

## **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

Dewey Hall


 934-420-2006

 cmhs@farmingdale.edu

### Kathleen Flynn

*Title IX Coordinator*


Dewey 115

 934-420-5772

 flynnbk@farmingdale.edu


### University Police

*all emergencies*

 934-420-2111

 police@farmingdale.edu

### Health and Wellness


 934-420-2009

 wellness@farmingdale.edu

### Dr. Ronald Jackson

*Vice President – Student Affairs*


Quintyne 108

 934-420-2103

 jacksorc@farmingdale.edu

### Dean of Students Office

Dewey 118


 934-420-2104

 dean.students@farmingdale.edu

### Dr. Kevin Jordan

*VP – Diversity, Equity and Inclusion*

Horton 130

 934-420-2622

 jordankd@farmingdale.edu

## 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 (rather than academic) attention

### PHYSICAL indicators

Marked changes in physical appearance (deterioration in grooming or hygiene, significant weight loss/gain)

Excessive fatigue or sleep disturbance

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 statements

### SAFETY RISK indicators

Clear anger or hostility

Physical violence: hitting, shoving, assault, use of a weapon

Implying or making a direct threat to harm self or others

Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideation, violent behaviors, or other 'cries for help'

Stalking or harassing

Communicating threats via e-mail, 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 check 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. Contact CMHS to discuss in more detail, or consider submitting a Concerning Behaviors Referral Form to the Students of Concern Committee [www.farmingdale.edu/scc](http://www.farmingdale.edu/scc)

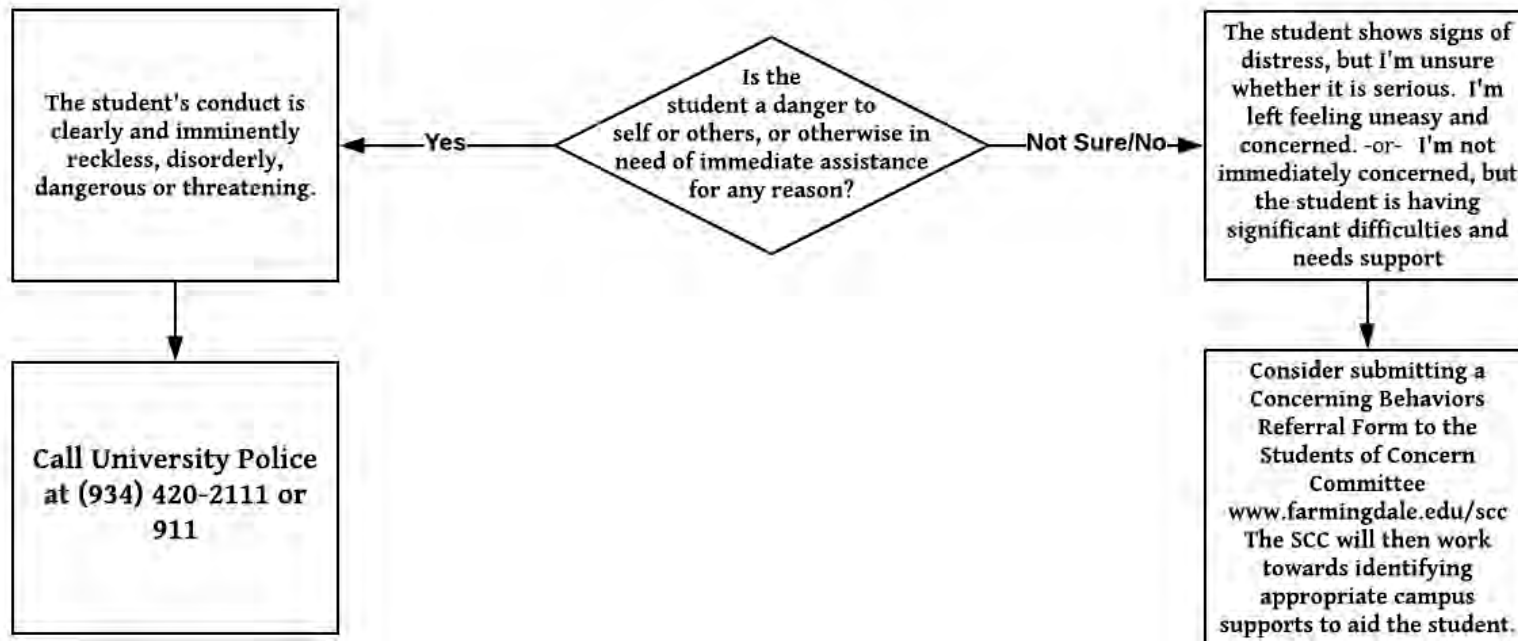
#### **Do...**

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 judgement 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

- Stony Brook University Comprehensive Psychiatric Emergency Program (CPEP) - (631) 689-8333
- Nassau University Medical Center Psychiatric Emergency Department - (516) 572-4775

Go Brochure quick access: visit for a digital and up-to-date version of this brochure  
<https://www.farmingdale.edu/campus-mental-health-services/index.shtml>