



*the*  
**RAISE HIGH**  
Guidance for Faculty & Staff to Support  
Student Wellbeing  
*folder*



Student Affairs

# *About Student Wellbeing*

To be well at the George Washington University is to honor the dynamic process of change and growth that involves building resilience, persistence, and positivity in the face of challenges. Faculty and staff play an important role in supporting students' wellbeing and referring students to the appropriate wellbeing resources.

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The Student Support Unit within the Division for Student Affairs is dedicated to creating an inclusive, caring, and empowering environment. By promoting help-seeking behaviors, providing streamlined services, and cultivating meaningful experiences with campus partners, we guide students towards success at GW and beyond.

## **Raise Up GW**

Raise Up GW is a university-wide initiative dedicated to helping students engage in a comprehensive wellbeing experiences across campus. This initiative utilizes the eight dimensions of wellbeing to promote holistic health in daily life.

## **GW REACH Program**

Designed for GW faculty and staff, the GW REACH program seeks to build student Resilience by promoting Engagement with and Access to Campus Health and wellbeing resources. We offer sessions throughout the academic year on a variety of topics.

***For questions and consultation, please contact the the Student Support team at [gwcares@gwu.edu](mailto:gwcares@gwu.edu) or call the Student Support Center at 202-994-1489 during business hours.***

# Indicators of Distress

It is important to remember that students experience distress in different ways and their behaviors may not always be obvious and overt. Faculty and staff should look for not just isolated signs, but also patterns, duration, and severity to flag students who may be in distress. Some examples of indicators of distress are included below.

Please note that this is not an exhaustive list.

| <i>Academic Indicators</i>  | <i>Physical Indicators</i>   | <i>Psychological Indicators</i>   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Sudden decline in quality of work and grades</li> <li>• Academic performance that deviates from the student's norm (including class participation)</li> <li>• Multiple requests for extensions</li> <li>• Overly demanding of faculty and staff time and attention</li> <li>• Bizarre content in writings or presentations</li> <li>• Lack of follow through after meeting with a professor and/or receiving an extension or academic accommodation</li> </ul> | <ul style="list-style-type: none"> <li>• Facial expressions, tone of voice, and body language that deviates from the student's typical presentation</li> <li>• Marked changes in physical appearance (i.e. deterioration in grooming, excessive fatigue, hygiene, or weight loss/gain)</li> <li>• Appearing to be under the influence of a substance</li> <li>• Garbled, tangential, disconnected, or slurred speech</li> <li>• Behavior is out of context or bizarre</li> <li>• Communication that demonstrates delusional and paranoia thinking</li> </ul> | <ul style="list-style-type: none"> <li>• Self-disclosure of personal distress (i.e. family problems, financial difficulties, contemplating suicide, grief)</li> <li>• Unusual or disproportional emotional response to events</li> <li>• Excessive fearfulness, panicked reactions</li> <li>• Irritability or unusual apathy (i.e. taunting, badgering, intimidation)</li> <li>• Expressions of concern about the student by their peers</li> </ul> |

# *How Should I Respond to a Student in Distress?*

**Once you have identified that a student may be in distress...**



## **Q - Question**

Ask questions to identify if someone is at risk for hurting themselves.

*This can sound like:*

- "I've missed you in class. It isn't like you to miss any class time, so I wanted to check-in to see how you are doing."
- "I noticed that you have been submitting your class assignments at 2 AM and arriving to class late. I know this semester can become really hectic, but I just want to make sure you are okay."

Ask follow-up questions to understand the student's point of view.

*This can sound like:*

- "It sounds like you are feeling overwhelmed. Do you have people you can turn to and resources to support you?"
- "I want to make sure I am understanding you correctly. Are you saying that you feel stuck and hopeless?"

If a student makes statements that lead you to believe that they may be experiencing thoughts of hurting themselves, be direct.

*This can sound like:*

- "It sounds like you are really hurting. Are you thinking about killing yourself?"
- "It sounds like you feel unsupported and stuck. Are you thinking about killing yourself?"
- "How long have you been thinking about killing yourself?"
- "What would be / is your plan?"

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## **P - Persuade**

Many students can feel reluctant to seek support or follow-through with the support you intend to offer. Listening and empathizing with the student can contribute to their willingness to seek support.

*Actively listen to the student.*

- Do not interrupt.
- Do not rush to provide your opinion.

Acknowledge the barrier(s) they see in receiving support.

*This can sound like:*

- "It sounds like you've worked with a therapist before and felt it did not help. I wonder if it wasn't the right fit and you might connect better with a different therapist?"
- "It sounds like talking about emotions and working with a counselor may not align with your upbringing."
- "I know this point in the semester is really busy and you are worried that going to the health center will take too long."

Instill hope and encouragement.

*This can sound like:*

- "I know a lot of students are initially hesitant, but really benefit from seeking support at CAPS."
- "You've already done a really brave thing, sharing how you have been feeling with me."

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## **R - Refer**

Follow through by the student cannot always be guaranteed. Submitting a Care Report is another way to support the student.

*Direct “handoff” to ensure the student received the support you suggested.*

- “Why don’t we walk over to the Student Health Center together?”
- “While I have you here, can I write down the contact information for the following resources...?”

Create a follow-up plan.

*This can sound like:*

- “I want to make sure you are connected with someone at CAPS. Could we check-in next week and see how you are doing?”

If a student is resistant or you do not feel comfortable following up with them. Discuss how you will know that they sought the support they need.

*This can sound like:*

- “Can we discuss how I will know that you are connected with \_\_\_\_\_?”
- “Who do you feel comfortable discussing my referrals with, and who can also hold you accountable to following through on those referrals?”

# *Student in Distress Response Protocol*

**Does the student's behavior present a potentially imminent risk to the health and safety of themselves and/or others?**

***YES***



The student's conduct is clearly and imminently reckless, disorderly, dangerous, or threatening -- including self-harm behavior



Call GW Emergency Services at 202-994-6111

***MAYBE***



The student shows signs of distress, but I am unsure how serious it is. My interaction has left me feelings uneasy and/or really concerned about the student



Submit a CARE referral or call the Student Support Center at 202-994-1489 during business hours

***NO***



I am not concerned for the student's immediate safety, but the individual is having significant academic and/or personal issues and could use some support



Submit a CARE referral, or call the Student Support Center at 202-994-1489 during business hours

**WE WELCOME YOUR FEEDBACK**  
**Email [gwcares@gwu.edu](mailto:gwcares@gwu.edu) with any comments and questions.**

# Campus Resources

Campus resources noted as **CONFIDENTIAL (C)** will not be able to share reciprocal information to you regarding a student. All resources are available to both undergraduate and graduate students unless noted as (UG). Faculty and staff are encouraged to share concerns about student wellbeing through official University channels. As a reminder, most faculty and staff are considered designated reporters and are required to promptly report any information they learn about suspected or alleged Title IX violations.

## Reporting Forms to Know

- [Academic Integrity Form](#)
- [Bias Incident Reporting Form](#)
- [CARE Referral](#)
- [Student Conduct Concern](#)
- [Title IX](#)

## Emergency/Urgent Resources

- [GW Emergency Services \(GWPD & EMERG\)](#): 202-994-6111. GW Emergency Services can loop in appropriate campus partners as needed.
- [Sexual Assault and Intimate Violence \(SAIV\) Helpline \(C\)](#): 202-994-7222. This is a new confidential helpline provided jointly through Title IX and OAS.

## Student Assistance Funds

In partnership with the CARE Team, [Student Assistance Funds](#) can be used to cover a variety of student expenses. Student hardship and emergency fund applications are reviewed on a weekly rolling basis during the academic year.

## The Store: GW's Food Pantry

[The Store](#) is a student-run food pantry that provides resources and support for students living with food insecurity. GW Dining also offers a [Swipes Out Hunger](#) initiative where GW community members can donate their unused GWorld funds to support The Store.

## Raise Up GW

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## GW REACH Program

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# Campus Resources

## Physical Wellbeing Resources

- [Campus Recreation](#) provides programming in the areas of intramural and club sports, fitness and wellness instruction, and informal recreational opportunities.
- [GW Dining](#) is the main source of information on how to manage your dining plan, find vendors partnered with GW, and learn more about nutrition.
- [Student Health Services \(C\)](#) is the first stop for all student medical care, including: diagnosis and treatment of illness, injury, and ongoing conditions. Contact at 202-994-5300, option 1.
- [The Store](#) is a student-run food pantry at the George Washington University that provides resources and support for students living with food insecurity.
- [Academic LiveCare \(C\)](#) features additional counseling services, urgent medical care, therapy, and psychiatry appointments at no cost to full-time GW students.
- [Lifestyle, Sports, and Physical Activity Courses](#) offers a range of sports and activity classes that give GW students a chance to learn a new activity or to improve their skill level while having a memorable experience with classmates.
- [Disability Support Services](#) works collaboratively with students, faculty and staff across the campus to foster a climate of universal academic excellence, while also promoting disability culture and GW's broader diversity and inclusion initiatives.

## Emotional Wellbeing Resources

- [Counseling and Psychological Services \(C\)](#) offers individual consults, skills, workshops, group therapy, community referral resources and crisis intervention. Contact CAPS at 202-994-5300, option 3.
- [GW CARE Team](#) is a pathway to connect students with the additional support and resources they may need to persist and succeed at GW and beyond.
- [Office of Advocacy and Support \(C\)](#) is a resource for GW community members experiencing trauma or any other form of violence through 1-1 support and prevention programming. Important to note that OAS is only confidential for Title IX situations.
- [Title IX Office](#) responds to reports of sexual misconduct, and also provides prevention and response programming for the GW community. If there is not immediate danger, contact the Title IX Office at 202-994-7437.
- [Student Rights and Responsibilities](#) engages across GW to foster equitable and restorative accountability to community standards through promoting individual rights and communal responsibilities, supporting community members to identify and repair harm, and growing community capacity for conflict management.
- [SilverCloud \(C\)](#) provides personalized mental health tools. All GW students have free access to SilverCloud's Digital Mental Wellbeing Platform. It is fully confidential, and accessible 24/7 from a smartphone, tablet or computer.

# Campus Resources

## Financial Wellbeing Resources

- [Career Services](#) offers career coaching, self-assessment, online resume and cover letter development and assistance with networking and interviewing to help students.
- [Military & Veteran Services](#) provides student veterans, dependents, and military personnel with excellence in service through timely and accurate benefit processing, high-quality customer service, and supportive community-building activities.
- [Office of Student Financial Assistance](#) administers financial aid to both undergraduate and graduate students.
- [Student Accounts Office](#) provides information about a student's tuition bill and can help with creating payment options to pay their tuition.

## Environmental Wellbeing Resources

- [Sustainable GW](#) supports efforts in action, academics, and research that promote healthy and thriving resource systems for all.
- [Composting at GW](#) offers a weekly food waste drop-off program. Food waste is collected by volunteers and then sent to Prince George's County Organics Compost Facility.
- [Planet Forward](#), a project hosted at the George Washington University School of Media and Public Affairs, teaches, celebrates, and rewards environmental storytelling by college students.
- [GW TRAILS](#) is GW's outdoor adventure and leadership program that is committed to connecting the GW community to the outdoors.

## Social Wellbeing Resources

- [Campus Living and Residential Engagement](#) (UG) seeks to create opportunities to engage in meaningful connections, continued self discovery, and responsible leadership through their housing facilities, residential programs, and student leadership opportunities.
- [GW Engage](#) is the central platform at the University for all students to connect with and learn more about the 500+ student organizations on campus.
- [Student Involvement](#) offers students the opportunity to create a home away from home through student organization, fraternity and sorority life, and leadership opportunities.

## Intellectual Wellbeing Resources

- [Academic Advising](#) is offered through each GW school and can assist you with helping to ensure that you are on track for graduation, and can help you navigate through academic policies at the University.
- [Academic Commons](#) connects the GW community to the academic services and resources throughout the university. Academic Commons includes peer tutoring and the Ask Us Desk.
- [Office for Student Success](#) (UG) embraces a holistic approach to student success to support the academic progress, student engagement, and well-being of all students.

# Campus Resources

## Spiritual Wellbeing Organizations

- [GW Catholics](#) at the Newman Center makes it a priority to foster and encourage the spiritual growth of its community.
- [GW Hillel](#) offers services and programming for Jewish students of all backgrounds and interests to plug into Jewish life at GW.
- [Career Services](#) offers career coaching, self-assessment, online resume and cover letter development and assistance with networking and interviewing to help students.

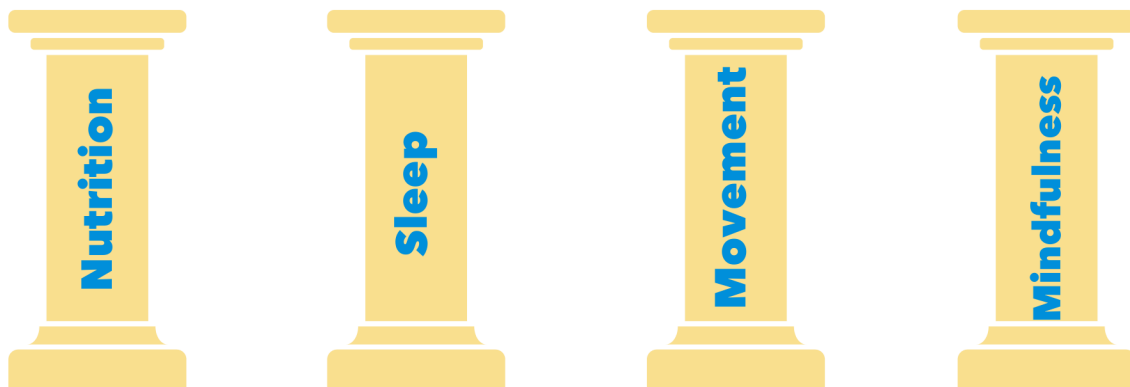
## Cultural Wellbeing Resources

- [Honey W. Nashman Center for Civic Engagement and Public Service](#) seeks to integrate civic engagement into GW's educational work both on and off campus.
- [International Services Office](#) facilitates international educational exchange through its services and programs. It serves as the primary administrative, programming, and advising office for the GW international community.
- [Multicultural Student Services Center](#) leads university student diversity initiatives to ensure the same high quality university experience for all students through student leadership opportunities and cultural education.
- [Office of Diversity, Equity, and Community Engagement](#) provides leadership, resources, and support to advance and sustain inclusive environments for our faculty, staff, and students across the university.

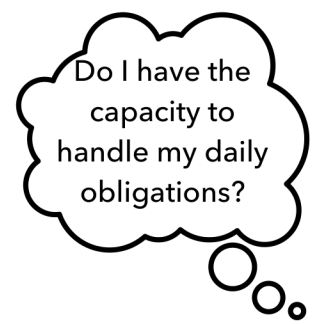
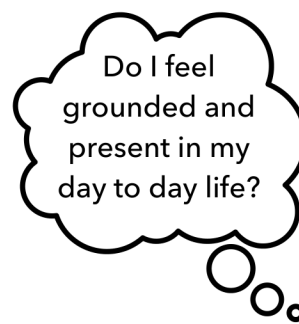
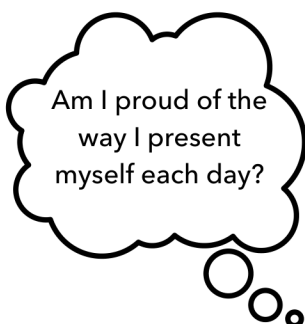
# Taking Care of Yourself

We rarely take time to ask ourselves, “What have I done for myself today?” Students, family members, jobs, and other obligations typically come before. We can ignore our needs, but after a while it begins to take a toll.

## The Four Pillars of Mental Health



Here are some questions to ask yourself, in identifying whether you need to step up and/or change your daily self-care routine:



**Use this [self-care worksheet](#) to identify what you currently do to take care of yourself and where you might expand. Our needs differ over time, which means your sources for self-care will also need to be modified. GW also provides access to [mindfulness apps](#) and [online therapy](#)!**



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