consider checking in to make sure the student’s needs were addressed.

Consultation and Documentation
Always document your interactions with distressed students. Consult with your department chair/supervisor after any incidents of concern. “Reach Out” prior to or following a communication of this type. Please contact Campus Mental Health Services to discuss in more detail.

Whom to Contact?

Is the student in danger to self or others, or otherwise in need of immediate assistance for another reason?

YES
The student’s conduct is clearly and imminently reckless, disorderly, dangerous or threatening.

Call University Police at 631-420-2111 or call 911

NOT SURE/NO
The student shows signs of distress, but I’m unsure whether it is serious.
I’m left feeling uneasy and concerned about the student.
I’m not immediately concerned for the student, but the student is having significant difficulties and needs support.

Contact the Dean of Students Office at 631-420-2104
They will advise you on how to proceed. Options may include referral to Campus Mental Health Services – 631-420-2006

DO . . .
Make time and space available to speak to students
Use empathy and active listening skills
Connect students with available resources
Ask for additional help if needed
Contact campus resources personally

DON’T . . .
Make promises or assurances you can’t keep
Try to ‘fix’ every problem
Pass judgment or dismiss the student’s needs
Wait to refer if you have reason to be concerned
Take on the role of the student’s personal helper/aide

Urgent Psychiatric Services

Stony Brook University Comprehensive Psychiatric Emergency Program (CPEP) . . . . . . 631.689.8333
Nassau University Medical Center Psychiatric Emergency Department . . . . . . . . . . . . . . . . . . . . . 516.572.4775
Go Folder quick access: Visit for a digital and up to date version of this folder
http://www.farmingdale.edu/campus-life/student-support-services/campus-mental-health-services/index.shtml