How to deal with suicide risk

- Is there a suicide plan?
- If so, how will it happen?
- Where and when will attempt be made?
- Has the student ever attempted suicide before?
- Have family or close friends ever attempted suicide before?
- Ask for student’s contact information.
- If the student is not right in front of you, try to find out his/her current location.
- Call FAUPD and CAPS

Making a referral to Counseling and Psychological Services (CAPS)

- Provide students with a brochure from CAPS
- Express that CAPS services are free, confidential and often helpful
- Offer to call CAPS yourself or encourage them to call while with you
- Bring the student personally to CAPS

If you are working with students in distress ...

It is important to know how to identify the distress and what to do. Sometimes a student’s behavior will become disruptive and endanger others or interfere with classroom functioning. In this situation, you have the right to control the class for the good of all involved.

The security of a safe environment is always the top priority. You should call FAUPD whenever you feel there is a threat of violence or unlawful behavior. This includes a student’s refusal to leave after being asked to do so. For information regarding prohibited behaviors for students, please check the Student Code of Conduct at www.fau.edu/studentconduct.

Take all threats of violence to self or others seriously. Err on the side of caution and safety. Contact University Police.

Responding to Students at Risk: Training Program for Faculty and Staff

FAU has implemented an online, interactive 45-minute training through Kognito Interactive, Inc., for faculty and staff to learn about the common indicators of student distress, disruptive behaviors and how to best approach at-risk students for referral to the appropriate office. Please log on to MyFAU, click the faculty or staff tab and look for the At-Risk program on the right-hand side of the window.

CAPS and DOS have partnered to offer faculty and staff trainings on how to deal with students in distress. Please contact one of our offices for more information.
Any member of the FAU community may come into contact with a student in a state of severe distress. Professors, Teaching Assistants, Resident Assistants, Academic Advisors, among others are usually the first responders. It is important to learn how to identify and respond appropriately prior to encountering these situations in order to prioritize safety.

The following guide can assist you in making decisions related to response strategies and referral options. If you need additional help in assisting students in distress, please contact Counseling and Psychological Services for a consultation. A consultation can assist in finding additional resources, assessing the seriousness of a situation, and making appropriate referrals. To report troubling behavior, go to the Dean of Students website, www.fau.edu/dean and click on forms/incident reports.

If there is a concern about a student, you are not in violation of FERPA if you contact FAUPD, Counseling & Psychological Services (CAPS) or another University unit. FERPA does not prevent you from talking to another University employee or unit about a student in distress, in order to assist the student or protect yourself/class from disruption or threat of violence.

**Intervening in Emergencies**

- Remain calm and in control
- Listen carefully and acknowledge distress
- Identify the problem and clarify
- Praise the student for confiding in you
- Offer your assistance
- Inform student about campus resources
- Be respectful but firm
- Be direct and repeat yourself if needed
- Convey support and understanding
- Ask for permission to contact family member or friend
- Always contact University Police in the event of a dangerous situation.

**Illness**

If a student is injured, behaving erratically or exhibiting symptoms of an illness that prevents them from participating in class:

- Contact FAUPD or call 911 if the condition is serious or after hours
- Send the student to Student Health Services if the situation is less serious
- Use the following guide to determine appropriate action:

<table>
<thead>
<tr>
<th>Student Behavior</th>
<th>FAUPD</th>
<th>CAPS</th>
<th>DOS</th>
<th>SHS</th>
<th>OSD</th>
<th>VAO</th>
</tr>
</thead>
<tbody>
<tr>
<td>... poses an immediate danger to self or others, including suicide or homicide threats</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... continuously disrupts class and refuses to stop</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... is a victim of violence, stalking, intimidation *</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>... displays angry or hostile inappropriately</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... has been physically injured</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... has a parent who is concerned about their welfare</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... exhibits behavior that seems out of touch with reality</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... seems tired, depressed, anxious, demanding, suspicious, agitated, disoriented or has impaired speech</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... has a deteriorated hygiene or appearance</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... shows signs of alcohol or drug use</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... has academic or personal difficulty due to an illness or death of family</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>... appears to have an eating disorder or unrealistic body image</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... repeatedly makes requests for special consideration or accommodation</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>... has a serious problem with test preparation or test taking</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>... appears to have a chronic or acute medical problem, including seizures, fainting, fatigue, sleep, or general illness</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>... may have an undiagnosed or diagnosed physical, emotional or learning disability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Key: First action=1. Further action=2

FAUPD = FAU police  • CAPS = Counseling and Psychological Services  • DOS = Dean of Students Office  • SHS = Student Health Services  • OSD = Office for Students with Disabilities  • VAO = Victims Advocate Office

* Under Title IX, a responsible employee must report incidents of sexual violence to the Title IX coordinator or other appropriate school designee, subject to the exemption for school counseling employees. A responsible employee includes any employee who has the authority to take action to address sexual violence or who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX coordinator or other appropriate school designee. A responsible employee can also be someone a student could reasonably believe has this authority or duty. Most faculty and staff are considered responsible employees for purposes of reporting possible violations of Title IX.