



**Red**

**Guidance for faculty, staff, community leaders, and families supporting student well-being at Stanford.**

**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 you, 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.

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

**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.



Academic	Physical	Inter/Intrapersonal
<ul style="list-style-type: none"> <li>Repeated absences and/or a decline in quality of work or classroom performance</li> <li>Essays or creative work that include disturbing content and/or themes of despair, hopelessness, suicide, violence, death, or aggression</li> <li>Multiple requests for extensions or incomplete grades</li> </ul>	<ul style="list-style-type: none"> <li>Marked changes in physical appearance</li> <li>Repeatedly appearing sick, excessively fatigued</li> <li>Obvious change in mental state and/or apparent intoxication</li> <li>Other behavior that doesn't seem to match the context/setting</li> </ul>	<ul style="list-style-type: none"> <li>Direct comments about distress, feelings of overwhelm, family problems, etc.</li> <li>Signs/expressions of hopelessness, worthlessness, or shame</li> <li>Drastic change in interactions with others, acting out of character</li> <li>Expressions of concern by peers</li> <li>Implied or direct threats of harm to self/others</li> <li>Self-injurious, destructive, or reckless behavior</li> </ul>

Share	Show Care	Notice
<p><b>Safety first.</b> Do not hesitate to call Public Safety (911) for help. Your safety, and that of our students and community, is our top priority.</p> <p><b>Consult.</b> Share your concern with the Dean of Students Office, or call 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.</p> <p><b>Help them connect to resources.</b> Students in distress may need help connecting with a resource. Showing them how to access a resource increases the likelihood that they actually do.</p> <p><b>Student of Concern Form</b></p> <p>To submit a non-urgent Student of Concern form to the Dean of Students Office, please visit:</p> <p><a href="https://go.stanford.edu/DOS-SOC-refer">go.stanford.edu/DOS-SOC-refer</a></p> 	<p><b>Showing you care</b> about a student's well-being can have a positive impact, and it can increase the likelihood they seek help if needed.</p> <p><b>Build trust.</b> Ask what they need. The kind or 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.</p> <p><b>Listen patiently</b> as you try to understand where they're coming from, and take time to affirm their emotional experience. Your full presence in itself can be healing.</p> <p><b>Acknowledge difficult emotions,</b> and instill hope that, with help, things can get better.</p> <p><b>Your role is to be a warm, supportive presence</b> for this student who is struggling. Remember that they are whole people that need support, they are not their problems.</p> <p><b>Be aware of the helper's desire to "fix it fast".</b> We want to limit others' suffering as much as possible, but sometimes this comes off as "policing" and suppressing difficult emotions that, before moving towards a solution, need to be felt.</p>	<p><b>Say what you've noticed, and avoid making any judgments or assumptions.</b> 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 distress in students' lives.</p>
<p><b>Help them connect to resources.</b> Students in distress may need help connecting with a resource. Showing them how to access a resource increases the likelihood that they actually do.</p> <p><b>Student of Concern Form</b></p> <p>To submit a non-urgent Student of Concern form to the Dean of Students Office, please visit:</p> <p><a href="https://go.stanford.edu/DOS-SOC-refer">go.stanford.edu/DOS-SOC-refer</a></p> 	<p><b>Showing you care</b> about a student's well-being can have a positive impact, and it can increase the likelihood they seek help if needed.</p> <p><b>Build trust.</b> Ask what they need. The kind or 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.</p> <p><b>Listen patiently</b> as you try to understand where they're coming from, and take time to affirm their emotional experience. Your full presence in itself can be healing.</p> <p><b>Acknowledge difficult emotions,</b> and instill hope that, with help, things can get better.</p> <p><b>Your role is to be a warm, supportive presence</b> for this student who is struggling. Remember that they are whole people that need support, they are not their problems.</p> <p><b>Be aware of the helper's desire to "fix it fast".</b> We want to limit others' suffering as much as possible, but sometimes this comes off as "policing" and suppressing difficult emotions that, before moving towards a solution, need to be felt.</p>	<p><b>Say what you've noticed, and avoid making any judgments or assumptions.</b> 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 distress in students' lives.</p>
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## How to Respond When You're Concerned About a Student's Well-Being

# 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.  
  
This is not an emergency, but you're concerned about them and want to get them more help soon.

**Resident Directors**  
(undergrads)  
[650.504.8022](tel:650.504.8022)  
  
**GLO Dean on-call**  
(graduate/professional students)  
[650.723.7288](tel:650.723.7288), pager ID #25085  
  
**Office of Postdoctoral Affairs**  
(postdoc trainees)  
[650.725.5075](tel: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.

**Student of Concern Form**  
  
  
**URL:** [goto.stanford.edu/DOS-SOC-refer](https://goto.stanford.edu/DOS-SOC-refer)  
**Email the Dean of Students Office:**  
[deanofstudents@stanford.edu](mailto:deanofstudents@stanford.edu)  
  
**Call the Dean of Students:** [650.723.2733](tel:650.723.2733)

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

## 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](tel: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](tel:650.736.6933) or 24/7 (for urgent concerns) at [650.725.9955](tel: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](tel: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](tel:650.329.2413) or 911.
- **Dean of Students** contact at [deanofstudents@stanford.edu](mailto:deanofstudents@stanford.edu) or [650.723.2733](tel: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 [650.725.5075](tel:650.725.5075).
- **Faculty Staff Help Center** provides assistance for faculty, staff and postdocs. Contact at [650.723.4577](tel:650.723.4577) or [helpcenter@lists.stanford.edu](mailto: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 [855.666.0519](tel:855.666.0519) or [guidanceresources.com](http://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](tel:650.736.6933) or 24/7 (for urgent concerns) at [650.725.9955](tel:650.725.9955). CR
- **YWCA @ Stanford** Contact at [800.572.2782](tel:800.572.2782) or [yourywca.stanford.edu](http://yourywca.stanford.edu). CR
- **SHARE Title IX Office** Contact at [650.497.4955](tel:650.497.4955) or [titleix@stanford.edu](mailto:titleix@stanford.edu)

## Off-Campus and 24/7 Crisis Resources

**TimelyCare** is offered as a telehealth supplement to the extensive in-person and virtual services offered by CAPS, Vaden Medical Services, and other Vaden and on-campus resources. This no-cost service offers enrolled students residing in the United States virtual medical and mental health care 24/7, 365 days/year and up to 12 scheduled mental health therapy sessions per academic year. **To access TimelyCare:** Login to [timelycare.com/stanford](https://timelycare.com/stanford) or download the TimelyCare app.

- **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](tel:1.866.488.7386) or text 678-678.
- **BlackLine** provides a space for peer support, counseling, witnessing and affirming the lived experiences to folxs 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](tel: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](tel:877.565.8860) for support.



### 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 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.

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