



University of New Haven

Office of the Dean of Students
Counseling and Psychological Services

FACULTY AND STAFF GUIDE
FOR ASSISTING STUDENTS



FROM THE OFFICE OF THE DEAN OF STUDENTS

DEAR COLLEAGUES:

College is a time of change and transition for students as they face new academic challenges and the responsibilities which come with becoming an adult. For the most part, students are successful in managing the demands of their college experience and are able to negotiate the obstacles they encounter along the way. There are some students, however, who become overwhelmed and need support to meet the challenges that impact their ability to succeed in and out of the classroom.

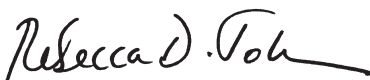
Faculty and staff play an important role in identifying and assisting distressed students. Many of us encounter students who have had family or financial concerns, academic challenges, difficult peer or social relationships, and emotional or psychological issues. We are in a position in our day-to-day interactions with students to notice a change in behavior, outward appearance, class attendance, or mood which might signify that a student is in distress. During a difficult time, we may be the one person a student feels comfortable turning to or confiding in.

This guide has been developed to assist us in our conversations with students and to enable us to provide easy access to the services and resources available on the university campus to which students can be referred.

I would like to acknowledge our colleagues at the University of Connecticut whose guide served as our model and thank the staff of Counseling and Psychological Services for their work on the Guide.

Thank you for all you do to ensure student success by providing a supportive and caring learning environment at the University of New Haven.

Sincerely,



Rebecca Johnson
Vice President for Student Affairs & Dean of Students

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RESPONDING TO STUDENT EMERGENCIES

The university encourages and will support a professor's decision to assist students in distress. Students in distress often display behavior that may pose a threat to themselves or others. Such behavior may include the following:

- Suicidal gestures, intentions, attempts or references of any kind to suicide or self harm
- Other behavior posing a threat to the student (e.g., drug abuse)
- Threats or aggression directed toward others
- Demonstrated inability to care for or make decisions for oneself.

If a student requires immediate medical attention or hospitalization or engaging in behavior of concern (e.g., aggressive, hostile, refusing care), or if you feel directly threatened by a student or feel others are at risk, call University Police Department immediately at 203-932-7070. They will provide assistance.

Campus resources for responding to mental and physical health emergencies:

- For consultation with a mental health clinician, call 203-932-7332. Counseling and Psychological Services is open Monday – Friday, from 8:30 a.m. to 6:00 p.m. during the academic year and during the summer.

During these times, you may also walk the student to Counseling and Psychological Services, located in the lower level at the rear of Sheffield Hall just around the corner from Health Services.

- For consultation with a health services provider, call 203-932-7079. The Health Services Office is open Monday – Thursday from 8:30 a.m. – 5:00 p.m. and Friday from 8:30 a.m. – 4:30 p.m. During these times, you may also walk the student to the Health Services Office, located in the lower level of Sheffield Hall.

WHAT YOU CAN DO

- Engage the student with compassion and respect.
- Ask them what would make them feel more comfortable/safe.
- If they are willing, suggest walking with them over to Counseling or Health Services.
- If possible enlist the help of a coworker so that you are not acting alone.
- Listen attentively, and respond in a caring and considerate way.
- 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
 - the type of assistance needed
 - the exact location of the student in the building
 - an accurate description of the student.
- Alert the Office of the Dean of Students (203-932-7432) as soon as possible.

In the event of an emergency, call 911 or contact University Police Department at 203-932-7070.

REPORTING CONCERNING STUDENT BEHAVIOR

Have you been concerned about a student or community member's behavior and were unsure of what to do?

The University of New Haven is committed to maintaining a healthy, safe and secure campus environment, free of intimidation and harm.

For a description of concerning behaviors, please visit www.newhaven.edu/reportit.

The University Behavioral Intervention Team (BIT) serves as a centralized point for referrals of students or community members of concern. If you notice behaviors or activities that you feel may pose a risk to the health or safety of our community, let us know about it by going to www.newhaven.edu/Reportit, to report information to the University of New Haven Behavioral Intervention Team.

REPORT IT!
Don't ignore it!

BEHAVIORAL INTERVENTION TEAM

The University Behavioral Intervention Team (BIT) serves as a centralized point for referrals of students or community members of concern.

MISSION STATEMENT

The BIT is a multidisciplinary proactive campus threat assessment and behavioral intervention team committed to improving the overall safety of the campus. This is accomplished through a coordinated, compassionate, objective approach to prevention, identification, assessment, intervention, and management of situations that pose, or may reasonably pose a threat to the safety and well-being of the campus community.

CORE FUNCTIONS:

- Educate and inform the campus community on how to recognize, report and effectively address concerning behaviors.
- Receive and assess information regarding concerning student or community behaviors.
- Recommend actions to appropriate campus constituents for the management of concerning situations and behaviors with the goal of finding a resolution before the concern escalates to a higher level.

- Work toward a resolution that is in the best interests of the individual(s) and the University community.
- Continue to follow up on the case as needed.

THE BIT:

- Reviews information received from faculty, staff, students and/or other community members.
- Conducts an investigation to determine an appropriate response.
- Balances the individual needs of the student and those of the greater campus community.
- Provides a structured method for addressing student behaviors that impact the university community.
- Designs a coordinated response to individual needs.
- Centralizes the collection and assessment of concerning student behaviors.
- Coordinates follow-up actions as needed.

AWARENESS OF CULTURAL DIFFERENCES

Race, ethnicity, cultural background, sexual orientation, gender identity, other cultural identities and respect for differences in general are important to keep in mind as you help a distressed student. Reactions to racism, sexism, homophobia, ableism, anti-Semitism, etc., can affect the way in which emotional distress is manifested and also can impact help-seeking behavior. General barriers to seeking help – e.g., denial, fear of being labeled in a negative way, lack of information about campus resources – may be even more troublesome for students from under-represented groups, especially if counseling is not a culturally relevant choice to make when help is needed. Communicating support, concern, and understanding is critical in reaching students who may feel isolated and marginalized.

RESOURCES

ADMINISTRATIVE OFFICES

Myatt Center for Diversity and Inclusion:

Gerber Hall – 203-932-7443

International Services Office:

Echlin Hall – Level 2, 203-932-7475

Accessibility Resources Center:

Sheffield Hall – Ground Level, Rear, 203-932-7332

Counseling & Psychological Services:

Sheffield Hall – Ground Level, Rear, 203-932-7332

STUDENT ORGANIZATIONS

BSU – Founded at the University in 1978, the Black Student Union is comprised of various ethnic groups and races and welcomes all to its meetings and programs. Email: BSU@newhaven.edu

Campus Crusade for Christ (CRU) – We are a student lead club associated with Cru formally known as Campus Crusade for Christ, a Christian organization that brings young men and women together to praise God and mature their faith in Jesus Christ. We seek not only to mature as believers, but to share the Gospel message of salvation through faith in Jesus Christ with those who do not have a relationship with our living God. We participate in outreach and evangelistic events, fellowship, men's and women's ministries, small groups, community service, and more. There are numerous leadership opportunities for those students who seek to challenge themselves in their walks with God. Email: Cru@newhaven.edu

Please consider participating in Safe Zone Training and making yourself known as an Ally. Send an email to CDI@newhaven.edu or call 203-932-7472 if you're interested in participating in one of these sessions.

Your sensitivity to the unique needs of international students, LGBTQ (lesbian, gay, bisexual, transgendered, queer, questioning) students, students of color, non-traditional-aged college students, and other under-represented groups can be important in helping students get assistance. Furthermore, being knowledgeable about campus resources that address the unique needs of under-represented students is also important. Our guide for supporting transgender students is available upon request.

CSA – The Caribbean Student Association focuses on the celebration of Caribbean culture and heritage. The goal of the CSA is to educate people about the importance of the Caribbean. Email: CSA@newhaven.edu

Chinese Student and Scholar Association – This is an independent, non-political organization dedicated to the goal of promoting social, intellectual, and cultural activities for Chinese students. Email: cssa@newhaven.edu

Hermandad de Sigma Iota Alpha, Inc. SIA – We are a Latina-oriented Greek letter intercollegiate sorority comprised of undergraduate, graduate, and professional members. Our members are leaders dedicated to the advancement of women, academic excellence, service, and the promotion of culture. Email: SIA@newhaven.edu

Hillel – The Hillel Club is an organization that promotes the Jewish religion. Email: Hillel@newhaven.edu

ISA – The International Student Association was founded more than 20 years ago to give international students a voice in student government and enable them to share their culture with the university community. Email: ISA@newhaven.edu

LASA – The Latin American Student Association educates the university on the beauty of the Latin American culture through educational, artistic, and social events. Email: LASA@newhaven.edu

Indian Student Council (ISC) – Email: isc@newhaven.edu

Lambda Alpha Upsilon Fraternity Inc. LAU – Lambda Alpha Upsilon Fraternity, Inc. is a brotherhood of professional men

STUDENT ORGANIZATIONS (CONTINUED)

working to unite the community by working with other groups to promote cultural awareness and understanding. We sponsor programs that celebrate the richness of our heritage. The brotherhood serves as a support system to assist its members in realizing their personal and professional goals. The Brothers of Lambda Alpha Upsilon strive to become positive and productive role models within their universities, communities and professions. Lambda Alpha Upsilon enjoys and welcomes a vast and diverse group of individuals representing many ethnic backgrounds. It uses this diversity to learn from its members and preserve its strong fraternal bond. Lambda Alpha Upsilon is constantly looking for bright, energetic and professional men who hold the same vision and are willing to grow with us. Email: LAU@newhaven.edu

Lambda Psi Delta Sorority, Incorporated LPsiD – Lambda Psi Delta Sorority, Inc. was founded on March 9, 1997 in CT by nine (9) Phenomenal Women in response to the growing need on campuses to unite all women who believe in unconditional sisterhood, self- upliftment & commitment to the community. LPsiD is a multi-ethnic, non-profit organization. Email: lambdapsidelta@newhaven.edu

SPECTRA – Our purpose is to create change and promote awareness on campus, and provide a safe space for those on the LGBT+ (lesbian, gay, bisexual, transgender, etc.) spectrum who need it.

NAACP – The mission of the National Association for the Advancement of Colored People is to ensure the political, educational, social, and economic equality of rights of all persons and to eliminate racial hatred and racial discrimination. Email: NAACP@newhaven.edu

NSBE – The National Society of Black Engineers sets the standards of excellence in providing services to science and engineering students. Email: NSBE-NewHaven@newhaven.edu

National Society of Minorities in Hospitality NSMH – NSMH is an organization that accepts and promotes diversity within the hospitality industry. Its purpose is to advance all students interested in hospitality during their college career and in the workplace. Email: nsmh@newhaven.edu

Omega Phi Beta Sorority, Inc OPBSI – As positive role models, the Sisters of Omega Phi Beta Sorority, Inc. promote unity of all cultures, focus on the empowerment of our gender and raise the standards of excellence in our academic, social, and personal endeavors. Email: opb@newhaven.edu

Phi Beta Sigma Fraternity Inc. PBS – Phi Beta Sigma Fraternity was founded at Howard University in Washington, D.C., January 9, 1914, by three young African-American male students. The Founders, Honorable A. Langston Taylor, Honorable Leonard F. Morse, and Honorable Charles I. Brown, wanted to organize a Greek letter fraternity that would truly exemplify the ideals of brotherhood, scholarship, and service. The brothers of Phi Beta Sigma are the Fraternity’s most valuable resource and strength. They are the primary means by which the Phi Beta Sigma objectives will be achieved. In order to accomplish the Fraternity’s objectives, it is essential that systems are instituted that effectively embody “Culture For Service and Service For Humanity” and promote brotherhood, scholarship and service. Email: PhiBetaSigma@newhaven.edu

PRIDE – PRIDE is dedicated to educating students on the topics of sexual orientation, sexual equality, and safe- sex practices and to promoting the university’s anti-discriminatory policy. Email: PRIDE@newhaven.edu

Saudi Student Club – Email: SaudiStudentclub@newhaven.edu

Sigma Lambda Beta International Fraternity, Inc. SLB/Betas – As an organization, Sigma Lambda Beta International Fraternity, Inc. is committed to creating and expanding multicultural leadership, promoting academic excellence, advancing cultural awareness and service while influencing its mission amongst all dedicated collegiate men worldwide. With over 144 entities consisting of colonies, chapters, and alumni associations across the country and in Puerto Rico, Sigma Lambda Beta is the largest historically Latino Fraternal Greek Lettered intercollegiate fraternity in America. Email: sigmalambdabeta@newhaven.edu

SPELL – SPELL is the organization which focuses on the Wiccan religion. Email: SPELL@newhaven.edu

Society of Women Engineers SWE – Our mission is to promote the professional development of our members, through interactions between other chapters, related organizations, industries, and the parent body, The Society of Women Engineers. Email: womenengineers@newhaven.edu

To Write Love On Her Arms TWLOHA – We’re a network of student organizations on college and university campuses that exist to embody TWLOHA mission: nonprofit movement dedicated to presenting hope and finding help for those who struggle with depression, addiction, self-injury, and suicide. Email: Twloha@newhaven.edu

REFERRING A STUDENT FOR PROFESSIONAL HELP

WHEN TO REFER

In many cases of student distress, faculty and staff can provide adequate help through empathic listening, facilitating open discussion of problems, instilling hope, conveying acceptance, giving reassurance, and offering basic advice.

In some cases, however, students need professional help to overcome problems and to resume effective functioning. The following signs indicate that a student may need professional help:

- The student remains distressed following repeated attempts by you and others to be helpful.
- The student becomes increasingly isolated, unkempt, irritable, or disconnected.
- The student's academic or social performance deteriorates.
- The student's behavior reflects increased hopelessness or helplessness.
- You find yourself tempted to play a counseling role rather than consultation or advising.
- The student shows significant and marked changes in behavior and mood.

HOW TO REFER

- Be knowledgeable in advance about the services and procedures of Counseling and Psychological Services and other campus help-giving agencies. The best referrals are made to specific people or services. You may also refer directly to a particular staff member by name (Charles Anderson, Greg Betz, Paige Bartels).
- Speak to the student in a concerned, caring and respectful manner. Ask about the student's experience and affirm those you also noticed.
- Ask the student if they are aware of counseling resources and share your personal positive regard for Counseling Services (helpfulness, safety and confidentiality).
- Suggest that the student call to make an appointment, and provide the phone number of Counseling and Psychological Services (203-932-7332) as well as the location (lower level of Sheffield Hall). You can also print out the Counseling Center welcome letter on the last page of this guide.
- Sometimes it is useful to assist students more actively in scheduling an initial counseling appointment. You can offer the use of your phone or with their permission, call the receptionist yourself while the student waits in your office. In some situations, you may find it wise to walk the student over to Counseling and Psychological Services. You could review the Counseling and Psychological Services website with the student as well.
- If you need help in deciding whether or not it is appropriate to make a referral, call Counseling and Psychological Services (203-932-7332) for consultation with a clinician. If you are seriously concerned for the student's safety, University Police Department can ensure the safe transport of the student to the Counseling Center.

FACTS ABOUT ANXIETY

Anxiety can be generalized across a range of situations, or it may be situation-specific (e.g., test anxiety, social anxiety, public speaking anxiety).

Symptoms of anxiety include:

- Stress
- Panic
- Irrational fears
- Fear of losing control
- Rumination
- Excessive worry
- Sleep or eating problems
- Confusion
- Going “blank”
- Dizziness
- Nausea
- Tingling
- Sweating
- Sensory disturbances (tunnel vision, buzzing in ears, etc)

WHAT YOU CAN DO

- Ask permission to talk to the student in private.
- Remain calm, and speak in a soothing manner. Focus on relevant information, speaking clearly and concisely. Share what you are noticing and seek confirmation of students experiences. Reassure them that help is available.
- Help the student develop an action plan that addresses his/her main concerns.
- Refer the student to Counseling and Psychological Services (203-932-7332).

AVOID

- Overwhelming the student with information or complicated solutions.
- Arguing with student’s irrational thoughts.
- Assuming the student does not need treatment.
- Discounting the students reported symptoms.

THE STUDENT WHO IS DEMANDING

FACTS ABOUT STUDENTS WHO ARE EXPERIENCED AS DEMANDING*

- Students who are experienced as demanding may require more time and attention than the average student.
- Demanding traits can be associated with mental health concerns, but also may signal that needs are not being met.

Characteristics of students who are experienced as demanding include:

- speaking more loudly than you would like
- holding onto a position or point of view longer than you would like
- persisting/insisting on a particular outcome
- seeming to lack flexibility

* Note that many of these characteristics are also associated with a Learning Disability or Autism Spectrum Disorders (ASD).

WHAT YOU CAN DO

- Speak clearly, directly, and assertively, but without anger.
- Respond quickly and with clear limits to behavior that disrupts class, study sessions, or consultations but leave the door open to discuss after class/office hours.
- Invite the student to discuss things in a place that is safe and comfortable.
- Set clear limits up front, and hold the student to the allotted time for the discussion.
- Identify behaviors that you are experiencing as disruptive.
- Call the Office of the Dean of Students (203-932-7432) for help with identifying strategies for dealing with disruptive behaviors.
- Refer the student to Counseling and Psychological Services (203-932-7332).

AVOID

- Arguing with the student
- Agreeing to anything out of the ordinary or that makes you uncomfortable
- Ignoring behavior that has a negative impact on you or other students

FACTS ABOUT DEPRESSION

- Depression is a common mental health problem that varies in severity and duration.
- In its less serious form, depression is a temporary reaction to loss, stress, or life challenges. It often resolved with the passage of time and/or the natural healing effects of social support, daily routines, and simple coping strategies like distraction and exercise.
- Severe or chronic depression usually requires professional help.

Symptoms of depression can include:

- feelings of emptiness, hopelessness, helplessness, and worthlessness
- a deep sense of sadness
- an inability to experience pleasure
- irregular eating and/or sleeping
- difficulties with concentration, memory, and decision-making
- fatigue and social withdrawal

Sometimes depression includes irritation, anxiety, and anger. In its most serious form, depression can be accompanied by self-destructive thoughts and behaviors. Research shows that depression is highly responsive to both psychotherapy and medication.

WHAT YOU CAN DO

- Ask permission to talk to the student in private.
- Listen carefully, and validate the student's feelings and experiences.
- Be supportive, and express your concern about the situation.
- Discuss clearly and concisely an action plan such as having the student call for a counseling appointment.
- Refer the student to Counseling and Psychological Services (203-932-7332).
- Ask student if he/she has thoughts of suicide (see page 11). If so, do not leave the student alone. Walk him/her over to Counseling and Psychological Services or call University Police Department for transport. If it is after 4:30 p.m., or on the weekend, access emergency services by calling the University Police Department at 203-932-7070.
- If you are uncomfortable referring the student to Counseling and Psychological Services, call the Office of the Dean of Students (203-932-7432) who will maintain your confidentiality and help refer the student to Counseling and Psychological Services.

AVOID

- Downplaying the situation
- Arguing with the student or minimizing the student's symptoms
- Providing too much information for the student to process or trying to provide counseling
- Expecting the student to stop feeling depressed without intervention
- Assuming anyone else knows about the student's symptoms

THE STUDENT WHO HAS **DISORDERED EATING**

FACTS ABOUT EATING DISORDERS

Eating disorders are not necessarily about food. Eating disorders have both physical and psychological symptoms. They are characterized by problematic attitudes and feelings about food, weight, and body shape; a disruption in eating behaviors and weight management; and intense anxiety about body weight and size.

Eating disorders are classified as Anorexia Nervosa, Bulimia Nervosa, and/or Binge Eating Behavior, and symptoms can sometimes overlap

Anorexia Nervosa is characterized by restricted eating, self-starvation, and excessive weight loss.

Bulimia Nervosa is characterized by recurrent episodes of overeating large amounts of food in a short period of time (the binge), followed by some form of purging.

Binge Eating Behavior is characterized by recurrent episodes of binge eating that are not followed by inappropriate compensatory behaviors (purging) to prevent weight gain.

WHAT YOU CAN DO

- It is best not to directly approach a student regarding a suspected eating disorder. Weight loss and gain have many causes.
- If you are concerned about a student's physical appearance, you can report that concern to Dean of Students, Counseling or Health Services
- If you have any questions regarding the resources available, call Counseling and Psychological Services, 203-932-7332.

AVOID

- Making an assumption about a student's appearance.
- Commenting about a student's physical appearance publicly or privately.

FACTS ABOUT SUICIDE

- Although suicide is a rare event, it is the second leading cause of death among college students.
- Risk for suicide is often associated with major depression, a combination of acute anxiety and depression, post-traumatic stress disorder, and bipolar disorder.
- People who are suicidal often tell people about their thoughts or give clues to others about their feelings. Sometimes these clues can be quite subtle.

Some factors associated with suicide risk are:

- suicidal thoughts
- pessimistic view of the future or lack of a future orientation
- intense feelings of hopelessness, especially when combined with anxiety and/or feelings of alienation and isolation
- viewing death as a means of escape from distress
- previous suicide attempts
- personal or family history of depression or suicide
- personal or family history of suicide attempts
- substance abuse
- history of self-mutilation
- viewing oneself as “burden*” on others

Don't be afraid to ask about suicide. Asking a student if he/she is suicidal will not put the idea in his/her head if it isn't there already.

A student who is suicidal and who confides in someone is often ambivalent about suicide and open to discussion.

Students who are at high risk usually have a specific plan, have a means that is lethal (e.g., medication, knife, gun), have rehearsed the act behaviorally or mentally, tend to be or feel isolated, and are affectively flat and withdrawn.

* This sentiment is strongly associated with completed suicide.

WHAT YOU CAN DO

- Call 911 or University Police Department (203-932-7070) if the student is an immediate danger to him/herself.
- Ask permission to talk to the student in private. Share your concern about what you have heard or noticed.
- Take a student's disclosure as a serious plea for help.
- Express care and concern, and assure the student that you will help him or her reach a professional.
- If the incident occurs during business hours, escort the student to Counseling and Psychological Services located in the lower level of Sheffield Hall, or call University Police Department to provide the escort.
- Call 203-932-7070 to access emergency services on weekends or after hours.
- If you are uncomfortable referring the student to Counseling and Psychological Services, call the Office of the Dean of Students (203-932-7432) who will maintain your confidentiality and help refer the student to Counseling and Psychological Services.

AVOID

- Minimizing the situation. All threats must be considered potentially lethal.
- Allowing friends to assume responsibility for the student without getting input from a professional.
- Assuming anyone else knows that the student has suicidal thoughts.

THE STUDENT WHO IS SEVERELY **DISORIENTED OR PSYCHOTIC**

FACTS ABOUT PSYCHOTIC THINKING

- The main feature of psychotic thinking is being out of touch with reality.

Symptoms include:

- speech that makes no sense
- extremely odd or eccentric behavior
- inappropriate or complete lack of emotion
- bizarre behavior that could indicate hallucinations
- strange beliefs that involve a serious misinterpretation of reality
- social withdrawal
- inability to connect with or track normal communication
- extreme or unwarranted suspicion.

Psychological illnesses that involve psychotic features often have an onset between the late teens and early 30s.

WHAT YOU CAN DO

- Consult with a professional at Counseling and Psychological Services (203-932-7332).
- Speak to the student in a caring manner and share your recommendation that talking to a counselor could be quite helpful.
- If the student is willing, accompany them to Counseling and Psychological Services or call University Police Department (203-932-7070) if the student is highly impaired or threatening harm to self or others.
- Recognize that psychotic states can involve extreme emotion or lack of emotion and intense fear or paranoia.

AVOID

- Assuming the student will be able to care for him/herself.
- Agitating the student with questions, pressure, etc.
- Arguing with unrealistic thoughts.
- Assuming the student understands you.
- Allowing friends to care for that student without getting professional advice.
- Assuming anyone else knows about the student's condition.

THE STUDENT WHO IS **AGGRESSIVE OR POTENTIALLY VIOLENT**

FACTS ABOUT AGGRESSION

- Aggression varies from threats to verbal abuse.
- It is very difficult to predict aggression and violence.

Some indicators of potential violence may include:

- paranoia/mistrust
- an unstable school or vocational history
- a history of juvenile violence or substance abuse
- prior history of violence or abuse
- fascination with weapons
- history of cruelty to animals as a child or adolescent
- impulse control problems
- fire-starting behaviors

WHAT YOU CAN DO

- Assess your level of safety. Call University Police Department (203-932-7070) if you feel in danger.
- If you feel it is appropriate to stay with the student, remain in an open area with a visible means of escape (sit closest to the door).
- Enlist the help of a co-worker.
- Stay calm and set limits.
- Try and redirect the student to discuss the issue after class. If this doesn't work, contact University Police Department.
- Consult with professionals at the Office of the Dean of Students (203-932-7432) and Counseling and Psychological Services (203-932-7332).

AVOID

- Staying in a situation in which you feel unsafe
- Meeting alone with the student
- Engaging in a debate or behaving in other ways that escalate anxiety and aggression
- Ignoring signs that student's anger is escalating
- Touching the student or crowding his or her sense of personal space
- Ignoring a gut reaction that you are in danger

RESPONDING TO **SUBSTANCE ABUSE**

SIGNS THAT A STUDENT MAY HAVE AN ALCOHOL PROBLEM:

- Arriving to class intoxicated or smelling of alcohol
- Failure to fulfill major work, school, or home responsibilities
- Poor attendance, low grades, and/or recent disciplinary action
- Drinking in situations that are physically dangerous, such as driving a car
- Mood changes such as temper flare-ups, irritability, and defensiveness
- Physical or mental problems such as memory lapses, poor concentration, bloodshot eyes, lack of coordination, or slurred speech
- Uninhibited behavior (interrupting, inappropriate laughing, etc)

SIGNS THAT A STUDENT MAY HAVE A DRUG PROBLEM

- Arriving to class under the influence
- Experiencing withdrawal symptoms (e.g., nausea, restlessness, insomnia, concentration problems, sweating, tremors, anxiety) after reducing or stopping chronic drug uses
- Abandoning previously enjoyed activities, such as hobbies, sports, and socializing, in order to use drugs
- Neglecting school, work, or family responsibilities

WHAT YOU CAN DO

- Treat the situation as serious.
- Share your concern with the student privately, and encourage the student to seek help.
- Work against denial by sharing what you have noticed.
- Refer the student to Counseling and Psychological Services and the Dean of Students Office, (203-932-7432).

AVOID

- Calling the student out in class
- Giving advice, i.e., that they should “just quit”
- Ignoring the problem or behavior

THE VICTIM OF AN ABUSIVE RELATIONSHIP

FACTS ABOUT ABUSIVE RELATIONSHIPS

- Abusive relationships often involve a repeating pattern of verbal, sexual, emotional, and physical abuse that increases over time.

Indicators of perpetrators of abusive relationships include:

- verbal abuse (yelling, cursing, interrupting, etc)
- sexual abuse
- physical violence
- controlling behavior
- obsessive attention towards others

Indicators of victims of abusive relationships include:

- isolation from friends and family
- fear of abandonment
- fear of partner's temper
- intimidation
- acceptance of highly controlling behavior
- assuming responsibility for partner's abusive behavior
- feeling trapped
- fear of leaving the relationship

WHAT YOU CAN DO

PERPETRATORS

- See section on aggressive behavior

VICTIMS

- See the student in private.
- Recognize that the student may be fearful and vulnerable.
- Remember that abusive relationships involve complex dynamics, including high levels of denial, and, thus, are difficult to change.
- Be aware that interventions from a variety of sources increase the chances for change.
- Refer the student to the Domestic Violence 24-hour hotline (888-774-2900), Counseling and Psychological Services (203-932-7332), the University College advocate (203-874-1212), or Health Services (203-932-7079).
- Encourage the student to connect with family and friends.
- Inform the student of reporting measures, including, but not limited to, University Police Department, local law enforcement, College Advocate, and the Dean of Students Office.
- Report any disclosures to the Dean of Students Office (203-932-7432) to satisfy your responsibilities under Title IX. The Dean of Students Office can then arrange a meeting to support and assist the student.
- If the student is under 18, the abuse is reportable to Child Protective Services, You may be a mandated reporter in this instance. Please contact Counseling and Psychological Services or the Dean of Students in you are in doubt.

AVOID

- Downplaying the situation
- Lecturing the student about poor judgment
- Pressuring students to follow any particular course of action

THE SURVIVOR OF **SEXUAL ASSAULT**

FACTS ABOUT SEXUAL ASSAULT

- Sexual assault is forced, unwanted, and unwelcome sexual contact.

The University of New Haven defines consent as follows:

- Consent is... Giving someone your complete permission.
- Consent is... Freely given and there is no fear, threat, or coercion involved.
- Consent is... Not the absence of saying “no.” There MUST be a mutual “yes”.

Having someone consent yesterday may not mean having consent today!

Examples of sexual assault include:

- unwelcome and non-consensual contact
- sex while incapacitated by drugs, alcohol, and/or a mental or physical disability
- completed or attempted non-consensual intercourse
- sexual coercion

Although most assaults are committed by men against women, men can be assaulted by women, and same-sex assaults also occur.

CAMPUS AND LOCAL RESOURCES:

Dean of Students Office

Bartels Hall, 203-932-7432

Counseling and Psychological Services

Sheffield Hall, lower level, 203-932-7332

University Health Services

Sheffield Hall, lower level, 203-932-7079

University Police Department

Lower level of the Campus Store, 203-932-7014

Rape Crisis Center of Milford and Campus Advocate

203-874-8712 (office)

203-878-1212 (hotline)

WHAT YOU CAN DO

- Help the student access medical services immediately at Health Services or the emergency department at Yale New Haven Hospital. A rape crisis center advocate will be available to the student at both places.
- Refer the student to Counseling and Psychological Services (203-932-7332) and the Rape Crisis Center of Milford (203-878-1212)
- Inform student of reporting options with any of the resources below.
- Report any disclosures to the Dean of Students Office to satisfy your responsibilities under Title IX. The Dean of Students Office can then arrange a meeting to support and assist the student.
- If the student is under 18, the abuse is reportable to Child Protective Services, You may be a mandated reporter in this instance. Please contact Counseling and Psychological Services or the Dean of Students if you are in doubt.

AVOID

- Expressing judgment even when high-risk behaviors on the part of the victim (e.g., intoxication) were involved
- Pressuring the student to file a police report.

BH Care Domestic violence Program 24-hour Hotline:

To contact a family violence victim advocate and for emergency shelter, counseling and other services: 888-774-2900

Hospitals and Clinics

- **Yale New Haven** 203-688-4242
- **Milford Hospital** 203-876-4000
- **Planned Parenthood** 203-503-0450
- **Yale's Women's Clinic** 203-688-4101

FACTS ABOUT STALKING

- Stalking is repeated following or harassment of an individual that instills a sense of fear or danger.
- Stalkers often have an irrational obsession with the victim and try to gain power through control and intimidation.

Stalking behavior includes:

- tailing the victim
 - harassment via social media, phone, email, and letters
 - unwanted gifts
 - unwanted attentiveness
- Stalkers can be male or female, and targets can be of the same or opposite sex.

ANONYMOUS REPORTING:

Dean of Students – Report It! Don't Ignore It!

www.newhaven.edu/reportit

CONFIDENTIAL REPORTING:

Counseling & Psychological Services

Sheffield Hall, lower level, 932-7332

University Health Services

Sheffield Hall, lower level, 932-7079

Rape Crisis Center of Milford and College Advocate

203-874-8712 (office)

203-878-1212 (hotline)

WHAT YOU CAN DO

- Encourage the victimized student to trust their instincts.
- Advise the student to document unwanted contacts and maintain evidence of harassment.
- Advise the student to take precautions to ensure safety, including a change in routine travel routes and schedules, and to make use of University Police Department when possible (203-932-7070).
- Inform the student of reporting measures, including, but not limited to, University Police Department, local law enforcement, College Advocate, and the Dean of Students Office.
- Report the stalking disclosure to the Dean of Students Office to satisfy your responsibilities under Title IX. The Dean of Students Office can then arrange a meeting to support and assist the student.

AVOID

- Taking responsibility for protecting the student
- Failing to alert the proper authorities
- Suggesting that the victim is responsible for the event
- Ignoring or minimizing the situation

THE VICTIM OF A **BIAS-MOTIVATED INCIDENT**

FACTS ABOUT BIAS MOTIVATED INCIDENTS

- A bias-motivated incident is a behavior which involves an expression of hostility against the person or property of others because of traits related to their race, ethnicity, country of origin, religion, **gender, gender identity/expression**, sexual orientation, age, or physical or mental ability, including learning and/or developmental disabilities and past/present history of a mental disorder or other category protected by state or federal law. Examples may include hate mail; threatening phone calls, voicemails, e-mails,
- A hate crime is a criminal offense committed against a person or property which is motivated, in whole or in part, by the offender's bias against a race, ethnic group/ country of origin, religion, gender, gender identity/ expression, sexual orientation, or physical or mental ability or other category protected by state or federal law. If the crime represents a threat to the safety of students or employees, the University will give a timely warning to the community, in accordance with the Clery Act (1990).

Bias behavior includes:

- using stereotypical epithets (race, gender, gender identity, sexual orientation, ethnicity, religion, disability)
- treating a person differently because of their race, gender, gender identity, sexual orientation, ethnicity, religion, disability

WHAT YOU CAN DO

- Talk to the victimized student in private.
- Recognize that the student is probably experiencing a range of intense feelings, including shame, anger, fear, and denial.
- Refer the student to the Office of the Dean of Students (203-932-7432).
- Explain the importance of notifying the University Police Department.
- Refer the student to Counseling and Psychological Services (203-932-7332)
- Inform the student of the option of filing a Bias Incident online at www.newhaven.edu/reportit.
- Making a bias report yourself on behalf of the student

AVOID

- Downplaying the situation
- Expressing personal biases
- Getting caught up in the technicalities or legalities of the situation

FACTS ABOUT HAZING

- Hazing is defined as any action taken or situation created, on or off campus, which recklessly or intentionally produces mental or physical discomfort, embarrassment, harassment, or ridicule.
- Hazing in any form is prohibited at the University of New Haven and is illegal in the State of Connecticut.
- Hazing is sometimes used as a rite of passage or initiation into a campus organization.
- Hazing can be psychologically damaging and present serious physical risks (including death) to students.
- A student may or may not know that hazing will be a part of an initiation process.
- A student may or may not know how extreme hazing might become during an initiation process.
- Hazing is illegal in the State of Connecticut.

WHAT YOU CAN DO

- Talk to the victimized student in private. Recognize that the student may be feeling vulnerable and reluctant to talk.
- Advise the student to report the incident to the Office of the Dean of Students (203-932-7432) and the University Police Department (203-932-7070).
- Refer the student for follow-up counseling at Counseling and Psychological Services (203-932-7332), if appropriate.
- Refer the student to the office that oversees the organization in question. Below are contacts for offices that work with many student organizations.
 - Athletics (203-932-7017)
 - Center for Student Engagement, Leadership and Orientation (203-932-7430)

AVOID

- Minimizing the situation
- Agreeing to maintain confidentiality

RESPONDING TO STUDENTS WHO ARE **MILITARY VETERANS**

THINGS TO KNOW

- Attending college to pursue a degree after their military service is a student veteran's next mission and is very important to them
- Student veterans typically have their college education paid for by the benefits they have earned during their military service; this makes them much more focused and determined to be successful
- Receiving their benefits from the VA is a common stressor and something that can cause potential obstacles with their enrollment
- Transitioning back to civilian life is an experience that is different for each student veteran. Some may quickly fall in to campus culture while others may have a more difficult time being surrounded by much younger students in an unstructured environment
- A student veteran's class time may be impacted by their active duty status depending on their Drill schedule and/or deployment obligations. The University's policy is to do everything reasonably possible to allow students to complete courses. The Registrar's Office has a policy in place to ensure a smooth transition for these students.

CAMPUS AND LOCAL RESOURCES

If you have a student veteran that you are concerned about, please contact the Veteran Services Team at VeteranServices@newhaven.edu. The Veteran Services Team is comprised of campus staff members who work primarily with student veterans

The Veteran Services Team:

- Joe Frederick, JFrederick@newhaven.edu
- Danielle Desjardins, DDesjardins@newhaven.edu
- John Casarella, JCasarella@newhaven.edu

Veteran's Center: Maxcy 21 OH; the top second floor porch in Maxcy Hall at the end of the hallway of the Center for Student Success

WHAT YOU CAN DO

- Student veterans may be older and more mature than the average student meaning that they should be addressed as such.
- Understand that student veterans are not your traditional student; they oftentimes have families at home that they support along with other obligations outside of the classroom.
- Address own personal biases and treat each student veteran, regardless of your personal beliefs, with courtesy and respect.
- Asking for help won't come easy for these students, but when asked, respond sincerely and attentively, providing direct and accurate information.

AVOID

- Asking student veterans about their military experiences unless that information is openly shared
- It's never appropriate to ask a student veteran "have you killed anyone?"
- Signaling out the student veteran or putting the student veteran on the spot simply because of their military service, unless volunteered

West Haven VA Health Care System 203-932-5711

Richard Gorman at VITAL Richard.Gorman@va.gov

Military Benefits www.vets.gov

CT Department of Veterans Affairs 860-616-3600

New Haven Veteran Center 203-795-0148

Veteran Suicide Hotline 800-273-8255

FACTS ABOUT DISABILITY

- Students with documentation of a disability are eligible to access accommodations through the Accessibility Resources Center (ARC) office at 203-932-7332.
- Students with physical disabilities may present with classroom access needs associated with limitations in mobility, speaking, hearing, and/or vision.
- Students with medical disorders may experience difficulties participating in their academic programs due to the condition itself or the ongoing treatment protocol.
- Students with learning disabilities have neurological impairments that may interfere with and slow down information processing, memory and retrieval, and output. These disabilities can have a negative impact on reading, writing, math, attention, concentration, and/or overall organization.
- Students with psychiatric disabilities have a chronic and debilitating psychological condition that interferes with their ability to participate in the routine educational program. Examples of conditions that fall under this classification include Bipolar Disorder, Major Depression, Anxiety Disorders, and Post Traumatic Stress Disorder.
- Students with Attention Deficit Hyperactivity Disorder (ADHD) may experience inattentive, hyperactive, and/or impulsive behaviors due to a dysfunction of the central nervous system. These behaviors may compromise an individual's social, vocational and academic performance.
- Students with disabilities may not realize that they have a particular problem and that treatment/accommodations are available.

WHAT YOU CAN DO

- Speak to the student in private about your concerns.
- Treat each student with sensitivity and respect.
- Acknowledge the difficulties that the student is having.
- Refer the student to the Accessibility Resources Center (203-932-7332) in Sheffield Hall.
- Be open to follow-up consultation with the ARC regarding accommodations for the student.
- Remember that any student requesting accommodations must have valid documentation on file with the ARC and present verification of approved accommodations.

AVOID

- Using patronizing language with the student
- Underestimating or questioning the stated disability
- Assuming the student understands the academic limitations imposed by the disability
- Assuming the student qualifies for accommodations without the ARC verification

RESPONDING TO STUDENTS WITH **ACADEMIC ISSUES**

FACTS ABOUT THE STUDENT WHO IS STRUGGLING ACADEMICALLY

- Students generally have one of two problems:
 - Content — they don't understand the course material.
 - Process — they have problems with learning, retaining, or recalling information (e.g., note taking, study skills, test-taking anxiety, learning disabilities).
- They are most often motivated to succeed; they just need the right tools.

THE CENTERS FOR STUDENT SUCCESS AND ADVISING (CASA)

The Centers for Student Success and Advising (CASA) is the umbrella organization encompassing the Center for Student Success and the Center for Learning Resources.

CENTER FOR STUDENT SUCCESS

CENTER FOR STUDENT SUCCESS

Maxcy 106 203-479-4584 or 203-932-7237
[academicsuccess@newhaven.edu/](mailto:academicsuccess@newhaven.edu)

The Center for Student Success is dedicated to helping students realize their full potential and achieve their educational and life goals. The CSS uses an appreciative advising philosophy that focuses on individual student strengths and empowering students to make sound choices.

The goals of the Center for Student Success are to familiarize students with the multitude of resources available on campus and to help students make progress toward fulfilling their educational, social, and personal goals. The Center for Student Success supports its goals by offering a wide range of academic support to undergraduate and graduate students including

- one-on-one and group coaching/counseling
- information on campus resources
- assistance navigating university policies and procedures
- assistance with study skills, time-management, and other academic success strategies
- help preparing for advising appointments with their faculty
- degree audit interpretation
- course registration assistance

HOW TO IDENTIFY A PROCESS PROBLEM

Difficulty with the process can take a variety of forms, ranging from a first semester freshman with inadequate note-taking skills to a graduating senior who has put off taking a required statistics course because he/she feels especially anxious in classes that require advanced math skills. In either case it is essential that the student connect with a university staff member who will help him/her take the necessary steps to learn the required skills and/or compensating strategies that will allow him/her to be successful.

Students experiencing problems with the “process” may present a variety of issues. Some common problems are presented below.

- I am not sure what resources would best help me.
- I am not sure how to prioritize all that I have to do.
- I know I need to do... I am just not sure how to start.
- I have too much reading. I can't tell what's most important.
- I'm struggling to keep up with the lecture and take notes at the same time.
- I am not a math person and get really nervous just thinking about a math course.
- I have so much to do, but I still end up putting everything off to the last minute.
- I studied for 12 hours for the exam and still didn't pass.
- My grades are always lower due to final exams.
- I know that I know the material, but when I get handed the test, I just freak out.

CSS

WHY REFER A STUDENT TO CSS?

- Receive general information on how to best utilize campus resources
- Develop an individual success plan
- Talk to a coach/counselor about a 4-year academic plan
- Assess current study skills
- Learn to manage time effectively
- Learn to take notes to study from
- Get tips to overcome test anxiety
- Get feedback from instructors on classroom progress
- Receive support to assist in college transitions

NOTE TO INSTRUCTORS: WHAT CAN CSS DO FOR YOU?

- Help track down missing students
- Visit your classroom to provide information on our programs and services
- Conduct academic skills workshops specific to the needs of the students in your classes and/or program
- Provide academic assistance to struggling students

THE STUDENT WHO IS STRUGGLING WITH **CONTENT**

THE MATH, SCIENCE, AND BUSINESS LAB

provides tutors to assist students in math, hard and theoretical science, engineering, and business courses. The professional tutor, graduate student, and exceptional undergraduate staff provide primarily small to mid-size group support.

Our **COMPUTER LAB** offers students access to computers equipped with the latest version of the MS Office Suite as well as course-based software such as PHStat, SPSS, and Excel for QA classes. The Lab is staffed by students who provide support in the aforementioned programs and specialized tutoring in AutoCAD, graphic design, and some programming languages.

THE PEER TUTORING PROGRAM

(Undergraduate and Graduate) consists of student tutors supporting major- and minor-based courses ranging from accounting to physics, chemistry, engineering, dental hygiene, and more. Peer tutors are usually housed in areas affiliated with the department they support. While most of our satellite branches are on the main campus in West Haven, CT, we offer MBA graduate peer tutoring on the Orange, CT campus as well.

CLR

CENTER FOR LEARNING RESOURCES

The Center for Learning Resources (CLR) consists of seven divisions designed to provide University of New Haven students with the academic content and skills support they need for success. The CLR offers students free tutoring in nearly a thousand courses every year. The CLR use a metacognitive approach that engages students in the learning process and promotes independent learning strategies.

Faculty, students, and staff with questions about students struggling with content can contact the CLR at

Center for Learning Resources

Marvin K. Peterson Library, Lower Level

Reception: 203-932-7215

Director: 203-932-7415

CLR@NewHaven.edu

www.newhaven.edu/clr

Fall and Spring Hours of Operation:

Monday – Thursday, 9:30 a.m. – 10:00 p.m.;

Friday: 9:30 a.m. – 2:30 p.m.; and Sunday,

3:00 p.m. – 10:00 p.m. Limited hours are

available during the summer and January in certain divisions.

FACTS ABOUT TRANSITIONS

- Transitions are times of change that usually involve both loss and opportunity.
- Entering college is one of life's most demanding transitions, arguably the most significant transition since the start of kindergarten.
- 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.
- Transition stress can be compounded by counter-productive coping mechanisms such as avoidance of stress-producing situations and people, excessive partying, and alcohol abuse.
- Transitions can pose greater problems to students who have existing psychological problems or difficult life circumstances.
- Students going through a transition may benefit from counseling to enhance their coping skills or to prevent the onset of serious problems.

Signs that a student is having transition problems include:

- Anxiety symptoms such as nervousness, irritability, tearfulness, and sleep problems
- Depressed mood
- Difficulty managing responsibilities or relationships

WHAT YOU CAN DO

- Convey to the student that transition stress is normal and often brings a temporary decline in performance.
- Encourage the student to use positive coping strategies to manage transition stress, including regular exercise, use of social support, a healthy eating and sleeping regimen, and a balance of pleasurable activities.
- Refer the student to Counseling and Psychological Services (203-932-7332) if performance problems persist, if the symptoms are acute, or if the student feels they could benefit from talking with someone.

AVOID

- Assuming that the student understands the impact of transitions and is aware of the source of stress
- Minimizing or trivializing the student's feelings and reactions
- Discounting or overlooking factors that put the student at risk for more serious problems

FACTS ABOUT STUDENTS CHOOSING A MAJOR:

- College is a time for exploration of courses of study that may lead to a career choice. Students learn about their passions and strengths and begin to try on different areas of study. It is a time of self discovery.
- Students may feel pressure from peers, siblings, and parents to choose a particular path that may not be a good fit for them in terms of skills or interests.
- Many college students are undecided about choice of major.
- Many students will change their major prior to choosing one that is right for them.
- Self-exploration is the avenue that students use to begin to identify a potential major.
- The Career Development Center provides vocational interest testing for students who are unsure or undecided about a major.

WHAT YOU CAN DO

- Refer student to the Career Development Center to meet with a Career Advisor and take a major & career interest assessment
- Refer the student to his/her academic advisor
- Encourage the student to research the educational requirements of careers he/she finds interesting by visiting the Career Development Center

AVOID

- Minimizing or trivializing the student's feelings and concern
- Feeling pressured to help him/her immediately choose a major
- Suggesting that they pick a major based solely on salary considerations

CAREER PLANNING PROCESS

Following is a guide the Career Development Center supplies to help students through the process. All of the information below are programs, services, and information the Career Development Center maintains to help students in their career planning.

FIRST YEAR (GETTING ACQUAINTED)

- Visit the Career Development Center and familiarize yourself with the resources and staff available to assist you
- Take the FOCUS Career Assessment program to assess your interests, skills, and work values to find majors and careers that fit you. Meet with Career Advisor to interpret results
- Get involved in student organizations, service-learning projects, residence life activities and community events that interest you
- Attend a Resume Writing workshop to learn the process and start your resume
- Gain practical experience by getting a summer job related to your potential major or career interests
- Consider a summer elective internship to begin applying your classroom knowledge to the real world, and to begin exploring industries and careers that appeal to you
- Begin utilizing Charger Career Link to familiarize yourself with the system and begin exploring internships and jobs

SECOND YEAR (EXPLORING YOUR OPTIONS)

- Visit a Career Advisor in the Career Development Center to discuss your major and career goals. Take the FOCUS Career Assessment program
- Research more information about your potential career field via the Career Development Center website, or meet with a Career Advisor to find resources
- Conduct job shadowing experiences and/or informational interviews with professionals who are working in careers that you are considering. Visit the CDC for opportunities and contacts
- Continue getting involved in co-curricular activities to develop leadership and collaborative skills
- Work with a Career Advisor in the Career Development Center to build a Personalized Career Action Plan – steps to take to achieve your goals
- Begin exploring internship opportunities in your major area; undertake your first internship
- Register for an Academic Service Learning course to connect your field of study with real life issues in the local community
- Begin planning for a Study Abroad trip – meet with Study Abroad Office to learn of requirements – planning for a trip takes close to a year!

...Continued on page 30

THIRD YEAR (MAKING DECISIONS)

- Narrow your career choices to two or three fields. Meet with a Career Advisor for guidance and support as you make decisions
- Update your resume and cover letter and have them critiqued by Career Development staff
- Develop an Undergraduate Faculty-Mentored Research Project – see your academic advisor
- Secure an internship or part-time job in your career field – visit CDC for help
- Attend Networking events on campus to learn how to perfect the necessary skills of networking
- Thinking about graduate school? Research graduate admission test requirements, upcoming test schedules and preparatory courses. Attend CDC programs/events on grad school prep
- Undertake your Study Abroad opportunity; learn how to communicate in person and in writing (interviews and resume)
- Undertake your second internship opportunity
- Attend Mock Interview events on campus to learn how to communicate yourself effectively to employers

FOURTH YEAR (MOVING FORWARD)

- Visit a Career Advisor in the early fall to discuss your goals and develop a plan for your job search
- Assemble a professional portfolio that highlights significant accomplishments and experiences
- Refine your resume and cover letters
- Participate in a mock interview with a Career Advisor to polish your interviewing skills
- Attend career fairs on campus and in your geographical area of interest
- Use several methods in your job search (networking, using the Internet, attending job fairs, etc.). Visit the CDC or attend Job Search Workshops for assistance
- If applicable, take graduate school admission test(s) and apply to graduate schools
- Believe that your job search will be fruitful!
- Intern! The best way to land a job is to be working your way to graduation

CAREER DEVELOPMENT CENTER

In support of the university's experiential learning initiative, the mission of the Career Development Center is to inspire, educate, and prepare students and alumni to make informed decisions leading to life-long career success. Additionally, we are focused on providing professional and proactive services to our community/employer partners.

Career Development Center

103 Bartels Student Activity Center

203-479-4858

careerdevelopment@newhaven.edu

www.newhaven.edu/cdc

HOW ARE STUDENT-ATHLETES MONITORED ACADEMICALLY?

All student-athletes are coded in Banner by their sport. The registrar works with the Department of Athletics to maintain the sport database in Banner as changes to the rosters occur to ensure that Banner is up to date at all times. The Department of Athletics works with the Centers for Academic Success and Advising (CASA) in monitoring and supporting the academic progress of all student-athletes. Through the use of Starfish, all student-athletes are monitored. Four and Ten week reports are sent to all faculty of student-athletes to assess their current standing.

The coach, sport administrator and Assistant Director of Athletics for NCAA Compliance and Student Welfare are all responsible for the information that is generated through the Starfish system. All reports that contain excessive absences or negative feedback are reviewed with the student-athlete immediately to rectify the situation. If a particular student-athlete's overall performance is poor he/she is withheld from all athletic-related activities until caught up in all course requirements. Social and behavioral issues are addressed at this time as well, if necessary. The Assistant Director of Athletics for NCAA Compliance and Student Welfare meets with each head coach upon receipt of the four and ten week reports to discuss the academic progress of their student athletes and to identify areas of support that can be provided. As these meetings occur, the Assistant Director of Athletics for NCAA Compliance and Student Welfare will respond to the professor through Starfish to update them on the steps taken by the Department of Athletics to support the student-athlete's academic success.

WHEN A STUDENT-ATHLETE MISSES CLASSES OR EXAMS DUE TO TEAM TRAVEL

Student-athletes are told that at the beginning of every semester they should review their travel schedule and their course syllabi. If there are any conflicts, the student should approach you as soon as possible to seek other arrangements. It is ultimately your decision to provide options. The NCAA Faculty Athletics Representative is available to serve as an ombudsman. You may require documentation of team travel, which will be provided through an excused absence form that is distributed by the Director of Athletics (or her designee) at least one week in advance of the trip.

FACTS ABOUT STUDENTS WHO ARE ATHLETES

- They are held to the same academic standards as all University of New Haven students.
- To remain eligible to play their sport, they must also meet NCAA requirements.
- They deal with all of the same issues as non-athletes, with additional pressures.
- The Center for Academic Success and Advising (CASA) (203-932-7237) provides academic guidance, tutoring and support.

CAMPUS RESOURCES

ANY EMERGENCY — CALL 911

Accessibility Resources Center.203-932-7332 Sheffield Hall, Lower Level	Dean of Students203-932-7432 Bartels Hall, 4th Floor
Athletics203-932-7017 Charger Gym, North Campus	Dining Services203-932-7185 Bartels Hall
Campus Minister203-931-6040 Harugari Hall, Room 308	Health Services203-932-7079 Sheffield Hall, Lower Level
University Police Department, 203-932-7070 Emergency	International Student Services.203-932-7475 Echlin Hall, 2nd Floor
University Police Department,203-932-7014 Dispatcher	Myatt Center for Diversity.203-932-7443 and Inclusion Gerber Hall
Career Development Center.203-479-4858 103 Bartels Student Activity Center	Media Relations Director.203-932-7246
Center for Learning Resources.203-932-7215 Marvin K. Peterson Library, Lower Level	Residential Life203-932-7076 Bixler Hall
Center for Student Engagement,203-479-4582 Leadership and Orientation Bartels Hall, 4th Floor	Student Center for Diversity.203-932-7443 and Inclusion Gerber Hall
Center for Student Success203-479-4584 Maxcy 106	Veteran Outreach.203-931-2907 Maxcy Hall
Counseling and Psychological Services . . . 203-932-7332 Sheffield Hall, Lower Level	

MEDIA COVERAGE

The University of New Haven campus is open to media, however, media are not allowed to enter any residence hall without permission from a Student Affairs staff member or member of the Communications and Public Affairs office. Media are not allowed inside of student rooms/suites without the consent of ALL of the students residing in that room/suite.

Please remember that you cannot speak on behalf of the University without permission.

If you are approached by media, please refer them to:

Office of Marketing & Communications
203-932-7416 | mediarelations@newhaven.edu



University of New Haven

OFFICE OF THE DEAN OF STUDENTS

300 Boston Post Road

West Haven, CT 06516

www.newhaven.edu