Change is challenging even when we choose it, and we all need support as we move through any kind of change. We also need to take steps to support our personal well-being beyond our intellectual lives and accomplishments. Because we are recovering from the collective trauma caused by COVID-19 we require warmth, understanding, and patience. Students want to know that you care about them and, importantly, what kind of support they can expect from you. They want to know that you, too, are an imperfect human who experiences failure, setbacks, and disappointment. Mental health and well-being are top of mind now more than ever. Visit the Red Folder website for additional content and downloadable versions of this resource.

**Signs of Distress**

Many times you will not see any obvious signs of distress because we tend to keep our vulnerabilities to ourselves until we know we can trust one another. Check in with and get to know students whenever you can to help build that trust. Try to create an ongoing sense of welcome and belonging.

Ultimately, students want to know you care about them. Sometimes you will be able to sense that a student is struggling. Here are a few ways that signs of distress may show up:

### Academic
- Repeated absences and/or a decline in quality of work or classroom performance
- Essays or creative work that include disturbing content and/or themes of despair, hopelessness, suicide, violence, death, or aggression
- Multiple requests for extensions or incomplete grades

### Physical
- Marked changes in physical appearance
- Repeatedly appearing sick, excessively fatigued
- Obvious change in mental state and/or apparent intoxication
- Other behavior that doesn’t seem to match the context/setting

### Inter/Intrapersonal
- Direct comments about distress, feelings of overwhelm, family problems, etc.
- Signs/expressions of hopelessness, worthlessness, or shame
- Drastic change in interactions with others, acting out of character
- Expressions of concern by peers
- Implied or direct threats of harm to self/others
- Self-injurious, destructive, or reckless behavior

### Other behavior that doesn’t seem to match the context/setting
- Disturbing content and/or themes of despair, violence, death, or aggression
- Essays or creative work that include disturbing content and/or themes of despair, hopelessness, suicide, violence, death, or aggression
- Multiple requests for extensions or incomplete grades

### Safety First

- Do not hesitate to call Public Safety (911) for help. Your safety, and that of our students and community is our top priority.

### How to Respond When You’re Concerned About a Student’s Well-Being

- **Listen patiently as you try to understand where they’re coming from, and take time to acknowledge their emotions and instill hope that, with help, things can get better.** “I’m sorry you’re going through this, and honored that you’ve been vulnerable with me....”
- **Ask what they need.** The kind of support a student needs will change based on the context, and the only way to know what kind of support they need is to ask.
- **Show them you care.** Your role is to be a warm, supportive presence for this student who is struggling. You’re not there to fix anything or give unsolicited advice.
- **Know their context/setting.** Match the context and setting to what you see, and avoid making any judgments or assumptions. Sometimes you see events or bits of distress, but students may not see things the way you do or understand what they’re experiencing.
- **Consult.** Consult the Resident Director on-call, GLO Dean on-call, or CAPS for further consultation whenever you need. These resources can give you advice, or help take over a situation that has escalated and requires mobilization of many resources.
- **Help them connect to resources.** Help connecting with a resource increases the likelihood that they actually do.
- **Hear what you see.** Changes in the way a student interacts with you or your colleagues, or their behavior toward others may indicate distress in the student’s life.
- **Say what you see.** What you’re noticing, and wanted to see if you want to talk about it. “I care about your well-being, so I just wanted to check in to see how you’re doing. I want to know how I can be the most helpful for you.”
- **Show your concern with the Dean of Students Office.** “I’m sorry you’re going through this, and honored that you’ve been vulnerable with me....”
- **Student of Concern Form.** To submit a non-urgent Student of Concern form to the Dean of Students Office, visit: redfolder.stanford.edu

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**How to Conect**

**Listen patiently as you try to understand where they’re coming from, and take time to acknowledge their emotions and instill hope that, with help, things can get better.** 

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**Know their context/setting.** Match the context and setting to what you see, and avoid making any judgments or assumptions. Sometimes you see events or bits of distress, but students may not see things the way you do or understand what they’re experiencing.

**Conclude.** Once you’ve had a helpful conversation, say “Thank you for opening up with me. I want to stay connected as we move through this.”
## Mental Health and Well Being Resources

### In Case of Emergency
The student’s behavior is dangerous, reckless, or threatening to themselves or others.

<table>
<thead>
<tr>
<th>Call 911</th>
<th>9-911 from a campus phone</th>
</tr>
</thead>
</table>

### Urgent Response Needed or You’re Unsure
The student is showing signs of distress.

| Resident Directors (undergrads) | 650.504.8022 |
| GLO Dean on-call (graduate/professional students) | 650.723.7288, pager ID #28085 |
| Office of Postdoctoral Affairs (postdoc trainees) | 650.725.5075 |

### Non-Urgent Situation But You’re Concerned
You’re not concerned for the student’s safety, but they’re having a hard time and could use some support.

<table>
<thead>
<tr>
<th>Student of Concern Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>URL: go.stanford.edu/DOS-SOC refer Email the Dean of Students Office: <a href="mailto:deanofstudents@stanford.edu">deanofstudents@stanford.edu</a></td>
</tr>
<tr>
<td>Call the Dean of Students: 650.723.2733</td>
</tr>
</tbody>
</table>

### Stanford Resources
(undergraduate and graduate students)

- Counseling and Psychological Services (CAPS) offers individual consults, skills workshops, process groups, seminars, psychiatry services, community referral resources, and crisis intervention. Available for all students 24/7, contact CAPS at 650.723.3785. CR
- Confidential Support Team (CST) offers support to Stanford students seeking information or help with distress related to sexual assault and relationship violence. Contact CST (Vaden.stanford.edu/cst) at 650.736.6933 or 24/7 (for urgent concerns) at 650.725.9955. CR
- Vaden Medical Services is the first stop for all student medical care. Available for all students 24/7 at 650.498.2336 CR
- Department of Public Safety (DPS) endeavors to be a consultative resource for all members of the community and can be reached 24/7 at 650.329.2413.
- Dean of Students contact at deanofstudents@stanford.edu 650.723.2733 to access any of the following resources for non-urgent matters:
  - Graduate Life Office (GLO) - Residential Education (ResEd)
  - Office of Community Standards (OCS) - Resident Directors

### Postdoc Resources
- Office of Postdoctoral Affairs (OPA) is the support center for all aspects of personal and professional development and life at Stanford for postdoc trainees. Contact at 650.725.5075.
- Faculty Staff Help Center provides assistance for faculty, staff and postdocs. Contact at 650.723.4577 or helpcenter@lists.stanford.edu. CR
- Guidance Resources Program for Postdocs offers 24/7 support, information, and resources for all of life’s challenges. Contact at 650.666.0519 or guidanceresources.com. CR

### Sexual, Relationship, and Gender-Based Violence
- Confidential Support Team (CST) offers support to Stanford students seeking information or help with distress related to sexual assault and relationship violence. Contact CST (Vaden.stanford.edu/cst) at 650.736.6933 or 24/7 (for urgent concerns) at 650.725.9955. CR
- YWCA @ Stanford Contact at 800.572.2782 or yourywca.stanford.edu. CR
- SHARE Title IX Office Contact at 650.497.4955 or titleix@stanford.edu

### Off-Campus 24/7 Crisis Resources
- National Suicide Prevention Lifeline offers free and confidential support for people in distress. Call 988 for support.
- Crisis text hotline is here for any reason. A live, trained Crisis Counselor receives the text and responds, all from our secure online platform. Text HOME to 741741 from anywhere in the United States, anytime.
- The Trevor Project provides crisis support services to LGBTQ youth from anywhere in the United States. Contact at 1.866.488.7386 or text 678-678.
- BlackLine provides a space for peer support, counseling, witnessing and affirming the lived experiences to folx who are most impacted by systematic oppression with an LGBTQ+ Black Femme Lens. BlackLine prioritizes BIPOC (Black, Indigenous and People of Color). Call or text 800.604.5841 for support.
- Trans Line Hotline is a peer support phone service run by trans people for our trans and questioning peers. Call the Trans Line Hotline at 650.497.4955 or text 678-678.

### Privacy and Information Sharing
Professionals affiliated with Confidential Resources (CR) will strictly receive information from you about a student’s well-being, but, due to FERPA, HIPAA, or professional ethics, some resources, licensed healthcare providers in particular, are often unable to provide reciprocal information to you regarding the student. This can be frustrating but is an essential ethical and legal safeguard for student privacy and confidentiality.

Campus Security Authority and Mandated Reporter regulations may also apply to many or all of the resources listed in this guide.

### Want More Copies?
To request additional print copies of the Stanford Red Folder, send your request to redfolder@stanford.edu.

Visit the Red Folder website for additional content and downloadable versions of this resource.

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