

# DISTRESSED STUDENT HANDBOOK

Throughout the college experience, students develop independence by navigating challenging, stressful, and sometimes overwhelming adversity. This handbook is a guide to assisting students who may be in distress.

## **EIU Counseling Center**

Each year the Counseling Center provides personal counseling to over 600 undergraduate and graduate students at Eastern Illinois University. The Center is staffed by licensed mental health providers. Services rendered to students are free, voluntary, and confidential. The Counseling Center's staff is dedicated to assist students in their pursuit of personal and academic growth, to help students gain a better understanding and appreciation of themselves, and to support students as they make important decisions about their lives.

**The counseling center is located on the first floor of the Human Services Building**

**Hours of Operation: Monday-Friday from 8:00am-4:30pm**

**Contact Information: Office number 217-581-3413  
After hours emergency 1-866-567-2400**

### **Counseling Center Staff & Contact Information**

**Director:**  
Vacant

**Assistant Director:**  
Lindsay Wilson M.S., L.C.P.C.      [lpwilson@eiu.edu](mailto:lpwilson@eiu.edu)

**Counselors:**  
Brad Coffey, M.S., L.C.P.C.      [brcoffey@eiu.edu](mailto:brcoffey@eiu.edu)  
Jessica Hallett, M.S., L.C.P.C.      [jshallett@eiu.edu](mailto:jshallett@eiu.edu)  
Rebecca Williams, M.S., L.P.C.      [rpwilliams@eiu.edu](mailto:rpwilliams@eiu.edu)

**Professional Support Staff**  
Patti Thornton, Office Manager

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*We would like to thank the University of Maryland College Park and the University of Connecticut for allowing us to liberally utilize their similar handbooks during the creation of the EIU Helping Students In Distress Handbook. A special thanks to the members of EIU's Student Support Team members for their contributions as well.*

# RESPONDING TO STUDENT EMERGENCIES

The University will support staff and faculty in responding to students in distress. Students in distress often display behavior that may pose a threat to self or others. Such behavior may include:

- Suicidal gestures, intentions, or attempts
- Other risky and sometimes impulsive behavior, posing a threat to the student (e.g., drug abuse)
- Threats, intimidation, or aggression directed toward others
- Demonstrated inability to care for oneself

Campus resources for responding to mental health emergencies are as follows:

For consultation with a mental health clinician, call the Counseling Center at 217-581-3413. The Center is open Monday through Friday, 8:30 a.m. to 4:30 p.m. For after hour emergency consultation contact the local crisis line at 1-866-567-2400.

Campus Police can be reached at (217) 581-3212.

Threat Assessment webpage:  
<http://castle.eiu.edu/civil/threatabout.php>

When appropriate, contact the Student Standards office at 217-581-3827.

**If the student requires immediate medical attention or hospitalization or is unmanageable (e.g., aggressive, hostile, refusing care), or if you feel directly threatened by a student or feel others are at risk, do not hesitate to call the police at 911.**

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## *WHAT YOU CAN DO*

- Actively and attentively listen to the student. While you should respect the student's privacy, you should also consider your comfort level and personal safety. If you choose to meet with a student in your office, you may consider asking another instructor/staff member to join you.
- Enlist the help of someone else so the student isn't left alone and you aren't left alone with the student.
- Listen and respond in a straightforward and considerate way.
- When contacting a campus resource, have as much information available as possible, including your name, the student's name and location, a description of the circumstances, behaviors, concerns, and the types of assistance needed.

# REFERRING A STUDENT FOR PROFESSIONAL HELP

## **WHEN TO REFER**

In many cases, faculty and staff can provide adequate help through: empathic listening, facilitating open discussion, instilling hope, validating and normalizing concerns, conveying acceptance, giving reassurance and offering basic advice.

In some cases, however, students need professional help to overcome struggles and to resume effective functioning. The following signs indicate a student may need counseling:

- The student remains distressed following repeated attempts by you and others to be helpful.
- The student becomes increasingly isolated, unkempt, irritable, or disconnected.
- The student's academic or social performance deteriorates.
- The student's behavior reflects increased hopelessness or helplessness.
- The student is frequently/regularly coming to you about the issues and you feel pulled in directions with which you are uncomfortable. It is past your scope of expertise and job responsibilities.
- The student shows significant and marked changes in behavior and mood.

## **HOW TO REFER**

- Speak to the student in a direct, concerned and caring manner.
- Give specific examples and/or specific observations that have you concerned. It is often best to focus on the behavior of concern.
- Be knowledgeable in advance about the services at the Counseling Center. Check out our website (<http://www.eiu.edu/counsctr/>)

or call 217-581-3413 to learn more about the Center.

- Suggest that the student call to make an appointment, and provide the phone number to the Counseling Center (217-581-3413) as well as the location (Human Services Building).
- Sometimes it is useful to actively assist students in scheduling an initial counseling appointment. You can offer the use of your phone or call the Counseling Center yourself while the student waits in your office. It is important that the receptionist speaks directly with the student to set up an appointment at the Center. In some situations, it may be important and helpful to walk the student over to the Counseling Center. You could review the Counseling Center website with the student as well.
- If you need help in deciding whether or not it is appropriate to make a referral, call the Counseling Center (217-581-3413) for consultation with a clinician.
- Counseling Center staff will also come to your department or staff to speak further regarding referrals and Counseling Center procedures/services. Please call 217-581-3413 to schedule.

## **A NOTE ON CONFIDENTIALITY**

All clinical contact with the Counseling Center is privileged and confidential. While the staff is responsive to the needs and concerns of the EIU community in regard to individual students and can always take information, information regarding a student's treatment will not be divulged to anyone including parents, faculty or staff of Eastern Illinois University without the student's written consent. However, by law, a clinician must report any knowledge of suspected child, elder or other dependent abuse, or of any risk to an individual's physical safety. In addition, a clinician must disclose records if ordered by a court to do so. In these situations, the clinician will only reveal information as specifically required.

# THE STUDENT EXPERIENCING DEPRESSION

## ***FACTS ABOUT DEPRESSION***

- Depression is a common mental health problem that varies in severity and duration.
- In its less serious form, depression is a temporary reaction to loss, stress, or life challenges. It can be alleviated through the passage of time and/or the natural healing effects of social supports, daily routines, and simple coping strategies like distraction, a structured daily schedule, and exercise.
- Severe or chronic depression requires professional help.

## ***SYMPTOMS OF DEPRESSION CAN INCLUDE:***

- Feelings of emptiness, hopelessness, helplessness, and worthlessness
- Loss of interest in things
- An inability to experience pleasure
- Disruption in appetite and sleeping
- Difficulties with concentration, memory, and decision-making
- Fatigue and social withdrawal/isolation
- Increased tearfulness, sadness or lack of emotional responsiveness

**Sometimes depression includes** irritation, anxiety, and anger.

**In its most serious form,** depression can be accompanied by self-destructive or harming thoughts as a way to escape from the emotional pain.

**Research shows** that depression can be highly responsive to both psychotherapy and/or medication.

## ***WHAT YOU CAN DO***

- Talk to the student in private.
- Listen carefully and validate the student's feelings and experiences ("It is very difficult, tiring, and distressing to feel this sad so often.").
- Be supportive and express your concern about the situation ("It concerns me that you are feeling this badly and I am glad you told me about it.").
- Discuss clearly and concisely an action plan such as having the student immediately call for a counseling appointment.
- Refer the student to the Counseling Center at (217-581-3413).
- Be willing to consider or offer flexible arrangements (e.g., extension on a paper or exam), if appropriate, as a way to alleviate stress and instill hope.
- Ask student if they are having thoughts of suicide (See suicide section). If so, do not leave the student alone. Call the Counseling Center immediately and when possible, walk the student over to the Counseling Center. If it is after 4:30 p.m., or on the weekend, access the local crisis line at 1-866-567-2400.

## ***AVOID***

- Downplaying the situation ("But you normally seem so happy.").
- Arguing with the student or disputing that the student is feeling depressed ("Your grades are so good, are you sure you're really depressed?").
- Providing too much information for the student to process.
- Expecting the student to stop feeling depressed without intervention ("Sad feelings pass and maybe they will for you, too.").
- Assuming that family knows about the student's depression.

# THE STUDENT EXPERIENCING ANXIETY

## *FACTS ABOUT ANXIETY*

Anxiety can be generalized across a range of situations, or it may be situation-specific (e.g., test anxiety, social anxiety, public speaking anxiety).

### *ANXIETY CAN INCLUDE:*

- Panic, often accompanied by physical symptoms such as rapid heartbeat, shortness of breath, sweating, trembling, and/or tightening of chest.
- Avoidant Behavior
- Irrational fears (losing control, phobias, dying, falling apart)
- Excessive worry (ruminations and obsessions)
- Disruption of sleeping or eating
- May be accompanied by symptoms of depression
- Substance use or other forms of self-medication.

## *WHAT YOU CAN DO*

- Talk to the student in private
- Remain calm and take the lead in a soothing manner ("I am quite interested to hear what's bothering you. Can you tell me about it?").
- Actively listen and reflect what you are hearing.
- Focus on relevant information, speaking concretely and concisely.
- Help the student develop an action plan that addresses their main concerns, breaking larger problems in to smaller parts so they are less overwhelming to the student.
- Refer the student to the Counseling Center (217-581-3413).

## *AVOID*

- Overwhelming the student with information or complicated solutions.
- Arguing with student's irrational thoughts ("you have nothing really to worry about, your grades are good.").
- Devaluing the information presented ("It's not as bad as you think." or "Don't worry; you have everything going for you.")
- Assuming the student will get over the anxiety without treatment.

# THE STUDENT WHO IS DEMANDING

## ***DEMANDING STUDENTS MAY:***

- be intrusive and persistent
- require much time and attention
- be experiencing anxiety, panic, depression, personality issues, thought disorders, mania, and/or drug use/abuse.

## ***CHARACTERISTICS OF DEMANDING STUDENTS MAY INCLUDE:***

- a sense of entitlement
- an inability to empathize
- a need for control
- difficulty in dealing with ambiguity
- perfectionism
- difficulty with structure and limits
- dependency
- fears about handling life
- elevated mood
- drug use or abuse
- inability to accept any limits

## ***WHAT YOU CAN DO***

- Talk to the student in a place that is safe and comfortable.
- Remain calm and take the lead (“Tell me what is bothering you and then let’s decide what solutions there might be”).
- Set clear limits up front and stick to those limits (“I have 10 minutes today and so within that time frame, what can I try and help you with”).
- Emphasize behaviors that are and aren’t acceptable (“If you want me to continue with this, I will need you to be respectful of me when you are talking as you would want me to be respectful of you.”).

- Respond quickly and with clear limits to behavior that disrupts class, study sessions, or consultations.
- Be prepared for manipulative requests and behaviors (“You came asking for my help and I have offered you several ideas, but they do not seem okay with you. What ideas do you have?”).
- Call the Student Standards office (217-581-3827) for help with identifying strategies for dealing with disruptive behaviors or to report disruptive behaviors.
- Refer the student to the Counseling Center (217-581-3413) for counseling.

## ***AVOID***

- Arguing with the student (“No, you are not correct and I do not agree”).
- Giving in to inappropriate requests.
- Adjusting your schedule or policies to accommodate the student.
- Ignoring inappropriate behavior that has a negative impact on you or other students.
- Feeling obligated to take care of the student or feeling guilty for not doing more.
- Allowing the student to intimidate or manipulate you to not deal with the problematic behavior.



# THE STUDENT EXPERIENCING AN EATING DISORDER

## **FACTS ABOUT EATING DISORDERS:**

- Eating disorders are not necessarily about food, but food is the substance that people with eating disorders abuse.
- Eating disorders have both physical and psychological symptoms. In fact, eating disorders are very serious and can be fatal.
- Obsessions with food, body shape, and weight are often a signal of disordered eating.

Eating Disorders include:

**Anorexia Nervosa:** restricted eating, self-starvation and excessive weight loss.

**Bulimia Nervosa:** recurrent episodes of overeating large amounts of food in a short period of time (the binge) followed by some form of purging.

**Binge Eating Behavior:** recurrent episodes of binge eating that are not followed by inappropriate compensatory behaviors (purging) to prevent weight gain.

## **SIGNS MAY INCLUDE:**

- Talks a lot about food, weight, dieting, etc.
- Frequent changes in weight or severe weight loss.
- Spends large amounts of time exercising.
- Rigid rules about eating
- Fainting, dizziness, concentration issues, etc.
- Skipping meals or numerous food wrappers in the trash

### ***The Eating Disorders Support Team***

Eastern Illinois University's Counseling Center and Health Services have established a Disordered Eating Support Team. Students who participate may receive coordinated support that includes medical evaluation, psychiatric evaluation and services, nutritional counseling, and individual and/or group counseling.

## **WHAT YOU CAN DO**

- Select a time to talk to the student when you are not rushed and won't be interrupted.
- In a direct and non-punitive manner, indicate to the student all the specific observations that have aroused your concern, trying not to focus on body weight or food.
- Your responsibilities are not to diagnose or provide therapy; it is the development of a compassionate and forthright conversation that ultimately helps a student in trouble find understanding, support, and the proper therapeutic resources.
- If the information you receive is compelling, communicate to the student your concerns as well as your conviction that the matter clearly needs to be evaluated.
- If you have any questions regarding the resources available or approaching a student, call the Counseling Center (217-581-3413).
- Health Services may also be a great referral source (217-581-3013).

## **AVOID**

- Avoid conflicts or a battle of the wills with the student.
- Avoid placing shame, blame, or guilt on the student regarding their actions or attitudes.
- Avoid giving simple solutions. For example, "If you'd just stop, then everything would be fine!"

# THE STUDENT WHO MAY BE SUICIDAL

## ***FACTS ABOUT SUICIDE:***

- Suicide is the second leading cause of death among college students.
- Suicide is often associated with a mental health issue.
- People struggling with suicidal thinking often give some kind of sign that they are struggling.

## ***FACTORS ASSOCIATED WITH SUICIDE:***

- Suicidal thoughts
- Pessimistic view of the future
- Intense feelings of helplessness or hopelessness
- Feelings of alienation and isolation
- Viewing death as a means of escape from distress; Talking about death
- Previous suicide attempts
- Personal or family history of depression and/or suicide personal or family history of suicide attempts
- Substance abuse or other risky behaviors
- Lack of interest in future plans

**Higher risk:** The more factors a person has the higher the risk....specific plan, a means that is lethal (e.g., medication, knife, gun), access to means, previous attempts, etc.

## ***WHAT YOU CAN DO:***

- Be confident to ask directly about suicide. Asking a student if they are suicidal will not put the idea in their head if it isn't there already. Rather, it will bring a secret out into the open, which is the first step to a solution. ("Are you thinking of killing yourself?" "How have you thought about doing it?").

**A student who is suicidal** and confides in someone is often highly ambivalent about suicide and open to discussion.

- Call 911 or local crisis at 1-866-567-2400 if the student is in immediate danger to him/herself.
- Talk to the student in private and remain calm.
- **Take all disclosures seriously.**
- Express care and concern. Explain this cannot be kept secret and that connecting with a professional is necessary. ("I am highly concerned for you and care tremendously. Because of this, we need to call the Counseling Center or Lifelinks.").
- If during business hours, call the Counseling Center (217-581-3413) and then escort the student to the Counseling Center located in the Human Services Building. If after hours call 911 or Crisis line.

## ***AVOID***

- Assuring confidentiality or that this will be kept secret. It is vital to seek professional support for the student as soon as possible.
- Minimizing the situation.
- Arguing with the student about the merits of living ("You have good grades and everyone loves you, how could you think of killing yourself?").
- Allowing friends to assume responsibility for the student's safety without getting input from a professional.
- Assuming the family or loved ones know that the student has suicidal thoughts.

# STUDENT WHO IS SEVERELY DISORIENTED OR PSYCHOTIC

## **FACTS ABOUT PSYCHOSIS:**

- The main feature is being disconnected from reality.
- Psychosis can be a symptom of mental illness or physical condition.
- Some medications or drug use can cause psychosis.
- Onset is often late teens to early 20's

## **SIGNS AND SYMPTOMS MAY INCLUDE:**

- Disorganized speech (makes no sense)
- Extremely odd or eccentric behavior
- Delusions or hallucinations
- Strong, inappropriate emotions or lacking emotion completely
- Obsession with new ideas
- Sudden academic or work struggles
- Decline in hygiene
- Social withdrawal
  - inability to connect with others or have normal communication
  - extreme and unwarranted suspicion

Early intervention is extremely helpful.

## **WHAT YOU CAN DO**

- Consult with a clinician at the Counseling Center (217-581-3413).
- May be helpful to state in behavioral terms, your concerns, not speculating on a diagnosis (“I’m concerned about you missing classes.” Or “I’m concerned about you not getting out of the house.”).
- Call 911 and then the Counseling Center if the student is highly impaired, acutely unwell, and aggressive or there are safety concerns.

- Be honest and do not make promises that can't be kept.
- Let the student know you are there to support them and let them share their experiences if they want to. Ask them what would help them to feel safe and in control.
- Try to empathize with how the student feels about their beliefs and experiences, without stating any judgments about the content of those beliefs and experiences.

## **AVOID**

- Sarcasm...this may be misunderstood.
- Pressuring or forcing a conversation (“You have to do something about this. Talk to me.”).
- Arguing with unrealistic thoughts (“Don't think that; it makes no sense.” “You know it can't be real.”). To the student it is very real.
- Do not reinforce delusions by agreeing, rather focus on their feelings. (Student shares delusion/belief that zombies are listening to their conversations. Ask: “How are you managing? I imagine you feel very scared.”)
- Assuming the student understands you.
- Assuming the family knows about the student's condition.

## **Threat Assessment webpage:**

<http://castle.eiu.edu/civil/threatabout.php>

**Campus Police** can be reached at (217) 581-3212.

# THE STUDENT EXPERIENCING AGGRESSION

## **FACTS ABOUT AGGRESSION:**

- Forms of aggression include physical, emotional, mental, and verbal.
- It can be very difficult to predict aggression and violence.
- Two types of aggression include: 1. Impulsive and 2. instrumental

## **INDICATORS OF VIOLENCE CAN INCLUDE:**

- Paranoia/mistrust
- Instability in school, work, etc.
- History violence or abuse; History of arrests
- Substance abuse and/or history of abuse
- Fascination with weapons
- Cruelty to animals or history of
- Impulse control problems
- Fire-starting behaviors

### **IF A STUDENT THREATENS YOU BY EMAIL, MAIL OR PHONE:**

Threatening mail, phone calls and emails received at your home should be referred to your local police department.

Mail, phone calls and emails received on campus should be referred to the EIU Police Department (217-581-3213).

If you know the identity of the student making these threats, please contact the Student Standards Office (217-581-3827) for additional assistance.

## **WHAT YOU CAN DO**

- Assess your level of safety. Call 911 if you feel in danger. Campus Police can be reached at (217) 581-3212.
- Threat Assessment webpage:  
<http://castle.eiu.edu/civil/threatabout.php>

- If you feel it is appropriate to stay with the student, remain in an open area with a visible means of escape (sit closest to the door and do not let the student get between you and the door). Enlist the help of a co-worker.
- Explain to the student the behaviors that are unacceptable (“I am glad to talk with you if you are willing to speak with me without yelling”).
- Stay calm, set limits, and stick to those limits (“So, let’s talk about what is upsetting you, but I want to be very clear that we have to both do this without raising our voices. Otherwise, we shouldn’t continue this today”).
- Use attentive and reflective listening (“It sounds like you are saying...and are feeling...”).
- Use a time-out strategy (that is, ask the student to reschedule a meeting with you once the student has calmed down) if the student refuses to cooperate and remains aggressive or agitated (“I think it is best that we stop for today, but I do not want to drop this, so let’s set a time to come back together and then we can both have the chance to settle down”).
- Consult with professionals at the Student Standards Office (217-581-3827) or the Counseling Center (217-581-3413).

## **AVOID**

- Staying in a situation in which you feel unsafe.
- Meeting alone with the student.
- Engaging in a screaming match, raising your voice, or behaving in other ways that escalate anxiety and aggression.
- Touching the student or crowding their sense of personal space.
- Ignoring a gut reaction that you are in danger.

# STUDENT EXPERIENCING SUBSTANCE ABUSE ISSUES

## ***SIGNS THERE MAY BE AN ALCOHOL PROBLEM:***

- Failure to fulfill major work, school, or home responsibilities.
- Specific school problems such as poor attendance, low grades, and/or recent disciplinary action.
- Drinking in situations that are physically dangerous, such as driving a car.
- Having recurring alcohol-related legal problems, such as being arrested for driving under the influence of alcohol or for physically hurting someone while drunk.
- Continued drinking despite having ongoing relationship problems that are caused or worsened by drinking.
- Mood changes such as temper flare-ups, irritability, and defensiveness.
- Physical or mental problems such as memory lapses, poor concentration, bloodshot eyes, lack of coordination, or slurred speech.

## ***SIGNS THERE MAY BE A DRUG PROBLEM:***

- Experiencing withdrawal symptoms (e.g., nausea, restlessness, insomnia, concentration problems, sweating, tremors and anxiety).
- Taking a drug in order to avoid withdrawal symptoms, after reducing or stopping prior chronic drug use.
- Spending a lot of time getting, using, and recovering from the effects of a drug.
- Abandoning previously-enjoyed activities, such as hobbies, sports, and socializing, in order to use drugs.
- Neglecting school, work, or family responsibilities.
- Taking risks while high, such as starting a fight or engaging in unprotected sex.

- Continuing to use despite physical problems (e.g., blackouts, flashbacks, infections, injuries) or psychological problems (e.g., mood swings, depression, anxiety, delusions, paranoia) the drug has caused.
- Legal troubles because of drug use, such as arrests for disorderly conduct, driving under the influence, or stealing to support drug habit.

## ***WHAT YOU CAN DO***

- Treat the situation as serious.
- Share your concern and encourage the student to seek help.
- Express your concerns in observable statements (“I’ve noticed that you have missed class every day and you have been drinking every day.”)
- Recognize that denial is a powerful aspect of substance problems and that it can involve conscious or unconscious lying and distorting the truth.
- Refer the student to the Counseling Center (217-581-3413).
- Contact the Student Standards Office (217-581-3827) if they exhibit substance induced or problematic behaviors in the classroom or resident hall.

# THE STUDENT IN AN ABUSIVE RELATIONSHIP

## **FACTS ABOUT ABUSIVE RELATIONSHIPS:**

Abusive relationships are marked by strategies used by one person to maintain power and control over the other. Because of the cycle of abuse, power and control, victims may feel trapped and fearful of their partner's anger, violence and/or abandonment, and thus may be reticent to disclose information about their relationship, even when abuse is suspected. Abuse can be physical, emotional or verbal.

## **FACTORS OF AN ABUSIVE RELATIONSHIP CAN INCLUDE:**

**Intimidation:** Use of looks, actions, or violent gestures, such as smashing things, destroying property, abusing pets or displaying weapons so as to cause fear.

**Emotional Abuse:** Use of put-downs, name-calling, "mind-games," humiliation or guilt in an effort to erode self-esteem of partner.

**Isolation:** Controlling social interaction, movement, and involvements with friends and activities or use of jealousy to justify actions.

**Minimizing, Denying and Blaming:** Making light of the abuse or not taking it seriously. Shifting blame for the abuse onto the victim – saying the victim "caused the abuse."

**Violation of Privacy:** Abusive partners may read notes, emails or text messages from others, or go through personal belongings.

**Using Privilege:** For women who are abused by men: partners may use male privilege to make decisions on behalf of the other person. Those may include attempts to control aspects of academic life, requiring permission for big decisions, etc.

**Coercion and Threats:** Making or carrying out threats to do something to hurt the partner, including leaving, threatening suicide, reporting the partner to authorities regarding some behavioral or academic violation, making the partner engage in illegal activity.

## **WHAT YOU CAN DO:**

- See the student in private.
- Recognize that the student may be fearful and vulnerable.
- Remember that abusive relationships involve complex dynamics, including high levels of controlling behavior on the part of the perpetrator and/or denial or fear on the part of the survivor. Therefore, the situation may be difficult to change.
- Be aware that interventions from a variety of sources increase the chances for change.
- Refer the student to the Counseling Center (217-581-3413) and/or Student Standards Office (217-581-3827) or HOPE Office: (217 348-5931) | Crisis: (1-888-345-3990)
- Encourage the student to connect with family and friends.

## **AVOID:**

- Judgement or Blame
- Waiting for them to come to you if you suspect something.
- Expecting the student to make changes.
- Pressuring students to follow any particular course of action.

## **THERE ARE 3 REPORTING OPTIONS ON CAMPUS:**

1. Police: UPD-217.581.3213  
CPD-217.348.5221 or place of incident
2. Student Standards (students only)-217.581.3827
3. Office of Civil Rights (students or employees)-  
217.581.5020

# VICTIM OF STALKING

## **FACTS ABOUT STALKING:**

- Stalking is repeated following or harassment of an individual that is designed to instill a sense of fear or danger.
- Stalkers often have an irrational obsession with the victim and try to gain power and omnipotence through control and intimidation.
- Stalking behavior includes: tailing the victim, harassment via phone, email, text messaging, and letters, unwanted gifts, and unwanted attentiveness.
- Stalkers can be male or female and targets can be of the same or opposite sex.

### **IF A STUDENT THREATENS YOU BY EMAIL, MAIL OR PHONE:**

Threatening mail, phone calls and emails received at your home should be referred to your local police department.

Mail, phone calls and emails received or stalking behaviors on campus should be referred to the Eastern Illinois University Police Department (217-581-3213).

If you know the identity of the student making these threats or engaging in these stalking behaviors, please contact the Student Standards office (217-581-3827) for additional assistance.

## **WHAT YOU CAN DO**

- Encourage the victimized student to trust their instincts.
- Advise the student to contact the University Police (217-581-3213) and the Student Standards office (217-581-3827).
- Advise the student to document unwanted contacts and maintain evidence of harassment.
- Refer the student to the Counseling Center (217-581-3413) for support for the student.

- Advise the student to take precautions to ensure safety, including a change in routine travel routes and schedules.

## **3REPORTING OPTIONS ON CAMPUS:**

1. Police: UPD-217.581.3213  
CPD-217.348.5221 or place of incident
2. Student Standards (students only)-  
217.581.3827
3. Office of Civil Rights (students or employees)-217.581.5020

## **AVOID**

- Ignoring or minimizing the situation.
- Suggesting that the victim is responsible for the unwanted attention.
- Taking responsibility for protecting the student.
- Failing to alert the proper authorities.
- Confronting the alleged stalker.

# VICTIM OF HATE INCIDENT OR CRIME

## ***FACTS ABOUT HATE INCIDENTS:***

- A hate crime is a criminal act against a person or her/his property because of that person's actual or perceived race, perceived ethnicity, color, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation.
- A hate incident is an act that, while not meeting the legal definition of a crime, involves the same types of behavior and targeting of underrepresented groups. Hate incidents are more common on college campuses than hate crimes. When hate incidents become criminal offences they are known as **hate crimes**.

## ***3REPORTING OPTIONS ON CAMPUS:***

1. Police: UPD-217.581.3213  
CPD-217.348.5221 or place of incident
2. Student Standards (students only)-217.581.3827
3. Office of Civil Rights (students or employees)-  
217.581.5020

## ***WHAT YOU CAN DO:***

- Talk to the victimized student in private, listening attentively.
- Recognize that the student is probably experiencing a range of intense emotions, including shame, anger, fear and denial ("I can only imagine that this might be extremely difficult. It may be very helpful to share it with someone or certain offices so we can better support you.").
- Refer the student to the Student Standards Office (217-581-3827) and the Office of Civil Rights (217-581-5020).
- Explain the importance of notifying the University Police. ("Think about the option of telling the police so they can be helpful to you, too.") (217-581-3213)
- Refer the student to the Counseling Center (217-581-3413) for counseling.

## ***AVOID***

- Downplaying the situation ("I am sure nothing was meant by it and you have to pick your battles.").
- Share the information with other students
- Expressing personal biases ("Well, what did you expect? You have to be careful.")
- Getting caught up in the technicalities or legalities of the situation.



# VICTIM OF HAZING

## ***FACTS ABOUT HAZING:***

- Hazing, in any form, is prohibited at Eastern Illinois University.
- Hazing is defined as any action taken or situation created on or off campus, which recklessly or intentionally produces mental or physical discomfort, embarrassment, harassment or ridicule.
- Hazing is sometimes used as a rite of passage or initiation into a campus organization.
- Hazing can be psychologically damaging and present serious physical risks (including death) to students.
- A student may or may not know that hazing will be a part of an initiation process.
- A student may or may not know how extreme hazing might become during an initiation process.
- Hazing is illegal in the State of Illinois.

## ***WHAT YOU CAN DO***

- Talk to the victimized student in private.
- Recognize that the student may be feeling vulnerable and experiencing a range of emotions.
- Advise the student to report the incident to the Student Standards Office (217-581-3827).
- Advise the student to report the incident to the University Police (217-581-3213).
- Refer the student to the office that oversees the organization in question. Below are contacts for offices that work with many student organizations:
- Athletics (217-581-2319)
- Student Life (217-581-3829)

- Office of Fraternity and Sorority Life (217-581-3967).
- Refer the student for follow-up counseling at the Counseling Center (217-581-3413), if appropriate.
- Refer to resources at <http://www.hazingprevention.org/>

## ***AVOID***

- Minimizing the situation.
- Agreeing to maintain confidentiality (see confidentiality clause on page 2). Depending on your position, you may be required to report it.

# VICTIM/SURVIVOR OF SEXUAL VIOLENCE

## **FACTS ABOUT SEXUAL ASSAULT**

- Sexual misconduct is any physical act of a sexual nature without the consent of the individuals involved.

## **BEHAVIORS INCLUDE, BUT ARE NOT LIMITED TO:**

1. any form of sexual penetration without consent
  2. intentional or knowingly touching of another person, either directly or through the clothing, of sex organs, buttocks, or breasts for the purpose of sexual gratification or arousal without consent of the other person
  3. indecent exposure with sexual intent
  4. use of email, text, phone, or any other form of communication to send sexually explicit materials that are unwelcomed by the recipient.
- Consent is a freely given, clear, unambiguous agreement between the participants to engage in sexual activity.
  - Lack of verbal or physical resistance or submission by a person resulting from the use of force or threat of force by another person shall not constitute consent.
  - Consent is deemed incapable of being given if the person's physical and/or mental control is markedly diminished as the result of alcohol, other drugs, illness, injury, or any other reason.
  - Consent must be given each time the participants engage in sexual activity. Consent given on a prior occasion does not indicate future consent, and consent **may be revoked** at any time.
  - Consent given to one party does not constitute as consent to another party.

Although most perpetrators are males, most males are not perpetrators. Anyone, regardless of gender, sex, race, sexual orientation, class, etc. may be a victim of sexual assault.

## **WHAT YOU CAN DO**

- Listen without conveying judgment and be aware that victims can feel shame and anger.

- The EIU Health Services and Counseling Center on campus, and the local Sexual Assault center (SACIS) provide advocacy to assist survivors with negotiating post-assault decisions and resources.
- If the student needs immediate medical attention, refer to Sarah Bush Lincoln Health Center or EIU Health Services for appropriate medical care and referral services.
- Refer the student to the Counseling Center (217-581-3413) or SACIS (217-348-5033) for counseling options.
- <http://www.eiu.edu/sexualassaultresources/>
- There are 3 reporting options:
  1. Police: UPD-217.581.3213  
CPD-217.348.5221 or place of incident
  2. Student Standards (students only)-  
217.581.3827
  3. Office of Civil Rights (students or employees)-217.581.5020
- Report to Title IX Coordinator.

## **AVOID**

- Expressing judgment or victim blaming (ie. “why did you drink so much?”)
- Pressuring the student about decisions such as filing a police report.

If a student discloses an incident to an employee who is considered a “responsible employee,” they **MUST** notify the Title IX Coordinator (Office of Civil Rights and Student Standards).

All other employees are **STRONGLY ENCOURAGED** to notify Title IX Coordinators. For your reference, see IGP # 175 Sexual Harassment  
<http://castle.eiu.edu/auditing/175.php>.

*It is the responsibility of faculty chairpersons, other administrators, and supervisors to inform the Office of Civil Rights and Diversity/Title IX Coordinator about any potential instances of sexual harassment. Failure to report could itself be a violation of this policy and/or university expectations*

# STUDENTS OF MILITARY

Each semester, students enroll or are readmitted to Eastern Illinois University after serving in the armed forces. Some of these students have completed their military obligations, and others are still involved with the military in some way. Some students are very forthcoming about their veteran status and experiences, and some choose not to reveal their veteran status to faculty, staff, or other students because they believe they may be treated differently or stigmatized by political issues associated with their military service.

## Things to know:

- Students with veteran status often have complex issues related to their academic and financial relationships with the University due to federal policies.
  - The University works with veteran students to make their transition as seamless as possible, but federal policies often make this quite difficult.
  - Students who are still involved with the military may be redeployed at any time (in as little as 72 hours), and so may have difficulty fulfilling their course requirements. The University's policy is to do everything reasonably possible to allow students to complete courses.
  - Like any student, veteran students may encounter obstacles to their academic success. These may include:
    - The distraction of potential redeployment.
    - Money and family demands.
    - Emotional and psychological traumas that result from combat experiences.
    - Physical injury, some visible and some invisible, such as a traumatic brain injury.
    - Interactions with students, faculty and staff that are perceived as being insensitive to the experiences student veterans have had.
- Veteran students may be in need of emotional or other health-related support, but some may not be comfortable seeking this support on campus.
  - It is also not unusual for student veterans to be reluctant to seek any help due to the need to be strongly self-reliant.

## Resources:

- Military Student Assistance Center: 217-581-7888
- Veterans Benefits: 217-581-5227
- IL Dept of Veterans: <https://www2.illinois.gov/veterans/Pages/default.aspx>
- Student Veterans of America: <http://studentveterans.org/>
- Mobile Vet Center: 1-877-927-8387
- National Crisis Hotline: 1-800-273-8255
- Counseling Center (217-581-3413)

As college campuses are becoming increasingly diverse, many students may find it difficult to step outside of what is familiar and interact with students of different races, religions, classes, abilities or sexual orientations. Race, ethnicity and cultural background are important to keep in mind as you help a distressed student. For some students, counseling, or other resources, might not be a culturally relevant choice to make when help is needed. Communication, support, concern, and understanding is critical in reaching students who feel isolated and marginalized.

Your sensitivity to the unique needs of international students, students of color, non-traditional-aged college students, and other underrepresented groups, can be important in helping students get assistance. Furthermore, being knowledgeable about campus resources that address the unique needs of underrepresented students is also important.

## **For issues of Discrimination Reporting options:**

1. Police: UPD-217.581.3213  
CPD-217.348.5221 or place of incident
2. Student Standards (students only)-217.581.3827
3. Office of Civil Rights (students or employees)-  
217.581.5020

## **RESOURCES**

### **Asian American Association**

([https://www.eiu.edu/slo/rso/rso\\_info.php?id=108](https://www.eiu.edu/slo/rso/rso_info.php?id=108))

### **Association of International Students**

(<http://castle.eiu.edu/eiuais/>)

### **African Students Association**

([https://www.eiu.edu/slo/rso/rso\\_info.php?id=263](https://www.eiu.edu/slo/rso/rso_info.php?id=263))

### **Black Student Union**

([https://www.eiu.edu/slo/rso/rso\\_info.php?id=229](https://www.eiu.edu/slo/rso/rso_info.php?id=229))

### **EIU Indian Students Association**

([https://www.eiu.edu/slo/rso/rso\\_info.php?id=224](https://www.eiu.edu/slo/rso/rso_info.php?id=224))

### **Latin American Student Organization**

([https://www.eiu.edu/slo/rso/rso\\_info.php?id=132](https://www.eiu.edu/slo/rso/rso_info.php?id=132))

### **Chinese Student and Scholar Association**

([https://www.eiu.edu/slo/rso/rso\\_info.php?id=262](https://www.eiu.edu/slo/rso/rso_info.php?id=262))

### **EIU Pride**

([https://www.eiu.edu/slo/rso/rso\\_info.php?id=107](https://www.eiu.edu/slo/rso/rso_info.php?id=107))

### **Minority Affairs**

(<http://www.eiu.edu/minoraff/scholarships/index.php>)

### **Office of Civil Rights & Diversity**

(<http://castle.eiu.edu/civil/>)

### **EIU Diversity**

(<http://www.eiu.edu/diversity>)

# THE STUDENT STRUGGLING ACADEMICALLY

## ***FACTS AND SUGGESTIONS ABOUT ACADEMIC STRUGGLES AND SUCCESS:***

- Academic difficulties are often combinations of problems with the course **content**, the techniques used to **process** the information, time **management**, **prioritizing**, and/or personal **motivation**.
- Students often struggle academically because of poor time management of difficulty prioritizing tasks. Scheduling in time to study and do homework, as well as using a planner or some other tool to help with organization, can help tremendously.
- Many students may feel they did not need to study as much in high school. College courses can be different in many ways, this being one of them.
- Attending class is vital, not only because of attendance policies, but because of the information missed when a student is absent. Often, information in courses builds on itself, making it more difficult to keep up when class is missed.
- Participating in class, can be very important to academic success; showing up physically may not be enough...students need to be engaged.
- Don't be afraid to ask questions. There are often other classmates with the same questions who are relieved that the question was asked. Questions are about learning and students are here to learn.
- Use professors/instructors office hours to discuss concerns, gain clarification on content, or to discuss other class or career related questions. Professors have these hours for this reason...don't be afraid to use these hours to meet with them.
- Students may need to try different approaches to studying than they have tried in the past. Meeting with a group to study, may be helpful for instance.
- There are numerous academic resources available to students. Familiarize yourself with them and use them.

## ***RESOURCES:***

**Student Success Center** at 217-581-6696

**Writing Center** at 217-581-5929

**Reading Center** at 217-581-7898

**Disability Services** at 217-581-6583

**Computer labs** visit

<http://castle.eiu.edu/~atac/labs.php>

Faculty may also use the Early Alert System for students of concern or call the above offices for support/consultation

# ASSISTING STUDENTS WITH DISABILITIES

## *FACTS ABOUT DISABILITIES*

- Students with documentation of a physical, learning or psychiatric disability are eligible to receive accommodations through the Office of Student Disability Services (OSDS) at Eastern Illinois University.
- Students with **physical disabilities** may present special classroom access needs associated with limitations in mobility, speaking, hearing, and/or vision.
- Students with **medical disorders** may experience difficulties participating in their academic programs due to the condition itself or the ongoing treatment protocol.
- Students with **learning disabilities** may have neurological impairments that interfere with information processing, memory and retrieval, and output. These disabilities can impact reading, writing, math, attention, concentration, and/or overall organization. Learning disabilities are most commonly registered with OSDS.
- Students with **psychiatric disabilities** may experience symptoms that interfere with their ability to participate, perform, and function.
- Students with **Attention Deficit / Hyperactivity Disorder (AD/HD)** may experience inattentive, hyperactive, and/or impulsive behaviors. ADHD is the second most common disability registered with OSDS.
- Students cannot always clearly articulate what their disability is or how it impacts them in an academic setting.

## *WHAT YOU CAN DO*

- Speak to the student in private about your concerns. Maintain confidentiality even if the student discloses in front of others.
- Treat each student with sensitivity and respect.
- Acknowledge the difficulties that the student has had or is having.
- Refer the student to the Office of Disability Services (ODS) in the Ninth Street Hall (217-581-5598) and their website: <http://www.eiu.edu/disability/index.php>
- Consult with ODS regarding accommodations for the student.
- Remember that any student requesting accommodations must have valid documentation on file with ODS and present an accommodation letter when making a request. When letter is presented, accommodations must be provided.

## *AVOID*

- Using patronizing language with the student.
- Underestimating or questioning the stated disability.
- Assuming the student understands the academic limitations imposed by the disability.
- Assuming the student qualifies for accommodations without ODS letter.
- Minimizing the students struggles and/or experiences.