

Navigating

# COLLEGE CULTURE

## *Help Your Student Soar*

*Conversations with  
your student about*

- ♦ *Alcohol*
- ♦ *Sexual Violence*
- ♦ *Mental Health and  
Suicide Prevention*

University Health Services



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## how to use this book

*This guidebook focuses on three key health areas: alcohol, sexual violence, and mental health. We offer prompts and opportunities to engage your student about issues that affect academic and personal success.*

*The aim is to equip you with strategies to start and continue conversations with your student.*

# WELCOME

**The** transition to college is an important time for students and their loved ones. UW–Madison takes the health and safety of your student seriously and our relationship with you is a critical partnership in supporting your student's academic success and fostering a rich and rewarding undergraduate experience.

With your Badger entering college, your role and relationship will change. This is a great time to begin, or continue, conversations about alcohol choices, consent, sexual assault, and your student's mental health and well-being. We understand these are difficult topics, and everyone has unique and personal values that reflect what is important to them.

In this guide, we discuss ways to help your student prepare for new challenges they may encounter during their college career.

UW–Madison is committed to creating a safe space for learning and working and hopes to engage student support systems as part of that process. Our community is committed to a safe and welcoming environment for everyone. All students deserve a place to learn, grow, and succeed. Join us in making UW–Madison a place where students can thrive.

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# ALCOHOL

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

## START THE CONVERSATION

**Engage** in an open dialog with your student about alcohol use prior to coming to UW–Madison 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.<sup>1</sup>

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

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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. 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.





## Possible conversation starters

- ♦ How will you decide whether or not to drink?
- ♦ What will you do 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 will complete an online learning module called **AlcoholEdu**. This interactive course provides your student with base level knowledge of alcohol and could also serve as a conversation starter about decisions they may face around alcohol. All first-year students are required to complete **AlcoholEdu** or a hold is placed on their student account.

## HELPFUL STAT:

**25%** of first-year students do not drink alcohol.<sup>2</sup>



## Support your student

It's 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 first-year students drink excessively, but 25 percent don't drink at all. Most students — 63 percent—drink less than four drinks when they socialize.<sup>2</sup>

## talking points

### Try

***“UW–Madison has a party school reputation but, in reality, most students don't drink excessively.”***

***“You don't need to drink to find your place on campus.”***

### Avoid

*“Everyone drinks.”*

*“I know you're going to drink, so just be safe.”*

When students take **AlcoholEdu**, they can indicate their desire to become involved with non-drinkers, and they will receive information on how to connect with those students.

## 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 UHS 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.

## Policies at UW–Madison regarding alcohol

UW–Madison, in compliance with state law, prohibits the use and possession of alcoholic beverages by persons under age 21.

UW–Madison utilizes two programs—**Choices About Alcohol** and **BASICS**—for students found responsible for violating our alcohol and drug policies. Complete information about each program can be found here: [conduct.students.wisc.edu/sanctions/](https://conduct.students.wisc.edu/sanctions/).

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### *UW–Madison is required to notify parents when a student goes to detox.*

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When UW–Madison Police or City of Madison Police encounter a student who is nonresponsive, disoriented and unable to answer simple questions, or otherwise determined to pose a risk to themselves, officers may transport the student to Tellurian Detox Facility or a hospital emergency room for medical monitoring. The minimum length of stay in the detox facility is 12 hours. If you're concerned that your student was transported to detox, you may contact the UW–Madison Police Department at 608-264-2677.









# SEXUAL VIOLENCE

**On** college campuses nationwide, including UW–Madison, sexual assault, stalking, and dating violence are realities that effect all students. Discussion of these topics are often not addressed when families prepare their student for college. Sexual assault and interpersonal violence are difficult topics but the conversations with your student don't have to be.





“Parents can play a vital role in this effort. If you haven’t already, I urge you to have an open, honest, and direct conversation about alcohol use and sexual assault with your student before they come to Madison.”

— Rebecca Blank, UW–Madison Chancellor

***Sexual assault is any sexual contact made without consent.***

***Examples of sexual assault include unwanted touching, kissing, fondling, or penetration of the mouth, vagina, or anus with a finger, penis, or object.***

## START THE CONVERSATION

**Start** and continue conversations with your

student about the realities of sexual violence. A UW–Madison survey<sup>3</sup> found that more than one in four female undergraduate students experienced sexual assault by force or incapacitation. More than half of all students experienced sexual harassment, and about 10 percent of students experienced dating or domestic violence in their time at UW–Madison. No one deserves to be the victim of sexual assault.

Most sexual assaults happen between two people who know each other. In nine out of 10 cases, the perpetrator was a friend, partner, or in a common friend group.

Rather than attempt lengthy conversations, ask simple, open-ended questions and listen without judgment. 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 (ask your student what they think about a TV show, news story, or social media post).

## talking points

### ♦ respect and communication

#### Try

***“Communication is an important part of sex and dating.”***

***“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.”***

#### Avoid

*“Sex and dating are filled with mixed signals and messages.”*

*“Some girls dress in such skimpy clothing. What do they expect?”*

### ♦ how to be an active bystander

#### Try

***“Look out for other Badgers. Alcohol and partying is never an excuse for coercive or hurtful behavior.”***

***“What did you think about the U Got This! program?”***

***“What do you think are realistic ways to intervene if you saw something that was a red flag for sexual assault?”***

#### Avoid

*“What happens between two people is their business. Don't get involved.”*

*“You'll see people getting handsy at parties... that's just college.”*

### ♦ how they would help

#### Try

***“How would you help your friend or roommate if you suspected they were in an abusive relationship or being stalked?”***

***“What could you do if you thought your friend was trying to take advantage of someone at a party?”***

#### Avoid

*“Don't let what happened to your friend/roommate happen to you.”*

*“Boys will be boys.”*

## Discuss red flags

Encourage your student to think about the red flags, or warning signs, for sexual assault and dating violence. Red flags can include someone who does not respect boundaries, who is sexually aggressive, who “feeds” another person drinks, or who is jealous and controlling in dating relationships. What will their plan be for identifying and interrupting this type of situation when they come to campus?









## LISTEN AND SUPPORT

**Imagining** your student experiencing

sexual assault or an abusive relationship can be difficult, but if they do experience interpersonal violence, your support, words, and actions make a difference. It's common for victims 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 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.

A student's specific situation is confidential and many campus offices cannot directly discuss a student with parents and family members without the student's explicit, written permission.

### HELPFUL STAT:

**90%** *of sexual assaults happen between acquaintances.*

Students who experienced victimization before coming to college may feel more comfortable telling their families after they come to campus.

Sexual violence is about having power taken away. Support your student in whatever choice they make—it's a sign of trust for them to talk with you. Focus on their options, not your opinions. Allowing the survivor to decide how they proceed after an assault or after leaving an abusive partner is how they regain control over their own body and psyche. 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.

## talking points

### ♦ supporting your student after victimization

#### Try

***“What will help you feel most supported?”***

***“Do you want help talking to your professors?”***

***“I love you. I’m here for you.”***

***“I support you. Thank you for trusting me enough to share this with me.”***

***“Do you want to talk more about it?”***

***“There are people on campus and in the community who can help, even if you don’t want to report.”***

***“If you want to report, who would you like to be there with you?”***

***“You can come home if you need. I will support you in the choices you make.”***

***“Have you thought about getting an STI test or a forensic exam?”***

#### Avoid

*“Why aren’t you going to class?”*

*“I don’t know what to tell you. You’ll have to figure out how to get out of this mess on your own.”*

*“What did you think would happen when you went to that party?”*

*“This is making me uncomfortable. Can we change the subject?”*

*“Are you sure this wasn’t just a bad hook-up/a misunderstanding?”*

*“We need to report right now.”*

*“You don’t have a choice in the matter.”*

*“I know what’s best for you. If you knew what was best for you, this wouldn’t have happened.”*

Follow up with your student. Make sure you 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.

Just like you support your student, support is available for you. 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, concerns, and experience feelings of anger, shock, shame, or denial. Trauma may also be part of your own history or experience.

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***Sexual violence is about having power taken away...***

***Focus on their options not your opinions...***

***They should decide how to proceed... this is how they  
regain power over their own body and psyche.***

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## Reporting what happened

UW–Madison encourages student victims to make the best decisions for themselves, which may include reporting to a campus office, a law enforcement agency, both, or neither. All reports will be taken seriously, and investigated thoroughly, promptly, and fairly. Sexual assault, intimate partner violence, sexual harassment, and/or stalking are forms of gender discrimination and violations of Title IX, state law, and the UW System Administrative Code. Victims of these crimes are entitled to reasonable accommodations, safety measures, and access to information, regardless of whether they choose to report.

If a student knows they do not want to report, they may explore confidential services through campus offices that don't initiate an investigation. University employees who are not specifically designated as confidential, including house fellows, may have obligations to report disclosures of sexual violence made to the campus Title IX coordinator who may investigate the report. Student victims are entitled to certain rights and reasonable accommodations, regardless of whether they choose to file a formal report.

## Prevention

All first-year and new transfer students are required to participate in education about consent, healthy relationships, bystander intervention, and support for survivors. Students complete an online program called **U Got This!** and an in-person **GetWise** workshop that facilitates dialogue with their peers. These programs are designed to address harmful attitudes and build skills for fostering a safe, healthy campus. A hold will be placed on the student's account if they do not complete these programs.

## Alcohol and sexual violence

Alcohol, not Rohypnol ("roofies") is the number one "date rape drug" on college campuses, including UW–Madison. Eighty-six percent of sexual assaults at UW–Madison involve the use of alcohol. Alcohol use alone does not cause sexual violence—it is often used strategically by perpetrators to increase vulnerability, diminish resistance, and convince themselves that the victim is sexually available.

## Policies

UW–Madison expressly prohibits sexual assault, sexual harassment, dating/domestic violence, and stalking. When misconduct is reported, UW–Madison will act promptly to investigate, provide safety accommodations for the victim, and address any concerns for a hostile environment.

Consent must be freely given with overt words or actions that clearly communicate an individual's desire to engage in sexual activities. Consent is a clear yes, not the absence of a no. Consent cannot legally be obtained if an individual is incapacitated due to alcohol or other drugs, is unconscious or asleep, or has limited mental capacity.

UW–Madison is committed to addressing common barriers to reporting sexual assault and ensuring the safety of its students. See page 34 for additional information on Wisconsin's alcohol amnesty law.







# MENTAL HEALTH AND 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 conditions are relatively common

among college students and it's 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.

UW–Madison 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.

## ■ HELPFUL STATS:

- **21%** *of students screen positive for depression.*
- **16%** *of students screen positive for anxiety.*
- **9%** *of students report experiencing suicidal ideation in the past year.*

*These statistics are similar to data for college students nationwide.<sup>4</sup>*



## 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.

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***Asking for help is normal.  
It's a sign of strength and maturity.***

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- ♦ Remind your student that UHS Mental Health Services are no cost and confidential. Students are welcome to bring a friend along for support.
- ♦ Most UW–Madison students would talk to a friend or roommate first if they experience emotional distress. UHS encourages all students to prepare themselves to intervene and support a friend in need. Students have access to **At-Risk**, an online suicide prevention training that teaches students how to recognize signs of distress in peers, respond appropriately, and refer to resources.
- ♦ 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.

## 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.”
- ♦ “UW–Madison/UHS gave me a handbook with information about mental health and wellness 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 or contact the UHS 24/7 crisis service line at 608.265.5600 (option 9).

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

## 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. 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 UHS. 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 UHS?"***

***"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 UHS? I can help you find that information."***

## 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 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.<sup>5</sup> Asking about suicide opens up the conversation and can save a life.

**At-Risk** is an online prevention program to help students communicate with their peers in distress. Encourage your students to take **At-Risk** so that they may be better equipped to recognize a roommate or friend in need of help and learn how they can help that student receive the support and services they need.

## Incoming students with mental health conditions

### Transition to campus

If your student is already under the care of a psychiatrist or psychologist, talk with your student and their provider about how to best continue that care in college. Some students find it helpful to transfer care to a provider in Madison so they have access to treatment and support during their time in college, while others maintain providers in their home communities.

### Transfer prescription refills

Students who would like a UHS psychiatry provider to write their prescription must first be seen in-person at UHS. A UHS psychiatry 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**

The McBurney Disability Resource Center provides accommodations and academic services for UW–Madison 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 McBurney prior to arriving on campus. Visit [mcburney.wisc.edu](http://mcburney.wisc.edu).

## **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 your student's academic dean to learn about the options available.

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## **Amnesty at UW–Madison**

Your student may find themselves in a situation where they can assist another member of the campus community. As responsible Badgers, students should never feel like they cannot call for help if they have been drinking. For this reason, UW–Madison established Responsible Action Guidelines: When someone is in danger, UW–Madison students are expected to seek immediate assistance, such as calling 9-1-1. The guidelines apply to disciplinary actions related to the caller's personal consumption of alcohol. They do not apply to supplying of alcohol, use or possession of other drugs illegally, or other crimes. The purpose of these guidelines is to create a situation where responsible action is encouraged and expected.



In situations where a student has been a victim of sexual assault and/or a violent crime while under the influence of alcohol, neither the Office of Student Conduct & Community Standards, University Housing, nor UW–Madison Police Department will pursue disciplinary actions against the student victim (or against a witness) for their improper use of alcohol (e.g., underage drinking). A student victim who is under the influence of alcohol at the time of a sexual assault is entitled to university and community assistance.

## 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 UHS is protected by a federal law, the Family Educational Rights and Privacy Act (FERPA) and several state laws. In compliance with these laws, UHS 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 UHS. 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, UHS clinicians speak with parents regularly and appreciate family involvement a student's care when it is appropriate and desired by the student.

# RESOURCES

## Health Checklist for Students

- ♦ Review the Student Health Entrance letter at:  
[uhs.wisc.edu/new-students](https://uhs.wisc.edu/new-students).
- ♦ Complete the Immunization & Health History Form.
- ♦ Log in to [uhs.wisc.edu/MyUHS](https://uhs.wisc.edu/MyUHS) (netID required for log in).
- ♦ Sign up for YOU@WISC.
- ♦ Complete **AlcoholEdu** and **U Got This!** before coming to campus.

**AlcoholEdu Part 1 deadline: August 27, 2018**

**U Got this! deadline: September 21, 2018**

- ♦ Make copies of your health insurance and prescription cards.









# RESOURCES

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## Alcohol and Substance Abuse

### **UHS Alcohol and Other Drug Assessment**

An assessment provides an opportunity to meet one-on-one with an alcohol and drug specialist, who will evaluate the nature of any problems a student has with alcohol or drugs. The assessment gets the student involved through discussion of biological, psychological, and social factors affecting alcohol and other drug use and abuse.

If necessary, the counselor can make recommendations for further treatment.

[uhs.wisc.edu/alcohol](http://uhs.wisc.edu/alcohol)  
608-265-5600

### **Live Free-Student Wellness and Recovery**

Live Free is a UW–Madison student organization that promotes well-being and community integration for students in or seeking recovery from substance use disorders and other addictive behaviors. Live Free is committed to providing a safe space for students who wish to explore how substances impact their lives.

[livefreemadison.org](http://livefreemadison.org)

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## Sexual Violence

### **24-hour Hotline Services**

**Dane County Rape Crisis Center**  
608-251-7273

**National Sexual Assault Hotline**  
800-656-4673

**Domestic Abuse Intervention Services**  
608-251-4445

### **National Domestic Violence Hotline**

800-799-SAFE (7233)

### **On campus**

#### **UHS Survivor Services**

No-cost confidential victim advocacy for student victims of sexual assault, intimate partner violence, sexual harassment, and/or stalking. Services include supportive counseling, case management, support groups, information about reporting, and accompaniment. Appointments can be made by phone, e-mail, or drop in during Open Access hours.

[uhs.wisc.edu/survivor](http://uhs.wisc.edu/survivor)  
[survivorservices@uhs.wisc.edu](mailto:survivorservices@uhs.wisc.edu)  
608-265-5600 (option 3)  
333 East Campus Mall, 8th floor

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# RESOURCES

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## Sexual Violence *(continued)*

### UHS Mental Health

Individual and group counseling, and psychiatric services. First-time appointments can be made by phone or in MyUHS. 24-hour mental health support is available.

[uhs.wisc.edu/mental-health/](https://uhs.wisc.edu/mental-health/)  
608-265-5600 (option 2)  
or (option 9) for 24/7 crisis  
333 East Campus Mall, 7th floor

### UHS Medical Services

Treatment of injuries, emergency contraception, pregnancy testing, HIV testing, wellness services, and screening and treatment for other STIs. Appointments by phone or via MyUHS. Students who need to be seen following sexual assault don't need an appointment and can drop-in during business hours.

[uhs.wisc.edu/medical](https://uhs.wisc.edu/medical)  
608-265-5600 (option 1)  
333 East Campus Mall, floors 5 & 6

More information about victim rights:  
[uhs.wisc.edu/vpss/](https://uhs.wisc.edu/vpss/)

## Off campus

### Forensic Nurse Examiner, Unity Point Health-Meriter

Twenty-four hour medical and forensic examination. Nurses examine for injuries, collect evidence, and offer medications to prevent STIs and/or pregnancy. Evidence can be collected within five days of an assault. There is no requirement to report to law enforcement.

[unitypoint.org](https://unitypoint.org)  
608-417-6000 (24 hours)  
202 South Park Street

### Rape Crisis Center (RCC)

Free victim advocacy including a 24-hour help line, counseling support groups, medical and legal advocacy, self-defense program, and a campus office.

[danecountyrcc.org](https://danecountyrcc.org)  
[info@thercc.org](mailto:info@thercc.org)  
608-251-RAPE (7273) 24/7 helpline  
2801 Coho Street #301 or  
333 East Campus Mall, room 7901

### Domestic Abuse Intervention Services (DAIS)

Free victim advocacy including a 24-hour help line, emergency shelter, legal advocacy, a children's program, crisis response, support groups, and assistance in fostering pets.

[abuseintervention.org](https://abuseintervention.org)  
[info@abuseintervention.org](mailto:info@abuseintervention.org)  
608-251-4445  
2102 Fordem Avenue

***A complete list of reporting options at UW-Madison, including filing a criminal complaint, can be found at: [compliance.wisc.edu](https://compliance.wisc.edu).***

# RESOURCES

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## Mental Health

### On campus

**24/7 Mental Health Crisis Line**  
(for students in distress or for  
concerned parents/family members)  
608-265-5600 (option 9)

**Dean of Students Office**  
608-263-5700

A complete list of Mental Health  
services and resources can be found at:  
[uhs.wisc.edu/mental-health/](https://uhs.wisc.edu/mental-health/).

Information about UW–Madison suicide  
prevention efforts can be found here:  
[uhs.wisc.edu/prevention/suicide](https://uhs.wisc.edu/prevention/suicide)

### Off campus

**National Suicide Prevention Lifeline**  
800-273-8255

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## For Parents

### **UW–Madison Parent and Family Program**

[parent.wisc.edu](https://parent.wisc.edu)  
877-262-3977

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## Sources

<sup>1</sup>Turrissi, Rob; Jaccard, James; Taki, Racheal; Dunnam, Heather; Grimes, Jennifer, Psychology of Addictive Behaviors, Vol 15(4), Dec 2001. Examination of the short-term efficacy of a parent intervention to reduce college student drinking tendencies, 366-372.

<sup>2</sup>AlcoholEdu, 2017

<sup>3</sup> Association of American Universities, 2015

<sup>4</sup> Healthy Minds, 2016

<sup>5</sup> Dazzi, T., Gribble, R., Wessely, S., & Fear, N. (2014). Does asking about suicide and related behaviours induce suicidal ideation? What is the evidence? Psychological Medicine, 44(16), 3361-3363.

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*The illustration on page 30 is based on original photography by Bryce Richter © UW–Madison.*

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