Is the student a danger to self or others, or does the student need immediate assistance for any reason?

**YES**
- The student’s conduct is clearly and imminently reckless, disorderly, dangerous, or threatening including self-harm behavior.
- Call 911 or Campus Police

**NOT SURE**
- The student shows signs of distress but I am unsure how serious it is. My interaction has left me feeling uneasy and/or really concerned about the student.
- Counseling and Psychological Services

**NO**
- I’m not concerned for the student’s immediate safety, but he or she is having significant academic and/or personal issues and could use some support or additional resources.
- Refer students to an appropriate campus resource

California State University, Sonoma

**Campus Resources**

- Campus Police 911 or 707.664.4444
- Dean of Students/Conduct Officer 707.664.2838
- Confidential Advocate 707.664.2698
- Counseling and Psychological Services 707.664.2153
- Disability Services for Students 707.664.2677
- Sonoma County Crisis Line 707.576-8181
- Student Health Center 707.664.2921

For more information:
[http://web.sonoma.edu/counselingctr/facultystaff.html](http://web.sonoma.edu/counselingctr/facultystaff.html)

SEE SOMETHING. SAY SOMETHING. DO SOMETHING.
SEE SOMETHING.

CSU faculty and staff are in a unique position to demonstrate compassion for CSU students in distress.

Both undergraduate and graduate students may feel alone, isolated, and even hopeless when faced with academic and life challenges. These feelings can easily disrupt academic performance and may lead to difficulties coping and other serious consequences.

You may be the first person to see something disturbing in your students since you have frequent and prolonged contact with them. The California State University, in collaboration with the California Mental Health Services Authority (CalMHSA), requests that you act with compassion when assisting students.

SAY SOMETHING.

Students exhibiting troubling behaviors in their presence are likely having difficulties in various settings including the classroom, with roommates, with family, and even in social settings.

Trust your instincts and say something if a student leaves you feeling worried, alarmed, or threatened.

DO SOMETHING.

Sometimes students cannot or will not turn to family or friends. Do something! Your expression of concern may be a critical factor in saving a student’s academic career or even their life. The purpose of this folder is to help you recognize symptoms of student distress and identify appropriate referrals to campus resources.

ACADEMIC INDICATORS

- Sudden decline in quality of work and grades
- Repeated absences
- Disturbing content in writing or presentations (e.g., violence, death)
- You find yourself doing more personal rather than academic counseling during office hours
- Continuous classroom disruptions

PSYCHOLOGICAL INDICATORS

- Self-disclosure of personal distress that could include family problems, financial difficulties, depression, grief, or thoughts of suicide
- Excessive tearfulness, panic reactions, irritability or unusual apathy
- Excessive fatigue/sleep disturbance
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Expressions of concern about the student by his/her peers

SAFETY RISK INDICATORS

- Unprovoked anger or hostility
- Making implied or direct threats to harm self or others
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideations/ violent behaviors

PHYSICAL INDICATORS

- Marked changes in physical appearance including deterioration in grooming, hygiene, or weight loss/gain
- Excessive fatigue/sleep disturbance
- Intoxication, hangovers, or smoking of alcohol
- Disoriented or “out of it”

RESOURCES & TIPS:

BE PROACTIVE: Engage students early on, pay attention to signs of distress, and set limits on disruptive behavior.

BE DIRECT: Don’t be afraid to ask students directly if they are under the influence of drugs or alcohol, feeling confused, or having thoughts of harming themselves or others.

LISTEN SENSITIVELY AND CAREFULLY: Use a non-confrontational approach and a calm voice. Avoid threatening, humiliating, and intimidating responses.

SAFETY FIRST: The welfare of the campus community is the top priority when a student displays threatening or potentially violent behavior. Do not hesitate to call for help.

FOLLOW THROUGH: Direct the student to the physical location of the identified resource.

CONSULTATION AND DOCUMENTATION: Always document your interactions with distressed students and consult with your department chair/supervisor after any incident.

SEE SOMETHING. SAY SOMETHING. DO SOMETHING.