

Keep In Mind

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

Health and Wellness Center

📞 631.420.2009
✉ wellness@farmingdale.edu

University Police

📞 631.420.2111

Dean of Students Office

Laffin Hall, Room 314
📞 631.420.2104
✉ dean.students@farmingdale.edu

Chief Diversity Officer; Title IX Coordinator

Dr. Veronica Henry - Horton Hall, Room 201
📞 631.420.2622
✉ veronica.henry@farmingdale.edu

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

Farmingdale
State College
State University of New York

Potential Red Flags: What to Look For

ACADEMIC Indicators	PHYSICAL Indicators	PSYCHOLOGICAL Indicators	SAFETY RISK Indicators
Sudden decline in quality of work/grades	Marked changes in physical appearance (deterioration in grooming or hygiene, significant weight loss/gain)	Self-disclosure of personal distress including family problems, financial problems, suicidal thoughts, grief	Clear anger or hostility
Repeated absences	Excessive fatigue or sleep disturbance	Unusual/disproportional emotional response to events	Physical violence: hitting, shoving, assault use of a weapon
Disorganized performance	Intoxication, hangovers, smelling of alcohol	Tearfulness	Academic assignments dominated by themes of extreme hopelessness, rage, despair, acting out, suicidal ideation, violent behaviors, or other 'cries for help'
Overly demanding of faculty/staff time and attention	Disoriented or 'out of it'	Panic reactions	Stalking or harassing
Bizarre content in writing/presentations	Agitation/restlessness	Irritability or unusual apathy	Threat to harm self or others
Increased need for personal (rather than academic) attention		Verbal abuse (e.g. taunting, badgering intimidation)	Implying or making a direct threat to harm self or others
		Rambling, illogical speech	dominated by themes of extreme hopelessness, rage, despair, acting out, suicidal ideation, violent behaviors, or other 'cries for help'
		Delusions or paranoid statements	Academic assignments dominated by themes of extreme hopelessness, rage, despair, acting out, suicidal ideation, violent behaviors, or other 'cries for help'
			Stalking or harassing
			Communicating threats via email, text, or phone calls

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 Sensitively 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.

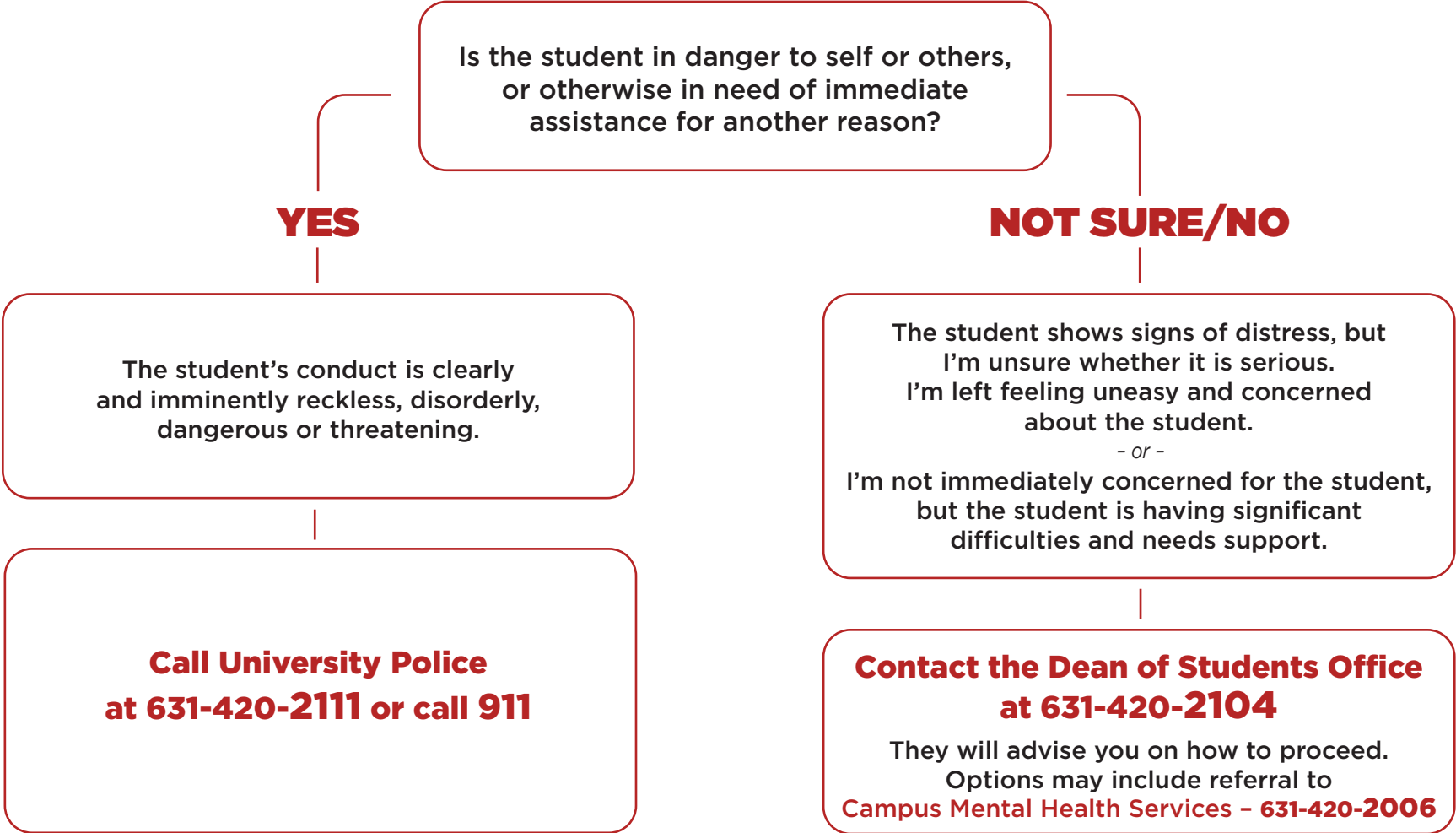
DO ...

- 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

Whom to Contact ?



Urgent Psychiatric Services