

What is PERT?

Teachers College has a commitment to support a community that values all its members and encourages them to listen, learn, educate, and work together in positive ways.

That's why TC created PERT (Psychological Emergency Response Team), in an effort to assist faculty and staff in identifying and supporting students who may be in distress and in need of assistance with issues associated with their well-being. This may include assistance with referrals or resources.

PERT MEMBERS

Thomas Rock
Vice Provost for Student Affairs & Chair of PERT

John DeAngelis
Assistant Vice President Offices of Public Safety and Environmental Health & Safety

Sam Fugazzotto
Office of the Registrar

Maria Hataier
Director of Student Affairs

Richard Keller
Director of the Office of Access and Services for Individuals with Disabilities

Karen Kelly
Office of the Vice Provost

Samantha Lu
Director of International Services

Melissa Rooker
Executive Director for Equity

Dinelia Rosa
Director of the Dean-Hope Center for Educational and Psychological Services

Dewayne White
Executive Director of Campus Services

Resources for Consultation & Referral Services

**TC
PERT**

Teachers College & Columbia University

Pierluigi Bellini
Student Support & Counseling Coordinator
212.678.7432

Micheline Anderson
Student Support Clinical Graduate Assistant
212.678.3262

Karen Kelly
Office of the Vice Provost
212.678.3497

Columbia University Counseling and Psychological Services (CPS)
212.854.2878

Teachers College Key Resources

John DeAngelis
Assistant Vice President Offices of Public Safety and Environmental Health & Safety
212.678.4180

Thomas Rock
Vice Provost for Student Affairs
212.678.3083

Dewayne White
Executive Director of Campus Services
212.678.3315

Emergencies - 24/7 services

Columbia University Mental Health Crisis Line
212.854.2878

TC Public Safety
212.678.3333

NYPD
911

Mount Sinai St. Luke's Hospital
212.523.3335

if a
student
is in
distress...

Guidelines for
Community Members

2018-19

TEACHERS COLLEGE
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A Graduate School of Education, Health & Psychology

ROLE OF FACULTY & STAFF

The communication between student and faculty or staff is often the only daily interaction a student has with the College. Therefore, they are in a unique position to observe the characteristic of a student in distress. While many students adapt quite well to the graduate school setting, balancing the pressures of academics, family, and finances can lead to difficulty coping with everyday life. The ability to recognize distress and acknowledge such concerns can play an important role in assisting such students to find the help they need.



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Noticing the following signs may indicate the need for additional support:

- Tearfulness / general emotionality
- Dependency (a student who makes excessive requests for your time)
- Repeated requests for extensions
- Markedly diminished performance
- Inability to concentrate
- Difficulty making decisions
- Lack of energy / motivation / general fatigue
- Disheveled appearance
- Deterioration in personal hygiene
- Infrequent attendance to class or meetings
- Social isolation
- Mood swings
- Irritability or constant anxiety
- Outbursts of anger
- Suspected alcohol or drug use
- Significant loss / gain in weight
- Expression of hopelessness or worthlessness
- Assignments that focus on despair, suicide, or death
- Disorganized or erratic performance that is uncharacteristic of the student

SUGGESTED GUIDELINES

There are many helpful ways to assist a student in distress. Each person has their own style of approaching others and differing capacities. It is important to know personal abilities and limits. If the decision is made to interview, or if approached by a student, here are some important things to remember:

- Request to meet with the student in a relaxed, private setting (e.g. professor's office).
- Calmly let the student know why you are concerned in an open, direct, and non-judgmental manner. Describe the behavior or symptoms you have observed without making interpretation or conclusion.
- Allow the student to respond to your concerns. Listen to the student's thoughts and feelings in a sensitive, non-threatening, and non-judgmental way.
- Inquire about the students' support system or availability of someone to speak to.
- Refer student to appropriate resources if further support is needed (see back panel).

If you are approached by a student in distress your role is not to serve as a counselor, but rather to show concern and direct the student to support services needed.