As a faculty or staff member, you may be the first person that a student turns to for help or you may be one of the first people to notice behaviors that are concerning.

This guide is designed to assist you in:

- 1) knowing some common causes of distress;
- 2) identifying possible warning signs of distress;
- 3) helping a student in distress;
- 4) referring a student to the Counseling Center.
- Relationship breakup
- Loss of a loved one
- Fæling lonely
- Serious illness or injury
- Not fitting in with peers
- Religious conflicts
- Physical abuse or assault
- Depression
- Disordered eating
- Loss of a goal or a dream

- Family conflict
- Divorce of parents
- Academic pressure or failure
- Difficulty adjusting to the university
- Unplanned pregnancy
- Sexual abuse or assault
- Identity confusion
- Drug and/ or alcohol abuse
- Career indecision
- Perfectionism

If you have noticed any of these warning signs, or any other signs that have you concerned, you are faced with the decision of whether or not to intervene. Your interest in your student's well-being can make an important difference to a person in distress and may help the student to be successful at Maryville. The Counseling Center is always available to talk with you if you are concerned about a student and would like to discuss possible ways to help. We also highly encourage all faculty and staff to complete the "Ask, Listen, Refer" online suicide prevention training program available at: www.asklistenrefer.org/ maryville.

## If you decide to intervene:

- 1) Talk to the student privately to help minimize embarrassment and defensiveness.
- 2) Do not promise the student confidentiality regarding what he or she shares.
- 3) Listen carefully and respond to both the content and the emotions of the situation.
- 4) Discuss your observations and perceptions of the situation directly and honestly.
- 5) Express your concern in a non-judgmental way. Respect the student's value system, even if you do not agree with it.
- 6) Assist the student with problem solving: identify options for action and resources available for help.
- 7) Let the student know the limits on your ability to help him or her.
- 8) It often helps to remind the student that most successful people have used some sort of counseling or