



Temple  
University

Student Affairs

# STUDENT SAFETY NEST

Faculty & Staff Guide for  
Supporting Student Well-Being



# TABLE OF CONTENTS

---

<a href="#">How to Use this Guide &amp; Acknowledgments</a>	3
<a href="#">Our Approach</a>	4
<a href="#">Who are Temple students?</a>	4-5
<a href="#">Supporting Student Well-Being</a>	5-7
<a href="#">Common Signs of Concern</a>	8
<a href="#">Physical</a>	9
<a href="#">Emotional</a>	10
<a href="#">Behavioral</a>	11
<a href="#">Academic</a>	12
<a href="#">Campus Resource Guide</a>	13-17
<a href="#">Appendix: Mental Health Syllabus Statement</a>	18

## HOW TO USE THIS GUIDE

---

The purpose of this guide is to provide faculty and staff at Temple University information and resources in order to identify students who may benefit from additional support and respond to them in a manner consistent with Temple's principles and policies. This guide will provide guiding principles, observable signs of concern and examples of how to respond, as well as information about relevant campus resources.

While the *Student Safety Nest* may be helpful to you in assisting students, it is not intended as a manual or to-do list. Each situation will require a slightly different approach and resource referral.

This guide is a tool for faculty and staff to use when addressing the concerns outlined here. As such, we emphasize that each student is unique, bringing with them a distinct set of life experiences and identities. While the *Student Safety Nest* may

be helpful to you in assisting students, it is not intended as a manual or to-do list. Each situation will require a slightly different approach and resource referral. Our dynamics with each student will differ as well, and the context of our responses may change from student to student.

We encourage all faculty and staff to communicate with their supervisors to understand specific procedures or points of contact for your department, if any may exist.

## NAVIGATING THIS GUIDE

---

- The [Table of Contents](#) has click-able links to each section of the guide.
- Return to the Table of Contents by clicking the page number bar at the top of each page.

## CONTRIBUTORS

---

This guide has been compiled and updated as a collaboration between the CARE Team and Wellness Resource Center, with review from Tuttleman Counseling Services and Student Health Services.

## GUIDING PRINCIPLES

---

Students' success is rooted in the well-being of each individual and each student has the opportunity to thrive here at Temple University, with appropriate support and resources.

This guide is intended to be one piece / component of larger efforts to support student well-being. Faculty and staff can promote student well-being through whole-person and trauma sensitive approaches in addition to using this guide.

### **Whole-person focus:**

Students are living full and complex lives, just as faculty and staff are, and, often, other aspects of life may impact their performance in the classroom. Students are living within social, political, economic, and cultural systems which inform their lived experiences and may be oppressive or restrictive.

### **Trauma-sensitive:**

By understanding that many students have already experienced trauma before they attend college, there is the opportunity to create a supportive environment for all, one with a culture of affirmation and holistic well-being in mind.

## WHO ARE TEMPLE STUDENTS?

---

### **Emerging Adulthood<sup>1</sup>**

- Emerging Adulthood (EA) is a period of psychological development that can be thought of as “delayed adulthood.” The culturally accepted markers of adulthood (i.e. marriage, parenthood, full independence from parents, financial stability) are taking longer for people to attain than they did prior to the 1960s, as the result of various economic, societal and cultural factors. EA has arisen from this shift in what constitutes adulthood. Emerging Adults are no longer adolescents and are legally independent from their parents.
- It is estimated that EA generally lasts from 18-29 years old in the United States, though this doesn't account for experiences across cultures and socioeconomic categories. See the next page for more about implications of EA on mental health.
- In addition to these cultural, societal, and economic shifts, there is also evidence that the brain continues to develop into the mid-20s<sup>2</sup>. For students who have experienced Adverse Childhood Experiences (ACEs), brain architecture changes with this exposure to “toxic stress.” These changes in the brain affect the way these individuals learn and respond to stressors<sup>3</sup>.

<sup>1</sup> Arnett, J., Zukauskienė, R., Sugimura, K. (2014). “The new life stage of emerging adulthood at ages 18-29: Implications for mental health.” *Lancet Psychiatry*, (1), 569-576.

<sup>2</sup> Arain, M., Haque, M., Johat, L., et al. (2013). “Maturation of the Adolescent Brain.” *Neuropsychiatric Disease and Treatment*, 9, 449-61.

<sup>3</sup> National Scientific Council on the Developing Child (2005/2014). Excessive Stress Disrupts the Architecture of the Developing Brain: Working Paper No. 3. Updated Edition. Retrieved from [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu).

**Emerging Adulthood** and its characteristics have implications for mental health, a rising concern in college and university environments.

THEMES OF EA	IMPLICATIONS FOR MENTAL HEALTH
<b>Identity Exploration</b>	It can be exciting, yet also confusing, stressful, and potentially overwhelming to explore aspects of one's identity. This can cause or increase feelings of anxiety and depression.
<b>Instability</b>	Relationship and job changes can cause or increase feelings of anxiety that can be difficult to cope with. Maladaptive coping mechanisms (for example, alcohol and other drug use) can have their own potentially harmful outcomes.
<b>Self-Focus</b>	While feelings of independence can have a positive effect, they could also be accompanied by low social connectedness / support and could lead to depression or depressed feelings.
<b>Feeling In-Between</b>	Reaching adulthood is a gradual process and is not accomplished in one or a few defining events. This process can cause EAs to feel like "not enough of an adult" and increase feelings of anxiety and depression.
<b>Possibilities &amp; Optimism</b>	Optimism is a psychological resource for EAs and can serve as a protective factor against anxiety and depression.

## SUPPORTING STUDENT WELL-BEING

---

Though this guide will assist you in identifying students (at the undergraduate and graduate level) at risk for various concerns, we also want to provide information about how you can support the well-being of all students, even when concerning behavior is not observed.

### Tips to support well-being - For Instructors:

- Support time management and healthy sleep patterns, both essential for memory formation and learning, by asking assignments to be submitted before or by 9:00pm, rather than midnight.
- If you don't already include a syllabus statement about mental health or key wellness resources on campus, consider adding one. See the [Appendix](#) to for a recommended optional mental health syllabus statement and relevant talking points.
- Integrate wellness topics into coursework (i.e. a public health campaign for an advertising class, paper topics that integrate health impacts with a course topic).
- If appropriate and allowed in your educational setting, permit students to bring snacks or meals with them to class. If possible, allow for brief breaks.
- Align your instructional methods with principles of Universal Design to accommodate as many students' learning preferences and abilities as possible. Contact the [Center for the Advancement of Teaching \(the CAT\)](#) for more support with course design and instructional methods.

## SUPPORTING STUDENT WELL-BEING *continued.*

### Tips to support well-being - For Everyone:

- Encourage students to practice self-care and establish boundaries to find balance with academic, personal, and professional responsibilities.
- Encourage thought patterns and behaviors that support resilience, including (but not limited to): viewing failures / challenges as learning opportunities, engaging in positive self-talk, adopting a growth mindset (understanding that intelligence and abilities are adaptable), practicing self-compassion (treating ourselves like we would treat a good friend in the same situation), and developing time and stress management skills (or referring to resources that help with this).
- Adopt trauma-sensitive practices: Trauma-sensitive practices benefit all students. We don't know who has experienced trauma.<sup>1</sup>

<b>Safety</b>	Do what you can to create an emotionally and physically safe environment. For example: meet in a private yet safe space, allow the student to choose where they are most comfortable, be mindful of fragrances (i.e. perfume, cologne) and lighting.
<b>Trust</b>	Cultivate trust in student interactions by listening reflectively, expressing empathy, affirming their experience and efforts, and creating a rapport marked by mutual respect.
<b>Collaboration</b>	Work <i>with</i> students through concerns and challenges; be intentional to help maintain their autonomy. Your role is not to "fix" problems for students, but to offer guidance and connect them to resources.
<b>Options</b>	Consider how many choices and options are woven into the conversation and how you articulate these to the student. Ask for permission to give information & resources. Note that if you would like to consult with campus resources (e.g. CARE Team) about a situation before offering resources to the student, this may still be appropriate if it is not an emergency.
<b>Empowerment</b>	Acknowledge and encourage the strengths and skills of each person to encourage feelings of self-efficacy.

<sup>1</sup> National Sexual Violence Resource Center. (2013). Building Cultures of Care: A guide for sexual assault services. National Sexual Violence Resource Center: Harrisburg, PA. Retrieved from [https://www.nsvrc.org/sites/default/files/publications\\_nsvrc\\_guides\\_building-cultures-of-care.pdf](https://www.nsvrc.org/sites/default/files/publications_nsvrc_guides_building-cultures-of-care.pdf)

# SUPPORTING STUDENT WELL-BEING *continued.*

## Communication tips<sup>1</sup>

- Use open-ended questions that allow for the person to share their complete perspective of a situation, rather than asking leading or closed questions.
- Provide affirmations that acknowledge a person's strengths and efforts.
- Reflect back what a person is sharing with you to facilitate their own decision-making.
- Summarize the conversation to gain clarity, correct misinformation, and review next steps.
- Listen to the person instead of thinking about what you will say next.

## Language usage

Use person-first and inclusive language to avoid harmful and stigmatizing comments. Here are some examples:

INSTEAD OF...	TRY...	WHY?
"That's crazy!"	"I can't believe that!" or "How incredible!"	"Crazy" or "insane" perpetuate a negative association with mental health, even though these phrases have become normalized.
Referring to someone as an "addict" or "substance abuser"	"Person with a Substance Use Disorder" or "Person in active addiction"	Substance Use Disorder is a diagnosable disorder, for which help is available. By labeling people who struggle with substance as "abusers," they are marginalized.
"They committed suicide."	"Died by suicide," "took their life," or "killed themselves"	The word "committed" is associated with criminal activity. People choose to take their own lives as a result of a complex constellation of factors.
"They are depressed."	"They are feeling depressed." or "They have depression."	It's best to avoid identifying a person by their mental health needs / feelings / experiences, and use person-first language describe how someone may be feeling or a condition that someone lives with.

## PROFESSIONAL DEVELOPMENT TRAINING FROM THE WELLNESS RESOURCE CENTER

For guidance on how you can support student well-being, consider attending any of the Wellness Resource Center's faculty and staff trainings or request one for your department.

<sup>1</sup> Miller, W., & Rollnick, S. (2013). *Motivational interviewing: Helping people change*. New York, NY: Guilford Press.



## COMMON SIGNS OF CONCERN

If you are unsure how to best support a student you are concerned about or whether behavior warrants a referral, contact the CARE Team for a consultation by phone or email. To learn more about the CARE team, please see the Faculty/Staff Referral Guide [here](#).

*The concerns, suggested responses, and resources in the following pages are intended to serve as examples and helpful concepts to consider when supporting a student you are concerned about. Your response to each student will likely be different based on many factors.*

### Why refer to the CARE Team?

- Sending a referral to the CARE Team allows information regarding students of concern to be coordinated among and reviewed by multiple stakeholders.
- In many cases, behavior is not isolated to one setting, and the CARE Team can look into whether a prior referral was made and if so, what outreach was conducted.
- The CARE team will collect additional information and identify and enact appropriate strategies for addressing the situation.
- The primary purpose of the team is to offer strategies for mitigating emergent or crisis situations involving students however, many student issues are resolved through an informal meeting with a member of the CARE Team.

## WHAT DOES AN EMERGENCY ENTAIL?

### EMERGENCY

In an **emergency**, call **911 or 215-204-1234** (Temple University Police Department) and state your location.

#### Examples:

- Possession of a weapon on campus
- Suicidal action plan (how, when, where, etc)
- Acts of threats of violence
- Fear for immediate harm to self, others, or property

### NON-EMERGENCY

In a **non-emergency situation**, please call or email the **CARE Team at 215-204-7188** or [careteam@temple.edu](mailto:careteam@temple.edu).

#### Examples:

- Evidence of self-injurious behavior
- Suicidal ideation
- Erratic behaviors that disrupt the mission and / or normal proceedings of the University, students, staff, or faculty
- Significant changes in academic performance



## COMMON SIGNS OF CONCERN *continued.*

---

### Physical Concerns

- Significant changes in energy and / or engagement
- Frequent state of intoxication
- Significant and / or rapid weight loss
- Worrisome changes in hygiene
- Noticeable cuts, bruises or burns
- Regularly sleeping in class

### Example

*You notice that a student is frequently falling asleep during lecture. The student comes to class late and appears disheveled. Their clothes, which you notice are the same ones they have been wearing for multiple classes this week, are wrinkled and they have dark circles under their eyes.*

### What can you do?

- Treat each student with sensitivity and respect.
- Share your concern with the student by naming the observable behaviors and signs you have witnessed.
- You may choose to share these concerns differently based on each situation or reach out by email first to set up a meeting.
- Support the student in seeking help, as desired.
- Support the student even if they are not motivated to access help.
- Be alert for other signs of distress.
- Document interactions with the student inside or outside of class.

## COMMON SIGNS OF CONCERN *continued.*

---

### Emotional Concerns

- Emotional outbursts / persistent crying
- Direct statements indicating distress
- Student expresses / demonstrates difficulty distinguishing fantasy from reality
- Written or verbal expressions of hopelessness or suicide
- Peers expressing concerns for another student
- Exaggerated personality traits (more withdrawn or animated than usual)

### Example

*A student comes to an advising appointment to talk about switching their major. After a few minutes together, the student puts their head in their hands and begins to sob. They share that they have been struggling with their mental health and are feeling hopeless and lonely.*

### What can you do?

- Treat each student with sensitivity and respect and validate the student's feelings and experiences.
- Share your concern with the student by naming the behaviors / signs you have witnessed. This can be done after class, during office hours, through emails, etc.
- Ask the student about whether they have resources they have found helpful in the past.
- Support the student in seeking professional care. If you are comfortable doing so, offer to accompany the student to Tuttleman Counseling Services.
- Defuse and de-escalate a situation by remaining calm, and speaking in a calm tone or voice, and modeling appropriate behavior to the student.
- Reveal your difficulty understanding the student, when appropriate, and focus on the "here and now" to divert the focus from the irrational or fantastical to the rational or real.
- Document interactions with the student inside or outside of class and attempts at resolving emotional concerns.
- Seek advice from your department chair or ask them to sit in on class / meetings with the student to observe and document behavior.

## COMMON SIGNS OF CONCERN *continued.*

---

### Behavioral Concerns

- Inappropriate emotional outbursts
- Verbally aggressive
- Violent or physically destructive
- Verbal or written threats
- Demanding a lot of time / resources or demonstrates high needs

### Example

*A student in class is constantly interrupting their classmates. They call out without raising their hand, they make snide remarks about others' comments and frequently monopolize the conversation. They go off topic and veer the conversation away from the coursework.*

### What can you do?

- Defuse and de-escalate a situation by speaking in a calm tone of voice and modeling appropriate behavior to all students.
- Document interactions with the student inside or outside of class and attempts at resolving behavioral concerns.
- Let students know the limits of what is reasonable for you to provide and set clear classroom expectations.
- Thank the student for their contribution and ask that the student leave space for others' input.
- Ask the student to restate what you have told them to avoid any miscommunication.
- When you have given a student an appropriate amount of time, let them know that you are busy and need to attend to other things.
- It can be helpful to have a colleague nearby while meeting with an aggressive or upset student to ensure you are not alone if a situation escalates.
- Seek advice from your department chair or ask them to sit in on class/meetings with the student to observe and document behavior.
- If there is concern for immediate safety, call TUPD at 215-204-1234.

## COMMON SIGNS OF CONCERN *continued.*

---

### Academic Concerns

- Deterioration in academic work
- Disorganized or erratic performance
- Repeated absences and missed assignments
- Ranting or rambling emails
- Continual seeking of special provisions
- Persistent demands beyond what you can provide
- Monopolizing classroom discussion / activities
- Changes in academic performance

### Example

*Mid-way through the semester a student essentially disappears from your class. The student has not reached out about missing class and has not turned in any recent assignments. You have reached out to the student via email, but have not heard back. The class meets multiple times a week and the student is at risk of failing. Prior to this, the student was attentive, punctual, and engaged.*

### What can you do?

- Share your concern with the student by naming the behaviors/signs you have witnessed. This can be done after class, during office hours, through email, etc.
- Inquire compassionately about potential challenges to meeting academic regulations.
- Encourage the student to assess the source of under-achievement (e.g. distractions, mental health needs, difficulty with study skills, etc.).
- Set clear classroom expectations (attendance policy, assignment due dates, grading procedure, etc.)
- If the student is absent, reach out to them via email and share your concern.
- Document all conversations and attempts to contact student.
- Reach out to CARE Team for support.

# CAMPUS RESOURCE GUIDE

*The information below is intended to serve as a quick and helpful guide for resources on and around campus. There are many resources available at Temple University and this guide can empower faculty and staff to refer students to appropriate resources or discuss options with them. If you have any additional questions about these resources, please visit their website to learn more.*

NAME / DESCRIPTION	CONTACT	WHAT THEY PROVIDE
<p><b>CARE Team</b> The CARE Team, within the Dean of Students Office, is a multidisciplinary group of stakeholders from across the University that receives referrals pertaining to students of concern, collects additional information, and then identifies and enacts appropriate strategies for addressing the situation.</p>	<p><b>Phone:</b> 215-204-7188 <b>Email:</b> <a href="mailto:careteam@temple.edu">careteam@temple.edu</a> <b>Website:</b> <a href="http://careteam.temple.edu">careteam.temple.edu</a> <b>Location:</b> Student Center, Room 304 1755 N. 13th Street <b>Hours:</b> Monday-Friday 8:30am - 5pm <b><u><a href="#">Make a referral online.</a></u></b></p>	<ul style="list-style-type: none"> <li>• Consultations for how to respond to concerns</li> <li>• Respond to referrals by connecting students to appropriate resources</li> </ul>
<p><b>Campus Safety Services &amp; TUPD</b> CSS and Temple University Police Department (TUPD) serve the campus community, protects life and property, and enforces the law. They offer many resources and programs to complement their law enforcement initiatives.</p>	<p><b>Phone:</b> 215-204-1234 <b>Email:</b> <a href="mailto:police@temple.edu">police@temple.edu</a> <b>Website:</b> <a href="http://safety.temple.edu/">safety.temple.edu/</a> <b>Locations:</b></p> <ul style="list-style-type: none"> <li>• Police Administration - 1101 W. Montgomery Avenue</li> <li>• Administrative Building - 1801 N. 11th Street</li> <li>• Center Station - Beasley and Polett Walks</li> <li>• Police Mini Station - 1600 N. Park Avenue</li> </ul> <p><b>Hours:</b> 24 hours a day, 365 days a year</p>	<ul style="list-style-type: none"> <li>• Emergency and first responder services</li> <li>• Emergency and safety preparedness trainings</li> </ul>
<p><b>Tuttleman Counseling Services</b> TCS provides culturally sensitive mental health services that support the psychological health of the diverse community of Temple students and thereby their academic success. Assistance is confidential and free of charge.</p>	<p><b>Phone:</b> 215-204-7276 <b>Website:</b> <a href="http://counseling.temple.edu">counseling.temple.edu</a> <b>Location:</b> 1700 N. Broad Street, 2nd floor <b>Office hours:</b> Monday - Friday 8am-5pm <b>Initial Registration:</b> Online M-F 10:00am-3:00pm To initiate services, students must register <a href="#">online</a> for an initial assessment. After completing forms, a counselor will reach out within 24 hours. <i>Intake form can be found on the website &gt; Getting Started &gt; New Clients</i></p>	<ul style="list-style-type: none"> <li>• Individual therapy</li> <li>• Group therapy (sign-up and drop-in)</li> <li>• The Resiliency Resource Center</li> <li>• Psychiatric services</li> <li>• Referrals &amp; online database</li> </ul> <p><i>24-Hour Emergency Response is available - call 215-204-7276.</i></p>

## CAMPUS RESOURCE GUIDE *continued.*

NAME / DESCRIPTION	CONTACT	WHAT THEY PROVIDE
<p><b>Student Health Services</b> Student Health Services provides the eligible Student Temple University community with affordable, accessible and high quality primary health care.</p>	<p><b>Phone:</b> 215-204-7500 <b>Website:</b> <a href="http://studenthealth.temple.edu">studenthealth.temple.edu</a> <b>Location:</b> 1700 N. Broad Street, 4th floor <b>Hours:</b> Mon-Tues &amp; Thurs-Fri. 8:30am - 5pm ; Wednesday 10am - 5pm</p> <p><b>SHS services are included in tuition fees and are free to Temple students.</b></p>	<ul style="list-style-type: none"> <li>• Acute and Chronic Care by Appointment</li> <li>• Women’s Health</li> <li>• STI Testing</li> <li>• Sports Medicine</li> <li>• Physical Examinations</li> <li>• Travel Consults</li> <li>• Immunizations</li> <li>• Nutrition</li> <li>• Laboratory</li> </ul>
<p><b>Wellness Resource Center</b> The WRC is the university’s health promotion office, offering intentional learning opportunities around four areas: alcohol and other drug prevention, interpersonal violence prevention, mental well-being promotion, and sexual health promotion.</p>	<p><b>Phone:</b> 215-204-8436 <b>Email:</b> <a href="mailto:TUWellness@temple.edu">TUWellness@temple.edu</a> <b>Website:</b> <a href="http://wellness.temple.edu">wellness.temple.edu</a> <b>Location:</b> Student Center, Suite 201 1755 N. 13th Street <b>Hours:</b> Monday-Friday 8:30am - 5pm <b>Social Media:</b> @BeWellTU</p>	<ul style="list-style-type: none"> <li>• Peer-led workshops</li> <li>• HEART Peer Education program</li> <li>• Campus-wide events</li> <li>• Low cost safer sex supplies</li> <li>• Wellness consultations</li> <li>• Staff and faculty trainings</li> </ul>
<p><b>Psychological Services Center</b> The PSC is a nonprofit community mental health center that provides counseling and psychological services for mental health. The PSC serves anyone from Temple University and the surrounding communities. The PSC is a training clinic for the doctoral students in the Clinical Psychology Program.</p>	<p><b>Phone:</b> 215-204-7100 <b>Email:</b> <a href="mailto:psc@temple.edu">psc@temple.edu</a> <b>Website:</b> <a href="http://sites.temple.edu/psc/">sites.temple.edu/psc/</a> <b>Location:</b> E.C.E.C. Building, Room 420 1509 Cecil B Moore Ave. <b>Hours:</b> Monday-Friday 9am - 6pm</p> <p><b>There is a sliding scale fee associated with this service.</b></p>	<ul style="list-style-type: none"> <li>• Individual therapy</li> <li>• Workshops</li> <li>• Assessments</li> </ul>

## CAMPUS RESOURCE GUIDE *continued.*

NAME / DESCRIPTION	CONTACT	WHAT THEY PROVIDE
<p><b>Disability Resources and Services</b>            DRS facilitates access and accommodations on an individualized basis and provides opportunities for students with a disability to grow and develop. DRS is a free and confidential service.</p>	<p><b>Phone:</b> 215-204-1280  <b>Email:</b> <a href="mailto:drs@temple.edu">drs@temple.edu</a>  <b>Website:</b> <a href="https://disabilityresources.temple.edu/">https://disabilityresources.temple.edu/</a>  <b>Location:</b> Student Center South, 4th Floor Room 420</p>	<ul style="list-style-type: none"> <li>• Individualized accommodations for students with a disability</li> <li>• SHOUT Peer Mentor program</li> <li>• Access to interpreters and assistive technology</li> </ul>
<p><b>Title IX Coordinator</b>            Temple requires members of the university community to promptly and accurately report all criminal actions; to utilize the university's sexual misconduct education and prevention programs; and to understand the policies, procedures and disciplinary sanctions associated with sexual misconduct.</p> <p><i>Andrea Caporale-Seiss is the University's Title IX Coordinator.</i></p>	<p><b>Phone:</b> 215-204-3283  <b>Email:</b> <a href="mailto:andrea.caporale@temple.edu">andrea.caporale@temple.edu</a>  <b>Website:</b> <a href="https://sexualmisconduct.temple.edu/">sexualmisconduct.temple.edu/</a>  <b>Location:</b> Sullivan Hall, 2M            1330 Polett Walk</p>	<ul style="list-style-type: none"> <li>• Accommodations for students on an individualized basis</li> <li>• Assistance and support through various reporting channels</li> <li>• Education for the campus community</li> </ul>
<p><b>Office of Student Conduct &amp; Community Standards</b>            SCCS is committed to working with students, faculty, and staff in an effort to create a campus community of integrity and respect.</p>	<p><b>Phone:</b> 215-204-3286  <b>Email:</b> <a href="mailto:sccs@temple.edu">sccs@temple.edu</a>  <b>Website:</b> <a href="https://studentconduct.temple.edu/">https://studentconduct.temple.edu/</a>  <b>Location:</b> Student Center, Room 318            1755 N. 13th Street  <b>Hours:</b> Monday-Friday 8:30am - 5pm</p>	<ul style="list-style-type: none"> <li>• Administration of the Student Conduct Code and conduct process</li> <li>• Educational sanctioning and programming</li> <li>• Case consultation</li> <li>• Peer mediation</li> </ul>



## CAMPUS RESOURCE GUIDE *continued.*

NAME / DESCRIPTION	CONTACT	WHAT THEY PROVIDE
<p><b>Office of Institutional Diversity, Equity, Advocacy, and Leadership (IDEAL)</b>            IDEAL provides cultural development to Temple's professional and student populations. Students, staff, and faculty can visit offices to discuss critical diversity issues in a brave space or for a casual space to study.</p>	<p><b>Phone:</b> 215-204-7303  <b>Email:</b> <a href="mailto:ideal@temple.edu">ideal@temple.edu</a>  <b>Website:</b> <a href="http://diversity.temple.edu/">diversity.temple.edu/</a>  <b>Locations:</b></p> <ul style="list-style-type: none"> <li>• 2026 N Broad Street (Main Office &amp; Burrow)</li> <li>• 2032 N Broad Street (IDEAL Lecture Hall)</li> </ul> <p><b>Hours:</b> Monday-Friday 9am - 5pm</p>	<ul style="list-style-type: none"> <li>• Programs and events for students, staff and faculty</li> <li>• Diversity Peer program</li> </ul>
<p><b>Cherry Pantry</b>            Temple University's first food pantry created to combat hunger in the Temple community.</p>	<p><b>Email:</b> <a href="mailto:cherrypantry@temple.edu">cherrypantry@temple.edu</a>  <b>Website:</b> <a href="http://studentaffairs.temple.edu/cherry-pantry">studentaffairs.temple.edu/cherry-pantry</a>  <b>Location:</b> Student Center, Room 224A            1755 N. 13th Street  <b>Hours:</b> Monday and Thursday 12 - 5 pm</p>	<ul style="list-style-type: none"> <li>• Non-perishable food items</li> <li>• Personal hygiene items</li> </ul>
<p><b>Career Center</b>            The Career Center offers a variety of services to help students make a smooth transition from the classroom to the workplace. Whether seeking information, an internship, employment, or considering graduate school, their staff is here to help students own their future.</p>	<p><b>Phone:</b> 215-204-7981  <b>Website:</b> <a href="http://www.temple.edu/provost/careercenter/">www.temple.edu/provost/careercenter/</a>  <b>Location:</b> 220 Mitten Hall            1913 N. Broad Street  <b>Hours:</b> Monday-Friday 8:30am - 5pm</p>	<ul style="list-style-type: none"> <li>• Career coaching</li> <li>• Workshops and presentations</li> <li>• Events and job fairs</li> <li>• Interviewing and professional development opportunities</li> </ul>

## CAMPUS RESOURCE GUIDE *continued.*

NAME / DESCRIPTION	CONTACT	WHAT THEY PROVIDE
<p><b>Student Success Center</b> The Student Success Center (SSC) is a comprehensive, "one-stop-shop" academic support center serving graduate and undergraduate students at Temple University.</p>	<p><b>Phone:</b> 215-204-0702 <b>Email:</b> <a href="mailto:ssc@temple.edu">ssc@temple.edu</a> <b>Website:</b> <a href="http://www.temple.edu/class/">www.temple.edu/class/</a> <b>Location:</b> Charles Library, Room 230 <b>Hours:</b> Monday-Thursday 8:30am - 8:30pm; Friday 8:30am - 4:30pm; Saturday 10am - 4pm; Sunday CLOSED</p>	<ul style="list-style-type: none"> <li>• The Writing Center</li> <li>• Peer academic coaching</li> <li>• STEM Learning Lab</li> <li>• Language Lounge</li> </ul>
<p><b>International Affairs</b> The Office of International Affairs leads Temple's international initiatives, promoting globalization as one of Temple's core values. The office brings together various constituencies and units, working to integrate a global perspective throughout Temple's academic and co-curricular programs.</p>	<p><b>Phone:</b> 215-204-9570 <b>Website:</b> <a href="http://www.temple.edu/international/">www.temple.edu/international/</a> <b>Location:</b> 403 Conwell Hall 1801 N. Broad Street</p>	<ul style="list-style-type: none"> <li>• Specialized support for international students through International Student Affairs department</li> <li>• Education Abroad and Overseas Campuses</li> <li>• Intensive English Language Program</li> <li>• Global Programs</li> <li>• International Student &amp; Scholar Services</li> <li>• International Admissions</li> <li>• Confucius Institute</li> </ul>
<p><b>Social Service Annex</b> Organized by the School of Social Work, The Social Service Annex (SS Annex) is dedicated to empowering students who self-identify as in need of supportive services. The SS Annex offers prevention-focused and empowerment-based intervention support services to Temple students and the community at large.</p>	<p><b>Website:</b> <a href="https://cph.temple.edu/departments-research/departments/school-social-work/social-service-annex">https://cph.temple.edu/departments-research/departments/school-social-work/social-service-annex</a> <b>Location:</b> Ritter Annex, Basement 1301 Cecil B. Moore Avenue <b>Hours:</b> Tuesday, Wednesday, Thursday 10:00am-5:30pm</p>	<ul style="list-style-type: none"> <li>• The Zen Den: A quiet area to relax and decompress</li> <li>• Connections Lounge &amp; Office: Peer consultations and focus groups</li> <li>• University and community resources</li> <li>• Light refreshments and beverages</li> <li>• Conference room / meeting space</li> </ul>

## APPENDIX

---

### Mental Health and Well-being Syllabus Statement

*As the instructor of the course, I recognize that students may experience mental health challenges at times throughout the semester. I am committed to creating an inclusive and welcoming classroom space and encourage students to access resources provided by the university or speak with me privately if they need support connecting with appropriate resources.*

*Learn more about these resources below:*

- *Disability Resources and Services provide individualized accommodations and opportunities for involvement for students with disabilities. [disabilityresources.temple.edu](https://disabilityresources.temple.edu)*
- *Student Health Services offers acute and chronic care, sexual health care, sports medicine, nutrition counseling, and immunizations. [studenthealth.temple.edu](https://studenthealth.temple.edu)*
- *Tuttleman Counseling Services provide group and individual therapy, the Resiliency Resource Center, drop-in groups, and more. [counseling.temple.edu](https://counseling.temple.edu)*
- *Wellness Resource Center provide peer-led workshops, campus-wide events, safer sex supplies, and wellness consultations to connect students to resources. [wellness.temple.edu](https://wellness.temple.edu)*

**This statement is an optional resource to include at your discretion.** If you are considering including this statement in your syllabus, here are some additional points that may assist with questions or comments that may arise.

- **Confidentiality vs Privacy:** Inform students that if they wish to speak in private with you, it does not mean that your conversation will be confidential. Faculty are mandated reporters, and may need to report an incident to Campus Safety Services and / or Title IX.
  - When discussing concerns or personal topics with students, be sure to do so in a private, yet safe space, where students can feel comfortable talking.
- Providing an **inclusive and supportive classroom environment** does not mean that the course won't be challenging. Struggling with academic work is normal and can positively contribute to future resilience and success. There are resources available to assist with that process when needed.
- DRS can provide **accommodations** for students with mental health conditions as well as any other documented disability. There is a registration process a student must complete in order to receive formal accommodations. Students should contact DRS for more information.
- If you would like support, consult with the CARE Team ([careteam@temple.edu](mailto:careteam@temple.edu) or 215-204-7188), attend a professional development training at the Wellness Resource Center ([wellness.temple.edu](https://wellness.temple.edu)), or explore services offered by the Center for the Advancement of Teaching ([teaching.temple.edu](https://teaching.temple.edu)).