

CAMPUS RESOURCES

COUNSELING CENTER REFERRAL SERVICE ▶
WUSTL.RINTS.COM

DISABILITY RESOURCES ▶
ACCOMMODATIONS AND GUIDANCE FOR STUDENTS
WITH DISABILITIES
314-935-5970

KOGNITO AT-RISK FOR FACULTY AND STAFF ▶
ONLINE TRAINING TO RECOGNIZE SIGNS OF DISTRESS
AND PROVIDE REFERRALS
KOGNITOCAMPUS.COM
LOGIN WITH WUSTL EMAIL
ENROLLMENT KEY: WUSTL18

THE LEARNING CENTER ▶
ACADEMIC SUPPORT PROGRAMS
314-935-5970

LGBTQ STUDENT INVOLVEMENT & LEADERSHIP ▶
314-935-8029

**OFFICE FOR RELIGIOUS, SPIRITUAL, ETHICAL
LIFE** ▶ [WUSTL.EDU/CURRENT-
STUDENTS/RELIGIOUS-LIFE/](http://WUSTL.EDU/CURRENT-
STUDENTS/RELIGIOUS-LIFE/)

**RELATIONSHIP AND SEXUAL VIOLENCE
PREVENTION (RSVP) CENTER** ▶ **314-935-8761**

**SEXUAL ASSAULT AND RAPE ANONYMOUS
HELPLINE (SARAH)** ▶ **314-935-8080**

**UNCLE JOE'S PEER COUNSELING & RESOURCE
CENTER** ▶ **314-935-5099**

WASHU CARES ▶
FACULTY AND STAFF REPORTING MECHANISM FOR
INTERVENTION AND SUPPORT FOR STUDENTS OF
CONCERN
STUDENTS.WUSTL.EDU/WASHU-CARES/

WASHU POLICE DEPARTMENT (WUPD)▶
314-935-5555

WASHU RECOVERY ▶
COMMUNITY, RESOURCES, AND SUPPORT FOR
STUDENTS IN RECOVERY FROM SUBSTANCE USE
RECOVERY@WUSTL.EDU

CONTACT HABIF

MENTAL HEALTH SERVICES (MHS) PHONE ▶

314-935-6695

*For general questions / consultation
until 5:00 p.m.*

**To make an appointment, the first
step for students seeking mental
health services is a brief,
confidential conversation with an
MHS staff member. To learn more
about MHS and to familiarize
yourself with the services we offer
students, see
[students.wustl.edu/mental-health-s
ervices/](http://students.wustl.edu/mental-health-s
ervices/).**

REGULAR MHS OFFICE HOURS ▶

M: 8:00 a.m. - 6:00 p.m.

T: 8:00 a.m. - 6:00 p.m.

W: 8:00 a.m. - 6:00 p.m.

R: 8:00 a.m. - 6:00 p.m.

F: 9:00 a.m. - 5:00 p.m.

SUPPORT AND/OR EMERGENCIES WHEN HABIF IS CLOSED▶

314-935-6666

*Call the number and listen to the
menu for directions on connecting
with a mental health professional.*

WHAT CAN I DO?

recognizing & supporting
WashU students in distress



Habif Health and
Wellness Center

STUDENT AFFAIRS AT WASHINGTON UNIVERSITY

recognize warning signs

Recognizing the warning signs of a student in distress does not require special training or expertise. It does, however, require an awareness of what to look for.

Academic

- A dramatic drop in academic performance and/or GPA
- Continual seeking of unusual accommodations (extensions for papers, exams, etc.)
- Papers that have themes of hopelessness, despair, or rage
- Inappropriate disruption of the classroom
- Persistent absence from class; missed appointments

Physical / Psychological

- Visible, sudden increase or decrease in weight
- Obvious substance use, such as smell of alcohol, slurred speech, bloodshot eyes
- Marked changes in concentration, motivation, or energy level
- Sudden withdrawal from interactions with faculty, admin, staff, and peers
- Inappropriate or exaggerated behavior, aggressiveness, emotional outbursts, crying

Other factors to consider

- Written or verbal statements that indicate despondency
- Direct statements indicating family problems or personal losses (death of a loved one, break-up, etc.)
- References to harming oneself or others
- Concern about a student from peers
- Your own sense, however vague, that something is seriously amiss

listen to the student

If a student shares their concerns with you, it is important to simply listen in an open way. This will help you better assess whether warning signs are present, and if you should refer a student to the Habib Health and Wellness Center. If you receive a troubling message from a student, try to speak with them in person.

It is not necessary for you to solve the student's problem; you do not have to act as a therapist. Just listen patiently and receptively and "be yourself" as much as possible. Do not underestimate the importance of listening to the student. You are providing a support when a student can walk away feeling that their concerns have been heard and understood. In some cases, you may be the first person who has really taken the time to listen and understand.

express concern

Explain your concerns and their basis. Avoid negative comments or implications about character or personality. For example, **DO** say, "I've noticed that you haven't been yourself lately. Is everything all right?" **DON'T** say, "I've noticed you've been slacking off lately."

Tell the student why your observations of their behavior have led you to believe that talking with a counselor may be advisable. Avoid talking in generalities. Instead, comment on specific, observable behavior. This would be a good point to wait silently for a moment, to see if the student offers a response.

make a referral

In addition to the warning signs listed previously, consider referring a student when:

- you feel you have reached the limits of your ability to help the student.
- you identify too closely with the student and/or the problem.
- a student has physical complaints that may be manifestations of psychological or medical problems.
- **a student expresses thoughts of suicide. Ethically, intervention on your part is necessary.**

Tips for Making a Referral

- Assure the student that seeking counseling is a sign of strength, not weakness.
- Share your knowledge of the referral source, offering a specific name when possible. Otherwise, a simple explanation of the services may alleviate the student's anxiety about the process.
- Talk about making ONE appointment, versus "going to counseling."
- Respect the student's right to reject the referral suggestion, or to think about it first, **unless there has been talk of suicide.**
- If a student's concern is urgent and they are currently in crisis, see the back panel for directions on seeking care.
- Commend the student for taking the first step.

If you have immediate concerns about a student's safety, stay with them and notify Habib at 314-935-6695. If the student refuses further assistance and their safety is at risk, contact WUPD at 314-935-5555.