

# Red Folder



## Purpose

The Red Folder Initiative is a program aiming to provide faculty and staff with the necessary resources to recognize and respond to students who may be experiencing emotional distress or crisis. By equipping faculty with the tools to identify and intervene on behalf of at-risk students, the Red Folder aims to promote a safe and supportive campus environment that prioritizes the well-being of all students. Through the use of this form, faculty can learn how to compassionately assess and address the needs of students in crisis, ultimately helping to prevent and mitigate potential harm.

## Signs of Distress

Academic	Personal	Physical	Safety Risk
<ul style="list-style-type: none"><li>• Repeated absences</li><li>• Ignores requests to meet</li><li>• Makes numerous requests for extensions</li><li>• Decline in quality of school work and/or grades</li><li>• Graphic or disturbing content of assignments</li><li>• Repeated validation-seeking behaviors</li></ul>	<ul style="list-style-type: none"><li>• Expression of shame</li><li>• Tearfulness</li><li>• Negative self-talk</li><li>• Report of hopelessness</li><li>• More withdrawn or irritable than is typical</li><li>• Report of legal or financial issues</li><li>• Disclosure of abuse or neglect</li><li>• Expression of concern by the student's peers</li></ul>	<ul style="list-style-type: none"><li>• Stark changes in appearances or hygiene</li><li>• Intoxicated or smelling of alcohol</li><li>• Manic behavior</li><li>• Behavior that is inconsistent with reality-based thinking</li><li>• Unusually fatigued</li><li>• Signs of physical abuse</li></ul>	<ul style="list-style-type: none"><li>• Verbal, written, or implied threats of harm to self or others</li><li>• Unprovoked episodes of anger or physically destructive behavior</li><li>• Physical violence like shoving, grabbing, punching, stalking, or harassment</li><li>• Possession of a weapon</li></ul>

## The Four “R” Model

## Suggestions for Application

<b>Recognize</b>	Use the grid above to assess what areas of the student's life are most impacted? What seems to be the student's biggest area of concern?
<b>Role</b>	Be clear about personal boundaries and the limits of your role and professional capacity. Instead of trying to “do it all,” focus on how you can be of most use by connecting with students in ways in which you are comfortable, and consulting with other professional staff as needed.
<b>Respond</b>	Though there's no one-size-fits-all solution when responding to students, there are a few tips to consider that may prove helpful. First, <b>affirm</b> the student's willingness to seek help to encourage open communication. Second, <b>empathize</b> while refraining from making assumptions about what should or should not be happening. Lastly, <b>clarify</b> uncertainties to ensure you fully understand the situation.
<b>Refer</b>	<b>Safety first:</b> If the student is an immediate risk, call 911 or Public Safety at (585) 292-2911. For other needs, follow the information on the following pages.

## Protocol for Responding to Students in Distress

**Is the student an imminent danger to self or others?**

**Yes**

Student is in present danger  
or harm to self or others.

Call 911 or Public  
Safety at  
(585) 292-2911

**Not Sure**

Indicators of distress are  
observed, but severity is  
unclear. The interaction  
left you feeling uneasy.

Consult the Counseling Center  
at (585) 292-2140,  
8:45am to 4:45pm.  
After hours, contact  
Public Safety.

**No**

No observed or reported  
concern for the student's  
safety, but they are having  
academic, personal, financial,  
legal issues, etc.

Refer student to  
appropriate campus  
resources, or submit a BIR  
referral

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## Quick Reference

### Tips to keep in mind

**Don't Fret Getting Started** - Opening a dialogue can feel difficult. However, acknowledging the student's distress and affirming you're there to support is a great first step.

**Take Your Time** – If there is no immediate risk, take the time to understand the student's concerns. Be patient, and use active listening techniques to show you understand.

**Stay Calm** – Take a moment to breathe in and out deeply, and use a mild tone when addressing the student and asking questions.

**Use Active-Listening** – Make eye contact, give your full attention. Restate what the student says to make sure you understand what is causing the distress, and/or what they are asking for help with.

**Ask Direct Questions** – It's important to ask students directly if they are experiencing any thoughts of self-harm or harm to others. This does not necessarily instill these ideas in them, but rather opens a line of communication that can lead to necessary support and intervention.

**You're not alone!** – When in doubt, don't hesitate to turn to your support network for assistance. They can help you alleviate your worry and work towards achieving the best possible outcomes for your students.

### On-Campus Resources

Public Safety	(585) 292-2911
Counseling Center & Disability Services	(585) 292-2140
Health Services	(585) 292-2018
Financial Aid	(585)292-2050
Dwight Food Pantries	(585) 292-2534
Title IX	(585) 292-2180
Veteran Services	(585) 292-2296
International Student Services	(585) 292-3170
Student Rights & Responsibilities	(585) 292-2023

### Off-Campus Resources

211/Lifeline (attends to food, clothing, shelter, crisis counseling, and legal needs)	211
988/Suicide Hotline	988
Willow Domestic Violence Center	(585) 222-7233
Veteran's Crisis Line	988 (press 1)
RAINN (Rape, Abuse, Incest National Network)	1 (800) 656-4673
National Text Line for Students of Color	Text "STEVE" to 741741
National Trans Lifeline	1 (877) 565-8660
National Eating Disorder Association Hotline	1 (800) 931-2237
URMC Mobile Crisis	(585) 529-3721
Open Access (24/7 walk-in chemical dependency center)	(585) 627-1777
The Trevor Project (24/7 hotline for LGBTQ youth)	1 (866) 488-7386
OASAS HOPEline (24/7 addiction referral service)	1 (877) 846-7369
RESTORE Sexual Assault Services	(585) 546-2777

## Local Medical Resources

### Medical Emergency

In the event of a medical emergency, ensure the environment is safe and immediately contact 911.

Once emergency services have been notified, please call Public Safety at (585) 292-2911 as well.

If certified, provide medical intervention to the student until EMS arrives.

### Emergency Room

- **Strong Memorial Hospital**  
601 Elmwood Ave  
Rochester, NY 14642  
(585) 275-4551
- **Highland Hospital**  
1000 South Ave  
Rochester, NY 14620  
(585) 341-6870
- **Rochester General Hospital**  
1425 Portland Ave  
Rochester, NY 14621  
(585) 922-2000

### Urgent Care

- **URMC Urgent Care**  
1300 Jefferson Rd  
Suite 100  
Rochester, NY 14623  
(585) 413-1800
- **RRH Immediate Care**  
2586 East Henrietta Rd  
Rochester, NY 14623  
(585) 444-0058
- **ALJHC Urgent Care**  
82 Holland St  
Rochester, NY 14605  
(585) 426-7425

### Pharmacy

- **Trillium Health Pharmacy**  
170 Science Parkway  
Rochester, NY 14620  
(585) 714-9000
- **CVS Pharmacy**  
1431 Mt. Hope Ave  
Rochester, NY 14620  
(585) 271-5031
- **Walgreens Pharmacy**  
2665 East Henrietta Rd  
Rochester, NY 14467  
(585) 359-3250

### Reproductive & Sexual Care

- **Planned Parenthood**  
114 University Ave  
Rochester, NY 14605  
(866) 600-6886
- **South Avenue Women's Services**  
1000 South Ave  
Rochester, NY 14620  
(585) 271-3850
- **Trillium Sexual Health Services**  
259 Monroe Ave  
Rochester, NY 14607  
(585) 545-7200

### Immunization Access

- **Monroe County Vaccine Clinic**  
111 Westfall Rd  
Rochester, NY 14620  
(585) 753-5150
- **Trillium Health Pharmacy**  
170 Science Pkwy  
Rochester, NY 14620  
(585) 714-9000
- **Passport Health**  
255 Crittenden Blvd  
Rochester, NY 14642  
(585) 275-8884

*Still not finding what you're looking for?*

You can access Monroe Community College's [Student Resource Guide \(https://sites.monroecc.edu/student-resource-guide/\)](https://sites.monroecc.edu/student-resource-guide/) for more expansive resource lists across numerous problem areas.

- "You can't stop the waves but you can learn how to surf."

*Additional Notes*

