SUPPORT YOUR STUDENT

Conversations about

- Alcohol
- Sexual Violence
- Mental Health and Suicide

University Health Services
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how to use this guide

This guide 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 and resources to support your student’s well-being, and encourage them to seek help if they need it.

For the purposes of this guide, the term “parent and family” includes any trusted adult who will support a student during college.
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 partnership with you is critical to supporting your student’s academic success and fostering rich and rewarding experiences.

With your student 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 personal values that reflect what is important to them. In this guide, we share ways you can help your student prepare for new challenges they may encounter during their college career.

All students deserve a safe, welcoming place to learn, grow, and succeed. As partners in your student’s success, we ask you to join us in these important conversations and help to make UW–Madison a campus where students can thrive.

University Health Services (UHS) is part of a larger collection of student services-related units at UW–Madison that focus on strengthening the student experience. UHS provides nationally-recognized integrated medical, mental health, and prevention services. We are committed to your student, and look forward to providing our award-winning care.

Jake Baggott, MLS
Associate Vice Chancellor for Student Affairs
Executive Director, University Health Services
It’s important for parents and families to communicate expectations for behaviors, and potential risks and consequences associated with alcohol. As students navigate their new surroundings, they will 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.
Engage in an open dialog about alcohol use with your student before they come to UW–Madison and continue the conversation throughout their college career. Family-student discussions before college can reduce the risk of students experiencing serious alcohol-related consequences and lead to lower alcohol consumption during the first year.¹

**You care about your student, you want to understand them, you want to respect their privacy and independence.**

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 will do if you feel pressure to, or are offered a drink and don’t want one?
• What might you do if your roommate drinks in or brings alcohol to your room?
• How will you handle coming in contact with a student who needs assistance because they drank too much?
• What are your thoughts about drinking in college?
• Do you have concerns about being in situations where alcohol is present?
• What are ways that we/I can help you from home?
• How might your alcohol consumption impact the well-being of those around you?

Prevention

Before the start of the semester, your student will complete an online learning module called AlcoholEdu. This interactive course provides your student with information about alcohol and can 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.
It’s important for students to understand that they don’t need to drink to 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—65 percent—drink fewer than four drinks when they socialize.²

Finding a community on campus is important to your student’s success. In your discussions with your student around alcohol you may also discuss their plans to get involved with campus life—through student organizations, interest-based activities, volunteering in the community, or other ways to connect with their peers. When students take AlcoholEdu, they can indicate their desire to connect with students who are non-drinkers, and they will receive follow-up information on how to do so.

**IMPORTANT STAT:**

25% of first-year students do not drink alcohol.²
Addressing alcohol abuse

Parents may underestimate their college student’s alcohol consumption. If alcohol interferes in your student’s success, you may notice behavioral indicators occur suddenly or present as extreme changes 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 may be abusing alcohol or has a problem with alcohol, let them know you’re concerned and willing to help. You can refer your student to UHS for a substance abuse assessment and counseling services at no cost.

Recovery on campus

Badger Recovery is UW-Madison’s collegiate recovery program. Students interested in the program can email recovery@uhs.wisc.edu or visit uhs.wisc.edu/recovery.

Alcohol abuse and mental health

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.
UW–Madison Alcohol Policies

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—to help students who are found responsible for violating our alcohol and drug policies make educated decisions in the future. Complete information about each program can be found here: 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 Detoxification Center or a hospital emergency department for medical monitoring. The minimum length of stay in the detoxification facility is 12 hours.
On college campuses nationwide, including UW–Madison, sexual assault, sexual harassment, stalking, and dating violence are realities that can affect any student regardless of gender identity, sexual orientation, race, or religion. While it may feel difficult to talk to your student about interpersonal violence, we know that when these issues are discussed early it can prepare your student to navigate relationships and build trust for future communication. Conversations don’t have to be difficult if you can remind yourself and your student that the goal is having open communication about consent, safety, boundaries, and healthy relationships.
“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.
You may already be talking with your student about the realities of sexual violence and it’s important to continue the conversation. For some families it can be helpful to have talking points to start the conversation.

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).

It is also important to remember that this may be a time in your student’s life where they are exploring new aspects of their identity that stretch the boundaries of your own beliefs or experiences. Remaining open and allowing space for your student to still feel cared for and valued will support their well-being.
Prevention

All first-year and new transfer students are required to participate in education about consent, healthy relationships, bystander intervention, and support for survivors. These programs are designed to address harmful attitudes and build skills for fostering a safe, healthy campus.

Alcohol and sexual violence

Alcohol, not Rohypnol (“roofies”), is the number one “date rape drug” on college campuses, including UW–Madison. Seventy-seven percent of sexual assaults at UW–Madison involve the use of alcohol. Alcohol use alone does not cause sexual violence—the normalization of high-risk alcohol use and its role in hookup culture create conditions for sexual assault. People who commit sexual assault often use alcohol to take advantage of another person’s vulnerability, diminish resistance to their advances, and convince themselves that they are sexually available.

Discuss warning signs

Encourage your student to think about warning signs for sexual assault and dating violence. These 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 your student’s plan be to identify and interrupt this type of situation? How will they talk to their friends about working together to look out for others? A survey of first-year UW–Madison students indicates that the number one reason students would find it easier to intervene in concerning situations is if they knew that other students would support them. You can emphasize that other students likely want to help but don’t want to be the only one, so their actions can make a difference.
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 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 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’s concerns with parents and family members without the student’s explicit, written permission.

**IMPORTANT STAT:**

90% of sexual assaults happen between people who know each other.\(^3\)
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.

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. Learn more about the resources available to student survivors on page 35.

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?”

“It’s not your fault, and that doesn’t change if you were drinking.”

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

“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 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.

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. There are national organizations (see page 35) that offer 24/7 support and information that are available to you as a parent or family member assisting your student.

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

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**Accommodation and reporting options**

UW–Madison trusts student victims/survivors to make the best decisions for themselves including whether filing a report is the right choice for their healing process. If a student isn’t sure they want to file a report, they can access confidential services through University Health Services and/or community offices. A list of confidential support options starts on page 35. Students are entitled to reasonable accommodations such as academic or housing supports, safety measures, and access to information, regardless of whether they choose to file a report. Victim Advocates can also help a student better understand what a reporting process entails and help support them as they make decisions along the way.

If a student knows that they would like to file a formal report, they can report to the Dean of Students office and/or a law enforcement agency. Sexual assault, intimate partner violence, sexual harassment, and/or stalking are forms of gender discrimination and violations of Title IX federal law, state law, and the UW System Administrative Code.

University employees who are not specifically designated as confidential, including House Fellows and many faculty members, may have obligations to report disclosures of sexual violence to the campus Title IX coordinator who may investigate the report.
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 40 for additional information on Wisconsin’s alcohol amnesty law.
Mental health issues are a growing concern for college students and can affect a student’s academic and social experience. One in four adults will experience a mental health issue in their lifetime. Mental health and suicide can be difficult topics and UHS is here to support you with these important conversations. Parents and family members can make a profound and positive difference in their student’s mental health and well-being, both before and during a student’s college career.
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 know what to do if your student experiences emotional distress, develops a mental health condition, or if an existing condition worsens.

**IMPORTANT STAT:**

93% of UW–Madison students do not think any less of a peer who seeks mental health care.⁴

**Use a positive 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’re a safe and approachable person.

- 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.
- Focus on self-care, resources, and resilience.
- 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.
Topics to cover

- Make sure your student knows that you support them in making decisions to proactively take care of their well-being, which includes mental health.

- Help your student make the connection between self-care and mental health before they get to campus. Unrealistic depictions of college often glamorize and normalize negative health habits including: pulling all-nighters, increased stress, and high-risk drinking. Parents have an opportunity to correct these misconceptions.

- 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. You are more likely to notice if a student is struggling if this is a regular part of your check-in.

- Emphasize that asking for help is supported at UW–Madison and a sign of strength and maturity.

- Remind your student that UHS Mental Health Services are no cost and confidential.

- UHS encourages all students to prepare themselves to intervene and support a friend in need. Students can visit uhs.wisc.edu/suicide-prevention to learn about free training opportunities.

- 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 the negative impact to your student’s mental health.
Talking points

• sample 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 challenges 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.”

By talking with your student about mental health, you’re also preparing them to be a caring and responsible member of the campus community. UW–Madison students report they are most likely to talk with a friend or roommate first if they experience emotional distress.”
While some stress is normal and healthy, significant life changes and increases in stress levels can negatively affect mental health. By communicating regularly with your student, you’ll be able to notice warning signs that may indicate a mental health concern beyond normal stress.

It can be challenging to know how serious to take warning signs. Check in with your student early and often. If you’re concerned, notify the Dean of Students Office or consult with UHS by calling 608-265-5600 (option 9 for 24/7 crisis line).

### Stressors
- Developing and managing new relationships
- Increased academic demands
- Feeling alone or homesick
- Financial stress
- Feeling marginalized, misunderstood, or like they “don’t fit in”

### Warning signs
- Depressed mood
- Loss of interest in activities
- Changes in appetite or sleep
- Withdrawal from friends and family
- Feeling isolated or like they don’t belong
- Increased alcohol and/or other drug use
- Increased anxiety
- Sense that life has no purpose
- Feeling worthless
- Unable to perform academically
- Feeling trapped or hopeless
- Thoughts of suicide or death
- Unable to contact your student
Intervene when concerned

Strategies to check in with your student about their mental health:

• Contact your student and 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 or problem solve. 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

“The last time we talked you mentioned you’re feeling stressed with classes. I’m 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 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. I’m here for you and want to help. But you may want to talk to someone else about what’s going on. Have you heard about mental health services at UHS?”

“I notice that you’ve been mentioning how hard things have been lately. Tell me more about what is going on. I’m here to listen.”

“It sounds like school is 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 resources on campus. Do you know how to make an appointment at UHS? I can help you find that information.”
Suicide Prevention

Suicide is the second leading cause of death among college students nationwide. However, suicide can be prevented and parents can play an important role in supporting a student’s mental health.

If your student is struggling with their mental health or you believe they may be thinking about suicide, the best thing you can do is to have an honest conversation. Reach out to your student, tell them you care, listen without judgment, and encourage them to seek help. If you believe they’re thinking about suicide, ask them directly.

Many people fear that asking, “Are you thinking about suicide?” will give someone the idea. Research overwhelming shows this is not true. Asking about suicide opens up the conversation and can save a life.

Take all suicidal behavior and discussion seriously, even if the student has been drinking. Alcohol can increase suicide risk.

It may be difficult for parents to intervene if they live in different cities, states, or countries. If you are concerned for your student, contact UHS at 608-265-5600 (option 9 for after hours crisis services).

IMPORTANT STAT:

90% of UW–Madison students who used mental health care found it to be helpful.
To help your student prepare for their transition to UW–Madison, we encourage you to have a conversation with them about the resources that are available to support their health and well-being. Consider asking your student their thoughts about AlcoholEdu and U Got This!

The following section contains resources, including those that University Health Services offers. For a comprehensive list of on- and off-campus resources, visit uhs.wisc.edu.
RESOURCES

Alcohol

UHS Alcohol and Other Drug Assessment
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
608-265-5600

Collegiate Recovery
Badger Recovery is UW–Madison’s student recovery program. Any student who self-identifies as someone in recovery, someone who is considering recovery, or someone who is a recovery ally can be involved.

uhs.wisc.edu/recovery
recovery@uhs.wisc.edu

eCheckup
UW–Madison has two online programs available to students who are interested in examining their relationship with alcohol and/or marijuana. By taking Alcohol eCheckup or Marijuana eCheckup, students can learn more about their own substance use habits, compare their behaviors to those of their peers, and find helpful campus resources. Both programs are free and available to students 24/7.

uhs.wisc.edu/echeckup

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 services for student survivors of sexual assault, intimate partner violence, sexual harassment, and/or stalking. Services include individual and group counseling, information about rights, resources, and reporting options, case management, and accompaniment. Appointments can be made by phone, e-mail, or drop in during Open Access hours.

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

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RESOURCES

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/
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
608-265-5600 (option 1)
333 East Campus Mall, floors 5 & 6

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
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
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
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/titleix/.
RESOURCES

Mental Health and Suicide

24/7 Mental Health Crisis Lines
608-265-5600 (option 9)
for UW–Madison students in distress or
for concerned parents/family members

National Suicide Prevention Lifeline
800-273-8255
Crisis Text Line
Text: 741741

Trevor Project (LGBTQ Lifeline)
866-488-7386

Veteran’s Lifeline
800-273-8255 (option 1)
Text: 838255

UHS Mental Health Services
No-cost, confidential counseling, care
management, and psychiatric services.
An Access Appointment is the first step
to getting connected and can be made by
phone or in MyUHS. Consultation is also
available for third parties concerned about
a UW–Madison student.
uhs.wisc.edu/mental-health/
608-265-5600 (option 2)
(option 9 for 24/7 crisis)
333 East Campus Mall, 7th floor

Dean of Students Office
The Dean of Students Office provides
non-clinical resources and support to
students struggling with a variety of issues.
doso.students.wisc.edu/
608-263-5700
70 Bascom Hall

A complete list of Mental Health
services and resources can be found at:
uhs.wisc.edu/mental-health/
Information about UW–Madison suicide
prevention efforts can be found here:
uhs.wisc.edu/suicide-prevention

Training for Peers and Friends

The online program Suicide Prevention
Training for UW–Madison Students includes
modules on recognizing warning signs in
peers, responding effectively, referring to
resources, and offers practice scenarios.
All students have access to this program
in Canvas.
University Policies

Academic accommodations
The McBurney Disability Resource Center provides accommodations and academic services for UW–Madison students with disabilities, including 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. 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. Students can contact their academic dean to learn about the options available.

Amnesty through responsible action
When someone is in danger, UW–Madison students are protected when they seek immediate assistance, such as calling 911. Amnesty through Responsible Action is a UW–Madison policy that applies to disciplinary actions related to the caller’s personal consumption of alcohol as well as the person they are calling for. The purpose of this policy is to create a situation where responsible action is encouraged and expected.

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 respecting their confidentiality. More information is available at uhs.wisc.edu/privacy.
Sources


2 AlcoholEdu, 2019

3 Association of American Universities, 2019

   Sexual assault was defined as penetration by physical force or inability to consent or stop what was happening.

4 Healthy Minds Study, UW–Madison, 2019

5 Suicide Prevention Resource Center, 2020

6 National Violent Death Reporting System

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

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