

A PRACTICAL GUIDE FOR COMMUNITY

At the University of Dayton, our strong sense of community means students do not struggle alone. At times, undergraduate and graduate students may feel alone, isolated and even hopeless when facing life's challenges.

YOU HAVE AN IMPORTANT ROLE.

As a faculty or staff member, you are in a unique position to identify students who may require additional support. In some cases, it may go beyond offering a listening ear; your role may require that you report certain behaviors.

Use this folder to identify opportunities to support students, connect students to resources and learn the signs that tell you when to seek help on a student's behalf.

ESSENTIAL CONTACT INFORMATION

On Campus

The Brook Center for Empowerment and Wellbeing	937-229-1292
Campus Ministry	937-229-3369
Center for Alcohol and Other Drugs Resources and Education (CADRE)	937-229-1233
Counseling Center	937-229-3141
Dean of Students Office	937-229-1212
Equity Compliance Office	937-229-3622
Health Center	937-229-3131
Public Safety	937-229-2121 or call 911 from a campus phone

National

Crisis Text Line	Text HOME to 741741
RAINN: Rape, Abuse and Incest National Network	1-800-656-HOPE
Suicide Prevention Hotline	1-800-273-8255

Visit go.udayton.edu/mentalhealth for support, including more information about the resources found in this folder.



University of Dayton

Division of Student Development
937-229-1212 | deanofstudents@udayton.edu

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HOLISTIC APPROACH TO MENTAL HEALTH

REACTIVE

The University of Dayton provides resources and support for individuals to overcome challenges, build resilience and thrive at the University and beyond. Particularly in times of distress, individuals turn to those with whom they have established relationships. *Therefore, it is appropriate and encouraged to reach out to individuals directly, show concern and have conversation guided by this framework about their wellbeing.* The elements outlined here build upon each other so individuals can create a foundation for resilience, demonstrate self-awareness and seek out appropriate resources.

7 SEEK IMMEDIATE HELP

6 ACCEPT ASSISTANCE & SUPPORT

5 UTILIZE CAMPUS RESOURCES

4 TALK ABOUT CONCERNS

3 DEVELOP YOUR SKILLS

2 BUILD YOUR COMMUNITY

1 PRACTICE SELF-CARE

PROACTIVE

AUTONOMY

Revised September 2019

INTERVENTION

Distressed vs. Disruptive Behavior

Distressed behavior may present as extreme anxiety, sorrow or pain as a result of personal or academic struggles. The possible signs of distress may include:

- decline in academic performance or behavior
- change in usual behavior
- depressed mood
- change in personal hygiene

During these times, you may be able to serve as a helpful resource by asking questions and listening, and connecting students to campus resources. See the steps on the next page for suggestions.

Disruptive behavior interferes with the safety of our community in and out of the classroom. Examples of disruptive behavior may include:

- yelling or screaming
- threats of violence
- actions that intentionally intimidate another person

Disruptive behavior cannot be ignored. In these situations, remain calm and use active listening. Acknowledge the feelings of the individual and focus on what you can do to resolve the situation. In some circumstances, it may be necessary to call Public Safety.

Call Public Safety at 937-229-2121 if you have an emergency or need immediate help in addressing an emerging situation. A crisis exists whenever a person's behavior poses imminent danger of:

- causing harm to self or others
- impeding lawful activities of other members of the campus community
- causing property damage
- interfering with the health, safety or wellbeing of other members of our community
- experiencing a health emergency

If you are ever unsure, call Public Safety, which acts as a dispatch for the University. In an emergency situation, they will connect you with the right office.

1. PRACTICE SELF-CARE

Students practicing self-care will have a regulated work/life balance and engage in regular physical and social activity.



How are things going? How's your week been? How do you like campus? How are you practicing self-care?



Engage in prayer, meditation and mindfulness

Get 30 minutes of physical activity each day

Sleep uninterrupted for 7 to 8 hours each night

Eat a balanced diet

Drink lots of water

Take the Emotional Wellness Screening at go.udayton.edu/emotionalwellnessscreening

2. BUILD YOUR COMMUNITY

These students are socially engaged and feel included with their peers.



Drop by my office during office hours if you need help. What organizations are you engaged in across campus? Have you found your community of support?



Join a University-sponsored organization; organizations include academic, recreation, religious/faith-based, service and social action, special interest, and values-based fraternities and sororities

Participate in intramural sports

Attend UD Late Night events

Establish a connection to the city of Dayton through volunteerism and service

Foster supportive relationships through retreats, mentorship opportunities, research with faculty and campus employment

3. DEVELOP YOUR SKILLS

These students vocalize stressors but also vocalize plans to deal with stress. They maintain social engagement, even if they are more distracted than usual.



How are classes going? What's one life skill you're working on developing? I'm heading to this event, do you want to come along? You seem to be distracted in class lately, are things okay?



Mental health training opportunities at go.udayton.edu/mentalhealth

Training opportunities including Ally Training, Green Dot and Recovery Is Spoken Here (RISH)

Toolbox Seminars for mental health

Life Hacks Workshop Series

Educational workshops, tutoring, supplemental instruction, academic coaching and Library services

You@Dayton

4. TALK ABOUT CONCERNS

With these students, you'll see regular patterns of behavior are there, but students may be disorganized or often late. Social plans have faded or disappeared for these students, and communication significantly decreases or overly increases.



Have you talked to your advisor about concerns with class? Who is your trusted person you turn to when things get difficult?



Talk to a friend, family member, mentor or other trusted individual

Engage with peer mentor programs: RA, Neighborhood Fellow, PAVE, Q*mmunity Leaders, Diversity Peer Educators and Co-Pilots

Participate in a group therapy session through UD's Counseling Center

Reach out to academic advisors

Utilize Campus Ministry, Center for International Programs, Multi-Ethnic Education and Engagement Center, Military and Veteran Programs and Services, Office of Diversity and Inclusion, and Women's Center

5. UTILIZE CAMPUS RESOURCES

Students who utilize campus resources may still need help. They may give emotional responses as they process feedback during discussions. Their disorganized thought becomes clearer with the acceptance of help.



I'm really worried, are you feeling okay? I haven't seen you much lately, how are things? I've noticed some changes with you in class, how can I help?



Campus Ministry, CADRE, Counseling Center, Brook Center, Office of Learning Resources, Health Center, Housing and Residence Life, and Equity Compliance Office

6. ACCEPT ASSISTANCE AND SUPPORT

Students may be engaged in supportive care (e.g., Counseling Center) but still feel hopeless or isolated.



I'm really concerned about you, do we need to get together to talk? Can I help you make connections with any campus offices? Why don't we meet together with the Dean of Students to figure out a plan to help you feel more supported?



Crisis support through the Counseling Center, Dean of Students Office, Community Standards and Civility, Center for International Programs and academic deans

7. SEEK IMMEDIATE HELP

Get immediate help for students who exhibit erratic behavior or disruption of normal activities, or for students who talk of imminent suicide.



Do not try to engage directly.

Contact Public Safety or 911 if you feel threatened. If you are alone, get to a public place and engage others, along with the individual, to aid in de-escalation until help arrives.



Public Safety: 937-229-2121 or call 911 from a campus phone

Crisis Text Line: Text HOME to 741741

Suicide Prevention Hotline:

1-800-273-8255

ICON KEY



Start a conversation



Connect students with resources

Counseling Center

As a trusted adult on campus, you can normalize the need to seek help by encouraging students to explore the Counseling Center as a resource. It can make all the difference. **Regularly scheduled appointments**, as well as **same-day emergency services** for students in crisis, are

offered at the Counseling Center. Staff or faculty can call the Counseling Center for consultation, walk a student over to Gosiger Hall or refer the student to schedule an emergency session with a licensed therapist. When in doubt, call the Counseling Center at 937-229-3141.

CARE TEAM

Members of the Campus Awareness Response and Evaluation (CARE) Team assess potential threats students may pose to themselves or to others, and provide early intervention, support and behavioral response to students displaying varying levels of disruptive or concerning behavior. The team meets to identify, assess and respond to concerns and/or potential threats to the campus community and maintain communication with appropriate offices and individuals.

In an effort to promote a safe campus community, CARE team members strive to identify and intervene in situations that pose a direct threat to the wellbeing of an individual or our community, and they are well trained in risk and threat management.

The CARE team is comprised of representatives from across campus, which allows for timely and tailored interventions and outreach to promote student success.

REPORT A CONCERN

If you know a student who needs extra support, let someone know!

- Use the CARE report to share a concern at go.udayton.edu/reportaconcern.
- Call the Counseling Center at 937-229-3141.
- Send an email to the Dean of Students at deanofstudents@udayton.edu.

EQUITY COMPLIANCE

The Equity Compliance Office affirms the University's commitment to promoting the goals of fairness and equity in all aspects of its operations. A primary assertion of both our religious and civil traditions is the inviolable dignity of each person. The Equity Compliance Office facilitates Title IX, the University's Nondiscrimination and Anti-Harassment Policy and Process, and information on pregnancy and childbirth resources.

The Equity Compliance Office manages reported information that may fall under the Nondiscrimination and Anti-Harassment Policy at the University. This includes forms of bias (sex, gender, race, ethnicity, veteran's status, etc.), as well as harassment (hostile environment, sex-based, etc.). The office conducts outreach and works with various offices to ensure appropriate measures are taken to stop the behavior and prevent recurrence. Members of the UD community are encouraged to share information when it is a question or concern, to allow consultation and the opportunity to address matters informally, where possible.

The Equity Compliance Office oversees mandatory reporting of sexual harassment, including acts of sexual violence. **All employees are mandatory reporters except physicians, licensed mental health professionals and vowed clergy acting in that capacity. As a mandatory reporter, if you become aware of possible discrimination, including harassment or an act of sexual violence, you must inform the University within one business day by contacting the Title IX/504 coordinator and equity compliance officer.**

View the complete Mandatory Reporting Policy online at udayton.edu/policies/finance/mandatory-reporting-policy.php.

FERPA CONSIDERATIONS

The Family Educational Rights and Privacy Act of 1974 (FERPA) is designed to protect the privacy of students' education records and to afford students certain rights pertaining to their education records. In accordance with FERPA and its policy, the University of Dayton will disclose information from education records with the student's written consent.

Observations of behavior are not part of an educational record and can be shared with appropriate University officials when needed to complete the duties of their role without violating FERPA.

Additionally, FERPA permits the disclosure of protected information between University officials on a need-to-know basis or when the University has a good-faith belief that a health or safety emergency exists.

