

Red Folder INITIATIVE

A guide to help recognize,
respond to and refer
distressed students
at Wingate University

RESOURCES

ON-CAMPUS RESOURCES

Academic Resource Center, Ethel K. Smith Library.....	704-233-8366
Disability Support Services, Ethel K. Smith Library.....	704-233-8366
Athletics, McGee Center	704-233-8193
Campus Safety, Campus Safety Office.....(emergency)	703-233-8999
Wingate Police	(non-emergency) 704-289-1591
Writing Center, Ethel K. Smith Library	704-233-8070
Community Standards, Stegall	704-233-8023
Counseling Services, Holbrook Building	704-233-8979
Health Services, Holbrook Building	704-233-8102
Multicultural Programming, Unity House Multicultural Center..	704-233-8349
International Programs, Young International House	704-233-8998
Residence Life, Alumni	704-233-8028

EMERGENCY SITUATIONS

On-Campus:	
Campus Safety, Campus Safety Office	704-233-8999
Off-Campus	9-1-1

REPORTING OPTIONS

Community Standards/Bias Incident.....	wingate.edu/mygate/students/ our-community-standards
Bias Report.....	704-233-8023
Sexual Assault/Title IX	wingate.edu/title-ix
Title IX Coordinator.....	704-233-8023
Turning Point, Sexual Assault Resource Center	704-283-7770
Domestic Violence Support	704-283-7233
Crisis Textline	Text HOME to 741 741
National Suicide Prevention Lifeline	1-800-273-8255
RAINN National Sexual Assault Hotline	800-656-HOPE
Steve Fund (resource for young people of color)	text STEVE to 741 741
Trevor Project (resource for LGBTQ young people).....	1-866-488-7386 or text START to 678 678



1. RECOGNIZE

Please review the most common signs of distress. Students may also present with indicators not listed.

SAFETY

- Signs of physical abuse
- Signs of self-injury
- Interpersonal violence
- Unprovoked anger or hostility
- Implying or making a direct threat to harm self or others
- Stalking or harassing
- Disclosure of thoughts of death, suicide
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Unresponsive or altered level of consciousness

ACADEMIC

- Repeated absences and/or decline in quality of work or performance
- Writings/creative work that include disturbing content and/or themes of despair, hopelessness, violence, death or aggression
- Disorganized performance and/or repeated requests for extensions
- Conduct that interferes with classroom, group work or activity engagement
- Frequent utilization of faculty/staff office hours for personal support

PHYSICAL/BEHAVIORAL

- Marked changes in physical appearance
- Excessive fatigue, listlessness
- Sleep disturbance
- Intoxication, hangover, smelling of alcohol, evidence of drug abuse
- Disoriented or "out of it," out of touch with reality
- Garbled, rambling, tangential, disconnected or slurred speech
- Behavior out of context or out of character for the individual

PSYCHOLOGICAL/INTERPERSONAL

- Self-disclosure of personal distress – family problems, financial difficulties, grief, shame
- Excessive tearfulness, panic reactions, irritability or unusual apathy
- Feeling hopeless and helpless
- Expressions of concern about the student by peers
- Concerning interpersonal communication style (e.g. withdrawn or agitated, mutters under breath, slow response time to questions)
- Delusions and paranoia



2. RESPOND

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

SAY WHAT YOU SEE

- Be direct
- Stick to the facts
- Don't make assumptions
- Describe the changes you have noticed
- Ask if they are okay
- Listen!

Conversation tips:

I have missed you in class lately. Is everything okay?

You have seemed down the last few classes. Is there anything you want to talk about?

SHOW YOU CARE

- Let them know you are there for them
- Be patient and listen
- Maintain eye contact
- Offer help where you can
- Ask what they need
- Remove distractions
- Summarize what they say

Conversation tips:

It sounds like you are really overwhelmed! Is there anything I can do to help out?

I'm hearing you describe that you've been really sad...

HEAR THEM OUT

- Listen
- Provide a space to be heard
- Be curious- ask questions
- Be present & patient
- Let them know they are not alone
- Affirm their feelings

Conversation tips:

I would like to hear more about how you've been feeling.

That sounds really challenging.

CONNECT TO HELP

- Determine the need and resources
- Reaffirm your support and care
- Connect them to resources
- Follow up

Conversation tips:

It sounds like you've really been struggling, have you thought about utilizing the counseling center? I have heard great things from students.

Thank you for sharing your experience. I am not an expert in this area, but I know someone who might be able to help. Would it be okay if I put you in contact with them?



3. REFER

Is the student a danger to self/others AND/OR is the student in immediate need of assistance for any reason?

SITUATIONS REQUIRING IMMEDIATE ASSISTANCE

YES *The student is at immediate risk of harming self or others*, is incoherent or unresponsive, is in extreme distress, or is causing extreme distress to others. I do not feel comfortable with the student being alone. Or, I have significant concerns about this student and cannot determine if they are at imminent risk.

 Call 704-233-8999 if the student is ON-CAMPUS or you are unsure of the student's location. Call 9-1-1 if the student is OFF-CAMPUS. After the student has been connected to emergency resources, submit an Early Alert Form (found under MyGate).

SITUATIONS REQUIRING ASSISTANCE

NO *This is not an emergency*, however, the student is showing signs of distress and the issue is impacting multiple areas of the student's life. I am concerned about them and want to get them more help soon.

 Consider the nature of the student's distress and context-appropriate resources for consultation. Assist the student in connecting with the Office of Counseling Services (704-233-8979, counseling@wingate.edu) during business hours or Residence Life (980-210-4950) after hours. Seek referral or consultation with Student Affairs or Academic Services and Advising. See the Resources chart included in this guide for additional supports. Submit an Early Alert Form. When in doubt, if you feel the situation is an emergency or can't wait, call Residence Life to consult.

SITUATIONS YOU CAN HANDLE

NO *I'm not concerned for the student's immediate safety*, but believe they are struggling with academic and/or personal issues and could benefit from some additional support.

 Refer to appropriate resources. Encourage the student to set up an appointment or assist them in doing so. See resource chart. Submit an Early Alert Form depending on the situation.

WHAT'S NEXT?

- Reflect on your own boundaries, self-care and support needs. Utilize colleagues, supervisors, department heads for consultation and collaboration. Consult HR for information on professional development, wellness programs and employee assistance options that are available to support faculty/staff.
- Consider your status related to campus security requirements and if there are any Title IX or crime-related reports you must file.
- Report students of concern to the Behavioral Intervention Team by filling out an Early Alert Form. While in your role respecting privacy is required under FERPA, consulting about academic, safety, health and wellness concerns is allowable under FERPA.
- Circle back with the student after a referral to a support resource to check in.