



REFER To Resources

Help students in distress access Western's support network with these referral tips and resources.

If safety is an immediate concern, call 911 or University Police at 360-650-3911 without hesitation.

REFERRAL TIPS

- USE ACTIVE LISTENING**
Make eye contact and give your full attention. Restate what the student says to make sure you understand what is causing their distress.
- ASK DIRECT QUESTIONS**
Don't be afraid to directly ask the student if they are having thoughts of harming themselves or others. By asking, you are NOT instilling the thought.
- GIVE CONCRETE HELP**
If comfortable doing so, offer to help them call a campus resource such as the Counseling Center or to walk with them to the resource office.
- INFORM YOUR SUPERVISOR**
Make sure to alert your supervisor/chair about your interaction. The Family Educational Rights and Privacy Act (FERPA) permits communication about a student of concern in connection with a health and safety emergency.
- BE AWARE OF MANDATORY REPORTING REQUIREMENTS**
If a student discloses an incident of sexual or gender-based harassment or assault, it must promptly be reported to Western's Title IX Coordinator at 360-650-3307.

RESOURCES

- UNIVERSITY POLICE**
Emergencies: 911 or 360-650-3911
Non-emergencies: 360-650-3555
- COUNSELING CENTER**
360-650-3164 (select option 1 for help after hours)
- OFFICE OF STUDENT LIFE**
360-650-3706, M-F: 8AM-5PM
- STUDENT HEALTH CENTER**
360-650-3400, MTWF: 8:30AM-4PM; THUR: 9:30AM-4PM
- CASAS – ADVOCACY SERVICES FOR SURVIVORS OF SEXUAL VIOLENCE**
360-650-3700, M-F: 8:30AM-4:30PM
- ADCAS – ALCOHOL & OTHER DRUG SUPPORT SERVICES**
360-650-6865, M-F: 8:30AM-4:30PM
- LGBTQ+ WESTERN**
360-650-7500, M-F: 8AM-5PM
- DISABILITY ACCESS CENTER**
360-650-3083, M-F: 8AM-5PM
- RESIDENCE LIFE**
360-650-2960, M-F: 8:30AM-4:30PM

Information courtesy of Prevention and Wellness Services. Learn more at pws.wvu.edu/redfolder. To receive this information in an alternate format, contact pws@wvu.edu. AA/EO. Rev. 1/2020.

Refer
the student to
campus support
resources

REFER



Respond
appropriately to
the student
in distress

RESPOND



Recognize
the signs
of a student
in distress

RECOGNIZE



RED FOLDER PROJECT

A quick reference guide for recognizing, responding to, and referring Western students in distress.





RECOGNIZE Signs of Distress

Look for groupings, frequency, and severity of behaviors, not just isolated symptoms.

ACADEMIC	PHYSICAL	PSYCHOLOGICAL	SAFETY RISK
<ul style="list-style-type: none"> <input type="checkbox"/> Sudden decline in academic performance <input type="checkbox"/> Frequently missing classes or assignments <input type="checkbox"/> Disturbing content in writing or presentations <input type="checkbox"/> Monopolizing class discussion <input type="checkbox"/> Disrupting class (e.g., yelling or cursing) <input type="checkbox"/> Confrontations with peers or instructor <input type="checkbox"/> Repeated requests for special consideration (e.g., deadline extensions, changes in requirements, grade changes) 	<ul style="list-style-type: none"> <input type="checkbox"/> Increased illness <input type="checkbox"/> Marked changes in physical appearance (e.g., poor hygiene, sudden weight gain/loss) <input type="checkbox"/> Uncharacteristic behavior indicating loss of contact with reality <input type="checkbox"/> Visibly intoxicated or smelling of alcohol or cannabis <input type="checkbox"/> Rapid speech or excessively anxious or erratic behavior <input type="checkbox"/> Excessive fatigue or sleeping in class <input type="checkbox"/> Observable signs of injury (e.g., facial bruising or cuts) 	<ul style="list-style-type: none"> <input type="checkbox"/> Self-disclosure of family problems, financial difficulties, or other personal distress <input type="checkbox"/> Unusual or disproportionate emotional response to situations <input type="checkbox"/> Excessive tearfulness <input type="checkbox"/> Panic reactions <input type="checkbox"/> Uncharacteristically troubled, confused, anxious, irritable, sad, hopeless <input type="checkbox"/> Peers expressing concern for student 	<ul style="list-style-type: none"> <input type="checkbox"/> Verbal, written, or implied intent to harm self or others <input type="checkbox"/> Unprovoked anger, hostility, or physical violence (e.g., shoving, grabbing, assaulting, use of weapon) <input type="checkbox"/> Academic assignments dominated by themes of extreme hopelessness, helplessness, isolation, rage, despair, violence, self-injury <input type="checkbox"/> Stalking or harassing <input type="checkbox"/> Reckless, disorderly, or dangerous conduct <input type="checkbox"/> Making threats or disturbing comments via email, text, phone calls



RESPOND Appropriately

Use this decision tree to determine the most appropriate response to a student in distress.

*Is the student an imminent danger to self or others?
Does the student need immediate assistance?*

