Promoting Student Well-Being in Learning Environments

A Guide for Instructors

Washington University in St. Louis
Center for Teaching and Learning

Habif Health and Wellness Center
Student Affairs at Washington University

Welcome

A letter from Provost Beverly Wendland

Dear Colleagues,

At Washington University in St. Louis, we're committed to promoting an environment in which our students are poised to thrive. We know how important well-being is for teaching and learning. After all, we do our best work when we feel like our best selves and are learning with our whole selves. This guide represents an opportunity to optimize our classrooms for learning by making them spaces where instructors and students can flourish.

Our instructors set the tone for our learning environments. By intentionally designing courses with well-being in mind, instructors can signal to their students a commitment to both personal and academic success. Imagine how the culture of learning at WashU would grow if every classroom became a space of connection, compassion, belonging, and purpose; with each of these supporting optimal academic achievement.

If this sounds like a daunting task, I hope you can take comfort in knowing that small changes can indeed have a big impact. Many of the suggestions in this guidebook are simple adjustments, but implementing just one or even a few of them in your courses can have an overwhelmingly positive impact on student well-being.

Finally, we know that supporting your own well-being will help you support your students' well-being. As you read this guide, I hope that you consider ways to incorporate the keys to well-being in your own lives. Just as our students do their best work when they are able to take care of themselves, so too do our instructors. Thank you for everything you have done and will continue to do in order to support inclusive learning at WashU.

Sincerely,

Beverly Wendland
Provost and Executive Vice Chancellor for Academic Affairs

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Promoting Student Well-Being in WashU Learning Environments

Introduction

In the U.S. in 2019, 40% of students at colleges and universities reported having a significant mental health problem (Eisenberg et al., 2019). Additionally, from 2012 to 2019, the percent of students with positive mental health and well-being dropped from 57% to 40%.

These figures, alarming in and of themselves, should be particularly troubling for us as educators because of the role of well-being in student learning. Students with poorer mental health and well-being, whether they have a diagnosed mental illness or not, are more likely to experience academic difficulties (Eisenberg et al., 2009; Keyes et al., 2012; Mojtabai et al., 2015). A survey of Washington University students in 2020 confirms this connection: students reported that stress, anxiety, depression, and sleep difficulties were among the top factors negatively impacting their academics with 38% saying that stress significantly affected their performance (ACHA-NCHA III). In short, prioritizing student learning also requires prioritizing student well-being. Well-being includes "the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g., depression, anxiety), satisfaction with life, fulfillment and positive functioning" (CDC, 2018). Critically, engaging students in practices that promote mental health and well-being must go beyond any single campus unit; it is the responsibility of our entire community to contribute to cultural change (Okanagan Charter, 2015).

Our Role as Instructors

As instructors, we can help students meet our high standards and engage in the complex learning and exploration that we expect of them by creating learning environments that promote well-being. Even small shifts can make a major difference for students. The purpose of this guidebook isn't to make a class easier or less rigorous. Instead, you'll find strategies here for supporting students in meeting the challenges of a demanding curriculum.

Using This Guidebook

As part of WashU's commitment to promoting student well-being, the Center for Teaching & Learning and Habif Health and Wellness have developed this guidebook for instructors. Think of this guidebook as you would a menu. It provides a variety of evidence-based strategies and resources to choose from depending on the needs of your course. The strategies apply to diverse teaching contexts including undergraduate, graduate, and professional programs and include ideas for both small-scale and large-scale changes. We provide ideas you can use in course design, in developing your syllabus, in the first weeks of class, and throughout the semester. As you review the guidebook, remember that it is okay (and encouraged!) to start small — choose one or a few new strategies to try.

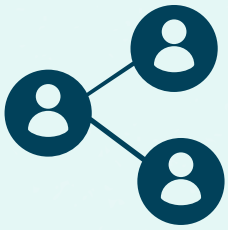
Supporting Students in Distress

In addition to providing strategies for supporting student well-being in your classes, this guidebook also offers suggestions for handling situations where you think a student may be experiencing psychological distress. As instructors, we can fulfill our role in the University's network of support by recognizing warning signs, listening to students, and making referrals to mental health services when needed.

Note: You may recognize some of the strategies in this guidebook as inclusive teaching strategies, which include strategies meant to actively engage and serve the needs of all students. For more ideas specifically about inclusive teaching, visit the Center for Teaching & Learning's inclusive teaching resources.

4 Keys to Well-Being

The strategies and resources in this guidebook are centered around four keys to well-being. While not exhaustive, the keys highlight several important areas that you can focus on in your teaching.



Social Connection

Build a welcoming environment by creating opportunities for connection with you and their peers

Compassion and Stress Reduction

Actively listen to your students, acknowledge their perspectives, and use course policies and teaching practices that help reduce stress

Belonging and Growth Mindset

Show students that mistakes are part of the learning process and help them work through challenges in a way that encourages self-compassion and promotes a sense of belonging

Gratitude and Purpose

Help students appreciate positive experiences and explore links between their coursework and their sense of purpose in life

Benefits of the 4 Keys

Research from educational and social psychology suggests that there are a number of benefits to students when instructors adopt practices that align with the four keys.

Feeling **social connection** positively influences student motivation and persistence (Allen et al., 2008; Walton et al., 2012). Getting to know our students helps them feel valued and invested in the course (Cooper et al., 2017). Additionally, practices that increase social connection often create opportunities to support the other three keys to well-being.

Students with higher stress and lower coping skills tend to have lower academic performance (Frazier et al., 2019; Johnson et al., 2015). By acknowledging our students' lives outside the classroom, we create opportunities to support positive coping and **reduce stress**. Moreover, being **compassionate** contributes to student motivation and helps students feel comfortable seeking assistance (Gurung & Galardi, 2021; Young-Jones et al., 2021).

When students have a **growth mindset**—the belief that intelligence is not a fixed trait, but one that can be improved—they respond better to challenges and failures and have higher academic performance (Burnette et al., 2013; Dweck, 2006). Equally important, when students perceive that their instructors believe they can improve, students feel a greater sense of **belonging**, are more engaged, and perform better (Canning et al. 2019; Muenks et al., 2020).

Expressing **gratitude** increases positive emotion and well-being (Lyubomirsky, 2007; Emmons & McCullough, 2003), which are related to better academic performance (Keyes et al., 2012). In addition, connecting course material to one's **purpose** and values benefits interest, motivation, and engagement (Harackiewicz & Priniski, 2018).

Social Connection

Build a welcoming environment by creating opportunities for connection with you and their peers.

Course Design

- Create opportunities for students to collaborate. When you do, provide structure for students to work together effectively and in a way that promotes inclusion.
- Consider ways in which students can share their perspectives and/or be responsible for contributing to course content, such as posing questions for discussion or giving presentations.

Syllabus

- Include information both about what you expect from students and what students can expect from you. *Example:* If you list an expectation that students read material before class, also state how much reading they can expect and when the readings will be made available.
- Provide learner-centered rationales for course design and policies. *Example:* In a description of weekly quizzes, include a sentence on how they will help students prepare for other assessments.
- Use words and phrases that invoke community, such as “we” and “us,” instead of impersonal words like “students.” *Example:* “In this course, we’ll explore these questions as we work through…”
- Encourage students to attend office hours by letting them know the variety of reasons someone might come to office hours and what they can expect to happen there.

Adaptations for Large Classes

Use educational technologies, such as Canvas and Poll Everywhere, to help you scale-up collaborative learning activities, learn about your students, do welcome rituals, and check in throughout the semester.

Learn as many student names as you can and use name tents so that you can call on all students by name.

Move from the front of the room to walk among the students when possible (e.g., before class starts, during activities).

Consider how your teaching assistants or assistants in instruction can support community. They can learn the names of smaller groups of students, meet with students, summarize responses to student surveys or reflections, and check in with students during activities.

Read this article for additional ideas

First Weeks

- Start learning the names of your students and help them to learn each other's, including pronunciation. Do your best to learn some, even if you can't learn all names.
- Share your personal pronouns and invite students to do so if they are comfortable.
- Share about yourself. *Examples:* Personal connections to the course material, what you like most about teaching, non-academic information (e.g., hobbies).
- Help students overcome discomfort with office hours. *Example:* Make a required or extra credit "assignment" for students to come to office hours during the first few weeks of class. Let students know in advance what it will be like so that they feel comfortable.
- Use a brief survey or activity to learn about your students. Write questions that all students would have an answer to. Ask for information that students will feel comfortable sharing and leave it open enough that students aren't required to share things they don't want to.
    - What is something you enjoy doing (e.g., a hobby, job, book, TV show, family activity)?
    - What is a strength you bring to class—things you do well or unique perspectives?
    - What are you nervous or concerned about in this course or more generally this semester?
    - How can this course support your future learning, professional work, or personal growth?

Throughout the Semester

- Show an interest in student learning. For example, at the end of class ask students to turn in brief responses to reflective questions such as, "What was the most important point from today's class?" or "What is something from this unit that you are interested in learning more about?" Next class, mention a few common themes that students wrote about.
- Incorporate "welcome rituals" at the start of each class.
    - Greet students.
    - Have informal conversations before class. Ask students how they are doing.
    - Play music before class. Allow students to choose the tunes.
    - Start with a brief reflective writing assignment and/or peer conversations.
    - Have students go over homework in groups.
    - Start class by letting students share one WOW (something good that happened recently) or POW (something disappointing that happened recently).

Compassion and Stress Reduction

Actively listen to your students, acknowledge their perspectives, and use course policies and teaching practices that help reduce stress.

Course Design

- Reflect on your course design by trying to step away from your perspective as the instructor and consider your students' perspectives.
- Set deadlines and policies that support students in achieving healthy work-life boundaries. *Example:* Avoid scheduling exams or large assignment deadlines right after school breaks.

Syllabus

- Ask yourself: Do my policies balance structure with flexibility? Structure helps us and our students manage time and workload, while flexibility acknowledges the difficulties students may be facing.
- When designing policies, recognize mental health as a legitimate concern, as you would physical health. Both impact students' abilities to be in class, pay attention, learn, and complete assignments.
- Explicitly mention ways that you are compassionate in your course design and policies. *Example:* "I understand that unexpected things can happen, so to provide some flexibility you can turn in two weekly assignments up to 48 hours late."
- Write policy language in a way that is positive and supports student autonomy. Read through your syllabus and identify negative or controlling language that you can change. *Examples:*

"Don't be late for class."	→	"Being on time to class will support your success."
"Each student must post AT LEAST twice per week or they cannot receive credit."	→	"To help you get the most out of our discussions, I ask you to contribute at least two posts each week in order to get credit."

First Weeks

- Help destigmatize mental health concerns by explicitly talking about your commitment to supporting student mental health and well-being.
- Mention campus resources for mental health (Danforth Campus, Medical Campus) and stress reduction. Remind students about these periodically during the semester, particularly during busy or demanding times.
- Talk about students' concerns and worries about the course; show that it is normal to have these thoughts and feelings. Then discuss strategies to address their concerns and emphasize how they can find support in the course (e.g., office hours).

Throughout the Semester

- When a student comes to you with a question or need, use active listening.
- Give students the benefit of the doubt and avoid making assumptions about the reasons for their behavior. *Example:* If a student doesn't do the reading or gets a bad grade on a quiz, don't assume it is because they don't care about your course.
- Mention ways that you reduce stress and ask students to share what they do. *Example:* "It's been a hard week, so I'm looking forward to going for a walk in the park tomorrow. Does anyone have something relaxing they're planning to do this week?"
- If you're comfortable doing so, it is okay to acknowledge when you are going through hard times without getting into detail in class. This serves as a model for students so that they know they don't need to act like they're fine when they aren't. *Example:* "I have a challenging personal situation that I'm dealing with, so it's going to be an extra day before grades are posted."
- In longer classes, allow for short breaks so that students can stretch, get water, or have a snack.
- Create space in class for students to reset their attention. *Examples:*
  - Incorporate mindfulness activities at the beginning of class or before exams.
  - Get students ready for the day's topic by presenting an image, quote, question, or song that is related to the topic and asking students to make a connection.
  - Have a brief reflective exercise in the middle or at the end of class, such as a Minute Paper.

Mindfulness in the Classroom

Here are several 1-2 minute techniques that you can do at the start of class:

- Ask students to take five slow breaths, inhaling through the nose, then exhaling through the mouth.
- Ask students to think about their favorite place. Ask them to describe it in great detail, using their different senses.
- Try a *Headspace* mini meditation video such as "Let Go of Stress" or "Find Your Focus."
- Use the simply pausing audio exercise.

UCLA Mindful Awareness Research Center: This resource contains several mindfulness meditations lasting 3-20 minutes that are available in 15 languages.

Belonging and Growth Mindset

Show students that mistakes are part of the learning process and help them work through challenges in a way that encourages self-compassion and promotes a sense of belonging.

Course Design

- Have activities and assignments that enable students to use their prior knowledge and strengths.
- Focus on mastery and create a class structure that rewards growth. *Examples:*
  - Use low-stakes formative assessments (e.g., quizzes, brief papers) where students can get feedback before larger summative assessments (e.g., exams, final paper).
  - Create opportunities for students to submit corrections on homework, quizzes, or exams.
  - Ask students to make revisions based on feedback for assignments and projects.
  - Avoid grading exams or other assignments based on a normal distribution (i.e., "curving").
- Create support for gaining self-regulated learning skills that will help students overcome challenges and persist toward goals. *Examples:*
  - Share information about effective goal setting and have activities where students set goals, create specific plans, and monitor their progress. *Examples:* weekly action plan, writing plan.
  - Use assignments that help students reflect on their learning process to identify what they are doing well, where to improve, and how to use course and university resources.
  - Scaffold larger, more complex assignments.

Syllabus

- Explain ways that you encourage growth and mastery through your course design and policies. *Example:* "This course is designed around the concept that learning is gradual and often involves errors before successful demonstration of knowledge and skills. There will often be low-stakes opportunities to practice before higher-stakes assessments."
- Include relevant university, disciplinary, and academic skills resources and highlight how these are helpful for your course. The CTL's syllabus template has descriptions of university resources.

First Weeks

- Talk to students about how to approach your course and provide resources. *Examples:*
  - Talk about resources from your syllabus in a way that will prevent students from feeling that using them means they are less well equipped to succeed than their peers. Send the message that, "successful students seek help, and these are the pathways to help in my course" (Lang, 2020, pg. 185).
  - Provide a list of curated advice from previous students. Include advice that emphasizes the challenges in the course and talks about seeking help to overcome those.

Throughout the Semester

- Highlight progress made so far. *Example:* Discuss improving across multiple paper drafts or exams.
- Talk to students about overcoming unhealthy social comparisons and about perfectionism versus healthy striving in the context of your course.
- Show students that it is okay to not understand concepts right away and to get things wrong. *Examples:* 1) Check understanding in class with a "muddiest point" prompt. 2) If a student contributes an answer that is incorrect, don't dismiss it. Help identify where it went wrong and then consider at least one way to get the correct answer.
- Give "Wise" feedback on student work.
- Use exams and other assignments as teaching tools, rather than the end of learning. *Examples:*
  - Go over parts of an exam or assignment and discuss areas of common struggle, what these mistakes mean for thinking and learning, and how they connect to new learning.
  - Provide students with feedback on assignments, and discuss how to use feedback to improve.
- Talk about how you have grown your knowledge and skills over time through practice. If comfortable to you, consider sharing about a time when you struggled, failed, or made mistakes in an academic or work context, and how you moved through that challenge.
- During difficult times, create opportunities for students to practice self-compassion about their schoolwork, such as within a homework assignment or briefly during class.
- When students show negative thinking connected to cognitive distortions, you can help them reframe by asking them to write realistic statements about what is possible. *Examples:*

"I'm just not good at this."	→	"Facing difficulties is a normal part of learning, just because this is hard doesn't mean I can't do it."
"I know I'm going to fail."	→	"I can't know yet how I will do, I can only try my best to prepare and seek out help."
"I worked hard, and I still failed. I am not meant for this."	→	"I did poorly on one exam, but now I know what to expect and will use new strategies next time."

When a Student is Struggling

What can you do if a student is struggling to understand a concept or if they fail an exam or assignment?

- Consider different approaches for students who do poorly despite exerting great effort and students who are less engaged.
- Listen to the student's perspective and avoid minimizing their concerns (e.g., don't say "This is usually pretty easy" or "This should be straightforward").
- Help normalize struggle as a common part of academics that can be overcome. Example: "Past students who had difficulty with this told me that _____ helped them improve."
- Work with the student to identify specific areas of struggle and 2-3 strategies for improvement.
- Encourage students to check back in and consider reaching out to follow up.

Gratitude and Purpose

Help students appreciate positive experiences and explore links between their coursework and their sense of purpose in life.

Course Design

- Create authentic assessments involving complex, real-world contexts.
- Design activities that help students connect course content to current issues, events, or civic engagement. This can take many forms, such as mock debates, historical role-playing, and reflective journaling.
- Invite outside speakers who can connect learning to civic engagement.
- Work with the Gephardt Institute to incorporate community engagement into a class. There are a variety of ways that you can do this.

Syllabus

- Help create a sense of awe or wonder for the course material. *Example:* At the beginning of your syllabus, incorporate big or essential questions in your field such as "How does language affect our thinking?" "What is truth?" "In what ways is light a particle and a wave?" "Why do people make art?"
- Make connections to students' lives, such as how taking the course prepares students for future learning and professional work or how the course prepares them to be engaged citizens of the world and of their local communities.

First Weeks

- Get students in the habit of savoring the positive early on. *Examples:*
  - Ask students to write about something they are grateful for about the start of the new semester.
  - Use a poll on the first day to have students share a benefit of taking the class.
- Have students set goals for what they want to accomplish in the course. *Example:* "What is a skill that you want to improve on this semester?"
- Ask students to reflect on their personal strengths and how they can use those in your course.

Throughout the Semester

- Have students to spend a few minutes writing about something good that happened in the past week. You can do this periodically (e.g., once a week) or at key times (e.g., the class before an exam).
- Explicitly connect content to students' goals and values where possible and ask students to reflect on how course content relates to their goals and values (personal, academic, or professional).
- Share how course content relates to your own goals and your broader academic field.
- Express an openness to talk informally with students about their goals and life plans.
- When going over an exam or assignment, highlight what students did well before addressing their mistakes or areas for improvement.
- Take a moment to pause during the semester and help students savor a success. *Examples:*
  - After completing a difficult project, ask students to write for a couple minutes about something they are proud of from their work on the project.
  - Encourage students to share about a success with a friend or family member.

Practicing Gratitude in Teaching

Model gratitude for your students and experience the benefits yourself!

- Keep a teaching gratitude journal. Once a week, write about one or two things from your classes that you are thankful for.
- During class, thank students for a good contribution to discussion or for asking a good question.
- When handing back an assignment or after student presentations, express gratitude for the hard work that the class put into it.
- If you have students do mid-semester reflections, such as on their class participation, comment back on those to let individual students know if you are particularly grateful for something they have done.
- In office hours, after class, or an email, thank a student for something they did.
- At the end of the semester, share about how teaching this semester benefited you and what you are grateful for. Invite students to individually reflect or share out about what they are grateful for from the semester.

Supporting Students in Distress

While there is no single best approach for responding to distressed students, there are some broad principles that can guide you. Below you will find information about how to recognize warning signs, express concern, listen, and make a referral to counseling.

Recognizing Warning Signs

Recognizing the warning signs of distress does not require special training or expertise. It does, however, require awareness.

Physical

- Sudden increase or decrease in weight
- Lethargy, lack of energy
- Falling asleep in class
- Frequent illness

Cognitive & Emotional

- Changes in concentration or motivation
- Irritability or anger
- Apathy or hopelessness
- Emotional outbursts, crying
- Direct statements about family or personal issues
- Papers expressing despair or rage
- Mention of harming self or others

Behavioral

- Poor hygiene
- Withdrawal from interactions
- Disjointed or incoherent speech
- Procrastination

Academic

- Large changes in academic performance
- Increased tardiness or absences
- Missed assignments
- Repeated requests for special consideration (e.g., deadline extensions)

Expressing Concern and Listening

"I noticed that you seemed tired during class. Is everything okay?"

- Explain your concerns. Comment on specific, observable behavior. Then wait silently for a moment to see if the student offers a response.
- Don't assume that a mental health concern is the reason for the behavior, just open a dialogue.
- If a student shares their concerns, it is important to listen patiently and receptively. You are providing support for a student when they feel heard and understood.
- It may be difficult for the student to find the right words to explain; be okay with the silence and give them space to think.
- Communicate your understanding by repeating back the essence of what the student has said.
- Offer privacy, but don't promise complete confidentiality. You will need to report if you believe the student or someone else is at risk of harm. Also, if a student tells you of an incident of sexual harassment or violence then you need to report this to the Gender Equity and Title IX Compliance Office.
- Validate what the student says and show that you appreciate them reaching out. *Examples:*

"It sounds like you have a lot going on."

"That sounds hard."

"It's understandable that you would feel that way."

"Thanks for letting me know."

"I'm glad that you came to talk to me about this."

"I appreciate you sharing this with me."

Making a Referral to Counseling

It is important to be realistic and open about your own limits of time, energy, and training. You do NOT need to take responsibility for the student's problem and try to solve it for them.
You do NOT need to act as a therapist. Instead, your goal should be to help students find the professional help that they need.

"I can help you work out a plan to catch up on the course work, but I'm not the best person to help you manage the other things you are dealing with at the moment. Let's talk about who might be able to help you with that..."

When to Make a Referral

In addition to recognizing warning signs, consider referring a student when:

- the student's distress seems to be increasing, and/or if it has been going on for more than a couple of weeks.
- 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 expresses thoughts of suicide. Ethically, intervention on your part is necessary.

Tips for Making a Referral

- Suggest options, gently encourage them to seek support.
- Assure them that seeking counseling is a sign of strength.
- Ask what help they would prefer and support the student's agency.
- Tell the student why your observations have led you to believe that talking with a counselor may be helpful.
- Share your knowledge of campus counseling services, a simple description may alleviate the student's anxiety about the process.
- Talk about making one appointment rather than "going to counseling."
- Respect the student's right to reject or to think about the referral suggestion first, **unless there has been talk of suicide**. The student needs to be motivated and ready to accept help – this cannot be rushed or forced. The student may have a variety of reasons that you are not aware of for deferring or declining formal support.

✕ Don't say:	✓ Do say:
"You need to see a psychiatrist or counselor."	"It sounds like it might help to talk with someone about this; what do you think?"
"Some types of students just need help to get through the semester."	"I'm glad you're thinking about this, your health is important."
"I'll just call Habif for you now."	"Would you like me to call someone for you?"

Things to Avoid

- Minimizing the student's concerns (e.g., "Your grades are so good." "You're doing fine." "I think you're overreacting.").
- Providing so much information that it overwhelms the student.
- Sharing your own experiences in a way that might be triggering or might take focus away from the student.
- Making negative judgments or implications about character or personality:

✕ Don't say: "Why are you coming to me just as the assignment is due?"
✓ Do say: "I'm glad that you came to talk with me about this."

✕ Don't say: "Why have you missed so much class lately?"
✓ Do say: "I've noticed that you missed a few classes. How are you doing?"

Danforth Campus Referrals

Click here for printer-friendly version

Habif Health & Wellness offers a variety of free services for students including individual and couples' therapy, psychiatry services, emotional support and skills groups, eating disorder treatment team, crisis counseling, and assistance with connecting to providers in the community.

Non-Urgent Situations

Resources that you can refer students to:

- Review information about counseling
- Book an appointment on the student portal
- **Contact Habif:** (314) 935-6695, MHSCoordinator@wustl.edu
- **24/7/365 support:** Have student download the Timely Care app and use WashU email to register
- Attend a Let's Talk session

If you have questions about a situation with a student, you can call the Habif Mental Health Coordinator during business hours at (314) 935-6695 or you can call the Timely Care hotline 24/7 at 833-4-TIMELY.

Urgent Situations

For immediate concerns about safety. Stay with the student if you can and feel safe doing so, but do not attempt to subdue or contain them.

- **M-Th 8am-5pm, Fri 9am-5pm:** Call Habif at (314) 935-6695 to speak with the mental health coordinator
- **24/7/365 support:** Have student download the Timely Care app and use WashU email to register
- **If they refuse assistance:** Call campus police (314) 935-5555
- **If they are off-campus:** Call 911 or have them go to the nearest emergency room

Medical Campus Referrals

Click here for printer-friendly version

Student Health Counseling Service offers a variety of free services for students including individual and couples' therapy, group counseling, psychiatry services, crisis counseling, and assistance with connecting to providers in the community.

Non-Urgent Situations

Contact Student Health Counseling Service: (314) 362-2404, Studenthealthservice@wusm.wustl.edu

Find answers to common questions about counseling services

Urgent Situations

For immediate concerns about safety. Stay with the student if you can and feel safe doing so, but do not attempt to subdue or contain them.

- **M-F 8am-4pm:** Call Student Health (314) 362-3523 and ask to speak to one of the psychologists on staff. If not available, ask to speak to a nurse.
- **After hours, weekends, or if they refuse assistance:** Call Protective Services at (314) 362-4357
- **If they are off-campus:** Call 911 or have them go to the nearest emergency room

Acknowledgements

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