

USE THIS GUIDE TO FAMILIARIZE YOURSELF WITH WHAT TO DO SHOULD YOU NOTICE A STUDENT IN DISTRESS (NOT CRISIS*)

*If there is immediate threat to life or property; or, imminent risk for harm to self or others, call 911. Then, if on campus, call the KPU Emergency Call Number for your campus (number is posted at classroom doors). Refer to KPU's [Individuals in Crisis Protocols \(the Green Sheet\)](#) resource for more information.

1 RECOGNIZE DISTRESS

You have concern that your student may have experienced a distressing and/or traumatic event, may be having vague suicidal thoughts, or is having difficulty coping; but, there is no immediate threat to life or property or imminent risk for harm or injury to self or others. You are not immediately concerned for your or the student's safety or the safety of others.

2 LISTEN EMPATHETICALLY

Ask to meet with the person in a confidential setting. Listen attentively and non-judgmentally. Give examples of the behaviours you have observed that are causing you concern. Be clear about how you can help within your professional boundaries and limits.

3 KNOW WHERE TO LOCATE RESOURCES

Familiarize yourself with where to find resources to connect to and/or provide to your student. Resources to turn to include: [Basic Student Supports](#); [BIT](#); the [KPU Safe app](#); [Early Alert](#); the [Learning Centres](#); [Academic Integrity](#); [Counselling](#); the [TELUS Health Student Support app](#); [SRRO](#); [Sexualized Violence](#) and, the [Faculty and Instructional Staff Handbook \(FISH\)](#).

4 REFER TO SUPPORTS

Give reassurance and information on available [supports and resources](#). Try not to overwhelm the student, suggest a resource for the most pressing need and provide the student with the link to look up additional resources when they are ready. Encourage the student to seek appropriate professional help and/or supports (internal and external). Consult with the Student Rights and Responsibilities Office (SRRO) by emailing srr@kpu.ca.

Helpful Things to Say:

- » Help is available
- » Seeking help is NOT a sign of weakness
- » Seeking help for personal problems is a smart thing to do

5 FOLLOW-UP WITH THE STUDENT

Follow-up and arrange a specific date/time to check-in with the student. If new needs have emerged, or the student is ready, continue to refer to appropriate resources. If you consulted with the SRRO and/or any other KPU Personnel, provide any new / updated information to the SRRO and/or to the appropriate KPU personnel. The SRRO can provide guidance / coaching on if, when and how to connect a student directly with our office should any concerning behaviours continue or escalate.

6 KNOW YOUR BOUNDARIES

Respect the student's right to not seek help unless you believe that they are at risk of harming themselves or others. Recognize what you can and cannot do given the limitations of your role. You can best help by encouraging the student to seek professional support.

7 TAKE CARE OF YOURSELF

After you support the student, it's important to find time to take care of yourself. Consider utilizing some [Self-Care and Coping Skills](#). Consider contacting EFAP at 1-800-663-1142 or www.homewoodhealth.com for any support you need.

IMPORTANT TIPS:

CLARIFY EXPECTATIONS: Set early limits on disruptive behaviour. Inform students of ST7 policy and procedures; and, their rights and responsibilities. Non-academic misconduct can be addressed through the Student Conduct Process.

BOUNDARY SETTING: Students sometimes present symptoms of distress in different ways and you may experience disruptive student behaviours that need to be addressed. If you need to address issues with students, first use boundary setting by giving a boundary statement. A boundary statement has 3 parts:

- » Identification – description of the disruptive or problematic behaviour
- » Effect – description of the effect this behaviour is having on themselves, on others, and/or the learning environment
- » Explanation – description of what action you require from them to change the behaviour and the consequence of not changing

For example, if a student is persistent and/or argumentative in disputing a grade, you can make a boundary statement such as:

The tone and wording of your request to reconsider grading is inappropriate and unprofessional (identification). Your persistence/volume of emails/language you are using is causing me to feel harassed/bullied (Effect). I have responded to your initial request and now you are to refrain from sending further emails to contest your grade. If you want to pursue an appeal regarding your grade, please refer to KPU Policy ST3 (Explanation). I will no longer be responding to your ask to negotiate grades. Should you continue to email me, I will refer this matter to the Student Rights and Responsibilities Office (Consequence).

BIT: The Behaviour Intervention Team (BIT) is where you consult / report about student behaviours that are concerning, particularly when these behaviours are causing disruption. To access the BIT please contact the Student Rights & Responsibilities Office.

SECURITY: KPU Security can assist if you are in class and a student is becoming escalated, won't leave the classroom when directed, and/or if you suspect alcohol or drug intoxication and the student is becoming disruptive (as just some examples). You can also contact Security for a number of non-emergency services. Find out more, including contact information for Security on your campus, at: kpu.ca/security.

EARLY ALERT: Early Alert can be used by faculty when you notice a student experiencing difficulty. Students are *invited* to engage in KPU resources and support services. Students can choose whether to respond, or engage in services, and may choose not to. As such, Early Alert is for non-emergency, low-level concerns where instructors recognize the student may not receive a reach-out for several days and even then, can choose not to engage with the reach-out.

If you are dealing with a student where you may have already submitted an early alert with regards to behaviours of concern and the behavior is continuing or escalating, and it is not an emergency, please email srr@kpu.ca.

Do not report students using vague suicidal language through Early Alert

SUICIDE: Students in Distress may express their distress using vague suicidal language. Refer to page 4 of The Individuals in Crisis Protocols document for further guidance and direction. Provide the student with the National Suicide Helpline Number **988**. Find more information about suicide at this webpage.

Questions or feedback regarding this document should be directed to the Student Rights and Responsibilities Office at srr@kpu.ca.