

STUDENT SAFETY NEST: HELPING STUDENTS IN DISTRESS

**A FACULTY & STAFF GUIDE
FOR ASSISTING STUDENTS IN NEED**



Acknowledgements

We would like to thank the many universities and their teams of clinical professionals whose combined efforts made their information, and thus ours, accessible and easy to use. Material in this guide has been gratefully adapted from the following institutions of higher education:

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Purpose of this Guide

The purpose of this guide is two-fold:

1. To encourage and support faculty, staff, and parents in addressing student behavior that may be of concern
 - It is not unusual to feel uncertain about how to best address challenging student needs
 - This guide provides tips and suggestions about how to engage with students
 - Each interaction with a student is an opportunity to show your interest and support of the student's well being
2. To provide a comprehensive resource list
 - Potentially helpful resources are listed for particular student concerns
 - A comprehensive list of Temple resources are listed in Appendix A

We hope you find this guide helpful in working with your students. Simply put, it is meant to help support you in your interactions with students and assist in the ways you respond to their needs.

Thank you for joining us in creating a supportive and safe campus culture.

Best Regards,

The Health Education Awareness Resource Team (HEART), a department within the Division of Student Affairs

Mission of the Division of Student Affairs:

The Division of Student Affairs was founded with a clear VISION: to make a positive difference in the lives of individual students as they further develop their potential in a rapidly changing, complex world. With that in mind, our division's MISSION is to design and implement initiatives, programs, activities and services that will engage the entire campus community to help students attain their educational, personal and career goals in a diverse, nurturing and safe campus community.

Those services are exponential, and include:

- Educational services
- Developmental services
- Health services
- Support services





Health Education Awareness Resource Team (HEART)

HEART provides comprehensive wellness education, resources, and prevention to Temple University students in order to empower them to make healthy choices. The office addresses a wide variety of health issues, including sexual health, sexual assault and domestic violence, HIV and other sexually transmitted diseases/infections, birth control information, stress management, tobacco cessation, mental health, college transition, drug and alcohol education, and nutrition.

In an effort to address the intersection of health and academics, HEART is distributing this guide to faculty and staff in order to increase awareness regarding identifying concerning behaviors among Temple University students and to promote shared responsibility for the health of all students. Faculty and staff may be the first to notice concerning behavior among students. Our goal is to identify concerning behaviors early on, before more severe, urgent situations develop. By working together to address the health and wellness of students, we hope to create a supportive campus community working together to better the lives of students.

Best regards,

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HELPING STUDENTS IN DISTRESS

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Who are Temple Students?

According to a survey of the Temple University incoming class of 2014:

- 12% report a native language other than English
- 58% say Temple was their first choice
- 95% report an approximate high school GPA of a “B” or higher
- 2% state they have a disability
- 82% report “wanting to learn about things that interest me” and 60% report “wanting to prepare myself for graduate or professional school” as “very important” reasons for attending college
- 33% say “meeting students with backgrounds and interests different from mine” is a “very important” reason for choosing Temple

Beloit College publishes “The Mindset List” for each incoming class of freshmen, giving educators a sense of the world these new students have grown up in. (<http://www.beloit.edu/mindset/2014/>)

For the incoming class of 2014 (assuming most of these students were born in 1992):

1. Few in the class know how to write in cursive.
2. “Caramel macchiato” and “venti half-caf vanilla latte” have always been street corner lingo.
3. With increasing numbers of ramps, Braille signs, and handicapped parking spaces, the world has always been trying harder to accommodate people with disabilities.
4. Entering college this fall in a country where a quarter of young people under 18 have at least one immigrant parent, they aren't afraid of immigration...unless it involves "real" aliens from another planet.
5. Clint Eastwood is better known as a sensitive director than as Dirty Harry.
6. Colorful lapel ribbons have always been worn to indicate support for a cause.
7. The first home computer they probably touched was an Apple II or Mac II; they are now in a museum.
8. Second-hand smoke has always been an official carcinogen.
9. Toothpaste tubes have always stood up on their caps.
10. One way or another, “It’s the economy, stupid” and always has been.



Responding to Student Emergencies

Immediate and decisive intervention is needed when a student's behavior poses a threat to self or others, including:

- Suicidal gestures, intentions, or attempts
- Other behavior posing a threat to the student (e.g., hallucinations, drug abuse)
- Threats or aggression directed toward others (e.g., yelling, verbally aggressive comments, invading personal space, or physical attacks)
- Demonstrated inability to care for oneself

Campus resources for responding to mental health emergencies are:

- Temple University Police (215-204-1234)
- Tuttleman Counseling Services (215-204-7276)

For consultation with a counselor, call 215-204-7276 or escort the student to Tuttleman Counseling Services at 1810 Liacouras Walk, 5th Floor on Main Campus. For more information about counseling at Ambler and the Health Sciences campuses, please call 215-204-7276.

Call Temple University Police (215-204-1234) if:

- the student requires immediate medical attention or hospitalization
- the student is unmanageable (e.g., aggressive, hostile, refusing care)
- You are directly threatened by a student or feel at risk

General Strategies for Responding to Student Emergencies

Listen attentively, and respond in a straightforward and considerate way.

Enlist the help of a co-worker so that the student isn't left alone and you aren't left alone with the student.

When contacting a campus resource, have available as much information as possible, including your name; the student's name and location; a description of the circumstances and the type of assistance needed; the exact location of the student in the building; and an accurate description of the student.



REFERRING A STUDENT TO THE CRISIS ASSESSMENT RESPONSE & EDUCATION TEAM (CARE TEAM)

WHEN TO REFER TO CARE TEAM:

- CARE Team is not for emergencies. If there is an immediate threat to a student (either through self-harm or interpersonal violence) or the community, please call TUPD at 215.204.1234. If you believe a student is in need of immediate psychological help, you may call the Tuttleman Counseling Center at 215.204.7276.
- Observable behaviors:
 - Unusual or erratic behavior in class, in the residence halls, during advising sessions, etc.
 - Extended absence from class or activities by a typically engaged student
 - Written work or creative expression with troubling themes or references
 - Verbal or written threats made by a student toward another student, faculty, or staff
 - Written or verbal expressions of suicidal ideation or intent
 - Other actions which cause an alarm or call into question the safety of the student or their peers.

CARE TEAM REFERRAL PROCESS:

- Faculty or staff call the Associate Dean of Students, CARE Team at 215-204-7188
- Faculty or staff provide the student's name to CARE Team
- Once a student's name has been provided, the CARE Team works to oversee that connections are made among different campus resources to better address the needs of these students, both through gathering more information on observable behavior and developing a course of action .

Getting Help is Wise!

The only real risk is in doing nothing.

CARE Team referrals can be made by:

Calling the Associate Dean of Students, CARE Team at 215-204-7188

Information for an effective referral includes:

- Student's name and TUID#
- Dates, times, & locations of events (if recorded)
- What was observed
- What was said and by whom
- What has been done so far to address concern and the student's response to those efforts
- Best phone # (if known)

If you are not sure if you should refer: Remember that in any given situation, there are probably several productive ways to address your concern for a student's distress. Please contact the Associate Dean of Students, CARE Team to discuss your concerns and your options 215-204-7188.

WHAT HAPPENS NEXT:

The student you refer will be given the support and assistance they need by University and community resources. The primary purpose of the team is to offer strategies for mitigating emergent or crisis situations involving students. Depending on the actions of the student, a disciplinary referral may be an option. We do not necessarily follow up with the individual referring the student.

DOES THE REFERRAL REQUIRE THE STUDENT'S PARTICIPATION/ CONSENT?

If you are concerned about a personal interaction you have had with a student or an observation you have made pertaining to behavior, you are encouraged to report and/or consult with appropriate colleagues. Although we encourage developing a cooperative relationship with the student, the appropriate referral should be made, regardless of whether the student wants it or not.



MINDFULNESS REGARDING PERSONAL DIFFERENCES

Many factors influence the interactions between students and faculty, staff, and parents. We mention this before addressing student behaviors because mindfulness of individual differences may help to promote better understanding among varied perspectives. We are reminded to understand that others may not operate from a framework similar to our own.

This complete resource guide is relevant for every student interaction you experience. If there are aspects of our student population that are unfamiliar to you, the following resources can be helpful.

RESOURCES SUPPORTING OUR DIVERSE STUDENT POPULATION

QUESTIONS REGARDING ETHNICITY/RACE

Office of Institutional Diversity, Equity, Advocacy, and Leadership [IDEAL] (215-204-7303)

INTERNATIONAL STUDENTS

IDEAL (215-204-7303)
Intensive English Language Program (215-204-7899)
International Student and Scholar Services (215-204-7708)

LGBTQIA STUDENTS

Health Education Awareness Resource Team [HEART] (215-204-8436)

STUDENTS WITH DISABILITIES

Disability Resources and Services (215-204-1280)

NON-TRADITIONAL STUDENTS

Academic Resource Center (215-204-2500)
Russell Conwell Center (215-204-1252)

FIRST GENERATION STUDENTS

Russell Conwell Center (215-204-1252)

VETERANS

ROTC (215-204-7480)
Temple Veterans Association (tuvets@temple.edu)

Any student who might benefit from counseling is encouraged to contact Tuttleman Counseling Services (215-204-7276).





OBSERVATIONS OF DISTRESS

Academic Problems

- excessive procrastination
- uncharacteristically poor preparation or performance
- repeated requests for extensions or special considerations
- disruptive classroom behavior
- excessive absence/tardiness
- avoiding or dominating discussions

Interpersonal Problems

- always asking for help with personal problems
- dependency
- hanging around office
- withdrawing from others
- inability to get along with others
- complaints from other students

Behavioral Problems

- References to suicide or harm to others in verbal statements or writing
- change in personal hygiene
- dramatic weight gain or loss
- frequently falling asleep in class
- irritability
- unruly behavior
- impaired speech
- disjointed thoughts
- tearfulness
- highly intense emotion
- inappropriate responses
- difficulty concentrating
- physically harming self
- destruction of property
- anxiety and panic
- inability to communicate clearly
- loss of reality contact (e.g., hallucinations, poor thought connections)

If you notice a student with an extended absence, please try to make personal contact with the student. If you find the student is unreachable, please contact the Associate Dean of Students, CARE Team (215-204-7188).





SOURCES OF DISTRESS

- family problems
- grief and loss
- divorce of parents
- loneliness
- academic pressure or failure, including conflict with classmates, disagreements with professors, or mismatch with personal goals and school/college
- serious illness or injury
- difficulty adjusting to university life
- anxiety
- eating disorders/disordered eating
- trouble adjusting to American culture
- sexual or physical abuse or assault
- relationship problems/break-ups
- identity confusion
- depression
- drug/alcohol abuse
- career indecision
- loss of goal or dream
- low self-esteem
- unplanned or undesired pregnancy
- language barriers
- financial problems
- bullying (cyber and in-person)
- housing difficulties
- athletes– multiple sources of pressure/expectations
- transitions
- integration into the campus culture

WHAT YOU CAN DO

A faculty or staff member is often the first person to recognize when a student is in distress and to reach out to that student. **Faculty and staff are not expected to provide personal counseling to students. Rather, faculty and staff play an important role in encouraging students to use campus resources,** including facilitating a referral to Tuttleman Counseling Services, Student Health Services, Disability Resources and Services, Temple University Police, the CARE Team, and/or other valuable campus resources.

We encourage you to speak directly to students when you sense that they are in academic or personal distress. **Openly acknowledge that you are aware of their distress, that you are sincerely concerned about their welfare, and that you are willing to help them explore their options.** Not all students will be receptive to your help. In some cases, and in order to ensure students of concern do not fall in the gaps between observers and interveners, a referral to the CARE Team may be warranted.

On the following pages are some specific student issues you may encounter and tips on how you can respond to them. Listed on each page are potentially helpful resources. Full descriptions of these resources, including location and hours, are listed in Appendix A at the end of this guidebook.



Tips for Supporting & Encouraging Students:

- Make certain students understand you cannot guarantee confidentiality.
- Do not promise to keep the student's threats to self or others a secret.
- Be open about the limits on your ability to help the student. You want to express concern and refer to the appropriate campus resource, when appropriate.
- See if student is available to visit during office hours, ensuring the student is aware of your office hours.
- Briefly acknowledge your observations and perceptions of the student's situation and express your concerns directly and honestly.
- Listen carefully to what the student is troubled about and try to see the issue from his or her point of view without agreeing or disagreeing.
- Follow up with the student to see how he or she is doing.
- Your ability to connect with a student will allow him or her to respond more effectively to your concerns.
- Help the student identify options for action. If possible offer to phone or accompany the student to the appropriate resources.
- Avoid labeling or diagnosing the student's behavior or the issues presented.
- Inform the student of various support services on campus that openly welcome working with students.
- If the student appears to be in imminent danger of hurting self or others, consult Temple University Police immediately.

Do trust your instincts related to student concerns. **Don't** take this task on by yourself.





A Word about Medications

An impressive amount of research over the last 40 years has been devoted to the discovery, development, and research of medication that can help with mood, behavior, and other emotional difficulties. Medications often are most helpful in combination with therapy and other efforts of self-help.

- Medication can be a particularly important part of treatment for some students
- The majority of students who seek counseling are not prescribed medication

Encourage students who disclose their interest in therapy or medication to seek professional care, through Tuttleman Counseling Services on campus or through their own personal or independent provider.





A Note about Students Sleeping in Class

Have you ever experienced this in your classroom? You are in the middle of lecture and glance over to see a student nodding off or perhaps even fast asleep!

It is worth it to talk to the student privately after class to review factors that could be contributing to sleeping in class. You can help the student identify simple things to modify in order to avoid falling asleep in class. Let the student know your conversation is confidential, unless the student expresses intentions to harm herself or others. Additionally, consider the possibility of using different teaching strategies to enhance student engagement. **The Teaching & Learning Center** can be of assistance in developing these strategies (215-204-8761).

A simple conversation lets the student know you care and may encourage the student to be more aware of her presence and behavior in the classroom. Furthermore, it may require a recommendation for the student to seek **additional resources on campus** (i.e. Student Health Services, Tuttleman Counseling Services). You may be the first person to notice problematic behavior and express concern to the student. We are always interested in being as prevention focused as possible.

Do

- It may be better to wake and/or speak with a student who is asleep at a break or at the end of class
- Be available to talk and listen
- Consider asking the following questions to better understand the behavior:
 - Are you experiencing anything particularly stressful right now?
 - Are you eating regularly, breakfast, lunch, dinner?
 - What are your sleeping habits? Are you getting enough sleep? If not, why?

Don't

- Don't assume the student is simply lazy or disinterested
- Don't judge the student– try to gather information first before drawing conclusions
- Don't assume the behavior has nothing to do with the engagement level of your teaching strategies



The Student Exhibiting Suicidal Ideation

Suicide is the second-leading cause of death among college students. Suicidal persons are intensely ambivalent about killing themselves and typically respond to help. Suicidal states are definitely time-limited and most who commit suicide are not psychotic. Students experiencing suicidal ideation usually want to communicate their feelings; any opportunity to do so should be encouraged.

High-risk indicators include:

- feelings of hopelessness and futility
- a severe loss or threat of loss
- a detailed suicide plan
- history of a previous attempt
- history of alcohol or drug abuse
- feelings of alienation and isolation

Do

- Be available to listen, to talk, to be concerned— Ask the student what is going on if you are concerned.
- Acknowledge that a threat or attempt at suicide is a plea for help.
- Take the student seriously. 80% of those attempting suicide give warning of their intent.
- **Call Temple University Police at 215-204-1234. Do not leave the student alone.**
- Care for yourself. Helping someone who is suicidal is hard, demanding and draining work.

Don't

- Don't minimize the situation or depth of feeling, e.g., "Oh, it will be much better tomorrow."
- Don't be afraid to ask the person if they are so depressed or sad that they want to hurt themselves ("You seem so upset and discouraged that I'm wondering if you are considering suicide.").
- Don't over-commit yourself, and therefore, not be able to deliver on what you promise.
- Don't ignore your limitations.

In addition to calling Temple University Police, Potentially Helpful Resources Include:

- CARE Team (215-204-7188)
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf
- Notify your academic department chair after utilizing Temple University Police



The Student Exhibiting Signs of Depression

These students show a multitude of symptoms, which may include guilt, low self-esteem, and feelings of worthlessness and inadequacy. Physical symptoms include decreased or increased appetite, difficulty sleeping, and low interest in daily activities. Depressed students often show low activity levels and have little energy. Sometimes depression includes irritation, anxiety, and anger. In its most serious form, depression can be accompanied by self-destructive thoughts and intentions as a way to escape from the emotional pain (refer to “The Suicidal Student”).

Do

- Talk to the student .
- Listen carefully and validate the student’s feelings and experiences.
- Be supportive and express your concern about the situation.
- Offer the idea of making an appointment with Tuttleman Counseling Services (215-204-7276).
- Be willing to consider or offer flexible arrangements (e.g., extension on a paper or exam), if appropriate, as a way to alleviate stress and instill hope.
- If you feel overwhelmed or unprepared to help this student, call the CARE Team. They can be reached by calling the Dean of Students (215-204-7188).

Don’t

- Don’t be afraid to ask whether the student is suicidal if you think he or she may be.
- Don’t downplay the situation.
- Don’t argue with the student or dispute that the student is feeling depressed.
- Don’t expect the student to stop feeling depressed without intervention.
- Don’t assume the family knows about the student’s depression.

Potentially Helpful Resources Include:

- If academic support and accommodations necessary, Disability Resources & Services (215-204-1280)
- If severe, Temple University Police (215-204-1234) - Please see “The Suicidal Student” on p. 16
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf



The Student who is Grieving

During the course of their university careers, many students are likely to experience the loss of someone close to them. Sometimes students are dealing with their own life threatening illnesses.

Possible related behaviors may include:

- Late submission of assignments or missing class
- Despondent or increased emotional expression

Do

- Listen carefully and compassionately.
- Consider the option of allowing the student to postpone turning in assignments or taking exams.
- When appropriate, feel free to empathize and/or sympathize, but keep the focus on the student.
- Be on the alert for signs that the student is feeling a need to harm himself/herself as a way to cope with the pain.
- Talk to the student about getting some professional help to deal with the loss.

Don't

- Don't be afraid of tears. Tears are a natural, healthy way of releasing emotions.
- Don't avoid discussing the deceased person with the student. He/she is often grateful to find someone who will listen.
- Don't say well-intentioned things to the student that might imply the grief is not valid, such as, "It can't be that bad."

If the grief appears overwhelming for the student, Potentially Helpful Resources Include:

- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf



The Student Exhibiting Signs of Anxiety

Some students experience anxiety over shorter periods of time, while other students experience anxiety in an on-going capacity. Elevated levels of anxiety may result from dealing with unexpected events, conflicts, and unknown or unfamiliar situations . High and unreasonable self-expectations also increase anxiety. Symptoms of anxiety may range from hypervigilance, paranoia, racing heart beat and confused/ pressured speech to behavioral signs like withdrawal, avoidance, lack of communication, and difficulty meeting deadlines or completing assignments on time.

Do

- Let them discuss their feelings. Often, this alone relieves pressure.
- Remain calm and reassure students when appropriate.
- Be clear and explicit.

Don't

- Don't take responsibility for the student's emotional state.
- Don't make things more complicated.
- Don't overwhelm him or her with information or ideas.

Potentially Helpful Resources Include:

- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf

If the anxiety appears to be academically related:

- Academic Resource Center (215-204-2500)
- Career Center (215-204-7981)
- Disability Resources & Services (215-204-1280)
- Intensive English Language Program (215-204-7899)
- Math and Science Resource Center (215-204-8466)
- Office of Pre-Professional Health Studies (215-204-2513)
- The Russell Conwell Center (215-204-1252)
- Student Athlete Academic Advising & Support Center (215-204-9002)
- The University Honors Program (215-204-0710)
- The Writing Center (215-204-0702)



The Student Exhibiting Substance Abuse

A variety of substances are available that provide escape from pressing demands. The most abused substance is alcohol. Alcohol and other drug-related accidents remain the single-greatest cause of preventable death among college students. Aside from fatal accidents, alcohol and drug abuse, including prescription drugs, can severely impact a student's academic success and achievement of other life goals.

It can be helpful to refer to the Temple University Alcohol and Other Drug Policy for a description of health risks associated with substance use.

Do

- Share your honest concern and encourage the student to seek help.
- Be alert for signs of alcohol and drug abuse, including preoccupation with drugs, periods of memory loss, deteriorating performance in class.
- Get necessary help from Temple University Police in instances of intoxication (215-204-1234).
- Encourage the student to seek an evaluation through Tuttleman Counseling Services (215-204-7276).

Don't

- Don't ignore the problem.
- Don't chastise or lecture.
- Don't in any manner encourage the behavior.

Potentially Helpful Resources Include:

- HEART; Alcohol, Other Drugs, & Interpersonal Violence Office (215-204-7506)
- Student Health Services (Main: 215-204-7500; Ambler: 267-468-8490; Health Sciences: 215-707-4088)
- Tuttleman Counseling Services/CASA [Campus Alcohol & Substance Awareness] (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf
- Notify your academic department chair



The Student with Adjustment Issues

Transitions are times of change that usually involve both loss and opportunity. Entering college is one of life's most demanding transitions and is arguably one of the most demanding transitions and significant times of adjustment. College students face many challenging transitions, including graduating and entering the work force. The changes inherent in a transition produce stress and challenge a student's coping resources.

Students commonly experience a decline in functioning (academic, social, emotional) during transitions. Adjustments can be worsened by counterproductive coping mechanisms such as avoidance of stress-producing situations and people or excessive partying and alcohol abuse. Transitions can pose greater problems to students who have existing psychological problems or difficult life circumstances.

Do

- Convey to the student that adjustment or transition stress is normal and often brings a temporary decline in performance.
- Encourage the student to use positive coping methods to manage transition stress, like seeking social support from family and friends.

Don't

- Don't assume that the student understands the impact of life transitions and/or is aware of the source of stress.
- Don't minimize or trivialize the student's feelings or reactions.
- Don't discount or overlook factors that put the student at risk for more problems.

Potentially Helpful Resources Include:

- Academic Resource Center (215-204-2500)
- Career Center (215-204-7981)
- HEART; Healthy Lifestyles Office (215-204-7578)
- The Russell Conwell Center (215-204-1252)
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf



The Student with Disordered Eating

Eating disorders are believed to impact 20% of college students. Disordered eating includes anorexia, bulimia, and over-eating. Anorexia involves restricting one's eating, often leading to malnourishment. Bulimia usually entails binge eating followed by excessive exercise, vomiting, or the use of the medication such as diet pills. Disordered eating is widely considered to be the most dangerous mental health issue due to a high mortality rate.

The presence of an eating disorder in a student's life not only impacts his or her body image and food intake but can also affect a student's social and academic functioning.

Students may struggle with:

- *attention and concentration issues*
- *depressive symptoms*
- *physical pain*
- *low energy*
- *social isolation*
- *low self-esteem*

Do

- Recognize the danger associated with eating disorder behaviors rather than viewing them as a choice, lifestyle, or an attempt to obtain attention.
- Support the student in seeking out professional care including counseling, a nutritional evaluation, and/or a physical exam.
- Support the student even if she or he is not currently motivated to obtain help.

Don't

- Don't assume that all thin students have an eating disorder by remembering that these issues impact students of all shapes and sizes.
- Don't confront a student by stating "I think that you have an eating disorder." Instead share your concerns with the student by naming the behaviors you've witnessed.
- Don't encourage the student to "just eat" or "stop throwing up." Recovery from an eating disorder often requires mental health treatment to alter behaviors.

Potentially Helpful Resources Include:

- As needed, CARE Team (215-204-7188)
- Disability Resources & Services (215-204-1280)
- Student Health Services (Main: 215-204-7500; Ambler: 267-468-8490; Health Sciences: 215-707-4088)
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf
- Notify your academic department chair



The Student Who Reports a Sexual Assault

College students are more likely to be sexually assaulted than any other age group (RAINN, 2009). Moreover, these assaults are overwhelmingly committed by someone the student knows. Incidents of sexual assault are very traumatic. The nature of sexual assault makes it a difficult crime for the victim to talk about. These students may have trouble with concentration or motivation, suffer sleep disturbances, have trouble trusting others and may feel highly anxious and/or afraid.

Do

- Listen to what they are telling you .
- **Call Temple University Police (215-204-1234). If a student reports a sexual assault, this must be reported to Temple University Police, although this can be done anonymously.**
- **If the student reports the incident to you immediately after it has occurred, encourage the student to refrain from showering and washing clothing in order to preserve evidence.**
- Help students to understand that they have many options to consider and that the resources listed below can help them decide what they want to do and will explore their medical, legal, and counseling options. To the best of Temple's ability, Temple will work with the victim to change his or her academic and living situation, if desired.
- Upon student request, faculty and staff will assist the student through this process.
- Encourage the student to seek support through the resources listed below.

Don't

- Don't ask a lot of prying questions, as you may inadvertently send the message that you don't believe the student or that you are questioning how he or she handled the situation.
- Don't blame them for what happened and let them know it was not their fault, regardless of the circumstances under which the assault occurred.
- Don't be skeptical or show that you don't believe them. The vast majority of students do **NOT** make up stories about being assaulted.
- Don't try to be this person's only support. Recovery takes a long time and often involves the need for professional services.

Potentially Helpful Resources Include:

- Campus Safety Special Services Coordinator (215-204-5870)
- HEART; Office of Alcohol, Other Drugs, & Interpersonal Violence (215-204-7506)
- Student Health Services (Main: 215-204-7500; Ambler: 267-468-8490; Health Sciences: 215-707-4088)
- Temple University Police (215-204-1234)
- Tuttleman Counseling Services– Sexual Assault Counseling & Education (SACE) (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf
- Notify your academic department chair



The Student in an Abusive Relationship

Abusive relationships often involve a repeating pattern of verbal, sexual, emotional and physical abuse that increases over time. The offender could be a romantic partner, a parent/guardian, or a care attendant.

Indicators of abuse may include:

- verbal abuse
- isolation from friends and family
- fear of other/partner's temper
- feeling trapped
- acceptance of highly controlling behavior
- assuming responsibility for other's abusive behavior
- physical indicators, such as bruises in different stages of healing, bruising or marks around the throat

Do

- If a student discloses physical or sexual abuse, call Temple University Police (215-204-1234)
- Recognize that the student may be fearful and vulnerable.
- Remember that abusive relationships involve complex dynamics, including high levels of denial and, thus, are difficult to change.
- Be aware that interventions from a variety of sources increase the chances for change.
- Consult with the resources listed below regarding the best course of action.

Don't

- Don't pressure the student to leave the abusive relationship without careful safety planning with a professional. Without such, this could place the student in greater danger.
- Don't blame the student for not leaving the relationship.

In addition to calling Temple University Police (in instances of physical or sexual abuse) Potentially Helpful Resources Include:

- Campus Safety Special Services Coordinator (215-204-5870)
 - Keep in mind the student may like to have an escort to these services.
- Tuttleman Counseling Services– Sexual Assault Counseling & Education (SACE) (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf
- Notify your academic department chair



The Student Who Reports Being Stalked

Facts about Stalking

- * Stalking is repeated following or harassment (e.g. persistent, uninvited annoyance, irritation, or torment) of an individual that is intended to instill a sense of fear or danger.
- * Stalkers often have an irrational obsession with the victim and try to gain power and omnipotence through control and intimidation.
- * Stalking behavior includes tailing the victim as well as harassment via phone, email, fax, and letters; unwanted gifts; and unwanted attentiveness.
- * Stalkers can be male or female and targets can be of the same or opposite sex.

Do

- Advise the student to contact Temple University Police (215-204-1234).
- Encourage the victimized student to trust his or her instincts.
- Advise the student to document unwanted contacts and maintain evidence of harassment.
- Refer the student to the resources listed below.

Don't

- Don't ignore or minimize the situation.
- Don't suggest that the victim is responsible for the unwanted attention.
- Don't take responsibility for protecting the student.

Potentially Helpful Resources Include:

- Campus Safety Special Services Coordinator (215-204-5870)
- Temple University Police (On-campus 1-1234; Off-campus 911)
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf
 - Sexual Assault Counseling & Education (SACE)
- Notify your academic department chair



The Student Who Reports Having a Disability

Facts about Disability

- Students with disabilities represent nearly 11% of all postsecondary students, according to a federal survey conducted in 2008. The largest proportion of students with disabilities reported having a psychiatric condition. As an example, the proportion of students who reported having attention deficit disorder increased from 7% in 2000 to 19% in 2008.
- Postsecondary schools are required to provide reasonable accommodations, such as note takers and extended time on tests, tailored to individual students' needs. At Temple, students with a documented disability can access accommodations through **Disability Resources & Services (DRS) (215-204-1280)**.

This includes students with:

- **physical disabilities**, such as spinal cord injuries, muscular dystrophy, or cerebral palsy, as well as students who are blind or have low vision, and students who are deaf or hard of hearing.
- **medical disabilities**, such as cancer, cardiovascular disease, diabetes, epilepsy, fibromyalgia, HIV/AIDS, Lyme disease, respiratory disease, sickle cell anemia, and systemic lupus.
- **learning disabilities**, which can impact areas such as reading, written expression, mathematics, processing speed, memory and retrieval, and nonverbal reasoning.
- **psychiatric disabilities**, such as anxiety disorders, obsessive compulsive disorder, post-traumatic stress disorder, depression, bipolar disorder, schizophrenia spectrum disorders, addictions and eating disorders.
- **attention deficit/hyperactivity disorders (AD/HD)**, primarily inattentive type, primarily hyperactive type, or combined type.
- **autism spectrum disorders**, including Asperger syndrome and pervasive developmental disorder.

Do

- **Refer the student to Disability Resources & Services.**
- State in your syllabus that you will provide reasonable accommodations for students with disabilities who are registered with DRS.
- Speak to the student in private about disability-related issues and maintain confidentiality.
- Treat each student with sensitivity and respect.
- Consider incorporating accessibility into your overall course design to benefit all students in your class, including those with a disability.
- Set clear academic and behavioral expectations for all students in your classes, including students with a disability.
- Any student requesting accommodations must present a letter from DRS, which will include recommended actions.
- Reach out to DRS for advice on providing reasonable accommodations for a student or making your class more accessible. Please consult their website listed in Appendix A.

Don't

- Don't use patronizing language with the student.
- Don't underestimate or question the stated disability.
- Don't assume the student understands the academic limitations imposed by the disability.
- Don't assume the student qualifies for accommodations without DRS verification.
- Don't adjust the academic standards of the course without prior consultation with DRS.

Please call Disability Resources & Services (215-204-1280)

The Student who is Academically Underachieving

While it is easy to conclude that the academically underachieving student (e.g. inconsistent class attendance, incomplete assignments, poor performance on class assignments/tests) is simply unmotivated, the real situation is often more complicated. Students may be preoccupied with situational and family problems, or have emotional problems that are distracting and disabling. They may have learning disabilities, attention deficit hyperactivity disorder, or substance abuse problems. Previous failures may cause students to have a hopeless outlook and a defensive attitude of “I don’t care.”

Do

- Inquire compassionately about potential challenges to meeting academic requirements.
- Allow time for rapport to build between you and the student. His or her initial defensiveness might be off-putting to an instructor who values involvement and dedication in students.
- Encourage the student to assess the source of underachievement (e.g., distractions, preoccupations, emotional problems, depression, difficulties with underlying academic and study skills).
- Sensitively address the difficulty of dealing with a student who automatically assumes he or she will fail, regardless of effort.

Don't

- Don't take the student's problem personally or be insulted that they do not find the class engaging.
- Don't assume too quickly the problem is mere laziness.
- Don't punish the student for lack of involvement.
- Don't dismiss the student and problem as unworkable in one meeting.
- Don't assume the student's underachievement has little to do with your own teaching strategies– consider consulting the Teaching & Learning Center for strategies to increase student investment.

Potentially Helpful Resources Include:

- Student's identified school/college academic advisor
- Academic Resource Center (215-204-2500)
- Disability Resources & Services (215-204-1280)
- Intensive English Language Program (215-204-7899)
- Math & Science Resource Center (215-204-8466)
- Office of Pre-Professional Health Studies (215-204-2513)
- The Russell Conwell Center (215-204-1252)
- Student-Athlete Academic Advising & Support Center (215-204-9002)
- The Teaching & Learning Center (215-204-8761)
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf
- The University Honors Program (215-204-0710)
- The Writing Center (215-204-0702)

The Student who is Demanding/High Needs

Typically, the utmost time and energy given to these students will not seem like enough from the student's perspective. They often seek to control your time and unconsciously believe the amount of time received is a reflection of their worth (e.g. high frequency of attendance at office hours, excessive volume of email contact, regularly coming in early or staying after class to talk to you).

Demanding students can also be disruptive during class time, with examples including constant commentary or desired continued attention from you or other classmates.

Do

- Let them know the limits of what it is reasonable for you to provide. It can be helpful to make expectations clear in the syllabus.
- Let them make their own decisions as much as possible.
- When you have given appropriate time to them, let them know, "Excuse me, I need to attend to other things right now."
- For the disruptive student, thank him or her for contributions and ask the student to leave space for others' input.
 - Consult with the Teaching & Learning Center about structured discussion methods that can help you manage and balance students' contributions
- For the disruptive student, meet with the student to discuss appropriate expectations for the classroom and ways to meet these expectations.

Don't

- Don't let them use you as their only source of support.
- Don't get trapped into advice giving, "Why don't you...?"
- Don't get angry or attack a student with "you" statements, such as "You need to stop calling out." Rather, use "I" statements, such as "I need students to follow classroom expectations so everyone can learn."

Potentially Helpful Resources Include:

- The Teaching and Learning Center (215-204-8761)



The Student who is Verbally Aggressive

Students usually become verbally abusive (e.g. yelling, insulting or disparaging or threatening remarks) when in frustrating situations which they see as being beyond their control. Anger and frustration can become displaced from those situations to you. Typically the anger is not directed at you personally. These students often feel they will be rejected and, therefore, reject you before you reject them. They often realize the drama and intimidation behind their anger and are aware of their impact.

Do

- Defuse and de-escalate the situation by remaining calm, speaking in a calm tone of voice, and modeling appropriate behavior to the student.
- If the student is willing to meet outside of class:
 - Acknowledge their frustration.
 - Allow them to get their feelings out and tell you what is upsetting to them.
 - Explain that verbally abuse behavior is unacceptable.
 - When the student becomes calmer, offer resources to aid in the problem-solving process.
- It can be helpful to have a colleague nearby while you are meeting with the student, to ensure you are not alone if the situation escalates.
- Document interactions with the student inside and outside of class.

Don't

- If you feel uncomfortable, don't meet alone with the student; it may be most appropriate to refer to a resource below.
- Don't get into an argument or shouting match.
- Don't become hostile or punitive yourself.
- Don't press for an explanation or reasons for their behavior.
- Don't look away in order to not deal with the situation and ignore the student.
- Don't stay in a situation in which you feel unsafe.
- Don't ignore a feeling that the student could be dangerous. If you feel this way, consult the resources below.

Potentially Helpful Resources Include:

- Dean of Students Office (215-204-7188)
- Temple University Police (215-204-1234), as needed
- Notify your academic department chair



The Student who is Violent or Physically Destructive

Violence due to emotional distress is very rare (e.g. physical threats or attacks, threat of or actual possession of a weapon). It typically occurs only when the student is totally frustrated and feels totally unable to do anything about it. The adage, “An ounce of prevention is worth a pound of cure” best applies here. Please see p. 32 about developing a departmental plan for concerning student behavior.

Do

- Call Temple University Police (215-204-1234).
- Get necessary help while waiting for Temple University Police, like other staff members.
- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation.
- Stay in an open area.

Don't

- Don't meet alone with the student.
- Don't ignore warning signs that a person is about to explode (for example: yelling, screaming, clenched fists, threatening statements).
- Don't threaten, dare, taunt, or “push” the student into a corner.
- Don't touch the student.
- Don't stay in a situation in which you feel unsafe.

Potentially Helpful Resources Include:

- Temple University Police (215-204-1234)
- Notify your academic department chair after contacting Temple University Police



The Student in Poor Contact with Reality

Sometimes these student have difficulty distinguishing fantasy from reality. Their thinking is typically illogical, confused, disturbed; they may coin new words, see or hear things which no one else can, have irrational beliefs, and exhibit bizarre or inappropriate behavior. Generally, these students are not dangerous and are very scared, frightened, and overwhelmed. They are much more frightened of their psychological sate than of others or trying to be aggressive.

Do

- Respond with warmth and kindness, but with firm reasoning.
- Remove extra stimulation in the environment, if possible.
- Acknowledge your concerns for the student's well being.
- Reveal your difficulty understanding them (when appropriate).
- Focus on the "here and now". Switch topics and divert the focus from the irrational to the rational or the real.
- *Contact Temple University Police if it appears the student is a danger to themselves or others at 215-204-1234.*
- Document any troubling or inappropriate interactions with the student and seek advice from your department chair.

Don't

- Don't argue or try to convince them of their irrational thinking, it only makes them defend their position more.
- Don't play along.
- Don't demand, command, or order the student.
- Don't expect customary or usual emotional responses.

Potentially Helpful Resources Include:

- CARE Team (215-204-7188)
- Temple University Police (215-204-1234), as needed
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://www.temple.edu/studentaffairs/counseling/documents/FINAL2_referral_broch.pdf
- Notify your academic department chair



Departmental Plan for Concerning Student Behavior

As a result of certain kinds of behavior from students, it may be necessary to set up a departmental plan. For example, if you think that a student has been threatening to you in the past and s/he shows up at your office, you may need help in dealing with the student. Quite often it is the people you work with and who are in the closest physical proximity who can provide the help you need. The following section will help you to define a plan for your department. We encourage you to consider other University resources as you proactively plan how best to address dangerous or threatening student behavior within your department. In particular, *Civility on Campus*, a publication from Tuttleman Counseling Services, may be especially helpful. This document can be found at: <http://www.temple.edu/studentaffairs/counseling/documents/245-1011-Civility-Brochure2.pdf>

The following are the kinds of student behavior you should be concerned with:

- Unwilling to leave the building
- Interrupting the business of the department
- Bizarre statements/actions
- Angry/ verbally abusive/ yelling
- Behaving suspiciously
- Threatening
- Violent

Question to consider as you develop your departmental plan:

1. What specific areas do you need to prepare in your department?
 - Reception
 - Individual offices
2. How can we in the department help each other when faced with difficult situations?
 - What will the procedures be for getting help from others within your area?
 - What do you expect of a person when s/he comes to a colleague's assistance?
3. When you need another level of assistance – above what can be provided from within your department:
 - Who will be your designated “helpers,” and are they readily available (Examples include department chair, security guard, etc.)?
 - How will you reach them?
4. What should someone do while waiting for help?
5. What should be the protocol if someone observes an individual disturbing other people by yelling, acting bizarrely, etc.?
6. How will you coordinate planning and support with nearby departments?
7. What does your department need to carry out these plans?
 - Specifically, what kinds of training do you think would help?

Remember:

If a student is acting inappropriately or unacceptably, you have the right to ask the student to calm down or leave your office. If the student does not honor either option, please call TU Police for an escort.





A Quick Reference Guide for Helping Troubled Students

1. SEEKING GUIDANCE OR ADVICE

Student:

- Communication indicates loss of touch with reality
- Communication reflects suicidal thoughts or actions, depression, anxiety, or difficulty dealing with grief



Temple University Police
215-204-1234
Tuttleman Counseling Services
215-204-7276

Student:

- Communication indicates having been a victim of a stalking, harassment, hazing, or other crime
- Communication reflects sexual assault or relationship violence



Campus Safety Special Services Coordinator
215-204-5870
HEART
215-204-7506
Sexual Assault Counseling and Education (SACE)
215-204-7276
Student Health Services
215-204-7500 (Main Campus)
Temple University Police
215-204-1234

Student:

- Has not attended class for an extended period of time
- Is overwhelmed by a problem with the university
- Is debilitated or overwhelmed by a family emergency



Dean of Students
215-204-7188

Student behavior that:

- Substantially impairs, interferes with or obstructs orderly processes and functions of the university
- Deliberately interferes with instruction or office procedures



Dean of Students
215-204-7188
Temple University Police
215-204-1234

2. REPORTING CONCERNING BEHAVIOR

Student:

- Does something significantly out of character
- Acts peculiar and this is cause for alarm
- Displays unhealthy or dangerous patterns of behavior
- Appears to be under the influence or coping with the effects of substance use



CARE Team
215-204-7188
Temple University Police
215-204-1234
Tuttleman Counseling Services
215-204-7276

3. IMMEDIATE ACTION

Student is:

- Threatening the safety of self or others
- Acting in a frightening or threatening manner
- Not leaving the classroom or office after being asked to leave



Temple University Police
215-204-1234 (or 911 if off-campus)

NOTE: Regardless of the situation, contact any of the above offices for support or information.



Appendix A: Detailed Resource Descriptions

Appendix A contains a comprehensive list of appropriate on-campus resources at Temple University. These resources represent a variety of forms of support for faculty, staff, and students.

We encourage you to visit each school/college's website in order to view the variety of school/college-specific resources available.

[Art, Tyler School of](#)
[Business and Management, Fox School of](#)
[Communications and Theater, School of](#)
[Dentistry, Maurice H. Kornberg School of](#)
[Education, College of](#)
[Engineering, College of](#)
[Environmental Design, School of](#)
[Health Professions and Social Work, College of](#)
[Law, Beasley School of](#)
[Liberal Arts, College of](#)
[Medicine, School of](#)
[Music and Dance, Boyer College of](#)
[Pharmacy, School of](#)
[Podiatric Medicine, School of](#)
[Science and Technology, College of](#)
[Social Work, School of](#)
[Tourism and Hospitality Management, School of](#)

- **Academic Resource Center (Includes University Studies, Continuing Studies, Students in Transition, and Academic Resources):** <http://www.temple.edu/vpus/arc/>
 - Location: 1810 Liacouras Walk, Suite 101
 - Phone: 215-204-2500
 - Hours: Mon-Fri 8:30-5pm; open until 6:30pm on Wed for Continuing Studies students; Students are seen by appointment Tues-Fri; Express Advising (no longer than 15 mins) is offered on a walk-in basis Mon-Thurs, although Continuing Studies students need to make an appointment.
 - Description: The Academic Resource Center serves three student populations:
[University Studies](#) students are degree students but have not yet declared their major. This group also includes pre-health information management students.
[Continuing Studies](#) students are non-degree students, meaning they are not currently in a degree program at Temple.

[Students in Transition](#) are Temple students not quite sure of their academic path. This group includes students undeclared in other schools or colleges at Temple and students considering changing their major or school or college.

- **CARE (Crisis Assessment Response & Education) Team:** <http://www.temple.edu/studentaffairs/CARETeam.htm>
 - Phone: Referrals made by contacting the Associate Dean of Students, CARE Team at 215-204-7188
 - Description: Temple University's CARE Team is a multi-disciplinary body of stakeholders from across the University which receives referrals pertaining to students of concern, collects additional information, and then identifies and enacts appropriate strategies for addressing the situation.
The CARE Team collects information on *observable* behavior, including:
 - Unusual or erratic behavior in class, in the residence halls, during advising sessions, etc.
 - Extended absence from class or activities by a typically engaged student
 - Written work or creative expression with troubling themes or references
 - Verbal or written threats made by a student toward another student, faculty, or staff
 - Written or verbal expressions of suicidal ideation or intent
 - Others' actions which cause an alarm or call into question the safety of the student or their peers
- **Career Center:** <http://www.temple.edu/provost/careercenter/>
 - Location: Mitten Hall, Suite 220; 1913 N. Broad St.
 - Phone: 215-204-7981
 - Hours: Open 8:30am-5pm; Walk-in hours: Mon-Fri 11am-2pm; Virtual hours: Mon-Fri 2pm-3pm
 - Description: The Career Center provides students and alumni with a full-range of services and resources to optimize internship and employment opportunities and enhance life-long career success.
- **Dean of Students Office:** <http://www.temple.edu/studentaffairs/deanofstudents/>
 - Location: Student Center, Suite 304; 1755 N. 13th St.
 - Phone: 215-204-7188
 - Description: The Dean of Students Office serves as an advocate for all students to ensure the provision of programs and services that will enhance their collegiate experience.
- **Disability Resources and Services (DRS):** <http://www.temple.edu/disability/>
 - Location: 100 Ritter Annex; 1301 Cecil B. Moore Ave
 - Phone: 215-204-1280
 - Description: Disability Resources and Services (DRS) supports Temple University students with disabilities in accessing the multitude of opportunities and services available to them through the University. A department within the Division of Student Affairs, we promote a

campus environment in which accommodating students with disabilities is a natural extension of the University's vision to "provide access to superior education for committed and capable students of all backgrounds."

In advancing this goal, DRS:

- Arranges academic adjustments and accommodations as mandated under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.
 - Works with the Temple community on creating a more inclusive and welcoming environment for students.
 - Acts as a liaison with regional groups involved with disability services to cultivate a broad range of resources for students.
 - Faculty resource link: <http://www.temple.edu/studentaffairs/disability/faculty-resources.html>
- **General Education Program:** <http://gened.temple.edu>
 - Location: 714 Carnell Hall
 - Phone: 215-204-2855
 - Description: The GenEd Program at Temple University consists of a vast array of newly designed courses in nine specific areas. Students must successfully complete courses in the GenEd program as they work toward their undergraduate degree. GenEd courses engage students to hone their fundamental academic skills. From critical thinking to oral and written communication skills, GenEd courses help deepen students' intellectual development. The content materials of GenEd courses also challenge students to reflect, react, and respond to the world around them. The foundational courses are taken during the freshman and sophomore years and these include the following areas: Analytical Reading & Writing, Quantitative Literacy, and Mosaic I & II. The Breath courses can be taken in the following areas: Arts, Human Behavior, Race & Diversity, World Society, Science & Technology, and U.S. Society. As an enhancement to the GenEd experience at Temple, students are provided with the "PEX (Philadelphia Experience) Passport." The "Passport" Program presents students with the opportunity to have a more culturally-enriching connection to the Greater Philadelphia region. The GenEd office does not provide counseling services for students or faculty.
 - **HEART (Health Education Awareness Resource Team):** <http://www.temple.edu/studentaffairs/heart>
 - Location: 1913 N. Broad Street; Mitten Hall, Lower Level
 - Phone: 215-204-8436
 - Hours: Mon-Fri 8:00am-5pm
 - Description: The HEART office exists to provide comprehensive wellness education, resources, and prevention to Temple University students in order to empower them to make healthy choices. The office addresses a wide variety of health issues, including sexual health, sexual assault and domestic violence, HIV and other sexually transmitted diseases/infections, birth control information, stress management, tobacco cessation, drug and alcohol education, and nutrition.

The office is staffed by health professionals and peer educators. Services provided include individual health education sessions, peer education, condom availability, health-related referrals, health empowerment programming, and promotion of a healthier campus environment. Please visit the office online in order to learn more and access their calendar of events, which includes rapid HIV testing.

The Office includes the following specialty offices:

- Alcohol, Other Drugs, and Interpersonal Violence 215-204-7506
- Healthy Lifestyles 215-204-7578
- Wellness and Sexual Health 215-204-3982

- **Institutional Diversity, Equity, Advocacy and Leadership, Office of (IDEAL):** <http://www.temple.edu/ideal/sss/index.html>
 - Location: Conwell Hall, Suite 303; 1801 N. Broad St
 - Phone: 215-204-7303
 - Description: The Office of IDEAL is charged with ensuring the continued growth and development of Temple as a diverse community of life learners. IDEAL evaluates the way Temple builds, does business and interacts with the neighboring community; supports and nurtures an academic environment which is harassment free and open to expression and personal growth; recruits and retains scholars of diverse thought and background; and helps students successfully chart and navigate their academic journey. The Office of IDEAL includes the following:
 - Affirmative action: Assures compliance with nondiscrimination/affirmative action laws and regulations
 - Faculty recruitment and retention: Maintains responsibility for attracting and retaining women and faculty of color at all levels of the institution
 - Procurement and business relations: Functions as the resource for increasing and improving partnerships with female and minority-owned businesses
 - Center for Social Justice and Multicultural Education: Operates as a premier regional diversity learning center for individuals, organizations and institutions
- **The Instructional Service Center (ISC):** <http://www.temple.edu/cs/isc/>
 - Location: Main- The Bell Building/TECH Center; 12 St. and Montgomery Ave; Suite 110
Ambler– Ambler Learning Center, Room 111
Health Sciences– Kresge Hall, Room 305
 - Phone: Main– 215-204-8529; Ambler– 267-468-8393; Health Sciences– 215-707-7702
 - Hours: All locations open from 8:30am-5pm
 - Description: A support center that provides consulting services, training, and access to state-of-the-art computer equipment for those who are interested in incorporating technology into the teaching/learning process.

- **Intensive English Language Program (IELP):** <http://www.temple.edu/ielp>
 - Location: 1700 N. Broad Street, Suite 211
 - Phone: 215-204-7899
 - Description: The IELP at Temple University was established over 30 years ago to offer non-credit English as a Second Language courses to non-English speakers. From elementary to advanced, the classes extend from everyday English to the language necessary for university studies. The purpose of the program is to meet each participant’s English language needs and introduce her/him to American culture in classes such as: English Through Volunteering, American Icons, The Movies of Steven Spielberg, and Photography and Business English. The IELP also offers students a free social excursion every week, ranging from professional sports games to trips to the beach, haunted houses, and the nearby Amish countryside; day long trips and weekend trips may include New York City or Washington DC, or even a winter ski trip.

- **International Student and Scholar Services (ISSS):** www.temple.edu/iss
 - Location: 1700 N. Broad Street, Suite 203B
 - Phone: 215-204-7708
 - Hours: Walk-in hours Mon-Fri 1pm-3:30pm (arrive by 3pm at the latest)
 - Description: Temple University International Student and Scholar Services is committed to providing exemplary service and support to Temple University’s international students, scholars, and researchers. ISSS also contributes to Temple University’s intellectual and cultural diversity through its service to the international student and scholar community.

- **Libraries, Temple University:** <http://library.temple.edu/>
 - Location, Phone, & Hours: Please consult the web for information regarding the various libraries, <http://library.temple.edu/about/libraries/>
 - Description: The Temple University Libraries hold a collection of over 3 million volumes, 500 electronic research databases, thousands of videos, specialized rare, archival and primary research collections that serves the information seeking and research needs of students, faculty, alumni, and members of the public. A staff of dedicated and expert librarians, each a subject specialist, along with other library workers, is committed to help faculty and students achieve research and educational success. The Libraries’ “Ask-a-Librarian” service makes it easier to obtain research assistance by phone, email, chat service, or text messaging. Personal appointments for research help may be requested. Services for faculty include support for creating a course reserve (print, digital, and media), special requests for books and other materials, developing assignments that build student research skills, conducting research skills workshops for students, and assistance with integrating library research databases into Blackboard course sites.
 - Ask-a-Librarian <http://ask.library.temple.edu/>
 - Library Subject Specialists <http://bit.ly/aPy2ls>
 - Faculty Services <http://library.temple.edu/services/faculty>
 - Archives and Special Collections <http://library.temple.edu/collections>
 - Interlibrary Loan <http://library.temple.edu/services/ill>

- **Math and Science Resource Center:** <http://www.temple.edu/msrc/>
 - Location: 1810 Liacouras Walk, Suites 201 and 208
 - Phone: 215-204-8466
 - Hours: Please consult website, <http://www.temple.edu/msrc/about/hours/index.asp>
 - Description: The mission of the Math and Science Resource Center is to create an effective learning atmosphere for all Temple undergraduates enrolled primarily, but not exclusively, in freshman and sophomore level mathematics, science, statistics, or quantitative-based courses. Services include: walk-in tutoring, exam review sessions, and workshops for specific courses, as well as a resource library and quiet computer lab.

- **Pre-Professional Health Studies, Office of (OPPHS):** <http://www.temple.edu/healthadvising/>
 - Location: 1810 Liacouras Walk, Suite 100
 - Phone: 215-204-2513
 - Description: The Office of Pre-Professional Health Studies (OPPHS) provides academic advising, application support, and educational assistance for students interested in preparing for a career in the following health-care professions: Dentistry, Medicine, Optometry, Pharmacy, Podiatry, and Veterinary Medicine, as well as Graduate Programs for Physician Assistant, Physical Therapy, and Occupational Therapy. The OPPHS also coordinates admission to the Health Scholars program, the Accelerated Options (3+4) programs to the Schools of Dentistry, Medicine, Pharmacy, and Podiatry, and the Accelerated Option (3+3) Doctor of Physical Therapy program in the College of Health Professions.

- **ROTC:** www.temple.edu/rotc
 - Location: Ritter Hall, Lower Level; 13th Street and Cecil B. Moore Avenue
 - Phone: 215-204-4399 or 215-204-7480
 - Description: Through a curriculum offered by the Temple Department of Military Service, qualified full-time students can earn a commission as an Active Duty, Reserve, or National Guard Officer, while concurrently satisfying academic requirements for a baccalaureate or graduate degree. Interested students not convinced that a career in the military is right for them can also learn more about how The Army of the United States selects and trains its future leaders and conducts operations on a day-to-day basis.

- **The Russell Conwell Center (RCC):** <http://www.temple.edu/rcc/w1.htm>
 - Location: 1700 N. Broad Street, Suite 202
 - Phone: 215-204-1252
 - Description: The RCC is a comprehensive academic and learning center that enables students to maximize their university experience, achieve academic success, enhance or develop strong leadership skills, and prepare for their future careers.
 - Student services offered in the RCC include:
 - Academic advisement and counseling

- Individual and group tutoring
 - Academic and educational support
 - Undergraduate research
 - Research and teaching mentoring by University faculty
 - Employment opportunities
 - Leadership development activities
 - Peer mentoring
 - Career identification and exploration
 - Supplemental academic scholarship awards
 - Six computer labs
 - A lap-top loan program
 - Cultural and academic enrichment programs
- **Social Science Data Library, The (SSDL):** <http://www.temple.edu/ssdl/>
 - Location: 863 Gladfelter Hall
 - Phone: 215-204-5001 or 5002
 - Hours: Mon-Fri 9am-5pm
 - Description: The SSDL is Temple University's repository for computerized social science data and a primary center for expertise in the quantitative and qualitative analysis and presentation of such data. The primary mission of SSDL is to support research and instruction in the social sciences by making its holdings freely available to faculty and students, by creating special files tailored to the needs of specific courses or research projects, by offering classroom instruction and individuals consultative assistance in the use of its holdings, by acquiring and creating new data sets in which there is likely to be instructional and research interest, and by introducing to Temple users new technologies which facilitate data analysis.
- **Student-Athlete Academic Advising and Support Center (SAAASC):** http://www.owlssports.com/sports/2009/10/27/GEN_saaasc.aspx
 - Location: Pearson Hall, Suite 103; 1800 N. Broad Street
 - Phone: 215-204-9002
 - Hours: Mon-Fri 9 am-5 pm; Study hall & tutorial services (Pearson Hall): Mon-Fri 9am-3pm; Mon-Thurs 6pm-9:30pm; (Edberg Olson Football Complex- During arranged football study hours)
 - Description: The SAAASC monitors the academic progress of all student-athletes. From the admissions stage through graduation, the Center provides coordination of academic services, academic counseling, advising, and tutoring to all Temple University student-athletes. The Center has a strong commitment to the education and holistic development of all student-athletes.

- **Student Conduct, Office of:** http://www.temple.edu/studentaffairs/deanofstudents/departments/student_conduct.htm
 - Location: Student Center, Suite 304; 1755 N. 13th St.
 - Phone: 215-204-7188
 - Description: Student Conduct and Community Standards facilitates the student conduct process, striving to create a campus environment conducive to learning. They help students realize their role in maintaining campus civility through educational programming and sanctioning as well as through the participation on our student conduct boards.

- **Student Health Services:** <http://www.temple.edu/studenthealth/>
 - Location: (Main Campus) 1810 Liacouras Walk, 4th Floor
 - Phone: (Main) 215-204-7500; (Ambler) 267-468-8490; (Health Sciences) 215-707-4088
 - Hours: See website for hours and various locations http://www.temple.edu/studenthealth/Main_Campus_Location_and_Hours.html
 - Description: Student Health Services is the place to go for students for all of their medical needs while on campus. Whether students have a cold or want to get tested for a sexually transmitted infection, the doctors and nurses at Student Health Services are there to provide accessible and affordable care to meet students' needs.
 - Self-Care Center: If you want to treat yourself for minor ailments, such as a cold, headaches, stuffy nose, or a small cut, there is no need to make an appointment. You may visit the Self-Care Center, which is equipped with medications for pain or fever, decongestants, bandages, etc., and a scale for tracking weight. It is important for you to remember, however, that diagnosing illness correctly is necessary for you to be treated successfully. Please do not hesitate to ask to see one of our staff for guidance.

- **Teaching and Learning Center, The (TLC):** <http://www.temple.edu/tlc/>
 - Location: TECH Center, Suite 112; 12 St. and Montgomery Ave
 - Phone: 215-204-8761
 - Description: The TLC promotes the value and practice of excellent teaching; teaching that facilitates student learning and growth. It provides programs and resources designed to promote teaching methods that are consistent with the research on how people learn. It provides opportunities for faculty and TAs to reflect on their work as well as opportunities to share and learn from the experience and expertise of their colleagues. The TLC also aims to promote its mission in the form of assessment and scholarly research on teaching and learning.

TLC staff are available year-round to consult with all Temple instructors (graduate students, faculty of all ranks) about teaching challenges or issues.

- **TECH Center, The:** <http://www.temple.edu/cs/techcenter>
 - Location: 12 St. and Montgomery Ave
 - Phone: 215-204-8000
 - Hours: Fall & Spring– Open 24 hours from 11am Sunday to 7:30pm Friday; Saturday 10am-7:30pm. Summer Sessions– Mon-Thurs 8am-9:30pm; Fri 8am-5pm; Sat 9am-4:30pm; Sun 12-4:30pm
*Hours may vary during breaks, holidays, and Final Exam periods.
 - Description: The TECH (Teaching, Education, Collaboration and Help) Center is a 75,000 square-ft., state-of-the-art technology facility with resources that cater to current learning styles. Designed with a variety of workspaces to enable students to work collaboratively or individually, the TECH Center is the largest of its kind in the nation. This dynamic facility allows students to meet, study, collaborate, relax, and take advantage of the numerous resources.

- **Temple University Graduate Student Association (TUGSA):** <http://www.tugsa.org/>
 - Location: 1510 Cecil B. Moore, Suite 304
 - Phone: 215-235-0512
 - Description: TUGSA is the first and only recognized graduate student employee union in the state of Pennsylvania. In affiliation with the American Federation of Teachers and the AFL-CIO, TUGSA works to effect real changes in graduate students' jobs, lives, and university. Here are some achievements:
 - Raised TA/RA minimum salary by over \$4,000 a year since TUGSA's inception
 - Won a cost-of-living wage increase (3% a year)
 - Won year-round health coverage under the Keystone and CompSelect plans, covered by \$312 per month stipend (with 10% annual increases)
 - Won domestic partner coverage (setting a precedent for all other employees at Temple)
 - Established a committee to work with administration on child care policies
 - Limited workload to 20 hours a week
 - Established a workload review process

- **Temple University Police:** <http://www.temple.edu/safety>
 - Location: Please see website for locations on various campuses http://css.ocis.temple.edu/contact_info
 - Phone: 215-204-1234
 - Description: Temple police officers patrol the campus 24 hours a day and are highly visible by being on bicycles, on foot, and in cars. The Temple police are like any other police force. If you need police assistance, call the Temple University police at 215-204-1234 or 1-1234 on any campus phone. For individuals who are hearing or speech impaired (TTY), please call 215-204-2357 in order to contact Temple University Police services. Programming offered through Temple University Police includes:
 - **Rape Aggression Defense (RAD):** http://css.ocis.temple.edu/community_outreach/

[safety_classes_overview.aspx](#)

- Location: Within the division of Temple University Police Services
 - Phone: Special Services Coordinator 215-204-5870
 - Description: Temple University offers RAD, a rape-aggression program focusing on teaching self-defense techniques for women. The course includes skills to improve awareness and risk reduction, as well as hands-on training.
- **Tuttleman Counseling Services:** <http://www.temple.edu/studentaffairs/counseling/>
 - Location: 1810 Liacouras Walk, 5th Floor (For Ambler and Health Sciences Campuses, please call 215-204-7276 for more information)
 - Phone: 215-204-7276
 - Hours: (Main Campus) Mon-Fri 8:30am-5pm; Walk-in clinic Mon-Fri 10am-1:30pm
 - **For emergencies after regular business hours**, please call Temple University Policy (On-campus 1-1234; Off-campus 911) or Temple’s Crisis Response Center located at Episcopal Hospital (215-707-2577)
 - Description: Tuttleman Counseling Services is Temple’s student mental health service and offers support for students’ emotional, educational, or vocational concerns. Assistance is confidential and free of charge. A wide range of assistance is available including individual counseling, group counseling, support groups, literature, and educational programs. Units within the department include:
 - Psychological Services
 - Psychiatric Services
 - Campus Alcohol and Substance Awareness (CASA)
 - Sexual Assault Counseling and Education (SACE)
 - **University Honors Program:** <http://www.temple.edu/honors>
 - Location: Tuttleman Learning Center, Suite 204; 1809 N. 13th Street
 - Phone: 215-204-0710
 - Hours: Mon-Fri 8:30am-5pm
 - Description: The Honors Program at Temple University serves academically talented students. The program features small classes, great faculty, one-on-one academic advising, Honors housing, and unique experiences from freshman through senior year. Honors students hail from all the schools and colleges at Temple. We have politicians, artists, scientists, engineers, historians, dancers, educators, skateboarders, photographers, architects, entrepreneurs, and athletes. Whatever their major(s), we ask our students to challenge themselves, testing their boundaries, trying new things, creating a Temple story that will take them wherever they want to go next—even if they aren’t sure where that is.

Honors offers maximum networking. We work to connect our students to the wonderful resources a major research university has to offer beyond top quality academics: community service, internships, scholarships, sports, entertainment, and study abroad opportunities.

- **Writing Center, The:** <http://www.temple.edu/writingctr/>
 - Location: Tuttleman Learning Center, Suite 201; 13th St. and Montgomery Ave
 - Phone: 215-204-0702
 - Hours: Fall & Spring- Mon-Thurs 8:30am-8:30pm; Fri 8:30am-4:30pm; Sat 10am-4pm
 - Description: : Temple's Writing Center provides help for students who are working on papers for classes; theses; dissertations; and non-academic writing, like cover letters or personal statements. The Writing Center offers a variety of services to meet different needs. For undergraduate students, these services include face-to-face tutoring, email tutoring, and in-center seminars. For faculty incorporating writing support into their courses, the writing center can provide full-class workshops on a variety of writing-related subjects, or can place a writing fellow with a course. The Writing Center is also the administrative home for Temple's writing-intensive course program. All Temple students are required to take at least two designated writing intensive-courses (w-courses) in their major as a requirement of graduation. The Writing Center staff, along with the Writing-Intensive Course Committee (WICC) oversees the program. The Writing Center sponsors faculty development activities for faculty teaching writing-intensive courses, including workshops, seminars, and one-on-one consultation. For students who may need support different from the regular tutoring options offered, writing center staff can develop individualized plans for the kinds of support that will best serve the student. For more information about tutoring services or in-class or in-center workshops, please check the Writing Center website. For questions about faculty development or concerns about particular students, please contact Director Lori Salem (lsalem@temple.edu, ex. 0709) or Assistant Director Jennifer Follett (Jennifer.follett@temple.edu, ex. 0703).

STUDENT SAFETY NEST: HELPING STUDENTS IN DISTRESS

A FACULTY & STAFF GUIDE FOR ASSISTING STUDENTS IN NEED

Edition: April 18, 2011

The Health Education Awareness Resource Team



TEMPLE UNIVERSITY®
Student Affairs

