

Faculty Guide to Supporting Student Mental Health

How to create a culture of care on campuses



The Jed Foundation

Faculty Are on the Frontlines

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This guide will walk you through straightforward—but significant—steps you can take to:

Support

Recognize

Reach out

Connect

B. The μ is the mean of the distribution of the sample means. The σ is the standard deviation of the distribution of the sample means. The n is the sample size. The μ is the mean of the population. The σ is the standard deviation of the population. The n is the sample size.

H R O S W I S I L S

Some students may exhibit behaviors that are concerning to you. These behaviors may include:

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- Missed assignments
- Repeated absences
- Decline in academic performance
- Reduced participation in class
- Excessive fatigue
- Poor personal hygiene
- Inappropriate or exaggerated behavior
- Alarming or worrisome content in assignments

H R O S W I S I L S



DO

- Find a way to speak privately to the student, for instance after class when other students have left, or in your office.
- Tell them what you are observing that makes you concerned.
- Ask open-ended questions about how they are doing.
- Let them know you are here to listen and connect them to support if they need it.
- Share campus resources and ask if they need support or help in accessing them.
- Report any concern that a student is at immediate risk (see next page) to campus authorities (BIT or CARE teams, counseling center, or campus security).



DON'T

- Underestimate the student's struggles. It is far better to check in unnecessarily than to dismiss a potentially harmful situation.
- Promise confidentiality – school guidelines might require you to report a student who is at immediate risk of harming themselves (see next page).
- Leave the student alone if you feel they are at immediate risk.

H K W S N I H

A student may be at immediate risk and should be connected to professional mental health services right away if they:

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What to do:

- Stay calm. Try to stay with the student until help arrives.
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Ways to approach a struggling student.

- . I've noticed you've seemed a little down lately, so I wanted to check in with you. What's been going on,,
- . I noticed you missed class a few times. What's going on for you,,
- . You seem really tired in class lately. How are you doing these days,,

Ways to respond when a student shares their struggle with you.

- . I'm so glad you told me about this. Let's brainstorm how we can get you some support,,
- . Thank you for sharing this with me. There's good support on campus I'll help connect you to it,,
- . Wow, that sounds really hard. It makes sense you are struggling. Let's figure out what on-campus supports can help you right now,,

Ways to talk with a student who needs immediate help.

- . I understand that you are hurting right now. I am here to help you and connect you to good support on campus,,
- . I hear that you feel hopeless right now. I've worked with the counseling center, and I think they could help. Let's walk over together,,
- . I can tell that you're very upset, and I'm concerned about you. I'm going to connect you with someone who can help you stay safe,,

If a de dec e ca ca ec



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