

Creating a Culture of Care



*A guide to helping students connect to resources
and navigate potential challenges at Averett
University.*



STUDENT LIFE AND STUDENT SUCCESS RESOURCES AND PHONE LIST

Academic Concerns

- *Erin Schlauch, Director of Student Success Center*
(434) 791-5754, eschlauch@averett.edu
 - Attendance → Early Advocate System
 - Poor Performance → Early Alert Advocate System

ADA Accommodations

- *Erin Schlauch, Director of Student Success Center*
(434) 791-5754, eschlauch@averett.edu
 - Questions and Concerns → Erin Schlauch

Distressed Student Mental Health Concerns

- *Joan Kahwajy-Anderson, Director of Personal Counseling Services*
(434) 791-5624, jkahwajy@averett.edu
- *Jessie Henderson, Counselor*
(434) 791-6896, jthenderson@averett.edu
 - Behavioral → Early Alert Advocate System and/or contact Joan or Jessie directly

Disruptive or Threatening Behavior/Language/Writing

- *Jamie Walker, Chief of Campus Safety and Security*
(434) 791-5874, walkerj@averett.edu
 - Examples of disruptive or threatening behavior concerns*

Health Concerns

- *Jill Adams, Assistant Dean of Students*
(434) 791-5628, jadams@averett.edu
 - Examples of health concerns: hospitalizations, sick visits and questions about locating providers

Title IX Sexual Misconduct Policy

- *Jill Adams, Assistant Dean of Students*
(434) 791-5628, jadams@averett.edu
 - Please see the sexual misconduct policy which can be found at:
<https://www.averett.edu/student-life/campus-security/title-ix/>

WHO ARE OUR STUDENTS?

OUR STUDENTS

- Nearly half of our students are Pell grant recipients.
- More than **30%** of our students are first-generation.
- **76%** of our students who pay for college with loans will never graduate.
- Only **21%** of our mail Pell-eligible students ever graduate.
- We have **60 students** who are international.
- **104** of our first-time entering freshmen work while attending school.
 - 30 of them also take care of one or more children.
 - 75 of them are independent.
- **7%** of our students have documented disabilities.
- **7%** of our students must take remedial courses.

NATIONWIDE

- **97%** of students with learning disabilities plan to attend some sort of college.
- **94%** of high school students with learning disabilities receive some form of assistance. In contrast, only **17%** of college students with learning disabilities take advantage of learning assistance resources at their school.
- **34%** of these students have completed a four-year degree eight years after their high school graduation.
- The percentage of college students treated for mental illness has **doubled** just since 2017, and those diagnosed with lifelong mental illnesses has increased **12%**.
- Nationwide, **80%** of students working at least part-time and **25%** are working full-time while attending school full-time.



STUDENTS IN DISTRESS QUICK REFERENCE SHEET

The following are indicators that a student is in distress. As a reminder, the presence of one of the following indicators alone does NOT necessarily mean that the student is experiencing severe distress. The more indicators you notice, the more likely it is that the student needs help.

<p><u>Behavioral & Emotional Indicators</u></p> <ul style="list-style-type: none"> • Statements indicating distress, family problems, or loss • Angry or hostile outbursts • More withdrawn or animated than usual • Expressions of hopelessness, worthlessness, crying or tearfulness • Expressions of severe anxiety or irritability • Excessively demanding or dependent behavior • Shakiness, fidgeting, or pacing 	<p><u>Physical Indicators</u></p> <ul style="list-style-type: none"> • Deterioration in physical appearance or personal hygiene • Excessive fatigue or falling asleep in class repeatedly • Visible changes in weight • Statements about changes in appetite or sleep • Noticeable cuts, burns, or bruises • Frequent chronic illness • Disorganized speech, rapid or slurred speech, or confusion • Coming to class bleary-eyed or smelling of alcohol
<p><u>Safety Risk Indicators</u></p> <ul style="list-style-type: none"> • Written or verbal statements that mention despair, suicide, death • Vague statements such as, "I'm going away for a long time." • Severe hopelessness, depression, isolation, and withdrawal 	<p><u>Other Factors</u></p> <ul style="list-style-type: none"> • A hunch or GUT FEELING that something is wrong • Concern about a student by his/her peers

This is an Emergency if...

- Physical or verbal aggression is directed to self, others, animals, or property
- The student is unresponsive to the external environment
 - Incoherent or passed out
 - Disconnected from reality/exhibiting psychosis
 - Displaying unmitigated disruptive behavior
- The situation feels threatening or dangerous to you

STUDENTS IN DISTRESS QUICK REFERENCE SHEET CONTINUED

Call campus safety or 911 **immediately**, and Joan Kahwajy-Anderson.

When do you act?

Any one serious sign or a cluster of smaller signs indicates a need to take action.

How to respond?

If you have direct rapport with student – Speak to them showing concern for specific behaviors.

If you do NOT have rapport with student – Consult with an appropriate person about what to do next. See below.

Action #1: Consulting

- Counseling Center Staff
 - Joan Kahwajy-Anderson, (434) 791-5624, jkahwajy@averett.edu
 - Jessie Henderson, (434) 791-6896, jthenderson@averett.edu
- Department Chair or Dean of Students
- Contact Safety and Security
 - Jamie Walker, (434) 791-5888, walkerj@averett.edu

Action #2: If you are approaching a student, things to remember...

- Simply express concern, listen, and offer support
- Give resource information to the student
- Meet privately with student
- Point out specific signs you have observed

Action #3: If you decide to refer...

- Explain limitations of your knowledge and experience
- Be clear that your referral does not mean you think something is “wrong” with them
- State you can still be a part of the student’s support network as you are able
- Provide name, number, and office location of referral
- Walk student to referral location when possible

Unless the student is suicidal or may be a danger to others, the ultimate decision to access resources is the student’s. If the student says, “I’ll think about it,” when you offer referral information, it is okay. Let the student know you are interested in hearing how they are doing.

THREAT ASSESSMENT BEHAVIOR INDICATORS

Examples of **WARNING SIGNS** to look for:

Subjects who may escalate to disruptive or violent action/behavior may exhibit certain behaviors or characteristics such as:

- Attempts to harm or kill self
- Unexplained increases in absenteeism
- Decreased performance in work or academics
- Resistance to change or reasonable limits
- Over-reaction to changes in policies/procedures
- Extreme or sudden changes in behaviors
- Numerous conflicts with others
- Difficulty learning from past behaviors or experiences
- Displays paranoia or distrust
- Alienates others or isolates self from others
- Make statements indicating approval of use of violence to resolve a problem
- Identifies with or idolizes persons who have engaged in violence toward others

Certain events can also trigger violent reactions. These could be...

- Losses (such as):
 - Job/income
 - Status
 - Significant other/relationship
- Perceived rejection or injustice
- Ostracized by others
- Health problems (e.g. head injuries)

Keep in mind that such precipitating events may be *real, perceived, or anticipated* by the subject of concern and is relative to them.

REMEMBER:

These are examples of behaviors and circumstances that may serve as indicators of developing concerns. These examples are meant to help you identify potential concerns during your daily interactions with others. These examples are **NOT** all-inclusive and this information is not intended to be used as a checklist.