Faculty and Staff Resource Guide

Student Safety Nest: Helping Students In Distress
Mission of the
Division of
Student Affairs
The mission of the division is to engage, develop, and retain Temple University students. With that in mind, our division’s goal 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.

Purpose of this Guide
The purpose of this guide is twofold:
1. To encourage and support faculty, staff, and parents in addressing student behavior that may be of concern;
2. To provide a comprehensive resource list; Temple resources are provided in Appendix A.

We hope you find this guide helpful in working with your students. It is meant to help support you in your interactions with students and assist you in responding to their needs.

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

Best Regards,
Wellness Resource Center, a department within the Division of Student Affairs

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:

The University of South Florida on 2/16/2011
University of California at Berkeley Counseling and Psychological Services on 3/25/2010
Shasta College Student Health and Wellness Office on 3/4/2010
Fairleigh Dickinson University on 2/3/2010
University of Texas at Austin on 2/15/2010
Cornell University Gannett Health Services on 2/24/2010
College of Charleston Counseling and Substance Abuse Services on 3/24/2010
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Wellness Resource Center

The Wellness Resource Center provides comprehensive wellness education, resources, and prevention services to Temple University students in order to empower them to make informed and healthy choices to achieve emotional and academic success. 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, smoking cessation, mental health and well-being, college transition, LGBTQIA inclusion, drug and alcohol education, and nutrition.

In an effort to address the intersection of health and academics, the Wellness Resource Center is distributing this guide to faculty, staff, and parents 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, staff, and parents may be the first to notice concerning behavior among students, and we want to support you in feeling prepared and supported in these interactions. 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,

Wellness Resource Center

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Who are Temple Students?

According to a survey of the Temple University incoming Class of 2019:

- 13% report a native language other than English
- 57% say Temple was their first choice
- 97% report an approximate high school GPA of a “B” or higher
- 4% state they have a disability
- 89% report “wanting to learn about things that interest me” and 66% report “wanting to prepare myself for graduate or professional school” as “very important” reasons for attending college
- 42% say “meeting students with backgrounds and interests different from mine” is a “very important” reason for choosing Temple

“The Mindset List”

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/previouslists/2016/)

For the incoming class of 2018 (assuming most of these students were born in 1996):

- When they see wire-rimmed glasses, they think Harry Potter, not Jon Lennon.
- Celebrity “selfies” are far cooler than autographs.
- There has always been “TV” designed to be watched exclusively on the web.
- Courts have always been overturning bans on same-sex marriages.
- During their initial weeks of kindergarten, they were upset by endlessly repeated images of planes blasting into the World Trade Center.
- Female referees have always officiated NBA games.
- The water cooler is no longer the workplace social center; it’s the place to fill your water bottle.
- Two-term presidents are routine, but none of them ever won in a landslide.
- They have probably never used Netscape as their web browser.
- U.S. soldiers have always been vaccinated against anthrax.
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 (e.g., withdrawing from friends, family, or society; increased use of drugs/alcohol; changes in sleep patterns; extreme changes in weight; talking about being a burden to others; dramatic changes in mood; talking about feeling trapped; behaving recklessly; or having a plan about how they would kill themselves, including access to those means)
  - Including cutting or other self-injurious behaviors
- Other behavior posing a threat to the student (e.g., hallucinations or drug abuse)
- Threats or aggression directed toward others (e.g., yelling, 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 at 215-204-1234
- Tuttleman Counseling Services at 215-204-7276

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 the CARE Team

The 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 Temple University Police at 215-204-1234. If you believe a student is in need of immediate psychological help, you may call Tuttleman Counseling Services at 215-204-7276.

Observable behaviors warranting a referral to CARE Team:

- 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

1. Faculty or staff call the Associate Dean of Students, CARE Team at 215-204-7188.
2. Faculty or staff provide the student’s name to the CARE Team.
3. 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.

Information for an effective referral includes:

- Student’s name and TUID#
- dates, times, and 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 number (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.
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. The CARE Team does not necessarily follow up with the individual referring the student.

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.
Observations of Distress

Directly below is a list of observable signs of distress to help heighten your awareness in assisting others on campus.

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
Observations of Distress, continued

Behavioral Problems:
- References to suicide or harm to others in verbal statements or in 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)

Note: 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).
Tips for Supporting and 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 the 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.
The Student who Sleeps 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 self 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 their presence and behavior in the classroom. Furthermore, it may require a recommendation for the student to seek additional resources on campus (e.g., 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:
  1. Are you experiencing anything particularly stressful right now?
  2. Are you eating regularly, breakfast, lunch, dinner?
  3. What are your sleeping habits? Are you getting enough sleep? If not, ask the student to tell you more about what’s going on.

**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.

Immediate risk factors:
- Talking about wanting to die or kill oneself
- Looking for a way to kill oneself, such as searching online or obtaining a gun
- Talking about feeling hopeless or having no reason to live

Serious risk factors (especially if the behavior is new, has increased, and/or seems related to a painful event, loss, or change):
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious or agitated
- Sleeping too little or too much
- Withdrawing or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings

Do
- Be available to listen, talk, and be concerned.
- Ask the student if they are so upset that they want to hurt themselves (“You seem so upset and discouraged that I’m wondering if you are considering suicide.”) Know that asking this directly will not put the idea in their head or increase the likelihood of an attempt.
- 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 promise to keep things private or confidential.
- Don’t minimize the situation or depth of feeling; for example don’t say “Oh, it will be much better tomorrow.”
- 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 in cases of immediate danger, potentially helpful resources include:

- CARE Team (215-204-7188)
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://counseling.temple.edu/civility-campus

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. Students who are depressed 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 Student Exhibiting Suicidal Ideation”).

**Do**

- Talk to the student.
- Listen carefully and validate the student’s feelings and experiences.
- Be supportive and express your concern about the situation.
- Ask the student whether they are suicidal if you think they may be.
- Offer the idea of making an appointment with Tuttleman Counseling Services (215-204-7276) or Disability Resources and Services (215-204-1280).
- 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 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 are necessary, contact Disability Resources & Services (215-204-1280)
- If severe, contact Temple University Police (215-204-1234); please see “The Student Exhibiting Suicidal Ideation” on p. 9-10
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://counseling.temple.edu/civility-campus
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;
- Despondency 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, but keep the focus on the student.
- Be on the alert for signs that the student is feeling a need to harm themselves 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. The student 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, a potentially helpful resource includes:
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://counseling.temple.edu/civility-campus
The Student Exhibiting Signs of Anxiety

Some students experience anxiety over shorter periods of time, while other students experience anxiety in an ongoing 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 the student with information or ideas.

**A potentially helpful resource includes:**

- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://counseling.temple.edu/civility-campus

If the anxiety appears to be academically related:

- Academic Resource Center (215-204-2500)
- Career Center (215-204-7981)
- Center for Learning and Student Success (215-204-8466)
- Disability Resources & Services (215-204-1280)
- Resnick Academic Support Center for student-athletes (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 a preoccupation with drugs, periods of memory loss, or 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:**

- CARE Team (215-204-7188)
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at (cannot find)
  - Campus Alcohol & Substance Awareness (CASA) Unit
- Wellness Resource Center; Healthy Lifestyles Office (215-204-3854)
The Student with an Adjustment Issue

Transitions are times of change that usually involve both loss and opportunity. Entering college is one of life's 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 mental illness 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, joining student organizations, developing a relationship with a roommate or resident assistant, and practicing self-care.

_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)
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at http://counseling.temple.edu/civility-campus
- Wellness Resource Center; Healthy Lifestyles Office (215-204-3854)
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 their body image and food intake but can also affect a student’s social and academic functioning.

**Do**

- Recognize the danger associated with disordered eating behaviors rather than viewing them as a choice, lifestyle, or attempt to obtain attention.
- Support the student in seeking professional care including counseling, 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://counseling.temple.edu/civility-campus

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

- Make it clear to the student if you are mandated reporter and who you must share information with
  - Supervisor and Title IX Coordinator
- Tell the student you want to support them as best you can and thank them for speaking with you.
- Ask how you can help them.
- Assist the student in contacting Temple University Police (215-204-1234) if they wish to make a report to the police.
- If the student reports the incident immediately after it occurred, encourage the student to seek medical attention and refrain from showering and washing clothes in order to preserve evidence.
- Encourage the student to seek support through the listed resources.

Don’t

- Don’t promise to keep things private or confidential.
- Don’t ask prying questions. You may make the student feel as though you don’t believe them.
- Don’t ask if they were drinking, what they were wearing, or why they were at a party because this could make the student feel like the assault was their fault..
- Don’t be skeptical or show that you don’t believe them. The rate of individuals falsifying a report of sexual assault is extremely low.
- Don’t try to be the person’s only support. Help connect them to resources and practice care for yourself as well.

Potentially helpful resources include:

- Campus Risk Reduction and Advocacy Services Manager (215-204-5870)
- Wellness Resource Center; 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);

• Title IX Coordinator, andrea.caporale@temple.edu

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 bruising, or marks around the throat

Do
- Make it clear to the student if you are mandated reporter and who you must share information with
  - Supervisor and Title IX Coordinator
- Tell the student you want to support them as best you can and thank them for speaking with you.
- Ask how you can help them.
- Assist the student in contacting Temple University Police (215-204-1234) if they wish to make a report to the police.

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 promise to keep things private or confidential.

In addition to calling Temple University Police (in instances of physical or sexual abuse), potentially helpful resources include:
(Keep in mind the student may like to have an escort to these services)
- Campus Risk Reduction and Advocacy Services Manager (215-204-5870)
- Title IX Coordinator, andrea.caporale@temple.edu
- Tuttleman Counseling Services—Sexual Assault Counseling & Education (SACE) (215-204-7276); additional departmental guide can be found at http://counseling.temple.edu/civility-campus
- Wellness Resource Center, Assistant Director (215-204-7506)

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, text, and letters; unwanted gifts; and unwanted attentiveness.

• Stalkers can be of any gender and targets can be of any gender.

Do

• Make it clear to the student if you are mandated reporter and who you must share information with
  • Supervisor and Title IX Coordinator

• Tell the student you want to support them as best you can and thank them for speaking with you.

• Ask how you can help them.

• Assist the student in contacting Temple University Police (215-204-1234) if they wish to make a report to the police.

Don’t

• Don’t promise to keep things private or confidential.

Potentially helpful resources include:

• Campus Risk Reduction and Advocacy Services Manager (215-204-5870)

• Temple University Police (On-campus 1-1234; Off-campus 911)

• Title IX Coordinator, andrea.caporale@temple.edu

• Tuttleman Counseling Services — Sexual Assault Counseling and Education (SACE), (215-204-7276); additional departmental guide can be found at http://counseling.temple.edu/civility-campus

• Wellness Resource Center, Assistant Director (215-204-7506)

Notify your academic department chair.
The Student who Reports Having a Disability

Facts about Disability

- Students with disabilities represent about 11% of all postsecondary students, according to a national survey of the 2011-2012 academic year. As of the 2014-2015 academic year at Temple, 5.7% of students were registered with Disability Resources and Services (DRS), meaning that there are likely students at Temple who have a disability but are not registered with DRS.

- 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 DRS (215-204-1280).

This includes students who experience the following:
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder
- Blindness/low vision
- Chronic illness
- Deafness/hard of hearing
- Learning disabilities
- Mobility and dexterity disabilities
- Mental illness
- Traumatic Brain Injury (TBI)

Do

- Refer the student to DRS.
- 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. Their 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, mental illness, 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)
- Center for Learning and Student Success (215-204-8466)
- Disability Resources & Services (215-204-1280)
- Intensive English Language Program (215-204-7899)
- Office of Pre-Professional Health Studies (215-204-2513)
- Resnick Academic Support Center for student-athletes (215-204-9002)
- The Teaching & Learning Center (215-204-8761)
- Tuttleman Counseling Services (215-204-7276); additional departmental guide can be
found at http://counseling.temple.edu/civility-campus

- 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 them for their 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 resource includes:

• Dean of Students (215-204-7188)
• The Teaching and Learning Center (215-204-8761)
• Tuttleman Counseling Services (215-204-7276); additional departmental guide can be found at (cannot find)
• Wellness Resource Center; Healthy Lifestyles Office (215-204-3854)
The Student who is Verbally Aggressive

Students usually become verbally abusive (e.g. yelling, insulting, or making 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:
  1. Acknowledge their frustration.
  2. Allow them to get their feelings out and tell you what is upsetting to them.
  3. Explain that verbally abusive 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 pages 29-30 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 (e.g., 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.

**A potentially helpful resource includes:**

- Temple University Police (215-204-1234)

Notify your academic department chair after utilizing Temple University Police.
The Student in Poor Contact with Reality

Sometimes these students have difficulty distinguishing fantasy from reality. Their thinking is typically illogical, confused, or 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 state 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://counseling.temple.edu/civility-campus

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 he or she 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 for 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 helpful. This document can be found at: http://counseling.temple.edu/civility-campus

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

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

Questions 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 that person 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 may 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?

The Office of Emergency Management may provide additional thoughts for consideration in creating such a plan. Please contact Sarah Powell (sarah.powell@temple.edu), Director of Emergency Management, for more information.

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 (215-204-1234) for an escort.
## A Quick Reference Guide for Helping Troubled Students

### 1. SEEK GUIDANCE OR ADVICE

<table>
<thead>
<tr>
<th>Identified Behaviors</th>
<th>Action to Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student:</td>
<td>Please contact:</td>
</tr>
<tr>
<td>• indicates a loss of touch with reality</td>
<td>• Temple University Police, 215-204-1234</td>
</tr>
<tr>
<td>• reflects suicidal thoughts or actions, depression, anxiety, or difficulty dealing with grief</td>
<td>• Tuttleman Counseling Services, 215-204-7276</td>
</tr>
<tr>
<td>If a student:</td>
<td>Please contact:</td>
</tr>
<tr>
<td>• indicates having been a victim of a stalking, harassment, hazing, or other crime</td>
<td>• Campus Risk Reduction and Advocacy Services Manager, 215-204-5870</td>
</tr>
<tr>
<td>• reflects sexual assault or relationship violence</td>
<td>• Sexual Assault Counseling and Education (SACE) of Tuttleman Counseling Center, 215-204-7276</td>
</tr>
<tr>
<td></td>
<td>• Student Health Services, 215-204-7500 (Main Campus)</td>
</tr>
<tr>
<td></td>
<td>• Temple University Police, 215-204-1234</td>
</tr>
<tr>
<td></td>
<td>• Title IX Coordinator, <a href="mailto:andrea.caporale@temple.edu">andrea.caporale@temple.edu</a></td>
</tr>
<tr>
<td></td>
<td>• Wellness Resource Center, Assistant Director, 215-204-7506</td>
</tr>
<tr>
<td>If a student:</td>
<td>Please contact:</td>
</tr>
<tr>
<td>• has not attended class for an extended period of time</td>
<td>• Associate Dean of Students, 215-204-7188</td>
</tr>
<tr>
<td>• is overwhelmed by a problem with the university</td>
<td></td>
</tr>
<tr>
<td>• is debilitated or overwhelmed by a family emergency</td>
<td></td>
</tr>
<tr>
<td>If a student:</td>
<td>Please contact:</td>
</tr>
<tr>
<td>• is substantially impaired, interferes with or obstructs orderly processes and functions of the university</td>
<td>• Associate Dean of Students, 215-204-7188</td>
</tr>
<tr>
<td>• deliberately interferes with instruction or office procedures</td>
<td>• Temple University Police, 215-204-1234</td>
</tr>
</tbody>
</table>
2. REPORT CONCERNING BEHAVIOR

<table>
<thead>
<tr>
<th>Identified Behaviors</th>
<th>Action to Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student:</td>
<td>Please contact:</td>
</tr>
<tr>
<td>• does something significantly out of character</td>
<td>• CARE Team, 215-204-7188</td>
</tr>
<tr>
<td>• acts peculiar and this is cause for alarm</td>
<td>• Temple University Police, 215-204-1234</td>
</tr>
<tr>
<td>• displays unhealthy or dangerous patterns of behavior</td>
<td>• Tuttleman Counseling Services, 215-204-7276</td>
</tr>
<tr>
<td>• appears to be under the influence or coping with the effects of substance use</td>
<td></td>
</tr>
<tr>
<td>• continues to seem distressed despite prior referrals made</td>
<td></td>
</tr>
</tbody>
</table>

3. TAKE IMMEDIATE ACTION

<table>
<thead>
<tr>
<th>Identified Behaviors</th>
<th>Action to Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a student:</td>
<td>Please contact:</td>
</tr>
<tr>
<td>• threatens the safety of self or others</td>
<td>• Temple University Police, 215-204-1234 (or 911 if off campus)</td>
</tr>
<tr>
<td>• acts in a frightening or threatening manner</td>
<td></td>
</tr>
<tr>
<td>• does not leave the classroom or office after being asked to leave</td>
<td></td>
</tr>
</tbody>
</table>
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
Dentistry, Maurice H. Kornberg School of
Education, College of
Engineering, College of
Environmental Design, School of
Law, Beasley School of
Liberal Arts, College of
Media and Communication, School of
Medicine, School of
Music and Dance, Boyer College of
Pharmacy, School of
Podiatric Medicine, School of
Public Health, College of
Science and Technology, College of
Social Work, School of
Theater, Film and Media Arts, School of
Tourism and Hospitality Management, School of
Academic Resource Center

(Includes University Studies students, Continuing Studies students, Students in Transition, and the Global Exchange Program)
http://www.temple.edu/vpus/arc/
Location: 1810 Liacouras Walk, Suite 101
Phone: 215-204-2500

Hours: Monday–Friday 8:30 a.m.–5:00 p.m.; open until 6:30 p.m. on Wednesday for Continuing Studies students; Students are seen by appointment Tuesday–Friday; Express Advising (no longer than 15 mins) is offered on a walk-in basis Monday–Thursday, 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.

Campus Safety Services

safety.temple.edu
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, 1-1234 on any campus phone. Individuals who are hearing or speech impaired (TTY), please call 215-204-2357 to contact Temple University Police services.

Programming offered through Temple University Police includes:
Personal Defense- Women

Contact: Risk Reduction and Advocacy Services Manager, Donna Gray, 215-204-5870 or donna.gray@temple.edu (safety.temple.edu/operations-programs/programs)

Description: Certified Rape Aggression Defense Instructors teach students to utilize defensive tactics and risk awareness to reduce the potential for victimization.

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 8:30 a.m.-5:00 p.m.;
Walk-in hours: Monday–Friday 11:00 a.m.–3:00 p.m.;
Virtual hours: Monday–Friday 2:00 p.m.–3:00 p.m.

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.

Center for Learning and Student Success (CLASS)
http://www.temple.edu/class/
Location: 1810 Liacouras Walk, Room 201
Phone: 215-204-8466

Hours: Please consult website, http://www.temple.edu/class/about/p

Description: The CLASS provides students with peer tutoring in the areas of math, science, statistics, and other quantitative courses; peer assisted study sessions; and peer academic coaching. Please visit the website to learn more about these opportunities available to students.

Dean of Students Office
deanofstudents.temple.edu
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: 500 Conwell 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.
Institutional Diversity, Equity, Advocacy and Leadership, Office of (IDEAL)
http://www.temple.edu/ideal/sss/index.html
Location: 2026 N. Broad Street
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

Instructional Support Center, The (ISC)
https://computerservices.temple.edu/lab/instructional-support-center
Locations: Main—TECH Center; 12 St. and Montgomery Ave; Suite 110
Ambler—Ambler Learning Center, Room 111
Health Sciences—Kresge Hall, Room 305
Phone: 215-204-0789

Hours: All locations open from 8:30 a.m.–5:00 p.m.

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)
ielp.temple.edu
Location: 1700 N. Broad Street, Suite 209
Phone: 215-204-7899

Description: The IELP at Temple University offers the following:

- 21 hours of classwork per week in writing, reading, listening, and speaking at multiple levels of prociency from beginner to advanced.
- Year-round 7-week sessions that provide the flexibility to advance more quickly as prociency improves.
• Targeted enrichment courses that improve specific skills, such as pronunciation, spelling, vocabulary, or grammar.
• A variety of short courses where students use practical English in a relaxed environment. Students will watch and discuss movies, learn English through volunteering, practice American idioms and slang, and more!

International Student Affairs, Department of
http://studentaffairs.temple.edu/international-student-affairs

Description: The Temple University Department of International Student Affairs dedicated to the academic success of international undergraduate students. The office aims to help students acclimate to life at Temple University and in the United States.

International Student and Scholar Services (ISSS)
www.temple.edu/iss
Location: 1700 N. Broad Street, Suite 203B
Phone: 215-204-7708

Hours: 8:30-5:00 Monday twith walk-in hours Monday–Friday 1:30 p.m.–4:00 p.m. (arrive by 3:30 p.m. 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, and archival and primary research collections that serve 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 libraryworkers, 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/aPy2Is
• 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

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.

Resnick Academic Support Center for Student-Athletes
http://studentathlete.temple.edu
Location: Pearson Hall, Room 150; 1800 N. Broad Street
Phone: 215-204-9002

Description: The Resnick Academic Support Center monitors the academic progress of all student-athletes. From the admissions stage through graduation, the Center provides advising, tutoring, specialized services, assistive technology, and more to all Temple University student-athletes. The Center has a strong commitment to the education and holistic development of all student-athletes.

ROTC
www.temple.edu/rotc
Location: Ritter Hall, Lower Level; 13th Street and Cecil B. Moore Avenue
Phone: 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.
Social Science Data Library, The (SSDL)

http://www.temple.edu/ssdl/
Location: 1509 Cecil B. Moore Avenue, Suite 401
Phone: 215-204-4441

Hours: Monday–Friday 9:00 a.m.–5:00 p.m.

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 Conduct, Office of

studentconduct.temple.edu
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 (general questions) or 215-204-9898 (Help Desk)

Hours: Fall & Spring—Open 24 hours from 11:00 a.m. Sunday to 7:30 p.m. Friday; Saturday 10:00 a.m.–7:30 p.m. Summer Sessions—Monday–Thursday 8:00 a.m.–9:30 p.m.; Friday 8:00 a.m.–5:00 p.m.; Saturday 9:00 a.m.–4:30 p.m.; Sunday 12:00 p.m.–4:30 p.m.
Note: 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 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

Tuttleman Counseling Services
counseling.temple.edu
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) Monday–Friday 8:30 a.m.–5:00 p.m.; Walk-in clinic Monday–Friday 10:00 a.m.–1:30 p.m, and Saturday 9-12 (during Fall and Spring semesters)

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: Monday–Friday 8:30 a.m.–5:00 p.m.

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. 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. The program works to connect our students to the wonderful resources a major research university has to offer: top quality academics, community service, internships, scholarships, sports, entertainment, and study abroad opportunities.
Wellness Resource Center

wellness.temple.edu
Location: 1913 N. Broad Street; Mitten Hall, Lower Level
Phone: 215-204-8436

Hours: Monday–Friday 8:30 a.m.–5:00 p.m.

Description: The Wellness Resource Center 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, mental health and well-being, 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 Living Learning Community 215-204-3854
- Wellness and Sexual Health 215-204-8436
- Mental Well-Being Coordinator 215-204-3982

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—Monday–Thursday 8:30 a.m.–8:30 p.m.; Friday 8:30 a.m.–4:30 p.m.; Saturday 10:00 a.m.–4:00 p.m.

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, 215-204-0709) or Assistant Director Lorraine Savage (lcsavage@temple.edu, 215-204-0705).