
Syllabus: Course #88-512A, Summer 2019

Counseling Skills for Healthcare Professionals

About the Coursemaster



Contact Information:

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Preferred method of contact: [email](#) –I will respond within 24 hours during the week, weekends may take longer

Virtual Office Hours: N/A

In-Person Office Hours: By Appointment

Welcome: *Thanks for signing up to spend your summer learning about counseling skills! Counseling skills are very important and have applicability in many settings outside of mental health care. My intention for this course is to provide a variety of learning experiences to give you a basic background in applied counseling skills. This is a broad topic with a lot of flexibility, so please let me know what you want to learn.*

Coursemaster Biography:

I am a Clinical Psychologist and faculty member in the Department of Psychiatry. The aims of my research program are to advance the identification and treatment of perinatal mood disorders with the goal to both address maternal suffering and ameliorate risk of intergenerational risk transmission of psychopathology to offspring. Specifically, I am interested in developing psychosocial interventions for perinatal depression that are not only effective in reducing depressive symptoms in mothers, but also in preventing adverse infant outcomes. A key area of focus is on women from impoverished backgrounds where there are substantial barriers to health care and high risks of abuse and neglect of infants and young children. I have found that social relationships during pregnancy are extremely important, and I am working on ways to modify intervention strategies to

ameliorate this risk. A key aspect of my work is to determine how perinatal mental health interventions can be delivered to those most at risk. In collaboration with others, I am also investigating mitigating the risk of child maltreatment with early screening and intervention during pregnancy as well as infant outcomes brain and behavior outcomes of maternal cannabis use during pregnancy.

In addition to this course, I teach psychotherapy to MSW students at the George Warren Brown School of Social Work and to psychiatry residents here at the medical school. I also supervise clinical psychology doctoral students through the Perinatal Behavioral Health Service. I am a co-leader for Balint groups for OB-Gyn residents.

Teaching Philosophy:

This course will involve interactive class discussion, role play, individual and group supervision, technique demonstration, and student case presentations. These teaching strategies will be used to help students master the theoretical approaches and necessary skills needed to implement counseling strategies across a variety of health care settings. It is expected that each student will be actively involved in this course; thus, active participation in class discussion, role-play, and case presentation is mandatory.

About This Course

Required Texts:

- Wedding D., & Stuber, M.L. (2010). *Behavior & Medicine*, 5th Edition. Hogrefe Publishing.
- Additional journal articles or other readings will be posted on Canvas and available electronically. These will be available on the first day of class.

Other Course Materials:

- Other course materials such as videos or websites will be available on Canvas.

Course Description:

Students learn counseling skills necessary to promote self-care behaviors in individuals including techniques for adapting communication style to cultural needs and developmental differences. Topics will include theoretical models of counseling and ways to apply counseling and behavior change techniques in a variety of healthcare settings including: primary care, pain, exercise, smoking cessation, weight loss, family/caregiver communication, and others. Upon course completion, students are able to identify and demonstrate basic interviewing and counseling skills, recognize barriers to effective communication and generate appropriate counseling strategies, and adapt communication style to the special cultural needs and developmental differences of the individual.

This course will be a discussion-based seminar. Course content will include reading, videos, and skills demonstrations. A variety of learning methodologies will be used including group exercises, role-play practice of skills, self-assessment, and writing.

Goals of the Course: By the end of this course, participants will be able to:

- Demonstrate knowledge about various counseling models
- Identify and demonstrate basic interviewing and counseling skills.
- Demonstrate increased observational and self-evaluation skills.
- Identify elements necessary for evaluating both the individual and the counselor.
- Recognize barriers to effective communication and generate appropriate counseling strategies.
- Adapt communication style to the special cultural needs and developmental differences of the individual.
- Strengthen skills in giving and receiving feedback through role play activities.

Homework:

Students are expected to complete assigned readings prior to class and be prepared to contribute to in-class discussions. Students are also expected to post answers to reflection questions or other substantial comments about the weekly readings and in-class discussion on the Canvas discussion board thread.

Major Assignment Descriptions:

End of Class Reflection 14 points

Learning is enhanced if we are given a chance to reflect, review, and personally relate to the material and how we might apply it. At the end of each class students will be given a set of questions to guide reflection on what they learned in class that evening and how it might be applied. Students will also be asked to reflect on their participation in class and goals for future participation.

Discussion Board Posts 16 points

Learning doesn't occur only during class time. The instructor will provide guided questions to help facilitate student learning from assigned readings. Students will demonstrate knowledge synthesis by posting to the discussion board. Material must be regarding at least one chapter or one assigned journal article. One post per class session is required. Additional substantive posts will be awarded .25 bonus points. Detailed guidelines will be provided during our first class meeting.

Lead a Seminar discussion 20 points

You will be expected to lead a discussion in class based on course readings. You can provide a role play activity, show video examples, summarize related articles, and/or asked directed questions to accompany the discussion. You are expected to summarize the assigned course reading as part of the discussion. Course readings for each student will be designated on the first course day. We will be using a modified "student-facilitator discussion" approach to this activity. As such, it is very important to note that the ENTIRE class is responsible for the materials discussed in class, NOT JUST THE FACILITATOR! The instructor will participate as a member of the group and will follow the same guidelines unless needed to step out of that role if discussion goes awry. Both facilitation skills and preparation and participation in discussions will count toward final points awarded.

Final Research Paper 30 points

You will be required to write one 4-6 page double-spaced research paper on a counseling topic of interest to you that integrates readings from at least 5 journal articles. The purpose of this paper is to critically evaluate the readings from a professional, real world perspective. Therefore, you can include examples from your own professional experiences within the paper. You are expected to access articles from the American Counseling Association (ACA) journals (see www.counseling.org, for a list of ACA journals) and/or other related counseling and psychological journals on any of the topics below or another topic of interest (please get instructor approval of paper topic):

Example topics

Multicultural issues in Counseling
Counseling/Communication theories
Dealing with Difficult Clients
Legal and Ethical Issues
Counseling Health and Wellness
Counseling and spirituality

Class Participation:

Participation in class discussions and activities is crucial for learning in the class and is therefore required. It is expected that all interactions in class will be civil, respectful, and supportive of an inclusive learning environment for all students. Students should approach me, the department chair, or an advisor, about any concerns they may have about classroom participation and classroom dynamics.

Technology Requirements:

At a minimum, you will need the following software/hardware to participate in this course:

1. Computer with an updated operating system (e.g. Windows, Mac, Linux)
2. Updated Internet browsers
3. Ability to navigate the Canvas Learning Management System (mycanvas.wustl.edu)
4. Minimum Processor Speed of 1 GHz or higher recommended.
5. DSL or Cable Internet connection or a connection speed no less than [6 Mbps](#).
6. Media player such as [VLC Media Player](#).
7. [Adobe Flash player \(free\)](#)
8. [Adobe Reader or alternative PDF reader \(free\)](#)
9. [Oracle Java plugin \(free\)](#)
10. [Microsoft Silverlight plugin \(free\)](#)

Time Requirements

For face-to-face courses in the CRTC program it is expected that you will be in class 1 hour per week for each credit of the course a week plus travel time (i.e. this is a 3 credit course in 10 weeks so that is 4 hours a week). In addition it is assumed you will be doing homework and reading assignments that take at least double that time. You should anticipate your time commitment for this course to be at least 9-12 hours a week.

Course Schedule (subject to modification)

Dates	Topic	Readings Due	Assignments Due
June 5	Introductions Review Syllabus Review Assignments Establish course goals Assign presentation topics and dates	Text Chapter 1	End of class reflection
June 12	Counseling/ Psychological models Common factors Skills practice	Text chapters 13, 15-16; Class 2 journal articles	End of class reflection
June 19	Specific psychological models Skills practice	Text chapters 10, 24-25; Class 3 journal articles	End of class reflection
June 26	Counseling and behavior change Challenging behaviors Work on Student led projects	Text chapters 7,8,9,11; Class 4 journal articles	Discussion posts (from classes 2-4) due by 9:00am on July 1
July 3	Student Led Discussion Engagement Strategies Compassion Fatigue	Text chapter 2 Class 5 journal articles	Class Presentations End of class reflection
July 10	Student Led Discussion Multicultural Issues Difficult Patients	Text chapter 20, 22, 23 Class 6 journal articles	Class Presentations End of class reflection
July 17	No in-class meeting. Catch up on readings, discussion board posts, student led projects		Discussion posts (from classes 5-6) due by 8:30 pm
July 24	Student Led Discussion Behavioral Economics Aging	Text chapters 5-6 Class 8 journal articles	Class Presentations End of class reflection Instructor approval on paper topic
July 31	Student Led Discussion Children & Youth Legal and ethical issues	Text chapter 3, 14 Class 9 journal articles	Class Presentations End of class reflection

August 7 Work on Final Papers
Final wrap-up and celebration

Discussion posts (class 7&8) due by
8:30pm
Final Paper Due by 8:30pm

Assessment/Grading

Grade Composition:

Summary of Course Assignment Point Values:

Class Participation	20 points
Class Reflections	14 points
Discussion Board	16points
Student Presentations	20 points
Final Paper	30 points
Total	100 points

Grading Scale: This course utilizes the standard CRTC grading scale. The grade value for each letter grade is as follows:

Grades/sub-grades	Course Points	4-point scale
A+ (98% to 100%)	98-100	4.00
A (93% to 97%)	93-97	4.00
A- (90% to 92%)	90-92	3.7
B+ (88% to 89%)	88-89	3.3
B (83% to 87%) – minimum for Core courses	83-87	3.00
B- (80% to 82%)	80-82	2.7
C+ (77% to 79%)	77-79	2.3
C (73% to 77%) – minimum for Electives	73-77	2.00
C- (70% to 72%)	70-72	1.7

Penalties for Late Work:

Late assignments are penalized 10% of the total point value per each day late. For example, if a paper worth 20 points is submitted two days late 4 points (10% of 20 =2) will be taken off the total grade for that paper.

Attendance Requirement for Face-to-Face Course:

In-class participation is an important part of the coursework taken as part of the MSCI or AHBR programs and the clinical research training programs within the CRTC. Students are expected to **physically attend at least 75% of class sessions** for each course they take. Students whose professional duties or personal circumstances prevent them from meeting this program attendance requirement must receive prior written approval of the coursemaster(s), and agree on an alternate plan to achieve course objectives and earn academic credit.

Technology Usage During Class:

Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Feedback and Grading Timeline:

Discussion board posts will be checked twice weekly. Final papers will be graded as soon as possible before final grades are due. Student led discussion grades will be posted after all students have completed their presentations.

Discussion Rubrics:

Online Discussion Rubric

Criteria	Exceeds Expectations	Competent	Developing	Novice
Promptness and Initiative	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative	Responds to most postings within a 24-hr period; requires occasional prompting to post	Responds to most postings several days after initial discussion; limited initiative	Does not respond to most postings; rarely participates freely
Delivery of Post	Consistently uses grammatically correct posts with rare misspellings	Few grammatical or spelling errors are noted in posts	Errors in spelling and grammar evidenced in several posts	Poor spelling and grammar in most posts; posts seem hasty
Relevance of Post	Consistently posts topics related to discussion topic; cites additional references related to topic	Frequently posts topics that are related to the discussion content; prompts further discussion of topic	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks
Expression Within the Post	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic	Opinions and ideas are stated clearly with occasional lack of connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Does not express opinions or ideas clearly, no connection to topic
Contribution to Learning Community	Aware of needs of community; frequently attempts to motivate the group discussion;	Frequently attempts to direct the discussion and to present relevant viewpoints for	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with the group	Does not make effort to participate in learning community as it develops, seems indifferent

	presents creative approaches to topic	consideration by group; interacts freely		
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Online Class Netiquette/Behavior:

- **Be self-reflective** before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard and remembered by others in the class.
- **Use effective communication.**
 - Avoid the use of all caps or multiple punctuation elements (!!!, ??? etc.).
 - Be polite, understate rather than overstate your point, and use positive language.
 - If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.
- **Ask for clarification** to a point if you feel emotional from a classmate’s post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.
- **Sign your name.** It is easier to build a classroom community when you know to whom you are responding.
- **Foster community.** Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.
- **Be constructive.** You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
- **Keep the conversation on topic** by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, please post it in another thread.
- **Define your terms.** When using acronyms or terms that are particular to your field (or new to our course), please define them for others.

Technical Support

If you have any technical problems accessing [MyCanvas](#) please e-mail ahbr@email.wustl.edu. Note this mailbox is not monitored in the evening or on weekends. If you need immediate help after hours please submit a service request to <https://wusm.service-now.com>.

AHBR Core Competencies for Master’s Degree Candidates

The following AHBR competencies are met by this course.

Core Thematic Areas	Competencies
1) Describe the role and interaction of key determinants of health status, health behavior, and health behavior change from a	<ul style="list-style-type: none"> • Describe the impact of socio-ecological, biological, and psychosocial determinants on health status, health behavior, and health behavior change.

biopsychosocial perspective across the lifespan.	
2) Describe and apply relevant theories, concepts, and models from social and behavioral science to both understand and modify health behavior and health outcomes.	<ul style="list-style-type: none"> • Identify theories, concepts and models from a range of social and behavioral disciplines that are used in health behavior research. • Understand how to operationalize and measure theoretical constructs. • Describe how theory is useful in better understanding why individuals do or do not engage in health behaviors. • Describe how theory is useful in understanding the determinants of health outcomes. • Describe the merits of using theory to inform interventions and their evaluation. • Apply principles of health behavior change theories across different settings and audiences. • Recognize the need to adapt programs and messages when applying theory in diverse populations. • Describe some of the challenges of using social and behavioral theories and models to inform programs involving multiple levels of change (e.g., individual, family, community, organizations).
3) Describe and apply ethical principles relevant to health behavior research and practice.	<ul style="list-style-type: none"> • Describe the ethical codes and principles relevant in health behavior research. • Understand the ethical implications of emerging research, technology, and societal trends relevant to public health and medicine (e.g., expansion of public health genetics and genomics, commercialization of health services and products).
4) Describe and apply the knowledge and skills necessary to interact with diverse individuals and communities .	<ul style="list-style-type: none"> • Understand the principles of social justice and equity when interacting with diverse individuals and community settings. • Understand the concepts and skills involved in designing culturally appropriate health communication strategies.

Course Policies

Please refer to the [AHBR Scholar Handbook](#) for complete program policies and information.

Participation (Expectations):

- It is vitally important that our classroom environment promote the respectful exchange of ideas. This entails being sensitive to the views and beliefs expressed during discussions whether in class or online.
- Your success in this course will heavily depend on your ability to communicate, engage and participate in all course activities. Successful completion of this course requires that a student keep up with all assignments and prep work for the lab components.

If you are unable to participate in the scheduled class activity or discussions you must notify the coursemaster within the week of that class module or discussion. **An unexcused failure to engage or participate with the class will be counted as an absence; unexcused absences may result in failure.** The coursemaster reserves the right to make judgment to accept and/or make-up assignments missed because of failed participation in the course activities.

Drop Dates:

If the occasion should arise that you want or need to drop this class, please see me first. You can drop for any reason during the course of the semester, however you may only receive a partial or no tuition reimbursement depending upon how far into the semester you drop the course. See the [Academic Calendar](#) for your program for specific dates and reimbursement policies. Note, late withdrawals will also appear on your transcript as a

withdrawal.

CRTC Academic Policy Guidelines:

Guidelines regarding CRTC course registration and enrollment, grades, tuition obligation, and academic leave are consolidated in the [CRTC Academic Policy Guidelines](#). Please take a moment to review this document.

CRTC Guidelines for Academic and Non-Academic Transgressions:

By registering for this course you have agreed to the terms of the [CRTC Guidelines for Academic and Non-Academic Transgressions](#). If you have not already reviewed this policy, please be sure to before beginning any CRTC related coursework.

Academic Integrity/Plagiarism:

- Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. One form of academic dishonesty is plagiarism – the use of an author's ideas, statements, or approaches without crediting the source. Academic dishonesty also includes such acts as cheating by copying information from another student. **Plagiarism and cheating are not acceptable.**
- Academic dishonesty will be reported to the Office of the Registrar for possible action. The coursemaster will make an academic judgment about the student's grade on that work and in that course. The CRTC process regarding academic dishonesty is described in the [CRTC Guidelines for Academic and Non-Academic Transgressions](#).

Writing Assistance:

For additional help on your writing, consult the expert staff of [The Writing Center](#) in Olin Library (first floor) on the Danforth Campus. It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

Accommodations based upon sexual assault:

The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to one of following resources: Dr. Karen Winters, MD, Director of Student Health Service; Dr. Gladys Smith, PhD, Sexual Violence Prevention Therapist and Licensed Psychologist, or Kim Webb, Director of the Relationship and Sexual Violence Prevention Center at the Danforth Campus. These are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University School of Medicine, I am required to immediately report it to an Office of Education Dean or directly to Ms. Jessica Kennedy, the University's Title IX Director. If you would like to speak directly with Ms. Kennedy, she can be reached at (314) 935-3118, or by visiting the Title IX office in Umrath Hall on Danforth Campus. Additionally, you can report incidents or complaints to the Office of Student Affairs or by contacting WUSM Protective Services 314-362-4357 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources by contacting Dr. Gladys Smith, PhD, Sexual Violence Prevention Therapist and Licensed Psychologist at the Medical Campus, (314) 362-2404, or contacting the Relationship and Sexual Violence Prevention Center located on the 4th floor of Seigle Hall on Danforth Campus, (314) 935-3445.

For further Resources, see: wumhealth.wustl.edu/students/victims-sexual-assault-abuse/resources-2/

Bias Reporting:

The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team.

See: diversityinclusion.wustl.edu/brss/. To report mistreatment or offensive behavior in the MD program, please report via the following pathways:

- [CANVAS](#) (the Learning Management System) utilizing the direct link from the *Student Commons < Mistreatment, Offensive Behavior, and Bias Reporting*
- Directly contacting any of the following individuals:
 - Senior Associate Dean for Education
 - Associate Dean for Student Affairs
 - Associate Dean for Medical Student Education
 - Student Ombudsperson (as another confidential resource)

Mental Health:

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression.

See: shs.wustl.edu/MentalHealth

On the Medical Campus:

Office of the Associate Vice Chancellor for Diversity, Equity and Inclusion (DEI)

The DEI Training Team designs, facilitates and leads diversity education programming for faculty, staff and students on a wide range of topics including: creating a climate of respect, the value of diversity and the role of biases in our day-to-day lives.

diversity.med.wustl.edu/training/

The Office of Diversity Programs promotes diversity among and prepares medical students to lead in a global society. A priority for the Office of Diversity Programs is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities.

mddiversity.wustl.edu/

The Diversity and Inclusion Student Council promotes an inclusive campus environment for all School of Medicine students.

sites.wustl.edu/disc/

The Office for International Students and Scholars embraces the university's mission of welcoming promising students from around the world.

wumma.wustl.edu/

YOU CAN TALK WITH US

Support and Reporting Options for Sexual Harassment, Sexual Violence, Dating Violence, Domestic Violence, and Stalking

What happens if I speak with a confidential or non-confidential support resource?

Confidential individuals can offer support and options without a responsibility to report. Non-confidential individuals can offer support and options, and have a responsibility to report information to the Title IX Coordinator. The Title IX Coordinator offers support and resources and gathers information to determine next steps if necessary.

INTERNAL WASHU RESOURCES

Would you like to speak with someone directly?

NO

ANONYMOUS REPORTING FORM
rvpcenter.wustl.edu/report-form

YES

Would you prefer to

Speak with a Confidential Support Resource

- **KIM WEBB**
Director of the Relationship and Sexual Violence Prevention Center
(314) 935-8761
- **JEN DURHAM AUSTIN**
Support Services Counselor, RSVP Center
(314) 935-8457
- **GLADYS SMITH**
Sexual Violence Prevention Therapist and Licensed Psychologist, WashU School of Medicine
(314) 362-2404
- **MED/MENTAL HEALTH SERVICES**
(314) 935-6666
(314) 935-6695
- **WUSM STUDENT HEALTH SERVICES**
(314) 362-3523
- **S.A.R.A.H**
Sexual Assault and Rape Anonymous Helpline for undergraduate and graduate students
(314) 935-8080
- **UNCLE JOE'S**
Peer counseling for undergraduate students
(314) 935-5099

Speak with a Non-Confidential Support Resource

- **RCDs**
Serving undergraduate residential colleges and communities
- **RAs**
Serving undergraduate residential colleges and communities
- **TRAVIS TUCKER**
Assistant Director for LGBTQIA Involvement (Campus Life)
(314) 935-8029
- **KATHY STEINER-LANG**
Director, Office for International Student and Scholars
(314) 935-5910
- **PURVI PATEL**
Assistant Director, Center for Diversity and Inclusion (Coordinates the Bias Report and Support System)
(314) 935-9255

File a report

- **UNIVERSITY**
Jessica Kennedy
Director, Title IX Office & Title IX Coordinator
(314) 935-3118
- **ON DANFORTH CAMPUS, WUPD**
(314) 935-5555
- **ON MEDICAL CAMPUS, WUSM PROTECTIVE SERVICES**
(314) 362-4357
- **OFF CAMPUS, POLICE**
911

EXTERNAL OFF-CAMPUS RESOURCES

- **YWCA WOMEN'S RESOURCE CENTER**
(314) 531-7273
- **SAFE CONNECTIONS**
(314) 531-2003
- **TRANSLIFELINE**
(877) 565-8860
- **METRO TRANS UMBRELLA GROUP**
(314) 270-2155

BLUE: Confidential Support Resource **YELLOW:** Non-confidential Resource

Learn more about the University's resources, policies, and reporting procedures at RVPCENTER.WUSTL.EDU

IF YOU YOU NEED IMMEDIATE MEDICAL CARE OR FEAR FOR YOUR SAFETY:

- BARNES/JEWISH HOSPITAL: (314) 362-9123**
- ST. MARY'S HEALTH CENTER: (314) 768-8360**
- POLICE ON DANFORTH CAMPUS, CALL WUPD: (314) 935-5555**
- PROTECTIVE SERVICES ON MEDICAL CAMPUS, CALL WUSM: (314) 362-4357**
- POLICE OFF CAMPUS, CALL: 911**