

SUGGESTED PROCEDURES FOR DEALING WITH AT-RISK STUDENTS

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PRIMARY CONTACT	FACULTY OF STUDENT DEVELOPMENT

POLICY

Very often faculty and staff will interact with students who are experiencing physical and emotional difficulties. In many cases, academic performance is affected as well. When changes in behaviour or academic performance are noticed, faculty and staff are sometimes not sure what action to take, if any. This document will outline procedures to be used when a student is observed as being "at risk" as a result of physical or emotional difficulties.

A. SAFETY RISK

If the student appears to be a safety risk to themselves or others, you should notify someone who is in a position to take appropriate action. At Thompson Rivers University (TRU), the referral should be made to either Counselling or Health Services. It is advisable to bring the student to these services to ensure appropriate help is obtained. It is also advisable to contact someone in those service areas prior to arrival to inform them of this emergency. However, student demand may be such that a wait could be required. NOTE: A community resource, Kamloops Mental Health After Hours Response Team is available for after hour needs, i.e. after 4:30 p.m. on weekdays or on weekends (tel: 377-0088).

B. HEALTH RISK BUT NOT A SAFETY RISK

Possible steps to take:

1. Meet with the student to see if there is a problem or difficulty.
2. State your concern for them and ask if they would like help in accessing support services such as Counselling or Health Services.
3. Offer to accompany them to the service area.
4. Offer to make an appointment for them if they will go on their own.

5. If possible, you may be able to arrange for someone from Counselling or Health Services to come to your office if the student is more comfortable in that environment.
6. When you recognize what appears to be a possible problem, you may wish to consult colleagues to discuss a best possible approach. On the other hand, you may want to consult colleagues to validate your observations. To respect confidentiality, do not mention the name of the student.
7. If the student expresses concern, assure the student that the health problem will not be considered an impediment to success in their academic program unless it interferes with completion of the program.
8. If the student is agreeable, you may want to notify parent(s) or significant other. Any contact, however, must be approved by the student.
9. If the faculty member implements a performance/learning contract dealing with academic performance, reference to suggesting a student seek help may be included but it cannot be required as a contracted item.
10. In referring the student to help, you may choose to use the attached referral form.

In all of the above steps, the referring person may wish to consult with Health Services or Counselling as to actions to take. This consultation is highly recommended, supported and welcomed. At no time should a faculty or staff member assume personal responsibility for a student's actions or consequences of their actions. Follow-up with service providers as to the status of a student's health is also appropriate.

**THOMPSON RIVERS UNIVERSITY
STUDENT REFERRAL FORM**

THIS SECTION TO BE COMPLETED BY INSTRUCTOR

Student Name:	Student #:
Program:	Instructor:
Course:	Section:

Specific concerns leading to this referral (*please check*)

Emotional Health (issues)

Physical Health Issues

Academic Issues

Other _____

Inter-office mail in a sealed envelope to Counselling.

Instructor's Signature: _____	Date: _____
Student's Signature: _____	

**THIS SECTION TO BE COMPLETED BY
COUNSELLING/MEDICAL SERVICES STAFF**

Results/Action:

Date of Appointment: _____

M.D. or Counsellor's Signature: _____	Date: _____
Student's Signature: _____	

Note: If the referred student attends a counselling appointment, the instructor will receive a copy of this form with the bottom portion completed detailing results/action. If after two weeks the student has not attended a counselling session, the instructor will be notified to that effect.