

THE DIT COUNSELLING SERVICE

A RESOURCE GUIDE for Staff

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Head of DIT Counselling Service*

Foreword

This guide has been written to provide information and guidance to help staff who, in the course of their work, may encounter students who may be experiencing personal difficulties that are a cause for concern. It cannot, of course, replace the value of speaking personally to someone who can be of support to you during a crisis, so please do not hesitate to contact one of the counselling staff if you need assistance. Feedback on this guide is particularly welcome.

Dr. Susan Lindsay
November 2006

Mission Statement

To provide a high quality counselling Service that responds effectively to the needs and concerns of all DIT students and which supports the academic and personal development of students within the Institute. The Service is committed to assisting the Institute in creating a caring and supportive ethos, which promotes whole person development and which provides a learning environment of the highest quality. In consultation with faculty, administrative and other support service staff, the service will endeavour to provide a range of proactive programmes/interventions, which help students to achieve their academic as well as personal potential.

Service Description

A team of counselling psychologists operates in five main centres. The Head of Counselling who is located in the central office manages the work and the activities of the service.

What services do we provide?

Individual assessment and psychological counselling

We generally see students for sixty minute sessions. A maximum of 5/6 students may be seen by each counsellor per working day. In addition, time would be spend on client related work such as administration of assessments (personality assessments, dyslexia screening, etc), record keeping, writing up case notes and case preparation/reading and research, consultations with staff and internal and external specialists etc. Couples and Family therapy is offered by some counsellors on the team if it's considered beneficial for the student. After the first session, if it seems appropriate the student will be offered a further five sessions. There are some students who require more long term counselling and this would be offered to them depending upon how busy the service is.

All appointments are booked in advance but the service also operates a 'counsellor on duty' service each day in which a counsellor would set aside time to respond to emergencies

Development work (including provision of self –help groups and workshops)

We offer a wide variety of workshops to the general student body and to sub groups of the population. Examples of general workshops/programmes offered by the service include self esteem/assertiveness, time management, stress management, relaxation/meditation, team building, learning and personal development, etc. Many of these workshops are once-off workshops delivered during class time at different times of the year. In some centres, the counsellors facilitate groups such as bereavement, personal/learning development groups, study skills groups, relaxation and meditation groups, etc. The service also offers a range of special courses for particular student groups such as mature students, postgraduate students, etc. Information relating to these groups is available on the counselling service web page (<http://www.dit.ie/DIT/counselling/index.html>) or is advertised on notice boards throughout the different colleges.

Assessment:

A learning and psychological assessment service is provided. In the case of a student with a specific learning disability, it is recommended that the student first register with the disability service. The Disability Service will carry out a comprehensive assessment of the student's learning needs. Where appropriate the student may be referred to the counsellor for a learning assessment

Referral to other appropriate staff/specialists

The service will put the student in touch with whatever help he/she may need, e.g. referral to another internal support service, e.g. college GP, student services officer, chaplain or an external referral to a psychiatrist or other specialist.

Self - help information

We provide a wide variety of leaflets and fact sheets to staff and students. This information is generally available outside the counselling offices or on the web site. *Requests for other relevant information can be made to your local counsellor.*

Services for staff

Counsellors are available for consultation with groups or individuals relating to student welfare. Staff can make an appointment to see a counsellor to help with a referral or in a crisis. *Special workshops for staff* on such topics as the first year experience, making referrals, emotional intelligence, multicultural awareness, managing tutoring dilemmas, etc are offered at different times throughout the year. Staff members are notified in advance of these workshops.

Who is eligible and how much does it cost?

This service is offered **free of charge** to all registered students as part of the support system designed to help students to make the most of their studies within the Institute.

Confidentiality of the service

The Student Counselling Service respects the interests, integrity and welfare of those with whom they work. All counsellors in the service operate their practice under a professional code of ethics and strive to maintain confidentiality. However, limits to confidentiality exist in following circumstances:

1. If there are concerns about the welfare of a child, the psychologist has a responsibility to refer that concern on to the appropriate body (Child Abuse Guidelines, 1987)
2. If there is a significant or immediate concern that a client is at risk of harming themselves or others.
3. If the psychologists records are subpoenaed by law.
4. With the student's consent, in cases of referrals.

What issues do people raise with counsellors?

Students can talk to a counsellor about any concern – personal or academic which may be affecting their general well being, their relationships or their learning. No problem is too big or too small. The typical concerns that are presented to a counsellor would include difficulties in personal relationships, academic concerns, balancing the demands of college life, social anxieties, stress, but also more severe mental health problems like depression, traumatic events, sexuality, self harm and suicidal ideation, etc.

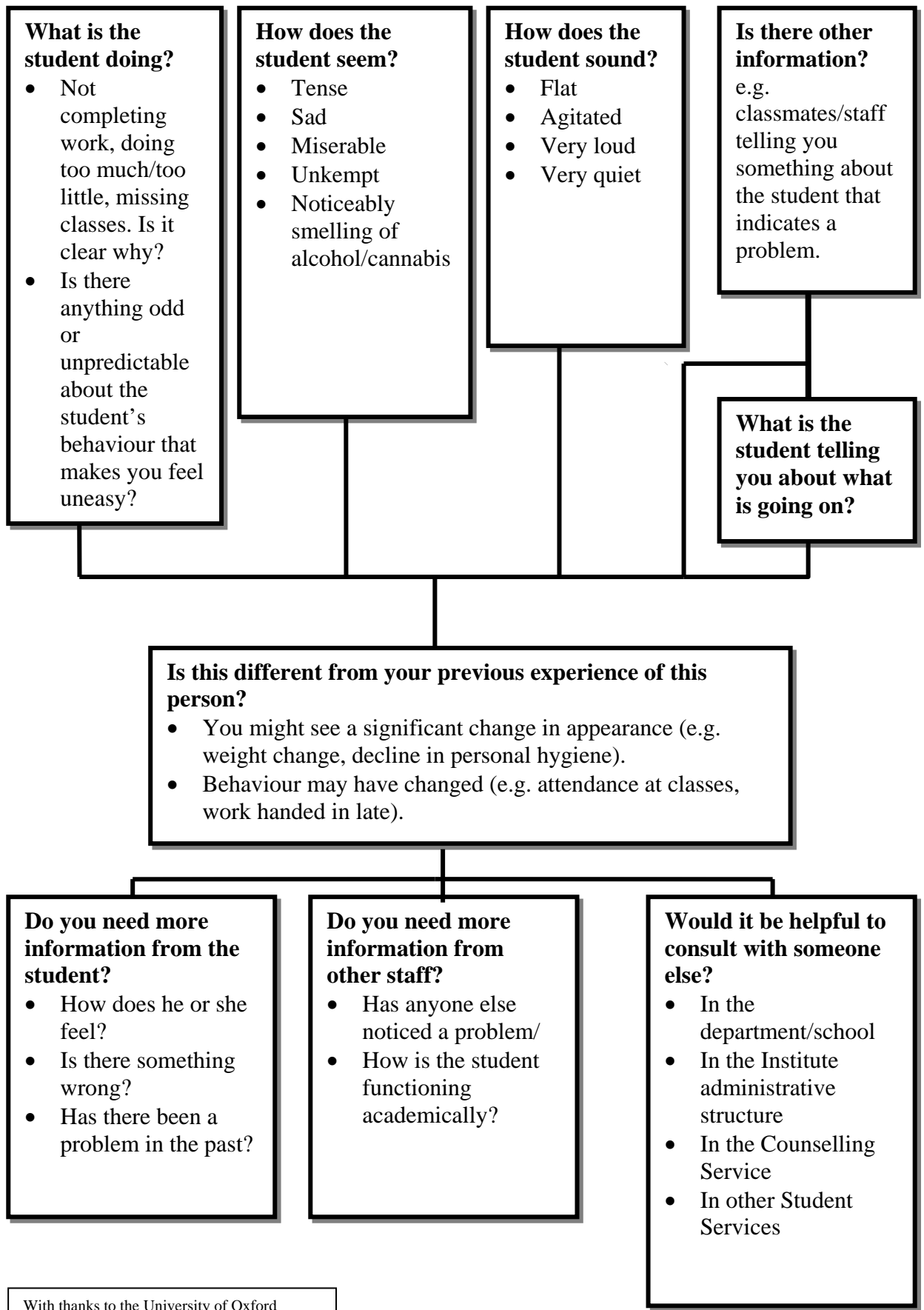
How can you help a student presenting with a personal/social/psychological difficulty?

The goal of all intervention strategies is to help a student reduce immediate anxiety, recognise options that are available, and seek appropriate psychological and medical treatment. **In other words, non-professional helpers need not respond by taking on the treatment of such individuals but by understanding how to get treatment for them.** Sometimes, however, one needs to make a judgment, at least a rough one about the nature of the difficult with which you are dealing. Detailed below are some general guidelines as well as two steps of intervention.

General Guidelines for responding to students in difficulty

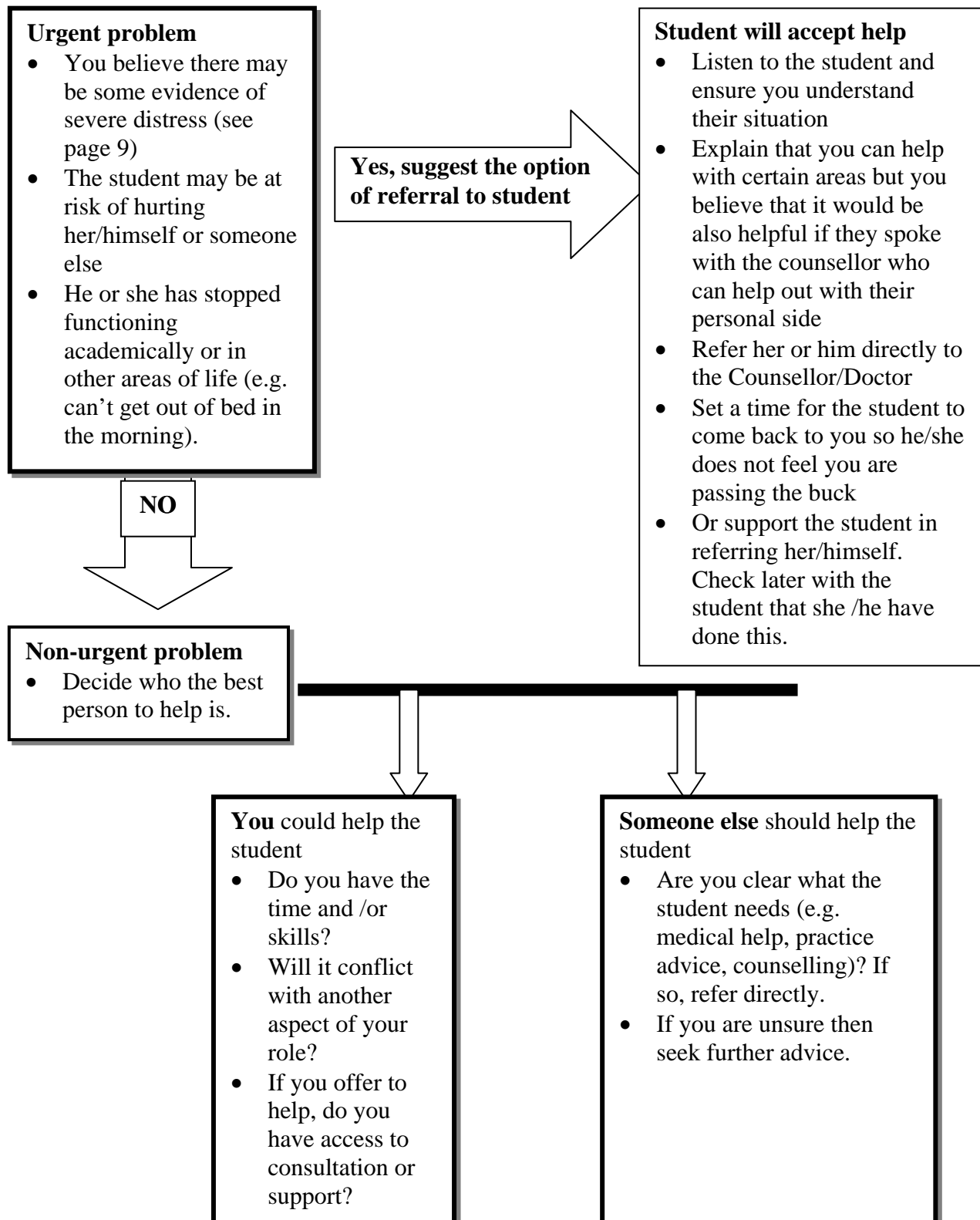
1. Adopt a listening attitude and be prepared to suspend judgment. Your goal at this stage is to place yourself in the position of the student. It does not demand that you agree or disagree but it requires a willingness to see at least briefly through their eyes;
2. If you are the first person the student has raised their concern with, then do not rush, proceed slowly to ensure that you do have a good grasp of the problem.
3. Ask open – ended questions and try to help the student work out what they feel they need and help them to find their own solutions e.g. what do you think might help you now? What has worked for you in the past? (Thus, modelling good problem solving behaviour for the student)
4. If the student is anxious, try not to dismiss their fears even if you see these fears as irrational
5. Reflect and summarise, e.g. (so you are really fed up, can I make sure that I got this right...) to make sure that you appreciate both their circumstances and the impact they have on the student. Reflecting back to the student what you heard also lets the student see that they have been heard and understood.
6. Identify strengths/deficiencies – if study difficulty - ask them what do they understand as opposed to what they don't?
7. Clarify your position on confidentiality, for example, you could say to the student “ there may be some issues that are beyond my remit but in order to give you the help that you need, I may need to seek further advice but I will always inform you of this first”
8. If option to seek help elsewhere (e.g. to a counsellor) then clarify if there are aspects to his/her difficulty which you can help with
9. Be alert to the state of mind of the student to accept help from others (timing is crucial). Be careful not to rush someone off too fast to the counsellor or other support staff. That can be experienced as rejection by the individual. It needs to be handled with tact and sensitivity.
10. Follow the steps outlined in the flow chart but it is important to recognise that there is no one easy formula that will help you to deal with all students in difficulty.

How do you know there is a problem?

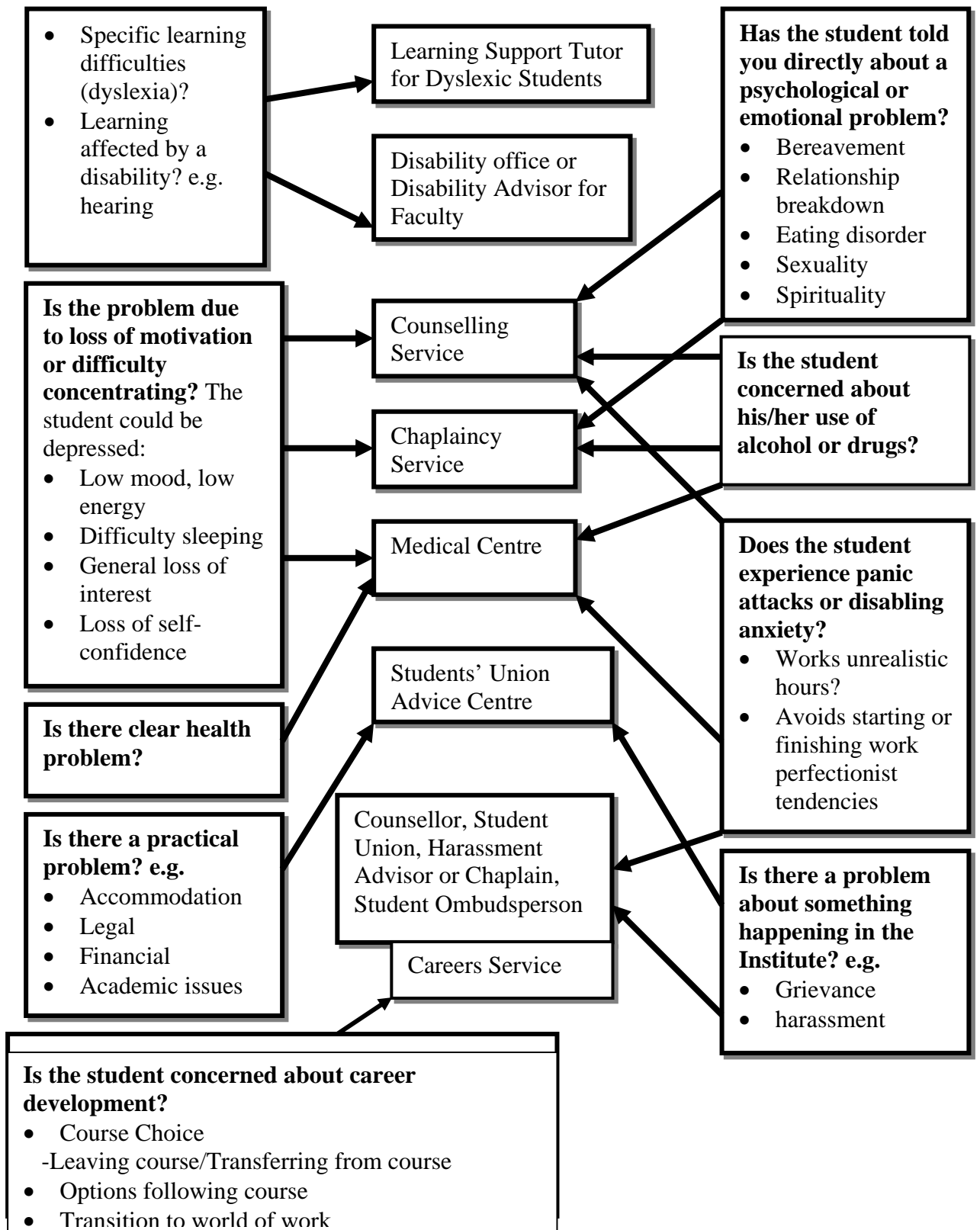


With thanks to the University of Oxford Brooks for permission to adapt their diagrams

What do you do next?



What Sort Of Support Does The Student Need?



What do I do if a student appears suicidal or very disturbed?

Fact 1: Suicide is rarely a spur of the moment decision. In the days and hours before people kill themselves, there are usually clues and warning signs.

Fact 2: The World Health Organization estimates that 90% of people completing a suicide have at least one (often undiagnosed and untreated) mental illness, including drug or alcohol abuse. While the vast majority of persons with a mental illness will not die by suicide, good mental health care and mental health promotion can reduce the risk of suicide among people with a mental illness.

If you have noticed some of the signs set out below. It's important that you [ACT now](#), just as you would to any medical emergency

How do I know if the student is really suicidal?

The strongest and most disturbing signs are [verbal](#) - "I can't go on," "Nothing matters any more" or even "I'm thinking of ending it all." Such remarks should always be taken seriously.

Have you heard the student say:

- Life isn't worth living
- My family would be better off without me
- Next time I'll take enough pills to do the job right
- Take my (prized collection, valuables) - I don't need this stuff anymore
- I won't be around to deal with that
- You'll be sorry when I'm gone
- I won't be in your way much longer
- I just can't deal with everything -- life's too hard
- Nobody understands me -- nobody feels the way I do
- There's nothing I can do to make it better
- I'd be better off dead
- I feel like there is no way out

Have you observed:

- Getting affairs in order (paying off debts)
- Giving away articles of either personal or monetary value.
- Signs of planning a suicide such as obtaining a weapon or writing a suicide note
- Showing marked change in behaviour, e.g., behaving recklessly or over abusing drugs/alcohol
- Crying
- Fighting
- Suffering a major loss or life change
- Lack of energy/listlessness
- Loss of appetite
- Disturbed sleep patterns
- Self harm/mutilation
- Lack of interest in appearance
- Feeling marginalized
- Feeling anxious/stressed

How can you help?

A good helpful web site is the <http://www.stopasuicide.org/index.html> . The following strategy is adapted from this website

Acknowledge: Take it seriously, and be willing to listen.

Care: Take the initiative, and voice your concern.

Treatment: Get professional help immediately.

1. Acknowledge

- **Do take it seriously.** 70% of all people who commit suicide give some warning of their intentions to a friend or family member.
- **Do be willing to listen.** Even if professional help is needed, the student will be more willing to seek help if you have listened to him or her.

2. Care

- **Do voice your concern.** Take the initiative to ask what is troubling the student, and attempt to overcome any reluctance on their part to talk about it.
- **Let the student know you care and understand.** Reassure them that they are not alone. Explain that even if it seems hard to believe right now, suicidal feelings – although powerful – are only temporary, and that [the usual cause \(depression\) can be treated](#).
- **Ask if the student has a specific plan.** Ask if a suicide plan exists, and if so, how far has he or she gone in carrying it out? (Please note: asking about suicide does not cause a person to think about – or commit – suicide. This is a myth!)

3. Treatment

- **Try to get professional help immediately.**
- If the person seems unwilling to accept treatment...
 - Call your college GP at 402 3051 (Southside) or 402 (North side) or call your college counsellor (see pages 21 & 22 for contact details) or contact the counselling service secretary at 402 3352 or 086 0820 543
- If the person seems willing to accept treatment, do one of the following...
 - Contact the college counsellor/GP
 - If unavailable, contact his/her family and if not available, contact his/her GP (if known)
 - Contact faculty administrator/head of department and with discretion, advise him/her of the situation
 - If none of the above are available, which is highly unlikely, you may need to call for an ambulance
 - Seek support for yourself after this incident– just to debrief

Making an effective referral

The following tips may be helpful in making an effective referral:

- Explain clearly why the student should seek assistance from another source.
- Suggest the offer of a referral to the counsellor. If you are particularly concerned about a student's immediate welfare, you may accompany them or make the initial contact with the student's permission. Referral to a support service can only be made with a student's consent. A student cannot be forced to avail of a service; neither can the service pursue a student who does not want to avail of its service.
- If the student agrees to a referral, move directly towards arranging an appointment. With the student present, call the secretary to the counselling service or the counsellor directly and make an appointment. As appropriate, suggest to the student that with permission, you are willing to give information about the nature of the problem and the reason for referral. The counselling service will offer an appointment as soon as possible. While your offer to make the calls is an expression of concern, some students may want to make the call themselves and would appreciate the use of your phone. If the student is not ready to schedule the appointment, encourage seeking help as soon as possible rather than putting it off. If you have a serious concern about a student and you wish to make an immediate referral to a counsellor, it is always advisable to involve the student in the decision to see a counsellor. In other words *always seek the consent of a student before you arrange for the counsellor to see him/her.*

Tips for Referring Reluctant Students

When you believe that a student might benefit from professional help, it is best to be honest about your reasons and express your concern about his or her well-being. Sometimes students may be reluctant or shy in accepting a referral, so here are some suggestions.

Second opinion needed

Present the referral as a help to you. Explain that the student's problem is outside of your area of expertise and that you require a second opinion.

Give assurance!

Dispel myths that surround seeking help, especially as this age group dislikes being anything but self-reliant. Encourage the student to schedule "just one" appointment with a professional. Suggest that to get help is a positive sign of personal strength.

Inform about all available options

Some students may not feel comfortable about seeing a counsellor, but will agree to visit a G.P. Others may choose to talk with a chaplain. Therefore, it is very helpful and often enlightening to present all of the student's options when discussing support services.

Referral to other internal support services

Apart from the Student Counselling Service, there is a wide availability of support services available to DIT registered students including Careers Service, Chaplaincy Service, Disability Service, Access Service, retention Office, Health Services and Student Services. It is useful for every lecturer to know something about these services. Please refer to the DIT Student Handbook or web site for detailed information on all of the above services. Please see appendix 1 on page for the contact names and numbers for the main services.

Explore the student's reluctance

If the student is reluctant to seek help, ask why s/he is not keen on seeing a professional. Possibly it relates to a previous negative experience. Or maybe there is a misconception that if s/he sees a psychiatrist or counsellor in College, the information will be passed on to his or her lecturers and family. If you explore the reluctance, you may be able to resolve the concerns.

Help the student make an appointment

Ask if the student would like you to arrange an appointment for him or her with a professional. This is especially helpful if s/he is depressed and lacks the energy to negotiate details. If you arrange the appointment, inform the professional of your specific concerns regarding the student.

Honesty about involving others

If you feel the situation is an emergency (you believe there is the possibility of harm to the student or others) and the student will not see a professional, you may need to speak to someone on his or her behalf. If possible, before doing so, gently explain that you will need to speak with a professional and /or the student's family. Give the student the choice about who you will contact.

Dealing with Bereavement and Loss

When it comes to informing a student or students that an individual known to the student(s) has died, there is no easy way to proceed or to avoid the pain and sense of powerlessness which you may feel in this situation. Even the most experienced of counsellors can become upset when dealing with bereavement, so one cannot expect to be able to maintain total composure in this kind of difficult situation. Needless to say the bereft person should not be too troubled or burdened with the feelings of others but neither does one have to disguise oneself with an impenetrable mask. The following suggestions may be assistance to a lecturer in this situation.

- Be as clear as possible about the facts before breaking the news to the individual or individuals. Evidence would suggest that in the immediate aftermath of a tragedy/crisis, individuals seek to know and understand the facts surrounding the death/tragedy, for example, when did the person die? How did they die? Who was with them etc.?
- In the case of a sudden death of a parent of a student, make arrangements for a relative/partner/close friend to come directly to the college and accompany the student home where the news can be broken as gently as possible to that individual. You may need to speak with the student in advance and inform them that you have just received some bad news from X and X will be arriving shortly to take them home. In this case, stay with the person until the relative/partner/friend arrives.
- It is essential to find a room or place where you will not be interrupted by calls, or knocks on the door. If in your office, make sure the phone is diverted to voice mail. You might wish to ask the student if a close friend from their class might like to sit with them.
- Give the person a chance to really grasp the message - sometimes bad news is met with disbelief or shock and even denial.
- Make sure that those other members of staff in the department who will need to know what has happened are informed.

It may be useful to remember in the weeks and months that follow that the normal process of grieving over the loss of a close relationship can take up to and beyond two years. There is no set pattern common to all individuals in the grieving process. There are great cultural and religious differences about what is considered appropriate in

relation to grief and the rituals involved. If you are in doubt about any aspect of mourning, you may wish to consider having a chat with a counsellor or chaplain.

Addressing a class about a death

The chaplain along with the student counsellor meets with the class and informs them of what has happened. This should be a clear and sensitive communication of the facts. In following the Institute Bereavement Protocol (1997), where possible a suitable room should be made available, along with tea/coffee. This may provide a space where the class can take in what has happened/ the news they have just received and feel free to discuss it among themselves. Members of staff and the support services might also be available to offer their support here.

Practical Points:

- Begin by offering your sympathy to the class on the death of the student.
- Express how much of a shock this must be to them to hear such news.
- Help them to ask questions for clarification purposes regarding any information they have been given. Encourage them to talk to each other about what has happened & to support one another.
- Inform them of the practical support the Bereavement Support Team (Institute Bereavement Protocol 1997) can make available at this time – room to gather, chat & tea/coffee, etc.
- If there is need for transport to the funeral liaise with Students' Union for booking a bus?

Information:

- Mention if you have spoken with/to the student's family – say how they are.
- If the family are clear that the cause of death was suicide & they are comfortable about that being said – inform the class that that was the case. If there was any uncertainty - tell the class that the cause of death is unclear. If the cause of death is clearly suicide but the family is unwilling to acknowledge this, inform them that the family believes the cause of death to have been accidental.
- If it is openly acknowledged to be a death by suicide – the chaplain or counsellor may need to say a little more about suicide.

- Let the class know of any funeral arrangements that have been made **OR** where they can obtain this and any other details/information regarding transport etc.
- It might be appropriate to say that students might like to do something later – to support the family and to give expression to their own loss – but this can be returned to at a later time. It is best to reflect on this before making any decisions so as to be sensitive as to what might be most appropriate to the situation.
- Mention should be given to the ongoing support from the college services should they wish to avail of it.
- It is helpful if a moment's quiet is observed in remembrance of or to pray for the student and his/her family at this time.

Responding to Undecided or De-motivated Students

It is not uncommon for a lecturer to be faced with a student who appears disinterested in their course or who is unsure if he/she has made the right decision about coming to the Institute in the first place. The process by which some students appear to be on the road to self-sabotage is not straightforward and should be approached with great care.

First meetings can rarely get deep into such sensitive issues, but you can begin to get echoes of these larger issues as you start to explore what student's expect of a meeting with you:

- *'What would you like to see happen?'*
- *'How would you like things to be?'*

The answers to these questions depend upon confidentiality and are hard for students to answer. What people would like the world to look like can, on occasion, be far removed from being a student in DIT. In which case you might respond:

- *'That's quite different to what you are doing now, how do you feel about that gulf?'*
- *'How do you get from where you are now to that sort of situation?'*

Students may just want some support from you while they get their teeth in and finish the last months of a much-hated course. They may need to think seriously about how long teeth gritting can be sustained, if they are just at the beginning of their course. Either way the answers will imply quite a different input from you as a lecturer.

The external picture of a de-motivated student can be quite different from the internal picture. Some individuals may be masking feelings of failure, stupidity, shame etc. To disguise their true feelings they may make negative comments about the Institution or the delivery of courses.

- *'It is a rotten course anyway'.*
- *'It is very boring'.*

Even if some of the criticisms of the course are not totally unjustified or unfounded in your opinion, the individual will need your help in defining the problem more clearly, thus enabling the student to get past his anger and negative feelings and gain a little perspective about the situation.

‘What would make this course interesting for you?’

Some individuals may hold a strong belief in their own inferiority that they may find it threatening to face up to their potential of being capable and successful. A lecturer, who really wants to help, needs to learn how to challenge destructive self-assessments in academic work as well as more generally in life. For example, in the case of a student who perceives himself as just not being academic, it might be helpful to ask the student to write a list of words describing what “academic” means. If students are confused about the question, often not having considered it before, a way of helping is asking them to write a good list and a bad list. If they cannot see any good then maybe the discussion should be moved on delicately to a discussion on why a student would engage in an activity that they felt that they were no good at and what might help to change their mind about themselves.

Working with students who are considering leaving their current course of study (Written by the DIT Careers Service)

Every year students leave their courses and do so for many different reasons. It is important that the student spends time clearly identifying why s/he wish to leave her/his course. In some instances it might be:

The Subject: Is not what s/he thought it would be like, find elements of it uninteresting.

The Course: The content is not what s/he expected; find it hard to be motivated; the way it is taught is not to her/his liking.

The Career: Don’t want to pursue her/his career in this area.

The Environment: The college is too big / small, accommodation isn’t working out, don’t like being in Dublin city, have to do a long commute

The Personal side: Student is homesick, finding it hard to make friends, has personal issues outside of study, finds it hard to manage financially.

The student needs to make sure that s/he is making a well informed and measured decision. When s/he looks back it's important that s/he feels confident that s/he took the decision carefully and that it was the right one for her/his at the time.

If the student is thinking about leaving s/he is likely to be feeling stressed and very uncertain about what the future holds. S/he may be feeling apprehensive that s/he will be letting her/himself and family down. It can be very difficult when s/he is getting deeply felt advice from all sides, family, friends and tutors, with some people telling her/his to stay and others telling her/his to leave. Ultimately it is the student's decision whether to stay or leave. When s/he looks back it's important to be able to feel confident that s/he took the decision carefully and that it was the right one for her/his at the time. S/he will need to try to approach the decision making process in a rational, planned and positive way, taking into consideration all the aspects of the situation: Personal, Academic, Vocational, Social and Financial.

Fees

A benchmark date is selected by institutions in relation to withdrawal from a Free Fees course. If a student leaves before the stated date s/he will be eligible for half fees in a new course that s/he wishes to follow. If s/he leaves after the date s/he will forfeit at least one year of fees (depending when s/he leaves the course). This applies only where the first and / or subsequent course is a Free Fees course. Refer student to the registration section within the college for further information.

Closing Dates

Encourage the student to be fully up to speed on the different closing dates of the CAO and UCAS systems. Visit the websites: www.cao.ie: www.ucas.co.uk

Referral

Encourage the student to make an appointment with the Careers Adviser for her/his Faculty – details on careers section of DIT website.

<http://www.dit.ie/DIT/careers/contacts/index.html>

Also encourage her/his to make an appointment with the Retention Officer.

If her/his reason for leaving is due to academic difficulties with the course, you may wish to explore the possibility of extra tuition.

Further information

For any further information in relation to career planning issues, please contact DIT Careers Service at 01 4023441/3408

Appendix 1: Internal Referrals: listing of sources of advice and information

This listing is included as an additional source of quick reference.

Source of Info/Advice	Contact	Tel	Web site/ Email
Access Office	Julie Bernard Community Links	402 7601	
	Clodagh Byrne Project Officer Sean McDermott St.	402 7601 087 - 7983194	Clodagh.byrne@dit.ie
	Nicola Phelan Project Officer	402 7607 087 203 37023	Nicola.phelan@dit.ie
	Fiona Tuite Project Officer	402 7608 087 9080459	Fiona.tuite@dit.ie
Accommodation:	Noirin Philips Student Services Officer Student Union	402 3394 402 3394 4027836 4969740	http://www.dit.ie/DIT/students/support/index.html Susan.Eaton@dit.ie
Admissions Office	Vincent O’Hora Pembroke Street	4023304 402 3301	Vincent.ohora@dit.ie Miriam.Jenning@dit.ie http://www.dit.ie/DIT/admissions/index.html
Bereavement	Chaplaincy See below		http://www.dit.ie/DIT/chaplaincy/index.html
Chaplaincy			
	Melvyn Mullins Pembroke St.	402 3307	melvyn.mullins@dit.ie
	Sr. Mary Flanagan Aungier St	402 3050	mary.flanagan@dit.ie
	Fr. Pdraig Gleeson Bolton St. Rm. 254	402 3639	padraig.gleeson@dit.ie
	Mr. Finbarr O’Leary Cathal Brugha St	402 4112	margaret.mcdermott@dit.ie
	Sr. Bernadette Purcell Kevin St	402 4568	melvyn.mullins@dit.ie
	Baird Lewis Rathmines Road	402 7659	Baird.lewis@dit.ie
Careers Office			http://www.dit.ie/DIT/careers/index.html
	Dave Kilmartin Head of Services	402 3084	Dave.kilmartin@dit.ie

	Carol Kavanagh Employment Liaison	402 3084	carol.kavanagh@dit.ie
	Jill Barrett Tourism and Food	402 3859	Jill.barrett@dit.ie
	Laurence Whitson Aungier St.	402 3115	Laurence.whitson@dit.ie
Careers Services North City Office	Faculty of Built Engineering	402 3868	
	Faculties of Built Environment & Applied Arts	402 3930	
	Faculties of Tourism and Food & Applied Arts	402 3859	
Careers Services South City Office	Faculties of Applied Arts & Business	402 3109	
	Faculty of Business	402 3115	
	Faculties of Science & Engineering	402 3117	
Child Care	Deirdre Corcoran Student Services Officer	402 3353	Deirdre.corcoran@dit.ie
Counselling Service			http://www.dit.ie/DIT/counselling/index.html
	Dr Susan Lindsay Head Counsellor Pembroke Street	402 3443 402 3352	Susan.Lindsay@dit.ie
	John Broderick Aungier St. Rm 2043	402 3155	John.Broderick@dit.ie
	Catherine Bolger Cathal Brugha St.	402 4343	Catherine.Bolger@dit.ie
	Jennifer Hughes Mountjoy Square	402 4120	Jennifer.Hughes@dit.ie
	Yannis Lykos Aungier Street	402 3052	Yannis.Lykos@dit.ie
	Aileen Henderick Bolton Street	402 3680	Aileen.Henderick@dit.ie
	Nita Whelan Bolton Street	402 3680	Catherine.Whelan@dit.ie

	Geraldine Lee O Sullivan Aungier St. Rm. 2043	402 3002	g.LEEOSULLIVAN@dit.ie
	Lorraine Mc Colgan Aungier St. Rm. 2042	402 7020	Lorraine.mccolgan@dit.ie Mondays, Tuesdays and alternative Wednesdays
	Kevin Leech Aungier St. Rm. 2042	402 7020	Alternative Wednesdays, and every Thursday and Friday
	Kevin Leech Cathal Brugha St. Rm. 8	402 4385	Monday and Tuesdays
Dental Expenses for full-time students	Deirdre Corcoran Student Services	402 3353	Deirdre.corcoran@dit.ie http://www.dit.ie/DIT/students/support/index.html
Disability Office	Disability Service	402 7656	http://www.dit.ie/DIT/access/index.html
	Ms. Fiona Fitzgerald Head of Service	402 7657	Fiona.fitzgerald@dit.ie
	Ms. Frances Tye Clerical Officer	402 7681	Frances.tye@dit.ie
	Ms. Alison Doyle Learning Support Officer	402 7681	Alison.doyle@dit.ie
	Ms. Trudy Lofus Student Support Officer	4027681	Disability.services@dit.ie
	Olive O'Connor Co-ordinator of Service	402 7656	Olive.oconnor@dit.ie
	Ms. Helen Carroll Learning Support Officer	402 7681	Helen.carroll@dit.ie
	Ms. Caroline Donoghue Assistive Technology Officer	402 7658	Caroline.donoghue@dit.ie
	Ms. Maeve Mc Caldin Assistive Technology Officer	402 7015	Maeve.mccaldin@dit.ie

Employee Assistance Officer Staff Counsellor	Marion Benville	662 0448	Marion.benville@dit.ie http://intranet.dit.ie/info/eap/
Harassment/Bullying Harassment Advisors			
	Mary Malone	402 3366	Mary.malone@dit.ie
	Padraic O’Cuinneagain	402 3559	Padraic.ocuinneagain@dit.ie
	Breege Keenan	402 4970	Breege.keenan@dit.ie
	Marc O’Loideoin	402 7177	Marc.oloideoin@dit.ie
	Kevin Lalor	402 3523	Kevin.lalor@dit.ie
Health Centres	Aungier Street Bolton Street	4023051 4023614	http://www.dit.ie/DIT/students/support/index.html
International Affairs Office	Ellen O’Connor	402 3404	Ellen.oconnor@dit.ie
	Patricia Houston	402 3438	Patricia.houston@dit.ie
	Elena Keany	402 7527	Elena.keany@dit.ie
	Ann Marie Mullane	402 3351	Annmarie.mullane@dit.ie
	Helen Shine	402 3435	Helen.shine@dit.ie
	Kieran Taffe	402 4573	Kieran.taffe@dit.ie
Library:			
	Warwick Price Head of Library Services	402 7800	http://www.dit.ie/DIT/library/index.html
	Aungier Street	402 3067	
	Bolton Street	402 3681	
	Cathal Brugha Street	402 4535	
	Kevin Street	402 4894	
	Mountjoy Square	402 4109	
	Rathmines House	402 7803	
Head of Life Long Learning	Dr. Diana Kelly Head of Life Long Learning Mount St.	402 7885	http://www.dit.ie/DIT/lifelong/index.html Diana.Kelly@dit.ie
Mature Students Co-coordinators in each faculty			http://www.dit.ie/lifelong/infomature.html

Applied Arts	Brid Grant Conservatory of Music & Drama	402 7815	conservatory@dit.ie
	Elaine Lawlor Art, Design & Printing	402	artdesignprinting@dit.ie
	Alicia Hughes School of Languages	402 2843	alicia.hughes@dit.ie
	Eddie Brennan Media	402 3098	eddie.brennan@dit.ie
	Bruce Carolan Social Science & Legal Studies	402 4164	bruce.carolan@dit.ie
Build Environment	Elaine Kelly School of Spatial Planning	402 3742	
	Aileen Mullane Architecture	402 3690	aileen.mullane@dit.ie
	Martin Hanratty Real Estate & Construction Economics	402 3675	martin.hanratty@dit.ie
	Noreen McDonnell Construction	402 4014	noreen.mcdonnell@dit.ie
Business	General Enquiries Accounting & Finance	402 3000	
	General Enquiries Management	402 3031	susan.scott@dit.ie
	School Secretary Marketing	402 7030/7031	
	Jen Fitzpatrick Retail & Service Management	402 7057	jennifer.fitzpatrick@dit.ie
Engineering	Una Cribben Civil & Building Services Eng.	402 3654	una.cribben@dit.ie
	Susan Doyle Mechanical & Transport Eng.	402 3932	susan.doyle@dit.ie
	Miriam Daly Manufacturing	402 3659	miriam.daly@dit.ie
	Mary Curley Control Systems & Electric Eng.	402 4650	mary.curley@dit.ie

	General enquiries Electronic & Comm. Eng. (Kevin St.)	402 4575	info@electronics.dit.ie
Science	Ide Cussen Biological Sciences	402 4562	Ide.cussen@dit.ie
	Emer Burke Chemical and Pharmaceutical science	402 4572	emer.burke@dit.ie
	General Enquiries Computer Science	402 2840	
	School Secretary Mathematics	402 4610	mathsecretary@dit.ie
	Miriam Matthews Physics	402 4559	Miriam.matthews@dit.ie
Tourism & Food	Martina Mc Tigue Hospitality Management & Tourism	814 4352	martina.mctigue@dit.ie
	Andrew Whelan Culinary Arts & Food Technology	402 4346	andrew.Whelan@dit.ie
	General Enquiries Food Science & Environmental Health	402 4355	fseh@dit.ie
Psychological/ personal/social problem, etc.	Counselling Service	402 3352	http://www.dit.ie/DIT/counselling/index.html
	Medical Centres Aungier St. Bolton St.	402 3051 402 3614	
Student Retention office	Frank Costello	402 7660	Frank.costello@dit.ie
	Mark Russell	402 7661	Mark.russell@dit.ie
Student Finance	Michael Flaherty Student Services	402 7513	m.t.flaherty@dit.ie

DIT COUNSELLING SERVICE SCHEDULE 2003

Please note that there may be some changes in times and staff during the year. The following times are approximate. The counsellor may at times be called out on

emergencies/meetings. Please contact the secretary in the central office at 402 3352 for further information.

NAME	LOCATION	PLACE	DAY	TIME	CONTACT
Susan Lindsay	DIT Central office	30 Upper Pembroke street	Monday-Thursday	10:00 – 5:00	Susan Lindsay Tel: 402 3443 Email: Susan.Lindsay@dit.ie Or The Secretary Tel: 402 3352
John Broderick	DIT Rathmines Road	Room 2043	Monday, Tuesday and every second Wednesday	9:00 – 5:00	John Broderick Ph: 402 3155 Email: John.Broderick@dit.ie
Aileen Henderick Nita Whelan	DIT Bolton street DIT Bolton street	Linenhall Lodge Room 3	Monday-Friday (Alternative weeks)	9:00 – 5:00	Aileen Henderick Tel: 402 3680 Email: Aileen.Henderick@dit.ie Nita Whelan Ph: 402 3680 Catherine.Whelan@dit.ie
Geraldine Lee O'Sullivan	DIT Aungier St.	Room 3002	(every alternative Wednesday) Thursday and Friday.	9:00 – 5:00	Geraldine Lee OSullivan Tel: 402 3002 Email: g.LEEOSULLIVAN@dit.ie
Catherine Bolger	DIT Cathal Brugha street	Room 8	Wednesday am, Thursday and Friday	9:00 – 5:00	Catherine Bolger Tel: 402 4343 Email: Catherine.Bolger@dit.ie
Yannis Lykos	DIT Aungier street	2041	Monday – Friday	9:00 – 5:00	Yannis Lykos Tel: 402 3052 Email: yannis.lykos@dit.ie .
Jennifer Hughes	Mountjoy square	Room 232	Monday – Friday	9:00 – 5:00	Jennifer Hughes Tel: 402 4120 Email: Jennifer.Hughes@dit.ie