

Faculty & Staff 911 Guide

*Concerned about a student's behavior?
Call for assistance or consultation.*

Telephone Numbers at a Glance

Emergency

UPD or 5-Quad Ambulance
From a campus phone 911
From a non-campus phone 518 -442-3131

Not sure if it's an Emergency
or need a consultation?

Behavioral Risk Intervention Team: BRisk

Conflict Resolution	518-442-5501
Undergraduate Education	518-442-3950
Graduate Studies	518-442-3980
Student Success	518-956-8140
For CONFIDENTIAL consultations with the Counseling Center	518-442-5800
or consultation@albany.edu	

Assisting Students of Concern

DISRUPTIVE/THREATENING STUDENT

Exhibits behavior that is **imminently and clearly** reckless, disorderly, threatening, or dangerous including self harmful.

DISTRESSED STUDENT

Exhibits **persistent behaviors** including:

- anxiety, sadness, irritability
- is withdrawn, or confused
- seeks constant attention
- bizarre and/or erratic behavior
- expresses suicidal thoughts
- appears intoxicated



GETTING HELP

If you are concerned for your or another's safety due to disruptive or threatening behavior

Call 911



GETTING HELP

Consultation and Referrals:
Counseling Center
Administrative/Judicial:
Conflict Resolution
Academic:
Undergraduate Education
Graduate Studies

If a student is causing a disruption but **does not pose a threat:**

- Ensure your safety in the environment. Use a calm, nonconfrontational approach to defuse/de-escalate the situation.
- Set limits by explaining how the behavior is inappropriate.
- If the disruptive behavior persists ask the student to leave. Notify the student that disciplinary action may be taken.
- If you believe there is a safety risk contact the campus police.
- Immediately report the incident to BRisk.

ADDITIONAL RESOURCES, GUIDELINES, AND TIPS:

A comprehensive list of resources are available to you on the myUAlbany portal by selecting Responding to Students in Crisis.

An online form to report a student at risk is available on the portal at: www.albany.edu/studentaffairs/faculty/albany_only/report_form.shtml.

BE ALERT TO WARNING SIGNS OF A STUDENT IN CRISIS

Students exhibiting troubling behaviors may have difficulties in various settings besides the classroom. You may be the first contact person who is in a position to help a student in need. Being aware of distress signals, ways to intervene, and resources to help the student may assist you in responding effectively to such an event. If you find yourself feeling worried, alarmed, or threatened, take those signs of distress seriously. Help the student by calling for assistance and reporting your concerns to the BRisk Team. You might be the one saving a student's life by being available in the right place at the right time.

INDICATORS OF DISTRESS

Look for clusters, frequency, duration, and severity—not just isolated symptoms

ACADEMIC INDICATORS may include:	PHYSICAL INDICATORS may include:	PSYCHOSOCIAL INDICATORS may include:	SAFETY RISK INDICATORS may include:
<ul style="list-style-type: none"> • Decline in quality of work/grades • Repeated absences • Disorganized performance • Multiple requests for extensions • Overly demanding of faculty/staff time and attention • Conduct that interferes with classroom or activity engagement • Bizarre content in writings/presentations • You find yourself doing more personal rather than academic counseling during office hours 	<ul style="list-style-type: none"> • Marked changes in physical appearance including deterioration in grooming, hygiene, weight loss/gain • Excessive fatigue, listlessness • Sleep disturbance • Intoxication, hang over, smelling of alcohol • Disoriented or "out of it"/ forgetful • Garbled, rambling, tangential, disconnected, or slurred speech • Behavior out of context or bizarre • Loss of contact with reality • Delusions and paranoia 	<ul style="list-style-type: none"> • Self-disclosure of personal distress, family problems, financial difficulties, contemplating suicide, losses • Exaggerated personality traits (e.g., withdrawn or agitated, mutters under breath, slow response time to questions) • Unusual/disproportional emotional response to events • Excessive tearfulness, panic reactions, irritability or apathy, antagonism, and impulsiveness • Verbal abuse (e.g., taunting, badgering, intimidation) • Expressions of concern about the student by his/her peers 	<ul style="list-style-type: none"> • Unprovoked anger or hostility • Physical violence (e.g., shoving, grabbing, assault, use of weapon) • Implying or making a direct threat to harm self or others • Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out suicidal ideations/violent behaviors-a "cry for help" • Stalking or harassing • Communicating threats via email, correspondence, and phone calls

CAMPUS ACTION RESPONSE AND ENGAGEMENT OF STUDENTS IN NEED

Preparing to reach out to the student:	When engaging with the student:	Making a referral:
<ul style="list-style-type: none"> • Know the available campus resources and the referral process. • Consult with the BRisk team to explore the issues involved and course of intervention, which might include contacting the parents/guardian. • Review your physical environment and make provisions for your safety and that of others. If necessary, notify colleagues in close proximity of your intended intervention. • Allow sufficient time to thoroughly address the issues of concern. • Remain calm and know who to call for help in case of need. • When a student expresses a direct threat to self or others, or acts in a bizarre, highly irrational and disruptive way, call University Police 911. • If you decide not to have direct contact with the student, report the incident to the BRisk Team. 	<ul style="list-style-type: none"> • Connect with the distressed student. If safe, meet and talk in private to minimize embarrassment and defensiveness. • Clearly express your concerns focusing on the behavior in non-disparaging terms. • Do not challenge, shock, or become argumentative with the student. • Listen empathetically and supportively. Repeat the student's statement to clarify and to demonstrate an understanding of the student's perspective. • Do not try to minimize the student's distress. • Ask if the student is considering suicide. Asking does not plant ideas in the student's mind. • Offer supportive alternatives. • Respect the student's privacy without making false promises of confidentiality. • Explore the student's support system (s). • Emphasize the importance of professional help for the student. • Offer resources and referrals. 	<ul style="list-style-type: none"> • Be frank with the student about your limits (time, expertise, student's reluctance to talk). • Direct student to a preferred assistance source. • Recommend services and provide student with realistic expectations. • Frame any decision to seek and accept help as an intelligent and wise choice. • Reassure them that students often seek help over the course of their college career to effectively achieve their goals. • Make sure the student understands what actions are necessary. • Encourage and assist the student to make and keep an appointment. • If necessary, find someone to stay with the student while calls to the appropriate resources are made, and offer to escort the student. • Set a follow-up appointment with the student.

This Guide was adapted with permission from the UC San Diego *Faculty Staff 911 Guide*.



Safety First: The welfare of the student and the campus community is the top priority. The most effective means of preventing suicide and violence is by providing coordinated professional help and follow-up care.

Trust your instincts: If you experience a sense of unease about a student it is important to pay attention to it. Seek consultation from your Department Chair, your supervisor, BRisk or the Counseling Center. Promptly report any safety concerns.

Listen sensitively and carefully: Distressed students need to be heard. Students may have trouble articulating their real concerns and feelings. Don't be afraid to ask students directly if they are under the influence of drugs or alcohol, or have thoughts of harming themselves or others.

Be proactive: Engage students early on, setting limits on disruptive or self-destructive behavior. Use Community Rights and Responsibilities and/or the class syllabus to inform students in writing of standards and expectations for campus/classroom conduct and of possible consequences for disruptive behavior. Devote time to reviewing this information. Please see www.albany.edu/studentconduct/introduction.shtml.

Avoid escalation: Distressed students can be sensitive and easily provoked. Avoid threatening, humiliating and intimidating responses. Use a non-confrontational approach. Help them access the necessary University resources for assistance.

No excuses: Disabilities are not considered legitimate excuses for disruptive behavior on a university campus.

Help them get help: Be available. Show interest and offer support. Refer the student to campus departments or offices that have the necessary expertise to assist them.

Work as a team: Share information and consult with the appropriate University officials to coordinate care for the student, including when to reach out to parents. Safeguard a student's privacy. Serious or persistent inappropriate behavior should always be reported to BRisk and may result in misconduct charges.

What about Privacy Laws and Confidentiality?

The Family Educational Rights and Privacy Act (FERPA) permits communication about a student of concern under the following circumstances:

- UAlbany may disclose personal identifiable information from an "educational record" to appropriate individuals in connection with a **health and safety emergency**. Information may be released to parents, police, or others, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.
- Information can be released to University personnel when there is a specific need to know and should be limited to the essentials of University business.
- Observations of a student's conduct or statements made by a student are not "educational records" or FERPA protected. Such information should be shared with appropriate consideration for student privacy.

POTENTIAL RESPONDERS

Academic Support Services/EOP	518-442-5180
Advisement Services Center	518-442-3960
Chapel House	518-489-8573
Conflict Resolution	518-442-5501
Disability Resource Center	518-442-5490
Diversity & Inclusion	518-956-8110
Gender & Sexuality Resource Center	518-442-5566
Graduate Studies	518-442-3980
International Student & Scholar Services	518-591-8189
Middle Earth Peer Assistance Program Hotline	518-442-5777
Multicultural Student Success	518-442-5566
Residential Life	518-442-5875
Sexual Assault Resources	518-442-5800
Student Financial Services	518-442-3202
Student Success	518-956-8140
Undergraduate Education	518-442-3950
University Counseling Center	518-442-5800
University Health Center	518-442-5455
UPD or Five-Quad Ambulance Service	911