

# Faculty Guide

## WHO MAY BE IMPAIRED IN THE CLASSROOM

### 1 Observe, Do Not Assume

- Focus on observable behaviors, such as:
  - odor of smoke,
  - slowed speech or reaction times,
  - difficulty concentrating,
  - disruptions to the learning space (outbursts, sleeping, frequently leaving),
  - visible smoking device or smoke

### 2 Developmental Engagement

- Speak in private
- Recognize college students are still developing decision-making skills
- Use neutral observations, not accusations
- Maintain student dignity; Invite conversation, not confrontation

### 3 Reinforce Campus Expectations

- Frame conversation around shared responsibility, safety, and academic success
- Encourage reflection on readiness to participate in class
- Smoking and vaping are not permitted anywhere on campus
- Respect shared air space

### 4 Use Culturally Sensitive Language

- Recognize attitudes towards cannabis and smoking vary widely
- Call someone 'in' to recognize their community responsibility, instead of being 'called out'
- Avoid stereotypes or assumptions about reasons for use
- Use person-first language

### 5 Use Reflective Questions

- "Please remember this is a smoke-free campus."
- "I'm noticing a strong smell of smoke and I wanted to check in."
- "You don't seem like yourself today. Are you okay?"
- "I'm not making assumptions, but my responsibility is to make sure the classroom is safe and policies are followed."
- "Are you feeling able to participate in class right now? Please take a break and come back if you feel ready."
- "I'm concerned about your ability to focus right now. Let's connect during my office hours."
- "These expectations apply to everyone on campus."
- "I want you to be realistically prepared for a future job and hold those same expectations in our class."
- "Take a break from our class today and I will see you next time."
- "This is not personal; I need to make sure all students have a distraction-free environment."

### 6 Prioritize Safety

- If a student appears impaired, ask them to leave class.
- Do not debate why they are being asked to leave.
- Ask them to meet with you during office hours or on a Teams call no sooner than the next day.
- Share a Navigate Flag to Wellness if you would like CHWC to follow up.

### 7 Offer Support & Referrals

- Call campus police if the person has an unsteady gait or is unable to keep their eyes open
- Use CHWC for general support
- Refer them to the resource handout, CHWC website, or resources in your syllabi
- Reframe referrals as supportive and not disciplinary