

# Caring for the Whole Student

## FACULTY & STAFF RESOURCE GUIDE



SAINT LOUIS  
UNIVERSITY™

## MIND, BODY, SPIRIT.

When students experience challenges, faculty and staff are in a unique position to observe changes and intervene. Although you are not responsible for assessing or treating mental or behavioral challenges, you can play a significant role in helping students identify and utilize appropriate resources to address their concerns. Students are much more likely to use campus resources if a faculty or staff member helps to connect them.



Mental Health Resources

## Campus Resources



### Dean of Students Office

Busch Student Center Suite 356  
314-977-9378  
[deanofstudents@slu.edu](mailto:deanofstudents@slu.edu)



### Student Health Center

Marchetti Towers East  
314-977-2323  
Dial 9 after hours



### University Counseling Center

Wuller Hall 2nd Floor  
314-977-8255  
Dial 9 after hours



### Campus Ministry

Wuller Hall 1st Floor  
314-977-2425



### Department of Public Safety

Wool Center Room 114  
314-977-3000



### Title IX Office

DuBourg Hall Room 36  
314-977-3838



### Suicide Crisis Lifeline

Call or text 988  
Visit [988lifeline.org](https://988lifeline.org)



# How to Recognize When a Student is in Need



Trust your instinct. Showing you care is a part of supporting student mental health and wellbeing. Checking in is much safer than leaving the issue unaddressed. Students need to feel seen, cared for and like they are part of a community.

## Signs and symptoms that could indicate someone might be experiencing mental health challenges or distress include:

- Excessive fatigue or tiredness
- Poor personal hygiene
- Inappropriate or unusual behavior
- Concerning content in assignments
- Missing assignments
- Repeated absences or arriving late
- Decline in academic performance
- Reduced participation in class



## Make a Connection



- Find a way to speak privately.
- Tell them what you are observing directly that makes you concerned.
- Be respectful and kind.
- Ask open-ended questions (e.g., questions that begin with “what”, “how”, and “why”) about how they are doing.
  - Let them know that you are here to listen.
  - Allow the student to speak freely about what is going on. If they are slow to talk, be patient.
- Inform them of resources on campus, and offer to make a connection.
- If the student is not ready to reach out, respect the student’s boundaries and make it clear they can come talk to you at any time.

## Helpful Language You Can Use



### When you notice a student might be in distress:

- “I noticed you seemed upset and wanted to check in. How are you feeling?”
- “I noticed you’ve missed a few classes and wanted to check in. How are you?”

### When a student shares a challenge with you:

- “Thank you for sharing this with me. Let’s brainstorm how we can get you some support. There are helpful resources on campus – can I help you make a connection?”
- “That sounds tough. I’m sorry – I can see this is really affecting you. What are some campus resources that I could connect you with today?”
- “Let me know how I can best support you during this challenging time.”

### When a student needs immediate help:

- “I can tell that you’re very upset, and I’m concerned about you. I’ve worked with the counseling center, and I think they could help. Let’s walk over together.”
- If a student declines support and you are concerned for the safety of others or your own, call DPS or 911 right away.