



Promoting Well-being in Learning Environments

A GUIDE FOR FACULTY

FSU | COUNSELING & PSYCHOLOGICAL SERVICES

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Introduction

Adopted from the University of Texas at Austin's *Promoting Well-being in Learning Environments Guidebook* and in partnership with faculty and staff across colleges, schools, and departments, the goal of the FSU Faculty Well-being Guidebook is to help faculty make small shifts that could make a major difference in students' behavior and well-being.

WHAT ARE “CONDITIONS FOR WELL-BEING”?

Research in the field of positive psychology and flourishing indicate that conditions for well-being include concepts such as social connectedness, mindfulness, growth mindset, resilience, gratitude, inclusivity, self-compassion, and life purpose.

WHY?

Students with mental health concerns are more likely to have a lower grade-point average and a higher probability of dropping out (Eisenberg, Golberstein, & Hunt, 2009). According to El Ansari and Stock (2010): “It is widely accepted that health and well-being are essential elements for effective learning.” According to the 2018-2019 Association for University and College Counseling Center Directors (AUCCCD) survey, the demand for mental health services at colleges and universities across the country has increased by 12.2% over the previous year.

Engaging students in practices that promote mental health is the responsibility of not just one department on campus, but of the entire campus community. Students indicate that faculty members are often seen as the “missing link” when it comes to their own well-being (Stuart & Lee, 2013). Additionally, the Okanagan Charter, an international charter for health-promoting universities and colleges, published a call to action for higher-education institutions: embed health into all aspects of campus culture, across administration, operations and academic mandates (Okanagan Charter, 2015).

HOW TO USE THIS GUIDEBOOK

Think of this guidebook as you would a menu. It provides a variety of strategies, tools and resources from which to pick and choose.

The strategies in this guidebook are based on research. They are also based on ideas and techniques that faculty at FSU and the University of Texas at Austin have found to be effective in supporting student well-being. When considering strategies or ideas that you would like to try, think about your personal interactions and teaching style. Not every strategy is the right fit, so pick one or more that feels comfortable and do it (them) well. Some are easier than others to embed. According to students, some of the simplest ideas can have a huge impact when done authentically.

“

I always try to see students as a whole person, as someone with concerns and interests beyond my class.”

– Penelope Kirby



The Whole Student

GENERAL WELL-BEING PRACTICES

Students who reported poor mental health but did not qualify for a diagnosis were three times more likely to experience academic impairment than students who reported a flourishing mental health state (Keyes et al., 2013). This research suggests that the mere absence of a mental health disorder does not indicate flourishing mental health, and that positive factors such as social connection, emotional well-being and psychological health can help to protect students from academic impairment. Researchers have suggested that “wellbeing is readily attainable when individuals and institutions have opportunities to nurture their unique strengths and virtues to the service of an engaged meaningful life (Seligman, 2019).”

- ☐ Remember your students are human, and so are you.
- ☐ Be passionate about what you teach.
- ☐ Use humor if possible.
- ☐ Be happy about teaching.
- ☐ Try to reduce the power dynamic between you and students.
- ☐ Allow students to see your authentic self, including your mistakes and vulnerabilities.
- ☐ Talk about mental health openly to destigmatize it.
- ☐ Share ways that you practice self-care, and have students share how they practice it as well.
- ☐ Include information in your syllabus about mental health (but avoid copying and pasting this information from somewhere else).
- ☐ Let students know you are open to talking with them individually about their states of well-being. (Refer to “Supporting Students in Distress” on pg. 23 of this book)



“

I connect with students by arriving early to chat or just say hello. I also check-in with students on how they are doing.”

- Lisa Liseno



Conditions for Well-being

Social connectedness has a direct effect on college student retention, according to Allen, Robbins, Casillas, and Oh (2008). Evidence also suggests that it has a positive correlation with achievement motivation (Walton, Cohen, Cwir, & Spencer, 2012), which may impact academic achievement. Research suggests that supportive faculty members can have a significant impact on a student's intention to persist after the first year (Shelton, 2003). You can help your students by connecting with them or by helping them connect with each other (Turki, Jdaitawi, & Sheta, 2017; Jorgenson, Farrell, Fudge, & Pritchard, 2018).

- ☐ On the first day of class, use a survey to get to know students. Ask about their backgrounds, interests, strengths, needs and other topics.
- ☐ Use the survey information to make adjustments to teaching course content.
- ☐ Learn the names of your students.
- ☐ Get out from behind the podium or desk and move among the students. If you use a tablet that connects to the projector, you can allow students to write on the tablet themselves to show how they would solve a problem or answer a question.
- ☐ Incorporate welcoming rituals at the start of class. (See sidebar.)
- ☐ Share personal anecdotes.
- ☐ Share personal connections to content— areas where you struggled, concepts you were surprised to learn, etc.
- ☐ Close each class with something positive. For example, have students share something they learned or something they are interested in learning more about.
- ☐ Use various forms of cooperative or collaborative learning.

INCORPORATING “WELCOMING RITUALS” AT THE START OF CLASS

- ☐ Smile and greet students.
- ☐ Carry on informal conversations before class.
- ☐ Play music before class. Allow students to choose the tunes.
- ☐ Ask students how they are doing.
- ☐ Start class by letting students share one WOW, POW, or CHOW:
 - WOW: Something great that happened in the past week.
 - POW: Something disappointing that happened recently.
 - CHOW: A great new restaurant experience.
- ☐ Start with a brief writing assignment and/or peer conversation.
- ☐ Allow students to go over homework in pairs or cooperative groups.



MINDFULNESS AND STRESS REDUCTION

Mindfulness is “the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment” (p. 145, Kabat-Zinn, 2003; Kerrigan et al., 2017). Mindfulness has been shown to improve memory and testing performance, reduce stress levels, and foster better physical health (Bonamo, Legerski, & Thomas, 2015; Kerrigan et al., 2017). Mindfulness practice has also been shown to improve mental health outcomes for students who are struggling in an academic setting (Dvořáková et al., 2017; Lin & Mai, 2018; Miralles-Armenteros, Chiva-Gomez, Rodriguez-Sanchez, & Barghouti, 2021). While the goal of mindfulness is not to help people achieve more, it has remarkably reliable effects on well-being, academic performance, stress reduction and general health for its practitioners.

- ☐ Engage in “brain breaks” that allow students to take their minds off the learning content.
 - o Allow for collaborative discussions or other interactions during instruction.
 - o Allow for short periods of movement (e.g., get up and find one person with whom to share a thought, story or question).
- ☐ Provide a “mindfulness minute” at the beginning of class, before exams, etc., in which you encourage or allow students to sit quietly and use deep breathing techniques.
- ☐ Practice techniques for focusing attention.
- ☐ Teach students how to use effective self-talk and stress-reduction approaches to manage their emotions.
- ☐ Incorporate mindfulness activities at highly stressful times (e.g., before an exam).
- ☐ Organize mindfulness activities outside of the classroom. Examples include:
 - o Visiting the FSU Labyrinth or one of the rich collection of reflection spaces on campus such as the Meditation Room in the Center for Global Engagement, BE Well Space in the Health and Wellness Center, Friendship Garden adjacent to Mina Jo Powell Green, or Healing Garden at the College of Medicine.
 - o Encouraging students to participate in a yoga, meditation or exercise class.
 - o Encouraging students to participate in mindfulness classes or activities for extra credit.
- ☐ Let students know about resources for mindfulness on campus (e.g., the Mindful Studio at FSU Counseling & Psychological Services).



GROWTH MINDSET

Growth mindset, or the belief that intelligence is not a fixed trait but one that can improve, is shown to be positively correlated with student achievement scores (Bostwick, Collie, Durksen, & Martin, 2017; Dweck, 2006; Carter, Choe, Limeri, et al., 2020). Students' mindsets can influence how they react to stressful situations, failures and challenges. Having a growth mindset is associated with more adaptive coping and learning strategies after failure. Alternatively, a fixed mindset leads students to disengage from their challenges and feel helpless (Dweck & Leggett, 1988). Fortunately, a student's mindset is malleable. Here are some strategies to help your student change the way they see themselves in relation to challenging coursework.

- ☐ Teach students how to use mistakes/failures to their advantage.
- ☐ Let students see you make mistakes, then show them how you use those mistakes to learn.
- ☐ Struggle with concepts in front of students and allow them to help you work through the process.
- ☐ Explicitly talk with students about learning and deliberate practice.

DISCUSS AND MODEL SELF-REGULATION STRATEGIES FOR LEARNING AND APPLYING CONTENT

- ☐ Setting goals and monitoring progress towards goals.
- ☐ Using self-talk effectively to motivate and support active learning.
- ☐ Creating time management plans to accomplish goals.
- ☐ Thinking about your approach, identifying misconceptions, and doing something to fix those misconceptions.
- ☐ Becoming aware of your emotions, such as anxiety, and using techniques to address them.





**“
I provide numerous
opportunities for
students to connect with
me including offering
extra credit for attending
office hours when
possible.”**

- Dr. Marie Dennis

- Focus less on competition/performance and more on learning and mastery. Examples:
 - Not grading exams or other assignments based on a normal distribution.
 - Allowing students to retake exams or parts of exams to learn from mistakes.
 - Allowing students to rewrite papers or redo projects based on feedback provided.
 - Having students take exams both individually and in groups.
 - Give students choices in how they demonstrate knowledge and mastery of content.
- Build in different ways for students to demonstrate learning and mastery of content. Examples:
 - Using a variety of assignment types – exams, papers, presentations, videos, etc.
 - Letting students choose how they demonstrate their learning within individual assignments (e.g., creating a video, writing a paper, giving a presentation).
 - Allowing students to choose whether they work on assignments individually, in groups or with partners.
 - Allow for students to fix mistakes and work through problems they have encountered so they can see the progress being made.
- Let students know you don't want perfection. Do this by using words “learning” and “growth” rather than “achievement” or “performance.”



RESILIENCE

Resilience is the ability to recover from stress despite challenging life events that otherwise would overwhelm a person's normal ability to cope with that stress (Smith et al., 2008). Students with more resilience tend to have better mental health, wellness, and academic outcomes (Johnson, Taasobshirazi, Kestler, & Cordova, 2014). Being able to bounce back from difficult experiences can mean coping after a bad grade or recovering from a stressful life event like the loss of a loved one. Fortunately, resilience seems to be a malleable psychological factor that, with work and time, can be strengthened. Studies have shown resilience is linked to mindfulness, a sense of purpose in life, an optimistic outlook and active coping styles (Smith, Epstein, Ortiz, Christopher, & Tooley, 2013).

- ☐ Talk about times that you have failed and how you worked through those failures.
- ☐ Teach students how to use mistakes/failures to their advantage.
- ☐ Use exams and other assignments as teaching tools, rather than the end of learning. Examples include:
 - Instead of simply giving students their grades, go over the exam or assignment and discuss areas of common struggle, what these mistakes mean for thinking and learning, and how they connect to new learning.
 - Allow students to correct mistakes and redo assignments to demonstrate continued mastery and learning.
 - Provide students with individual feedback on assignments, and model how to use this feedback to improve on future assignments.
- ☐ Explicitly teach strategies you use to overcome failure.
- ☐ Teach students how to self-assess accurately by modeling your own self-assessing behavior.
- ☐ Focus less on competition and performance and more on learning and mastery.
- ☐ Be optimistic about how students are doing in your class.

“

I often share with students that I switched my major 2 times before finding my passion and what I am good at. It is necessary to show students how we ‘failed’ and yet still succeeded.”

– Sharanya Jayaraman



GRATITUDE

In simple terms, researchers define gratitude as “a felt sense of wonder, thankfulness, and appreciation for life” (Emmons & McCullough, 2003; Lyubomirsky, 2007). The beneficial impacts of expressing gratitude on physical and mental health has been demonstrated repeatedly (Bartlett & DeSteno, 2006; Emmons & McCullough, 2003; Nef, 2011). This research also shows that through consistent practice, gratitude can be developed over time, leading to higher levels of happiness leading to higher levels of happiness, self-worth, and stronger relationships (Emmons & McCullough, 2003; Lyubomirsky, 2007; McCullough, Emmons, & Tsang, 2002).

- ☐ Show students how to express gratitude. Examples include:
 - Share things in your life for which you are grateful.
 - In class, share student actions that have inspired gratitude.
 - Give individual students written notes describing something they have done that you appreciate.
 - Send emails to individual students listing things they have done that you appreciate.
- ☐ Have students think about or list things for which they are grateful. Examples include:
 - Before an exam give students two minutes to write down an object of gratitude.
 - During a break in class, have students contemplate a relationship for which they are grateful.
 - For homework, ask students to write a letter to someone who has made them feel grateful.
 - Have students keep a gratitude journal and write in it once a week.
- ☐ Be optimistic. Focus on the positive more than the negative. Examples include:
 - At the beginning of the semester, focus on the benefits of being in your class.
 - When going over an exam or assignment, focus on what students did correctly before addressing their mistakes.
 - At the end of the semester, share how teaching the class benefitted you, and have students share how the class benefitted them.





INCLUSIVITY

Think of inclusive education as an ongoing effort with three distinct but related goals (Waitoller & Kozleski, 2013): to more equitably distribute learning opportunities; to recognize and honor the differences among students; and to provide opportunities for marginalized groups “to represent themselves in decision-making processes.”

As a conclusion to their meta-analysis of inclusive education research, Waitoller and Artiles (2013) argue that inclusivity should be treated more broadly. Rather than focusing on a unitary identity like “disabled” or “female,” for example treat the question of inclusivity in the classroom through a lens of intersectionality, considering all relevant identities and groups that have been historically marginalized in educational settings.

- ☐ Consider student needs when it comes to seating, visual/audio equipment, note taking, test taking, response opportunities, etc.
- ☐ Use inclusive language.
- ☐ Provide resource information in your syllabus or elsewhere. (See the “Resources” section on pg . 27)
- ☐ Be prepared to allow for and respond to different student responses within the content.
- ☐ Explicitly talk about mental health and well-being to normalize difficulties.



INCLUSIVITY - FACULTY RESOURCES

- ☐ The Center for the Advancement of Teaching
teaching.fsu.edu
- ☐ Title IX Signed Statement
knowmore.fsu.edu/title-ix/title-ix-signed-statement
- ☐ The Center for Leadership and Service
thecenter.fsu.edu
- ☐ Office of Accessibility Resources (OAS)
dsst.fsu.edu/oas



SELF-COMPASSION AND EMPATHY

Self-compassion is not the same thing as self-esteem; it is the practice of treating yourself like you would a close friend by accepting your shortcomings but also holding yourself accountable to grow and learn from failure (Nef, 2003, 2011). Research on this topic conducted at the University of Texas at Austin suggests that “self-compassionate individuals may be better able to see failure as a learning opportunity and to focus on accomplishing tasks at hand” (p.274, Nef, Hsieh, & Deitterat, 2005).

- ☐ Model how you have compassion for yourself and others.
 - When you make a mistake or struggle with something, share it with students and talk about strategies you use to be compassionate with yourself (e.g., self-talk).
 - When a student comes to you with a question or need, show that you are listening and understand where they are coming from (e.g., smile, shake your head, repeat what they say to clarify).
- ☐ Discuss common humanity among you and students. Examples include:
 - When students struggle or fail, talk about a time when you had a similar experience.
 - Share your own positive and negative experiences at specific times (e.g., before or after giving an exam, when going over an assignment).
- ☐ Try seeing things from a student’s perspective and help them see things from your perspective.
- ☐ Give students the benefit of the doubt. Don’t assume they’re lazy or trying to get out of work.
- ☐ Be flexible. Take into consideration students’ lives outside of class. Their lives may include:
 - Families, including their own children
 - Jobs
 - Chronic illnesses
 - Other classes

“

Be sure to talk to students like we would our own children. This creates an environment where students feel comfortable to learn and shows students that faculty are invested in them.”

- Charmane Caldwell

LIFE PURPOSE

Life purpose, or meaning in life, is a core component of positive psychology and refers to the belief that one lives a meaningful existence. This belief is associated with higher life satisfaction (Chamberlain & Zika, 1988), happiness (Debats, van der Lubbe, & Wezeman, 1993), and hope (Mascaro & Rosen, 2005). Having a sense of life purpose has positive associations with health, well-being, and adaptive coping strategies (Thompson, Coker, Krause, & Henry, 2003). It's also negatively related to a higher incidence of psychological disorders (Owens, Steger, Whitesell, & Herrera, 2009). Helping students understand how classroom happenings are linked to their sense of purpose in life may help them maintain motivation, hope and engagement with the course.

- ☐ Have students set goals for what they want to accomplish in the course.
- ☐ Share how content relates to your own life and goals.
- ☐ While teaching, explicitly connect content to students' goals.
- ☐ Set up times to talk informally with students about their goals and life plans.



LODD HALL

NO
THRU
TRAFFIC
EXIT

Effective Learning Environments

IN-CLASS INSTRUCTIONAL PRACTICES

The kinds of instructional practices used in a classroom will vary according to any number of factors, including the material taught, size of the classroom and learning objectives. One instructional practice that all students can benefit from is knowing what is expected of them by being given a clear framework they can use to anchor their knowledge and progress (Balgopal, Casper, Atadero, & Rambo-Hernandez, 2017). Finding ways to provide structured, intentional and transparent assessment practices can limit anxiety and improve a student's learning, retention and testing performance (Chiou, Wang, & Lee, 2014; Cross & Angelo, 1988). Encourage them to ask questions and seek help.

SIMPLE IDEAS

- ☐ Review previously learned content before introducing new information.
- ☐ Connect course content to the real world.
- ☐ Be explicit about objectives related to abstract learning such as thinking processes and problem-solving, and explicitly show students how these types of learning relate to content, activities, exams, etc.
- ☐ Plan instruction, including any activities or discussion, effectively.
- ☐ Incorporate “think, turn, talk” during lessons.
 - o Think: Have students think about their responses to a question or idea.
 - o Turn: Ask students to turn to a partner.
 - o Talk: Have students share their thinking about the question or idea with their partners.
- ☐ Incorporate writing-to-learn activities such as admit or exit tickets, non-stop writes, silent conversations and write-arounds.
 - o Admit ticket: A brief writing activity at the beginning of class to review previous learning.
 - o Exit ticket: A brief writing activity to review what was learned in class or preview what will be learned in the next class.
 - o Non-stop write: Timed writing activity in which students take two to four minutes to write about their thinking, questions or ideas related to what they've learned.



SIMPLE IDEAS (CONT.)

- Silent conversation: An activity similar to “think, turn, talk” but instead of talking about their thinking, partners write about their thinking, read what one another has written, and respond to it in writing. Each written response is usually timed for one to two minutes.
- Write-around: An activity similar to a silent conversation, but instead of partnering with one person, students pass their written responses around in a group of four to five.
- To check for understanding, ask students to give you a thumbs-up, thumbs-sideways or thumbs-down to represent how they’re feeling about the content. If there are very few thumbs-ups, then you can probe further to learn the specific causes of difficulty.
- Incorporate quick, informal assessments to gauge student mastery of concepts and provide immediate feedback.

MORE COMPLEX IDEAS

- Allow students to apply knowledge and not only memorize information.
- Create cooperative learning activities to engage students in application, analysis and synthesis. Establish norms with students for how to work collaboratively.
- As students work in pairs or small groups, listen to their ideas and questions, and make note of what specific students say. During the whole-group discussion, ask different students if you can share their comments during the paired/small-group work. This technique is especially helpful for engaging students who are reticent about talking in front of the whole class.
- Use worked examples and non-examples. Non-examples are problems that have been done incorrectly. Have students find the mistakes and work in partners or groups to resolve them.
- Allow students to begin work on a homework, lab or other assignment in class to get support from you and their fellow students before completing the assignment on their own.
- Offer choices in assignments and tasks, including exam structure (e.g., multiple-choice vs. short-answer vs. oral response).
- Create assignments in which the results can be utilized by a community or campus initiative.
- Invite outside speakers who can connect learning to civic engagement.

OUTSIDE OF CLASS ACTIVITIES

Office hours are often underutilized by students, but when a single check-in and reflection meeting is made mandatory, students tend to improve their learning outcomes (McGrath, 2014). These findings suggest that personal recognition and engagement have an important augmentative effect above and beyond additional exposure to the material students were tasked with learning — statistics, in this case. See McGrath (2014) for a sample reflection exercise to conduct with students during office hours. In addition to office hours, consider conducting informal activities outside of class to get to know students on a personal level and help them make connections to other resources (e.g., museums, libraries).

- ☐ Provide informal opportunities such as Q&A sessions and study groups for students to discuss course content.
- ☐ Invite small groups of students to attend office hours.
- ☐ Create informal activities/get-togethers for faculty and students to get to know one another. Examples include:
 - o Coffee chats
 - o Cookies, donuts or ice cream with different faculty
 - o Lunch with students
 - o Informal weekly meetings to talk with students about their life goals, plans, etc.
- ☐ Visit different locations on campus with students. Examples include:
 - o Museum of Fine Art
 - o FSU Master Craftman Studio
 - o Heritage Museum
 - o FSU Flying High Circus
 - o National High Magnetic Field Laboratory
 - o Coyle E. Moore Athletic Center
 - o Opperman Music Hall
- ☐ Respond to student emails or other forms of communication in a respectful and timely way.
- ☐ Mentor teaching assistants whom you're supervising in well-being practices.



DEPARTMENTAL ACTIVITIES

In addition to the role of individual faculty members in supporting student well-being, administrators within colleges and departments can work to coordinate these efforts. Such coordination can help faculty more easily support students. Administrators may also consider embedding conditions for well-being into various departmental activities to positively impact the well-being of both students and faculty.

- ☐ Communicate the importance of faculty members taking care of their own states of well-being.
- ☐ Create a student-led wellness group that makes recommendations for improvements in departmental policies and practices.
- ☐ Provide training for faculty in recognizing and responding to students in distress. Contact the FSU Counseling & Psychological Services to learn more.
- ☐ Create consistent systems for gathering and implementing faculty and student feedback within the department.
- ☐ Create a first-year (or longer) informal course that combines mentoring from both a faculty member and a peer mentor (e.g., third-year student) with well-being lessons/activities.
- ☐ Provide training and support to teaching assistants in well-being practices (e.g., through Faculty Innovation Center courses).
- ☐ Create informal activities/events for faculty and students to get to know one another.
- ☐ Allow time for faculty to share well-being practices they are incorporating into their classes.
- ☐ Plan wellness activities. Examples include:
 - o A wellness week with different activities like a petting zoo, mindfulness group or self-care class.
 - o Ongoing classes such as yoga, Zumba, Jazzercise, or meditation.
- ☐ Support faculty well-being.
 - o Within a professional development series, build in classes related to mindfulness, self-compassion, and self-care.
 - o Set up ongoing classes for faculty in yoga or meditation.
 - o Plan book studies related to wellness topics (e.g., using the book *The How of Happiness* by Sonja Lyubomirsky).

Supporting Students in Distress

As a faculty or staff member, you are in an excellent position to recognize behavioral changes that characterize a student experiencing distress. A student's behavior, especially if it is inconsistent with your previous observations, could well constitute a "cry for help." Your ability to recognize the signs of emotional distress and the courage to acknowledge your concerns to the student, are often noted by students as the most significant factor in their successful problem solution.

SIGNS OF DISTRESS:

- ☐ Inability to Concentrate
- ☐ Confusion
- ☐ Persistent Worrying
- ☐ Social Isolation
- ☐ Increased Irritability
- ☐ Bizarre Behavior
- ☐ Missed Class/Assignments
- ☐ Procrastination
- ☐ Dangerous Behavior
- ☐ Restlessness
- ☐ Disheveled Appearance
- ☐ Mood Swings
- ☐ Indecisiveness
- ☐ Depression
- ☐ Anxiety

“

Students just want to be heard even if nothing can be done.”

- Holly Sudano



“

[It is faculty’s responsibility to] know when students are at risk and be brave enough to address mental health concerns by connecting with students and referring students to appropriate resources.”

- Dr. Brittany Kraft

GUIDELINES FOR INTERACTIONS

Whenever possible, speak directly and honestly to a student when you sense academic and/or personal distress.

- ☐ See the student in private. This may help minimize embarrassment and defensiveness.
- ☐ Acknowledge your observations and perceptions of their situation and express your concerns.
- ☐ Listen carefully to the student’s issue and try to view his or her perspective without necessarily agreeing or disagreeing.
- ☐ Attempt to identify the student’s concern as well as your own concerns or uneasiness. You can help by exploring alternatives.
- ☐ Strange and inappropriate behavior should not be ignored. Comment directly on what you have observed.
- ☐ Your flexibility with strict procedures may allow an alienated student to respond more effectively.
- ☐ Involve yourself only as far as you want. In an attempt to reach or help a distressed student, you may become more involved than time or skill permits.
- ☐ Extending oneself to others involves some risk, but it can be gratifying when kept within realistic limits.

DOs

- ✓ Respect cultural differences – whenever possible, ask and listen for the student’s cultural framework and perspectives, and take time to learn more about specific cultures.
- ✓ Be thoughtful about how your style of communication might be interpreted by a student from another culture.
- ✓ Consider how a history of racism, oppression, discrimination, and stereotyping could affect how a student perceives FSU and your attempts to help them.
- ✓ Offer to help in specific ways – consider a direct and personal intervention in the case of system difficulties. For example, make a phone call to help a student connect with another department or faculty member. Consider going with a student to introduce them to another department, office or faculty member.
- ✓ Familiarize yourself with culturally focused support services.
- ✓ Acknowledge their anger and frustration (e.g., “I hear how angry you are.”)
- ✓ Rephrase what they are saying and identify their emotion (e.g., “I can see how upset you are because you feel your rights are being violated and nobody will listen.”)
- ✓ Be on the alert for signs of drug abuse (preoccupation with drugs, inability to participate in class activities, deteriorating performance in class, periods of memory loss or blackouts).
- ✓ Share your honest concern for the person.
- ✓ Encourage them to seek help.
- ✓ Get necessary help in instances of intoxication.
- ✓ Express compassion without intimate friendship – suspicious students have trouble with looseness.
- ✓ Be firm, steady, punctual, and consistent.
- ✓ Be specific and clear regarding standards of behavior you expect.
- ✓ Let the student know you’re aware they are feeling down and you would like to help.
- ✓ Reach out more than halfway and encourage the student to express how they are feeling. Depressed students are often initially reluctant to talk, yet others’ attention helps the student feel more worthwhile.
- ✓ Be willing to listen – even if professional help is needed, a student will be more willing to seek help if you have listened to them.

DON'Ts

- ⊘ Automatically judge a student and their problems based on your own cultural norms. For example, a lack of eye contact in some cultures shows respect while in others may communicate avoiding the truth. Forceful, loud and expressive language in some cultures is intended to invite a strong and respectful dialogue; in other cultures it can be viewed as hostile or disrespectful.
- ⊘ Make assumptions based on a student’s cultural background.
- ⊘ Get into an argument or shouting match.
- ⊘ Look away and not deal with the situation.
- ⊘ Hesitate to call the University Police if the situation escalates.
- ⊘ Ignore warning signs that the person is about to explode (e.g., yelling, screaming, clenched fists, statements like, “You’re leaving me no choice.”)
- ⊘ Threaten, dare, taunt, or push into a corner.
- ⊘ Touch.
- ⊘ Ignore the problem.
- ⊘ Chastise or lecture.
- ⊘ Demand, command, or order.
- ⊘ Flatter or participate in their games; you don’t know the rules.
- ⊘ Be cute or humorous.
- ⊘ Challenge or agree with any mistaken or illogical beliefs.
- ⊘ Be ambiguous.
- ⊘ Say, “Don’t worry,” “Crying won’t help,” or “Everything will be better tomorrow.”
- ⊘ Be afraid to ask whether the student is suicidal if you think they may be.
- ⊘ Assume the situation will take care of itself.
- ⊘ Be sworn to secrecy.
- ⊘ Act shocked or surprised at what the person says.
- ⊘ Minimize the severity of anxiety symptoms.
- ⊘ Get frustrated when your suggestions are resisted.



Noles C.A.R.E.

JUST ASK. YOU CAN MAKE A DIFFERENCE.

Suicide Prevention at Counseling & Psychological Services

C.A.R.E - YOU CAN MAKE A DIFFERENCE

Communicate Concern

- Note the specific concerns you have
- Listen more than you speak
- Assure them they're not alone

Ask Questions

- Ask open-ended questions
"How are things going?"
- Be specific with your concerns
"I've noticed you..."
- Ask important questions
"Are you thinking of killing yourself?"

Refer to Resources

- See below for Suicide Prevention Resources

Encourage Help-seeking

- Immediate danger to self of others
Call 911 or FSUPD
- Willing to get help
Refer or walk to services
- Resists help
Listen to concern, encourage them to try

RESOURCES

Resources to Support Students:

Counseling & Psychological Services (24/7) (850) 644-TALK (8255)
Department of Student Support and Transitions (850) 644-2428
Case Management Services (850) 644-9555
Victim Advocate Program Call: (850) 644-7161, Text: (850) 756-4320
University Health Services (850) 644-6230

Resources to Support Faculty and Staff:

Employee Assistance Program (850) 644-2288

Emergency Support

FSU Police Department (850) 644-1234

WAYS TO AVOID GETTING IN OVER YOUR HEAD

DON'T pressure yourself to know all the answers

DON'T be the person's only source of support

DON'T be sworn to secrecy

DON'T try to be their therapist

DO seek help from other campus resources

DO ensure they have other people they can talk to

DO refer to confidential resources

DO listen with an open mind

For more information or to request training, visit **NolesCARE.fsu.edu**

* Remember: Helping prevent suicide starts with asking how someone is doing, which can open the door to support and resources

Resources

TEACHING AND LEARNING

- ❑ **The Academic Center for Excellence (ACE)**
ace.fsu.edu
ACE is a university learning center focused on helping students develop the study skills and success habits that are necessary in a large research university and valued by future employers.
- ❑ **Learning Resource Center (LRC)**
education.fsu.edu/student-resources/learning-resource-center
The LRC serves students, faculty and staff by providing technological support services, lab and classroom facilities, and multimedia equipment.
- ❑ **MentorFSU Program**
career.fsu.edu/mentorfsu
One of the Career Center's longest-running signature programs, connects FSU students with Alumni and Friends of Florida State for career advice and guidance.
- ❑ **The Career Center**
career.fsu.edu
The FSU Career Center provides comprehensive career services to students, alumni, employers, faculty/staff and other members of the FSU community.
- ❑ **Center for Advancement of Teaching**
teaching.fsu.edu
The Center for the Advancement of Teaching seeks to recognize and cultivate learner-centered teaching throughout the university by providing support to faculty as they balance cutting-edge research with thoughtful teaching.
- ❑ **Pre-College Programs**
care.fsu.edu/pre-college-programs
Our pre-collegiate programs are designed to develop students' skills in core academic areas while preparing them for college life.
- ❑ **Program for Instructional Excellence (PIE)**
pie.fsu.edu
The PIE, a unit of The Graduate School strives to enrich the learning experience for undergraduate students at FSU by supporting the teaching efforts of graduate student teaching assistants through its various services.
- ❑ **Office of the Provost**
provost.fsu.edu
At the Office of the Provost, we promote excellence in all things academic, helping create an environment focused on teaching, research, and public service.

GENERAL SUPPORT

- ❑ **Faculty and Staff Emergency Guide**
dsst.fsu.edu/resources/faculty-and-staff-emergency-guide
The Department of Student Support and Transitions, Counseling & Psychological Services, and University Health Services from the Division of Student Affairs, the Division of Academic Affairs, the University Police Department, Employee Assistant Services Staff, and the members of the FSU Student Situation Resolution Team have developed this FSU faculty and staff information guide to use when assisting distressed students or when dealing with a person with a weapon.
- ❑ **FSU Alert**
emergency.fsu.edu/services/fsu-alert-emergency-notification-warning-system
Florida State University's emergency notification system. If there is a condition which threatens the health and safety of persons on campus, university officials will warn the campus community.
- ❑ **Employees in Distress**
emergency.fsu.edu/hazards/students-employees-distress
Employee Assistance Program (EAP) provides counseling, which is confidential and timely problem identification/ assessment services for employee clients, and their dependents, with personal concerns that may impact their lives and/or job performance.
- ❑ **Ombuds Program**
hr.fsu.edu/sections/ombuds-program
The faculty/ staff Ombuds Program provides a secure, informal place where all FSU faculty and staff are welcome to come and talk in confidence about matters or concerns that impact their employment at FSU.
- ❑ **FSU Counseling & Psychological Services After Hours Line**
counseling.fsu.edu/students/resources/in-case-of-emergency
In case of a mental health emergency after regular business hours and/or on weekends, please call our after-hours hotline at (850) 644 -TALK (8255).
- ❑ **FSU Reporting**
report.fsu.edu
This page allows you to share important information regarding incidents or concerning behavior happening in the Florida State University community.
- ❑ **Department of Student Support and Transitions**
dsst.fsu.edu
The Department of Student Support and Transitions supports, connects, and empowers all students as they navigate their academic and personal journeys.
- ❑ **Case Management Services**
dsst.fsu.edu/cms
The Case Manager works with individuals to provide emotional support, counseling, advocacy, and to identify immediate needs, making appropriate referrals to campus and community resources.
- ❑ **Victim Advocate Program**
dsst.fsu.edu/vap
The Victim Advocate Program provides free, confidential, and compassionate assistance to primary and secondary victims of crime, violence or abuse against, or by, Florida State University students and FSU-affiliated individuals through advocacy, education and training.
- ❑ **New Student & Family Programs**
dsst.fsu.edu/nsfp
New Student and Family Programs (NSFP) exists to aid in the transition of our new students and their family members to Florida State University.

GENERAL SUPPORT (CONT.)

- **Investigations & Assessment**

dsst.fsu.edu/ia

The Office of Investigations and Assessment (I&A) provides investigative services for allegations of misconduct concerning Recognized Student Organizations (RSOs), whether as a reporting or responding party.

- **Withdrawal Services**

dsst.fsu.edu/withdrawal

The Withdrawal Services staff provides support to students and their families when a student's enrollment is unexpectedly interrupted due to unforeseen circumstances (personal, family, medical or mental health reasons, and/or other crisis).

- **The Resilience Project**

uhs.fsu.edu/resilience

FSU has launched a new trauma-informed, multimedia, online college student mental health and wellness toolkit <https://strong.fsu.edu/> to help students build coping and stress management skills and connect them to FSU's resources.

- **Green Dot**

knowmore.fsu.edu/know-more-initiative/green-dot

Green Dot is a bystander intervention initiative that recognizes that most people care about the high prevalence of power based personal violence but don't have the tools to know how to be part of the solution.

- **Office of Accessibility Resources (OAS)**

dsst.fsu.edu/oas

Florida State University is committed to providing a quality education to all qualified students and does not discriminate on the basis of race, creed, color, sex, religion, national origin, age, disability, genetic information, veterans' status, marital status, sexual orientation, gender identity, gender expression or any other legally protected group status .

HEALTH AND WELLNESS

- ❑ **Counseling & Psychological Services**
counseling.fsu.edu
The FSU Counseling & Psychological Services is dedicated to improving the overall well-being and resiliency of our students, faculty, and staff.
- ❑ **University Health Services**
uhs.fsu.edu
The aim of University Health Services is to promote and improve the overall health and well-being of FSU students.
- ❑ **Noles C.A.R.E**
nolescare.fsu.edu
Noles C.A.R.E. is a suicide prevention program which supports the goal of providing suicide prevention training, education, and resources to the campus community.
- ❑ **Medical Response Unit (MRU)**
uhs.fsu.edu/health-care/mru
MRU functions as a basic life support and quick response unit at FSU, as well as a safety net on campus IN ADDITION to the normal response already provided by the FSU police department and the community 911 system. Staffed by the trained student volunteers, the MRU is an affiliated project associated with University Health Services, FSU Police Department, Student Government Association, and FSU Division of Student Affairs.
- ❑ **The Center for Health Advocacy and Wellness (CHAW)**
chaw.fsu.edu
CHAW at University Health Services encourages students to make healthy lifestyle decisions that facilitate academic success and lead to life-long health and wellness.
- ❑ **Campus Recreation**
campusrec.fsu.edu
Campus Recreation offers a diverse selection of recreational programs and services for FSU students, faculty, and staff.
- ❑ **The Psychology Clinic**
psychology.fsu.edu/services/psychology-clinic
The Psychology Clinic is a medical health service, training, and research center operated by the Department of Psychology at Florida State University. We are dedicated to providing empirically supported treatment and assessment services to Tallahassee and surrounding communities.
- ❑ **Human Services Center**
education.fsu.edu/centers-institutes/human-services-center-hsc
The Human Services Center offers free individual, couples, and family counseling to students as well as youth and adults in the community.
- ❑ **Meditation Room**
theglobe.fsu.edu/meditationroom/index.html
The Meditation Room is available to any member of the Florida State community who seek a quiet, simple place to reflect or meditate.

HOW TO ASSIST A STUDENT OF CONCERN

As a faculty or staff member, you play an important role in the lives of students on a daily basis. Whether serving as an instructor, advisor or mentor you are a critical resource and often the first to identify that a student may be experiencing challenges. Recognizing that some students openly share their problems with you, while others may be less forthcoming or not yet understand the complexity of their actions, your assistance in recognizing the signs that indicate the psychological or emotional distress and how to respond effectively, allows you to better advocate and support students. Additionally, being able to identify when an issue is academically related and better suited to be handled by the faculty/instructor of record or within the College is equally as important in assisting students to understand appropriate behaviors and expectations.

CONCERN	STRATEGIES TO ADDRESS	CONTACT INFORMATION
Student is making inappropriate comments/ disrupting class	Instructor should meet with the student to discuss specific directives or expectations outlined in the syllabus If behavior continues instructor should refer student to DSST or SCCS depending upon nature of disruptions	Department of Student Support & Transitions dsst@fsu.edu (850) 644-2428 Student Conduct & Community Standards sccs@fsu.edu (850) 644-5136
Student has not turned in assignments/ logged into Canvas	Instructor should email student to check in, suggest a meeting via zoom, offer support and determine if additional campus supports are necessary If student indicates medical or mental health concerns refer to Case Management Services	Case Management Services casemanagement@fsu.edu (850) 644-9555
Student sent me an email identifying stress/anxieties/ mental health concerns	Instructor replies to student to ask if they are in need of campus supports Based on student response (or lack of response) refer student to Case Management Services, Counseling & Psychological Services, and submit report on report.fsu.edu	Case Management Services casemanagement@fsu.edu (850) 644-9555 report.fsu.edu Counseling & Psychological Services (850) 644-TALK (8255) counseling.fsu.edu University Health Services uhs.fsu.edu (850) 644-6230

Student is presenting disorganized thoughts	Are the thoughts alarming or disturbing? If so, submit a report on report.fsu.edu and call DSST Connect the student to the Counseling & Psychological Services If the disorganization appears to be time management, sleep deprivation, or the reason is unclear it is helpful for the faculty member to reach out to the student to inquire if everything is ok and if they can be off assistance. Often times the response to this type of email is helpful to know the most appropriate response	Department of Student Support & Transitions dsst@fsu.edu (850) 644-2428 report.fsu.edu Counseling & Psychological Services (850) 644-TALK (8255) counseling.fsu.edu CHAW Wellness Coaching chaw.fsu.edu (850) 644-6230
Student reports being a victim of a crime	Submit a report on report.fsu.edu, refer student to Victim Advocate Program for support If you determine that the information provided by the student involves a Title IX situation report information to Title IX office via report.fsu.edu	Victim Advocate Program victim-advocate@fsu.edu (850) 644-7161 (24/7) report.fsu.edu
Student has reported something that may trigger my responsibility as a mandatory reporter	Submit a report on report.fsu.edu Refer the student to the Victim Advocate Program	Victim Advocate Program victim-advocate@fsu.edu (850) 644-7161 (24/7) report.fsu.edu
Student is demonstrating change in hygiene, changes to personality, lethargic/depressed affect	Reach out to the student and ask if they are available to meet with you In meeting express a concern for student's wellbeing and ask if they would benefit from additional support from the University Refer the student to Case Management Services and the Counseling & Psychological Services	Case Management Services casemanagement@fsu.edu (850) 644-9555 Counseling & Psychological Services (850) 644-TALK (8255) counseling.fsu.edu University Health Services uhs.fsu.edu (850) 644-6230



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EMERGENCY GUIDE

Resources Available for Assisting Distressed Students

The Department of Student Support & Transitions (DSST), Counseling & Psychological Services, and University Health Services within the Division of Student Affairs, the Division of Academic Affairs, the University Police Department, Employee Assistance Services Staff, and members of the FSU Behavior Intervention Team have developed this FSU faculty and staff information guide to use when assisting distressed students or when dealing with a person with a weapon. This information includes basic guidelines but cannot address every situation; therefore, in the event you believe you, the person(s) involved, or anyone else is at risk due to another person's behavior, you should call the Florida State University Police at (850) 644-1234 or 911.

RESOURCES FOR ASSISTING DISTRESSED STUDENTS

The Department of Student Support & Transitions (DSST), Counseling & Psychological Services (CAPS), and University Health Services (UHS) within the Division of Student Affairs, the Division of Academic Affairs, the University Police Department, Employee Assistance Services Staff, and members of the FSU Behavior Intervention Team have developed this guide to use when assisting distressed students or when dealing with a person with a weapon.

This information includes basic guidelines but cannot address every situation. In the event you believe anyone is at risk due to another person's behavior, call:

FSU Police | **(850) 644-1234 or 911**

If the threat is not immediate, but you are concerned the student may harm themselves or others call:

CAPS | **(850) 644-TALK**

DSST | **(850) 644-2428**

Evenings and Weekends call:

CAPS | **(850) 644-TALK (8255)**

FSU Police | **(850) 644-1234**



All students of concern can be reported via FSU's online reporting system:

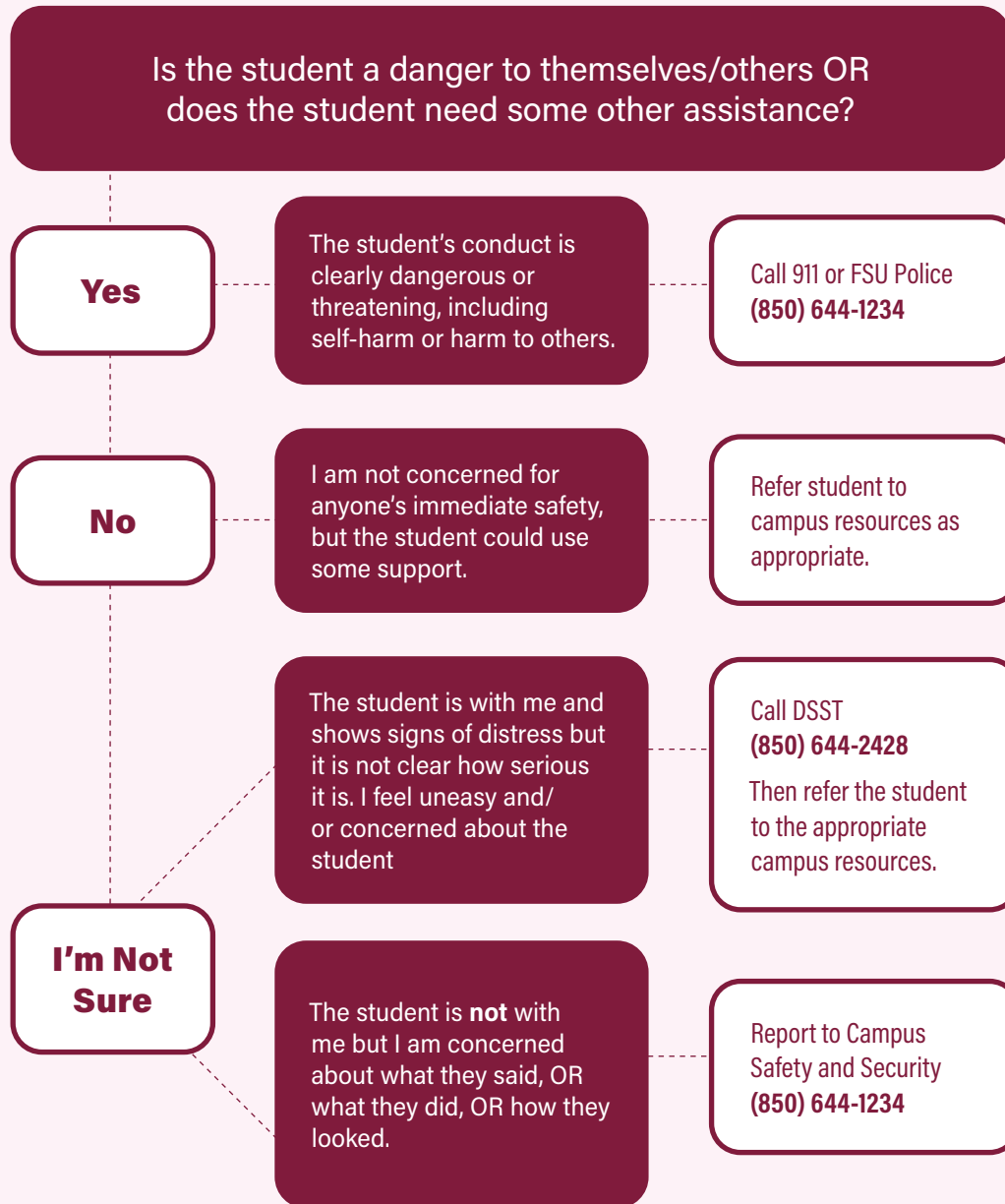
report.fsu.edu

SIGNS OF A DISTRESSED STUDENT

- Marked changes in academic performance
- Infrequent attendance with little or no work completed, or overall decline in performance
- Dependency (e.g. the student lingers around you or schedules excessive appointments to see you during office hours)
- Chronic fatigue, lack of energy, or frequently falling asleep in class
- Abrupt/marked changes in behavior/emotion and/or appearance (e.g. hygiene, dress)
- Bizarre/inappropriate behavior and/or garbled, disjointed thoughts
- Exhibiting unusual thoughts or behaviors
- Behavior which interferes with the decorum or effective management of class
- Sending disturbing emails to an instructor or another student
- Noticeable or alleged alcohol/drug use
- Overtly suicidal thoughts (e.g. referring to suicide as a current option or indirect reference to suicide or death)
- Overt statements about harming someone
- High levels of irritability, including unruly, aggressive, violent, abrasive, or otherwise disruptive behavior
- Normal emotions that are displayed to an extreme degree or for a prolonged period of time (e.g. anger, fearfulness, tearfulness, nervousness)
- Expressed uncertainty and anxiety about emotional stability, family situation, and/or relationship problems
- Coursework content that is disturbing
- Social isolation
- Drawing/Doodling disturbing scenes/caricatures
- Overt statements or indirect reference to victimization

CRISIS RESPONSE QUICK REFERENCE

If you find yourself interacting with a student in distress, we suggest you follow these guidelines:



TITLE IX PROTOCOL: SEXUAL MISCONDUCT

Sex Discrimination and Sexual Misconduct are contrary to FSU's values and moral standards, which recognize the dignity and worth of each person. FSU is committed to providing and maintaining programs, activities, and an educational and work environment founded on civility and respect, where no one is unlawfully excluded from participation in, denied the benefits of, or subjected to discrimination in any university program or activity on the basis of sex, sexual orientation, gender identity, or gender expression.

Sexual Misconduct includes: gender-based discrimination; sexual harassment; sexual violence; relationship violence; stalking; sexual exploitation; and other sex- or gender-based misconduct. Sex Discrimination and Sexual Misconduct are antithetical to the values and standards of the university community and are incompatible with the safe, healthy environment that the university community expects and deserves. Sex Discrimination and Sexual Misconduct will not be tolerated by FSU whether it is committed by students, employees (faculty, staff, or any other paid employee), visitors, or others. In order to address situations of Sex Discrimination or Sexual Misconduct, individuals are encouraged to promptly report an incident.

Faculty and staff are in a unique position to assist students who may have experienced sexual misconduct. Faculty and staff can see warning signs, like absences from class or work, decreased productivity, lower grades, or social withdrawal. People often tell those they trust. In your role, you may be one of the first people in whom a student confides. Use the information below to aid you in supporting/responding to students and in fulfilling your mandatory reporting obligation.

On-Campus Reporting Options for Students

Victim Advocate

Program (VAP)

UC A, Suite 4100

24/7: (850) 644-7161

Text: (850) 756-4320

Ask to speak to an on-call advocate

Confidential Resource

Student Conduct

and Community Standards

UC A, Suite 4117

(850) 644-5136

FSU Police

Department (FSUPD)

830 West Jefferson Street

24/7: (850) 644-1234

Title IX Office

Health & Wellness, Suite 3501

titleix-staff@fsu.edu

(850) 645-2741

Office of Equal Opportunity and Compliance

UC A, Suite 6200

(850) 645-6519 | report.fsu.edu

Allows you to share important information regarding incidents or concerning behavior happening in the FSU community.

As an employee, your reporting obligation is mandatory to ensure that all affected individuals consistently receive the same resources and response options/information. Yours is the obligation to receive and report the disclosures; do not investigate or notify the individual(s).

Visit knowmore.fsu.edu for more information.

If a student discloses an incident of sexual misconduct to you:

1. CARE FOR THE STUDENT

Reassure the individual that you are available to listen and help. Get the broad details; do not ask invasive or judgmental questions.

VAP: (850) 644-7161

Ensure the student is safe. Contact the police if there is immediate danger, or if the student requests.

FSUPD: (850) 644-1234

Let them know that certain things they share (*i.e., sex discrimination or sexual misconduct*) will require you to notify University Title IX administrators in order to ensure they are given timely access to resource and response information.

Title IX: (850) 645-2741

2. CONNECT STUDENTS TO RESOURCES

Victim Advocate Program

(850) 644-7161 | Text (850) 756-4320

Provides 24-hour free support services.

Counseling & Psychological Services

(850) 644-TALK (8255)

Confidential, free mental health counseling and referrals.

Employee Assistance Program (*Student Employees*)

(850) 644-2288 | (877) 246-4679

Confidential, free mental health counseling, referrals and other support services.

University Health Services (*Medical Providers*)

(850) 644-4567

Health services for students including emergency contraception and STI testing.

Refuge House

(850) 681-2111

Confidential, 24-hour crisis hot-line providing information, referral, intervention and support.

3. FULFILL EMPLOYEE REPORTING OBLIGATION

Report disclosure to the Office of Title IX:

(850) 645-2741 | titleix-staff@fsu.edu | report.fsu.edu

If the student asks you not to report, explain that the Title IX Director will review resources and response options, including requests for confidentiality or no action by the University.

If the student is under 18 years of age, you must also report to the FL Department of Children and Families:

fla.st/796LWT4F

FSU SUPPORTS THE WELL-BEING OF OUR STUDENTS

FSU is committed to supporting the overall well-being of our students through a wide range of initiatives and programs designed to promote optimal wellness. By fostering a healthy campus environment, we enhance students' opportunities for academic achievement, personal growth and long-term success. Among the many areas we address, reducing high-risk drinking behaviors remains a key focus of our wellness efforts.

The relationship between alcohol abuse and academic success:

- Students' academic performance and GPA are inversely related to the number of drinks consumed per week.
- Students who drink excessively tend to miss more classes, miss assignments and drop out of courses or the university.
- Campus and community traditions and social norms may encourage at-risk use of alcohol.
- A "party school" image negatively influences the academic reputation of an institution.

Signs of substance abuse in students:

- Frequent absenteeism or chronic tardiness
- Decline in academic performance or productivity
- Difficulty concentrating, confusion or forgetfulness
- Avoidance of responsibility for one's actions
- Poor working relationships
- Unexplained or frequent mood swings
- Poor personal appearance

How you can help reduce high-risk drinking among students:

- Take attendance at each class.
- Consider inviting the Center for Health Advocacy and Wellness to deliver a presentation on harm reduction and substance misuse prevention.
- Integrate information on alcohol and other drugs and related issues into lectures, meetings and course materials, when appropriate.
- Recognize and respond to concerning behaviors exhibited by students.
- Promote AlcohoLEDU, a free, online tool that provides an opportunity for self-reflection and resources regarding alcohol use.
- Know your campus resources, as outlined below.

Faculty members can make a difference:

When students feel supported and engaged by their instructors, they are more likely to dedicate time to their coursework and less likely to engage in high-risk social behaviors. Faculty members play a vital role in shaping a campus culture that promotes academic success and personal responsibility.

Resources for students suffering from substance abuse:

Counseling & Psychological Services

ASLC, Suite 250
942 Learning Way
(850) 644-TALK (8255)

Center for Health Advocacy and Wellness (CHAW)

Health and Wellness Building, Suite 4100,
960 Learning Way
(850) 644-6230
chaw.fsu.edu

Department of Student Support & Transitions

LIFT: FSU's Collegiate Recovery Community
Health and Wellness Building, Suite 4100,
900 Learning Way

(850) 644-6230
lift@fsu.edu

FSU Police Department (FSUPD)

Available 24 hours
(850) 644-1234

The Human Services Center

Stone Building, Room 2207
1114 W. Call Street
(850) 644-3857

University Health Services

Health and Wellness Building 960 Learning Way
(850) 644-4567

Helpline 2-1-1
(850) 671-6333 or 2-1-1

The Psychology Clinic

1107 W. Call Street
(850) 644-3006

Alcoholics Anonymous

(850) 224-1818

Narcotics Anonymous

(850) 224-2321

CONCERNING BEHAVIOR

If someone's behavior represents an ***IMMEDIATE THREAT*** call:

(850) 644-1234 or 911

If the threat is not immediate, but you are concerned about the student or the student's behavior is disruptive, call:

WEEKDAYS

Department of Student
Support & Transitions
(850) 644-2428

Counseling &
Psychological Services
(850) 644-8255

EVENINGS AND WEEKENDS

FSU Police Department
(850) 644-1234

IMPORTANT NON EMERGENCY NUMBERS

FSU Directory Assistance
(850) 644-2525

Facilities/Operations/Maintenance 24
Hour Service Line
(850) 644-2424

CONSULTATION AND REFERRAL RESOURCES

Department of Student
Support & Transitions
(850) 644-2428

Office of Accessibility Services
(850) 644-9566

Victim Advocate Program
24/7: **(850) 644-7161**
Text: **(850) 756-4320**

Fire/Ambulance/Tallahassee PD
911

FSU Police Department
(850) 644-1234

University Health Services
(850) 644-6230

Counseling & Psychological Services
(850) 644-8255

University Housing
(850) 644-2860

University Emergency Hotline (weather
and disaster)
(850) 644-4636

Hazardous Materials Spills and
Emergency Management
(850) 644-6895

Big Bend 24 Hour Crisis Hotline
211 or (877) 211-7005



REPORT.FSU.EDU

Report.fsu.edu is available to all members of the FSU community to alert the DSST of concerns about students and organizations so that appropriate follow-up and support can be provided. The site allows for anyone to share important information regarding incidents or concerning behavior happening in the FSU community. The appropriate staff member follows up on every report to ensure that all students have the support they need for success.

CLASS ABSENCE NOTICES

When requested, notices are sent through the DSST as a courtesy to make instructors aware of a student's absence due to extenuating circumstances. These memos are only notices and do not excuse the student from completing the missed work. Students are encouraged to contact their instructors prior to or immediately upon their return to campus in order to arrange for the completion of their work.



For additional information on medical excuses at University Health Services, scan the QR code.

CONFIDENTIALITY

Students' records, including medical treatment records, are generally confidential pursuant to one or another of several laws, including the federal Family Educational Rights and Privacy Act (FERPA) and similar Florida student privacy statutes, Florida statutes regarding the confidentiality of medical records, and the federal Health Insurance Portability and Accountability Act (HIPAA). Faculty and staff are not to share student records with anyone who does not have legitimate educational interest in the information or is otherwise authorized by law to have the information. However, if a student's observed behavior is impeding the progress of a class, an event or putting the person involved or others at risk, faculty and staff are able to and should share this information with others. As a faculty or staff member, if you believe you should share information, contact your Department Chair or Dean, the DSST (850) 644-2428, or the FSU Police (850) 644-1234.

DECEASED STUDENT NOTICES

When a student dies while enrolled at the university, a notice is sent by the DSST to the College Dean and faculty where the student was enrolled and appropriate departments.

DISTRESSED PERSON WITH A WEAPON

Responding to someone with a weapon or someone actively using a weapon varies based on each situation. It is important to try to remain calm and use the following guidelines to help you plan a strategy for survival.



FOR MORE INFORMATION:

The FSU Police Department
Seminole Safety Guide

police.fsu.edu/Crime-Prevention

If you are dealing with a person who has a weapon or who is actively shooting **OUTSIDE** of your building

- Watch *FSU Run. Hide. Fight: Surviving an Active Shooter Event*, a 6-minute video providing steps to take in the event of an active shooter situation.
- If it is safe to do so, run to safety. If running is not an option, find a room that can be locked or barricaded. Close and lock all doors and windows and turn off the lights. Make sure no one is visible from outside the room.
- Have one person call 911 to inform the dispatcher of your location and remain in place until the police or a campus administrator known to you gives you an "all clear" message.
- Do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer.



If you are dealing with a person who has a weapon or who is actively shooting **INSIDE** of your building

- Determine if the room you are in can be locked or barricaded. If it can, close and lock all doors and windows and turn off the lights. Make sure no one is visible from outside the room.
- If the room cannot be locked, determine if there is a nearby location that can be reached safely and secured or if you can safely exit the building.
- If you decide to move from your current location, try to remain calm and call 911.
- Have one person call 911 to inform the dispatcher of your location and remain in place until the police or a campus administrator known to you gives you an "all clear" message.
- Do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer.
- If possible, alert the police to the person's location. If you cannot speak, leave the line open so the dispatcher can listen to what is happening. Locations can usually be determined from a landline call without speaking.
- If you cannot escape or hide, it might be possible to negotiate with the shooter. Attempting to overpower with force would be considered a very last resort after all other options have been exhausted.
- If you decide to escape, have a route and plan in mind. Move quickly and do not attempt to carry anything with you. Keep your hands visible and follow the instructions of the officers you may encounter.
- If anyone is injured, do not attempt to remove them while you are fleeing; Instead, tell the authorities of their locations as soon as possible.

NOTE: Police officers typically do not allow people to leave a scene until the situation is completely under control and all witnesses have been identified and questioned.



HOW TO ASSIST A STUDENT OF CONCERN

You play a vital role in supporting students and are often the first to notice when they may be struggling. Because some students share their challenges openly while others do not, your ability to recognize signs of emotional or psychological distress—and respond appropriately—helps you better advocate for them. It's also important to distinguish when an issue is academic and should be addressed by faculty or within the college, ensuring students understand appropriate expectations and behaviors.

CONCERN	STRATEGIES TO ADDRESS	RESOURCES
Student is making inappropriate comments/ disrupting class	Meet with the student to discuss specific directives/ expectations in the syllabus If behavior continues refer student to DSST or SCCS depending upon nature of disruptions	Department of Student Support & Transitions dsst@fsu.edu (850) 644-2428 Student Conduct & Community Standards sccs@fsu.edu (850) 644-5136
Student has not turned in assignments/logged into Canvas	Email student to check in, suggest a meeting, offer support and determine if additional campus supports are necessary If student indicates medical or mental health concerns refer to CMS	Proactive Referral and Engagement stackett@fsu.edu (850) 645-4047 Case Management Services casemanagement@fsu.edu (850) 644-9555
Student sent an email identifying stress/ anxieties/mental health concerns	Reply to student to ask if they need campus supports Based on response refer to CMS, CAPs and submit a report	Case Management Services casemanagement@fsu.edu (850) 644-9555 Counseling & Psychological Services counseling.fsu.edu (850) 644-TALK(8255) University Health Services uhs.fsu.edu (850) 644-4567 report.fsu.edu
Student is presenting disorganized thoughts	If the thoughts are alarming or disturbing submit a report and call DSST Connect the student to CAPs If the disorganization appears to be time management, sleep deprivation, or if the reason is unclear, it is helpful to reach out to the student to inquire if everything is OK and if they can be off assistance. Often the response to this type of email if helpful to know the most appropriate response	Department of Student Support & Transitions dsst@fsu.edu (850) 644-2428 Counseling & Psychological Services counseling.fsu.edu (850) 644-TALK(8255) CHAW Wellness Coaching chaw.fsu.edu (850) 644-4567 report.fsu.edu
Student reports being a victim of a crime	Submit a report, refer student to VAP If the information provided by the student involves a Title IX situation, submit a report to the Title IX office	Victim Advocate Program victim-advocate@fsu.edu 24/7: (850) 644-7161 report.fsu.edu
Student has reported something that may trigger my responsibility as a mandatory reporter	Submit a report at report.fsu.edu Refer the student to the Victim Advocate Program	Victim Advocate Program victim-advocate@fsu.edu 24/7: (850) 644-7161 report.fsu.edu
Student is demonstrating change in hygiene, changes to personality, lethargic/depressed affect	Reach out to the student and ask if they are available to meet with you In the meeting, express concern for the student's wellbeing and ask if they would benefit from additional support from the University Refer the student to CMS and CAPs	Case Management Services casemanagement@fsu.edu (850) 644-9555 Counseling & Psychological Services counseling.fsu.edu (850) 644-TALK(8255) University Health Services uhs.fsu.edu (850) 644-4567

EMERGENCY RESOURCES

FSU Police Department

(850) 644-1234

- Suicidal or homicidal threats
- Victim of violence and/or stalking
- Sexual assault or misconduct reported by student

Victim Advocate Program

(850) 644-7161

- Sexual assault or misconduct reported by student

Office of Accessibility Services

(850) 644-9566

- Disability related issues

Counseling & Psychological Services

(850) 644-TALK (8255)

- Bizarre behavior
- Depression and/or anxiety
- Signs of alcohol and/or drug use
- Relationship problems
- Test anxiety
- Learning skills
- Stress management

UHS Counseling & Psychological Services

(850) 644-6230

- Health/wellness
- Chronic illness
- Suspected eating disorder or distorted body image

Office of Faculty Development and Advancement

(850) 644-6876

- Student is suspected of cheating
- Other academic dishonesty

Fire/Ambulance/TPD

911

Department of Student Support & Transitions

(850) 644-2428

- Difficulty because of illness or death in family
- Disruptive classroom behavior
- General and/or unidentified student concerns

Student Conduct and Community Standards

(850) 644-5136

- Discrimination committed by a student allegations
- Concerning behavior allegations

Office of Equal Opportunity and Compliance

(850) 645-6519

- Sexual misconduct committed toward a student involving an employee or third party allegations
- Discrimination committed by an employee or third party allegations

Title IX Director

(850) 645-2741

- Discrimination on the basis of sex, gender, gender identity, gender expression, sexual orientation, or pregnancy status allegations

Title IX Director

Victim Advocate Program

(850) 645-2741 | (850) 644-7161

- Sexual misconduct or harassment including stalking, domestic/dating violence and sexual assault allegations

EMERGENCY ACTION GUIDES



For protective action steps and best practices to respond to some of the possible hazards we face in Florida and at FSU, scan the QR code.

BE SEMINOLE SAFE

TakeAction.fsu.edu





live well! 

FLORIDA STATE

DIVISION OF STUDENT AFFAIRS

#LiveWellFSU