A Guide

# RESPONDING TO STUDENTS IN DISTRESS

John Carroll UNIVERSITY

The University's Core Values include a commitment to learning in order to create:

- An environment of inquiry which embraces Jesuit Catholic education as a search for truth where faith and reason complement each other in learning. In pursuit of our educational mission, the University welcomes the perspectives and participation in our mission of faculty, staff, students, and alumni, of all faiths and of no faith.
- A rigorous approach to scholarship that instills in our graduates the knowledge, eloquence, sensitivity, and commitment to embrace and to live humane values.
- A campus committed to the intellectual, spiritual, emotional, and physical development of each student.
- An inclusive community where differing points of view and experience are valued as opportunities for mutual learning.
- A culture of service and excellence that permeates every program and office.
- A commitment to sharing our gifts in service to each other and the community.
- A campus that responds to demographic, economic, and social challenges.
- An appreciation that our personal and collective choices can build a more just world.

# Introduction

This guide is intended to be a resource when you find yourself talking to, or worried about, a student who is having difficulty. Inspired by and adapted from Cornell University's *Recognizing and Responding to Students in Distress* and infused with John Carroll University's own character and Core Values, this guide offers referral information, context to help you recognize what students may be experiencing, and suggestions as to how you might be most helpful.

Contact the Office of Academic Advising and Student Services with questions and comments, and thank you for your commitment to our students' development and well-being.

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# CHAPTER 1:
# RECOGNIZING AND RESPONDING TO STUDENTS IN DISTRESS

*Rest assured that in any given situation, there are several "right ways" to reach out to students in a caring manner. The only real risk is in doing nothing at all.*

# SECTION 1: RECOGNIZING STUDENTS IN DISTRESS

**As a faculty or staff member, you may be the first to notice a student who is experiencing difficulty.** You do not have to take on the role of counselor or diagnose a student. You need only notice signs of distress and communicate these to the appropriate office on campus. If you choose, you also may have a direct conversation with the student to gather a little more information, express your concern, and offer resource referral information.

Often, there are indicators that a student is experiencing distress long before a situation escalates to a crisis. To assist our students in maintaining their mental health and maximizing their intellectual growth, it is important to identify difficulties as early as possible. The presence of one of the following indicators alone does not necessarily mean that the student is experiencing severe distress. However, the more indicators you notice, the more likely it is that the student needs help. **When in doubt, consult with the University Counseling Center at x4283, or visit their web site for more information: sites.jcu.edu/counselingcenter.**

Faculty members may have concerns about reporting sensitive information about students to others. See below for FERPA guidelines on these matters.

## Academic Indicators

- Repeated absences from class, section, or lab.
- Missed assignments, exams, or appointments.
- Deterioration in quality or quantity of work.
- Extreme disorganization or erratic performance.
- Written or artistic expression of unusual violence, morbidity, social isolation, despair, or confusion; essays or papers that focus on suicide or death.
- Continual seeking of special provisions (extensions on papers, make-up exams).
- Patterns of perfectionism.
- Overblown or disproportionate response to grades or other evaluations.

### How do you know when to act?

You may notice one indicator and decide that something is clearly wrong. Or you may have a "gut-level feeling" that something is amiss. A simple check-in with the student may help you get a better sense of his or her situation.

It is possible that any one indicator, by itself, may simply mean that a student is having an "off" day. However, **any one serious sign** (e.g., a student writes a paper expressing hopelessness and thoughts of suicide) or **a cluster of smaller signs** (e.g., emotional outbursts, repeated absences, and noticeable cuts on the arm) indicates a need to take action on behalf of the student.

## Behavioral and Emotional Indicators

- Direct statements indicating distress, family problems, or loss.
- Angry or hostile outbursts, yelling, or aggressive comments.
- More withdrawn or more animated than usual.
- Expressions of hopelessness or worthlessness; crying or tearfulness.
- Expressions of severe anxiety or irritability.
- Excessively demanding or dependent behavior.
- Lack of response to outreach from instructor or other staff.
- Shakiness, tremors, fidgeting, or pacing.

## Physical Indicators

- Deterioration in physical appearance or personal hygiene.
- Excessive fatigue, exhaustion; falling asleep in class repeatedly.
- Visible changes in weight; statements about change in appetite or sleep.
- Noticeable cuts, bruises, or burns.
- Frequent or chronic illness.
- Disorganized speech, rapid or slurred speech, confusion
- Unusual inability to make eye contact.
- Coming to class bleary-eyed or smelling of alcohol.
- Odd choices of clothing such as uncomfortably long sleeves in hot weather or sunglasses indoors.

## Other Factors

- Concern about a student expressed by her/his peers or other University personnel.
- A hunch or gut-level reaction that something is wrong.

### Help for yourself, colleagues, or family members

Dealing with a student in distress may be physically, mentally, and/or emotionally draining. Take care of your own well-being by relying on the resources available to you.

The JCU Employee Assistance Program (EAP) offers professional services for all full-time and part-time faculty and staff. The Program can assist with issues such as substance abuse, depression, stress, diet and nutrition, family concerns, and more. The University's EAP Provider is IMPACT Solutions Employee Assistance and Work/Life Program. To learn more, contact IMPACT Solutions at 800.227.6007 or **www.myimpactsolution.com.**

Information also is available on the University's Human Resources webpage (**sites.jcu.edu/hr**); select the Employee Assistance Program link under the Benefits tab.

## Safety Risk Indicators:

- Written or verbal statements that mention despair, suicide, or death.
- Severe hopelessness, depression, isolation, and withdrawal.
- Statements to the effect that the student is "going away for a long time"

If a student is exhibiting any of these signs, s/he may pose an immediate danger to her/himself. In these cases, you should stay with the student and contact the University Counseling Center (x-4283) immediately (or John Carroll University Police Department, x-1234, after hours).

## The situation is an emergency if:

- Physical or verbal aggression is directed at self, others, animals, or property.
- The student is unresponsive to the external environment because she/he is:
  - Incoherent.
  - Passed out.
  - Disconnected from reality.
  - Exhibiting psychosis.
  - Displaying unmitigated disruptive behavior.
  - The situation feels threatening or dangerous to you.

If you are concerned about immediate threats to safety, call the JCUPD at x-1234.

# SECTION 2: RESPONDING TO STUDENTS IN DISTRESS

## Choosing a Pathway

There are two pathways to choose once you have identified a student in distress: speaking directly with the student, or contacting a campus office for help.

**If you have a relationship or rapport** with the student, speaking directly to the student may be the best option. Begin the conversation by expressing your concerns about specific behaviors you have observed.

**If you do not really know the student,** you may prefer contacting a University staff member who can reach out to the student in an official role.

Your decision about which path to choose also may be influenced by:

- Your level of experience.
- The nature or severity of the problem.
- Your ability to give time to the situation.
- A variety of other personal factors.

## Action Step #1: Consult

John Carroll has many campus resources available to help students in distress. See below for a list of offices you can consult for advice before reaching out to a student you suspect of being in trouble.*

You might also wish to consult with people who know the student better than you do to see if they share your observations. If it seems appropriate, consider reaching out to some of them to get a fuller picture of the situation with the student, or to alert them to your observations. The people on this "team" might include:

- Office of Academic Advising and Student Services, x-4219
- Student's primary academic advisor (You can find this information in Banner, by asking the student, or by calling Academic Advising.)
- Athletic coach (directory: http://www.jcusports.com/staff.aspx)
- Dean of Students, x-3010
- Campus Ministry, x-4717
- Office of Student Engagement, x-4288
- Residence Life, x-4408
- Student Accessibility Services, x-4967
- University Counseling Center, x-4283
- Interim Title IX Coordinator/Title IX Investigator, x-1559
- Violence Prevention and Action Center, x-2175

**Other Resources:**

- To file a bias report: http://sites.jcu.edu/bias/.
- To file a police report: call x-1234 or email jcupd@jcu.edu.
- To file a Title IX report: http://sites.jcu.edu/title-ix/.

*Some faculty members may be hesitant to share information about a student with other campus offices. Note that FERPA guidelines allow for the sharing of student information with other "school officials" who have "legitimate educational interests" in the information. More about FERPA below. † Note that disability services and the counseling center have strict confidentiality guidelines that go beyond FERPA guidelines. While you are permitted to (and should) share your observations about a student with these offices, they are limited in the amount of information they are permitted to share with you in return.

## Action Step #2: Make Contact

You will not be taking on the role of counselor. You need only listen, care, and offer resource referral information.

- Meet privately with the student (choose a time and place where you will not be interrupted).
- Set a positive tone. Express your concern and caring.
- Make it clear to the student from the beginning that you are reaching out because you are concerned for her/his well-being, NOT because you want to punish the student for problematic behavior or poor class performance. Because of your faculty role, students may automatically assume they or their grade are 'in trouble' if called in for a meeting.
- Ask questions. "How are things going for you?" "Are you OK?"
- Point out specific signs that you've observed. ("I've noticed lately that you…")
- Listen attentively to the student's response and encourage her/him to talk. ("Tell me more about that.")
- Allow the student time to tell the story. Allow silences in the conversation. Don't give up if the student is slow to talk.
- Ask open-ended questions that deal directly with the issues without judging. ("What problems has that situation caused you?")
- If there are signs of safety risk, ask if the student is considering suicide. A student who is considering suicide will likely be relieved that you asked. If the student is not contemplating suicide, asking the question will not "put ideas in their head."
- Restate what you have heard as well as your concern and caring. ("What do you need to do to get back on a healthy path?")
- Ask the student what she/he thinks would help.
- Suggest resources and referrals. Share any information you have about the particular resource you are suggesting and the potential benefit to the student. Offer to make contact, if you have a connection. ("I know the director of that office and she/he is really good at helping students work through these kinds of situations. Would you like me to give her/him a call to let her/him know you'll be coming in to see her/him?")
- Avoid making sweeping promises of confidentiality, especially if the student presents a safety risk. Students who are suicidal need swift professional intervention; assurances of absolute confidentiality may get in the way. (DON'T say: "Nothing you say here will leave this office." DO say: "I will do everything I can to protect both your privacy and your well-being.")
- Communicate your duty to report. If the student discloses any form of sex discrimination, including sexual harrassment or interpersonal violence, you must let the student know your duty to report to the Title IX Office under the Mandatory Reporting Policy.

Unless the student is suicidal, presents a danger to others, has committed or is the victim of a crime, or has experienced any form of sex discrimination or interpersonal violence, the ultimate decision to access resources is the student's. If the student says, "I'll think about it," when you offer referral information, it is okay. Let the student know that you are interested in hearing how s/he is doing in a day or two. Talk with someone else—Academic Advising, Dean of Students, the University Counseling Center, etc.—about the conversation. Follow up with the student in a day or two.

## Action Step #3: Refer

Explain the limitations of your knowledge and experience. Be clear that your referral to someone else does not mean that you think there is something wrong with the student or that you are not interested or willing to help. The referral source has the resources to assist the student in a more appropriate manner.

- Provide a name, phone number, and office location of the referral resource, or walk the student to the office if you are concerned the student may not follow up.
- Try to normalize the need to ask for assistance as much as possible. ("Every semester, I see students struggling with this same concern." "It's okay to be upset about this.").
- It is useful to know the names of staff members and be able to speak about their offices' services.
- Be positive and hopeful. Help the student understand that troublesome situations can and do get better with support.
- Realize your offer of assistance may be rejected. People in varying levels of distress sometimes deny their problems because it is difficult to admit they need help, or they believe the issue will resolve on its own. Take time to listen to the student's fears and concerns about seeking care. Let the student know that it is because of your concern for her/him that you are referring her/him to an expert.
- End the conversation in a way that will allow you, or the student, to come back to the subject at another time. Keep the lines of communication open. Invite the student back to follow up.
- **If you have an urgent concern about a student's safety, stay with the student and notify JCU Police Department (x-1234), or walk the student to the University Counseling Center (x-4283) right away.**

## Distressed and Distressing?

Sometimes when students are distressed, they "act out" in ways that are inappropriate or even disruptive to your class. If you have a student who exhibits this kind of behavior, communicate your observations to your department chair and the associate dean of your college or school. They will help connect the student with appropriate resources and support you in maintaining your desired classroom environment.

The procedure for dealing with a repeatedly disruptive student is on the provost's office website (http://sites.jcu.edu/provost/pages/policies-of-interest-to-faculty/classroom-management-policy/).

## Family Educational Rights and Privacy Act (FERPA)

### What does FERPA cover?

FERPA limits the disclosure of information from student "education records." Education records include virtually all records maintained by an educational institution, in any format, that explicitly identify a student, or from which a student's identity could be deduced from descriptive or other information contained in the record, either alone or in combination with other publicly available information.

### May I disclose personal information, knowledge, and impressions about a student, based on my personal interactions with the student?

Yes. FERPA applies only to information derived from student education records, and not to personal knowledge derived from direct, personal experience with a student. For example, a faculty or staff member who personally observes a student engaging in erratic and threatening behavior is not prohibited by FERPA from disclosing that observation to other "school officials" who have "legitimate educational interests" in the information.

### May information from a student's education records be disclosed to protect health or safety?

Yes. FERPA permits the disclosure of information from student education records to appropriate parties either inside or outside John Carroll University in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. For example, if a student sends an email to his resident advisor saying that he has just been diagnosed with a highly contagious disease such as measles, JCU could alert the student's roommates, and perhaps others with whom the student has come in close contact, to urge them to seek appropriate medical care. Safety concerns warranting disclosure could include a student's suicidal statements, unusually erratic and angry behaviors, or similar conduct that others would reasonably see as posing a risk of serious harm.

### What should I do if I am concerned that a student poses a threat to self or others?

If you are concerned that a student may engage in violent behavior toward self or others, and the threat appears to be imminent, you should contact John Carroll University Police Department immediately at x-1234. When circumstances permit, you should consult with professionals on campus or associated with the institution that may be able to assess the potential threat, identify resources for the student, and provide information that could assist in deciding on an appropriate course of action. In consultation with the appropriate campus resources, a collective decision may then be made to contact a family member, an appropriate off-campus resource, or others.

### For more information about FERPA:

Visit http://sites.jcu.edu/registrar/; click on "Faculty and Staff" and select "FERPA."

# SECTION 3: JCU'S NETWORK OF SUPPORT

## Faculty and Staff

Faculty and staff members are often the first to notice and assist students in the early stages of situational or emotional distress.

## Office of Academic Advising and Student Services — x-4219

http://sites.jcu.edu/advising/

**Location:** Administration Building, suite #125

*The Office of Academic Advising can assist a student who is struggling in the classroom through consultation, referrals, and academic coaching. When a faculty member becomes aware of a student of concern, a call to this office is often the first point of contact.*

## Office of Dean of Students – x-3010

sites.jcu.edu/deanofstudents

**Location:** Lombardo Student Center, second floor, suite #207, next to the Student Activities Office

*The Dean of Students is responsible for cura personalis, "care of the whole person" with regards to the student body. This office can be helpful in creating a safety net of support across the campus experience for students in crisis.*

## University Counseling Center – x-4283

sites.jcu.edu/counselingcenter

**Location:** 2567 South Belvoir Blvd., second house from the tennis courts

*The Counseling Center provides psychological and counseling services and referrals for students experiencing depression, anxiety, eating disorders, family issues, trauma, grief, and mental health issues. They are also helpful for faculty seeking advice about how to help a student in distress, and can offer pointers for effective listening and referral strategies.*

## John Carroll University Police Department (JCUPD) – x-1234

**Location:** Lombardo Student Center, ground floor, room #14

sites.jcu.edu/css

*The JCUPD should be your first call when a student is in grave danger of harming herself/himself or others. They can intervene to get the student to a safe space and to reduce the risk of harm.*

## Violence Prevention and Action Center – x-2175

24-Hour resource line, 216.397.CALL (x-2255)

**Location:** JCU Counseling Center, 2567 S. Belvoir Blvd., second house from the tennis courts

sites.jcu.edu/vpac

*VPAC is an important resource for students experiencing relationship violence, stalking, or trauma from rape or other assault. They should be your first call if you suspect that a student is suffering from the effects of past or current violence.*

## Interim Title IX Coordinator/Title IX Investigator – x-1559

**Location:** Administration Building, room #127-127A

*Any concerns about possible violations of Title IX, which include all allegations of sexual discrimination in the educational arena including but not limited to sexual harassment and sexual assault, should be reported to the Title IX Coordinator.*

## Student Accessibility Services – x-4967

**Location:** Administration Building, lower level, room #7A, near the mailroom

sites.jcu.edu/disabilities

*The SAS Office can help you understand the particular needs of students who have disabilities, including mental health challenges. If you know or suspect that a student has a physical, medical, psychological, or learning disability that is contributing to an occasion of distress, the SAS Office can help you identify strategies that can be of particular help to that student.*

## Campus Ministry – x-4717

**Location:** Lombardo Student Center, first floor, room #35

sites.jcu.edu/inclusion

*Campus Ministry encourages JCU students, faculty, and staff to integrate personal faith into the academic and social environment of the University. The Office supports students through programming and pastoral conversations.*

## Center for Student Diversity & Inclusion – x-1505

**Location:** Lombardo Student Center, upper level, suite #202

sites.jcu.edu/inclusion

*CSDI can help you gain perspective on student distress in which race, ethnicity, gender identity, or sexual orientation are (or may be) contributing factors. They are also a good resource for students who are experiencing discrimination or bias.*

## Student Health and Wellness Center - x-4349

**Location:** Murphy Hall, lower level

http://sites.jcu.edu/healthcenter

*The Student Health and Wellness Center can be helpful for students with health problems and also as a resource for wellness programs and literature.*

## In the Greater Cleveland Community

Other phone numbers you can call for more help:

- Cleveland Rape Crisis Center, 24-hour Resource and Text Line, 216.619.6192
- Cuyahoga County 24-Hour Mental Health Hotline, 216.623.6888
- Domestic Violence & Child Advocacy Center, 216.391.4357
- LGBT Community Center of Greater Cleveland, 216.651.5428
- National Suicide Prevention Lifeline, 800.273.TALK (800.273.8255)
- United Way First Call for Help, 211

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# CHAPTER 2:
# PROMOTING STUDENT WELL-BEING

*With clear expectations in the classroom, and attentive advising outside it, students can handle new challenges and thrive.*

# SECTION 1: FOUNDATIONS FOR SUPPORTING STUDENTS

The undergraduate college years are a time when a student's focus on life changes from family and home to the college community. Relationships between parents and children evolve into relationships between parents and young adults. Students are forming a new identity that integrates the many contexts in which they live. Guidance and support can ensure the creation of a living and learning environment where students can productively face many issues for the first time. Students address a number of developmental tasks at this point in their lives, including:

- **Becoming autonomous:** Managing time, money, and other resources; taking care of oneself; working independently; asking for help when needed.
- **Establishing identity:** Developing a realistic self-image, including an ability to handle criticism; defining limitations and exploring abilities.
- **Achieving competence:** Managing emotions; developing interests; identifying problems; becoming confident.
- **Understanding diversity:** Encountering differences and learning to respect others.
- **Establishing connection and community:** Learning to live with others; developing skills in working together in groups.

Although the college years can be times of discovery and excitement, these developmental tasks are taxing and difficult. Stress responses can be triggered by both the positive stimulation of these challenges and the negative influence of these demands. As a negative influence, stress can result in fatigue, anxiety, and feelings of helplessness. Prolonged stress creates an experience of imbalance that may manifest itself as difficulty concentrating, disorganization, forgetfulness, and irritability. Stress also impacts performance, relationships, sleep, and concentration. Left unchecked, prolonged stress can lead to breakdown—causing physical complaints, illness, feelings of hopelessness or depression, and withdrawal.

Student stressors may be related to academics, finances, relationships, family problems, sleep difficulties, personal health issues, or other concerns. The important thing to remember is that all students experience stress at one point or another throughout their college careers.

Students at John Carroll University, much like hundreds of other college students on other campuses across the United States, report stress as a leading impediment to academic success (National College Health Assessment, 2016). Of the students responding:

- 8.4% said they received a lower grade in a course due to stress.
- 43.3% reported they felt more than average stress and a further 11.2% reported they felt tremendous stress over the past 12 months.
- 47.6% felt hopeless at least once in the past academic year.
- 9.6% reported having seriously considered suicide.

**For more information on stress and stress management, consult:**

JCU University Counseling Center website:
http://sites.jcu.edu/counselingcenter/

JCU Health Education and Promotion Program:
http://sites.jcu.edu/wellness/pages/stress/

**Social support and a sense of larger community promote well-being and are the best insurance against stress and self-harm. Students who feel connected with community members experience less distress. Social connectedness is a predictor of well-being, even more so than income or educational attainment. Positive faculty/staff and student engagement matters:**

*"[My professor] was always available to students and took the time to answer questions, whether after class or during office hours."*

*"His strengths are that he is flexible and understanding while maintaining high expectations for every student. He never hesitated to reach out or make himself available to students."*

**Here are some ways faculty can create a more connected atmosphere:**

- Encourage students to go to faculty office hours.
- Respond to student emails conscientiously.
- Create occasions for out-of-classroom interaction, such as student-faculty conferences, field trips, departmental social events.
- Reinforce students' healthy lifestyle behaviors, such as sleep and exercise.
- Address academic concerns when first noted.
- Communicate that seeking assistance when needed is a sign of strength.
- Encourage students to sign up for AR 112 or AR 120.

# SECTION 2: ATTENDING TO STUDENT WELL-BEING IN THE CLASSROOM

*"My biggest takeaway from his class was that he truly cared about his students succeeding both inside his classroom and in their careers after graduation from JCU."*

*"She upholds and inspires a love of learning."*

*"[This professor's] genuine interest in my present and in my future has driven me to accomplish my best over my four years at John Carroll."*

*"He helped me discover a passion for [the subject] I did not even know I had. He helped me see the world in a different way and introduced me to some of my favorite authors and philosophers."*

## Day One: Clarity in Expectations and Communication

Students feel more at ease when they know what will be expected of them from the start. This information is helpful for decision-making and time management. Clear and consistent communication enables students to get the most out of their education. Providing clear expectations from the first day of class starts with the syllabus.

The College of Arts and Sciences sends guidelines every year for what syllabi need to include about policies, format, grading, schedule of assignments, due dates, academic integrity, and accommodations for disabilities.

As you are reviewing the syllabus on the first day, it can be particularly helpful to:

- Explain your grading scale—including how a low grade on one assignment impacts a course grade—and reassure students that a B is a fact of life and not the end of the world.
- Detail the amount of work that will be expected and recommend study strategies.
- Point out resources for students if they find themselves struggling, such as the Learning Commons and the Writing Center.

Laying out clear expectations, but also setting a supportive tone in your syllabus and in your first day's interaction, sends a message of concern for students and establishes a welcoming environment in the classroom.

**Additional Resources for Course Planning and Writing Syllabi:**

James Lang, *On Course: A Week-by-week Guide to Your First Semester of College Teaching* (Harvard University Press, 2008) 1-20. (Copies available in the Provost's Office)

Donna Killian Duffy and Janet Wright Jones, "Stalking the Superior Syllabus," in *Teaching within the Rhythms of the Semester* (Jossey-Bass, 1995) 55-119.

## Throughout the Semester: Class Atmosphere and Building Student Confidence

Ways faculty members can support student learning in the classroom include:

- Call students by name.
- Provide opportunities for and encourage student participation and questions.
- Make sure comments and questions have been heard by all.
- Treat questions from students seriously, not as interruptions.
- Invite alternative or additional answers.
- Involve a large proportion of the class.
- Prevent or terminate discussion monopolies.
- Make it "safe" to speak and "safe" to be wrong.
- Allow students to respond to one another.
- Accept and acknowledge all answers ("I see what you mean.") or reflect, clarify, or summarize.
- Praise thoughtful answers.
- Encourage the sharing of multiple perspectives.
- Demonstrate and foster mutual respect.

> *"Discussions are encouraged in his classes so that one viewpoint does not overshadow the others....He treats each student with dignity and equality."*

For further discussion of how to invite students into the conversation see Ken Bain, *What the Best College Teachers Do* pp. 98-134. For an overview and discussion of problems, see Wilbert McKeachie, "Facilitating Discussions: Posing Problems, Listening, Questioning" in *McKeachie's Teaching Tips: Strategies, Research, and Theory for University and College Teachers.*

Additional suggestions and resources are available at the Center for Teaching and Learning website: http://sites.jcu.edu/ctl/

## Throughout the Semester: Evaluating Students without Causing Undue Stress

Six evaluation practices that lower student anxiety:

- Providing regular feedback so students know where they stand academically.
- Giving out review outlines or other reviewing tools for exams.
- Assigning frequent low-stakes work rather than one or two high-stakes exams.
- Clarifying what will be expected on exams and in papers.
- Furnishing examples of high-quality work.
- Offering the opportunity to drop the lowest score for some part of the assigned work.

## Faculty Support

The Center for Teaching and Learning (CTL) provides workshops, resources, and other services, including opportunities to share ideas and experiences. Working closely with the Center for Digital Media, the CTL supports faculty members interested in learning about and using technology in their teaching and research. The CTL also provides opportunities for participation in and development of faculty learning communities along with offering summer teaching fellowships to improve the classroom experience and provide models for effective teaching. The CTL also aims to enrich the intellectual environment at John Carroll by sponsoring and co-sponsoring speakers, events, and participation at conferences.

# SECTION 3: ATTENDING TO STUDENT WELL-BEING IN ADVISING

## Take Time to Advise Students

Good advising goes a long way in heading off student distress. Here are some suggestions for improving advising at all program levels (undergraduate and graduate):

- Send a welcome letter to your cohort advisees, your new majors, or your graduate students, before they come to campus in the fall. Ask for information about incoming students to help prepare for their arrival.
- Meet your new cohort advisees, majors, and graduate students early in the semester to elicit information about their experiences and goals. Ask "What are you looking forward to?" "What are you concerned about?" "How can I help you?" Then listen.
- Regular meetings, phone calls, or emails ensure that faculty advisors remain in touch with their students' lives so they can help with scheduling courses and providing academic and career advice.

JCU students describe good advisors as those who are knowledgeable, caring, and willing to listen:

> *"I know I've clogged his email over the years, dropped in to talk without making a meeting, and asked for advice on personal and professional subjects. I'm happy to report that I've never had a single occasion when an email was not replied to, an unplanned visit was not welcomed, or advice was not given. Beyond dedicating time, he truly cared."*

> *"I'm never afraid to step into her office to ask a question, whether it be related to a class, internship, or even something I did over the weekend. For this and more that could only be known through direct experience with her, I am grateful and appreciative. I could not have asked for a better professor, advisor, and friend."*

> *"She takes the time to really know her advisees and not only give them help with academic goals, but also with personal and professional. From giving me advice on my classes to helping me find solutions to personal problems to being the "devil's advocate" on deciding between my various job offers, her guidance made a difference in my experience at John Carroll."*

> *"He always finds time to fit his advisees in, no matter how busy he may be. If I need to talk about something, he is there. He never makes me feel rushed or unwelcome in his office."*

*"Coming to college I was so nervous. I remember a part of Streak Week was meeting with our advisors and asking questions. [My advisor] was very relaxed and could probably tell how nervous we all were. He made us go around in a circle and ask him a question. He took each question into consideration and gave a meaningful answer. He made me much less nervous and this is where I became more open to asking questions."*

## Graduate Student Advising

Graduate programs at John Carroll University attract many types of students. Some students are preparing for further study at the doctoral level or fulfilling requirements for admission to healthcare professional schools. Others are changing career paths or seeking to enhance their current career. And still others are pursuing a graduate degree for personal enrichment. While many of our students are full-time, the majority are part-time and seeking to balance school, work, and family obligations. No matter the status of our graduate students, the quality of their experiences are greatly enhanced when they receive a level of academic advising that supports their personal and professional goals. This section provides some ideas on the responsibilities of good advisors of our graduate students at various times throughout their degree programs.

## Advising During Recruitment

It is important that academic advising begin at the time of prospective students' inquiries into graduate programs at John Carroll University. This responsibility falls to the Office of Graduate Studies, particularly to the admissions counselor and associate dean. It is imperative that prospective students be provided with accurate, up-to-date information about the academic programs, degree requirements, admission criteria, financial aid availability, average time to degree completion, and other relevant information.

There are times when it is helpful for department chairpersons/program coordinators, and program faculty to meet with prospective students and begin the advising process. This can take the form of an informal conversation and/or a formal interview as part of the admission process. Faculty can share ideas on the:

- Program and its requirements.
- Research interests of faculty.
- Advantages and benefits of pursuing a particular degree at JCU.
- Employment opportunities after graduation, including the job placement record of the program.

## Advising New Graduate Students

Advising new students is a shared responsibility between the Office of Graduate Studies and the faculty member assigned as a student's academic advisor by the department chairperson or program coordinator. The admissions counselor assumes the responsibility of:

- Coordinating new student orientation for fall and spring semesters.
- Assisting students in understanding services available to admitted graduate students.
- Encouraging new students to reach out to their academic advisor to schedule an initial meeting.
- Ensuring student matriculation and managing the enrollment process as needed in collaboration with the records management assistant.
- Providing support for students including responding to questions, offering advice, identifying resources, and other activities required for creating a supportive environment for students.

Not all new graduate students will contact their advisor, believing that as an adult, they are able to facilitate their own progress through a program. For these students in particular, it is important that the faculty member reach out to their new advisees to schedule an appointment. At this early stage in a student's program, an advisor can be instrumental in assisting students to.

- Choose courses to take in the first semester.
- Plan a program of study and timeline for program completion, including important deadlines (i.e. graduation application, submission of thesis/essay/creative project).
- Explain program requirements (i.e. language, thesis/essay/creative project, comprehensive examinations, internships).
- Familiarize themselves with the campus and faculty.

## Advising Continuing Students

Advisors are encouraged to maintain a relationship with their graduate advisees throughout their program. A primary goal in advising graduate students should be assisting students in a timely completion of degree requirements. This may include reminding them of deadlines and meeting with them to choose appropriate courses. In addition, advisors can assist graduate students in attending professional conferences, presenting at professional conferences, and publishing their work.

Those advising graduate assistants have a distinct obligation to provide these students the support that comes through advising. Some of the responsibilities of an advisor in this situation might be:

- Assisting students to develop grant writing skills where appropriate.
- Helping students to develop analytical, interpretive, writing, verbal, and laboratory skills where appropriate, in accordance with the expectations of the discipline.
- Helping students gain an appreciation of teaching, assist students in improving their teaching skills, and providing them guidance in how to prepare an appropriate teaching portfolio.
- Providing students with information about the variety of employment opportunities available to graduates of the program.

## Advising of Thesis/Essay/Creative Project Students

In programs that require a thesis, essay, or creative project, the advisor may or may not be the student's academic advisor. The advising of thesis/essay/creative project advisor is a faculty member in the department/program who typically has particular expertise in the student's area of research or interest and who has primary responsibility for guiding the student through the research and writing process. The main responsibilities of the advisor include:

- Taking reasonable measures to ensure that each student initiates the thesis/essay/creative project in a timely manner.
- Approving the proposal and reviewing the progress of the paper along the way at specific intervals as defined by the advisor and the student;
- Providing advice, comments and recommendations on the work in a thorough and timely manner.
- Coordinating with the readers, in the case of a thesis, to ensure that materials are read by committee members (readers) in a timely fashion.
- Providing approval of the work upon completion only after he or she determines that it reflects the level of graduate work expected by the department/program.
- Suggesting opportunities for professional presentations and submission of the work to appropriate scholarly journals as they arise.

## Advising of Graduating Students

Students should be provided the assistance needed in finding jobs or continuing their education. This assistance includes the preparation for making a successful job application, including resumes, access to information about job opportunities and Ph.D. programs, letters of recommendation, and encouragement of student participation in or an awareness of networking possibilities.

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# CHAPTER 3:
# STUDENT CONCERNS AND CONDITIONS

*Some students struggle with the adjustment to college life and need assistance in the short term; others are dealing with chronic conditions or trauma and will need support throughout their college careers.*

# SECTION 1: ACADEMIC CONCERNS

## Responding To Disturbing Content in Student Work

Faculty sometimes find disturbing comments in the written work of students, such as:

- Disclosure of personal trauma or abuse.
- References to suicidal thoughts or severe depression.
- Violent or morbid content that is disturbing or threatening.
- Sexual content that is disturbing or excessively graphic.
- Bizarre or incoherent content.
- Disclosure of severe problems with alcohol or drug abuse.

Such writing may simply indicate a dramatic or unusual style but may also suggest psychological or emotional problems or possible danger to self or others. It may also indicate a bid for attention or a cry for help.

The following guidelines may help determine whether there is a reason for concern and how best to respond.

### Acknowledge the Content:

- Offer written comments on the work, such as "That must have been hard for you."
- Invite discussion with comments such as, "Sounds like that was difficult for you. Do you have someone to talk to about this?" or, "If you would like to speak with me, stop by during office hours." An email to the student is a good way to communicate and document your initial concerns and outreach.

### Consider the Student's Behavior in Class:

- Does in-class behavior reinforce or decrease your concern? For example, writing about suicide is more concerning if the student appears sad, withdrawn, or angry.

### Consult:

- Consult with your associate dean or with Academic Advising.
- The University Counseling Center is also available for consultation to determine if referral, immediate intervention, or outreach to the student is indicated. The counselor also may provide suggestions about how to talk with the student.

## Meet the Student?

- If you feel threatened or uneasy, do not meet with the student alone. Consult with your associate dean and consider having another person present or other options to ensure safety.
- If meeting with the student, ask about the inspiration for the work, to provide a context and see if the student has been influenced by similar writings (e.g. George Martin). Consider asking the student directly if she/he is thinking about suicide or other destructive behavior.
- Know your limits: Keep your role at the University in mind—most of us are not counselors. Even a brief acknowledgement or expression of concern can be very meaningful and supportive for a student; however, the conversation does not need to be lengthy or beyond your limits.

**Resources:**

Marilyn J. Valentino, "Responding When a Life Depends on It: What to Write in the Margins When Students Self-disclose," *Teaching English in the Two-Year College* 23:4 (1996)

## The Student Who Is Struggling Academically

When students struggle academically at John Carroll, it is often because something outside the classroom gets in their way—health, financial difficulties, family issues, and more. Student reactions to not doing well in a course vary widely. Some students will withdraw into silence. Some will complain loudly. Some will doggedly persevere. The Academic Advising Office is equipped to support students through their struggles. As you become aware that a student in your course or one of your advisees is struggling, the most effective way to assist the student is to contact the Academic Advising Office. Once the office has been informed about a particular student's difficulties, they will be able to check whether the student has broader problems or whether the difficulty is isolated (not all students, after all, will succeed in every subject).

In addition to consulting with the Academic Advising Office, you may want to refer students to the following academic support resources:

- Academic coaching for academic and study skills' development; Academic Advising Office, x-4219
- Writing support; Writing Center, O'Malley #207, x-4529
- Peer tutoring; Learning Commons, first floor, Grasselli Library, http://researchguides.jcu.edu/learningcommons.

## The Student Who Needs a Major

Many students come to John Carroll with fairly clear ideas about which major they will pursue. Once they start taking courses and exploring the programs available, however, they often discover options they had never considered. Some end up adding a major or minor to their original plan, but some may completely change academic direction. There are varying degrees of major program flexibility and depending on the major, it may be too late in the student's academic career to switch majors and graduate in four years.

Whatever the case, the student's academic advisor may well be the first line of consultation. Further, the Academic Advising Office staff are well-positioned to provide guidance if the change in major is complicated by a significant change in the number of required credits, or any other complexity.

The Center for Career Services (CCS) also can be very helpful. CCS works with students to help reduce their anxiety about choosing or changing a major. Through workshops, self-assessment, and individual advising appointments, CCS staff help students engage in a decision-making process that enables them to fully explore their major/minor options. Guided by the understanding that a major does not necessarily directly connect to career, CSS is committed to helping students find the major in which they will be challenged and thrive.

Career Connection is a Career Services website where students can:

- Search and apply for jobs and internships.
- Sign up for on-campus interviews.
- Access Vault, a national website that reviews industries, posts jobs, and blogs on work life.
- Access Ohio Career Information System, a website that provides labor market information and projections, career assessments, and career planning.

## The Student Who Needs Career Direction

Many students enter John Carroll University uncertain about their career direction and may benefit from career exploration as early as their first year. Many others change their plans, often several times. Students early on may need reassurance that just because their "life/vocational plan" is not moving in the direction they had hoped, there are career counselors that are able to assist. Career Services helps with career counseling and advising, career interest assessment, internships, career-related skills development, major changes, and job search strategies.

As students approach graduation, they may experience a sense of fear about the prospect of leaving school and obtaining a career position or selecting a graduate school. Some start to approach this transition by gathering information and exploring options early on, while others wait until their senior year. Students may feel frustrated they cannot find a position of their choosing, especially when the economic climate adds to the uncertainty. Students may feel especially

anxious or even depressed, when employers, graduate schools, or internship sites make their choices. Regardless of the challenges that students face, CCS is prepared to help them move through their concerns and anxieties, determine their next steps, and realize their post-graduation plans and goals.

Whenever students are troubled or in doubt about their career plans or lack thereof, you can refer them to the Center for Career Services, x-4237, where they will receive direct assistance or referral. The center is located at 2563 South Belvoir Boulevard, in the first house to the right of the tennis courts. Many times students will find the information they need on the Career Services website (www.jcu.edu/careercenter).

> *". . .The Career Center staff is comprised of talented people who are trained in career counseling and experienced listeners....I can't speak highly enough of the resources that are available at the Career Center. They can literally help you with anything from deciding which major to choose to what to do after graduation, and those are both hefty decisions. While I was pretty set on going to law school straight after graduation and continuing my education that way, I needed to talk it over with career counselors who knew their stuff and I was extremely lucky to find those individuals at the Career Center."*

## The Student Who Needs Career– or Work-Related Experience

John Carroll University has a variety of opportunities for students who seek a career-related experience or who wish to gain skills or experience in a specific field. These opportunities can be one-time or ongoing, for credit (paid or unpaid), or volunteer.

John Carroll University students work for a variety of purposes—to offset college expenses, to gain practical career-related experience, and to provide an outlet from academics. Studies have shown that students who are involved in extracurricular activities and work experiences have better developed time-management skills. In addition, experiential opportunities and internships enable students to broaden their perspective and gain practical experience that applies concepts from the classroom to real-world situations.

The John Carroll University Career Service Center maintains a database of all types of experiential opportunities for local and regional for-profit and non-profit organizations, schools, and government entities. Students can access the Career Connection database via the Center's website, or students can meet with the internship coordinator or a career advisor, who will help them find an opportunity that fits their needs, interests, and availability. Internships for credit may also be arranged through many academic majors. Many departments list internship opportunities on their website; the department chair is also a good resource.

## The Student Who Is Considering Graduate School

Sometimes you will meet with a student who has discovered some passion for say, biology. She is a sophomore and has decided that research in biology is her future and that means she must go to graduate school. Or you will meet with a student who finds that he cannot read enough Moliere, nor can he read enough about Moliere. Hence, graduate studies in French literature are all that he can imagine doing.

For the student considering graduate school, the student with specific interests should be directed to that specific department to begin exploring graduate work in that area. Another resource is the Center for Career Services. The staff is knowledgeable about the various paths toward graduate work (including undergraduate research and internships during summers). It is also worth introducing the challenging career prospects for recent Ph.D.s in many fields by pointing students toward relevant disciplinary studies of job placement rates, for instance the American Chemical Society (2014) or the American Historical Association's (2013). The Chronicle of Higher Education Ph.D. Placement Project is a good place to direct students to begin their research.

The student considering graduate school can sometimes present challenges. For instance, a student who already plans to go to graduate school in biology will perhaps question the need to take courses outside that interest to meet the Core Curriculum requirements. In other words, a focused student may wish to sacrifice the breadth that is the hallmark of a John Carroll University education for the narrow allure of a specialty. John Carroll's Core Curriculum is based on the understanding that a well-educated person is a broadly educated person. For some examples of how the value of the Core Curriculum is articulated, see http://sites.jcu.edu/cas/pages/core-curriculum/.

# SECTION 2: GENERAL CONCERNS

## Students Facing Financial Concerns

With over 98% of our student body receiving some type of financial assistance, we appreciate that for some families the decision to choose a private education does not always mean that a family will have the ability to afford a private education. To help each family make these decisions, the Office of Student Enrollment and Financial Services (SEFS) is here to serve all students and families in their goal to graduate from John Carroll.

The resources available to assist students and families with cost encompass federal, state, and institutional funding. Each source has specific eligibility and processing requirements and at times presents a challenge for families. This team is equipped to provide guidance for additional funding opportunities, as well as support through the aid application process.

## Appeals/Special Circumstances

The appeal process is a way for families to convey their particular situation or concerns which may not have been accurately captured in the initial application. In some cases, a change of circumstances may have occurred recently and now have affected the financial feasibility of continuing at JCU. Encouraging students to discuss their situation facilitates careful, detailed review of circumstances, funding resources, and options.

## Academic Renewability Criteria

Students receiving aid, especially federal assistance, are required to maintain a certain standard of academic performance. The Standards of Academic Performance (SAP) is the consistent measurement tool used to determine the renewability of merit and need based aid. Students' progress is reviewed for both GPA requirements as well as earned credit hours on a semester basis. These guidelines are established to ensure students successfully complete the courses and degree for which aid is awarded. Failure to meet these requirements presents a financial and academic challenge to students.

## Course Withdrawal and Complete Withdrawal

Financial assistance is awarded on the basis of a minimum number of credit hours. Depending on when and how many courses a student chooses to withdraw from directly affects their aid either in the current term or in future terms. Students may be struggling with this decision or may make it without realizing the implications of such a choice. The counsel of the Enrollment and Financial Services staff can ensure the decision is made with a full understanding of the consequences.

Students may experience financial stress in a variety of ways. It may be simply not having enough funding to make JCU affordable or it may be an issue of balancing work and academics. Some students may benefit from taking a leave from the University to address financial and other concerns and can learn more about the University's Leave of Absence and Complete Withdrawal process by visiting sites.jcu.edu/registrar/withdrawal/.

**Referral:**

The Office of Student Enrollment and Financial Services (SEFS); x-4248, Rodman Hall, 2nd floor, enrollment@jcu.edu, http://sites.jcu.edu/aid/.

## The Student Veteran

Student veterans have a wide variety of backgrounds and experiences, both within the military, and in the civilian world. Since they represent a very small minority in the United States and the John Carroll classroom, they usually do not want to be the center of a class discussion, and sometimes don't even want to be identified as a veteran.

As non-traditional students, your flexibility and understanding of their situation is much appreciated. The average student veteran is older, has significant off-campus family/personal responsibilities, and is a first-generation college student.

They may have strong opinions (particularly in areas of personal experience), can be particular about security concerns (which is why they prefer sitting at the back of the classroom), and seek very direct instructions.

Their "culture shock" comes from a transition from the military culture to the academic culture, and can take several months to smooth out. Luckily, we have many supports at JCU to assist in this transition.

## Some of the Most Common Challenges Are:

- Becoming oriented to the new, flexible academic structure.
- Staying focused in a slow-paced environment.
- Finding common ground/connecting with civilian peers.
- Admitting they don't know something or need help (which they may see as a weakness).
- Refreshing/learning academic skills (writing an outline, studying for tests).

## Signs of Trouble/Concern:

- Missing more than one class without any contact.
- Not turning in assignments.
- Appearing excessively tired/withdrawn.

## What Can You Do?

- Consult with staff coordinating Veteran Benefits, Enrollment Office, x-3074
- Talk to the student and show genuine interest or concern for their situation.

## Lesbian, Gay, Bisexual, Transgender, and Questioning Students

Some of the key developmental tasks for college students include identity formation, establishing mature relationships, and learning to manage emotions. During this time our students may be questioning or exploring their sexuality and/or gender identity for the first time. This can be both an exhilarating and liberating experience, or a terrifying and shame-ridden time. They may not have friends with whom they can openly discuss their sexuality or gender identity. Additionally, seeking support and validation from family may be more difficult.In fact, lesbian, gay, bisexual, transgender, and questioning (LGBTQ+) students' minoritized status may be completely invisible to those around them. These students can feel quite isolated and often are not sure where to find support. There are many ways to reassure a student that you are open to learning about them and who they are. Even a simple SAFE ZONE or rainbow sticker displayed on an office window or bulletin board can help a student feel more welcomed and comfortable. Some suggestions for responding if a student comes out to you include:

- **Listen.** The best way you can help and support a student is to hear them out and let the student know you are there to listen.
- **Offer support but don't assume a student needs any help.** The student may be perfectly comfortable with their sexual orientation or gender identity and may not need help dealing with it. It may be that the student just wanted to tell someone, or simply to tell you so you might know them better. Offer and be available to support your students as they come out to others.
- **Be a role model of acceptance.** Use inclusive language and set an accepting environment by not making assumptions about people's sexual orientation or gender identity, and by addressing biased language, stereotypes, and myths about lesbian, gay, bisexual, and transgender people.
- **Respect privacy.** The student told you and may or may not be ready to tell others. Let the student know that the conversation is confidential, and you won't tell anyone else unless they ask for your help talking to another person. If they want others to know, doing it in their own way with their own timing is important.

For a more extensive list of suggestions and additional information, consult the SAFE ZONE website (http://sites.jcu.edu/safezone/) and the LGBT Community Center of Greater Cleveland, 216.651.5428, (www.lgbtcleveland.org).

**Referral:**

The Center for Student Diversity and Inclusion, x-4185,
Lombardo Student Center, upper level, suite 202,
http://sites.jcu.edu/inclusion.

**Further Resources:**

JCU Allies x-4185 http://sites.jcu.edu/inclusion/pages/student-opportunities/

Allies is a group of LGBTQ persons and their supporters. They believe in the freedom and equality of all individuals and work to promote this at John Carroll University.

GLSEN – Northeast Ohio Chapter 216-556-0960

http://chapters.glsen.org/cgi-bin/iowa/northeastoh/home.html

The Gay, Lesbian, and Straight Education Network strives to assure that each member of every school is valued and respected regardless of sexual orientation or gender identity/expression.

## Students from Historically Underrepresented Groups

The Center for Student Diversity and Inclusion (CSDI) at JCU supports the academic success and overall adjustment to campus life of historically underrepresented students. In addition, through direct service to students and by promoting a welcoming campus environment, the Center works to improve the recruitment, retention, and graduation rates of these students. The Center provides co-curricular advising, mentors, social activities, and support services to students. The Center is located in the Lombardo Student Center, suite 202.

The CSDI serves as a one-stop resource center for historically underrepresented students. It provides general assistance and referrals on financial aid matters, academic issues, including class selection, tuition payment options, and career and job preparation. The Center also supports students in social and personal matters and advocates on their behalf. The Center also promotes a holistic educational experience for the entire University community by fostering an appreciation of and respect for all cultures through programs, campus activities, and assistance in curriculum development. It also works with various University offices and departments to improve awareness of and appreciation for cultural diversity and social justice. For more information about the Center and its programs, visit http://sites.jcu.edu/inclusion/pages/about

## Students Facing a Cultural Transition

International students have been an important part of the University community of John Carroll for many years. The education of students from all parts of the world has been an important part of the international education that the Jesuit character of the University promotes. International students come from more than 40 countries, including Saudi Arabia, Kuwait, Senegal , Ethiopia, Rwanda, Hong Kong, China, South Korea, Belize, India, United Kingdom, Nigeria, Bahamas, Vietnam, Guatemala, Kenya, Rwanda, Canada, Spain, Germany, Ireland, Croatia, Romania, Zambia, Israel, Czech Republic, Malaysia, Burkina Faso, Hungary, Singapore, and Turkey.

Students adjusting to a new country and a new academic environment may experience mild to severe culture shock. This is the feeling of not knowing what to do or how to do things in a new place, and not knowing what is appropriate or inappropriate. Culture shock generally sets in after the first few weeks of arrival. In the “honeymoon” stage, everything encountered is new and exciting.

Later, as differences are experienced, a student may become confused, disoriented, and hesitant to ask for help assuming that everything should be second nature by then.

International students are offered a special orientation session at the beginning of their studies, have special English Composition courses available to them, and international first-year students take part in the Soft Landings Program (http://sites.jcu.edu/international/pages/choose-jcu/soft-landings/) to help them assimilate to the American education system. All international students may make use of all of the support services and participate in all activities open to any student on campus.

You can help a student feel more comfortable in a new culture by being patient in communicating and clarifying, explaining different academic and social customs, and defining your role and expectations to allay uncertainties.

The Center for Global Education x-4320 located in the Administration Building, first floor, room B104 (http://www.jcu.edu/global), serves as the primary contact to support the unique needs of international students at John Carroll University. The Center is able to offer advice on employment authorization, maintaining visa status while in the United States, travel, and practical everyday issues.

## The Student Seeking Spiritual Connection

The college years represent a time of growth and experimentation in all areas of life. Students are "stretching" their personal, emotional, social, cultural, and spiritual values. Many students self-identify as "Nones," or no religious affiliation, 83% of whom believe in a higher power and participate in rituals of various kinds (see Mark Gray's study below). Additionally, mental health issues, such as depression and anxiety, often emerge during the college years. Several contemporary studies (see below) help us understand the cultural reality of these emerging adults in light of their spirituality.

The 2015 Spirituality Study at the University of Notre Dame sought to capture the "interests, successes, challenges, and desires" of Notre Dame students so that Campus Ministry, and the University at large, could respond better to the student body. The results fall into four categories:

### 1. The Diversity of Faith, Engagement, and Practice

- "Students span a wide spectrum of spiritual maturity, religious affiliation, religious practice and faith engagement."
- Class year does not indicate maturity of a student's spirituality.
- Many students think of Campus Ministry as a place for the "spiritually elite." This is not the intention. The Office is open to those of all faiths and those of no faith, who might be seeking a spiritual connection.

### 2. The Search for Authenticity

- Students want to share themselves with others in real, life-giving, healthy relationships.
- They are looking for the time and space to cultivate mature, honest relationships based on mutual respect.

- Students seek "mentors who model this life of authenticity and are willing to walk alongside them in the realities of life's joys and struggles."
- Students project images of themselves that do not match their desires and many "experience a separation between actual behaviors and their own ideals." They seek to shed these masks.

### 3. A Restless Campus Culture

- There is a restless campus culture, which can stem from academic pressures and a multitude of commitments that put demands on the students' time.
- Most of the day is consumed with checking social media and email, listening to music, etc. This presents a challenge to find time for oneself. Quiet time, or " silence," can even be viewed as unproductive.
- Students have a fear of missing out which encourages them to participate in activities because of social pressure, and not necessarily individual desire.
- Students release themselves from stress with a variety of healthy and unhealthy outlets.

### 4. Challenges and Opportunities for Spiritual Growth

- "This restlessness reflects the inherent desire for communion with God, and that God alone offers the true fulfillment for our restless hearts."
- "Spirituality is an innate component within each person's life, whether we acknowledge it or name it as such."
- "A healthy, integrated spirituality informs daily actions, decisions, and dispositions."

In *Souls in Transition: The Religious and Spiritual Lives of Emerging Adults*, Christian Smith and Lisa Pearce have identified a number of themes in young people's perception of religion:

- The family's faith is associated with dependence.
- Religious congregations are not a place of real belonging.
- Friends hardly talk about religion.
- What seems right to "me" is authoritative.
- Take or leave what you want.
- Evidence and proof trump "blind faith."
- Mainstream religion is fine, probably.
- Religion is a personal choice—not social or institutional.
- There is no way to know what is true.

Those emerging adults who are devoted to their faith exhibit significantly different lifestyles than the norm. In particular, these devoted emerging adults are:

- More than twice as likely to give and volunteer their time.
- More than four times less likely to engage in binge drinking or drugs.
- 25% more likely to have attended college.

Campus Ministry at John Carroll encourages students to seek to integrate personal faith into the academic and social environment of the University. The Office values the University's commitment to academic pursuits, and welcomes the opportunities to bring a faith perspective to bear on issues and trends that may surface in the students' time here. Campus Ministry offers the following programs for those students who wish to live out their faith and/or for those seeking a spiritual connection with God and their peers:

- **One-on-one Pastoral Conversations**: Campus Ministry's doors are open for anyone who seeks conversation or spiritual direction.
- **Retreats**: First-year Retreat, Crossroads (sophomores and juniors), Manresa (JCU's signature Jesuit retreat open to all), Eight Day Silent Retreat (open to sophomores, juniors, and seniors), etc.
- **Liturgy**: Sunday and weekday Mass on campus, opportunities to be a lector, Eucharistic minister, and be welcomed into the Catholic Church through the Rite of Christian Initiation of Adults.
- **Immersions**: The Office travels to 10 locations per year domestically and throughout Latin America.
- **Carroll Faith Communities**: Groups of 8-10 students who meet once a week in the residence halls to talk about faith and college life. Groups are open to all students and lead by student leaders.
- **Justice Work**: Campus Ministry seeks to provide students with opportunities to put their faith into action everyday through being conscientious consumers. Staff work on Fair Trade initiatives, serve at the Catholic Worker, as well as respond to current events through a faith perspective.

**Resources:**

Christian Smith and Lisa Pearce, National Study of Youth and Religion (NYSR). http://youthandreligion.nd.edu/. Accessed 3/6/2017.

Mark Gray, Center for Applied Research in the Apostolate, http://nineteensixty-four.blogspot.com/2012/07/schisms-of-religiously-unaffiliated.html. Accessed 3/6/2017.

"Spirituality Study Final Report. Reshape. Reimagine. Rethink." Campus Ministry, University of Notre Dame 2015. https://campusministry.nd.edu/assets/169423/spirituality_study_final_report.pdf. Accessed 3/6/2017.

## The Student with a Disability

John Carroll University is committed to ensuring that students with disabilities have equal access as mandated by federal and state law, specifically the Rehabilitation Act of 1973, including Section 504, and the Americans with Disabilities Act as amended as of 2008 (ADAA). Under these federal laws, qualified persons with a disability are protected from discrimination by the University in the administration of its services, programs, and activities.

A qualified person with a disability is any individual who has a physical or mental impairment that substantially limits one or more major life activity, such as self-care, walking, seeing, hearing, speaking, breathing, or learning. The category of protected persons under these laws also includes anyone who has a record of such impairment or is regarded as having such impairment.

Students with disabilities admitted to John Carroll University must meet the same admission requirements as other students. Upon acceptance, students should self-disclose their disability to Student Accessibility Services (SAS). While at John Carroll, reasonable accommodations are provided to students with disabilities to insure an equitable environment while maintaining academic standards. Many students are diagnosed or are identified as having a disability later in their college career, which presents many adjustment challenges.

As a faculty or staff member, you have an important role in assisting students experiencing academic difficulty. If you recognize a student is experiencing academic challenges you may assist the student by meeting with them in a confidential location to discuss the difficulties that you have observed or by referring the student to additional resources (including, but not limited to Student Accessibility Services).

## The Student Experiencing Academic Difficulty

If you have a student/advisee who is experiencing difficulty and you speculate the student may have a disability, invite the student to self-disclose. You might ask, "I've noticed you've had some difficulty in class(es), is there anything that I should be aware of in order to help you be most successful in college?"

If a student then self-discloses that she/he has a disability or may have a disability, you should refer the student to SAS. If the student does not disclose she/he has a disability you can provide the student with a list of resources including SAS, Learning Commons, Writing Center, Math Lab, and University Counseling Center. Or you may consult with SAS on what to do. Do not say to a student "I think you have a disability."

## The Student Who Self-Discloses a Disability

If a student in one of your courses self-discloses a disability, you should ask whether he/she is registered with the SAS Office. If "yes," you can ask for a Letter of Accommodation (LOA). If the student does not have a LOA, you should refer the student to SAS Office for consultation. You are not required to provide accommodations until you receive a LOA from the SAS Office. Remember that student disclosure of a disability is confidential information.

**Referral:**

Student Accessibility Services, Administration Building, Garden Level, room 7A, x-4967, http://sites.jcu.edu/disabilities

**Resource:**

Disabilities, Opportunities, Internetworking, and Technology (Do It), www.washington.edu/doit/

## The Student with Health Problems

For shorter term health concerns, students can be referred to the University Student Health and Wellness Center, x-4349, where registered nurses are available when the clinic is open, 8:30 a.m.-5 p.m., Monday through Friday. Any JCU undergraduate or graduate student, whether a campus resident or commuter, who attends classes full-time, part-time, days, evenings, or weekends is eligible for medical assistance.

Students managing chronic health conditions that are affecting them academically should be referred to Student Accesibility Services to determine appropriate next steps.

If you have concerns that a student may be abusing substances, you can consult with the Student Health and Wellness Center or the University Counseling Center.

# SECTION 3: MENTAL HEALTH CONCERNS

## What is Mental Illness?

Mental Illnesses are conditions that arise out of a complex mix of psychological, social, and biological influences that disrupt a person's thinking, feeling, mood, ability to relate to others, and daily functioning. Mental illness is a broad descriptive category that can include conditions like major depression, schizophrenia, bipolar disorder, obsessive-compulsive disorder (OCD), panic disorder, and post-traumatic stress disorder (PTSD). A variety of disorders can impact persons of any age, race, religion, or income and are not the result of personal weakness, lack of character or intelligence, or poor upbringing.

The good news is that a wide range of therapies for managing mental illness are available, and these treatments often are very successful. Most people with mental illness experience symptom relief by actively participating in an individualized health plan. Effective treatment often involves a combination of psychotherapy, medication, and social support. A healthy diet, exercise, and sleep contribute to overall health and wellness and also are essential for recovery.

**Important Facts about Mental Illness Treatment:**

- Mental disorders can affect individuals in the prime of their lives, often during the college years.
- Without identification and intervention, the consequences of these disorders for the individual and society are serious: unnecessary disability, poor academic performance, unemployment, substance abuse, homelessness, inappropriate incarceration, and suicide.
- Many treatments for mental illnesses are highly effective; depending on the circumstances, between 70 and 90 percent of individuals have significant symptom reduction and improved quality of life.
- Mental illness stigma erodes confidence that these conditions are real and treatable. It also can impede an individual's willingness to seek support. All of us cannot afford to allow stigma and a sense of hopelessness to set in and erect attitudinal, structural, and financial barriers to effective recovery. We must all work to take down these barriers.

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

**Resources:**

National Alliance on Mental Illness (NAMI), www.nami.org

National Institute of Mental Health, www.nimh.nih.gov

*Adapted from information from the National Alliance on Mental Illness (NAMI)*

## Recovery from Mental Illness

Successful recovery from mental illness is a process that involves learning about the condition and available treatments; empowering oneself through community, familial, and peer support; and taking action to manage one's health.

The National Alliance on Mental Illness' *In Our Own Voices* provides real-world examples of people living with and successfully managing and recovering from mental disorders. Science has greatly expanded our understanding and treatment. Once forgotten in mental institutions, individuals with mental illness now have viable options for reclaiming their health and lives, but only if they have access to the therapies, services, and programs critical to recovery:

- Newer medications and improved psychotherapy protocols are available: Eighty percent of people with bipolar disorder and 65 percent of people with major depression respond quickly to intervention; additionally, 60 percent of people with schizophrenia experience relief from acute symptoms and learn to manage their environment.
- The involvement of persons with mental illness and their family members in the planning, organization, financing, and implementation of service delivery results in improved outcomes.
- Students may need to take a Leave of Absence from John Carroll to care for themselves as part of their wellness plan. See sites.jcu.edu/registrar/withdrawal/ for information on the University's leave and complete withdrawal process.

Faculty and staff can increase their skills and confidence in helping students in distress. The JCU Counseling Center offers free, interactive, online training that takes approximately 45 minutes to complete. Users learn how to recognize the signs of distress, approach students of concern, and refer students to appropriate support services. To increase the safety net for our students, the Counseling Center encourages all faculty and staff to participate by going to http://sites.jcu.edu/counselingcenter and clicking "Kognito At-Risk Training."

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

The Jed Foundation: With help from organizations like this, the cultural shift from a treatment only to a broader public-health model is happening at colleges across the country; see www.jedfoundation.org/

*Content adapted from the National Alliance on Mental Illness (NAMI)*

## Depression

Depression is a broad category that can encompass feelings of sadness, difficulties adjusting with a depressed mood, and a major depressive disorder (MDD). MDD affects millions of Americans every year and is the leading cause of disability in the U.S. for the ages 15-44 (NIMH, 2006). The lifetime prevalence of MDD is 6.2 percent. Unlike the normal emotional experiences of sadness, loss, or passing mood states, MDD is persistent and can significantly interfere with an individual's thoughts, behavior, mood, activity, and physical health. MDD affects women twice as often as men for reasons that are not fully understood. More than half of individuals who experience a single episode of MDD will continue to have episodes that occur as frequently as once or even twice a year. Without treatment, the frequency of MDD as well as the severity of symptoms tend to increase over time. Left untreated, individuals with MDD may contemplate suicide and sometimes act on those thoughts.

**Symptoms of MDD**

The onset of the first episode of major depression may not be obvious if it is gradual or mild. The symptoms of MDD characteristically represent a significant change from how a person normally functioned.

The symptoms include:

- Persistently sad or irritable mood.
- Pronounced changes in sleep, appetite, and energy.
- Difficulty thinking, concentrating, and remembering.
- Physical slowing or agitation.
- Lack of interest in or pleasure from activities that were once enjoyed.
- Feelings of guilt, worthlessness, hopelessness, and emptiness.
- Recurrent thoughts of death or suicide.
- Persistent physical symptoms that do not respond to treatment, such as headaches, digestive disorders, and chronic pain.

When several of these symptoms of depressive illness occur at the same time, last longer than two weeks, and interfere with ordinary functioning, professional treatment is needed.

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

**Resource:**

National Institute of Mental Health,
https://www.nimh.nih.gov/health/publications/depression/index.shtml

## Bipolar Disorder

Bipolar disorder, or manic depression, is an illness that causes extreme shifts in mood, energy, and functioning. These changes may be subtle or dramatic and typically vary greatly over the course of a person's life as well as among individuals. Approximately 4 percent of the population in the U.S. has a diagnosis of bipolar disorder.

Bipolar disorder is characterized by episodes of mania and depression that can last from days to months. Bipolar disorder often begins in adolescence or early adulthood and occasionally even in childhood. Most people generally require some sort of lifelong treatment.

### What Are the Symptoms of Mania?

- Either an elated, happy mood, or an irritable, angry, unpleasant mood.
- Increased physical and mental activity and energy.
- Racing thoughts.
- Increased talking, more rapid speech than normal.
- Ambitious, often grandiose plans.
- Risk taking.
- Impulsive activity such as spending sprees, sexual indiscretion, and alcohol use.
- Decreased sleep without experiencing fatigue.
- Extreme agitation or aggressive behavior.
- Hypersexuality or sexual statements.
- On occasion, psychotic symptoms including paranoia, hallucinations, or delusion.

### What Are the Symptoms of Depression?

Depression is the other phase of bipolar disorder. Symptoms of depression may include:

- Loss of energy.
- Prolonged sadness.
- Decreased activity and energy, restlessness, and irritability.
- Inability to concentrate or make decisions.
- Increased feelings of worry and anxiety.
- Less interest or participation in, and less enjoyment of, activities normally enjoyed.
- Feelings of guilt and hopelessness.
- Thoughts of suicide.
- Change in appetite or sleep (either more or less).

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

**Resource:**

National Institute of Mental Health,
https://www.nimh.nih.gov/health/publications/bipolar-disorder/index.shtml

## The Student Who Feels Suicidal

Suicide is the second leading cause of death among college students, killing more young people between the ages of 18 and 24 than all physical illnesses combined. Academic, financial, and social pressures can overshadow the quest for knowledge that can lead to a life of achievement, fulfillment, and happiness. Suicide attempts are often triggered by losses of important relationships or losses related to the hopes and expectations of the students, their families, or their communities.

Suicidal behavioral states are time-limited. Suicidal thoughts occur when a path leading to a tolerable existence does not appear to be available. During the crisis, a person's coping mechanisms are suspended. The rise in energy during the crisis, although signified by emotional turmoil, also can lead to the information, insight, and motivation necessary to resolve the conflict.

Some students who contemplate killing themselves have a mental illness and some do not. A percentage of suicides and attempts are impulsive. Students who are vulnerable to suicidal states may be more at risk during college years.

Away from home, isolated from familiar support systems, and experiencing pressure to perform, these students may become overwhelmed and begin to feel hopeless about their present situation or future. Major mental illnesses can develop during a person's early 20s; a student who is unaware of the cause of her/his new-found symptoms may turn to suicide to end the confusion and pain.

A student may be contemplating suicide if she/he is ruminating about suicide and becoming increasingly isolated. Individuals are more at risk for suicide if there is a history of suicidality or major depression in their family or if they have previous attempts. Additionally, students are at more immediate risk if they have a specific plan for suicide. Students are more likely to act on their hopeless feelings while under the influence of alcohol or drugs. A suicide note, email, video, or web posting (e.g., on Facebook), should be considered very worrisome, spurring campus community members to make an urgent referral.

Warning signs may include:

- Stress due to loss, illness, financial instability, academic difficulty.
- Loss of interest in academics, missing class or assignments, failing exams.
- Inability to concentrate isolation, withdrawal from others and their support.
- Deterioration in hygiene.
- Change in eating or sleeping habits.
- Presence of a plan to harm self.
- Specific means available to carry out the plan.

People who contemplate suicide are often ambivalent about killing themselves and are often willing to get help through counseling when a faculty or staff member facilitates the process for them. Cryptic or indirect messages left by students should not be ignored. Some students who are severely depressed do not have the emotional energy to seek help and use cryptic messages to reach out, i.e., "I won't be bothering you much longer," "It'll all soon be over," or "Time is running out."

Students who are feeling suicidal are often relieved when someone finally asks them, "Are you thinking of killing yourself?" They no longer have to struggle with their feelings alone. Asking them if they are suicidal will not "put the thought" into their head.

Students who are suicidal are helped by counseling and sometimes medication. Some may be hospitalized for a short time to enable medications to take effect, to ensure their safety in the short run, and to help them connect with resources to deal with the issues they face.

If you are concerned about immediate threats to safety, call 911 from a campus phone or the JCUPD at x-1234.

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Cuyahoga County 24-hour Mental Health Hotline: 216.623.6888

Suicide Prevention Hotline: 800.SUICIDE (784.2433)

**Resources:**

*Night Falls Fast: Understanding Suicide.* Jamison, Kay Redfield. 1999.

*After Suicide Loss: Coping with Your Grief.* Baugher, Bob and Jack Jordan. 2002.

## Anxiety, Panic Disorder, and Phobias

### Anxiety

Anxiety is a natural response to stress with symptoms ranging from increased heart rate and loss of appetite to a general nervous feeling. The anxiety can be of a general nature, or the anxiety can be specific, such as social anxiety or a phobia.

Students may feel anxiety from a number of sources. Some are separated from their family and friends for the first time. Some have never shared a room with someone they don't know. Some find that while they were the star of their high school, they are now "just" average. Some come to the University already having experienced difficulties and now are on their own in managing them. Anxiety may interfere with the student's academic functioning, causing the student to lose the ability to concentrate, to process information, to comprehend, or to memorize material effectively. Anxiety may contribute to difficulty in managing time and tasks effectively.

Students may be helped through relaxation and stress management techniques. Guidance in study skills, time management, and handling procrastination can help in the academic arena. Others may find help with a period of counseling.

### Panic Disorder

A person who experiences recurrent panic attacks, at least one of which leads to a month or more of increased anxiety or avoidant behavior, is said to have panic disorder. Panic attacks are characterized by palpitations, sweating, trembling, sensations of shortness of breath, feelings of choking, chest pain, feeling dizzy, fear of losing control, fear of dying, numbness, and chills or hot flashes. Panic disorder is an acquired fear of certain bodily sensations, and agoraphobia is a behavioral response to the anticipation of these sensations (e.g., avoidance of a place or situation).

Panic attacks can occur in anyone. It is estimated that 2 to 5 percent of Americans have panic disorder. Severe stress, such as the death of a loved one, can bring on panic attacks. Panic attacks typically last about 10 minutes, but may be a few minutes shorter or longer. During the attack, the physical and emotional symptoms increase quickly in a crescendo-like way and then subside. A person may feel anxious and jittery for many hours afterward.

**Phobias?**

Phobias are irrational, involuntary, and inappropriate fears of (or responses to) ordinary situations or things. People who have phobias can experience panic attacks when confronted with the situation or object about which they feel phobic. A category of symptoms called phobic disorder falls within the broader field of anxiety disorders. Many people with phobias or panic disorder "fear the fear" or worry about when the next attack is coming. The fear of more panic attacks can lead to a very limited life. People who have panic attacks often avoid the things they think triggered the panic attack and then stop doing the things they used to do or the places they used to go.

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

**Resources:**

Anxiety Disorders Association of American (ADAA), www.adaa.org

## Port-Traumatic Stress Disorder (PTSD)

Living through any traumatic event, such as a natural disaster (e.g., a hurricane, flood), physical abuse, sexual assault, war, or a severe car crash, can trigger feelings of helplessness and fear, sometimes leading to an anxiety disorder called post-traumatic stress disorder (PTSD). People with PTSD find it difficult to function in their daily life and may:

- Have intrusive thoughts, memories, or bad dreams about the event.
- Feel anxious, guilty, or depressed.
- Feel numb and distance themselves from loved ones.
- Replay the experience over and over in their mind.

While not everyone exposed to a traumatic event will experience PTSD, about 7-8 percent of the U.S. population will experience PTSD symptoms at some point in their lives. For students who are returning war veterans or who have experienced another traumatic event, the signs of PTSD may appear soon after the event or months or even years later. Those with PTSD may experience loss of memory about the traumatic event or focus on it considerably.

They may experience sleep problems, such as difficulty falling asleep and staying asleep, and turn to alcohol or other drugs and see their relationships deteriorate.

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

**Resource:**

National Center for Post-Traumatic Stress Disorder, http://www.ptsd.va.gov/

## Obsessive-Compulsive Disorder (OCD)

Obsessive-compulsive disorder (OCD) is characterized by recurrent obsessions and/or compulsions that interfere substantially with how a person functions. Within any given year, approximately 1 percent of the U.S. population is believed to meet the criteria for OCD.

Obsessions are intrusive, irrational thoughts—unwanted ideas or impulses that repeatedly well up in a person's mind. Again and again, the person experiences disturbing thoughts, such as "My hands must be contaminated; I must wash them" or "I may have left the gas stove on." The person may be ruled by numbers, fear she/he will harm others, or concerned with body imperfections. On one level, the person knows these obsessive thoughts are irrational. But on another level, she/he fears these thoughts might be true. Trying to avoid such thoughts creates greater anxiety.

Compulsions are repetitive rituals such as hand washing, counting, checking, hoarding, or arranging. An individual repeats these actions in attempts to reduce the anxiety brought on my obsessions. People with OCD feel they must perform these compulsive rituals or something bad will happen. Most people occasionally have obsessive thoughts or compulsive behaviors. OCD occurs when the obsessions or compulsions are severe enough to cause serious distress, be time-consuming (compulsions occurring more than an hour each day), and interfere with daily functioning.

People with OCD often attempt to hide their problem rather than seek help. They are remarkably successful in concealing their obsessive-compulsive symptoms from friends and co-workers. An unfortunate consequence of this concealment is that people with OCD delay or do not receive professional assistance until years after the onset of the disorder.

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

**Resource:**

*Freedom from Obsessive-Compulsive Disorder: A Personalized Recovery Program for Living with Uncertainty*. Grayson, Jonathan. 2003.

## Schizophrenia

Schizophrenia is a serious mental illness that affects well over two million American adults, about 1 percent of the population age 18 and older. Although it is often feared and misunderstood, schizophrenia is a treatable condition. Schizophrenia often interferes with a person's ability to think clearly, distinguish reality from fantasy, manage emotions, make decisions, and relate to others. The first signs of schizophrenia typically emerge in the teenage years or early 20s, often later for females. Most people with schizophrenia contend with the illness chronically or episodically throughout their lives and are often stigmatized by lack of public understanding about the disorder. Schizophrenia is not caused by bad parenting or personal weakness. A person with schizophrenia does not have a "split personality," and almost all people with schizophrenia are not dangerous or violent toward others while they are receiving treatment.

### What Are the Symptoms of Schizophrenia?

No one symptom positively identifies schizophrenia. Symptoms also can be present in other mental disorders. For example, psychotic symptoms may be caused by the use of illicit drugs, may be present in individuals with Alzheimer's disease, or may be characteristics of a manic episode in bipolar disorder. However, with careful assessment and understanding of the illness over time, a correct diagnosis can be made.

The symptoms of schizophrenia are generally divided into three categories: positive, negative, and cognitive:

Positive symptoms include delusions and hallucinations. The person has lost touch with reality in certain important ways. "Positive" refers to having overt symptoms that should not be there. Examples of delusions, or false beliefs, could include believing that other people are reading one's thoughts or plotting against the individual. Hallucinations cause people to hear or see things that are not present.

Negative symptoms include emotional flatness or lack of expression, an inability to start and follow through with activities, speech that is brief and devoid of content, and a lack of pleasure or interest in life. "Negative" does not refer to a person's attitude but to a lack of certain characteristics that should be there.

Cognitive symptoms pertain to thinking processes. For example, people may have difficulty with prioritizing tasks, certain kinds of memory functions, and organizing their thoughts. A common problem associated with schizophrenia is the lack of insight into the condition itself. This is not a willful denial but rather a part of the mental illness itself. Such a lack of understanding, of course, poses many challenges for loved ones seeking better care for the person with schizophrenia.

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

**Resource:**

*The Complete Family Guide to Schizophrenia: Helping Your Loved One Get the Most Out of Life*. Mueser, Kim T. and Susan Gingerich. 2006.

## Attention-Deficit/Hyperactivity Disorder

Attention deficit hyperactivity disorder (ADHD) is an illness characterized by inattention, hyperactivity, and impulsivity. The most commonly diagnosed behavior disorder in young persons, ADHD affects an estimated 3 to 5 percent of young people. Although ADHD is usually diagnosed in childhood, it is not limited to children; ADHD often persists into adolescence and adulthood and is frequently not diagnosed until later years.

There are actually three types of ADHD, each with different symptoms: predominantly inattentive, predominantly hyperactive/impulsive, and combined. The most common type of ADHD has a combination of the inattentive and hyperactive/impulsive symptoms.

Those with the predominantly inattentive type often:

- Fail to pay close attention to details or make careless mistakes in schoolwork, work, or other activities.
- Have difficulty sustaining attention to tasks or leisure activities.
- Do not seem to listen when spoken to directly.
- Do not follow through on instructions and fail to finish schoolwork or duties in the workplace.
- Have difficulty organizing tasks and activities.
- Avoid, dislike, or are reluctant to engage in tasks that require sustained mental effort.
- Lose things necessary for tasks or activities.
- Are easily distracted by extraneous stimuli and are forgetful in daily activities.

Those with the predominantly hyperactive/impulsive type often:

- Fidget with their hands or feet or squirm in their seat.
- Leave their seat when remaining seated is expected.
- Move excessively or feel restless during situations in which such behavior is inappropriate.
- Talk excessively and blurt out answers before questions have been completed.
- Have difficulty awaiting their turn and interrupt others.

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

**Resource:**

*Survival Guide for College Students with ADHD or LD*. Nadeau, Kathleen. 2006.

## Autism Spectrum Disorder

Individuals with autism spectrum disorder (ASD), a developmental disorder, may not self identify; and of those who do, not all will require formal classroom accommodation. Individuals with ASD often have unusually strong, narrow interests and are most comfortable with predictable routines; conversely, they may be quite disturbed by changes in familiar and expected routines, whether in or outside the classroom.

While everyone is different, students with ASD may exhibit deficits in one or more domains of language and communication, social interaction, and behavior. Common characteristics of individuals with ASD are:

**Language/communication:**

- Very literal-doesn't understand metaphors, idioms, jokes, subtleties of language.
- Uses odd phrases.
- Doesn't understand gestures, facial expressions, or voice tones/inflection.
- Difficulty modulating own voice (often loud).
- Difficulty understanding instructions (but may appear to understand).
- Talks about what she/he knows, usually fact.

**Social interaction:**

- Difficulty making eye contact.
- Seems distant or detached.
- Difficulty initiating, maintaining, and ending a conversation.
- Doesn't understand social norms, mores, cues, or concept of personal space.
- Doesn't understand other people's emotions.
- Difficulty managing own emotions.

When in distress, a student with ASD may miss classes or assignments and then not communicate about those absences or missed work. She/he may appear agitated or anxious and become argumentative or exhibit angry outbursts. Some students may appear more disheveled and engage in self-soothing behaviors.

As a faculty member, you can support a student with ASD by providing advanced notice when changes are anticipated. It would also be helpful to allow for one or more short breaks in classes that are longer than 50 minutes. Take the time to assist the student with understanding assignments and academic expectations. Consider allowing the student to work alone for assignments that are normally done in groups.

Students with ASD are subject to the same regulations governing student conduct that apply to all other students of the University. If inappropriate behavior occurs, address it in private. Describe the behavior and desired change as well as logical consequences if it continues. Students with ASD often don't realize when they are being disruptive.

Ask the student how she/he would prefer you to address behavioral issues in class. For example, establish a cue to use when the student is monopolizing class time that will remind the student to stop the behavior, or establish a specific number of times the student should plan to participate in discussion in a given class session.

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

**Resource:**

*The Way I See It: A Personal Look at Autism and Asperger's*. Grandin, Temple. 2008.

## Eating Disorders

Eating disorders comprise anorexia nervosa, bulimia nervosa, compulsive overeating, and disturbed eating patterns. They range from mild to life-threatening. Timely treatment for all eating disorders is recommended to avoid worsening symptoms as well as developing long-term complications. Men and women can have eating disorders, with as many as one in four young women and one in ten young men meeting the diagnostic criteria for an eating disorder.

Both anorexia nervosa and bulimia nervosa involve a significant disturbance in the perception of body shape and weight, which leads to an abnormal or obsessive relationship with food, exercise, and self-image. Eating disorders sometimes begin with dieting as part of training or preparation for athletic competitions such as wrestling, track and field, or swimming. Anorexia nervosa is characterized by the refusal to maintain minimally normal weight for age and height (weight less than 85 percent expected), an intense fear of gaining weight, a denial of the seriousness of the current low body weight, and amenorrhea in women.

Bulimia nervosa is characterized by recurrent episodes of binge eating followed by inappropriate behaviors to prevent weight gain, such as self-induced vomiting; misuse of laxatives, diuretics, and enemas; fasting; and/or excessive exercise.

Other students with eating disorders include restrictive eaters and men with disturbed body image who exercise and take supplements.

Depression, anxiety, and substance abuse often accompany eating disorders. Many students with eating disorders also practice self-injury or consider suicide. If a student's eating disorder jeopardizes her/his physical and emotional health, the student may need to leave school and enter intensive treatment.

Some of the symptoms associated with eating disorders are significant weight loss, the inability to concentrate, chronic fatigue, decreased strength of immune system and susceptibility to illness, an obsession with food that dominates the student's life, extreme moodiness, excessive vulnerability to stress, tendency to socially withdraw, repetitive injuries and pain from compulsive exercise, and excessive perfectionism or rigidity.

When you suspect a student may have an eating disorder, express your concern about the student's health. Refer the student to the University Counseling Center or the Student Health and Wellness Center.

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

Student Health and Wellness Center, x4349

**Resource:**

The National Eating Disorders Association, 800.931.2237, www.nationaleatingdisorders.org

## Self-Injurious Behavior

Self-injury typically refers to a variety of behaviors in which an individual intentionally inflicts harm to her/his body for purposes not socially recognized or sanctioned and **without suicidal intent.** Self-injury can include a variety of behaviors but is most commonly associated with intentional carving or cutting of the skin, subdermal tissue scratching, burning, ripping or pulling skin or hair, swallowing toxic substances, self-bruising, and breaking bones.

Detecting and intervening in self-injurious behavior can be difficult since the practice is often secretive and involves body parts that are relatively easy to hide. Unexplained burns, cuts, scars, or other clusters of similar markings on the skin can be signs of self-injurious behavior. Other signs include: inappropriate dress for season (consistently wearing long sleeves or pants in summer), constant use of wrist bands/coverings, unwillingness to participate in activities that require less body coverage (such as swimming or gym class), frequent bandages, odd or unexplainable paraphernalia (e.g., razor blades or other implements that could be used to cut or pound), and heightened signs of depression or anxiety.

Creating a safe environment is critical for self-injurious adolescents or young adults. Avoid displaying shock or showing great pity. The intensely private and shameful feelings associated with self-injury prevent many from seeking treatment. It is important that questions about the marks be non-threatening and emotionally neutral.

**Referrals:**

University Counseling Center, x-4283, http://sites.jcu.edu/counselingcenter

Dean of Students, x-3010

Student Accessibility Services, x-4967, http://sites.jcu.edu/disabilities

**Resource:**

The National Self-Harm Network (UK), http://www.nshn.co.uk

# SECTION 4: TRAUMATIC EXPERIENCES

## The Student Who is Experiencing a Family Crisis

Being away from family can be stressful for some students. This stress is compounded when a family encounters a crisis. Crises can include divorce, death, the loss of a job, financial hardship, physical and mental illness, legal trouble, or anything that disrupts a family's normal functioning. Academic performance can easily suffer when a student's attention is divided between responsibilities to family and school.

What constitutes a "family" for many students may not fit the Western European/North American nuclear ideal. Many cultures define "family" more broadly than one's immediate blood relatives. Some families require older children to take on some of the financial and decision-making responsibilities. Some international students are caregivers for their siblings in the United States while their parents are back home. Some students are caregivers of their non-English-speaking parents who live in the United States. These expectations make juggling a family crisis with academic responsibilities especially difficult.

Faculty and staff can support students who are experiencing a family crisis by offering flexibility on deadlines and other expectations within reason. Students whose academic performance is affected by outside stress should always be referred to Academic Advising for additional support. Faculty also can consult with academic advisors about reasonably accommodating the student.

**Resource:**

*Coping with Grief and Loss: A Guide to Healing*. Harvard Medical School. 2003.

## Responding to Sexual Harassment and Interpersonal Violence (Stalking, Sexual Assault, Relationship Violence, and Sexual Harassment)

John Carroll University encourages those who have experienced interpersonal violence to report the incident promptly, to seek all available assistance, and to pursue University discipline proceedings and criminal prosecution of the offender. All University employees (including faculty, resident assistants, staff members, etc.), excluding licensed counselors from the University Counseling Center, ordained members of the clergy acting in that capacity (i.e. priests acting as pastoral counselors), doctors and nurses acting under the direction of doctors must report sexual harassment and interpersonal violence offenses to the Title IX Coordinator under the Mandatory Reporting Policy and/or to law enforcement authorities, which can include JCUPD and/or the University Heights Police Department. It is the practice of JCUPD to report such offenses to the University Heights Police Department or the appropriate jurisdiction.

Students who experience interpersonal violence can meet with the Program Coordinator for the Violence Prevention and Action Center to discuss a situation confidentially, which means that the University will not pursue an investigation on the basis of confidential information shared with the VPAC Coordinator if the student does not wish to do so. The VPAC Coordinator is not a legally privileged confidant, so they are still required to report basic non-identifying information to the Title IX Coordinator and to law enforcement. Personally identifying information may be disclosed only under very limited circumstances. Students may also speak with the Title IX Coordinator or a Deputy Title IX Coordinator about reporting options, interim safety measures, and accommodations.

### Speaking with the Parties Involved:

If a student discloses information that could involve a matter of sexual harassment, interpersonal violence, and/or other form of sex discrimination, you must report what you learn to the Title IX Coordinator within one business day.

You will also want to let the student know of your duty to report and refer them to confidential resources for support. Below is specific information you will want to communicate:

In speaking with the parties involved, you must not promise confidentiality. Faculty and staff members do not have a special privilege or ability to maintain the confidentiality of reports shared with them. If someone begins to discuss an incident of Sexual Harassment or Interpersonal Violence, you could say the following:

*"I appreciate your willingness to share this information with me. Please know that I am here to help in any way that I can. If you would like to file a formal complaint with the University, I will help you connect with (the appropriate Title IX Coordinator or Deputy Title IX Coordinator), so that an investigation into this matter can begin. It is important that you understand that I cannot promise to keep what you share confidential. If you are still comfortable speaking with me, I am here to listen. If not, please let me help you connect with one of the University's confidential resources (Health Center, Counseling Center, or ordained member of the clergy). Above all, please know that the University takes this matter seriously and wants to help."*

### The Student Who Is Dealing With Intrusive Contact (Stalking)

Some young adults find themselves victimized by unwanted intrusive contact by others. Stalking is a pattern of two or more incidents of unwanted attention, harassment, contact, or other conduct directed at a specific person based on sex/gender or sexual orientation that is unwelcome and that would cause reasonable persons to fear harm to their physical health, mental or emotional health, safety, friends, family, or property.

These behaviors are of a harassing nature, and may even provoke fear and anxiety. In most situations, an individual is dealing with an ex-partner, but others may become the target of obsessive attention. Stalking may include, but is not limited to: persistent telephone calls, text messaging, social networking, instant messaging, monitoring behavior, being in physical proximity to the person, or taking pictures. In some cases, the behaviors can include threats and intimidation.

In many cases, the behavior is just annoying (multiple phone calls during the day), but other times it can be frightening (a person suddenly appears in a window of the home). It is not possible to determine which cases will end quickly and which cases of intrusive contact will continue for a long time. Regardless, the victim of this intrusive attention can often become distracted, anxious, tense, sensitive, and jumpy. The uncertainty of when or where the perpetrator may strike next can lead to tremendous fear. Interestingly, some young people tend to have enormous tolerance for this kind of harassment and do nothing, hoping it will go away.

**Referrals:**

Program Coordinator, Violence and Prevention Action Center (VPAC), x-2175 or 24-hour resource line, x-2255

Interim Title IX Coordinator/Title IX Investigator, x-1559

Deputy Title IX Coordinator for Students, x-3010

Deputy Title IX Coordinator for Faculty, x-4762

JCU Police Department, x-1234

**Resources:**

The online Title IX Report form,
https://johncarrolluniversity.wufoo.com/forms/m1cfkcpq17t8oye/

The Stalking Resource Center, part of the National Center for Victims of Crime,
www.victimsofcrime.org/our-programs/stalking-resource-center

## The Student Who Has Experienced Sexual Misconduct

### Non-Consensual Sexual Intercourse, Forced Sexual Intercourse, Non-Consensual Sexual Contact, Sexual Exploitation

*"It was a fall night, I went out with my friends and I drank a little too much, and I saw someone that I knew from class. I had never really talked to him before. I wanted to go home because I had obviously drank too much. I wasn't doing too hot. I thought that he was going to escort me home but I never made it back to my dorm room that night and because of that a lot of things in my life changed from that moment on... It could happen to anybody. I am a really normal person. Before it happened to me, I always thought that it was just something that maybe happened on a street corner, in the city, to a random person, but it was someone that I knew. It didn't happen anywhere scary, it happened on John Carroll's Campus."*

John Carroll University alum, sexual assault survivor

National studies from college campuses across the country report that approximately 20–25 percent of college women will experience an attempted or completed sexual assault by the time they graduate from college. The perpetrator is most likely someone known to the victim: a fellow student, someone with a romantic interest, an RA, a friend, etc. Ninety percent of sexual assault victims on campus are women violated by men. Men who are sexually assaulted are most often victimized by other men (but sometimes by women) who are partners, friends, or even as a result of hazing or other peer rituals or pranks.

The student who is sexually assaulted requires some special consideration. This kind of trauma can affect students in many different ways, including difficulties with concentration and study, emotional flashbacks, feelings of powerlessness or lack of control, bouts of sadness, sleeplessness and nightmares, and/or requiring time away from academics due to judicial or criminal action. It is not uncommon for victims to remain silent about sexual assault, often hoping that the emotional pain will just go away and hoping that if they don't tell anyone, "It didn't happen." Most do not seek criminal or judicial action, fearing they will be condemned for their behavior (such as drinking or what they were wearing) or their judgment

*Adapted from Syracuse University

will be criticized. Too many victims' testimonies are questioned or not believed, which contributes to the silence and self-blame that victims endure.

If a student discloses the assault to you, a sensitive response will help her/him heal more quickly. Students do not lie about being assaulted. So, if a student tells you about an incident, it shows she/he trusts you. Open-ended questions such as "How can I help?" or "What do you need?" will prevent you from asking intrusive or judgmental questions (e.g., "Why did you trust him?" or "Couldn't you scream?") and convey a sense of support to the student.

Most victimized students want to stay on track academically and will appreciate the opportunity to complete coursework in a fair yet flexible way. You may be asked by the Title IX Coordinator or the Director for the Office of Student Accessibility Services to make alternate arrangements with a student to complete coursework. You also may need to put a timeline with required work in writing. Students dealing with trauma may not be able to fully grasp details when they are discussed; a written agreement with coursework expectations is helpful.

If the student is looking for resources to help deal with the experience or needs information about options, the Program Coordinator of the Violence Prevention and Action Center (VPAC) at x-2175 (or the 24-hour resource line: x-2255) can provide support, resources, and information to help the student manage the trauma. The Title IX Coordinator and/or a Deputy Title IX Coordinator also can provide information about reporting options, support resources, interim safety measures, and accommodations. The local community agency, the Cleveland Rape Crisis Center (216.619.6192), is a 24-hour resource line on which a victim can talk to someone or be put in touch with additional community resources.

**Referrals:**

Program Coordinator, Violence and Prevention Action Center (VPAC), x-2175 or 24-hour resource line, x-2255

Cleveland Rape Crisis Center, 24-hour resource and text line, 216.619.6192

Interim Title IX Coordinator/Title IX Investigator, x-1559

Deputy Title IX Coordinator for Students, x- 3010

Deputy Title IX Coordinator for Faculty, x-4762

**Resources:**

Rape, Abuse and Incest National Network, www.rainn.org

Violence Prevention and Action Center, www.jcu.edu/vpac

Cleveland Rape Crisis Center, www.clevelandrapecrisis.org/

*The Courage to Heal—Third Edition: A Guide for Women Survivors of Child Sexual Abuse*. Davis, Laura and Ellen Bass. 1994.

*The Courage to Heal Workbook: A Guide for Women and Men Survivors of Child Sexual Abuse.* Davis, Laura. 1990.

*Allies in Healing: When the Person You Love Was Sexually Abused as a Child.* Davis, Laura. 1991.

### The Student Who Has Experienced Relationship Violence

Relationship violence is behavior used to establish power and control over another individual using fear, intimidation, violence, and/or threat of violence. These behaviors can include, but are not limited to: physical, verbal, emotional, financial, or sexual abuse. Examples of abuse may include: hitting, punching, slapping, throwing objects, biting, yelling, name-calling, belittling, threatening violence, stealing money, destroying possessions, isolated, committing sexual violence, and suicidal threats. About 1 in 4 women and 1 in 7 men have experienced severe physical violence by an intimate partner.

Relationship violence can happen to anyone. It occurs between casual or intimate partners of the same or opposite sex, former partners, roommates, or family members. It can sometimes be hard to detect if your relationship is heading down the wrong path. Generally, unhealthy behaviors begin gradually. Then manipulation is often used to make you think these behaviors are normal or your fault. Some warning signs of an unhealthy relationship are: jealousy, checking up on a partner, making all the decisions, pressuring you for sex and other things, portraying violence as a masculine trait, limiting your time with friends and family, calling you names, constant text messages/phone calls, losing one's temper easily, breaking promises, lying to you, and withholding affection as a way to punish you.

If you know of a student in immediate danger of relationship violence call JCUPD, at x-1234 or 911. Also, you can encourage a student to speak with the Program Coordinator of the Violence Prevention and Action Center, x-2175 or 24 hour resource line: x-2255, the Title IX Coordinator or a Deputy Title IX Coordinator, or the Cleveland Domestic Violence and Child Advocacy Center Helpline (216.391.4357) to speak with an advocate for support, develop a safety plan, and learn more about resources and reporting options.

**Referrals:**

Program Coordinator, Violence Prevention & Action Center, x-2175 or 24-hour resource line, x-2255

JCUPD, x-1234

Interim Title IX Coordinator/Title IX Investigator, x-1559

Deputy Title IX Coordinator for Students, x-3010

Deputy Title IX Coordinator for Faculty, x-4762

Cleveland Domestic Violence and Child Advocacy Center, 216.391.4357

**Resources:**

Crime Victimization in the United States Statistical Overviews, U.S. Department of Justice, 2009

### The Student Who Has Experienced Sexual Harassment

Sexual Harassment is defined as: any unwelcome verbal, written, pictorial, online and/or physical conduct that is based on sex and/or gender or that is sexual in nature. Forms of Sexual Harassment that are prohibited by this policy include Quid Pro Quo Sexual Harassment and Hostile Environment Sexual Harassment.

1. Quid Pro Quo Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another when submission to such conduct is made either explicitly or implicitly a term or condition of employment, educational benefits, academic grades or opportunities, living environment or participation in a University activity.
2. Hostile Environment Sexual Harassment: Any unwelcome verbal, written, pictorial, online and/or physical conduct that is based on sex and/or gender or is sexual in nature that: a. is sufficiently serious (i.e., severe, pervasive, or persistent) and objectivelyoffensive so as to deny or limit a person's ability to participate in or benefit from the University's programs, services, opportunities, or activities; or 5 b. when such conduct has the purpose or effect of unreasonably interfering with an individual's employment or educational experience.

    A hostile environment can be created by anyone involved in a University program or activity (e.g., staff, faculty members, students, campus visitors, or guests). Mere offensiveness is not enough to create a hostile environment. Although repeated incidents increase the likelihood that harassment has created a hostile environment, a serious incident, such as nonconsensual sexual intercourse or non-consensual sexual touching, even if isolated, can be sufficient.

Any concerns about possible violations of Title IX, which include all allegations of sexual discrimination in the educational arena including but not limited to sexual harassment and sexual assault should be reported to the Title IX Coordinator. For further information, see the Title IX website at: http://sites.jcu.edu/title-ix/ for a complete description of the Sexual Harassment and Interpersonal Violence policy and process.

## The Student Who Has Experienced Bias

As our non-discrimination policy states, *"John Carroll University is committed to inclusion and diversity as constitutive elements of our Jesuit Catholic identity. As reflected in the University's vision, mission, core values and strategic initiatives John Carroll welcomes individuals who will contribute to its mission and goals. Our pursuit of excellence demands that we come to understand and embrace the richness that each person brings to the University community. In a manner consistent with the University's Jesuit Catholic heritage, the University maintains and enforces a policy of equal opportunity. John Carroll University does not discriminate based on race, age, color, sex, sexual orientation, religion, ethnic or national origin, disability, military or veteran status protected under federal law, or genetic information. Discrimination or harassment of members of the University community strikes at the very heart of this institution and will not be tolerated."*

Bias-related behaviors are intentional or unintentional actions against someone because of their actual or perceived age, gender, religion, race, ethnic or national origin, sexual orientation, disability, or other targeted aspect of one's identity.

Possible types of bias-related behaviors include: offensive graffiti, degrading or offensive images, derogatory or offensive verbal or written comments, offensive jokes, outing someone's sexual orientation, inappropriate references to one's race, ethnicity, gender, sexual orientation.*

If a student tells you about an incident of bias, refer him/her to the Dean of Students, the contact officer for students responsible for receiving reports, questions, or concerns of discrimination, and also encourage the student to file a bias report online at sites.jcu.edu/bias. In cases of sex discrimination, sexual harassment, or interpersonal violence, a student may contact the Title IX Coordinator and file a report online at https://johncarrolluniversity.wufoo.com/forms/m1cfkcpq17t8oye/. Bias reports may be filed anonymously, though most reporters prefer to provide contact information to assist with investigation and response.

All bias reports are received and handled by the Assistant Provost for Diversity and Inclusion, who shares them, as necessary, with the appropriate academic deans, administrative leadership, or other staff most directly responsible for the issue in the report. In circumstances where the individual submitting the report needs to be contacted for additional information and has provided contact information, a member of the bias response team or Title IX Coordinator will attempt to do so within a reasonable amount of time (usually less than 48 hours). Bias reports are not a confidential reporting option, but to the extent possible, the University will maintain the privacy of all parties involved in a bias report.

*Adapted from Syracuse University

## Target and Witness Considerations

If you have been a target or witness of bias-related behaviors, please consider the following:

If you are in an emergency situation (need medical attention or feel unsafe) call JCUPD at x-1234 or local emergency services at 911.

**Preserve the Evidence:**

- Written slur, graffiti, and/or text message – do not erase the text.
- Email, Facebook message, etc. – print as soon as possible.
- Voice mail message – save it. Do not erase the recorded message.
- Take a picture or video record the evidence (graffiti, physical injuries, license plate, or anything else relevant).
- Verbal incident/altercation – Immediately write down everything that was said.

**Witnesses**:

Gather witness information and encourage them to submit a report/document what they observed. Documents, pictures, etc., can be uploaded on the form.

- You do not have to determine whether or not the offensive conduct constitutes bias-related behaviors. When in doubt, report.
- The incident will be handled with attention to the privacy and well-being of all parties.
- In cases of notification, the person reporting the behaviors/targeted person will be consulted to determine the appropriate communication to the community.
- It is best to report behaviors as soon as possible to facilitate the investigation.

*Borrowed from Loyola University Maryland

## The Student Who Has Experienced Hazing

Students attending John Carroll have the opportunity to join a wide range of groups, including athletic teams, fraternities and sororities, performing arts ensembles, religious groups, public service organizations, and others. Virtually all of our students belong to some form of student organization or extracurricular group. These groups, by and large, provide positive out-of-the classroom learning experiences, and in many cases are important platforms for social, cultural and interpersonal support. Entry into some of these groups may involve formal or informal initiation practices, which, in and of themselves, are not harmful to a student's academic experience. There are, however, times when these practices become hazing, and are detrimental to the student.

**Hazing Defined in the John Carroll Code of Conduct:**

*"Hazing is any planned/executed action or activity by or against an active member, associate member, new member, or potential member of a group, organization, or team that causes, or creates a risk of causing harm, to any person regardless of location, consent, or intention of participants. For the purpose of this policy, "harm" includes, but is not limited to, anxiety, disgrace, distress, embarrassment, emotional, mental, or physical pain, endangerment, harassment, humiliation, or ridicule. Hazing also includes creating any situation, obstacle or impediment or taking any action interfering or prohibiting another from meeting academic, professional, or personal obligations. Coercing another person to violate University policy also qualifies as hazing. Additional hazing includes forcing the performance of any act as an explicit or implicit condition for initiation into, admission into, affiliation with, or continued membership in a group, organization or team.*

*Please note: (The definition of hazing applies whether or not the participants or others involved perceive the behavior as voluntary. The implied or expressed consent of any person involved does not exempt a person from responsibility under this policy. Moreover, assertions that the conduct or activity was not part of an official group, organization, or team event or was not officially sanctioned or approved by the group, organization, or team provides no exemption from responsibility. A determination of whether or not an activity constitutes hazing depends not only on the intent of the individuals leading the activity but also the perception of a reasonable person or the individual(s) participating in the activity." For a list of examples of the most common types of hazing, visit http://sites.jcu.edu/deanofstudents/pages/community-standards/hazing/*

Students, faculty members, staff, alumnae/i and all other employees of John Carroll University should be alert to possible situations, circumstances or events which might include hazing. When hazing is discovered, it should be stopped immediately and reported to the Dean of Students Office, the Senior Director of Student Engagement, JCUPD, and as appropriate, the Title IX Coordinator. Students, faculty members, staff, and all other employees who fail to abide by this policy may be subject to University and/or national organization disciplinary action and may be liable for civil and criminal penalties in accordance with federal, state, and municipal laws.

**Referrals:**

Dean of Students Office, x-3010
Office of Student Engagement, x-4288
JCUPD, x-1234

## The Student Who Has Been Referred to the Dean of Students Office for a Student Code of Conduct Violation

Any person may report a student for an alleged policy violation of the Student Code. The Dean of Students Office, Office of Residence Life, Title IX Office (for sexual harassment and interpersonal violence only), Office of Institutional Diversity and Inclusion (for bias only), and the John Carroll University Police Department (JCUPD) can assist with this process. If applicable, JCUPD will talk with the reporting party on how to file a report with a local law enforcement agency if the party wants to pursue a complaint through the criminal justice system.

Students who are responding to accusations of John Carroll Student Code of Conduct violations, most often in incidents involving alcohol, drugs, bias, and assault are referred to the Dean of Students office (DOS), which has the responsibility to uphold community expectations as set forth in the Community Standards Manual (CSM).

After a referral is received, a student conduct administrator may conduct an investigation to determine if the report merits charging a student with a violation(s) of the Student Code. This may include requests to speak with possible witnesses and parties who believe they are the recipient of a student's misconduct.

If a student is charged with a violation, the Student Conduct Administrator will decide whether the case will be handled through an administrative hearing or a student conduct board hearing. All students, staff, and faculty who serve in this capacity are trained in the conduct process annually.

The involved student(s) identified in the conduct referral will be notified and will be asked to appear at the hearing. All parties will be asked to provide written and/or verbal accounts and to explain what happened. A determination of responsibility will be based on conduct referrals and the information presented at the hearing.

The standard for conduct decision-making at all levels of the conduct hearing process will be made on the basis of whether it is more likely than not that the respondent student violated the Student Code. The hearing shall follow the procedures outlined in the CSM (http://sites.jcu.edu/deanofstudents/pages/community-standards/).

At the conclusion of the hearing process, the respondent student and the JCU community member who believes he/she has been the recipient of the respondent student's misconduct will have the right to appeal the disciplinary decision based on criteria found online in the CSM.

**Referrals:**

Dean of Students Office, x-3010

Office of Residence Life, x-4408

Interim Title IX Coordinator/Title IX Investigator, x-1559

Office of Institutional Diversity and Inclusion, x-4455

JCUPD, x-1234

# NOTES

# NOTES

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