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. We all require warmth, understanding, and patience in our social interactions. 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, too, are an imperfect human who experiences failure, setbacks, and disappointment. The mental health and well-being of the Stanford community are being prioritized more than ever before as we all seek to create a Stanford in which flourishing is our shared experience.

Students manage stress and distress in different ways, and it can be difficult, at first glance, to know what they are feeling and experiencing. 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. Sometimes you will be able to sense that a student is struggling, whether through obvious signs, or your intuition is nudging you towards finding out more. 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 and need to know you care about them.

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

### 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 death, hopelessness, suicide, violence, death, or aggression
- Multiple requests for extensions or incomplete grades

### Physical
- Marked changes in physical appearance
- Markedly 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
- Impaired or direct threats of harm to self/others
- Self-injurious, destructive, or reckless behavior

---

**Signs of Distress**

- Physical
  - Implied or direct threats of harm to self/others
  - Expressions of concern by peers
  - Marked changes in physical appearance
  - 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
  - Self-injurious, destructive, or reckless behavior
- 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 death, hopelessness, suicide, violence, death, or aggression
  - Multiple requests for extensions or incomplete grades

---

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

- **Share**
  - “Can I help you connect with ________?”
  - “Thank you for being so open with me. I want to stay connected as you move through this challenge, and I really think you may find _______ to be a very helpful and comforting resource. Their whole job is to support students through these very challenges. I know many students who have found _______ to be just the kind of support they needed.”
- **Show Care**
  - “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 support you.”
  - “I’m sorry, that seems like such a hard situation to be in, what has that been like for you?”
  - “I’m sorry you’re going through this, and grateful that you’ve felt comfortable being vulnerable with me.”
  - “Your feelings and experiences are real, and I care about you and there are more people who also care and are here to help. Things can get better... I want to help.”
- **Notice**
  - “Hi! I just wanted to check in. I’ve noticed ______, and I want to talk about it”
  - “sometimes you won’t see any overt signs of distress and yet you’ll still be aware of many things happening in the world that are causing difficult emotions that, before”

---

**Student of Concern Form**

to submit a non-urgent Student of Concern Form, please visit:

goto.stanford.edu/DOS-SOC-refer

Thank you for being so open with me. I want to stay connected as you move through this challenge, and I really think you may find _______ to be a very helpful and comforting resource. Their whole job is to support students through these very challenges. I know many students who have found _______ to be just the kind of support they needed.”

---

**Signs of Distress**

- Physical
  - Implied or direct threats of harm to self/others
  - Expressions of concern by peers
  - Marked changes in physical appearance
  - 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
  - Self-injurious, destructive, or reckless behavior
- 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 death, hopelessness, suicide, violence, death, or aggression
  - Multiple requests for extensions or incomplete grades
Mental Health and Well Being Resources

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

Call 911
9-911 from a campus phone

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 #25085
Office of Postdoctoral Affairs
(postdoc trainees) 650.725.507S

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.

Student of Concern Form

Privacy and Information Sharing
Professionals affiliated with Confidential Resources (CR) will gladly receive information from you about a student’s well-being, but, due to FERPA, HIPAA, or professional ethics, some resources, licensed health care 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.

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.

Stafndford Resources
(undergraduate and graduate students)

- Counseling and Psychological Services (CAPS) offers individual consultations, 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 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 650.329.2411 or 911.

- Dean of Students contact at deansofstudents@stanford.edu or 650.723.2733 to access any of the following resources for non-urgent matters:
  - Graduate Life Office (GLO)
  - Office of Community Standards (OCS)

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 650.725.507S.

- 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 855.666.0510 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 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 and 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 crisis. 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 young people. To reach a trained counselor at any time, call 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 if you need someone trans to talk to, even if you’re not in crisis or if you’re not sure you’re trans. Call 877.565.8860 for support.

- CR (Confidential Resource) is used below to identify resources that offer clinically confidential support.