



Supporting Your Student Through Their College Years

HELP YOUR STUDENT SUCCEED

Conversations with your student about:

- Alcohol Use
- Emergency Safety Plan
- Mental Health & Suicide Prevention
- Sexual Violence
- Campus Culture

CONVICTIONS

As a community we are committed to...

Pursuit of Truth

We value intellectual inquiry as a lifelong habit, the unfettered and impartial pursuit of truth in all its forms, the integration of knowledge across disciplines and the imaginative and creative explorations of new ideas.

Academic Excellence

We create a culture among faculty, students and staff that recognizes the power of ideas and rewards rigorous thinking.

Faith and Reason

We actively engage in Catholic intellectual tradition, which values the fundamental compatibility of faith and reason and fosters meaningful dialogue directed toward the flourishing of human culture.

Dignity

We respect the dignity of each person and value the unique contributions that each brings to the greater mosaic of the university community.

Diversity

We strive to create a vibrant diverse community in which, together, we work for a more just and inclusive society.

Personal Attention

We foster a caring culture that supports the well-being of each member.

Gratitude

We celebrate the achievements of all members of our community in goals attained and obstacles overcome, and in all things give praise to God.

MISSION

Inspired by Catholic intellectual tradition, the University of St. Thomas educates students to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good.

VISION

The University of St. Thomas, a Catholic comprehensive urban university, is known nationally for academic excellence that prepares students for the complexities of the contemporary world. Through disciplinary and interdisciplinary inquiry and deep intercultural understanding, we inspire students to lead, work and serve with the skill and empathy vital to creating a better world.



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Welcome from the Vice President for Student Affairs

Welcome to the University of St. Thomas community. The coming year presents new challenges but also promises changes, excitement, and the start of a new chapter for your family.

I hope your student will take advantage of their time at St. Thomas by participating in opportunities that challenge, inspire and expand their worldview through personal connections with faculty, staff, peers, alumni and the surrounding community. As a Catholic university, we intend to create a caring, respectful, and productive community of student learners and leaders. We encourage students to reach beyond their grasp and to develop their full potential. Leaders are needed for a just and humane world. Through active involvement in the college experience, your student will develop the skills and qualities that will allow them to provide this leadership.

We take the health and safety of our students seriously and our relationship with you is a critical partnership. We encourage you to begin or continue conversations with your student around important topics such as alcohol and other drugs, healthy relationships, sexual violence and their mental health and well-being. We understand these conversations can be difficult and it is important that each individual has an opportunity to discuss these sensitive topics in the framework of their own families and their personal values. This handbook shares ways in which you can assist your student as they prepare for new challenges they may face during their time as a student at St. Thomas. We value the support of parents and family members in the educational process and listed below are suggestions on how you can begin your relationship with the University of St. Thomas.

A few ways we hope you will be involved:

- Subscribe to the St. Thomas Parent Newsletter: stthomas.edu/parents/newsletter
- Follow St. Thomas on social media:
 - [Facebook.com/uofstthomasmn](https://www.facebook.com/uofstthomasmn)
 - [Twitter.com/uofstthomasmn](https://twitter.com/uofstthomasmn)
 - [Instagram.com/uofstthomasmn](https://www.instagram.com/uofstthomasmn)
- As a reminder, you can always visit the university's main website at stthomas.edu. In times of emergency or inclement weather, the home page will be updated frequently.
- Plan to join us this fall for our Family Weekend celebration. Our website stthomas.edu/familyweekend provides more details and will be updated with dates and a complete schedule.

We look forward to meeting you as you partner with us over the next four years. Without question, your influence and guidance will remain strong as your student meets new challenges, grows academically and socially, and develops an expanding sense of independence.

Sincerely,

Karen M. Lange, Ed.D.
Vice President for Student Affairs

A purple-tinted photograph of a stone archway leading to a path with trees and people. The archway is made of light-colored stone blocks and has decorative carvings along its top edge. The path is paved and lined with trees that have vibrant autumn foliage in shades of orange, yellow, and red. Several people are walking along the path, including a woman in the foreground wearing a grey sweatshirt with "NEW YORK" printed on it and a black beanie. To the left of the path, there are black lampposts with white lantern-style tops. The overall scene is a typical university campus setting during fall.

ALCOHOL

ALCOHOL

It is important for parents and families to discuss expectations of behaviors, and potential risks and consequences associated with alcohol and other drug use. As students navigate their new surroundings, they may face decisions about alcohol. We look to you as partners in the University of St. Thomas' efforts to create an environment where all students can succeed, both in and out of the classroom.

We encourage you to engage in an open dialog with your student about alcohol use prior to coming to the University of St. Thomas and continue the conversation throughout their college career. Family-student discussions before college can lead to lower alcohol consumption during the first year, and reduce the risk of students experiencing serious alcohol-related consequences.

Talk about how alcohol might affect other parts of your student's college experience. Be mindful to avoid glamorizing any past personal use of alcohol or other drugs.

These conversations may feel awkward, and what matters most is having them at least once, and ideally multiple times throughout the semester.

During the conversation, convey that you care about your student, you want to understand them, and you respect their privacy and independence.

When the time and setting are appropriate, suggest to your student that you would like to talk about decisions they may make around alcohol.

Possible conversation starters:

- How will you decide whether or not to drink?
- What will do you if you find yourself at a party where there is only alcohol to drink?
- Have you thought about what you might do if you feel pressure to, or are offered a drink and don't want one?
- What will you do if your roommate drinks in your room?
- How would you handle helping a student who has had too much to drink?

Prevention

Before the start of the semester, your student is invited to complete the **Get Inclusive Alcohol and Other Drugs** program. **Get Inclusive** is designed to educate students about alcohol and other drug use and risk factors. This interactive course provides your student with base level knowledge of alcohol and other drug use and could also serve as a conversation starter about decisions they may face around alcohol.

Support Your Student

It is important for students to understand that they don't need to drink in excess –or at all– to find community, and that their parents and family members support their choices. It may be perceived that students drink excessively, but approximately 25% don't drink at all. Most St. Thomas students – 73.4% – drink four or fewer drinks when they socialize (ACHA-NCHA Report, Spring 2022).

23.3%
of University of
St. Thomas students
report having never
used alcohol.

(ACHA-NCHA Report, Spring 2022)

ALCOHOL

Talking Points

TRY	AVOID
<i>"You don't need to drink to find your place on campus."</i>	<i>"Everyone drinks." "I know you're going to drink, so just be safe."</i>

Addressing an Alcohol Abuse Problem

Most parents underestimate their college student's alcohol consumption. If you're concerned that your student has a drinking problem, there are behavioral indicators that may occur suddenly or present as extreme in character.

- Decline in grades/academic performance
- Increase in the intensity and frequency of alcohol use
- Defiance of rules and regulations
- Changes in demeanor
- Increased reliance on alcohol
- Trouble with law enforcement or university policy
- Problems with relationships
- Unsuccessful attempts to stop drinking
- Physical health problems
- Incidents resulting from a high blood alcohol concentration (BAC)

If you think your student has a problem with alcohol, let them know you're concerned and willing to help. You can refer your student to the Center for Well-Being for substance abuse assessment and counseling services at no cost.

Alcohol Abuse and Other Health Issues

Mental health issues and substance abuse or addiction are often intertwined. Students may use alcohol to cope with stress and/or depression. Asking about your student's drinking may help to start a dialog about other issues.

The [Center for Well-Being](#) offers education, prevention, assessment, and counseling services for substance use concerns. Call **651-962-6750** for an appointment.

Policies at the University of St. Thomas Regarding Alcohol

The University of St. Thomas, in compliance with state law, prohibits the use and possession of alcoholic beverages by persons under age 21.

The University of St. Thomas utilizes an Alcohol Responsibility Course for students found responsible for violating our [alcohol and drug policies](#).

ALCOHOL

University of St. Thomas Public Safety Response

The health and safety of the campus community is of vital importance to the University of St. Thomas Department of Public Safety. As such, Public Safety utilizes a medical response protocol when responding to campus incidents involving impaired or intoxicated students.

An initial assessment of indicators of impairment is completed upon response to each incident. If students are unable to safely care for themselves, Public Safety will work to quickly transition their care off-campus to local family. In lieu of that option and when students are intoxicated, incapacitated, or otherwise determined to pose a risk to themselves or others, local law enforcement or emergency medical services will be called.

Local law enforcement and/or medics will respond, assess, and determine transportation options including an area hospital, county detoxification center or jail based on the extenuating circumstances.

A University representative from Student Affairs or Public Safety will attempt to notify emergency contacts of students to support and contribute to care decisions, or to make notification about transport location. Please ensure your student has a parent, guardian and local family member identified (when applicable) as emergency contacts.

Information about adult students transported to the hospital or detox is considered protected data by the State of Minnesota. If you are concerned your student was transported from campus to a health care facility, you may contact [University of St. Thomas Public Safety](#) at:

651-962-5555 Emergency Line

651-962-5100 Non-Emergency Line





EMERGENCY SAFETY PLAN

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Personal Safety Plan

The purpose of a personal safety plan is to provide students with an opportunity to consider how they may react or respond should an emergency occur on campus. We ask students to consider their environment (living space, classroom, study areas) and consider where they would go if they need to leave these spaces quickly. Encourage your student to share their safety plan with you.

Things to Consider

Encourage your student to reflect and select one or more temporary off-campus locations they can go to on foot in case of an emergency. Once they have identified a location, have them answer the following questions. The answers to these questions should be re-evaluated as their familiarity with campus and the surrounding areas grows. If a St. Thomas alert instructs the evacuation of a building, the alert will not include instructions on where to relocate. Part of a personal safety plan should include a plan of where they will go if a building is evacuated.

- How would you get to this location on foot? Do you know the route from your classrooms and residence?
- Who would you inform of your whereabouts?
- It is possible you will need a less temporary, next destination once you are at this off-campus location. What would this destination be and what are available methods of transportation to your next location (Public transportation, Uber/Lyft, calling family/friend).
- What are the options for exiting your residence? your classrooms?

It may be helpful to consult with an instructor or staff member in one or more of the following areas:

Public Safety Management Staff: **651-962-5100**

Residence Life: **651-962-6470**

Off-Campus Student Life: **651-962-6138**

International Students and Scholars: **651-962-6650**

We also recommend that all students store Public Safety's contact information in their personal devices:

Non-emergency: **651-962-5100**

Emergency: **651-962-5555**

Consider using a GPS app that shares your student's location with friends and family. Sure, it might initially sound unsettling. Who always wants to be tracked? But using such apps can also be incredibly practical. If your student regularly travels off campus to work or will be driving long distances between home and campus, a GPS app is a quick and easy way of checking they're okay. With great power comes great responsibility so make sure you only allow access on your app to people you trust to not abuse it.

Encourage your student to think about these questions as they develop their personal safety plan:

CONVERSATION STARTERS

- *We care about your safety and well-being. It is important that you have a personal safety plan in case of an emergency on campus. Have you thought about what you should do in case of a campus emergency?*
- *We understand that you are going to go off campus at times with your friends, what are some ideas you have to protect yourself?*

A purple-tinted photograph of a stone archway leading to a path with trees and people. The archway is made of light-colored stone with decorative carvings. The path is lined with trees with vibrant autumn foliage in shades of orange, red, and yellow. Several people are walking along the path. In the foreground, a young woman with blonde hair, wearing a grey sweatshirt with "NEW YORK" printed on it and a black beanie, is walking towards the camera. To her right, a young man in a dark jacket and cap is walking away. The overall scene is a campus walkway during fall.

MENTAL HEALTH & SUICIDE PREVENTION

MENTAL HEALTH & SUICIDE PREVENTION

Mental health issues are a growing concern for college students and can impact a student's academic and social experience. One in four adults will experience a mental health issue in their lifetime. Parents and family members can play a significant role in supporting student mental health and well-being, both before and during a student's college career by having open and productive conversations with their student before they come to campus.

Start the Conversation

Mental health concerns are common among college students, and it is likely that your student or one of their friends will need help at some point in their college career. Conversations allow you and your student to plan for the unexpected and to know what to do if your student experiences emotional distress, develops a mental health condition, or if an existing condition worsens.

University of St. Thomas students report they are most likely to talk with a friend or roommate first if they experience emotional distress. By talking with your student about mental health, you're supporting them and preparing them to be a caring campus community member.

Topics to Cover

- Encourage healthy habits and discuss overall well-being.
- Unrealistic depictions of college often glamorize and normalize negative health habits including pulling all-nighters, increased stress, high-risk drinking, and unhealthy food. Parents have an opportunity to correct these misconceptions. Help your student make the connection between self-care and mental health before they get to campus and make sure they know that you support them in making decisions to take care of themselves.

- Some students find it helpful to have a plan for how often and in what ways they will check in with parents and loved ones. Make a point during these conversations to ask your student about their health and well-being. By making this a regular part of checking in, parents are more likely to notice if a student is struggling.

- One of the best ways parents and family members can promote positive mental health among students is to make sure they know that treatment works. Asking for help is normal and is a sign of strength and maturity.
- Remind your student that the Center for Well-Being Counseling & Psychological Services offers culturally-informed individual and group therapy, crisis intervention, and mental health education workshops to students at no cost and all information is confidential.
- The Center for Well-Being offers several counseling options for students in immediate emotional distress. Students can walk in to see a counselor during **Crisis Drop-In Hours**, Monday - Friday, 2:00 pm - 4:00 pm. **24/7 Phone Counseling** is available free for students by calling the Center for Well-Being at 651-962-6750 and choosing Option 4 on the menu.
- It's important to let your student know that you support them no matter what. College is a time of significant growth and mistakes are a part of life. A perfect GPA isn't worth it if it comes at the expense of your student's mental health.

25.7%

of students report being diagnosed with depression.

35.4%

of students report being diagnosed with anxiety.

4.2%

of students report experiencing suicidal ideation in the past year.

(ACHA-NCHA Report, Spring 2022)

These statistics are similar to data for college students nationwide.

MENTAL HEALTH & SUICIDE PREVENTION

Possible Conversation Starters

- “I know you’re excited about starting school and I’m excited for you, too. Before school starts, I’d like to talk with you about some common struggles that people experience in college.”
- (If relevant) “We have a family history of (mental illness or substance abuse), so I’d like to talk with you about mental health and taking care of yourself in college.”
- “St. Thomas gave me a handbook with information about mental health and well-being on campus. There are a few interesting things I want to share with you.”

Consider Your Tone

While the information you share with your student about mental health is important, students also take away how they felt during the conversation. Your tone can help demonstrate that you are a safe, approachable person for your student to come to if they struggle.

- **Be positive.** Focus on self-care, resources, and resilience. Your student will be able to tell if you’re nervous about this conversation – if you are, acknowledge the nervousness and share that you are talking to them because it’s important and you want to be a source of support and information. This will help to normalize what can be a difficult or awkward conversation and invite your student to talk with you even if they feel anxious.
- **Avoid scare tactics.** Don’t share information, stories, or statistics about mental health with the intention to raise awareness through fear. Remember, you’re having this conversation with your student to set them up to succeed, not to leave them worried.



- **Express empathy and care.** Don’t offer judgments or make blanket statements about people with mental health conditions.
- **Encourage questions** during the conversation and at any point in the future.
- **Use open-ended questions** and invite them into the conversation. Check in with them about how they feel about the topic.

Listen and Support

While some stress is normal and healthy, significant life changes and increases in stress levels can negatively impact mental health. It’s important to keep lines of communication open and watch for warning signs that indicate your student is struggling or experiencing a mental health concern. Stressors and warning signs can vary from person to person. It can be challenging to know how serious to take warning signs. Check in with your student early and often. If you’re seriously concerned, notify the **Dean of Students Office at 651-962-6050** or **deanstudents@stthomas.edu**.

MENTAL HEALTH & SUICIDE PREVENTION

STRESSORS	WARNING SIGNS
<ul style="list-style-type: none">• <i>Developing and managing new relationships</i>• <i>Increased academic demands</i>• <i>Feeling alone or homesick</i>• <i>Financial stress</i>• <i>Feeling marginalized, misunderstood, or like they “don’t fit in”</i>	<ul style="list-style-type: none">• <i>Depressed mood</i>• <i>Loss of interest in activities</i>• <i>Changes in appetite or sleep</i>• <i>Withdrawal from friends and family</i>• <i>Feeling isolated or like they don’t belong</i>• <i>Increased alcohol and/or other drug use</i>• <i>Increased anxiety</i>• <i>Sense that life has no purpose</i>• <i>Feeling worthless</i>• <i>Unable to perform academically</i>• <i>Feeling trapped or hopeless</i>• <i>Thoughts of suicide or death</i>• <i>Unable to contact your student</i>

Intervening

Have a conversation with your student about mental health and show you care. Here are strategies to consider when checking in with your student about their mental health:

- Express genuine concern and care.
- Don’t argue or act shocked by their responses, as this can make students feel guilty or ashamed.
- Don’t attempt to diagnose your student. Speak to your student as a supportive loved one first and foremost.
- Prioritize getting help over the fear of stigma, judgment, or reputation.
- Focus your conversation on self-care, normalize and encourage help-seeking, and demonstrate support and care.

Talking Points

Normalize help seeking behavior.

- “The last time we talked you mentioned you’re feeling stressed with classes. I am just calling to talk and see how you’re doing. How do you feel today?”
- “With all you mentioned about feeling down, I’m wondering if you would consider trying out talking to someone at the Center for Well-Being. It seems like it would be worth going at least once to see if it’s helpful?”
- “That sounds really tough. It can be helpful to talk through how you’re feeling. I’m here for you and want to help. But you may prefer to talk to someone else about what’s going on. Have you heard about no-cost mental health services at the Center for Well-Being?”
- “I notice that you’ve been mentioning how hard things have been lately. Can you tell me more about what is going on?”
- “It sounds like school is pretty stressful right now. I just want you to know that I love you and want you to be healthy, first and foremost. How can I be supportive?”
- “Everyone needs help sometimes. And it’s a good idea to take advantage of the no-cost resources on campus. Do you know how to make an appointment at the Center for Well-Being? I can help you find that information.”

MENTAL HEALTH & SUICIDE PREVENTION

Prevention

Suicide is the second leading cause of death among college students nationwide. It is preventable and we encourage all students to intervene if they are worried about a friend's safety.

Take all suicidal behavior and discussion seriously, even if the student has been drinking. Alcohol can increase suicide risk. Encourage your student to get help for those in crisis and understand the warning signs of a student in distress. Many people fear asking "Are you thinking about suicide?" will give someone the idea. Research overwhelming shows that this is not true. Asking about suicide opens up the conversation and can save a life.

Let's Talk

Let's Talk is a free and confidential service meant to provide students with consultation and support. Students are able to meet with professional staff from Counseling & Psychological Services (CAPS) for quick, 10-15 minute consultations. Appointments are first-come, first-served. The counselor will listen closely to your student's concerns and provide support, perspective, and suggestions for resources.

Crisis Drop-In Counseling Hours

Counselors are available for crisis walk-in appointments Monday-Friday from 2:00 - 4:00 pm at the Center for Well-Being Counseling & Psychological Services.



**24/7
PHONE
COUNSELING**
You can always reach a qualified clinician.

Brief, confidential phone counseling available 24/7 including weekdays after 4:30pm, weekends and University holidays.

651-962-6750, Option 4

Counseling & Psychological Services | Center for Well-Being | St.Thomas

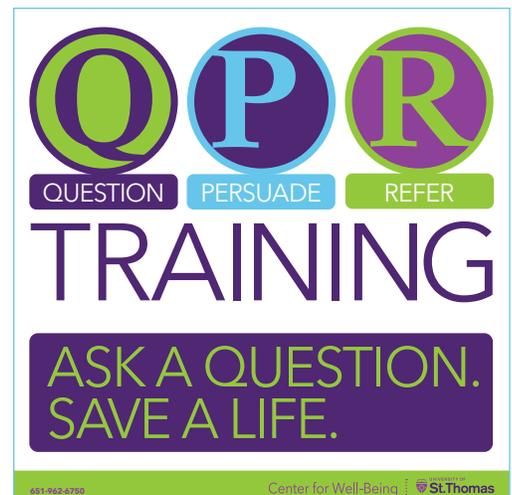
24/7 Phone Counseling Available

St. Thomas students can speak to a licensed mental health counselor **24/7** by calling **651-962-6750** and selecting **Option 4** for brief, urgent concerns. Parents may also call to consult with a mental health counselor about their student. The phone counselors are in daily communication with Counseling and Psychological Services for any follow up care needed for students.

QPR Suicide Prevention

QPR (Question, Persuade, Refer) is intended to teach individuals who have contact with students (e.g., faculty, staff, students, friends) how to recognize the warning signs of suicide and provide guidelines as to how to **Question** a person about suicidal thoughts, how to **Persuade** them to get help and how to **Refer** the person for help.

QPR training covers 3 steps anyone can learn to help prevent suicide. Students are encouraged to register for this free 90-minute training.



Q P R
QUESTION | PERSUADE | REFER

TRAINING

**ASK A QUESTION.
SAVE A LIFE.**

651-962-6750 | Center for Well-Being | St.Thomas

MENTAL HEALTH & SUICIDE PREVENTION

Transfer Prescription Refills

Students who would like a Center for Well-Being health care provider to write their prescription must first be seen in-person at the Center for Well-Being Health Services. A Center for Well-Being health care provider will request and review medical records from the current provider. Prescriptions for controlled substance medications (e.g., Ritalin, Adderall) may not be written at the first appointment (and testing is often required). Students need to work with their previous prescriber during this initial process to ensure an adequate supply of medication during the transfer process (typically one to two months).

Academic Accommodations

Disability Services provides accommodations and academic services for University of St. Thomas students with disabilities, including some students with diagnosed mental health conditions. Students are required to provide documentation that verifies that a diagnosed condition meets the legal definition of a disability covered under Section 504 of the Rehabilitation Act (1973) and the Americans with Disabilities Amended Act (2008).

We encourage students interested in exploring academic accommodations to contact Disability Services prior to arriving on campus. Visit stthomas.edu/enhancementprog

Leave of Absence

For some students, a leave of absence is needed to manage mental health conditions, recover, and get back on track. Sometimes this lasts a few days and sometimes students need to consider withdrawing for a semester or longer. Contact the **Dean of Students Office 651-962-6050** or deanstudents@stthomas.edu to learn about the options available.

Good Samaritan at the University of St. Thomas

Your student may find themselves in a situation where they can assist another member of the campus community. As responsible Tommies, students should never feel like they cannot call for help if they have been drinking. For this reason, St. Thomas established a Good Samaritan Policy: Acute intoxication is a serious matter and is the cause of numerous injuries and deaths across the United States every year. If you see a student or member of the University community who has a medical emergency related to consumption of alcohol or other chemicals, seek help immediately.

If the emergency is on campus, contact the **Department of Public Safety emergency number at 651-962-5555** and the Resident Advisor on duty. If the emergency is off campus, dial **911**.

If you feel hesitant to seek medical attention for another because doing so might reveal that one's own behavior has been in violation of the University Student Code of Conduct and/or the laws of the State of Minnesota, be assured that the responsibility you demonstrate by taking appropriate action for the safety and well-being of another person will be considered in determining which actions, if any, are taken on subsequent review of the matter by the Dean of Students office.



MENTAL HEALTH & SUICIDE PREVENTION

Privacy and Confidentiality of Student Health Information

For many students, college is a time when young adults become independent in managing their time and their health care. Many parents want to support their students while still respecting their confidentiality.

The privacy of health care information/medical records for university students maintained by the Center for Well-Being is protected by a federal law, the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and several state laws. In compliance with these laws, Center for Well-Being does not disclose information to family members or others without the written consent of the student. In an emergency situation, our staff will exercise professional judgment to determine if family members should be informed of the situation even if the student withholds consent.

We are often asked if students can sign a “blanket” release of information (ROI) form and the answer is no. A student may obtain an ROI after they establish medical or mental health care at the Center for Well-Being. The ROI is valid for one year and can be revoked by the student at any time.

Students have the right to receive information about and assistance with advance directives and designating someone (known as a health care power of attorney) to make health care decisions for them in the event that they are unable. Being a Designated Agent for Advance Directives or Health Care Power of Attorney does not automatically allow access to the medical records.

With a student’s permission, the Center for Well-Being providers speak with parents regularly and appreciate family involvement a student’s care when it is appropriate and desired by the student.



The background of the slide is a purple-tinted photograph of a stone archway. The archway is made of light-colored stone blocks and has decorative carvings along its top edge. Through the archway, a path leads into a wooded area with trees displaying vibrant autumn foliage in shades of orange, yellow, and red. Several people are walking along the path. In the foreground, a young woman with blonde hair, wearing a grey sweatshirt with "NEW YORK" printed on it and a black beanie, is walking towards the camera. To her right, a young man in a dark jacket and a baseball cap is walking away from the camera. The overall atmosphere is serene but carries a somber undertone due to the purple tint and the subject matter of the text.

SEXUAL VIOLENCE

SEXUAL VIOLENCE

On college and university campuses nationwide, including the University of St. Thomas, sexual assault, harassment, stalking, and dating violence are realities that affect many of our students. No one deserves to be a victim of sexual violence. Most sexual assaults happen between two people who know each other. Developing healthy relationships and increasing confidence as an active bystander are important skills for all of our students. Parents and adult caregivers play an important role in preventing sexual violence.

Conversations with Your Student

We know that conversations about sexual violence are difficult to have with your student. Many of us do not have a model from our own parents or caregivers on how to have these conversations. The topic of sexual violence may bring up our own personal experiences with abuse, and it is heartbreaking to imagine your student being a victim of sexual violence or causing sexual harm to another person.

Sexual assault, dating violence, and stalking are challenging topics to discuss, but the conversations with your student don't have to be. The good news? Students want to hear from adults in their lives about these issues. According to a national survey of young adults, 70% of respondents wanted more information from their parents about some emotional aspect of a romantic relationships, including how to avoid getting hurt in a relationship and how to develop a mature relationship (Weissbourd, et al., 2017). These topics are too important to leave to pop culture or their peers, who may provide misinformation, or simply not the information you want to guide your student's relationship decisions in the future.

Parents and Adult Caregivers are Critical Partners in Sexual Violence Prevention

Asking simple, open-ended questions and listening without judgement helps prepare students to make healthy and responsible decisions around their social lives. Encourage your student to explore what they want from their social life or dating experiences, and look for opportunities to weave topics of sex, dating, and communication into everyday interactions.

Preventing Violence Before It Happens

Talk to Your Student, No Matter Their Gender

Students of all genders need to hear from adults in their lives about the importance of treating others with respect and dignity and how to recognize and avoid "red flag" behaviors that might put them at risk of victimization.

Tips for Starting the Conversation:

- You don't have to be an expert- parents can offer a space for open and honest conversation.
- Open the door for conversation early, often, and casually.
- Look for opportunities to weave topics of sex, gender stereotypes, dating, and communication into everyday interactions. Asking what your student thinks about a TV show, news story, or article can be a great way to spark conversations.

SEXUAL VIOLENCE

When Parents Have a Personal Connection:

If you have a personal connection to this issue (and many people do), ensure you have sources of support such as a spouse, good friend, therapist, or helpline to address your own emotional needs.

- Consider whether or not you want to share your connections to this issue with your student.
- There is no exact “right” answer on whether to share your experiences or not.
- It is okay to keep your experiences private. Although, personal stories can be powerful teaching moments for your students, each family should decide what is best for them.
- Be sure to find sources of support outside your student for your emotional needs.

Where to Start - What to Discuss

Discuss Red Flags:

Encourage your student to think about “red flags,” or warning signs, for sexual assault and dating violence. They may be in a position to safely intervene in a potentially harmful situation (be an active bystander). Red flags include someone who:

- Does not respect boundaries
- “Feeds” another person alcoholic drinks
- Is sexually aggressive
- Uses dehumanizing or disparaging language about people or groups of people
- Is jealous and controlling in dating relationships

Encourage Active Bystander Intervention

Active bystander intervention is taking action in a situation that could lead to someone being hurt or harmed. Bystanders should take action that prioritizes their own safety first. Students are more likely to intervene if they have multiple options or ways to intervene, or if they have observed someone else taking action.

MESSAGES TO PROMOTE	MESSAGES TO AVOID
<ul style="list-style-type: none">• <i>Tommies look out for other Tommies.</i>	<ul style="list-style-type: none">• <i>What happens between two people is their business, don't get involved.</i>
<ul style="list-style-type: none">• <i>People should never take advantage of someone in a vulnerable state.</i>	<ul style="list-style-type: none">• <i>If some girls drink too much, what do they expect is going to happen?</i>
<ul style="list-style-type: none">• <i>You don't have to be 100% certain something bad is happening to intervene. A simple check-in can go a long way.</i>	<ul style="list-style-type: none">• <i>Don't stick your nose in other people's business.</i>

SEXUAL VIOLENCE

CONVERSATION STARTERS

- *How would you help your friend or roommate if you suspected they were in an abusive relationship?*
- *What could you do if you thought your friend was trying to take advantage of someone at a party?*
- *What do you think are realistic ways to intervene if you saw something that was a red flag for sexual assault?*
- *What are situations in which you could see yourself acting as a bystander? What situations would be harder for you? What options for intervening could you use even if you weren't certain something harmful was happening?*
- *Talk about a time when you were an active bystander. What barriers to action did you face? How did you overcome them?*
- *Talk about a time when you wished you had been an active bystander. Looking back on the situation, what could you have done?*

Promote the Healthy. Name the Toxic. (Orenstein, 2020)

Encourage critical analysis of messages TV shows, music, movies and other forms of media promote about gender roles, sex, dating, and college culture. Opportunities for discussion are plenty. Examples include:

- When stalking is portrayed as romantic,
- Intimacy moves from kissing to intercourse in 15 seconds,
- Racial or gender stereotypes are presented as the norm, such as men only being interested in women for sex.

Ask questions that invite students to reflect on how the media represents gender roles, race, bodies, and sexual intimacy.

CONVERSATION STARTERS

- *Would that happen in real life? What is missing? Who is missing?*
- *How is sex represented? Is sex valued or devalued?*
- *Whose needs or desires are prioritized in this show?*
- *How do you think (group who is being stereotyped) might feel about that portrayal?*
- *Notice examples of caring romantic relationships, either fictional or in real life. Discuss how self-aware adults deal with common stresses and challenges, what skills are important to develop and maintain mature romantic love? (Weissbourd, et al., 2017)*

SEXUAL VIOLENCE

Engage in Ethical Questions About Romantic Relationships, Dating, Sex, and Love

Most young people are eager to engage in mature, thought-provoking discussions about relationships; we just need to provide them with the opportunity. These conversations can give you the ability to hear more about what your student (or their friends) are thinking and a chance to share and discuss your family values. Start by listening to your student and then share your thoughts. Ask questions that encourage them to consider multiple perspectives.

CONVERSATION STARTERS

- *What would you do if your friend talked about getting someone drunk to have sex with them?*
- *What pressures around sex and dating do you think men face?
What pressures do women face?
What about non-binary and queer folks?*
- *What do you think the difference is between love, attraction and infatuation?
How can someone tell the difference?*
- *What does coercion or pressure for sexual intimacy look like?*
- *What would you do if you knew a friend was cheating on their boyfriend/girlfriend?*

Respect and Communication

MESSAGES TO PROMOTE	NOT ENOUGH INFORMATION
<ul style="list-style-type: none">• <i>No one has the right to cross your boundaries or push you further than you want. This is something you can always talk to me about.</i>	<ul style="list-style-type: none">• <i>Just say no.</i>
<ul style="list-style-type: none">• <i>I want you to take time to understand and reflect on your own (or our family's) sexual ethics.</i>	<ul style="list-style-type: none">• <i>Just don't have sex.</i>
<ul style="list-style-type: none">• <i>If you decide to be physically intimate with another person, it is important that you know, with certainty, they want to be intimate with you.</i>	<ul style="list-style-type: none">• <i>No means no.</i>
<ul style="list-style-type: none">• <i>You should never pressure anyone to be physically intimate.</i>	<ul style="list-style-type: none">• <i>I know we don't have to talk about this stuff, you know better.</i>



SEXUAL VIOLENCE

Consent & Sexual Intimacy

We know that many of our students have made the decision to wait to engage in sexual activity until marriage. As a Catholic university, we support Catholic teaching on abstinence until marriage.

We also recognize that we have a diverse student body comprised of many religious and cultural backgrounds with varying beliefs around physical intimacy and relationships. We encourage all students to reflect on their values and morals and engage in relationships that are in line with those values.

Consent is an important concept to understand, including in the context of marriage. Consent applies to all forms of physical intimacy, not just sex. It should never be viewed as a checkbox to 'get out of the way' in order to be intimate with another person. Consent is what makes sexual activity legal, but it's not the only factor to consider when making sexual activity ethical. Consent is an important legal line to understand, but people should not try to get as close to that legal line as possible, rather should focus on creating experiences that are mutually fulfilling, respectful and loving for all involved. Encourage your students to reflect on their own personal and family sexual ethics.

Survivor Support: Responding to Violence if it Happens

Imagining your student experiencing sexual assault or an abusive relationship is difficult, but if they do experience interpersonal violence, your support, words, and actions make a difference. It's common for student survivors to reach out to people they trust after experiencing victimization. A validating, trustworthy support system can help a student heal from trauma, pursue educational opportunities, and regain equilibrium.

Listen

Listen with patience and without judgment. Allow your student to share as much or as little as they feel comfortable sharing with you. Thank your student for trusting you and reaffirm that you're there for them. Being empathetic and listening may be the most important thing you do.

Students who experienced victimization before coming to college may feel more comfortable telling their families after they come to campus. Support your student in whatever choice they make about their healing – it's a sign of trust for them to talk with you.

Offer Choices and Respect Decisions

Focus on their options, not your opinions. Allow the survivor to decide how they proceed after an assault or after leaving an abusive partner. You can offer to serve as a support person to accompany your student to related meetings or appointments or help them contact a victim advocate.

See [Sexual Assault What You Need to Know](#).

An act of sexual violence involves a profound loss of power and control for the victim. Allowing victim/survivors to make choices about how they move forward, helps restore power and control back into their lives and aids in their healing process.

A student's specific situation is confidential and many campus offices cannot directly discuss a student's concerns with parents and family members without the student's explicit, written permission. Recognize and respect that it is your student's choice whether to grant that permission.

SEXUAL VIOLENCE

Seek Support for Yourself

Some parents and family members find it helpful to receive their own support and consultation so they may better support their student. It's common to have questions and concerns, and to experience feelings of anger, shock, shame, or denial. Contact Violence Prevention & Awareness, Center for Well-Being at prevention@stthomas.edu for a referral to services.

Many local non-profits serving victim/survivors offer services to parents or loved one of victim/survivors. Some offer support groups for loved ones and all will offer support on their 24-hour support lines.

Healing Takes Time

Follow up with your student and recognize that your student is a whole person with many elements to their developing identity. It's common for survivors to experience trauma symptoms for months and years. Remind your student that they can get help at any time, even if the incident(s) happened in the past.

MESSAGES TO PROMOTE	MESSAGES TO AVOID
<ul style="list-style-type: none">• <i>"I love you."</i>• <i>"Nothing you did caused this happen"</i>• <i>"Thank you for trusting me enough to share this with me."</i>	<ul style="list-style-type: none">• <i>"What did you think would happen?"</i>
<ul style="list-style-type: none">• <i>"There are people on campus and in the community, who can help."</i>• <i>"The Title IX Coordinator can tell you more about your reporting options, would you like me to send you their contact information?"</i>	<ul style="list-style-type: none">• <i>"You have to report this to police so they can catch this person."</i>
<ul style="list-style-type: none">• <i>"You get to choose what you do next. I'll support you whatever you choose."</i>	<ul style="list-style-type: none">• <i>"I know what's best for you. You have to do... _____."</i>

Reporting What Happened

The University of St. Thomas encourages student victims/survivors to make the best decisions for themselves, which may include reporting to a campus office, a law enforcement agency, both, or neither.

All reports are taken seriously and investigated thoroughly, promptly, and equitably. Sexual assault, dating violence, and stalking are forms of gender discrimination and violations of Title IX, federal law, state law, and the University of St. Thomas Sexual Misconduct Policy. For a full list of prohibited behaviors, definitions of misconduct and response options, see the Sexual Misconduct Policy at the Sexual Misconduct policy at stthomas.edu/title-ix/sexualmisconduct

People who experience these forms of violence and misconduct are entitled to reasonable accommodations, safety measures, and access to information, regardless of whether they choose to pursue a formal investigation with the Title IX Office. University employees who are not specifically designated as confidential may have obligations to report disclosures of sexual violence to the campus Title IX Coordinator, title-ix@stthomas.edu

SEXUAL VIOLENCE

Prevention at St. Thomas

All first-year students are required to participate in education about healthy relationships, bystander intervention, consent and support for victim/survivors. This content is covered over multiple sessions in multiple formats, including an online program, small-group programming during Orientation & Registration and during Welcome Days, and during their First Year Experience course.

Promoting healthy versions of masculinity is especially important in the effort to prevent sexual violence. Our programming includes discussions of the pressures and expectations put on men and how that impacts understandings of consent, healthy relationships, and violence.

Students are encouraged to participate in awareness and prevention efforts throughout their academic career.

Health Promotion, Resilience, and Violence Prevention in the Center for Well-Being.

Follow us on social media
[@stthomas_wellbeing](#)



A purple-tinted photograph of a stone archway leading to a path with trees and students. The archway is made of light-colored stone with decorative carvings. The path is lined with trees showing autumn foliage in shades of orange and red. Several students are walking along the path. In the foreground, a student in a grey sweatshirt with 'NEW YORK' on it and a black beanie is walking towards the camera. Another student in a dark jacket and cap is walking away from the camera. The overall scene is a typical college campus setting.

COLLEGE CULTURE

COLLEGE CULTURE

Entering college is a significant milestone worthy of celebration. For many students, going to college also comes with a desire to make family proud or give back to their home community. These same students may find themselves in a difficult position when family expectations collide with college culture and expectations.

When students find themselves in a new environment managing different cultures and expectations, it can create stress and anxiety that impacts college success. A few examples of the types of battles students find themselves in include:

- “I want to honor my family and my school commitments, but it’s overwhelming to try and do both.”
- “I don’t understand this paperwork and my parents never went to college. I don’t want them to be overwhelmed, but I need help.”
- “I’m not supposed to challenge authority figures, but I don’t think my professor gave me a fair grade on my test.”
- “What are office hours and what am I supposed to do there?”
- “This is a lot more challenging than high school, but I have to figure this out on my own”
- “How do I tell my mom that I have a group project and can’t come home to get my little sister off the school bus?”
- “I’d really like to go to the big game with my floormates, but my family wants me home every weekend.”
- “Everyone was excited about my career path, but my interests have changed since I started college.”
- “I told my family that I’d choose a major that makes a lot of money, but I’m not doing well in those classes.”



- “I’d like to do a spring break service trip, but I could use the money from a job to help my family during that time.”
- “I’d like to study abroad, but is it selfish of me to leave my family for such a long time?”
- “My family thinks it would be better for me to work to help our family instead of a long 4-year degree program, or attend a school closer to home?”

Fear of disappointing the people they love, uncertainty about how others will respond, or other factors may impact a student’s decision to talk to their families about the challenges with managing multiple sets of expectations. Fortunately, there are valuable resources and services across campus that can help students successfully navigate managing questions related college life, but families can also play an important role.

COLLEGE CULTURE

Family is an important part of a student's support network and can play an important role in their college success. Awareness of the factors your student may be managing can help you be even more successful in supporting your student in their college journey.

"College Is..."

How would you finish this sentence?

Our perceptions of college are usually based on our own experiences- good, bad, and indifferent. How does your perception of college impact the way you are moving through this process with your student?

Consider having a conversation with your student about your perceptions of college, how they are similar and how they differ. A few questions to start the conversation might be:

- What is the purpose of college?
- What happens in college?
- What does it take to be successful in college?
- What factors impact my response to these questions?

There is no single right answer to these questions. Think about how time, location, and other factors may impact the differences in your perceptions.

Hidden Curriculum

There are many expectations of students in college that are often not written down or talked about. It is sometimes called, "the hidden curriculum".

The hidden curriculum consists of the "norms, values, and expectations" that govern interactions among students, faculty, staff and administrators. To be successful in college, students whose families did not attend or graduate from college must learn how to navigate a world of new social norms.

COLLEGE EXPECTATIONS

- *Participating in campus clubs and activities outside of class can help students be successful in college.*
- *Professors expect students to communicate questions, absences, or specific needs through email and in-person visits at office hours.*
- *Taking advantage of free campus resources sooner than later can help students develop strategies for success.*
- *Students are expected to spend 3 hours studying for every 1 hour in class (For example, if a student is in a 3-credit hour class that meets for 3 hours per week, then they should study for 9 hours per week for that class).*
- *First year St. Thomas students who work up to 10 hours per week on campus are more likely to continue into their second year.*

COLLEGE CULTURE

No matter your experience with college, as a family member or loved one, you can have a powerful influence on your student. If you want to think about how to support them, there are a few questions that can serve as conversation starters.

CONVERSATION STARTERS

- *What are your hopes for your college experience?*
- *What kinds of campus clubs and activities sound interesting to you?*
- *Which classes are you enjoying? Which ones are challenging? What resources are you using to support your academic success?*
- *What people are part of your support system on campus?*
- *How can we support your college success?*
- *What do you need from us as your family to navigate this new experience?*

How Families Can Support

The value of the college experience is best understood by looking at the big picture. Though it may be some sacrifices now, the long-term vision is for students to learn, grow, and develop into the best versions of themselves, ready to access opportunities that benefit themselves, their families, and the communities they come from.

While college is a time when students become more independent, families can continue to play an important role. Research suggests that students do want to have important conversations with their loved ones about starting college. Families can support students by:

- Discussing student hopes, family values, college expectations, and how they may interact with one another.
- Once your student has started school, do the 'pie' activity together. The student draws a circle with 24 slices, which represents one hour of the day. Have them fill in each pie slice with the activities they do- attend class, study, homework, commute (from campus or from home), work, sleep, eat, etc. *Were you surprised by how quickly their time was accounted for?*

MESSAGES TO PROMOTE

- *When you feel good about yourself, you are more likely to perform better.*
- *There are so many campus resources to help you navigate classes and decisions. Use them.*
- *You can do this and we're here to support you.*
- *We're already so proud of you.*

MESSAGES TO AVOID

- *All that matters are your grades.*
- *You should choose a major based on making as much money as possible.*
- *If it gets too hard you can quit.*
- *We're spending a lot of money for you to be in college, so don't mess up.*

COLLEGE CULTURE

Whose Culture Has Capital?

Higher Education researcher, Tara Yosso, wrote a 2005 article called, “*Whose Culture Has Capital?*” In her writing, Yosso explores forms of capital that students from underrepresented communities bring with them to college but may not be recognized. In it she describes the capital that comes from speaking multiple languages, knowing how to navigate spaces that were not built for them, aspirational capital- the ability to protect hopes and dreams despite adversity, and even familial capital. The fact that your student has arrived on a college campus is a testament to their resilience and capability, which are formed in family and community. No matter your own educational background, you represent a valuable piece of the puzzle of your student’s success. College is their opportunity to put into practice the valuable truths and lessons they’ve learned from you along the way.

Sources

American College Health Association. (2020). National College Health Assessment III: Spring 2020 University of St. Thomas executive summary.

Orenstein, P. (2020). Adapted from the works of Peggy Orenstein.

Weissbourd, R., Anderson, T.R., Cashin, A., McIntyre, J. (2017). The Talk: How Adults Can Promote Young People’s Healthy Relationships and Prevent Misogyny and Sexual Harassment. Making Caring Common Project, Harvard Graduate School of Education.

Guide adapted from University Health Services, UW-Madison. Content, design, and production copyright University Health Services, UW-Madison





ACADEMIC CAREER RESOURCES

ACADEMIC CAREER RESOURCES

Center for Student Achievement

Through its collaborative and holistic approach, the St. Thomas Center for Student Achievement works with students who are exploring, seeking support, and searching for opportunities to enrich their academic experience. Visit the Center for Student Achievement website for important dates, tutoring information, Tommie Timelines, and to learn more about educational opportunities and support at St. Thomas. Campus partners include: Academic Counseling, Career Development, Disability Resources, Innovation Technology Services (ITS), Libraries, Retention and Student Success, Study Abroad, Tutoring, and Undergraduate Research Opportunities Program (UROP).

stthomas.edu/csa

Academic Counseling

The Academic Counseling staff assists undergraduate students with class registration, long-term academic planning, individual assistance in study skills improvement, time management, test taking preparation, habits, motivation, and college survival skills. The staff also offers special support to students on academic probation.

stthomas.edu/academiccounseling

Excel! Research Scholars Program

The Excel! Research Scholars Program is an academic enrichment program for students in research-based fields. The program prepares historically underrepresented undergraduate students for graduate school and the admissions process. Taking a learning community style approach to teaching and mentoring, Excel! cultivates budding scholars as a collective and as individuals to achieve their success. Excel! takes students to the next levels with the intent to develop scholars as leaders.

stthomas.edu/excelresearch

Career Development Center

Career counselors are available to guide students through career exploration, internship/job search skills, resume writing, interview preparations, and more.

stthomas.edu/careerdevelopment

The Center for Writing

In the campus writing center, students work on writing at any stage for any course. Peer consultants support students as they get started, focus on ideas, organize drafts, incorporate and document evidence, and revise for clarity. Students can make an appointment on our website stthomas.edu/writing to meet in person or to submit a draft online. Walk-ins are always welcome.

stthomas.edu/writing

Mathematics Resource Center (MaRC)

The MaRC supports student learning in mathematics through free drop-in peer tutoring as a service of the St. Thomas Mathematics Department for any student taking MATH 005 through 200. The MaRC is also the headquarters for the Math Placement Exam.

stthomas.edu/marc



BUSINESS MATTERS & OTHER RESOURCES



BUSINESS MATTERS

Finances

Students can contact their financial aid counselor to make sure everything is in order. Families can support their student to make a budget and have conversations about student accounts, monthly spending, banking, and credit/debit cards. For more information and helpful tools, visit stthomas.edu/financialaid.

Billing

Students can check their University of St. Thomas email account or log into Murphy Online for their eBill (the first one is typically available late August for the fall and late January for the spring). Tuition, fees, housing, meal plans, and miscellaneous student account charges are available to review via Murphy Online.

banner.stthomas.edu

The University of St. Thomas provides eBilling statements only, paper bills are not mailed. When a new statement has been posted, a courtesy email message will be sent to your student's St. Thomas email address. All tuition refunds are processed through the Business Office's eRefund procedure. Student refunds are issued via direct deposit only to a United States-based bank account. The University of St. Thomas is prohibited from providing information about student account to a third party. This restriction applies, but is not limited to, parents, a spouse, or a sponsor.

Students may, at their discretion, set up parent(s)/guardian(s) or other third party as an authorized user on their account. As an authorized user, this individual can view eBills and/or make ePayments toward the account at any time. For additional billing or payment questions or concerns, please contact the Business Office at **651-962-6600** or **800-328-6819, Ext. 2-6600**.

stthomas.edu/businessoffice/ebilling

Proxy Access

Students may designate a parent, guardian, spouse, or other third party as a proxy user on their academic record. Proxy users can view academic, financial aid, and billing information. However, the student chooses the level of access and can alter or end the proxy user permissions at any time. Proxy Access is not the same as Authorized User access. Authorized Users can access the third-party billing system used by St. Thomas and can make payments on the student account. See the Business Office for more information about Authorized User access. For more information about Proxy Access, visit stthomas.edu/proxy.

Dining Dollars vs. eXpress Dollars

Dining Dollars are attached to meal plans. They can be used to purchase food items only at the dining locations on campus which include Beakers, Stacks Cafe, the Loft, Scooter's, T's, and Summit Marketplace.

Dining Dollars and meal plans expire at the end of the semester and any remaining balance will be forfeited.

eXpress Dollars do not expire as long as a student is enrolled and can be used at all St. Thomas Dining Services locations, including The View. In addition, eXpress Dollars can be used to purchase books, supplies, clothing and gifts at the St. Thomas Campus Stores, and snacks at select vending machines on campus. EXpress Dollars can also be spent at several off-campus merchant locations for both food and non-food purchases.

stthomas.edu/cardoffice/expressaccount

Unused eXpress Dollars are nonrefundable and will stay on your students' card until they use them, transfer, or graduate. If your student is planning to use Financial Aid to pay for their books, they can open an eXpress account on the GET Funds website. get.cbord.com/stthomas

CAMPUS SAFETY

The Department of Public Safety provides emergency medical services, emergency crisis response, crime prevention, and investigation services, as well as other services such as jump starts, lock outs, and lost and found. Public Safety operates 24 hours a day, seven days a week on both the St. Paul and Minneapolis campuses. The department's officers are well trained in emergency response and complete regular, ongoing, in-service education to enhance their skills and knowledge of campus public safety. Public safety will also provide escorts for students to class or anywhere within a six block radius of the St. Paul campus, or within one block of the Minneapolis campus. For **on-campus emergencies call 651-962-5555** and for **non-emergencies call 651-962-5100**. For off-campus emergencies call 911. stthomas.edu/publicsafety

STUDENT EMPLOYMENT

The mission of the Student Employment program at the University of St. Thomas is to provide on-campus employment opportunities. Through the program, students gain working experience in discipline-specific fields, build professional development and leadership skills, and network with faculty, staff, and fellow students, all with the flexibility and convenience of working on campus. Your student may search and apply for jobs online. stthomas.edu/jobs

CAMPUS MINISTRY

At St. Thomas, we celebrate the diversity of faith traditions represented at the university. As a Catholic community, we welcome everyone and work to meet the pastoral needs of all. There are many opportunities to become involved through our three offices as we strive to promote social justice and to encourage spiritual growth. stthomas.edu/ministry

Office for Spirituality

Regardless of one's faith tradition, the Office for Spirituality fosters spiritual development and enrichment for the entire university community. Programming for students includes peer ministers who offer inclusive faith-filled support and connection for all students. The Office for Spirituality offers retreats, faith programs, and reflection series with their co-sponsors Tommie Catholic and Tommie Disciple. Each provides an opportunity for students to gather, celebrate, and grow in their faith. stthomas.edu/spirituality

Office for Pastoral Care & Worship

We strive to be a caring and pastoral presence for the whole Tommie community. We offer pastoral care, worship, and liturgy opportunities throughout the year. As part of our commitment to our interfaith mission, we respectfully engage students, faculty, and staff of all faiths.

stthomas.edu/campusministry

Office for Service and Social Justice

Focusing on local and global volunteer opportunities for students, staff, and faculty, our programming includes VISION global community building programs during J-Term and spring break, local volunteering through Volunteers in Action (VIA) and solidarity building through Catholic Relief services. stthomas.edu/serviceandsocialjustice

HEALTH & WELL-BEING

The [Center for Well-Being](#) provides compassionate care, expertise, education and resources to help members of our community thrive in and out of the classroom. The Center provides a full array of physical health, mental health and well-being services and outreach education in an integrated model. Integrated services allow the Center to better support students, faculty, and staff from a single location. The Center for Well-Being partner areas are:

- [Health Services](#)
- [Counseling and Psychological Services](#)
- [Health Promotion, Resilience, and Violence Prevention](#)

Appointments can be made for any of our services by calling **651-962-6750**, or in person at the front desk. For Health Services, you can also make an appointment using [myHealthPortal](#). We are located at 35 South Finn Street (the corner of Grand and South Finn St. between north and south Campus.).

For your health – WHAT TO BRING:

- Thermometer
- Acetaminophen
- Hand sanitizer
- Disinfecting wipes
- Face coverings
- Tissue
- Liquid soap



IMPORTANT CONTACTS

Admissions

651-962-6150
stthomas.edu/fr

Academic Counseling

651-962-6300
stthomas.edu/academiccounseling

Alumni Association

651-962-6430
stthomas.edu/alumni

Athletic Office

651-962-5900
stthomas.edu/athletics

Business Office (bills)

651-962-6600
stthomas.edu/businessoffice

Campus Life

651-962-6130
stthomas.edu/campuslife

Center for Campus Ministry

651-962-6560
stthomas.edu/ministry

Center for Student Achievement

651-962-6342
stthomas.edu/centerforstudentachievement

Campus Stores

(textbooks, supplies, apparel)
651-962-6850
stthomas.edu/campusstores

Career Development Center

651-962-6761
stthomas.edu/careerdevelopment

Counseling & Psychological Services Center for Well-Being

651-962-6750
stthomas.edu/counseling

Dean of Students

651-962-6050
stthomas.edu/deanofstudents

Disability Resources

651-962-6315
stthomas.edu/student-life/resources/disability

Financial Aid

(651) 962-6550
stthomas.edu/financialaid
Financial Tips: stthomas.edu/admissions/
undergraduate/financial-aid/resources/tips

Health Services • Center for Well-Being

651-962-6750
stthomas.edu/healthservices

Innovation Technology Services (ITS)

651-962-6230
stthomas.edu/its

Meal Plans

651-962-6069
stthomas.edu/dining/meal-plans/mealplanoptions

Off-Campus Student Life

651-962-6138
stthomas.edu/offcampus

Office of International Students & Scholars

651-962-6650
stthomas.edu/oiss

Office of Study Abroad

Murray-Herrick Campus Center, Room 212
651-962-6450
stthomas.edu/studyabroad

Parent Liaison/ Parent Resources

Dean of Students Office
651-962-6050
stthomas.edu/parents

Parking Services

651-962-7275
stthomas.edu/parking

Public Safety

Non-emergency line (escorts):
651-962-5100
EMERGENCY LINE:
651-962-5555
stthomas.edu/publicsafety

Registrar • Office of Student Data & Registrar

651-962-6700
stthomas.edu/registrar

Residence Life

651-962-6470
stthomas.edu/residence-life

Student Diversity & Inclusion Services

651-962-6460
stthomas.edu/student-affairs/departments/sdis

Title IX Coordinator

651-962-6882
title-ix@stthomas.edu
stthomas.edu/title-ix

Tommie Central

Information/ticket sales for community events
651-962-6137

Violence Prevention and Awareness Center for Well-Being

651-962-6750
stthomas.edu/center-for-well-being

ACADEMIC CALENDAR

Find important dates and deadlines on the [academic calendar](#) to help support your student.

Family Weekend

Mark your calendars for **Family Weekend!**

Parents, students, siblings, alumni, and their friends will come together for activities and excitement. You won't want to miss this gathering of the Tommie family.

Get weekend details at: stthomas.edu/familyweekend

