SEATTLEU

CAPS'

Mental Health Response Guide

A quick reference guide for recognizing, responding to, and referring distressed students.

Recognize Indicators of Distress

Common indicators are listed inside this folder. Students may exhibit behaviors with indicators not included on this list.

Respond Appropriately

Each situation is unique. Use the tips and decision tree to determine the most appropriate response.

Refer the Student

Use the list of resources at the end to refer the student to the most appropriate on or off campus resource. Reporting information and links are also provided in that section.

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Recognize

Indicators of Distressed Students
Look for groupings, frequency, and severity of behaviors, not just isolated symptoms

Academic Indicators

- Sudden decline in quality of work & grades
- Frequently misses classes & assignments
- Lack of motivation
- Disturbing content in writing or presentations
- Classroom disruptions
- Consistently seeking personal, not professional, advice
- Multiple requests for special considerations/ extensions (a change from prior functioning)
- Doesn't respond to repeated requests for contact/meetings

Physical Indicators

- Marked changes in physical appearance (poor hygiene, sudden weight loss or gain)
- Behavior suggests detachment from reality
- Visibly intoxicated or smell of alcohol or marijuana
- Rapid speech and/or manic behavior
- Lethargic functioning with depressed mood
- Observable signs of injury (cuts or scars on arms, bruising on face)

Psychological Indicators

- Self-disclosure of personal distress or crisis
- Unusual or disproportionate emotional response to situations
- Excessive tearfulness
- Panic reactions
- Verbal abuse (coercion, intimidation, swearing at others)
- Expressions of concern about the student by their peers

Safety Risk Indicators

- Verbal, written, or implied references to suicide, homicide, assault, or self-injurious behaviors
- Unprovoked anger or hostility or physical violence, with or without use of a weapon
- Academic assignments dominated by themes of extreme hopelessness, helplessness, isolation, rage, despair, violence, self-injury
- Stalking or harassing behaviors
- Communicating threats or disturbing comments via email, social media, etc.

Recognize * Respond * Refer

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Respond

Use these tips to determine the most appropriate response for a distressed student.

Stay Safe

Call Public Safety if there is an imminent danger to the student, you, or anyone else.

Stay Calm

Take a few deep, slow breaths to calm yourself. Use a calm voice when talking & asking questions.

Take Your Time

If this is NOT an imminently dangerous situation, take time to think through what the most helpful step might be.

Seek Consultation

You are not alone. Ask those around you for help. Consult with a colleague or call another office on campus for support.

Use Active Listening

Give your full attention. Restate what the student says to 1) make sure you understand what is causing distress or 2) for what kind of help they are asking

Ask Direct Questions

Don't be afraid to directly ask the student if they are having thoughts of harming themselves or others. By asking, you are not "planting" the thought.

Give Concrete Help

Help get the student to the next step (e.g. help them contact CAPS, the Title IX coordinator, or the Student Health Center, etc.)

Recognize * Respond * Refer

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Responsible Employee

In addition to referring a student to support resources, any sexual or gender-based harassment or assault requires mandated reporting.

For questions regarding mandated reporting, please contact the Office of Institutional Equity at oie@seattleu.edu or by phone at 206-220-8515.

Recognize * Respond * Refer

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Refer

Follow the decision tree to determine who to contact when you are concerned about a student who is distressed or disruptive.

Is the student a danger to themselves or others?

Yes

or

No

I'm Not Sure

The student has indicated imminent threat of harm to self or others.

Call 911 or Public Safety & File a Student of Concern Report following the incident, using the Student Concern Report

Proceed to Next Slides

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Refer

Follow the decision tree to determine who to contact when you are concerned about a student who is distressed or disruptive.

Is the student a danger to themselves or others?

No

or

I'm Not Sure

I am not concerned for anyone's safety, but the student is having significant issues and could use some support.

File a Student of Concern Report following the incident, using the Student Concern Report

Proceed to Next Slide

Recognize * Respond * Refer

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Refer

Follow the decision tree to determine who to contact when you are concerned about a student who is distressed or disruptive.

I'm Not Sure

The student is with me and shows signs of distress, but it is unclear how serious it is. I feel uneasy or really concerned about the student.

Call CAPS
8:30 a.m. - 4:30 p.m., Mondays through Fridays
or
Evenings and weekends, connect the student to TimelyCare or call CrisisNow at 564-233-3051
&
Complete appropriate reporting form.

or

The student is not with me, but I am concerned about what they said (e.g. in an email), OR what they did (e.g. acted aggressively), OR how they looked (under substance influence, noticeable injuries)

Call CAPS
8:30 a.m. - 4:30 p.m.
Mondays through Fridays
&
Complete appropriate reporting form.

Recognize * Respond * Refer

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Refer

Emergency Resources

Emergency Response
911

Public Safety
First Hill & Cornish Campuses
206-296-5911

Crisis Now
564-233-3051

King County Crisis Connections
1-866-427-4747

National Suicide & Crisis Lifeline
988

Urgent Resources

SU Counseling & Psychological Services (CAPS)
206-296-6090

Timely Care & Talk Now
timelycare.com/seattleu

CrisisNow
564-233-3051

Office of Institutional Equity
206-220-8515

Office of the Dean of Students
206-296-6060

Reporting Forms

Student Concern Report
Use for concerns about academics, emotional distress, concerning behavior, financial stress, student illness or injury, or other concerns. Link

General Referral Form
Use for CARE Team referrals, non-academic behavioral concerns, or alleged violations of the Code of Student Conduct. Link

Academic Integrity Report
Faculty must officially report violations of the Academic Integrity Policy. Link

Campus Climate Incident Report
Use when conduct of an incident that harms an individual or group within the Seattle University community based on one or more of their actual or perceived identities. This includes **Title IX** reporting. Link

Remember:

Recognize * Respond * Refer