

Student Support



Faculty/Staff Resource Guide

How to identify, intervene, and support students in need

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Faculty/Staff as a Helping Resource for Students

As a member of the Gateway Community, you interact with students on a regular basis. At times, you will have contact with students whose challenges or behaviors will cause you concern, and may even interfere with your work or the education of other students. Without appropriate intervention, these students' issues may not be resolved, resulting in a recurring or escalated problem.

You may feel overwhelmed by the situation or have competing concerns, such as other students waiting to interact with you. A student's behavior, especially if it is inconsistent with your previous observations, could represent a cry for help. Certain signs that distressed students exhibit may go unnoticed, and even when observed, can be daunting.

A key element of a successful intervention involves knowing how to respond during these incidents and also being aware of the resources available to you and your students. This handbook was created to help you when these challenges arise.



Identify: Signs of Distress

Due to regular interactions with students in the classroom, faculty are often first to recognize a student in distress. Be alert for patterns of the symptoms listed below, and also understand that not everyone who is in distress experiences every symptom. Some people exhibit few symptoms, some many, and the severity of those symptoms varies among individuals.

Signs of Possible Distress

Academic

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

Interpersonal

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

Behavioral

- references to suicide or harm to others in verbal statements or writing
- change in personal hygiene
- dramatic weight gain or loss
- frequently falling asleep in class
- irritability
- unruly behavior
- impaired speech

- disjointed thoughts
- tearfulness
- highly intense emotion
- inappropriate responses
- difficulty concentrating
- physically harming self
- destruction of property
- anxiety and panic
- inability to communicate clearly
- loss of reality contact (e.g., hallucinations, poor thought connections)

Common Causes of Emotional Distress

- relationship problems/break-ups
- family problems
- grief and loss
- divorce of parents
- loneliness
- academic pressure or failure
- serious illness or injury
- difficulty adjusting to college life
- anxiety
- eating disorders
- difficulty adjusting to American culture
- sexual or physical abuse or assault
- identity confusion
- depression
- drug/alcohol abuse
- career indecision
- loss of goal or dream
- low self-esteem
- unplanned or undesired pregnancy
- language barriers
- financial problems



What You Can Do

A faculty or staff member is often the first person to recognize when a student is in distress and to reach out to that student. When you are immediately involved with a student experiencing non-emergency distress, involve yourself only as far as you feel comfortable and competent.



Do:

- Tell the student that you're concerned and want to help.
- Comment directly on what you have observed.

"I'm concerned because you've missed several classes and today you seemed distracted. I also noticed you fell asleep in class the other day. How have you been feeling lately?"

- Listen carefully to the student's feelings and concerns, without judging, and take them seriously.

"It seems that the hardship you have experienced with your family is now compounded by the problems with your girlfriend."

- Respect cultural differences. Ask about students' culture and what it means to them, and listen for their cultural perspective. Think about how your style of communication might be interpreted by students from other cultures. For example, in many Asian, African and Latin American cultures, extended eye contact can be taken as a challenge of authority. However,

Specific Issues You May Encounter

Troubling Behavior

Troubling behavior from a student usually causes us to feel alarmed, upset or worried. When faculty or staff members encounter troubling behavior, they feel concerned about the student's wellbeing. Students exhibiting troubling behavior may have difficulties in and out of the classroom.

Examples of troubling behavior may include:

- A student who jokes about killing himself or herself.
- A student who perspires profusely when giving a presentation in front of the class.
- A student who discloses that his or her loved one was diagnosed with a terminal or serious illness.
- A student who seems to work harder than most students but can't pass an exam.
- A student who appears to be losing significant weight yet speaks with pride about how little he or she eats.
- A student whose writing appears disjointed and fragmented as though he or she cannot maintain a logical sequence of thought.
- A student who reports that FBI agents are following him or her around campus.

How Faculty and Staff Can Help

Faculty and staff have options for responding to student behavior that they find troubling. If a college professional is unsure how to respond to a troubled student, here are some suggestions:

- Seek advice and counsel from the department chair or supervisor or a counselor in the Student Success Center.
- Initiate a private discussion with the student about the behavior that is of concern.
- Refer the student to campus departments or offices that have the necessary expertise and personnel to help him or her.
- If you believe the situation deserves college attention or follow-up, then create a Care Report (see page 25).

Disruptive Behavior

Disruptive behavior is student behavior that interferes with or interrupts the educational process of other students or the normal operations of the college. A disruptive student typically resists interventions or corrective action.

Specific examples of disruptive behavior:

- A student who verbally abuses or intimidates another
- A student who is overly demanding of faculty or staff
- A student who interrupts the educational process in the class by:
 - Making hostile remarks out of turn
 - Aggressively taking over the lecture
- A student who notably disrupts the environment outside the classroom

How Faculty and Staff Can Help

The college professional may find the following procedures helpful when dealing with disruptive behavior:

- Verbally request that the student stop the disruptive behavior.
- If the problem persists, ask the student to leave the class or the area.
- Initiate a discussion with the student about the behavior that is of concern.
- Inform the student of the behavior that needs to change, define a timeline for when the change needs to be made, and explain the consequences if the change does not occur.
- After meeting with the student, document the content of the meeting in writing. It is sometimes helpful and/or necessary to provide the student with a written copy of the requirements and the consequences discussed.
- Contact the department chair or supervisor for advice and support.
- Consult with the Office of Student Development about possible next steps.
- Submit a Care Report or Incident Report (see page 25).

Threatening Behavior

- Violence in most situations is rare and typically occurs when a student's level of frustration has been so intense or of such an enduring nature as to erode all of the student's emotional controls.
- Violent and aggressive behavior rarely comes out of the blue.
- Students usually become verbally abusive in frustrating situations they perceive as being beyond their control.
- Acts of aggression and violence are often a means of being heard or retaliating against what feels like a hopeless situation.

Warning Signs

- Disrespect toward authority.
- Blaming others for mistakes.
- A sense of entitlement or feeling victimized.
- Over-reacting to criticism.
- Trouble controlling anger.
- Irrational beliefs.
- Social isolation.
- Failing to acknowledge the feelings or rights of others.
- History of aggressive behavior or discipline problems.

How Faculty and Staff Can Help

- Acknowledge the student's anger/frustration.
- Allow the student to get feelings out and tell you what is upsetting him/her.
- Be directive and firm about behaviors that you will/will not accept.
"I need for you to take a step back" or "I can't understand you when you yell."
- Be observant of the student's behavior and your surroundings.

When talking to an agitated student:

- Introduce yourself if you do not know the student already.
- Maintain a calm and reassuring voice. Speak calmly, but don't do all the talking. Allow the student to vent.
- Ask questions; this shows that you are concerned. When asking questions, use the student's name.
- Listen carefully to the student's concerns and take them seriously.

Paraphrasing what the student says can help show that you are listening.

- If emotions escalate, acknowledge them. *"I can see that you're angry about the ..."*
- Maintain appropriate eye contact. A direct and uninterrupted stare may feel threatening to the student. Be natural in your gestures and speaking tone.

The Suicidal Student

Sadly, suicide is the second leading cause of death, after accidents, among college students. We are fortunate here at GCC to have a student body, staff, faculty and administrators who are aware of students who are struggling emotionally and highly effective at getting students the help they need.

- Suicide is preventable.
- Many who attempt suicide have given a warning sign.
- Asking someone about suicidal ideation may bring relief that someone has finally recognized his/her emotional pain.
- Most suicidal people are ambivalent and do not necessarily want to die they just wish to end their pain. Many are miserable but want to be saved.

Risk Factors

- Prior suicide attempt(s)—the strongest predictor of suicide
- Older students—students aged 25 and older are more likely to complete suicide than younger students
- Family history of suicide (especially a parent)
- Depression or other mood disorder
- Social isolation
- Alcohol and/or other drug use
- Poor impulse control
- History of physical, emotional and/or sexual abuse
- Unrealistic parental expectations
- Confusion/conflict about sexuality— Lesbian, Gay, Bisexual, Transgender (LGBT) students are at higher risk for suicide

Precipitating Factors

- Stressful events, situations or conditions may increase one's likelihood of attempting suicide

- Hopelessness due to untreated depression—belief that things can't change or get better
- Being fired or expelled from school
- Recent unwanted move (e.g., moving to a new school)
- Loss of any major relationship (e.g., boyfriend, best friend, etc.)
- Death of parent, spouse, child or best friend, especially if by suicide
- Diagnosis of a serious or terminal illness
- Sudden unexpected loss of freedom or fear of punishment (e.g., jail time or sanction from school)
- Anticipated loss of financial security

Warning Signs

Changes in a person's behaviors may indicate risk for suicide.

Direct Verbal Warning Signs

- "I've decided to kill myself" or "I'm going to end it all."
- "I wish I were dead."
- "If _____, I'll kill myself" (e.g., *I fail this course, she leaves me, etc.*).

Less Direct Verbal Warning Signs

- "I'm tired of life, I just can't go on."
- "My family would be better off without me."
- "Who cares if I'm dead anyway?"

How Faculty and Staff Can Help

Do:

- Ask about suicidal thoughts directly and use the word suicide. This does not increase the risk of a suicide occurring. In fact, students are often relieved to have someone to talk to.
- Take charge. If the student has a few of the risk factors, but denies being suicidal, it makes sense for him or her to meet with a counselor.
- Try to sound calm and understanding.
- Be confident, caring, and know the resources available, such as 211 and the Student Success Center.
- Walk the student to Student Success or call Security (after hours) if you are seriously concerned for the student's safety.

Don't:

- Agree to be sworn to secrecy. NEVER agree to keep suicidal or violent thoughts in confidence; it is important that the student meet with a counseling professional to get the support they need.
- Appear shocked by anything the student tells you.
- Emphasize the embarrassment that suicide would be to the person's family.
- Engage in a philosophical or religious debate regarding the moral aspects of suicide.
- Become too personally involved with the student.



1WORD
VOICE
LIFE

Be the 1 to start the conversation.
PREVENTSUICIDE.TALK.ORG

NATIONAL
SUICIDE
PREVENTION
LIFELINE

1-800-273-TALK (8255)
suicidepreventionlifeline.org

Suicide is the second leading cause of death, after accidents, among college students.

The Depressed Student

These students show a multitude of symptoms, which may include guilt, low self-esteem, and feelings of worthlessness and inadequacy. Physical symptoms include decreased or increased appetite, difficulty sleeping and low interest in daily activities. Depressed students often show low activity levels and have little energy.

Do:

- Let the student know you're aware he or she is feeling down and you would like to help.
- Reach out and encourage the student to express how he or she is feeling. The student is often reluctant to talk initially, yet attention from others helps the student feel more worthwhile and comfortable opening up.
- Tell the student of your concern for him or her.

Don't:

- Say, *"Don't worry," "Crying won't help,"* or *"Everything will be better tomorrow."*
- Be afraid to ask whether the student is suicidal if you think he/she may be.

The Anxious Student

Dealing with unexpected events and conflicts are primary causes of anxiety. Unknown and unfamiliar situations raise anxiety; high and unreasonable self-expectations also increase anxiety. These students often have trouble making decisions.

Do:

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

Don't:

- Take responsibility for the student's emotional state.
- Make things more complicated.
- Overwhelm him or her with information or ideas.

The Substance-Abusing Student

A variety of substances are available that provide escape from pressing demands. The most abused substance is alcohol. Alcohol and other drug related accidents remain the single-greatest cause of preventable death among college students.

Do:

- Share your honest concern and encourage the student to seek help.
- Be alert for signs of alcohol and drug abuse: preoccupation with drugs, periods of memory loss, deteriorating performance in class.

Don't:

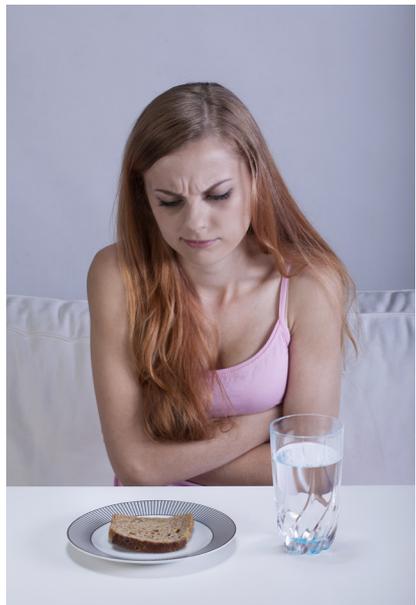
- Ignore the problem.
- Chastise or lecture.
- In any manner encourage the behavior.

Did you know the Drug and Alcohol Recovery Counselor (DARC) Club maintains a literature rack in the Student Success Center? Students can take information on recovery, meetings, and facts about addiction.

The Student with an Eating Disorder

Eating disorders include anorexia and bulimia. Anorexia involves restricting one's eating, often leading to malnourishment. Bulimia usually entails binge eating followed by excessive exercise, vomiting or the use of the medication such as diet pills. Eating disorders are widely considered to be the most dangerous mental health issues due to a high mortality rate.

The presence of an eating disorder in a student's life not only impacts his or her body image and food intake but can also affect a student's social and academic functioning. Students may struggle with attention and concentration issues, depressive symptoms, physical pain, low energy, social isolation and low self-esteem.



Do:

- Recognize the danger associated with eating disorder behaviors rather than viewing them as a choice, lifestyle or an attempt to obtain attention.
- Encourage the student to seek out formal help, such as counseling.
- Support the student even if she/he is not motivated to obtain help.

Don't:

- Assume that all thin students have an eating disorder by remembering that these issues impact students of all shapes and sizes.
- Confront a student by stating *"I think that you have an eating disorder."* Instead share your concerns with the student by naming the behaviors you've witnessed.
- Encourage the client to *"just eat"* or *"stop throwing up."* Recovery from an eating disorder often requires mental health treatment to alter behaviors.

The Sexually Assaulted Student

These assaults are usually committed by someone the student knows. Incidents of sexual assault are very traumatic. The nature of sexual assault makes it a difficult crime for the victim to talk about. These students may have trouble with concentration or motivation, suffer sleep disturbances, have trouble trusting others and may feel highly anxious and/or afraid.

Gateway has designated all college employees as "Responsible Employees" under Title IX. All college employees have a duty to report information that comes to their attention of a possible sexual assault regardless of the age of the reported victim. This information is to be reported to the Student Development Office which is required to conduct a full investigation. Visit gatewayct.edu/sexualmisconduct for more information.

Those who wish to obtain the fullest legal protections and disclose in full confidentiality must speak with a fully confidential resource (see "Off-Campus Resources" section). Those who report any type of sexual misconduct, including sexual harassment, sexual assault or intimate partner violence, to a College employee will be informed in a timely manner of all their rights and options, including the necessary steps and potential outcomes of each option.

- All reports of sexual misconduct, including sexual harassment, sexual assault and intimate partner violence, will be treated seriously and with dignity by the College.
- Referrals to off-campus advocacy, counseling and medical services are available immediately and confidentially, whether or not those who disclose an assault feel ready to make any decisions about reporting the assault to police, or a College Security Authority.

- Those who have been assaulted have the right to take both legal action (criminal/civil action) and action in accordance with the Policy on Student Conduct against the individual allegedly responsible.
- Those who may wish that her/his report of an assault to be handled in a fully confidential manner may contact a Fully Confidential Resource such as the Women and Families Center.

The Women and Families Center (1440 Whalley Avenue, New Haven) offers short-term counseling for youth and adult survivors of sexual assault. Spanish speaking counselors available.

888-999-5545 (24 Hour Hotline) / 888-568-8332

www.womenfamilies.com / info@womenandfamilies.org



Do:

- Listen to what they are telling you.
- Stop the student from disclosing specific details such as names and location, as you mandated to report details to the Student Development office for investigation.
- If the student discloses the incident to you immediately after it has occurred, encourage the student to refrain from showering and washing clothing in order to preserve evidence.
- Help students to understand that they have many options to consider and that the resources listed on the GCC webpage can help them decide what they want to do regarding medical, legal, and counseling options.

Don't:

- Ask for details, specifically the name of the alleged perpetrator nor the location. You are not a fully confidential resource and are mandated to report the information to the Student Development office for investigation regardless of student's wishes.
- Ask a lot of prying questions, as you may inadvertently send the message that you don't believe the student or that you are questioning how he or she handled the situation.
- Blame them for what happened and let them know it was not their fault, regardless of the circumstances under which the assault occurred.
- Be skeptical or show that you don't believe them. The vast majority of students do NOT make up stories about being assaulted.
- Try to be this person's only support. Recovery takes a long time and often involves the need for professional services.

The Academically Underachieving Student

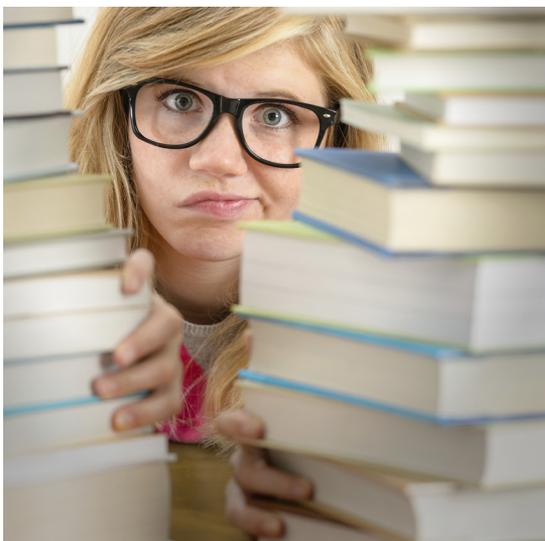
While it is easy to conclude that the academically underachieving student is simply unmotivated, the real situation is often more complicated. Students may be preoccupied with situational and family problems, or have emotional problems that are distracting and disabling. They may have learning disabilities, Attention Deficit Disorder or substance abuse problems. Previous failures for any reason can produce a hopeless outlook and a defensive attitude of “I don’t care.”

Do:

- Inquire compassionately as to what the problems are.
- Provide enough time for the student to open up. His or her initial defensiveness might be off-putting to an instructor who values involvement and dedication in students.
- Help the student assess the source of underachievement, e.g., distractions, preoccupations, emotional problems, depression, difficulties with underlying academic and study skills.
- Empathically address the difficulty of dealing with a failure mentality.
- Encourage student to sign up for Achievement Coaching (see page 27).

Don't:

- Take the student's problem personally or be insulted that they do not find the class engaging.
- Assume too quickly the problem is mere laziness.
- Punish the student for lack of involvement.
- Dismiss the student and problem as unworkable



Intervene

How to Make a Referral

Presenting yourself as knowledgeable about campus resources can ease a student's discomfort about seeking help. Let the student know you are concerned about them and their well-being. Assist the student in understanding that a referral is not a rejection of them. Here are some suggestions:

Emergency Referrals

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

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

A. Emotional Crisis

How to proceed if a student has communicated to you that he or she is in a crisis state emotionally and/or thinking of doing harm to him/herself or to another person. If you are with the student, DO NOT leave the student alone or let him or her leave.

Contact the Student Success Center (during business hours) or campus security (after hours or over weekends) and clearly state that you need assistance with a MENTAL HEALTH EMERGENCY. A counselor or security staff member will respond directly to you.

Student Success Center, N213
203-285-2090
M,T,R,F: 8:00 AM-4:30 PM
W: 8:00 AM-7:00 PM

Campus Security, N105
203-285-2246

You may also walk the student to the Student Success Center. Counselors and Security Staff are trained to find a professional who will assist immediately. Faculty members should follow these procedures even if the student's behaviors are ambiguous.

For matters that arise when the Student Success Center is closed, you may

also contact the National Suicide Crisis Line at 1-800-273-TALK (8255) or call 2-1-1; CT's comprehensive phone-based service that provides information, referrals to community services, and crisis intervention. These crisis lines are answered twenty-four hours a day, seven days a week (24/7).

Because this may not be an isolated incident, and because a fuller picture of a student emerges when various administrators are alerted and can then pool their information, it is important that you also complete a Care Report (see page 25).

B. Threatening Behavior

If a student appears threatening or potentially violent then first and foremost, trust your gut. If you feel uncomfortable, uneasy or unsafe, contact the Security Office at (203) 285-2246. Say "This is an emergency." Then explain the emergency situation as clearly as possible. A security staff member will immediately come to your location and take measures to ensure your safety. Security has the quickest ability to contact New Haven PD.

If you are waiting for Security or have not yet called, here are some suggestions for calming down an agitated student:

- If appropriate, instruct the student to calm down, and/or sit down.
- Another option is to ask the student to move with you away from a volatile environment as this may help diffuse the student's anger. Make sure you walk to an area that is visible to others, in case the student becomes aggressive, and that you stay close to the area to which you have called security.
- Stay out of the student's personal space. Keep at least four feet between you and the student. Do not corner or touch the student.
- Listen carefully to what the student is saying. This will convey that you are genuinely interested in helping.

Resolving the Situation

If you have called Security, know that they will arrive to assist you as soon as possible.

If you are able to calm the student down and feel you do not need an immediate response, discuss with the student the next step for following up. The Student Success Center can offer support and guidance to you and/or the student. A likely option is making an appointment for the student with a counselor.

Because this may not be an isolated incident, and because a fuller picture of a student emerges when various administrators are alerted and can then pool their information, it is important that you also complete a Care Report (see page 25).

C. Sexual Misconduct

Reports against a Gateway Student will be handled through the Student Conduct Process, while Reports against a Gateway Employee will be handled by the Office of Human Resources in conjunction with the Office of Student Development. Reports may be made concerning misconduct that takes place on-campus, off-campus, and/or online.

The College strongly encourages the reporting of sexual misconduct, including sexual harassment, sexual assault and intimate partner violence, as an effective means of taking action.

Once a report is made, the College will provide the victim with resources for counseling, local advocacy, health and mental health services. **Information about these services may be found online at Gatewayct.edu/Student-Life/sexualmisconduct/Referrals-And-Resources.**

The Women and Families Center (1440 Whalley Avenue, New Haven) offers short-term counseling for youth and adult survivors of sexual assault. Spanish speaking counselors available.

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888-568-8332**

www.womenfamilies.com

info@womenandfamilies.org



The only way that action can be taken against anyone who violates another in such a manner is through reporting such acts to the appropriate officials and pursuing criminal action or student-conduct procedures.

Limitations to Confidentiality

Disclosing and/or reporting sexual misconduct is a deeply personal choice that only the survivor can make. It is important for the survivor to understand that there are limitations to confidentiality when sexual misconduct is reported. Once a college employee becomes aware of a misconduct incident, he or she must report it to the Office of Student Development who will conduct a mandatory investigation.

Time for Reporting

Normally, reports must be received by the Office of Student Development within thirty (30) days of the date of the violation or within thirty (days) of the date the facts constituting a possible violation were known. However, the College recognizes that the decision to file a report of sexual misconduct or relationship violence is difficult and may take some time. Because memories

may fade, and witnesses may become inaccessible, the sooner information is gathered, the greater is the ability of the College to effectively investigate and resolve the matter fairly to all parties concerned.

D. Basic Needs

Many of our students face many issues with: income, housing and shelter, transportation, utilities, and food. Students facing “Basic Needs” issues can be referred directly to the Center for Students and Families through the CARE Report system (see page 25). For more information regarding the Center for Students and Families, see page 24.

Non-Emergency Referrals

A decision to refer a student for counseling is based on your observations of the student’s level of emotional distress. Select the option (below) that you are most comfortable with and/or the option which best suits the student’s situation.

- Suggest the student call 203-285-2090 to schedule a personal counseling appointment with the Student Success Center or invite student to make an appointment online through student’s My Gateway account. *Appointments can also be made online, through student’s My Gateway account.*
- Volunteer to call the Student Success Center while student is with you to ensure contact.
- Offer to walk the student over to the Student Success Center to make an appointment.

For matters that arise when the Student Success Center is closed, you may also contact the National Suicide Crisis Line at 1-800-273-TALK (8255) or call 2-1-1; CT’s comprehensive phone-based service that provides information, referrals to community services, and crisis intervention. These crisis lines are answered twenty-four hours a day, seven days a week (24/7).

Support

Student Success Center

N213, 203-285-2090

GCC Personal Counseling services are free, short-term, and confidential. During the initial meeting, the counselor will assess

Hours:

M, T, R, F: 8:00 AM-4:30 PM
W: 8:00 AM-7:00 PM

the student's needs and make recommendations based on their professional opinion and in collaboration with the student. Individual counseling at GCC might be one of those recommendations. In some cases, students are referred to providers outside of GCC. This decision is made on a case-by-case basis and is determined by the appropriateness of counseling for the student's individual situation, our expertise in treating the particular problem, and the availability of staff and other resources.

Consultation

If you are uncertain about how to work with a specific student, we encourage you to contact the Student Success Center to consult with a counselor. A consultation may help you sort out relevant issues, explore alternative approaches, and determine whether or not to refer a student for professional services.

Scheduling an Appointment

Students can schedule a personal counseling appointment via telephone or online through student's My Gateway account.

To make an appointment via telephone, call 203-285-2090. Please tell the receptionist if you need an urgent appointment.

To schedule an appointment online, invite students to follow the steps below.

1. Go to GatewayCT.edu and click on "My Gateway."
2. Click on "Academic Planning and Advising." Sign in using student ID number (without the @ sign or extension) and MyCommnet password.
3. Click on "Request an Appointment" on the bottom right hand side of screen to make an appointment with a counselor.

Confidentiality

Information obtained during personal counseling sessions will not be disclosed to any outside persons or agencies without the student's written permission, except:

- When required by law (e.g., where there is reasonable suspicion of abuse of children or elderly persons, where the student presents a serious danger of violence to another, or where the student is likely to harm him/herself unless protective measures are taken).
- As part of the counseling process, your counselor may consult with or receive supervision from another member of the professional staff.
- In order to comply with the ethical requirements of their profession and the law, GCC professionals who receive a report of sexual violence may not be able to maintain the confidentiality of the reported violence.

Cornell Scott Hill Health Center

N114, 203-503-3740

Health Center Services:

- primary medical
- behavioral/mental health
- gynecology
- wellness services, including immunizations

Payment options: Most forms of insurance accepted and programs available for the uninsured.

Hours: Hours change throughout school year. **Call for an appointment.**

Student Accessibility Services

S202, 203-285-2231

The office of Student Accessibility Services requires documentation of your disability in order to fully evaluate your eligibility for services. Students with documented disabilities, visible or hidden, qualify for services. Reasonable adjustments are provided on a case-by-case, class-by-class basis. Adjustments are not retroactive nor do they carry from one semester to another.

Categories of disability include, but are not limited to the following:

- Physical disabilities, such as spinal cord injuries, muscular dystrophy, or cerebral palsy, as well as students who are blind or have low vision, and students who are deaf or hard of hearing.
- Medical disabilities, such as cancer, cardiovascular disease, diabetes, epilepsy, fibromyalgia, HIV/AIDS, Lyme disease, respiratory disease, sickle cell anemia, acquired/traumatic brain injury, and systemic lupus.
- Learning disabilities, which can impact areas such as reading, written expression, mathematics, processing speed, memory and retrieval, and nonverbal reasoning.
- Psychiatric disabilities, such as anxiety disorders, obsessive compulsive disorder, post-traumatic stress disorder, depression, bipolar disorder, schizophrenia spectrum disorders, addictions and eating disorders.
- Attention deficit/hyperactivity disorders (AD/HD), primarily inattentive type, primarily hyperactive type, or combined type.
- Autism spectrum disorders.

Confidentiality and Release of Information

The SAS office is the Gateway agent that is charged with the responsibility for collecting and maintaining disability documentation. Submitted documen-

tation becomes the property of the College; any documentation provided to the SAS office is stored in a secure file system with limited access for no more than seven years from the date students were last registered at the College.

Documentation received by GCC will remain confidential and will not be shared with faculty, administration, or parents without the student's informed and written consent, except where disclosure is required by law.

Confidentiality is not maintained relative to child abuse, suicidal, or homicidal intent. A written release of information must be completed by the student before documentation will be released to the student and/or other parties.

Student Development

N213, 203-285-2033

The Dean of Student Affairs has designated the Office of Student Development to address all matters of conduct. Expectations for Student Conduct, as published by the Connecticut State Colleges and Universities Board of Regents can be found in the Gateway Community College Student Handbook, along with other institutional policies.

Members of the Gateway community are encouraged to file an **incident report** with the Office of Student Development for any conduct violation. Doing so allows us to document incidents, and assess student behavior on a systems level. Individuals filing incident reports may indicate whether they are making a referral for an Administrative Meeting, seeking consultation, or simply documenting the incident. Incident reports are filed for student conduct issues including:

- Classroom disruption
- Campus disturbances
- Academic integrity violations

Once a referral is made, the student(s) involved will meet with the director or an associate in Student Development to review the incident and express their thinking and the level of responsibility they take for the incident – this is an Administrative Conduct Meeting.

How to Submit a Conduct Report

The Office of Student Development receives all student conduct Incident Reports electronically through the Faculty/Staff portal found on the GCC homepage. You may go directly to the portal page at **Gatewayct.edu/faculty-staff**. Look for the conduct report option on the left-hand menu.

Conduct/Incident Reports may be filed to request follow-up action from the Office of Student Development, or to simply document the incident. To file an incident report, please select the "Conduct Report" link through the Faculty/Staff page on the website.

Center for Students and Families (CSF)

N212, 203-285-2090

CSF promotes the economic well-being of students through integrated academic/career support, income/work support and financial services support.

Core Services Areas

The CSF partners with a number of on-campus departments and off-campus human services agencies to address the following core service areas.

Academics - Utilizing the Gateway Achievement Coaching model, the CSF empowers students to plan for lifelong career pathways.

Work and Careers - Through a partnership with Career Services, students are encouraged to think about the connection between their academic courses of studies and chosen career paths. Some students choose to get real-time job experiences.

Income Supports - Various resources are available on a limited basis to assist students overcome income challenges needed to achieve economic stability. The Center for Working Students has the capacity to provide:

- Public Benefits Pre-Screening
- Energy Assistance Screening
- Limited Transportation Resources

- Other limited resources as needed and available

Financial Services/Asset Building - Through a partnership with local businesses, faculty, and on-campus programs, the CSF takes a proactive approach to assist students reach economic stability through financial education, wealth building activities and bad credit avoidance.

The Program (What to Expect)

Students who engage with the CSF enter into a hybrid program that involves basic case management, and Gateway's Achievement Coaching, to address both basic needs and student success. Students who enter the program are empowered to set their own goals, and take steps toward stability, while obtaining support and building skills.

It is important to remember that Gateway is an educational institution that partners with local agencies and organizations. Resources such as housing and financial assistance are extremely limited in our geographic region, and most of our partners are not equipped to meet immediate and emergent needs.

Resources for Staff/Faculty

Behavioral Assessment Team (BAT)

The Behavioral Assessment Team (BAT) is a multidisciplinary unit that is responsible for the evaluation of behaviors that raise concern and/or may precede violent activity on campus. An increasing number of higher educational institutions are looking for ways to use this team process to identify and respond to students who may pose a danger to others on campus, themselves, or who simply may be struggling and in need of assistance and resources. Over 80% of all reports on college and university security published in the aftermath of the Virginia Tech shooting have recommended, in one form or another, that higher educational settings establish threat assessment teams.

Through the faculty/staff connections throughout campus, the BAT can gather pieces of information and assemble them into a larger, more complete picture. This process would not be possible without your support! Thank you for assisting our efforts to connect students in need with resources to help resolve their underlying challenges.

Who is part of BAT?

Matthew Long, Associate Dean, Student and Academic Affairs

Jim Buccini, Associate, Student Development

Kellie Byrd-Danso, Director, Student Engagement

Kathleen Ahern, Counselor, Student Success Center

Cary Broderick, Officer, Campus Police

Tracy Blanford, Faculty, Nursing

Ron Chomicz, Disability Specialist, Student Accessibility Services

Clara Ogbaa, Director, Library and Learning Commons

BAT Mission Statement:

BAT is committed to improving community safety through a proactive, collaborative, objective, and thoughtful approach to the prevention, identification, assessment, intervention, and management of situations that (may) pose a threat to the safety and well-being of the campus community.

Care Reports

CARE Reports are not for emergencies. If there is an immediate threat to a student (either through self-harm or interpersonal violence) or the community, please Security at 203-285-2246. If you believe a student is in need of immediate psychological help, call the Student Success Center at 203-285-2090.

You can report a concern without a student learning your identity at any time—the important thing is to share any concerns you may have. A Care Report should be made when you notice behavior that causes worry or concern, even if the behavior seems low-level or unclear. Some examples include:

- A change in behavior such as sudden aggression, poor concentration, or disruptiveness.
- A pattern of illness or poor attendance.
- When a student appears withdrawn, agitated, sad, and/or anxious.
- Mention of self-harm or suicidal thoughts/intentions.
- Early Alert: Absence during the first two weeks of class, or any early indication a student will not be successful in class.

The College has implemented many retention and support efforts in hopes of addressing barriers to success beyond the academic variables. These including but not limited to:

- Behavioral Assessment and Monitoring:
 - Academic Coaching
 - Personal Counseling
 - Referrals for Mental Health
 - Support Services Coordination

How to Submit a Care Report

Staff, faculty, and students may create a Care Report by following the link on the Faculty/Staff Page. For questions regarding this system, please contact Student Development (203-285-2090).

Suicide Prevention Training (QPR)

Attend a Question, Persuade, Refer (QPR) training!

QPR curriculum is nationally recognized by the Joint Commission on Accreditation of Health Care Organizations as a “Best Practices” program. The program goal is to train faculty, staff, students, administrators, parents, and community members in how to effectively recognize and refer persons in distress to campus and community resources. As a QPR trained Gatekeeper you will learn to:

- Recognize the warning signs of suicide
- Know how to offer hope
- Know how to get help and save a life

Contact Kathleen Ahern (KAhern@gatewayct.edu) or visit Gatewayct.edu/qpr for more information.

Resources Supporting Our Diverse Student Population

Achievement Coaching

The purpose of this program is to inspire students to become successful and self-directed lifelong learners. Having students work independently with a coach will help them to distinguish and develop new learning strategies. Students will discuss their career ambitions; methods on how to improve their study skills, time management, as well as handling stress and anxiety. Within developing clear and concise goals, while setting necessary interventions, the Achievement Coaching program will assist students in meeting their personal and academic aspirations, all within hope of creating a ready and confident Gateway college student.

Student Success Center

N213

(203) 285-2090

English as a Second Language (ESL)

ESL courses prepare students whose native language is not English to acquire reading, writing, listening, speaking, and pronunciation skills at a level that will permit them to continue their college studies or to function with effective language skills in the national and global job market.

**Susan Chenard, ESL Coordinator,
S305P**

(203) 285-2045

schenard@gatewayct.edu

Literacy Volunteers of Greater New Haven

Located in Room N112 to provide English Language Learners with additional support. Every month, the Literacy Volunteers schedules free classes at many levels.

International Students

Our international students are required by the United States Immigration and Naturalization Service to be full-time and degree seeking.

**Catherine Surface, Director of
College Transition, N213**

(203) 285-2028

csurface@gatewayct.edu

International Club

This student organization broadens the horizons of the students through culture and the ability and opportunity to speak the language; thereby promoting international sensitivity. The International Club may be reached at GW-InternationalClub@gatewayCT.edu

Lesbian Gay Bisexual Transgender Questioning (LGBTQ)

Safe Zone Program

The GCC Safe Zone program is designed to promote awareness and discussion about



issues facing lesbian, gay, bisexual and transgender (LGBT) students; visually identify faculty and staff on campus whom an LGBT person might approach regarding an issue specific to his or her sexual orientation or gender identity; and prepare those faculty and staff to engage in those discussions.

Gateway's Safe Zone program was developed through a partnership between Student Development, Student Success, and members of the Gay Straight Alliance student organization.

Jim Buccini, N213
(203) 285-2202
jbuccini@gatewayct.edu

Gay/Straight Alliance

This organization is a caring and diverse group of students with the common goal of building community through awareness of gay, lesbian, bisexual, transgender, questioning, inter-sex, and ally issues. Faculty and staff are welcome to participate. This organization may be reached at GWSA@gatewayCT.edu.

Veterans

The Veteran Oasis, located in room N208, is a space for veteran students to gather, study, and socialize with fellow veteran students. The Oasis has two computers and a study area. Check the office door for open hours.

Veteran Resources
Rick Palinko, N217
(203) 285-2146
rpalinko@gatewayct.edu

Veteran Resource Fairs

Veteran Services hosts an annual resource fair on campus. The fair brings in community service providers in variety of areas including; mental health, disability claims and compensation, housing, employment and other veteran specific services.

Veteran and Armed Forces Club

This Student Government Association (SGA) sanctioned club is open to veteran and non-veteran students. The club meets bi-weekly to plan and organize community events and activities. For more information contact the Veteran Services office.

Off-Campus Resources

For a complete list of community resources pertaining to Addiction, Mental Health, Domestic Violence/Emergency Housing, Sexual Assault, and Basic Needs (Food/Clothing/Shelter), visit Gatewayct.edu/student-life/Wellness-Support/Local-Resources.

National Suicide Hotline: 1-800-273-TALK,
www.suicidepreventionlifeline.org

CT Crisis Info line: 211, www.211ct.org

CT Suicide Advisory Board: www.preventsuicidect.org

Learn more about Emotional Health: www.ulifeline.org/gwcc and www.halfofus.com

A Quick Reference Guide for Helping Troubled Students

1. SEEKING GUIDANCE OR ADVICE

Student:

<p>Communication indicates loss of touch with reality</p> <p>Communication reflects suicidal thoughts or actions, depression, anxiety, or difficulty dealing with grief</p>	<p>Student Success Center 203-285-2090, N213</p> <p>Security 203-285-2246</p>
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Student:

<p>Communication indicates having been a victim of a stalking, harassment, hazing, or other crime</p> <p>Communication reflects sexual assault or relationship violence</p>	<p>Student Success Center 203-285-2090, N213</p> <p>Student Development 203-285-2202, N213</p>
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Student:

<p>Has not attended class for an extended period of time</p> <p>Is overwhelmed by a problem with the university</p> <p>Is debilitated or overwhelmed by a family emergency</p>	<p>Student Success Center 203-285-2090, N213</p> <p>Student Development 203-285-2202, N213</p>
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Student:

<p>Substantially impairs, interferes with or obstructs orderly processes and functions of the university</p> <p>Deliberately interferes with instruction or office procedures</p>	<p>Student Development 203-285-2202, N213</p>
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2. REPORTING CONCERNING BEHAVIOR

Student:

<p>Does something significantly out of character</p> <p>Acts peculiar and this is cause for alarm</p> <p>Displays unhealthy or dangerous patterns of behavior</p> <p>Appears to be under the influence or coping with the effects of substance use</p>	<p>Student Success Center 203-285-2090, N213</p> <p>Security 203-285-2246</p> <p>Submit a Care Report/ BAT Team</p>
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3. IMMEDIATE ACTION

Student:

<p>Threatening the safety of self or others</p> <p>Acting in a frightening or threatening manner</p> <p>Not leaving the classroom or office after being asked to leave</p>	<p>Security 203-285-2246</p> <p>Police 911</p>
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Acknowledgements

We would like to thank the many colleges and universities whose combined efforts made their information, and thus ours, accessible and easy to use.

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