

# CAMPUS RESOURCES

**KOGNITO AT-RISK ▶**  
[KOGNITOCAMPUS.ORG](https://kognitocampus.org)  
LOGIN WITH WUSTL EMAIL  
ENROLLMENT KEY: WUSTL18

**WASHU CARES ▶**  
[HTTPS://WASHUCARES.WUSTL.EDU/](https://washucares.wustl.edu/)

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

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

**LGBTQ STUDENT INVOLVEMENT  
& LEADERSHIP ▶**  
314-935-8029

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

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

**CORNERSTONE: THE LEARNING CENTER ▶**  
314-935-5970

**CAMPUS MINISTERS ▶**  
[HTTPS://WUSTL.EDU/CURRENT-  
STUDENTS/RELIGIOUS-LIFE/](https://wustl.edu/current-students/religious-life/)

**WASHU RECOVERY  
(SUBSTANCE ABUSE) ▶**  
[RECOVERY@WUSTL.EDU](mailto:RECOVERY@WUSTL.EDU)

**COUNSELING CENTER REFERRAL SERVICE ▶**  
[WUSTL.RINTS.COM](https://wustl.rints.com)

# 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  
([wustl.edu/mental-health-services](https://wustl.edu/mental-health-services)).**

## 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.**

## 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 abuse, 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.**