

# EWU RED FOLDER



**1** RECOGNIZE



**2** RESPOND



**3** REFER

## CONCERNED ABOUT A STUDENT?

[inside.ewu.edu/dosewu/faculty-resources/](https://inside.ewu.edu/dosewu/faculty-resources/)

**SUICIDE AND CRISIS LIFELINE** ..... 988

**24/7 REGIONAL CRISIS LINE** ..... 1-877-266-1818

**TREVOR PROJECT**  
(For LGBTQ young people)..... 1-866-488-7386

**STEVE FUND** (For young people of color):  
text **STEVE** to ..... 741741

**VETERANS CRISIS LINE(PUSH 1)**..... 988

**24/7 SEXUAL ASSAULT  
FAMILY TRAUMA (SAFeT)**..... 1-509-624-7273

**24/7 YWCA DOMESTIC  
VIOLENCE CRISIS LINE**..... 1-509-326-2255

**RAINN NATIONAL SEXUAL  
ASSAULT HOTLINE** ..... 1-800-656-4673

# WHERE TO REPORT IF A STUDENT...

<b>Poses an immediate danger to self or others:</b>	<ol style="list-style-type: none"> <li>1. Call 9-1-1</li> <li>2. Submit an ICARE Form: <a href="https://inside.ewu.edu/community-care">inside.ewu.edu/community-care</a></li> </ol>
<b>Has disclosed that they are experiencing or have experienced sexual harassment, sexual assault, sexual misconduct, interpersonal violence (domestic violence, dating violence, stalking) and/or retaliation [TITLE IX CONCERN]:</b>	<ol style="list-style-type: none"> <li>1. As a Mandated Reporter, you must submit a Title IX Report Form <a href="https://cm.maxient.com/reportingform.php?EasternWashingtonUniv&amp;layout_id=5">https://cm.maxient.com/reportingform.php?EasternWashingtonUniv&amp;layout_id=5</a></li> </ol>
<b>Has disclosed that they are experiencing or have experienced discrimination and/or discriminatory harassment [DISCRIMINATION CONCERN]:</b>	<ol style="list-style-type: none"> <li>1. As a Mandated Reporter, you must submit a Discrimination &amp; Bias Incident Reporting Form <a href="https://cm.maxient.com/reportingform.php?EasternWashingtonUniv&amp;layout_id=15">https://cm.maxient.com/reportingform.php?EasternWashingtonUniv&amp;layout_id=15</a></li> </ol>
<b>Behaviors are disruptive:</b>	<ol style="list-style-type: none"> <li>1. If the student's behaviors are dangerous, or impact the safety of others, please call 9-1-1</li> <li>2. Submit Student Conduct/Incident Report Form to Student Rights and Responsibilities if behaviors violate Student Conduct Code <a href="https://cm.maxient.com/reportingform.php?EasternWashingtonUniv">https://cm.maxient.com/reportingform.php?EasternWashingtonUniv</a></li> </ol>
<b>Wants to complete an Exceptional Circumstance Withdrawal:</b>	<ol style="list-style-type: none"> <li>1. Direct student to complete ECW form with Records and Registration</li> <li>2. If a student is in crisis and needs additional assistance, please submit an ICARE Form</li> </ol>
<b>Is at risk of failing class and/or not attending</b>	<ol style="list-style-type: none"> <li>1. Submit an early warning alert in Navigate</li> <li>2. Refer student to Academic Advising: <a href="https://inside.ewu.edu/advising/">inside.ewu.edu/advising/</a></li> </ol>
<b>You are concerned about the emotional wellbeing of a student</b>	<ol style="list-style-type: none"> <li>1. Please submit an ICARE Form: <a href="https://inside.ewu.edu/community-care">inside.ewu.edu/community-care</a> and/or</li> <li>2. Suggest the student check out the counseling center to make an appointment with a mental health professional</li> </ol>

All EWU Employees, including student employees are Mandatory Reporters. Any information pertaining to sexual misconduct, threat of harm to self or others, or child abuse must be reported immediately.

# RECOGNIZE

Please review the most common signs of distress. Students may also present with indicators not listed

# RESPOND

Use these tips to determine the most appropriate response for a distressed student.

## SAFETY:

- Signs of physical abuse
- Signs of self-injury
- Interpersonal violence
- Unprovoked anger or hostility
- Implying or making a direct threat to harm self or others
- Stalking or harassing
- Unprompted disclosure of thoughts of death or suicide
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Unresponsive or altered level of consciousness

## ACADEMIC:

- Repeated absences and/or decline in quality of work or performance
- Writings/creative work that include unprompted disturbing content and/or themes of despair, hopelessness, violence, death, or aggression
- Disorganized performance and/or repeated requests for extensions
- Conduct that interferes with classroom, group work, or activity engagement
- Frequent utilization of faculty/staff office hours for personal support

## PHYSICAL/BEHAVIORAL:

- Marked changes in physical appearance
- Excessive fatigue, listlessness
- Sleep disturbance
- Intoxication, hangover, smelling of alcohol, evidence of drug abuse
- Disoriented or “out of it,” out of touch with reality
- Garbled, rambling, tangential, disconnected, or slurred speech
- Behavior out of context or out of character for the individual

## PSYCHOLOGICAL/INTERPERSONAL:

- Self-disclosure of personal distress - family problems, financial difficulties, grief, shame
- Excessive tearfulness, panic reactions, irritability, or unusual apathy
- Feeling hopeless and helpless
- Expressions of concern about the student by peers
- Concerning interpersonal communication style (e.g. withdrawn or agitated, mutters under breath, slow response time to questions)
- Delusions and paranoia

## SAY WHAT YOU SEE:

- Be direct
- Stick to the facts
- Don't make assumptions
- Describe the changes you have noticed
- Ask them if they are okay
- Listen!

I have missed you in class lately. Is everything ok?

You have seemed down the last few classes. Is there anything you want to talk about?

## SHOW YOU CARE

- Be present, patient, and listen to them
- let them know they are not alone and you're connecting them with someone who can help.
- Provide them a space to be heard and don't make assumptions about them
- Be curious- ask them questions
- Describe changes you have noticed

It sounds like you are overwhelmed! Is there anything I can do to help?

It's completely okay to feel this way. You are not alone

That sounds really challenging.

## CONNECT TO HELP

- Determine the need and resources
- Reaffirm your support and care
- Connect them to resources
- Follow up

Is it alright if I reach out to you next week? I'd like to follow up and see how you're doing.

Thank you for sharing your experience. I am not an expert in this area, but I know someone who might be able to help. Would it be okay if I put you in contact with them?

It sounds like you've really been struggling, have you thought about visiting the counseling center?

# REFER

**IS THE STUDENT A DANGER TO SELF/OTHERS AND/OR IS THE STUDENT IN IMMEDIATE NEED OF ASSISTANCE FOR ANY REASON?**



## NO

- ✓ I'm not concerned for the students' or others' immediate safety, but the student is experiencing significant academic and/or personal stress.
- ✓ Refer to Student Accommodations and Support Services (SASS), Counseling and Wellness Services (CWS), or submit an ICARE referral and/or early warning alert in Navigate depending on the situation.

## UNCLEAR

- ✓ Indicators of distress are observed but severity of distress is unclear. Interaction has left you feeling uneasy or concerned.
- ✓ Consider a consultation with CWS, SASS, Dean of Students, or submit an ICARE referral. When in doubt, if you feel the situation is an emergency, or can't wait, call EWU Police at 509-359-7676 to consult or call 9-8-8.

## YES

- ✓ The student's behavior is suggestive of immediate harm to self or others in the community, is incoherent or unresponsive.
- ✓ Call 9-1-1, even if on campus
- ✓ After the student is connected to emergency services, submit an online ICARE referral.

## CAMPUS RESOURCES

**DEAN OF STUDENTS**.....509-359-7852  
**MENTAL HEALTH COUNSELING**.....509-359-2366  
**EWU TITLE IX COORDINATOR**.....509-359-6312  
**CIVIL RIGHTS**.....509-359-2345

**BASIC NEEDS NAVIGATOR/SUPPORTING STUDENTS EXPERIENCING HOMELESSNESS**.....509-359-4279  
**STUDENT ACCOMMODATIONS AND SUPPORT SERVICES**.....509-359-6871  
**EAGLES FOR RECOVERY**.....509-359-6288

## WHATS NEXT?

- Determine if you need to make any Title IX or crime-related reports under the Clery Act.
- Additionally, note that privacy regulations may limit the amount of information other campus offices can share with you.
- Follow up with the student after a referral to serve as a support resource check-in.

# INTRODUCTION LETTER



Dear Colleagues,

The Red Folder and its enclosed materials are here to assist you as you navigate the academic year. We recognize that students can experience distress, which can significantly impact their physical, academic, and mental well-being. While student affairs staff is available to support students, we know that it takes all of us—faculty, staff, and administrators—to create a supportive environment where students can thrive.

As we begin a new academic year, we are pleased to share with you the updated Red Folder—a resource designed to support you in working with students who may be experiencing mental health challenges, academic difficulties, or basic needs insecurities.

These materials have been reviewed and updated by a campus-wide stakeholder committee to ensure they reflect the most current and effective practices. In addition to the physical folder, we are also updating our website to provide easy access to the most current information and resources. Please visit the site regularly for the latest updates. A QR code to the site can be found at the top of this letter.

Each of us has the power to make a meaningful difference in the well-being of our students by extending care, compassion, and understanding. EWU is known for being a welcoming, tight-knit community, and it is up to all of us to live those values. As our students begin or continue their higher education journey, let us remember that community care is more than a slogan—it reflects who we are as EWU Eagles. Thank you for the incredible work you do each day in the classroom and across campus. Your commitment to our students is deeply appreciated. This update is made possible through a suicide prevention grant awarded by the Substance Abuse and Mental Health Services Administration (SAMHSA). The goal is to ensure that every member of our campus community who interacts with students has access to clear, supportive guidance.

With gratitude,

**Stacey Chay**  
**Danielle Dallas**  
**Tricia Hughes**  
**Stacey Reece**  
**Brock Sieb**

# CULTIVATING CONNECTION

## THREE WAYS IN-PERSON

- 1 STRUCTURE OPPORTUNITIES FOR SHARING:** Create intentional opportunities for students to share beyond the course material. Take 5 minutes at the beginning of class to connect around a prompt that is fun or learning related, “what song helps you focus?”.
- 2 GET STUDENTS MOVING:** Send students out on walks for a set period to discuss a text passage or discussion question.
- 3 FOSTER PEER CONNECTION OUTSIDE CLASSROOM:** Place students in consistent small groups for asynchronous collaboration on meaningful tasks (e.g., a video case study). If groups aren’t needed, have each student pick a “phone-a-friend” for regular check-ins and support when absent. Ensure everyone has a partner.

## THREE WAYS ONLINE SYNCHRONOUS

- 1 ROUTINE BREAKOUT ROOM INTRODUCTIONS:** Start each session by putting people into breakout rooms of two to three (2-3) for a few minutes and ask them to introduce themselves, say hi and check in with each other so that students can meet new people and feel known in the class.
- 2 IMAGE CHECK-IN:** Ask students to bring a picture to the class session that represents how they are feeling.
- 3 EMBRACE PERSONAL REFLECTION AND STORYTELLING:** Invite students to reflect on the content of the course in their personal experiences and provide opportunities for students to share with one another through storytelling and discussion groups. (ex. have students interview someone outside the course in connection with the material and then have them share what they learned from the conversation).

## THREE WAYS ONLINE ASYNCHRONOUS

- 1 PROVIDE OPTIONAL OPPORTUNITIES TO CONNECT:** While not required – offer a few optional opportunities for students to call/ Zoom in, connect with one another, and ask you questions about the course/assignments. You can have them respond to a short prompt related to content.
- 2 ENGAGING ONLINE INTROS:** Have students post introductions to Canvas before the class starts. These can be text or video contributions where students share about themselves. Consider asking them to answer lighthearted questions.
- 3 HELP STUDENTS FIND WHAT THEY NEED:** Create an “I Need . . .” Canvas module that consists of pages that provide students with information about how to get help with the course or access resources at the university (e.g. “I need a rec letter” with information about what you need to write a strong recommendation letter, or “I need someone to talk to” with information about campus, local, and national mental health resources, etc.).

## THREE WAYS ACROSS MODALITIES

- 1 PRACTICE VULNERABILITY:** Be vulnerable with students about learning and emphasize that you are in this together. Ask students to be slightly vulnerable with each other at the start of the term by kicking off a conversation where everyone responds to a prompt that goes beyond name, major, hometown (ex. share a story of a time you felt energized by learning).
- 2 VALUE YOUR OWN WELL-BEING:** Identify the places where you can pull back to make time for other important aspects of your lives. Talking openly with your students about what you’re doing to care for yourself (i.e., “I won’t be available for office hours at that time because I’ll be out for a run.”) can also help students recognize steps they can take to care for themselves.
- 3 MEET WITH STUDENTS AT THE BEGINNING OF THE TERM:** Offer “Meet the Professor” slots for 15 minutes at the beginning of the term to meet as many students one-on-one or in small groups as you can, either in-person or on Zoom. You can offer these for-credit to incentivize.

# BOUNDARY SUPPORT

## WHY BOUNDARIES MATTER

Setting boundaries is essential for a healthy learning environment and protects faculty well-being. Boundaries clarify expectations and promote respect.

### Boundary Basics

- Clear & Firm: Express what you will do, not what students must do.
- Consistent & Fair: Apply rules equally to all students.
- Compassionate & Professional: Support students while maintaining professionalism.

### Common Faculty Boundaries

#### Office Hours & Availability:

- ✗ “Don’t email me after 5 PM.”
- ✓ “I respond to emails between 8 AM - 5 PM on weekdays. Emails sent outside these hours will be answered during my next working day.”

#### Supporting Basic Needs:

- ✗ “I can’t help you with housing or food.”
- ✓ “I hear you are struggling. Let’s connect with resources like the Basic Needs Navigator.”

#### Serving as an Emergency Contact:

- ✗ “I won’t be your emergency contact.”
- ✓ “While I must maintain a professional boundary and am unable to be your emergency contact, I encourage all students to regularly identify and update their emergency contact information online: <https://inside.ewu.edu/records-and-registration/name-address-changes/#emergency-contact>. I do care about you and if you do not have some one that can serve as your emergency contact, I would encourage you to connect with Student Accommodations and Support Services to talk through identifying additional support system options.

#### Student-Faculty Relationships:

- ✗ “I can’t be your friend.”
- ✓ “I care about your success and well-being. My role is to guide and support you academically while maintaining professional boundaries.”

## Practical Tips

- Use “I” Statements: “I will be available during office hours.”
- Offer Alternatives: Direct students to campus resources for additional support.
- Be Consistent: Communicate boundaries clearly to all students.
- Ask for Support: Refer struggling students to appropriate services.

## Final Takeaways

- Boundaries protect both faculty and students.
- Clear communication strengthens relationships.
- Use university resources for student support.
- Seek help from the Dean of Students Office to maintain boundaries.

**HEALTHY BOUNDARIES  
CREATE A HEALTHY  
UNIVERSITY COMMUNITY!**



# STEPPED CARE GUIDE

**Eastern Washington University believes in fostering a community of care. We are dedicated to students' wellbeing and connecting students with support services, on and off campus. Knowing about and engaging with resources to improve wellbeing is core to student success and beyond.**

## PRACTICE SELF CARE

- Move your body for 30 minutes each day
- Get 7-8 hours of uninterrupted sleep
- Eat balanced meals and drink plenty of water
- Be intentional about how much time you spend daily on screens (phone, tablet, computer, TV)
- Attend classes regularly and reach out to your professor if you need more support

## BUILD YOUR COMMUNITY

- Stay in touch with family and friends
- Get to know your faculty
- Reach out to your undergraduate or academic advisor
- Find programs on campus to build connections and a sense of community

## DEVELOP YOUR SKILLS

- Use academic support systems like PLUS and the Writer's Center
- Find programs on campus through Eaglesync to build connections and sense of community

## UTILIZE CAMPUS RESOURCES

- Register with Student Accommodations and Support Services (SASS) for accommodations
- Complete a student intake form or iCare form if you need support from SASS
- Meet with a mental health counselor for individual or group therapy with Counseling and Wellness Services
- Check out the on-campus food pantry

## CONNECT WITH OFF-CAMPUS RESOURCES

- Access your student health services through Multicare Rockwood Clinic
- BetterMynd Online Counseling - for those that are unable to access on campus counseling resources
- For emotional support, call the Washington Warm Line at 1-877-500-WARM (9276)
- Get help finding health insurance or state benefits through our Basic Needs Navigator

## SEEK IMMEDIATE CARE

- Call 988 - for mental health or substance use crisis
- Call 911 - emergencies requiring police, medical, or fire
- Utilize the Crisis Text line: Text the word "HOME" to 741741



# DISTRESSED VS DISRUPTIVE STUDENTS

## DISTRESSED VERSUS DISRUPTIVE STUDENTS

It is important to recognize the differences between distressed and disruptive students, as they require different interventions and support. Distressed students often exhibit symptoms that are more inward-facing (e.g., sadness, isolation, anxiety), whereas disruptive students tend to display more outward-facing behavior that directly impacts others.

### DISTRESSED STUDENTS

#### DEFINITION:

A distressed student may be experiencing emotional, mental, or personal challenges that are affecting their ability to engage in coursework, participate in class, or carry out other daily activities like going to work. These students might show signs of anxiety, depression, or other mental health concerns, but they aren't necessarily engaging in behaviors that disrupt the class.

#### SIGNS OF DISTRESS:

- Withdrawal from class participation or social activities
- Decline in academic performance (e.g., missed deadlines, incomplete assignments)
- Physical symptoms (e.g., fatigue, weight changes, or frequent illness)
- Expression of sadness, hopelessness, or overwhelming stress
- Declining attendance for school or work
- Lack of communication
- Behavior indicating being overwhelmed (e.g., forgetting instructions, difficulty organizing thoughts)

#### HOW TO RESPOND:

1. **Private Conversation:** Approach the student in a calm and supportive manner. A one-on-one conversation can help them feel more comfortable sharing what's going on.
2. **Offer Resources:** Provide information about campus resources, such as counseling services or academic advising. Make it clear that help is available.
3. **Be Empathetic:** Acknowledge their struggles and express concern for their well-being. Let them know that their well-being is a priority.
4. **Follow-Up:** If the student's distress doesn't improve, it might be helpful to check in again or encourage them to seek further support from the counseling center or complete an online ICARE form.

### DISRUPTIVE STUDENTS

#### DEFINITION:

Disruptive students engage in behaviors that interrupt the learning environment, hinder other students, or make the classroom uncomfortable. These behaviors are usually not related to a student's mental health but may stem from personal issues, lack of self-regulation, or an inability to cope with frustration or stress in an appropriate manner.

#### SIGNS OF DISRUPTION:

- Interrupting the instructor or other students during class
- Aggressive or disrespectful behavior (verbal outbursts, raised voice, or argumentative behavior)
- Making threatening statements (verbally or through body language)
- Creating distractions (loud noises, refusal to comply with rules)
- Engaging in inappropriate comments

#### HOW TO RESPOND:

1. **Immediate De-escalation:** If the situation escalates during class, remain calm and assertive. Acknowledge the behavior and ask the student to step outside for a private conversation if necessary.
2. **Set Boundaries:** Calmly explain what behavior is disruptive and how it affects the learning environment. Be clear about expectations and consequences for continued disruptions.
3. **Document Behavior:** Keep a record of disruptive incidents, including what occurred and how it was handled, especially if the situation escalates over time.
4. **Refer to Campus Resources:** If necessary, refer the student to Student Rights and Responsibilities for conduct code violations.

# FERPA, ICARE, NAVIGATE AND MANDATED REPORTING

## FERPA

FERPA is a federal law that protects the privacy of student education records. FERPA covers all educational records, including grades, transcripts, and any personally identifiable information (PII) related to a student's academic experience. These records and PII should not be shared with anyone else, including faculty, staff, or student's family members without express consent from the student. Typically, only directory information can be provided without consent.

At EWU, directory information includes, student's name, address, e-mail address, telephone number, participation in officially recognized activities and sports, weight, height and birth dates of members of athletic teams, dates of attendance at EWU, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Students may restrict directory information by going through Records and Registration or at <https://in.ewu.edu/records-and-registration/wp-content/uploads/sites/364/2022/08/DirectoryRestrictionRequestForm.pdf>

## ICARE REPORTING

ICARE reports are an option to share concerns about students experiencing difficulties or hardships not specific to academic preparation or performance. These reports are directed to the Dean of Students and Student Accommodations & Support Services offices. While more critical concerns are prioritized, all reports are followed up within 2 business days.

## NAVIGATE ALERTS

Navigate Alerts are an option to share concerns about students struggling with academic preparation or performance. Accolades can also be submitted to celebrate student success. These alerts are directed to the Student Success Collaborative for follow up and support.

## MANDATORY REPORTING

All EWU employees, except staff acting in a clinical capacity in the EWU counseling center, are mandatory reporters of any concerns or allegations of sexual misconduct, bias or discriminatory behaviors, or violations of laws or University Policies. While privacy is important, these allegations must be reported and will remain private to the individuals who are required by law to know.

Allegations or concerns should be filed with the EWU Title IX Coordinator by emailing [titleix@ewu.edu](mailto:titleix@ewu.edu), or calling 509-359-6312. More information is available at <https://inside.ewu.edu/titleix/reporting/>

Please review the University Policy Administration for the most current policy at <https://inside.ewu.edu/policies/>

# COLUMBIA PROTOCOL

## WHY IT'S IMPORTANT

The Columbia Protocol can be used by **ANYONE**, not just clinicians or mental health professionals. It was specifically designed to be simple and effective, allowing a wide range of individuals and organizations to use it to identify suicide risk, including teachers, coaches, family, university staff, faith leaders, and anyone willing to help. This tool provides an evidence-based public health approach. The tool can be found here:



IN THE PAST MONTH...		Risk Level
①	Have you wished you were dead or wished you could go to sleep and not wake up?	
②	Have you actually had any thoughts about killing yourself?	
<b>IF YES TO 2, ANSWER QUESTIONS 3, 4, 5 AND 6.</b> <b>IF NO TO 2, GO DIRECTLY TO QUESTION 6.</b>		
③	Have you thought about how you might do this?	
④	Have you had any intention of acting on these thoughts of killing yourself, as opposed to you have the thoughts but you definitely would not act on them?	
⑤	Have you started to work out or worked out the details of how to kill yourself? Did you intend to carry out this plan?	
<b>ALWAYS ASK QUESTION 6</b>		
⑥	Have you done anything, started to do anything, or prepared to do anything to end your life? Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, held a gun but changed your mind, cut yourself, tried to hang yourself, etc.	

(ADAPTED FROM COLUMBIA PROTOCOL FOR UNIVERSITIES)

Any **YES** indicates that someone should seek behavioral healthcare.

However, if the answer to 4, 5, or 6 is yes, seek immediate help: **CALL OR TEXT 988, CALL 911**, or go to the emergency room. **STAY WITH THEM** until they can be evaluated.

# OPTIONAL STUDENT SUPPORT SYLLABUS STATEMENTS

In addition to required syllabus statements, you may consider including some or all of the following statements in your syllabus or on Canvas. Including optional syllabus statements create a supportive learning environment where all students feel seen, safe, and empowered to learn.

## **HEALTH & WELLNESS OPTION:**

If you find yourself struggling with your mental or physical health this term, please feel free to approach me. I will be flexible and accommodating to the best of my ability. I encourage all students to make themselves aware of the Counseling & Wellness resources available to them as students – even before you may need them! Our Counseling & Wellness staff provide in person and online support for your wellbeing. Visit <https://inside.ewu.edu/bewell/> to learn more.

## **BASIC NEEDS SUPPORT:**

EWU students report being hungry without immediate means to satisfy that hunger. They also report having difficulties meeting their basic needs. I understand that having unmet basic needs makes learning and succeeding in college difficult. EWU has a food pantry on campus, food cupboards in multiple buildings, and a Basic Needs Navigator that can help you with resources. More information can be found here: <https://inside.ewu.edu/bewell/basic-needs/>

## **INCLUSION OPTION:**

It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. I seek to present materials and activities that respect diverse perspectives. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or other students or student groups.

## **PRONOUN OPTION:**

Professional courtesy and sensitivity are essential for individuals and topics dealing with different perspectives. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the term so that I may make appropriate changes to my records.

## **TECHNOLOGY IN THE CLASSROOM OPTION:**

A note on cell phones, texting, and checking one's email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one's ability to process information. Checking texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone, email, and computer during class; I will also do so. I appreciate your cooperation in creating a class we all want to participate in.

## **TITLE IX & SEXUAL MISCONDUCT OPTION:**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member.

It is my goal that you feel able to share information related to your life experiences in this class. I will seek to keep the information you share private to the greatest extent possible. However, I must report information regarding sexual misconduct to the University Title IX Coordinator (509.359.6312 or [titleix@ewu.edu](mailto:titleix@ewu.edu)). Students may speak to someone confidentially and find support via resources here: <https://inside.ewu.edu/titleix/services/confidential-services/>.

# ADDRESSING ACCOMMODATION CONCERNS

## Reasonable Accommodation Determined

SASS and Student Intake Meeting to determine reasonable accommodations to allow student to participate in course requirements

Approved accommodation plan sent to faculty email

Accommodations must be provided unless otherwise approved through the following process

## Faculty Cannot Implement Accommodation

Faculty complete Accommodation Review Form

- [https://cm.maxient.com/reportingform.php?EasternWashingtonUniv&layout\\_id=101](https://cm.maxient.com/reportingform.php?EasternWashingtonUniv&layout_id=101)

Must include how accommodation poses an undue hardship or fundamentally alters the education program/activity

Accommodations Assistant Director reviews submission  
Clarification meetings may occur:

### If Upheld

Notification indicating inability to provide accommodation sent from SASS to student and faculty, including:

- Specific accommodation in question.
- Explanation of reason why accommodation cannot be implemented.
- Specific accommodation is no longer required to be implemented.
- Consideration will be given for whether there are alternative reasonable accommodations

### If Denied

Notification indicating failure to provide adequate rationale sent to faculty, including:

- Specific accommodation
- Accommodation continues to be provided
- Appeal option to SASS Director and Academic Program Director/Chair.

# TIPS FOR TAKING CARE OF YOURSELF

Your health and wellness is also critically important. We want to encourage you to focus on taking care of yourself just as much as you focus on your students, your work, and others in your personal life.

## **TIPS FOR TAKING CARE OF YOURSELF:**

- Set boundaries with your students. You want to be approachable but not the only person a student will open up to. For example, encourage them to use your office hours rather than emailing or texting back and forth outside regular business hours.
- Recognize your limits. Knowing when a situation requires referral to a mental health professional or case management is important. You can complete an iCARE referral form or suggest the student visit Counseling and Wellness.
- Engage in your own daily self-care and stress management activities.
- Reach out for help when needed. Student Accommodation and Support Services, Counseling and Wellness, and the Dean of Students office can all be reached for consultation.
- Learn about mental health: Educating yourself about mental health issues, including common challenges like anxiety, depression, trauma, and eating disorders, can help you feel more confident in your ability to recognize and support students in distress. We offer classes throughout the year to staff and faculty on Mental Health First Aid and Question, Persuade, Refer Suicide Prevention Gatekeeper Training.
- Talk with other faculty or staff about challenges with students and get support from your colleagues.

If you find that you need support for your overall wellbeing and mental health, please scan the QR code for resources through EWU Human Resources.

