

University Counseling Services Mental Health Toolkit



Dear Colleagues,

The health and well-being of our Pioneer family continues to be at the forefront of our conversations around student success. We can work as a community to prioritize our own mental health and support the mental well-being of our students and colleagues.

Students are facing many challenges and difficulties in their lives right now. That is why it is so important that we equip our entire Pioneer community with the ability to understand and recognize distress. This mental health toolkit provides many positive actions you can take to support this issue as a university member. Familiarize yourself with the signs of distress, the channels that we have in place to help offer support, and best practices to help prevent mental health issues.

There is a reason why “Be Well” is part of my mantra as overall wellness is critical and needs to be at the forefront of our lives. Establishing a healthy exercise regimen, getting enough sleep, spending time outdoors, and fostering healthy relationships can assist in our overall well-being. This sounds like simple advice, but the data shows that these guidelines help. I urge you to take the mental health of our community seriously and to take the necessary steps to keep our Pioneer family safe.

Be steadfast. Be well. Be Pioneers.



Chancellor Tammy Evetovich

OUR GOAL

University Counseling Services has noted an increased demand from staff and faculty for consultation and information about mental health concerns that are common among our student population, how those concerns may present in class and on campus, and how to respond when concerns arise.

Our response has been to develop a mental health toolkit that can provide information on the mental health concerns of college students. Information included explores mental health topics, how to recognize distress, examples of how best to respond, and reporting processes for assisting those in crisis or experiencing an emergency. This toolkit is one part of a broader strategic plan to foster holistic wellness across the university.



ACKNOWLEDGEMENTS

University Counseling Services offers this toolkit with resources for supporting the overall wellness of students at UW-Platteville. This project would be less than complete without the contributions of the many departments, staff, and others who have given their time to review, create, and revise. Our thanks goes to the following:

- ▶ Disability Access Center
- ▶ The Doyle Center for Gender and Sexuality
- ▶ The Wright Center for Non-Traditional and Veteran Students
- ▶ Student Access and Academic Support
- ▶ Multicultural Student Affairs
- ▶ Campus governance
- ▶ College deans and university administration

And a special thanks goes to:

- ▶ Dr. Dong Isbister, Associate Professor and Coordinator
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- ▶ Amber Monroe, Dean of Students
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Marketing Department

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I WANT TO LEARN ABOUT COLLEGE STUDENTS' MENTAL HEALTH

Training opportunities

Counseling offers a broad range of suicide prevention and mental health training programs. Our goals are to raise mental health awareness on campus, reduce mental health stigma, and support early intervention for those in need within our campus community.

- ▶ The following mental health training programs are free and would benefit all university students, staff, and faculty.
 - Enroll in Recognize, Respond, Refer for UW Faculty and Staff (2025): Suicide Prevention Training in Canvas. Enroll in the Canvas training at go.uwplatt.edu/faculty-staff-rrr.
 - Programs that may be of particular interest to student leaders and peer mentors, staff, and faculty leaders (e.g., advisors, associate deans), as well as other student services employees may be requested.
 - To request a presentation, visit the Counseling Services SharePoint page. Scroll down to the Quick Links section and click on the Presentation Request link. This will direct you to a Microsoft Form where you can submit your request for a Counseling Services presentation.
- ▶ Universities of Wisconsin Student Behavioral Health at <https://www.wisconsin.edu/student-behavioral-health/> provides data about students' health habits, behaviors, and perceptions, campus resources, self-help and mental health services.



Mental health trends

The mental health needs of college students can negatively impact their academic performance and affect the overall learning environment. According to the National College Health Assessment spring 2024 data, UW-Platteville students are reporting tremendous levels of stress, feeling overwhelmed by all they had to do, feeling exhausted, and experiencing overwhelming anxiety which they contribute to a decline in their academic performance. Students may miss class, fall behind in projects or homework, worry other students, fail exams, or worse, withdraw prematurely. Students of color may not seek mental health services due to stigma and a cultural mistrust of mental health professionals.

18%

of students felt so depressed
it was difficult to function

26%

of students indicated their
anxiety contributed to
receiving lower grades on
exams and in the course

66%

of students reported moderate
or high stress levels in the
last 30 days

71%

of students reported feeling
tired, dragged down, or sleep
more than three days a week

34%

of students indicated stress
contributed to receiving
lower grades on exams and
in the course

25%

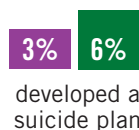
students reported historical
diagnoses of anxiety

Students are arriving on college campuses with pre-existing mental health issues, many of them already using medication or previous counseling to address their concerns.



In 2023–24, 13 percent of college students had serious thoughts of suicide in the past year, compared with 10 percent of students in 2013–14.*

**Healthy Minds Study 2023–24 Data report*



developed a
suicide plan



of students seeking counseling indicated a
prior history of counseling*

**2024 Center for College Mental Health survey*

Mental health concerns

ANXIETY

- ▶ Anxiety disorders are different than normal, everyday stress in that the person experiencing anxiety recognizes their worry is more intense, lasts longer, and can lead to avoidance behaviors that interfere with one's life.
- ▶ Anxiety not only affects the way one thinks and feels but can also manifest through one or more of the following physical symptoms:
 - Rapid heartbeat
 - Chest pain or discomfort
 - Dizziness
 - Sweating
 - Trembling or shaking
 - Cold clammy hands

The student may also complain of difficulty concentrating, feeling panicked, always being "on edge," having difficulty making decisions, or sleeping problems.

DEPRESSION

- ▶ While almost everyone has had periods in their lives when they have felt sad or down, clinical depression occurs when feelings of extreme sadness or despair last for at least two weeks or longer and interfere with the ability to function in different areas, such as school, work, and/or relationships.
- ▶ Depression can affect one's ability to do simple day-to-day activities. A depressed person often has difficulty making decisions or doing things they may usually do with ease.

For example, students may complain of the difficulties of day-to-day tasks of paying bills, attending classes, reading assignments, and returning messages, which may seem overwhelming.

NON SUICIDAL SELF-INJURIOUS BEHAVIOR

- ▶ Self-injury typically refers to behaviors in which an individual intentionally inflicts harm to their body for purposes not socially recognized or sanctioned and without suicidal intent. Self-injury can include a variety of behaviors but is most commonly associated with intentional cutting of the skin, scratching, burning, or pulling skin or hair.
- ▶ It is important to remain calm. It can be very anxiety provoking when you see marks indicative of self-injury or a student tells you they are engaging in this behavior.

**Remember that
engaging in
self-harm does not
necessarily mean
someone is trying to
kill themselves.**

SUICIDE

- ▶ Suicide is the second leading cause of death among young people between the ages of 18 and 24. Suicide is often viewed as a way out of a problem or crisis that is causing intense emotional pain and suffering. People who contemplate suicide are often ambivalent about ending their lives and are often willing to get help through counseling when a caring person facilitates the process for them.
- ▶ Be very straightforward and know that your question is not going to cause them to act on their suicidal thoughts. Students who are feeling suicidal are often relieved when someone finally asks them, as they no longer have to struggle with their feelings alone.
- ▶ Possible ways to phrase the question include

"I am concerned for you. Have you been thinking of ending your life?"

I can see that this is a difficult time for you and you are feeling very distressed right now. Are you having thoughts of hurting yourself?

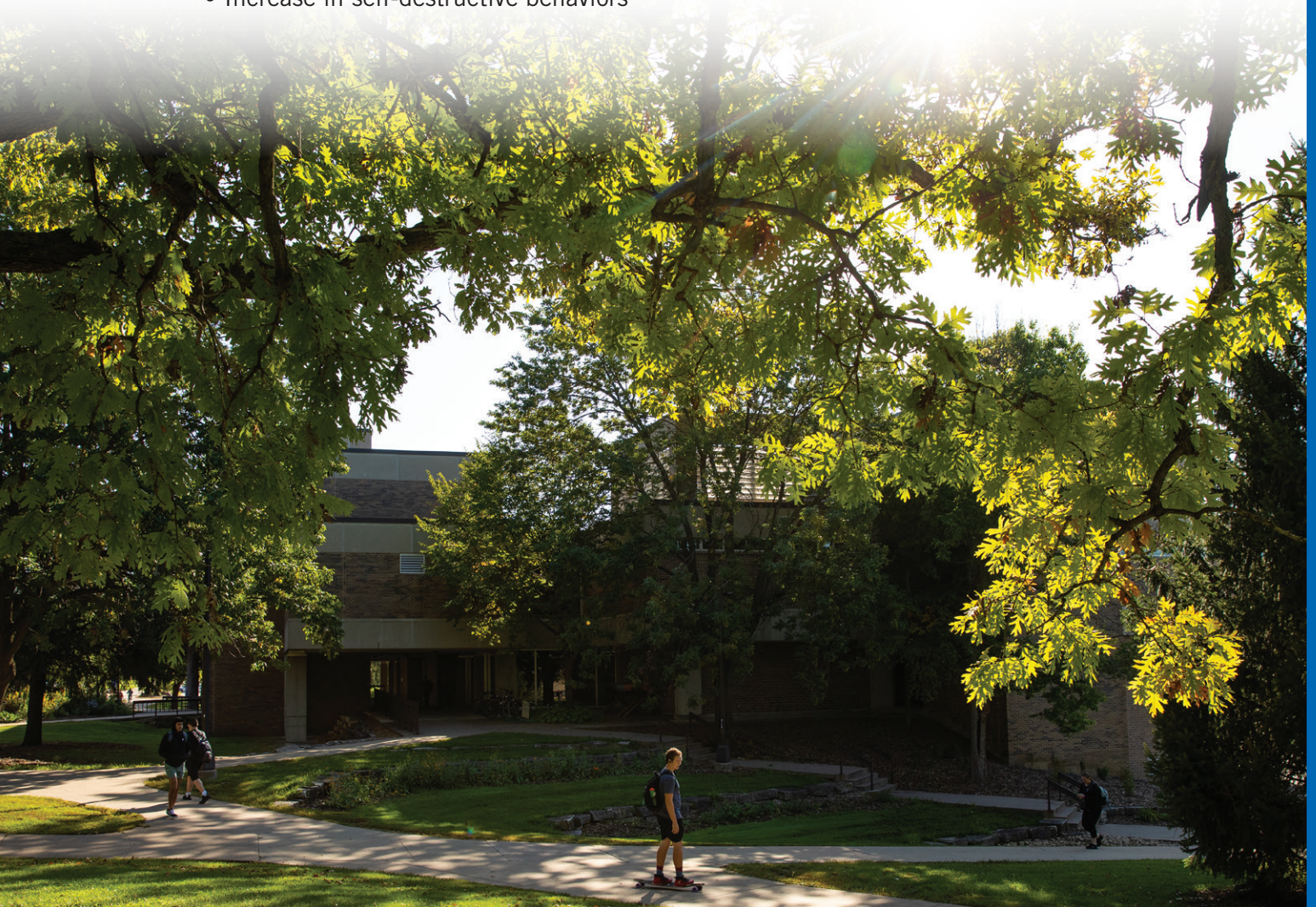
Are you considering suicide?

Supporting students who are in distress, including students who may be thinking about suicide can be challenging. If it may become too emotionally difficult, please reach out for support and practice self-care.

Indicators of distress

Students often experience significant changes in their lives during the course of their education. Your role as faculty and staff gives you the opportunity to observe student behavior and identify problems. Recognizing and responding to student behaviors may be a critical factor in helping students address problems that are interfering with academic success.

- ▶ Possible signs of depression (A pervasive experience of sadness and hopelessness)
 - Persistent sad, anxious, or empty mood
 - Loss of interest in friends and/or activities
 - Decreased energy
 - Change in mood, affect, sleep and/or diet
- ▶ Possible signs of anxiety (A persistent, excessive, and unrealistic worry about everyday things)
 - Difficulty controlling worry and negative thoughts
 - Feeling restless or irritable
 - Difficulty concentrating
 - Increased self-doubt or lack of trust in others
- ▶ Possible signs of suicide
 - Talking about suicide or death
 - Expressing helplessness or hopelessness
 - Withdrawing from others
 - Increase in self-destructive behaviors



Consideration of cultural impacts

As a faculty or staff member, you will undoubtedly have frequent interactions with students that are different from you. These differences may be in the form of race, ethnicity, cultural background, physical abilities, gender, sexual orientation, religion/spirituality, social class, etc. These are all important components to be mindful of when dealing with students in distress

Traditionally, counseling has been viewed with some hesitation and mistrust by certain ethnic or cultural groups. Therefore, for some students, there may be hesitation and/or reluctance to seek out counseling or any form of mental health treatment on their own. As faculty and staff, you are in an influential position of being able to suggest counseling as an option for students who may not otherwise seek this out on their own. College is difficult for all students, but it is often more so for marginalized students.

► Even if you believe you are familiar with a student's cultural background, it is important to listen for their cultural perspective, and inquire about this if necessary. It is important not to make assumptions and rely on stereotypes based on a student's membership in a certain group. The following suggestions can make you more aware and sensitive to this issue:

- Learn students' backgrounds, values, and motivations
- Be aware of the potential barriers to students seeking help
- Recognize your own biases
- Consider varying communication styles in your interactions with students
- Read information, attend programs, and participate in discussions that focus on issues faced by people from backgrounds different from your own
- Understand the intersection of multiple identities
- Refine syllabi, assignments, and reading material with an eye toward inclusion



I WANT TO TALK TO A STUDENT ABOUT THEIR MENTAL HEALTH

Often faculty or staff members are the first to notice a student might be struggling or in distress. You may feel uncomfortable approaching the student or concerned about their response. When done with care and concern, most students will appreciate your effort. In your role you can provide useful information to assist the student in getting help, but be careful to not take on the role of parent or counselor or try to diagnose a student. Faculty and staff are encouraged to consult with their immediate supervisors if they need assistance in approaching a student.



Academic indicators of distress

- Extreme disorganization or erratic performance
- Continual seeking of special provisions
- Overblown or disproportionate response to grades

Behavioral and emotional indicators of distress

- More withdrawn or more animated than usual
- Direct statements of distress
- Lack of response to outreach from faculty or staff



Physical indicators of distress

- Deterioration in physical appearance or personal hygiene
- Excessive fatigue or exhaustion
- Frequent or chronic illness
- Frequently bleary-eyed or smelling of alcohol

Students from underrepresented populations may also experience additional culture-based stressors, such as family pressures and microaggressions. These students may experience short-term sadness or anxiety that comes with these stressors and respond well to the support of those around them.

What TO DO when talking with a student

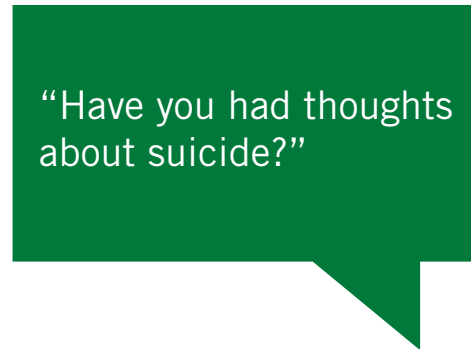
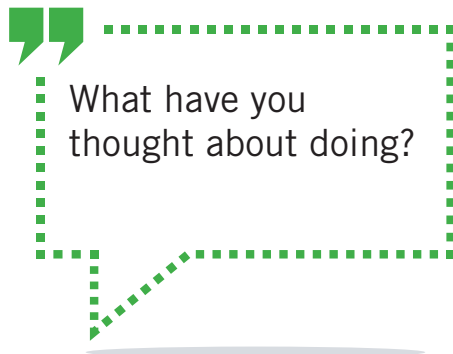
If you choose to approach a student you are concerned about or if the student reaches out to you for help with personal problems, here are some suggestions which might make the opportunity more comfortable for you and more helpful for the student.

- ▶ Stop what you are doing and genuinely listen to what the person is saying.
 - ▶ Be sure the person is aware that you cannot keep expressions of harm to self or others confidential.
 - ▶ Express concern and interest and let the person know you are listening.
"I know it's embarrassing to ask for help; I'm glad you're talking to me."
 - ▶ Ask open-ended questions to help you better understand and clarify the problem such as
"What can I help you with?"
"Can you tell me a little bit more about what has been going on?"
"Is there something bothering you?"
"I want to understand. Tell me more."
 - ▶ Use "I" messages such as
"When I see you crying in class, I feel worried and I want to make sure you are ok."
-

What to AVOID when talking with a student

- ▶ Communicating your concern in a critical or judgmental manner
- ▶ Remember, although it may not seem like a crisis to you, it still feels like one to the other person
- ▶ Agreeing to keep statements about suicide or harm to others a secret
- ▶ Challenging or becoming argumentative with person
- ▶ Assuming the student understands the impact of their behaviors and is aware of the source of stress
- ▶ Discounting or overlooking factors that put the student at risk for more serious problems
- ▶ Overreacting; try to remain calm
- ▶ Attributing common signs of alcohol/substance use or abuse to "experimentation"
- ▶ Comments that are judgmental of their self-injury or telling the person to stop self-harming behavior; this may more likely exacerbate the behavior
- ▶ Minimizing a student's concerns with statements such as,
"But you normally seem so happy."
"Your grades are so good."
"Are you sure you are really depressed?"

If a person is making statements about ending their life, consider questions like



- ▶ Talking about suicide will not encourage people to complete suicide or put the thought in their head.
- ▶ Validate the person without offering a fix. Say,
"That sounds difficult. Thank you for telling me."
- ▶ Explore options with the person, but don't expect to have all the answers.
- ▶ Clarify the limits of your ability to help.
"I care about you and want to help, but I'm not sure how to best help you. A counselor has the training and experience to help students struggling with this."
- ▶ Offer to accompany the person to the appropriate support office.
- ▶ Follow up with the student.
"Is it ok if I check in with you on Monday to see how your meeting went?"

Why you should be gentle with people

SOMEONE'S LIFE



WHAT YOU
KNOW
ABOUT IT

Promoting mental wellness in the classroom

Faculty and staff can normalize the experiencing of distress and value of seeking help by considering adding the following items to each class syllabus:

- ▶ College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus at no additional charge. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, differences in race, ability, gender identity, and sexual orientation.
 - Student surveys continue to indicate that sleep can significantly impact academic progress.
 - Faculty and staff are encouraged to consider when they require documents to be submitted.
 - Midnight submission timelines do not encourage students to prioritize sleep and may need to be reconsidered in an effort to address an issue currently showing such impact on their emotional well-being.



I WANT TO REFER A STUDENT TO COUNSELING

Making the referral

Appointments can be made:

- ▶ By phone at 608.342.1891
- ▶ Online via the MyHealth button
- ▶ Or by presenting at Student Health Services (second floor, Royce Hall)
- ▶ UW-Platteville has partnered with digital mental health provider Mantra Health to bring students high-quality virtual mental health care. Students can use their uwplatt.edu email address to create a free account at mantrahealth.com/platteville.



You can assist this process by offering students the use of your office phone or encouraging them to utilize the online scheduling app. If the situation is an emergency, triage appointments are available that allow the student to be seen immediately. Non-crisis appointments are also available daily. Please note that as the semester progresses, wait times for non-crisis situations increase.

Benefits of counseling

College is a time of change and stress, and sometimes the usual way of handling a problem doesn't seem to work. Counseling can help students identify psychological, behavioral, interpersonal and situational causes of stress. Students going through a transition may benefit from counseling to enhance their coping efforts and prevent the onset of serious problems. University Counseling Services is a safe place where students can explore their feelings, gain a new perspective, identify their strengths, and focus on developing solutions to their concerns.

Improved mental health benefits campus by increasing student retention and improving student satisfaction and engagement, alumni relations, and the bottom line.

Outcomes

Annual user surveys show that students found counseling helped them focus better on academics and improve their overall academic performance. For those struggling with remaining in school or not, the majority have identified that counseling has helped them remain in school. Return rates show positive response to services and most importantly students have made improvement on the specific issues which brought them to counseling.

Referring the reluctant student

Sometimes students are hesitant about going to counseling. They may be intimidated by the formality of the process or they hold a negative stigma sometimes associated with counseling. Some students may consider attending counseling as a personal weakness and an indication that they cannot solve their own problems. Other hesitations about attending counseling may have to do with a student's family members not supporting treatment, as they may not believe in depression, anxiety, etc., and feel that the student should be able to overcome challenges on their own. In addition, some students may come from certain backgrounds in which it is considered a betrayal to the family to share information about family problems and struggles with a stranger. If the student is reluctant to seek counseling, you might reassure the student by encouraging the referral.

- Confidentiality

- "Counseling is completely confidential. No one, not even me, will you know what you say."*

- Present it as a consultation

- "It is a professional resource to help support, give some tools, and review options."*

- "There is no commitment or limit; going once can still be a great experience."*

- Things you can say to encourage a student

- "A lot of students go to UCS for all kind of things. No issue is too big or too small."*

- "A lot of students go to UCS for (stress management/anxiety/depression)."*

- "You're paying student fees for counseling; use what you pay for."*

- "Counseling can connect you to resources that are open late and work with your schedule."*

- "I've met the counseling staff at UCS. They are very easy to talk to."*

- "It's ok to not be sure. A counselor can help guide you through the process."*

- "Why not try a group or one of their other programs and see what you think?"*

- If student absolutely refuses to attend counseling

- "Can we think of other ways for you to feel supported?"*

- "Who else should know so we can get help?"*

- "Will you let me help you find another way to feel better?"*

- If the situation meets the threshold of an emergency and you are still concerned about a student's safety, call 911 and follow-up with a Behavioral Review and Recommendation Team report.

After referral

It can be reassuring to know if the student you referred to counseling actually made and kept an appointment. The counselor will accept all information you provide but will not be able to share information without a signed release of information. While this can feel unsettling at times, it is necessary to protect the student's privacy.

The best way to achieve reassurance is to follow up with the student after making the referral. If the student was not receptive to the referral initially, they may be more open to help upon further reflection and/or follow-up.

JUST THE FACTS

- ▶ UCS provides confidential, short-term counseling to enrolled students
- ▶ Services are at no additional cost, are paid for by seg fees
- ▶ Counselors can assist with concerns related to **mental health** in addition to students' **educational progress, personal growth, and general well-being**
- ▶ Hours: Monday through Friday 8 a.m.–4:30 p.m.
- ▶ Faculty, staff, and students can consult with a counselor about their concerns regarding a distressed student
- ▶ Crisis urgent services are available for students in distress
- ▶ Top five presenting concerns include
 - 1. Depression**
 - 2. Anxiety**
 - 3. Stress**
 - 4. Sleep**
 - 5. Academic challenges**
- ▶ Schedule online through MyHealth, in person at University Counseling Services front desk, or by calling 608.342.1865.

CONNECTNOW

In-the-moment support and problem solving with an experienced mental health professional.

For students in need of immediate help, ConnectNow, through campus partnership Mantra Health, offers real-time support and problem-solving via video call or by phone. This service allows students to connect with a mental health professional who can provide guidance and assistance during moments of acute distress. Whether it's a pressing issue or a need for immediate coping strategies, ConnectNow is available to help students navigate their current challenges.

Students can access immediate support through ConnectNow through the app or by calling 888.531.2142.

 UNIVERSITY OF WISCONSIN
PLATTEVILLE
University Counseling Services

Take Care of Your Mind Anytime, Anywhere with ConnectNow

College life is exciting—but it can also feel overwhelming at times.

Between classes, relationships, work, and everything in between, it's normal to need support. That's why we're offering ConnectNow, an extended service designed to meet you where you are.

What is ConnectNow?

ConnectNow provides on-demand virtual mental health support when you need it most. Whether you're on campus, away for the weekend, or studying late into the night, help is just a click or call away.

Why ConnectNow?

- Available after hours, weekends, and while traveling
 - Daily 11am-11pm
 - Outside the hours of 11am-11pm, only phone support is available. Please call **888.531.2142**.
- Immediate access to a mental health professional for in-the-moment needs
- Confidential support designed to help you stay balanced and focused

 ConnectNow



You don't have to wait for an appointment or go through tough moments alone. With **ConnectNow**, support is always within reach.

Take care of your mental health—it's just as important as your physical health and academic success.

THE BEHAVIORAL REVIEW AND RECOMMENDATION TEAM

Due to federal law and ethical standards, mental health providers—including therapists and counselors—are not permitted to initiate contact or solicit students for services. In accordance with the principles of autonomy and self-determination, it is necessary for students to initiate contact with UCS themselves.

Please know that you are not alone in supporting this student. While UCS is bound by confidentiality, other professionals at UW-Platteville are not subject to the same legal restrictions and can respond more directly to student concerns. These resources include University Police (available 24/7) at 608.342.1584 and Dean of Students at 608.342.1854. Faculty and staff are also encouraged to submit student concerns to BRRT.

The Behavioral Review and Recommendation Team work to review concerns, coordinate resources, and develop support plans to keep both the student and campus community safe and healthy."

► How to Report a Concern

- Utilize the online reporting form located on the Dean of Students webpage
- The form is also located on the BRRT webpage www.uwplatt.edu/departments/behavioral-review-and-recommendation-team

► What type of information should I be providing?

- Providing as much information as possible is essential:
 - Student, faculty or staff member's name
 - Brief factual description and direct quotes of the incident or behavior.
 - Where and when the incident or behavior occurred
 - Your name, position and complete contact information
 - Any information received via emails, electronic class postings, list serves, class assignments, and social online networking site



Contact Information

For urgent situations that are not emergencies, call UW-Platteville University Police 24/7 at 608.342.1584. For emergencies, CALL 911.

Dean of Students Office

1300 Ullsvik Hall
1 University Plaza Stop 1
Platteville, WI 53818

Telephone: 608.342.1854

Fax: 608.342.7372

E-mail: deanofstudents@uwplatt.edu

University Police Department

101 Royce Hall
1 University Plaza Stop 1
Platteville, WI 53818

Telephone: 608.342.1584

Fax: 608.342.1641

E-mail: police@uwplatt.edu

TIPS FOR CLASSROOM MANAGEMENT:

Faculty and Staff Resource guide from the Dean of Students Office

Confronting a disruptive student can be an uncomfortable, but necessary experience. If a student's behavior obstructs or disrupts your ability to teach or the ability of others to learn, you may find the following suggestions helpful.

1. Clearly articulate rules regarding attendance, tardiness, class participation, academic misconduct, use of electronic devices, and appropriate conduct on the course syllabus. Specify consequences (e.g., reports to the dean of students) and follow through in a fair and consistent manner. Reference acceptable computer use and email policies where appropriate.
2. Model professional behavior. Respond to inappropriate remarks in a professional, mature manner.
3. Disruptive students are not always aware that they are bothering others. Moving closer to the disruptive student, pausing until everyone quiets down, and/or making direct eye contact could make a difference.
4. When the disruption is isolated to one student, speak privately with the student. Use "I" messages such as, "When I see you ____; I feel ____; and I need the activity to stop."
5. Seek consultation from experienced colleagues and/or your department chair.
6. If the disruption continues, issue a written warning to the student addressing concerns and consequences for non-compliance (e.g., risk of a lower grade if classroom participation is a percentage of the course grade and/or referral to the Dean of Students Office).
7. If a student prevents you from moving on to another topic, take control of the discussion, express the need to cover all of the material, and invite the student to continue the conversation during your office hours.
8. If initial strategies are not effective, give the student the option of modifying the undesirable behavior or leaving the class for the remainder of the period. Instructors may tell a student to leave class temporarily, but adjudication by the Dean of Students Office is necessary for permanent removal.
9. If you are seeing a pattern of disruptive behavior, consult with your department chair. All students are required to comply with regulations set forth in the UWS Chapters 14, 17, and 18. Inform the Dean of Students Office if the behavior continues.
10. Document all incidents and your attempts to resolve the situation in a factual and objective manner, using exact words whenever possible. Contact the Dean of Students Office about referring students for disciplinary action.
11. If a student is making threats of violence to him/herself and/or to others, immediately contact University Police by calling 911. Document the incident(s) and forward the information to the Dean of Students Office as soon as possible.

If you have ever experienced a challenging disciplinary situation in your classroom, you are not alone. The majority of students act in an appropriate and respectful manner, however, there are occasions when students will test the limits of acceptable classroom behavior. Student conduct that substantially or repeatedly interferes with the ability of an instructor to teach or the ability of other students to learn is a violation of UWS Chapter 17.

CAMPUS RESOURCES

Dean of Students Office.....	608.342.1854
Department of Residence Life	608.342.1845
Disabilities Access Center.....	608.342.1818
International Programs	608.342.1726
Student Advising and Academic Resources	608.342.1081
Student Health Services	608.342.1891
University Counseling Services.....	608.342.1865
University Police.....	608.342.1584
Wright Center for Non-Traditional and Veteran Students.....	608.342.7596

QUESTIONS/CONCERNS

Dean of Students Office
2300 Markee Pioneer Student Center
608.342.1854
deanofstudents@uwplatt.edu | www.uwplatt.edu

For concerns about harm to self or other, report to BRRT. In an emergency, contact to University Police by calling 911.

Referring Students Based on Level of Urgency

First: Determine Level of Urgency			
Non-Urgent	Urgent	Uncertain Urgency	Emergency
Does not require prompt action, but intervention is still recommended; can wait at least until the next day. <i>Example: A student is struggling with academics and depression but does not have thoughts of suicide.</i>	Requiring prompt action; may turn into an emergency if not addressed quickly; needs to be addressed today. <i>Example: A student states that they have stockpiled medication at home and are considering attempting suicide.</i>	It is unclear how urgent the situation is, due to lack of information (e.g., student declines checking in) or confusing information. <i>Examples: Student states they are "fine," but exhibits multiple warning signs for suicide. Student reports having thoughts of suicide over the last few days, but currently are not having those thoughts.</i>	An immediate threat to health or life; needs to be addressed immediately. <i>Example: A student has a plan for attempting suicide very soon. Or, a student has a plan and access to the means they would use to attempt suicide.</i>
Then: Take These Steps			
Non-Urgent	Urgent	Uncertain	Emergency
1. Share information about Counseling Services, Student Advising and Academic Resources, and Dean of Students Case Management. If you're with the student, offer to call one of these resources with them. 2. If you are still concerned or want support, consult with the Dean of Students (deanofstudents@uwlax.edu) about additional resources that may be helpful.	1. Encourage the student to call the UW Mental Health Support 24/7 (888-531-2142) and/or the Suicide & Crisis Line (988). If you're with the student, offer to call with them, or stay with the student until they are connected to the crisis line. 2. Consult with UW Mental Health Support 24/7 at 888-531-2142 3. Call Dean of Students at 608-342-1854 to receive support or submit a BRRT report to request follow-up with the student.	1. Consult with UW Mental Health Support 24/7 by calling 888-531-2142. 2. Share information about Counseling Services and mental health resources on campus with student. 3. To discuss your concerns or find additional support, call Dean of Students 608-342-1854 or submit a report of your concern.	1. Call 911.* 2. Stay with the student until they are connected with first responders, if it is safe for you to do so. 3. Consult with UW Mental Health Support 24/7 after connecting with emergency resources (888-531-2142). * Involving law enforcement is not an option that feels safe, comfortable, or accessible for everyone, and should be reserved for emergencies.

I HAVE CONCERNS ABOUT MY OWN MENTAL HEALTH

Campus and community resources

- ▶ If you are a UW-Platteville faculty or staff member who is seeking personal health care or mental health support, please see the Employee Assistance Program (EAP). Employees can also contact the UW-Platteville Human Resources Department or call 608.342.1176.
- ▶ Assisting a student in distress may be physically, mentally, and/or emotionally draining. EAP is available to “debrief” with campus community members to restore a sense of equilibrium. EAP counselors provide assessment, referral, and brief counseling services that are free and confidential.
- ▶ Faculty and staff should contact their supervisor after assisting a student in distress for purposes of debriefing and professional support.

Wellness activities

- ▶ Some tips that can help you take care of yourself and help you to reduce burnout:
 - Validate yourself since stress is understandable
 - Seek support from colleagues and supervisors
 - Assume responsibility for observing your personal limits and being honest and clear with yourself and others about your limits
 - Take time out for yourself to engage in healthy activities that help you relieve stress and engage in self-care (e.g., go for a walk, meet with friends, get a massage, take prescription medication, seek counseling, etc.)
- ▶ Wellness Walk:
 - University Counseling Services’ 11 wellness stations are placed along several interlocking trails on campus. The wellness walk can be done anytime, as a self-paced activity to bring awareness of and strategies for emotional wellness as an element of overall health. Visit <https://go.uwplatt.edu/wellness-walk-brochure> for the map.

Supervising staff through tragic events

As a supervisor, you may be navigating your own emotions while also seeking to support your staff, many of whom are showing up to work amid overwhelming grief, shock, and uncertainty.

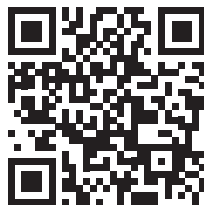
In an incredibly difficult time, it's important to acknowledge that no guide can fully address the range of feelings people may be experiencing. However, there are meaningful steps you can take to support your team with compassion and care.

- ▶ **Acknowledge the Loss Honestly and Compassionately:** Begin team meetings or one-on-ones with a moment of acknowledgment. You don't need to have all the answers. A simple statement like, "I want to recognize that this is an incredibly hard time for all of us. If you're grieving, you're not alone," can make a powerful difference.
- ▶ **Allow Space for Grief:** Grief doesn't follow a schedule. Some staff may need time off, others may prefer the structure of work. Offer flexibility when possible and communicate openly about available leave options and mental health resources. Respect each person's needs and avoid assumptions about how they "should" be coping.
- ▶ **Maintain Open, Compassionate Communication:** Check in regularly with your team. Ask how they're doing—not just about their work. Active listening, even in brief moments, can build trust and provide comfort. Remind staff they are not expected to carry the emotional weight alone.
- ▶ **Adjust Work Expectations Temporarily:** Grief and trauma can impact focus, motivation, and productivity. Reevaluate deadlines, redistribute workloads, and give people permission to step back from non-essential tasks. Demonstrating understanding now will foster resilience and long-term trust.
- ▶ **Share and Reinforce Resources:** Make sure your team knows about the resources available through your Employee Assistance Program (EAP). A brief follow-up email with this information can go a long way.
- ▶ **Take Care of Yourself, Too:** As a leader, you are likely under both emotional and professional strain. You cannot support others effectively if you are depleted. Model healthy boundaries and self-care, and don't hesitate to seek support for yourself.

Employee Assistance Program

The Employee Assistance Program can assist with life's challenges. Ninety-nine percent of participants report being satisfied or extremely satisfied with the EAP and 95% report improvement after using our services (based on Satisfaction Surveys). The following benefits are available to you at no cost.

- ▶ **24/7 Access:** Convenient, around-the-clock access to master's level counselors through the toll-free number. Trained counselors are available to:
 - Discuss your areas of concern
 - Provide in the moment support, guidance, and recommendations
 - Offer referrals to counselors or other benefits that may be helpful
- ▶ **Counseling Benefit:** Through your EAP you and your household family members are eligible for up to six free counseling sessions per issue. After a conversation with one of our master's level counselors regarding your goals and preferences we provide options for network counselors that are:
 - Fully credentialed and licensed
 - Within convenient proximity
 - Available in-person, virtually, or telephonically
 - Offering timely appointments
- ▶ **Caregiver Resources:** Child and Elder Specialists are available to you 24/7 to provide expert guidance, information, resources, and referrals for:
 - Childcare: including options for inhome and centers, back-up care, special needs, and more
 - Eldercare: including in-home care, housing options, aging in place supports, and more
 - Caregiver support such as meal delivery, prenatal care, fertility, college planning, adoption services, and much more
- ▶ **Work-Life/Convenience Services:** Our research team can locate virtually anything to save you time. Examples include locating:
 - Housing
 - Entertainment
 - Volunteer opportunities
 - Pet care
 - Fitness centers
 - Relocation services
 - Home repair services
 - Doctors, and more
- ▶ **Legal Consultation:** Should you need legal advice, take advantage of a free 30-minute inperson or telephonic consultation with an attorney.
 - Areas include divorce, estate planning, real estate, criminal issues, and more
 - Receive a 25% discount should you choose to retain the attorney
- ▶ **Financial Consultation:** Our Money Coaches will work with you to develop a plan to meet your specific financial needs during a 30-minute free telephonic consultation.
 - Areas include budgeting, credit, saving, identity theft, taxes, retirement planning, and more
 - Receive 25% discount should you choose to continue with services
- ▶ **Website Tools and Resources:** Bookmark the EAP website as your go to resource for reliable information, such as:
 - Webinars, articles, and podcasts addressing mental health, parenting, professional and personal growth and development, and more
 - Calculators, assessments, resource locators, and more



University Counseling Services is committed to a constant process of internal review and improvement.
One of the most productive ways to do this is to listen to you.

We ask you to please complete this short evaluation of this toolkit at go.uwplatt.edu/mhtsurvey.



Contact:

**counseling@uwplatt.edu
go.uwplatt.edu/counseling-services
608.342.1865
Room 220, Royce Hall**