

RMIT protocols for assisting distressed students

An Essentials Guide for staff

June 2018



RMIT protocols for assisting distressed students: Essentials Guide

Introduction

Embarking on a course of study can be a transformative experience. But it also brings with it new challenges that can be stressful, and place significant pressure on a student's mental health. Teaching and professional staff are often the first to respond in times when study and life have overwhelmed a student.

To assist, this Guide offers information about how staff can assist students in distress at RMIT in a way that respects the boundaries of their role. Because this can be emotional and challenging work for staff, the Guide also provides advice about how to look after yourself while supporting students.

Thanks for being part of the RMIT investment in mental wellbeing, an essential part of ensuring students are ready for work and life.

Distress – a definition

'Distress' refers to a range of upsetting or unpleasant thoughts and feelings that significantly impact on a student's state of wellbeing. It includes, but is much broader than, related terms like 'mental health condition'. For example, a student might be distressed because of a negative life event – but they're not experiencing a mental health condition.

A note on self-care

Distress can be a sensitive topic for staff, and we encourage you to look after yourself while engaging with this topic. HR Assist and the Employee Assistance Program (EAP) are available if you require further support.

When stress becomes distress

Imagine a bucket as representing a student's ability to cope with the pressures they're facing.

The size of their bucket is influenced by a range of factors established before you met them. These include genetics, temperament, personality, upbringing, and previous significant life events.

Stress is like water being poured into their bucket.

And there's no shortage of stress for students.

- study and assessment demands
- adjustment to living away from home
- finding available and affordable accommodation
- debt and financial stress
- isolation
- uncertain future employment opportunities
- existential issues such as figuring out who they are and what they want to do with their life

Some stress is good for us and helps us rise to the challenges we're facing, but excessive and prolonged stress can be damaging.

Distress is the point at which demands have exceeded a student's capacity to cope.

Distress is what happens when the amount of water has exceeded the capacity of a student's bucket.

What this means for understanding students in distress:

- Distress is what happens when the amount of water pouring in has exceeded the capacity of a student's bucket. A student may then be seeking, in helpful and sometimes unhelpful ways, for assistance in reducing the amount of water in their bucket.
- It's hard to see inside a student's bucket until the point of overflow. Big reactions from students have a history greater than the event that triggered it.
- To increase coping, there are actions a student can take with the assistance of staff to reduce the amount of new water entering or remove some water already in their bucket.

Recognising student distress

Most students will have moments of distress during their study.

Think about the students you interact with in a typical day. Each of them is sitting somewhere along this distress continuum.

Healthy Functioning	Common distress	Significant distress	Severe distress
<p>Using a range of coping strategies and supports to effectively manage the challenges of the day.</p> <ul style="list-style-type: none"> Have normal mood fluctuations Takes things in their stride Have good energy levels Consistent performance Normal sleep patterns Physically and socially active Are comfortable with others 	<p>Reacting to any of the challenges of life, such as a relationship break-up, study problems, or an illness in the family.</p> <ul style="list-style-type: none"> Be irritable, impatient or restless Be nervous or worried Be sad or tearful Procrastinate Have trouble sleeping Have lowered energy or be tense and on edge Be less socially active 	<p>More concerning signs of distress that are getting in the way of their ability to undertake their studies.</p> <ul style="list-style-type: none"> Excessive anger, anxiety and irritability Prolonged sadness or feelings of emptiness Loss of enjoyment in activities High levels of self-criticism and feelings of worthlessness Significantly disturbed sleep Desire to avoid social situations Problems paying attention Hard to control drug or alcohol use Decreased performance in study/work 	<p>Very concerning signs of distress that are impacting on their daily functioning over time.</p> <ul style="list-style-type: none"> Bursts of aggression and anger Excessive anxiety and panic attacks Severely depressed mood Feeling completely overwhelmed Feeling hopeless and helpless Constant fatigue and lack of energy Poor self-care or hygiene Loss of contact with reality Significant disturbances in thinking Urges to self-harm or actual self-harm Suicidal thoughts or behaviour

Self-care and social support

Professional support

Students move along this continuum depending on the demands they're facing, their coping skills and the supports available to them. If a student spends too long in the orange or red areas they might be experiencing a mental health condition.

1 in 4 students will experience a mental health condition during their study.

RMIT wants to create an environment that assists students to have healthy functioning. However, this course is designed to build capability in staff to recognise and respond when students start moving towards severe distress. It's not a staff member's role to diagnose the cause of their distress, but simply to notice the signs and encourage the student to connect with professional support.

Your role

You might be thinking "hey, I'm here to teach, I didn't sign up to be a counsellor" – which is a great point, because being a counsellor is not your job.

Your role	Not your role
<ul style="list-style-type: none"> Paying attention when you see a student's distress getting in the way of their ability to undertake their course. Encouraging the student to seek support while communicating the limits of your role. Knowing the protocols for responding to distressed students in urgent and non-urgent situations. 	<ul style="list-style-type: none"> Providing ongoing emotional support to students. Taking responsibility for a student's state of wellbeing. Solving the problems a student is facing for them.

Playing your role will assist students in accessing any professional support required, while allowing you to focus on your job of helping students get the most out of their course.

When should I be concerned?

Finding the balance between not under-reacting and not over-reacting to student distress can be a challenge for staff.

Student behaviour can be difficult to interpret. With so much going on, sorting out what is 'normal' for a student and what is something more concerning, can be challenging.

Your concerns might be triggered in a number of ways.

1. A student directly shares with you problems they're facing, or discloses that they're not coping at the moment.
2. Something terrible or traumatic happens to a student or group of students that requires a response
3. You notice changes in a student, or have a 'gut feeling' of concern that grows gradually over time.

When these situations occur, how concerned should you be?

The general rule is that there is a greater level of concern:

- the longer the behaviour has **persisted**,
- the more **risky** or **intense** the behaviour is,
- the more the behaviour **interferes** with the student's study and life, and
- the more **distress** it causes the individual or others.

If you are unsure how concerned you should be about a student, contact the RMIT Staff Line for urgent student support on 9925 1111 for advice and support.

About the Staff Line for urgent student support

The Staff Line for urgent student support is a phone line for RMIT Staff to contact when they hold serious concerns about a student's welfare or wellbeing and require timely assistance.

Staff Line: 9925 1111

Email: urgent.studentsupport@rmit.edu.au

Staff Line calls are responded to by trained RMIT Support Service staff, who will:

- assess the situation
- refer to internal and/or external services (when necessary)
- provide practical support and advice to the RMIT staff member in managing the situation.

The Staff Line is available from 9am to 5pm (contact outside of these hours will be directed to existing after-hours supports).

Casual or sessional staff who may spend less time on campus are encouraged to contact the RMIT Staff Line to discuss any pressing concerns that can be followed up in their absence.

When not to contact the Staff Line:

In emergency situations

If RMIT staff are concerned for anyone's immediate safety, they should contact emergency services (000) and RMIT Urgent Security 9925 3333

In less urgent situations

When RMIT Staff hold concerns for a student but time is not critical in the response required. In such cases, students can be encouraged to seek support for themselves via RMIT Connect, or staff can assist them to do so.

Supporting students: Action guide for RMIT staff

This action guide provides staff with information to assist and support students.

Level of concern	Action guide
High Immediate risk to self or others <p>Dangerous or risky student behaviour</p> <ul style="list-style-type: none"> Violent or threatening behaviour Attempts to harm self Indication of immediate intent to suicide <p>Highly concerning changes in student behaviour</p> <ul style="list-style-type: none"> Odd or bizarre behaviours Impairment in functioning Appearing confused or not making sense 	Act immediately <p>Assess the safety of you and others in the situation</p> <p>Seek immediate support</p> <ol style="list-style-type: none"> Emergency Services on 000 RMIT Urgent Security on 9925 3333 <p>If unsure and needing advice:</p> <ol style="list-style-type: none"> RMIT Staff Line for urgent student support on 9925 1111 <p>If safe to do so:</p> <p>Listen without judgement and try to understand immediate concerns</p> <ul style="list-style-type: none"> Stay calm, speak slowly and clearly Maintain a safe distance and use non-threatening body language <p>Express care and provide reassurance</p> <ul style="list-style-type: none"> State what you observe "I can see that you're distressed" Express your concern "I'm concerned about you" State intended aim "We need to stay safe" Outline a plan "Supports are on the way" <p>Stay with the student until help arrives (if safe to do so)</p>
Moderate No immediate risk to self or others <p>Student seeking help.</p> <ul style="list-style-type: none"> In a moment of distress Relating to personal concerns Relating to concerns about others <p>Staff offering help In a moment of student distress</p> <ul style="list-style-type: none"> Checking in about concerns / observations 	Provide assistance <p>Listen without judgement and try to understand their concerns</p> <p>Express care and the limits of your role</p> <ul style="list-style-type: none"> Acknowledge the need "this sounds really important" Establish an appropriate setting "let's find a suitable location" Set limits about your time and role "the best way I can help is by linking you in with the right support" Explain confidentially limits "I will keep our conversation private unless I think you or somebody else is in danger" <p>Encourage support seeking.</p> <ul style="list-style-type: none"> Explore possible actions "What do you think could help?" Check existing supports "Who could you reach out to for support?" Refer to RMIT Connect or other professional support <p>Provide a space for the student to calm down</p> <ul style="list-style-type: none"> If the student remains distressed, contact RMIT Staff Line for urgent student support on 992 1111.
Low No immediate risk to self or others <p>Staff observations</p> <ul style="list-style-type: none"> Noteworthy academic, social or behavioural changes of the student. 	Gather information <p>Observe and monitor changes or impairment in functioning</p> <p>Check in with the student or relevant staff if you have a 'gut feeling' of concern</p>
Remember	<p>Note your actions and support in line with RMIT policy</p> <p>Take steps to look after your own wellbeing and access staff supports</p>

Difficult conversation skills

Knowing the right support to call upon is important, but how you respond to the student's distress in the moment can make a difference too. Having these kinds of conversations doesn't come easily to everyone. You might be thinking *I might make it worse, what if they get upset, or I don't have time for this*. Keeping the following points in mind will help.

- **Stay calm** - as hard as it can be, when someone is distressed it's important we offer a calm response. If we become emotional ourselves, the situation is likely to escalate.
- **Listen & validate** – show you understand what a student is experiencing emotionally. It also assists in moving towards a conversation about their options because you've demonstrated an understanding of the importance of the issue to them.
- **Explore options** – try not to take control, but work alongside the student to explore their support options. What have they tried already? What support can RMIT provide? What's a good next step?

Other tips to keep in mind:

Do	Don't
<ul style="list-style-type: none"> • Try to speak respectfully and take the student's feelings seriously <i>"I can see that it is very upsetting for you", "It's very understandable that you would feel that way"</i> • If appropriate, ask what help they would prefer and support the student's agency <i>"Would you like me to call someone for you?" rather than "I'll call the Counselling Service now and book you in"</i> • Suggest options, encourage them to seek appropriate support – gently <i>"It sounds like it might be helpful for you to talk with someone about this; what do you think?" rather than "You need to see a psychiatrist or counsellor"</i> • Be clear about your role - what you can offer, what you cannot offer and what is appropriate. <i>"I can help you work out a plan to catch up on the course work if you need to take some time off over the next couple of weeks, but I'm not the best person to help you manage the feelings/demands/events you are dealing with at the moment. Let's talk about who might be able to help you with that..."</i> 	<ul style="list-style-type: none"> • Promise in advance to keep the information secret as you will need to breach confidentiality if you believe the student or someone else is at risk of harm • Analyse the student's motives <i>"You only feel that way because..." "Why are you coming to me with this just as the assignment is due?"</i> • Argue, lecture, ridicule or minimise their experiences <i>"You wouldn't be in this position if you had..." "I think you're over-reacting"</i> • Ask questions that might imply judgement or blame <i>"Have you done anything about this yet?" "Why didn't you tell someone before now?"</i> • Share your own experiences of being highly anxious or overwhelmed, or your own experiences of assault/abuse/trauma/grief/loss • Attempt to physically console or comfort a student by hugging them or holding their hand • Give students your personal contact details (e.g., address, telephone number).

What should I do after an incident?

Four tasks to remember after an incident has occurred.

1. Keep a record of what happened
2. Notify your manager
3. Always report incidents, hazards and near misses on P.R.I.M.E
4. Seek support if you need it. You can debrief with your manager or contact the Employee Assistance Program.

P.R.I.M.E (Proactive Reporting and Incident Management Excellence) is RMIT's system for incident or hazard reporting.

What to record

Making a brief note about your contact with the student is useful for others who become involved in their care. It can also help to demonstrate the manner in which you supported and directed the student, should this evidence be required at a later date.

Consider documenting the following information, as appropriate:

- Basic information (e.g. time, date, location, student name)
- A brief description of what happened
- What you advised the student to do
- Whether other colleagues or Support Services are now involved as a result
- What follow-up is needed (if any)

Duty of Care and Confidentiality

The confidentiality of any sensitive information a student discloses to you should be maintained.

This means:

- You shouldn't talk to other staff members about a student's concerns without their permission.
- If you seek advice about a student concern and don't have their permission, you should do so without identifying the student involved.

However, there is a duty of care to prevent harm or injury at RMIT that can over-ride confidentiality. If you have any concerns about the safety of a student, then you must breach confidentiality and report your concerns.

There are also mandatory reporting requirements for students under 18 years of age to be aware of – please contact the RMIT Safer Community team on 9925 2396 or safercommunity@rmit.edu.au for further information as soon as you become aware about the safety of an underage student.

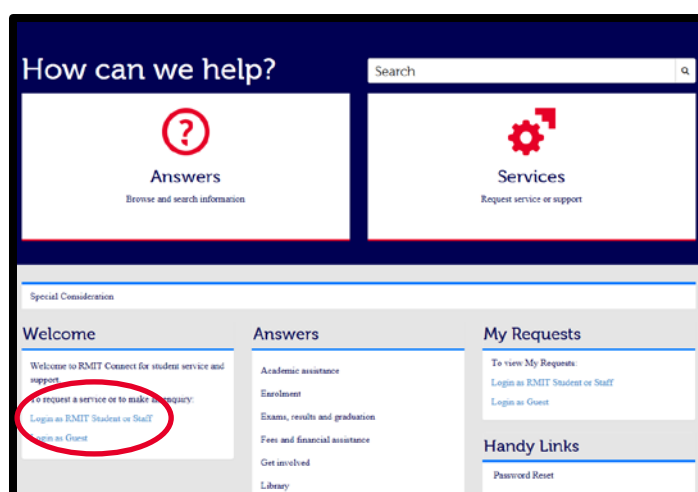
Supporting students to connect with RMIT Support Services

Students are able to access a range of free support services at RMIT. These services, which include counselling, are available to students through RMIT Connect.

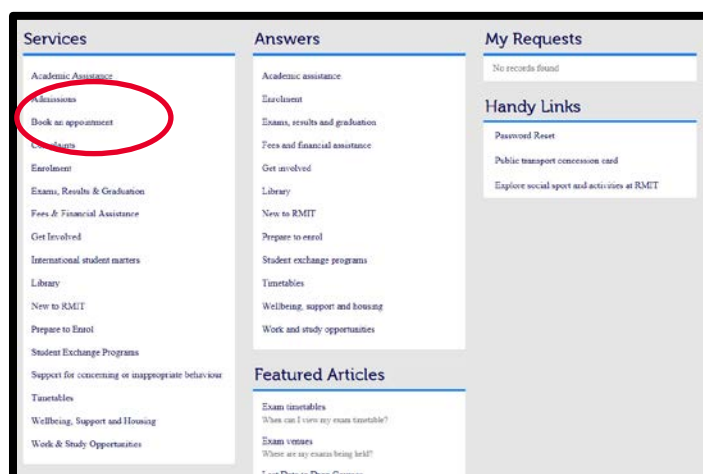
Students can access these services in person or through the online portal. If the student is unsure or unable to do so themselves, you can help them through the process using the steps below. Ensure you have their permission before doing so.

1. Go to the RMIT Connect portal and login as RMIT Staff member as shown below

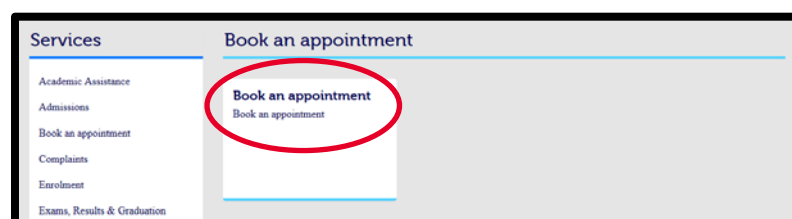
rmit.service-now.com/connect



2. Select “Book an appointment” from the Services Menu.



3. Select “Book an appointment” from the right-hand side menu to create an booking on behalf of the student.



4. **Complete the Book an appointment form.**

Type in the student's student number, and then select a date range. From here select:

- The type of service required
- The appointment mode (phone or face to face)
- Appointment type (initial or return)
- Campus

Book an appointment

*Opened for

saadul hq	60710081
Amah Azilah Binti Rahmat	63493021
(Samuel) Jongsomwan	63531024
Serious	63793037
Ashley	63623043
A Nigamarya	63667058
A Mohamed Ridwan S/C Abdul Kadir	63873050

RMIT values the privacy of every individual. To learn more please visit the [RMIT Privacy Statement](#)

Submit

Book an appointment

*Opened for
Test Applicant Test Appli

Student Number
60500804

Please select the date range

*From
27-03-2018

*To
28-03-2018

Please select the details of appointment

*Service
Counselling

*Appointment Type
Initial Appointment

Refine your search

Appointment Mode
Face To Face

Campus
City

List of available appointments

Date	Mode of Appointment	Location	Staff	Room
<input type="radio"/> Tuesday 13th March 2018 at 12:00 PM (AEDT)	Face To Face	City	Michael S	08.04.20
<input type="radio"/> Wednesday 14th March 2018 at 12:00 PM (AEDT)	Face To Face	City	Bethany A	08.04.28
<input type="radio"/> Wednesday 14th March 2018 at 2:00 PM (AEDT)	Face To Face	City	Andrew B	08.04.21
<input type="radio"/> Thursday 15th March 2018 at 9:00 AM (AEDT)	Face To Face	City	Shiko M	08.04.32

5. **If there are available appointments, they will then be listed below.** If there are no available appointments try extending the date range.

6. **Fill in any additional details** – such as the students preferred contact details. Please don't include any sensitive information in this field.

7. **Click "Submit"** to log the appointment request.

Book an appointment

*Opened for
Test Applicant Test Appli

Student Number
60500804

Please select the date range

*From
27-03-2018

*To
28-03-2018

Please select the details of appointment

*Service
Counselling

*Appointment Type
Initial Appointment

Refine your search

Appointment Mode
Face To Face

Campus
City

List of available appointments

Date	Mode of Appointment	Location	Staff	Room
<input type="radio"/> Tuesday 13th March 2018 at 12:00 PM (AEDT)	Face To Face	City	Michael S	08.04.20
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<input type="radio"/> Thursday 15th March 2018 at 9:00 AM (AEDT)	Face To Face	City	Shiko M	08.04.32

Please provide any additional details, such as your preferred contact details etc

RMIT values the privacy of every individual. To learn more please visit the [RMIT Privacy Statement](#)

Submit

Self-care when assisting students

*"Staff report feeling pretty ill-prepared or inadequate in dealing with some of the concerns students raise.
If they're feeling overwhelmed, speak to a colleague.
We're only human after all, and it's important we have a support network in place"*
- Chris, RMIT teaching staff

Self-care is about taking a moment to tune in to your wellbeing, noticing what is impacting on it and taking proactive steps to maintain or enhance it.

It's about acknowledging how much of yourself you are giving to students, and developing ways of recharging or topping yourself up as a regular part of your professional practice.

Why self-care?

While it is hard to prioritise ourselves when there is limited time, mountains of work, looming deadlines and urgent situations to manage – we know we are most effective at assisting students when we ourselves have a good sense of wellbeing.

Even though it can feel like we just can't fit another thing in, when we invest time in the self-care strategies that work for us, we have a lot to gain.

Effective self-care:

- reduces the personal impact of work-related stress and prevents burnout
- enables you to take charge of your own health and wellbeing
- maintains your passion for the job, and underpins a sustainable approach to working over your career

Shared responsibility

There is a shared responsibility between you and RMIT to ensure that we are well placed to assist students in distress during their studies. A big part of this is establishing boundaries to your role, and drawing on the supports available to you at RMIT, as outlined in this Course.

Self-care isn't about you having to learn to deal with excessive or unnecessary stress in the workplace, nor is it about workplaces taking sole responsibility for your self-care.

Practicing self-care can assist in creating change by giving us all the energy to be productively involved in driving organisational improvements concerning culture, policies, and practices.

How assisting distressed students might affect you

It can be distressing to support someone in distress. At one level, emotions are contagious and we readily feel what someone else is feeling during intense moments. A range of other emotions may arise too – some which may catch you off guard.

What you might feel:

- Feeling **helpless** in being unable to help improve the student's situation
- Feeling **worried** about the student's ongoing wellbeing and safety
- Feeling **guilty** that your circumstances are more fortunate
- Feeling **frustrated** at the time being taken away from your other duties
- Feeling **incompetent** that you weren't able to handle the situation more effectively
- Feeling **triggered** if you are having difficulties yourself which have been brought to the surface
- Feeling **anxious** about this situation arising again, and avoiding the student involved.

These are all normal human responses. Being aware of them and recognising their impact is critical for self-care. Without support and self-care strategies in place, you may become emotionally fatigued from caring and supporting students over time.

Pillars of self-care

Here are some pillars of self-care to consider bringing into your professional practice.

Tune into your own needs

Self-care means paying attention to what you need in your life to feel content. This can be a balancing act, but figuring out what your core needs are and directing energy towards them is the first step to effective self-care.

Areas of life to consider: Physical, Social, Emotional, Spiritual, Professional, Rest and Leisure, Contribution, Growth.

Which areas are most important to you? What areas need greater attention at the moment?

Get to know your stress

A bit of stress helps you stay alert and prepared to perform at your best. But excessive and prolonged stress can impact negatively on your performance, work and health. Paying attention to your stress response and taking action early can help.

You might also have particular triggers or vulnerabilities from past experiences that arise when working with particular students, issues or situations. Planning ahead of time how you will manage (or delegate) these situations when they arise can help reduce your stress response.

What are the signs you're becoming overly stressed? What actions seem to work to reduce your stress levels?

Create a support network

Connecting with colleagues who understand the pressures of the job is one of the most effective forms of self-care at work. Taking the time to share stories, seek encouragement and advice, and provide feedback on ideas can create a culture of self-care in a team. In particular, setting up ways to debrief after difficult situations can help you feel less alone in managing a challenging day.

Who do you talk with when you need a distraction from work? Who do you talk with when you're feeling overwhelmed?

Establish boundaries

Establishing boundaries is critical to keeping work contained and ensuring it doesn't take over your life. There are different types of boundaries to consider:

- when you work, and when you don't work.
- which tasks and issues you involve yourself in at work
- how you say no to additional requests or demands

When it comes to supporting students in distress, establishing boundaries is also essential.

- Following the protocols outlined in this course will assist you to stay within the bounds of your role.
- While you care for your students and want them to access any support they require, it's important to remember that you are not responsible for the wellbeing of students, or able to solve any personal problems they're facing.
- Providing ongoing emotional support to students is outside the scope of your role.

Be kind to yourself

Recognise that you're doing the best you can with the resources available to you. If you fall short of your own expectations, remember to treat yourself kindly, the way you would a colleague in the same situation. When you are

overwhelmed with tasks, focus your energy on what's most important and accept that for the others 'good enough' will be good enough.

Seek professional support when you need it

For all of us, life and work can build up and place enormous pressure on us. At these times, we need to reach out for extra support. If you're feeling overwhelmed, distressed, or just not like your usual self - talking with a professional about the challenges you're facing can really help. A good place to start is by booking an appointment with [EAP](#).

Self-care strategies: What works for you?

Self-care is very individual. What works is different for everyone. Take a look at these personal and professional self-care strategies and think about which would be most useful for you.

Personal self-care

- Learn relaxation techniques
- Foster interests outside of work
- Create clear boundaries between home and work
- Connect with friends and family
- Exercise
- Sleep
- Healthy diet
- Connect with nature
- Seek professional support

Professional self-care

- Take regular short breaks
- Find opportunities to keep active
- Lunch/coffee with colleagues
- Recognising what I can control vs can't control
- Take leave when it's due
- Reconnect with your purpose (why you do what you do)
- Take up professional development opportunities
- Acknowledge what went well each day
- Find a mentor
- Advocate for my own needs in my workplace
- Turn off your work phone outside of work hours

What other RMIT staff are doing

"My best self-care tip is to do something you love to do. I will always do something during my day, or afterwards, just for me. It just gives me my space back"

– Julia

"When I get home I make an effort to mark the end of the work day. Changing my clothes makes a physical shift out of work mode"

– Vanna

"I use breathing techniques at stressful times to maintain my sense of wellbeing"

– Trish

Make your teaching fun for both you and your students. Set up activities that you enjoy doing as well

– Julian

I use an app that pauses my work email inbox. It only releases the contents at a predetermined scheduled time

– Andrew

Make the time to spend at least 30 minutes away from the desk or classroom each day. Ideally in a non-work related space, or with colleagues in the break room. No work talk allowed

– Travis

Support available for RMIT staff

*"We're constantly encouraging students to speak up and seek assistance –
and we're quite often the worst when it comes to seeking assistance and support ourselves.
We can speak to colleagues, but at the end of the day, if that's not enough,
I'd certainly advise my colleagues who were struggling to seek external support"*
- Chris, RMIT teaching staff

If you're experiencing work or personal issues and would benefit from support, RMIT has a range of services for staff.

Employee Assistance Program (EAP)

RMIT's EAP provides free, independent, professional and confidential counselling service for all RMIT staff and their immediate families. The EAP can help with any problems that affect your psychological or emotional wellbeing.

Contact

Tel. 1300 786 860 or 0431 119 909 for urgent after hours support
reception@cac.com.au

Manager Assistance Program (MAP)

MAP is tailored to assist managers, team leaders and supervisors better manage the day to day challenges that arise as part of their leadership role.

Contact

Tel. 1300 78 68 60 or 0431 119 909 for urgent after hours assistance

HR Assist

HR Assist provides managers and staff with advice and answers to human resources questions.

Contact

Tel. 9925 0600
E. hr.assist@rmit.edu.au

Tips for managers

After supporting a distressed student, staff may benefit from debriefing with a manager. During this discussion it is important to follow these four principals to ensure that staff feel heard, understood and supported.

Open

- Be open and available for discussion.
- Value the staff member's experience by offering them the time and space to talk about the experience.
- Choose an appropriate location for the conversation.

Understanding

- Be understanding and empathetic.
- Acknowledge the staff member's experience and any distress it has caused.
- Listen to their story without judgement.

Reflective

- If appropriate, reflect with the staff member on how they felt the experience played out.
- Reflect on what worked, what could be done differently and learning gained from the experience.

Supportive

- Be supportive and try to understand the staff member's needs.
- Discuss what might support them.
- Encourage the use of RMIT staff support options.

Manager Assistance Program (MAP)

As part of the Employee Assistance Program (EAP), Counselling Appraisal Consultants (CAC) provide a Manager Assistance Program (MAP).

This program is specifically tailored to assist managers, team leaders and supervisors better manage the day to day challenges that arise as part of their leadership role.

Contact:

1300 786 860 or 0431 119 909 for urgent after hours support
reception@cac.com.au

Support Services for Students and Staff

For Students	Contact
RMIT Connect is the key point to access all of the support services that RMIT provides.	Web. rmit.edu.au/students/connect Tel. 9925 5000

For Staff with concerns about students	Contact
Counselling Service Safe and confidential counselling for student's seeking help with personal issues or mental health concerns.	If urgent assistance is required, contact Staff Line for urgent student support (Staff only): Tel. 9925 1111 E. urgent.studentsupport@rmit.edu.au Student appointments can be made via RMIT Connect Web. rmit.edu.au/students/connect Tel. 9925 5000
RMIT Safer Community Provides advice and support for concerning, threatening or unwanted behaviour. Assists students who are reporting sexual harassment or assault.	If urgent assistance is required, contact the Staff Line for urgent student support (Staff only): Tel. 9925 1111 E. urgent.studentsupport@rmit.edu.au For other enquiries: Tel. 9925 2396 E. safercommunity@rmit.edu.au
Equitable Learning Service For advice, support and guidance for staff on how to provide equitable learning opportunities for students with disability, long-term illness and/or mental health condition, and/or primary carers of individuals with a disability.	Tel. 9925 1491 (Staff only) E. els@rmit.edu.au
Student Support (RMIT Connect) For urgent student welfare concerns such as accommodation, finance, legal, missing students, etc.	If urgent assistance is required, contact the Staff Line for urgent student support (Staff only): Tel. 9925 1111 E. urgent.studentsupport@rmit.edu.au For other enquiries: Tel. 9925 5000 E. student.support@rmit.edu.au

For Staff	Contact
HR Assist For staff employee related advice and support	Tel. 9925 0600 E. hr.assist@rmit.edu.au
Employee Assistance Program (EAP) For free confidential counselling for RMIT Staff and their families	Tel. 1300 786 860 E. reception@cac.com.au M. 0431 119 909 (Urgent after-hours assistance)
Manager Assistance Program (MAP) Tailored to assist managers, team leaders and supervisors better manage the day to day challenges that arise as part of their leadership role.	Tel. 1300 78 68 60 E. reception@cac.com.au M. 0431 119 909 (Urgent after-hours assistance)

For a full list and for more information on the range of support services available for students, visit the RMIT [support services student page](#).