Campus Safety
RECOMMENDATIONS

OFFICE OF ATTORNEY GENERAL
COMMONWEALTH OF PENNSYLVANIA

Attorney General Josh Shapiro
2018

Message from the Attorney General

Attorney General Josh Shapiro announcing the new campus safety initiative on August 31, 2017 at West Chester University.

Going to college is an exciting time for young people. Experiencing campus culture, getting a great education, and furthering their career goals are central to the college experience.

When parents drop their children off at college, it's natural for them to experience a wide range of emotions. Fear shouldn't be one of them. But unfortunately, too many of our students are harmed by serious and traumatic events on campus. Sexual assault, excessive alcohol consumption, illicit drug use, mental health conditions, and other serious issues can affect any student seemingly without warning.

While Pennsylvania's 200 institutions of higher learning strive to do their best to protect their students every day, there is always more that can be done. Until every student can complete their education safely, we must continue to strive to build campuses that root out dangers and provide support for those in recovery.

Of course, colleges and universities cannot do this alone. All of us have a role to play and a responsibility to take action to strengthen our campuses. Students, parents, staff, faculty, local law enforcement, treatment providers, community organizations, advocates, and many others can make meaningful and lasting contributions to campus safety.

This document exists to serve as a useful resource for you as you look to strengthen your institution. I am deeply committed to protecting all of Pennsylvania's students, and I look forward to continuing the conversations started by these roundtables.

All the best,

Josh Shapiro

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About the Campus Safety Roundtables

On August 31, 2017, Attorney General Josh Shapiro announced a series of five Campus Safety Roundtables to be held across the Commonwealth. The goal of the roundtables was to bring together students, staff, administrators, community organizations, local law enforcement, advocates, treatment providers, and other key stakeholders to discuss ways to improve student safety at Pennsylvania's more than 200 institutions of higher learning.

> " *The opportunity to collaborate with professionals and experts from so many fields made the roundtables so valuable to our work.*
>
> – **Katie Pope,** Title IX Coordinator, University of Pittsburgh

The roundtables focused on four key areas of student safety: sexual assault, mental health, alcohol consumption, and illicit drug use. Stakeholders with expertise in each of these four distinct areas were present at each of the five roundtables.

> " *I was compelled and honored to be a part of this dialogue. The care and candor of the roundtable participants supported by the Attorney General and his office was inspiring. This journey that the Office of Attorney General has launched is a marathon not a sprint. The dialogue needs to be ongoing and have a robust exchange of ideas, so that we can take every step needed to ensure that when it comes to educating our young adults, they can do so in places that are safe and supportive of who they are and what they hope to become.*
>
> – **Kelley Hodge,** Of Counsel, Elliott Greenleaf, P.C. (Former Philadelphia District Attorney)

Roundtables were held at:

- Slippery Rock University (November 9, 2017)
- Drexel University (November 27, 2017)
- Lincoln University (April 3, 2018)
- University of Pittsburgh (April 25, 2018)
- Dickinson College (May 16, 2018)

Following each roundtable, participants were invited to submit their ideas for best practices to be included in this report.

About these recommendations

The recommendations set forth in this report are a collection of some of the ideas discussed during the roundtable discussions. Every institution of higher education is unique. Our colleges and universities vary by many factors, including: size; geography; whether they are urban, suburban, or rural; whether they are state-owned, state-affiliated, or private; two-year or four-year; whether they include graduate programs or not; population served; and many other factors.

Because of this institutional diversity, not every recommendation will be appropriate for every type of institution. It is up to each institution's leadership to determine which, if any, of the recommendations set forth below it wishes to implement.

> *Events such as the Roundtables ultimately help reduce the shame and stigma that keep survivors silent. They can provide information and resources to help students and faculty take meaningful actions to make campus life safer for everyone.*
>
> – **Karen Galbraith,** Training Projects Coordinator, Pennsylvania Coalition Against Rape

Certainly, this is not a complete list of all possible ideas to address these issues. There are many excellent policies that were not included either for space considerations or because they were not raised during the roundtables. Every institution is encouraged to seek out their own ideas and improvements by collaborating with students, staff, community organizations, peers at other institutions, local law enforcement, and other key stakeholders.

> *As a former student activist who helped lead a protest on campus sexual assault at Dickinson College back in 2011 it is incredible to see Attorney General Josh Shapiro and his office take the lead on a statewide initiative addressing issues of campus safety and create a platform for engagement where these difficult conversations can be held. Back when I was still a student these were urgent issues that needed to be addressed in a meaningful way and never did I imagine I would have the opportunity to collaborate with the Office of Attorney General to continue this important work. The roundtables and this report coupled with existing efforts by Governor Wolf and our Administration have laid the foundation and a roadmap for all of us to be a part of creating a future where college campuses across Pennsylvania can be places where students feel safe to learn, grow, and flourish.*
>
> – **Tiffany Lawson,** Executive Director, Pennsylvania Commission on Asian Pacific American Affairs

This report is broken down into four categories:

- **Global recommendations**
- **Sexual assault**
- **Mental health**
- **Drug and alcohol**

Since different recommendations require implementation at different times or affect different structures, each recommendation is categorized according to the following color-coding system:

Structural – Recommendations for the institution to implement at an administrative or staff level.

Pre-arrival – Recommendations to implement with students prior to their arrival on campus.

Orientation – Recommendations to implement during new-student orientation.

Ongoing – Recommendations to implement on campus consistently throughout the school year.

Community – Recommendations that require collaboration with community stakeholders, such as local law enforcement.

Special Thanks

The following individuals were instrumental in the creation of this report. They actively participated in the roundtable discussions, provided suggestions and recommendations, and reviewed early drafts of this report.

Jody Althouse, Director, Office for the Prevention of Interpersonal Violence, Juniata College

Eileen Behr, Vice President of Public Safety and Chief of Police, Drexel University

Sandra Bloom, Associate Professor, Dornsife School of Public Health, Drexel University

Ellen Campbell, Assistant Dean of Students, Juniata College

Karina Chavez, Executive Director, Pittsburgh Council on Higher Education

Mary Ciammetti, Founder, The CTC Wellness Foundation, Executive Director, Don't Stall, Just Call

Matthew Damschroder, Vice President for Student Life and Dean of Students, Juniata College

Laura Egan, Senior Director of Programs, Clery Center

Karen M. Galbraith, Training Projects Coordinator, Pennsylvania Coalition Against Rape

Donna George, Alcohol and Other Drug Coalition Coordinator, Pennsylvania State System of Higher Education; Committee Member, Commonwealth Prevention Alliance Collegiate Committee

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Alison C. Hall, Executive Director, Pittsburgh Action Against Rape

Lena Hannah, Advocacy Ambassador, Pennsylvania School Boards Association

Kelley B. Hodge, Of Counsel, Elliott Greenleaf, P.C. (Former Philadelphia District Attorney)

Tiffany Chang Lawson, Executive Director, Pennsylvania Commission on Asian Pacific American Affairs

Michael Lynch, Medical Director of the Pittsburgh Poison Center; UPMC emergency physician and toxicologist

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Carmina Taylor, Consultant, Strong Families Commission Incorporated

Marian Vanek, Executive Director of Wellness, University of Pittsburgh

Katie Colgan Vodzak, Associate Director, Equal Opportunity & Title IX Compliance, Deputy Title IX Coordinator, Drexel University

The recommendations in this section apply to multiple aspects of student safety. Examining campus policies and practices through a variety of lenses is necessary to ensure that promotion of a safe and positive climate is a constant presence in students' campus experience. A campus's climate – which encompasses the attitudes, behaviors, and standards of every member of a campus community – is the foundation upon which solutions can be built.

A review of the recommendations contained in this report by a committee of on- and off-campus stakeholders will help assist institutions of higher learning to improve campus climate and determining which recommendations should be implemented, identifying a timeline for implementation, and assigning responsibility for each step of the implementation plan.

Laura Ditka speaks at the roundtable held at on April 25, 2018 at the University of Pittsburgh.

> *Tragic stories involving college students and alcohol are not inevitable. Broad prevention approaches that encourage change in student choices as well as change in the campus culture and in surrounding communities can make a difference.*
>
> – **Donna George,** Alcohol and Other Drug Coalition Coordinator, Pennsylvania State System of Higher Education; Committee Member, Commonwealth Prevention Alliance Collegiate Committee

Student support structures

Students experiencing mental health, drug and alcohol, sexual assault, and other issues need safe, supporting systems to help them disclose their experiences and seek a level of support that is appropriate and with which they are prepared to engage.

When students are in danger, they need a safe place to go for help. Students vary in terms of who they are, what their background is, and what types of issues they are experiencing. For example, an LGBT student with substance use disorder might need a very different set of supports than an international student who was sexually assaulted.

By setting up a variety of resources, students will feel more comfortable seeking help. These resources should offer varying levels of support, ranging from one-on-one peer services to support groups to professional counseling. Students should also be able to find resources without having to discuss their issues with anyone until they are ready to do so. One such resource, which is discussed in greater detail later in this document, is a 24/7 crisis hotline.

Examples/links: Students can be a key source of information regarding what types of supports are needed. Examples of students who are in need of and may seek support include:

- Survivors of sexual violence
- Survivors of other types of violence
- International students
- Graduate students
- LGBT students
- Students who grew up in alcoholic or otherwise dysfunctional homes
- Racial, ethnic, and religious minorities
- Students who have lost a loved one
- Students who are concerned about their own drug/alcohol use (or about someone else's)
- Students with concerns about their mental health (or about someone else's)

Build cultural competency and promote inclusive practices

Everyone—including students, faculty, and staff— is influenced by the lived experiences that make up our lives. Our campuses become ever more varied as institutions of higher learning strive for greater diversity across an increasing number of spectra. Each of our individual cultural experiences shapes not only who we are, but how we approach challenging problems, how we react to different situations, and how we respond to those trying to help us through difficult times.

Cultural competence is the ability to work effectively with people from a wide range of backgrounds— cultural, racial, ethnic, religious, and more. To achieve cultural competence, members of the campus community must honor, respect, and value diversity, both in theory and in practice. Teaching and learning must be made accessible to all students.

It is vital for institutions to ensure that all efforts—including policies, prevention, and responses—are inclusive and representative of all students, faculty, and staff.

Examples/links:

Some ways to promote cultural competence on campus include:

- Offer cultural organizations and clubs for students
- Provide faculty members with resources and training for diverse classrooms, including implicit bias training
- Engage culturally diverse students, faculty and staff to provide feedback on diversity and inclusion tactics
- Focus on all aspects of campus diversity, including curriculum, activities, and campus life
- Include diverse representation on key university committees
- Educate the entire community on the benefits of a multicultural campus
- Enforce rules and policies consistently, fairly, and equitably

Some institutions offer trainings using in-house resources and staff. This enables them to provide individual and group training sessions more conveniently and at a low cost.

Federal and state agencies that enforce civil rights laws often provide free equity and civil rights trainings, such as the U.S. Department of Education's Office for Civil Rights, federally-funded Equity Assistance Centers, the Pennsylvania Human Relations Commission, and the Pennsylvania Office of Attorney General.

Many community-based organizations also provide trainings, though a fee may be charged for these services. This might be a better option for smaller institutions that cannot devote full-time staff resources to trainings.

Trauma-informed practices

Nearly every person has experienced or will experience a traumatic event in their lives. Some have experienced more trauma, or more severe trauma, than their peers; but hardly any of us get through life without experiencing a traumatic event.

Some of the most impactful forms of trauma are Adverse Childhood Experiences (ACEs). ACEs can include physical abuse or neglect, sexual abuse, emotional abuse or neglect, parental separation, parental incarceration, and much more.

The more ACEs a person has suffered, the higher their risk of serious physical and mental health issues, including: social, emotional, and cognitive impairment; abuse of drugs and alcohol or other high-risk behaviors; disease and disability; and even early death.

ACEs can affect college students in myriad ways. Engaging in a trauma-informed approach will allow administrators to give proper attention and care to students, and students who have lived through trauma will not have to fear that they will be misunderstood when they seek help.

Being aware of and knowing how to work with students that have experienced ACEs will help in knowing what should be avoided, and how not to increase damage to the student. Since these cases of possible abuse or neglect could be contributing to the student's need for help, it can help professionals in diagnosing the root of the problem.

Since trauma is treatable, practicing trauma-informed care will help students reduce the burden of whatever caused them to seek help. Being able to identify possible ACEs a student has experienced could help prevent further issues down the line.

Therefore, all staff, officers, and administrators should be trained to respond to students using a trauma-informed approach.

Examples/links:

- The National Center for Trauma-Informed Care (NCTIC) has a list of resources on trauma and trauma-informed care: https://www.nasmhpd.org/content/national-center-trauma-informed-care-nctic-0

- Education Northwest has a guide with trauma-informed classroom- and campus-level strategies: https://educationnorthwest.org/sites/default/files/resources/trauma-informed-practices-postsecondary-508.pdf

- The federal Substance Abuse and Mental Health Services Administration (SAMHSA) on ACEs: https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences

- The Centers for Disease Control's resources on ACEs: https://www.cdc.gov/violenceprevention/acestudy/index.html

Specific messaging around care for student well-being

PRE-ARRIVAL

ORIENTATION

ONGOING

Making the commitment to student well-being is only half the battle. Students and their families must be aware of the available resources and be willing to take advantage of them.

Institutions should develop deliberate, targeted messaging to communicate the institution's understanding and appreciation of student well-being issues, as well as the resources available to students throughout their academic careers.

Examples/links:
Messaging approaches could include:

- Upon admission and acceptance, send information to students and their families regarding student well-being and available campus resources.

- During new student orientation, present to students and their families the resources available via the counseling center and other services. Also detail the resources available related to Title IX support. This information can be offered online and via pamphlets for families of students to take home and refer to later.

- Have resident assistants give regular reminders at dorm meetings, letting students know that their health and well-being is a top priority of the institution. Remind them of services that the university provides, and also offer their own help (RAs could also be trauma-trained).

- Professors can integrate and emphasize the importance of mental well-being to students during syllabus week, and remind students about campus resources that can help them.

- Send regular emails to the student body about wellness programming so they can access the information with ease. Promote related events with flyers around campus.

- At university assemblies, remind students and faculty of the resources available if they need to seek help.

- Regularly encourage professors to refer students to the available resources if they appear to be at risk or in need of help.

Resources:

- The University of Michigan's "Personal Well-being for Students" site: https://uhs.umich.edu/well-being

- The University of South Florida's "Health Topics" page: https://www.usf.edu/student-affairs/wellbeing/health-topics/

- Stanford University's "Health & Wellness Resources": https://undergrad.stanford.edu/tutoring-support/health-wellness-resources

Bystander intervention training

Fellow students are often the first (and best) line of defense against sexual assault, overdose, alcohol poisoning, and even suicide. But it can be hard for students to recognize situations in which one of their classmates is in danger, and even harder to know how best to respond.

ORIENTATION

Bystander training teaches students to look out for each other in situations that could turn out to be dangerous. It also teaches them how to support friends who are in need of help. In short, it encourages students to be more than just bystanders.

ONGOING

Bystander trainings can be taken online, and are particularly effective when deployed during new student orientation.

In addition to increasing on-the-ground preventative resources, bystander trainings increase overall campus awareness and promote the ideal that all of these issues should be combatted by all students and not just those who are directly affected.

Examples/links:

- The White House's "It's On Us" program has tools for bystander interventions: https://www.itsonus.org/tools/

- Southern Methodist University's evidence-based TakeCARE program: https://www.smu.edu/Dedman/Academics/Departments/Psychology/Research/FamilyResearchCenter/Research/TakeCARE

- University of Kentucky's Green Dot program: https://www.uky.edu/vipcenter/content/green-dot

- Step Up!, which is used by several institutions, including Lehigh University: http://stepupprogram.org/; https://studentaffairs.lehigh.edu/bystander-intervention

- University of Chicago's bystander intervention program: https://wellness.uchicago.edu/page/bystander-intervention

- Colgate University's "Stand Up, Colgate": https://www.colgate.edu/campus-life/shaw-wellness-institute/peer-education/bystander-intervention

Reduce stigma

One of the major barriers to seeking mental health treatment – both on and off campus – is the stigma associated with mental health disorders. Even though approximately one in five American adults experience mental illness in a given year, it is still seen as shameful, a sign of weakness, or something that a person just has to "get over."

Of course, this couldn't be further from the truth. Mental illness, like any illness, is best treated directly and often with assistance from a trained professional. The same is true for severe trauma (like sexual assault) and drug and alcohol use disorders.

Regardless, we must strive to change the culture around all of these issues so that students do not hesitate to seek help, or to encourage others to do so in a supportive manner when they have concerns for a peer.

Examples/links: There are many ways to start to change campus culture around stigma. Some ideas include:

- Build awareness and stigma reduction programming into orientation resources, and possibly into all class syllabi (along with Title IX and ADA coordinators contact info).
- Invite student organizations to collaborate with the counseling center, Title IX office, the office that is responsible for ADA/Section 504 compliance, and others to do programming/events that will increase awareness and promote understanding.
- Hold campus events/booths that give out prizes on behalf of the counseling center and other offices, based upon knowledge of common health practices and issues within the community. Also distribute contact information at these booths.
- Encourage students to take part in reducing stigma surrounding sexual assault and other issues, emphasizing the university's support and backing. Activities like Project Unspoken, allow sexual assault survivors shared how people responded to their assault.
- The American Association of University Women has highlighted several innovative programs around sexual assault awareness: https://www.aauw.org/2014/05/22/campus-sexual-assault-programs/

Peer support

Adolescents and young adults are often more receptive to their peers than they are to campus officials or others in positions of authority. And, in general, individuals who are dealing with the types of problems discussed in this resource can find great value in talking with and learning from others who have had similar experiences. Peer support structures allow students to be supported by other students who can truly empathize with them.

Institutions should establish peer support programs for mental health, substance/alcohol use, and sexual assault survivors. Students should be encouraged to become peer support leaders, who are the true crux of the program. It may be beneficial to compensate student peer support leaders, whether providing pay, course credit, or some other incentive.

Becoming a peer support leader requires training. Institutions should ensure that all student peer support leaders receive proper training, and that they receive ongoing training as a refresher and to update them on new or emerging best practices.

Examples/links:

- The University of Michigan's Wolverine Support Network: https://www.umichwsn.org/

- The Reflect Organization is a nonprofit that helps establish peer-support student on college campuses: https://www.reflecteffect.org/

- Active Minds is a nationwide college-based nonprofit that promotes conversation around mental health and helps students support their peers who are in recovery: https://www.activeminds.org/

Conduct climate surveys

PRE-ARRIVAL

ONGOING

The climate of every campus is unique. Each campus will experience differing types and degrees of sexual assault incidents, and students will have varying degrees of mental health awareness and attitudes about drug and alcohol usage.

Climate surveys allow institutions to determine the most pertinent issues on their campuses. They can show levels of drug and alcohol usage, measure student perceptions about seeking help for mental health concerns, and identify how prevalent sexual assault is on a campus. Surveys also help identify which student groups are most affected by these behaviors and incidents, and may lead to natural conclusions about the most effective method of combating and preventing them.

Climate surveys shed light on the severity of the issue, not just for the administration, but for the campus as a whole. Knowing the facts presents a truth that must be confronted. As such, the results of climate surveys should be shared with the student body and relevant stakeholders.

Although climate surveys are university-specific, institutions can find value in comparing themselves to other schools to see how their current situations and practices compare. By collaborating across institutions, policies and responses can be improved, or even coordinated for institutions in close geographic proximity.

Climate surveys should be conducted annually at a minimum, and the process should be nimble enough to be re-deployed in the event of a major incident or clear change in circumstances.

Examples/links:

- The U.S. Department of Justice has a list of resources, including information on climate surveys: https://www.justice.gov/ovw/protecting-students-sexual-assault.

- The White House Task Force to Protect Students from Sexual Assault has endorsed climate surveys, and created a list of resources to assist institutions as they develop theirs: http://changingourcampus.org/wp-content/uploads/2017/01/Progress-on-Campus-Climate-Surveys.pdf

- Penn State University Sexual Misconduct Climate Survey: https://studentaffairs.psu.edu/assessment/analysis-reports/sexual-misconduct-climate-survey

- Results of Bates College's Campus Climate Survey on Sexual Misconduct: http://www.bates.edu/sexual-respect/files/2017/03/Climate-Survey-Report.pdf

- Examples of other states' use of survey data to identify concerns on college campuses:
  - » The Indiana College Substance Use Survey has been serving Indiana institutions of higher education collects data on the prevalence of substance use and other risk behaviors among Indiana college students. https://iprc.iu.edu/indiana-college-survey/substance-use-survey
  - » The Texas College Survey of Substance Use is a biennial collection of self-reported data related to alcohol and drug use, mental health status, risk behaviors, and perceived attitudes and beliefs among college students in Texas. https://texascollegesurvey.org/

Twenty-three percent of college females and five percent of college males will be the victims of rape or sexual assault. Yet fewer than ten percent of sexual assault survivors on college campuses report the assault.

To ensure that campuses are safe for all students, specific attention to the prevention and response to sexual assault must be a priority for all institutions of higher education. The following recommendations can help institutions implement best practices to address this concern.

> *Maintaining a clear, easily accessible sexual misconduct policy, ensuring its consistent and fair application, and identifying and eliminating barriers to reporting are critical.*
>
> – **Katie Colgan Vodzak,** Associate Director, Equal Opportunity & Title IX Compliance, Deputy Title IX Coordinator, Drexel University

The coordination of efforts between campus and law enforcement/prosecution is vital to the protection of sex assault survivors and seeking justice for them. Sex assault cases are among the most difficult to investigate and prosecute. It is important for non-law enforcement agencies to understand the evidentiary needs for prosecution to better serve the survivors of sexual assault."

– **Janet Necessary,** Deputy District Attorney, Allegheny County District Attorney's Office

Improved Title IX policies

Investigations and discipline following Title IX investigations are likely one of the most challenging and delicate endeavors an institution will undertake. Unfortunately, these types of investigations are still relatively new, and there is not yet a universally agreed-upon best practice for how to conduct them.

Still, there are some guiding principles that every campus should follow:

- Key stakeholders, including students, should be involved in creating or modifying Title IX policies. This input will make the process stronger, and will increase trust from the student body.
- Policies should eliminate barriers to reporting. Reporting an incident should have anonymous options as well, for those who may have seen something but are afraid of consequences that could arise from speaking up. Survivors and witnesses should be afforded confidentiality and privacy, keeping their identity as need-to-know as possible.

- Policies should be respectful of survivors and their needs. These policies must avoid victim-blaming.

- Policies should be easily accessible and understandable. They could be distributed during orientation, at the beginning of each semester, and be available on the institution's website.

- All cases should be handled with privacy, equity, and due process, affording respect to all parties involved during the investigation.

- Cases should be handled with discretion. Survivors' safety and well-being must be paramount and they should be provided with information about all available options.

- Survivors should not be required to testify or coerced into testifying. They should be informed of all of their options, including pressing charges if interested.

- Staff conducting investigations or otherwise involved in the process should receive proper training. This includes trauma-informed, culturally responsive training that equips them with the ability to identify signs that survivors need additional assistance.

Examples/links: For more information on developing Title IX policies, see *Bridging The Gap Between Law And Practice: An Analysis of Title IX Implementation in Community Colleges* in the Journal of Campus Title IX Compliance and Best Practices. https://atixa.org/wordpress/wp-content/uploads/2016/10/CAMPUSIX2016_Article6.pdf.

The following are examples of Title IX websites:

- American University: https://www.american.edu/ocl/titleix/

- Baylor University: https://www.baylor.edu/titleix/

- Lincoln University: http://www.lincoln.edu/departments/office-institutional-equity/title-ix

Trauma-informed staffing practices

Knowledge of trauma-informed practices allows individuals in human service roles to better understand, empathize, and ultimately help the students they are serving. By understanding the impact trauma has on the body and the mind, campus staff and responding officers will be equipped with tools to help traumatized students through their challenges and help them heal.

Campus officials should provide training in trauma-informed practices for all staff who interact with students impacted by trauma, including campus security staff. Such training should also be offered to first responders who may be called to on-campus incidents.

Having a surplus of trauma-trained employees will provide survivors with a sense of safety and comfort, giving them tools to get the help they need without sacrificing their mental health.

Examples/links:

- Staff in the Title IX office should be trained in trauma-informed approaches, as they will often handle very delicate situations with survivors who may be suffering. This training will make it easier for them to help the survivor and reduce the likelihood of staff making missteps throughout the investigation.

- Title IX offices can have coordinators certified as trauma-informed care trainers so they can train new staff members. In-house training is more accessible for new employees and will increase staff understanding of trauma-informed care practices. Once training is integrated into the office environment, trauma-informed care will become an essential part of operating procedure. Training is available from several sources, including Lakeside Global Institute (https://lakesidelink.com/training/) and Thomas Jefferson/Philadelphia University (https://www.jefferson.edu/university/health-professions/departments/programs/community-trauma-counseling.html)

- The Center for Changing Campus Culture, which is supported by the U.S. Department of Justice's Office on Violence Against Women, is a comprehensive clearinghouse of trauma informed curricula and tools for institutions of higher education on sexual assault, domestic violence, dating violence, and stalking. http://changingourcampus.org/

Develop separate campus sexual misconduct policies

In addition to general misconduct policies, institutions should have separate and distinct policies for sexual misconduct—including clearly-defined and well-thought-out penalties and sanctions for individuals found to have violated those policies. These policies must be enforced consistently, fairly, and equitably regardless of the survivor's or perpetrator's standing on campus.

First, such a policy makes a clear statement regarding a school's commitment to identifying, preventing, and responding to sexual assault on campus.

Second, one of the most frequent problems that institutions face when handling alleged incidents of sexual assault is a lack of clarity in campus policies. Clear policies put students and parents on notice of what the procedure will be for handling incidents and accusations. These clear policies will also bind faculty and staff to adhere to them, thereby preventing variation in processes, which can undermine students' faith in the administration.

Finally, clear policies are easier to amend. It is practically inevitable that the campus community will come to disagree with certain aspects of these policies and procedures, particularly as our collective understanding of and approach to campus sexual assault evolves. Clear policies will allow student advocates and the administration to be more deliberate and targeted in the changes they discuss, further building trust between students and the institution.

Examples/links:
- The U.S. Department of Justice has a list of resources, including sample language for sexual misconduct policies: https://www.justice.gov/ovw/protecting-students-sexual-assault.

Create a Special Victims Unit within campus police

Incidents of sexual assault are dramatically different from any other type of incident that campus police routinely handle. These cases require advanced training and experienced officers to handle in the most appropriate way.

Institutions of higher education, especially those with large campus safety departments, should consider creating a dedicated Special Victims Unit (SVU) within their campus police. SVU officers would be specially trained to respond to instances of interpersonal violence including sexual assault, intimate partner violence, dating violence, stalking, cyberbullying, cyberstalking, and child abuse. Officers trained to specialize in these cases will be able to give better care to survivors while processing cases efficiently and avoiding mistakes that can undermine cases to the detriment of survivors and the institution as a whole.

Campus SVUs are encouraged to partner with local law enforcement in the community to establish clear guidelines and procedures for collaboration.

Much like officers within the Title IX office, SVU officers must be trained in, and willing to practice, a trauma-informed approach. This approach will better aid survivors by serving their needs and reducing barriers to reporting.

Examples/links:

- Arizona State University Police Department: http://www.statepress.com/article/2015/08/asu-police-sexual-violence-prevention
- University of Michigan Public Safety & Security: https://www.dpss.umich.edu/content/about/our-departments/police/special-victims-unit/

Increase resources to (and promotion of) counseling and support services for survivors of sexual assault

Whether survivors choose to file a formal complaint regarding an incident of sexual assault or not, they have experienced tremendous trauma. It is crucial that survivors have access to specialized counseling and support services.

Institutions should ensure that service providers have the proper training, abilities, and capacity to handle all students who may need such services. Since students may first reach out during times of crisis, these services should be available for extended hours, and be available 24/7 where practicable.

While establishing these services is vital, it is also important to promote them. Students must know that the services exist so that they remember to use them when they are in need.

Examples/links:

- Northern Virginia Community College's Sexual Assault Services Program: http://www.nvcc.edu/novacares/sas/index.html

Participate in multidisciplinary Sexual Assault Response Teams
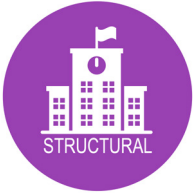
When a survivor of sexual assault decides that they are ready to engage with the system – whether Title IX, criminal justice, or counseling for their own well-being – they begin a journey that can be arduous, confusing, and frustrating.

Sexual Assault Response Teams (SART) exist to help survivors navigate this maze, hold offenders accountable, and promote public safety.

SART members usually include advocates, law enforcement officers, forensic medical examiners, sexual assault nurse examiners (SANEs), forensic laboratory personnel, and prosecutors. They can also include dispatchers, emergency medical technicians, correctional staff, culturally-specific organization representatives, sex offender management professionals, policymakers, federal grant administrators, faith-based providers, and survivors' rights attorneys.

While each community will have access to different resources, the key is to ensure coverage and contribution from as many agencies and organizations that will be involved in the responses as possible.
In addition to reacting to survivors, SARTs can be proactive by hosting education and prevention programming, with volunteers speaking to groups about the realities of sexual assault, prevention, sexual communication, and helpful resources.

Examples/links:

- For more information on SART, including a SART toolkit, see the U.S. Department of Justice's Office of Justice Programs: https://ovc.ncjrs.gov/sartkit/

- The University of Miami's SART: https://counseling.studentaffairs.miami.edu/outreach/sart/about-sart/index.html

- Vassar College SART: https://savp.vassar.edu/sart/

- Kent State University SART: https://www.kent.edu/srvss/ask-sart

- University of Hartford SART: http://www.hartford.edu/student_affairs/departments/health_services/emergency_resources/sa-response-team.aspx

> "
> *Policies are the most effective when they reflect the mission, values, and culture of each unique institution. Campuses in Pennsylvania would benefit from an intentional framework taking into consideration the required policy elements within the Clery Act and the unique campus climates of higher education institutions in Pennsylvania.*
>
> – **Laura Egan,** Senior Director of Programs, Clery Center

MOUs between campuses and local law enforcement

Sexual assault is more than just a problem for campuses to handle. It is also a crime. As a general rule, local law enforcement should be involved in the investigation of any crime within its jurisdiction.

Of course, sexual assault is no ordinary crime. It is particularly sensitive and the survivor may or may not want local law enforcement to be involved. The individualized nature and sensitivity of these cases can cause undue conflict between campus communities and local law enforcement if their efforts are not properly coordinated.

To facilitate collaboration, particularly between campus police and local law enforcement, the relevant parties should create a shared memorandum of understanding (MOU) to guide their future interactions. This MOU will not only inform law enforcement's response, but will help students, parents, faculty, and staff understand the proper roles for each stakeholder.

In addition to creating MOUs with local law enforcement, institutions can enter into MOUs with other community stakeholders, such as medical providers, rape crisis centers, counseling services, and even neighboring college campuses.

Examples/links:

- A resource from the U.S. Department of Justice (DOJ) for developing a MOU with law enforcement (https://www.justice.gov/ovw/page/file/910376/download).

- DOJ's sample MOU between a college and local law enforcement: https://www.justice.gov/ovw/page/file/910376/download

- DOJ's sample MOU between a college and a rape crisis center: https://www.justice.gov/ovw/page/file/910381/download

- University of Texas's Blueprint for Campus Police Responding to Sexual Assault: https://utexas.app.box.com/v/blueprintforcampuspolice

Attorney General Josh Shapiro participates in the roundtable held on November 27, 2017 at Drexel University.

One in five youth and young adults experience a mental health condition, and 75 percent of all lifetime mental health conditions start before the age of 24. Unfortunately, more than 45 percent of those who stopped attending college because of mental health related reasons did not receive accommodations. Additionally, 50 percent of them did not access mental health services and supports.

> " *It is vitally important to understand that when we speak about safety, we are not just focused on physical safety but with psychological, social, and moral safety as well. If we are going to prevent violence in all its forms, then we must take a wider perspective on exposure to adversity, trauma and violence.*
>
> – **Sandra L. Bloom,** Associate Professor, Dornsife School of Public Health, Drexel University

To meet the rising demand for mental health services, colleges and universities need to think outside the box in terms of how services are offered and by whom. These recommendations are provided to help institutions identify policy and practice changes that will better serve their students' mental health needs.

Improved counseling practices

Any barrier to receiving proper mental health services could result in a student not receiving the treatment that they need. This can have dire consequences. Institutions should review their services to ensure that they do not have any barriers in either availability or types of services available. Recommendations include:

- Mental health services should be available to all students at no cost. For students who are on the fence about whether or not to seek treatment, even a small cost barrier could be the factor that ultimately pushes them away from treatment.

- Switching between counselors or services must be seamless and conflict-free. Not every counselor will be a good match for every student. Rather than dropping out of treatment altogether, students should feel welcome to try different counselors or services to best meet their needs and situation.

- All care should be trauma-informed.

- A variety of services should be available, including psychiatric, psychological, peer support, group therapy, and any other appropriate treatment.

Examples/links: Depending on the size, location, and availability of community partners, some institutions are able to offer a greater variety of counseling services than others. Examples of schools that offer a wide spectrum of services include:

- The Des Moines Area Community College's Counseling Department offers different types of counseling; counseling for students, parents and faculty/staff; on- and off-campus locations; and a diverse counseling staff: https://www.dmacc.edu/counseling/Pages/welcome.aspx

- The University at Buffalo provides free, confidential counseling to all students in a variety of modalities, and also offers urgent care counseling options: https://www.buffalo.edu/studentlife/life-on-campus/health/mental-well-being/counseling.html

- Georgetown University provides a wide variety of services and also offers student-run options and online mental health screenings: https://studenthealth.georgetown.edu/On%20Campus%20Resources

Academic absence policies

Mental health incidents are most likely to happen at times of high stress. At college, this includes midterms, final exams, and while working on large projects. Students should not be punished academically for experiencing a mental health incident during one of these times.

Institutions should develop clear, supportive policies and guidelines to accommodate students who experience mental health issues during key academic periods. Faculty should know about the policies and structure their courses to ensure fairness for all students should any of them need to take advantage of these policies. And use of the policies should be liberally permitted, so that no student who truly needs the assistance is denied.

Examples/links:

- Auburn University's "Class Attendance and Examinations" policy allows for flexibility in requesting extensions for major examinations: http://bulletin.auburn.edu/undergraduate/academicpolicies/classattendance/

- Duke University's "Class Attendance and Missed Work" policy provides for academic accommodations and support for students "in extreme distress or who are faced with a personal or family emergency:" http://trinity.duke.edu/undergraduate/academic-policies/class-attendance-and-missed-work

24-hour hotline

Mental health issues can present themselves unexpectedly. Considering the sleep schedule of the typical college student, it is highly likely that issues will present themselves when no traditional services are open or staffed.

To close this gap in services, institutions should create or utilize a 24-hour, live-staffed hotline for students experiencing mental health issues. This will allow students to seek immediate assistance regardless of when traditional services are open. The hotline number should be prominently displayed and advertised across campus so that students are conscious of it when they or their classmates need it.

Examples/links:

- Penn State University's 24/7 phone and text support line is available for self-referral and for individuals seeking help for others. https://studentaffairs.psu.edu/health-wellness/psychological-counseling/mental-health-crisis-intervention

- Alvin Community College provides students with access to a 24/7 crisis text line, as well as providing information for national 24/7 hotlines serving particular student demographics, such as LGBTQ students, veterans, and students with speech or hearing disabilities: http://alvincollege.edu/Counseling-Community-Resources-Wellness/Mental-Health-Resources

- The University of Michigan's Counseling and Psychological Services are available after hours for urgent support. Services include an after-hours nurse line and access to the Critical Incident Team.

Mental health screening tools

Mental health screening assessments are easy-to-use tools designed to help determine if an individual (or a friend/loved one) is in need of assistance from a doctor or mental health professional. Mental health screening assessments are not diagnostic, but do provide users with more information to help them decide whether or not to seek further help.

Mental health screening tools can be offered in a variety of modalities, including online assessments, apps for mobile phones, and paper surveys for students who have limited access to the internet. No matter which formats are chosen, all surveys must protect the anonymity of the user and should be easy to use and understand.

Examples/links: The Pennsylvania Department of Human Services has partnered with BH-Works (Behavioral Health Works) to create a behavioral health screening tool for use in Pennsylvania schools: https://mdlogix.com/

Carleton College offers a free, anonymous online mental health and alcohol use screening tool for students: https://apps.carleton.edu/studenthealth/screening/

The University of Wisconsin, River Falls offers a free, online, confidential assessment for mental health disorders, eating disorders, and alcohol problems: https://www.uwrf.edu/StudentHealthAndCounseling/CounselingServices/OnlineMentalHealthScreening.cfm

The College of Charleston offers an online screening program that includes a variety of screenings for mental health disorders, eating disorders, and alcohol problems: http://counseling.cofc.edu/counseling/assessments.php

Train student leaders on mental health awareness

Students are the true drivers of campus culture, and therefore are vital resources in raising mental health awareness and even providing direct services.

According to a study published in the Journal of the American Academy of Child and Adolescent Psychiatry, institutions that utilize peer-run organizations focused on mental health awareness see reductions in mental health stigma and, over time, increased helping behaviors.

Examples/links: The section on peer support in the "General Recommendations" section goes into further detail on peer support, but these are some mental health-specific peer support resources:

- The University of California, Santa Barbara's Mental Health Peer Program includes peer counseling, student-led workshops, and one-on-one sessions: https://www.ucsbmhp.com/
- The University of California, Riverside has a team of peer counselors/life coaches available to assist their fellow students: http://www.well.ucr.edu/peers/peers.html
- The College of San Mateo's "Mental Health Peer Educators" are the college's first line of support to help students: http://collegeofsanmateo.edu/personalcounseling/peereducators.asp

Offer stress-relieving activities

College life can be stressful, especially for new students as they adjust to life on campus. This stress can peak and at certain times of the school year, such as during final exams. Some students may be more affected than others throughout the school year due to a variety of internal and external stressors.

To help alleviate this stress, schools should offer formal and informal activities that help students reduce their stress load.

Examples/links:

- The University of Wisconsin, Madison offers a variety of services to students to improve their personal wellness, including massage therapy, yoga, and more: https://www.uhs.wisc.edu/wellness/
- Willamette University offers students free 30-minute appointments at the Counseling Services Office Mind Spa, which features massage chairs, full spectrum light, and interactive video games: http://willamette.edu/offices/counseling/index.html
- The University of Southern California offers multiple stress-reducing initiatives, including: "Feel Better" workshops throughout the year that help students manage emotions and academic anxiety; access to "Beau," an emotional support dog; and stress-reducing activities like yoga and tai chi: https://engemannshc.usc.edu/wellness/

Develop relationships with local mental health service providers

Students seeking mental health support and services should receive help as soon as possible. Unfortunately, some institutions are not able to meet these needs in a timely manner with existing staff and budgets. To supplement on-campus offerings, institutions should develop relationships with community-based mental health service providers. Ideally, these relationships should be formalized through MOUs that govern the relationship, including a delineation of roles and responsibilities, policies and protocols for the sharing of information, and procedures for care coordination.

Examples/links:

- The Mental Health Work Group at the University of Michigan maintains a community provider database to make it easier for students to find off-campus providers. https://umcpd.umich.edu/

- San Jose Evergreen Community College provides links and contact information for local community resources and online services: http://www.sjcc.edu/future-students/on-campus-resources/student-health-services

- Emerson College provides off-campus referrals for students who need more extensive care than can be provided through the college's counseling center: https://www.emerson.edu/counseling-center/referrals

About 20 percent of college students meet the criteria for alcohol use disorder, and approximately one in four college students report academic consequences from drinking. Alarmingly, 95 percent of college campus violence is connected to alcohol.

Drug use on-campus is equally problematic: 61 percent of Americans will have used drugs by age 22, including 34 percent who have used drugs other than marijuana.

> *Since my son's passing, I feel ill whenever I hear about tragic deaths of young people from alcohol. These deaths, in Pennsylvania and throughout the United States, appear to have a few common threads: alcohol consumed in large quantities, bystanders not being aware of dangerous alcohol poisoning symptoms, and friends hesitating to make a life-saving call due to potential fines or citations.*
>
> – **Mary Ciammetti,** Founder, The CTC Wellness Foundation, Executive Director, Don't Stall, Just Call

Despite campus policies and state laws prohibiting underage drinking, public intoxication, and use of marijuana and other drugs, students at institutions of higher education still regularly engage in these behaviors. It would be naïve to think that any campus can eliminate these behaviors entirely, but there is important work that can be done to reduce the impacts of drugs and alcohol on students.

Improved alcohol policies for athletics and other campus events

STRUCTURAL

Too much of campus culture revolves around consuming alcohol. Major sporting events, holidays, graduation, and other milestones are known as much for the alcohol-based activities surrounding them as for the actual events themselves.

While it is impossible to completely remove alcohol from college life, there are steps that institutions can take to reduce the seeming omnipresence of alcohol in students' daily lives. Some examples include:

- Ending alcohol-industry sponsorships of athletics
- Eliminating alcohol sales at stadiums, sporting events, concerts, and other campus-affiliated events
- Limiting tailgating to pre-game only
- Creating alcohol-free tailgate zones

Examples/links:

- The University of Florida partnered with South Carolina University to host an alcohol-free tailgate prior to a football game between the two schools: http://news.ufl.edu/archive/2012/10/uf-joins-rival-to-sponsor-alcohol-free-tailgate-party-saturday.html

- The University of Texas regularly hosts alcohol-free tailgates: http://www.dailytexanonline.com/2017/10/23/alcohol-free-tailgate-at-ut-unites-austin%E2%80%99s-sober-community

- The Southeastern Conference bans the sale of alcohol in the general seating areas of all its member schools' stadiums.

Collegiate recovery communities

While students in recovery do not necessarily need to be completely segregated from their fellow students' drinking and drug activities, less exposure is generally better.

Campuses should create collegiate recovery communities for students who vow to abstain from drugs and alcohol. These communities can give students a safe, inclusive, and supportive place to continue their recovery journeys.

Being free from the influence of alcohol is probably most important where students live, so including dedicated housing in these programs is ideal. However, these communities can exist without housing or even extend beyond housing, including extracurricular activities, special events, scholarships, service projects, and more.

Participation in these activities should be available on a voluntary basis. This helps ensure that those who take part are ready to live a clean and sober life and not attending due to external pressures, such as disciplinary requirements.

Examples/links:

- Colorado University's Collegiate Recovery Community is comprised of students who go through an application process and personal interview to be accepted. Participating students receive additional support and benefits, including campus housing, scholarships, work-study, group trips, special events, and key access for members to use the Center seven days a week. They also have dedicated campus housing. http://www.colorado.edu/recoverycenter/CORE

- The University of Michigan's Students for Recovery is a voluntary student organization sponsored by the university. Students meet regularly to socialize as well as to plan and participate in service projects in the local community. Students in recovery, thinking about recovery, or supportive of recovery are welcome to attend meetings. https://uhs.umich.edu/recovery#about

Train campus police to handle addiction

Campus police, like all police, will likely come into contact with a person struggling with addiction at various points in their careers. How they handle those interactions can go a long way towards determining whether those individuals are able to seek treatment and enter recovery, or whether they will continue to suffer from addiction.

All campus police officers should receive special training for dealing with those addicted to drugs or alcohol so that they are better prepared to handle situations involving these individuals.

Examples/links:

- Rutgers University provides free training to New Jersey police officers. The training introduces police to strategies for engaging and helping individuals under the influence, identifying those with substance abuse disorders who need immediate treatment, de-stigmatizing addiction by understanding how the brain is affected by these substances, and intervening to reduce the recidivism rate. https://news.rutgers.edu/news/training-police-deal-addiction/20161204#. W2i759JKiUl

- Colleges can institute a program similar to the treatment outreach initiative advanced by the Pennsylvania Office of Attorney General in partnership with the Police Assistance Addiction Recovery Initiative (PAARI). This program leverages law enforcement to help people suffering from addiction locate and enter treatment without the risk of criminal prosecution. https://paariusa.org/

Utilize Screening, Brief Intervention, and Referral Treatment (SBIRT)

SBIRT is an evidence-based method for identifying students who are at high risk for drug or alcohol abuse. SBIRT addresses two key deficiencies in traditional drug and alcohol screening: first, it analyzes use at levels below the clinical criteria for substance use disorder; second, it helps students who would otherwise be unwilling to disclose their drug or alcohol use to do so in a safe setting.

SBIRT is commonly used by healthcare professionals in treatment settings. The process, as laid out by the federal Substance Abuse and Mental Health Services Administration (SAMHSA), is as follows:

- *Screening* — A healthcare professional assesses a patient for high-risk substance use behaviors using standardized screening tools. Screening can occur in any healthcare setting.
- *Brief Intervention* — The healthcare professional engages the patient in a short conversation, providing feedback and advice.
- *Referral to Treatment* — The healthcare professional provides a referral to brief therapy or additional treatment to patients who need additional services.

By integrating SBIRT into campus healthcare services, institutions can help identify students whose drug or alcohol use presents risks to themselves or others, and direct them to resources that can help reduce their behaviors, thereby mitigating those risks.

Examples/links:

- More information about SBIRT and links to SBIRT resources from SAMHSA: https://www.integration.samhsa.gov/clinical-practice/sbirt

- There are several apps designed to facilitate SBIRT. Examples include those from SBIRT Oregon (http://sbirtapp.org) and SAMHSA (https://itunes.apple.com/us/app/sbirt-for-health-professionals/id1352895522).

Access to naloxone

Naloxone is a drug that can immediately reverse the effects of an opioid overdose. Since its widespread introduction to the law enforcement community in the last several years, it has saved thousands of lives.

In Pennsylvania, anyone can obtain and use naloxone. A standing order from the Governor permits anyone to obtain and carry it, and the state's Good Samaritan law protects people from legal liability for using it to try to save someone who they believe is experiencing an overdose.

Campuses should integrate naloxone into their emergency response efforts. Some possible steps include:

- Providing campus health clinics with a stock of naloxone
- Making naloxone widely available on campus, such as being stationed near AED machines
- Equipping all campus police officers with naloxone
- Helping to fund local police to carry naloxone

Examples/links:

- How to get free naloxone for college campuses: https://hecaod.osu.edu/how-to-get-free-naloxone-for-your-campus/

- Washington State University's experience implementing a naloxone program on campus: https://www.japha.org/article/S1544-3191(16)30885-8/pdf

- Pennsylvania's Good Samaritan law: http://www.legis.state.pa.us/cfdocs/legis/li/uconsCheck.cfm?yr=2014&sessInd=0&act=139

- Governor's standing order: https://www.governor.pa.gov/naloxone-standing-order/

Drug takeback boxes

Seventy percent of people who misuse prescription opioids get them from a friend or relative's medicine cabinets, and 60 percent of those who are prescribed opioids end up with leftover pills. It is imperative that everyone dispose of their unused and unwanted medications safely and in an environmentally-friendly manner.

To facilitate this, law enforcement agencies across Pennsylvania have established over 700 prescription drug takeback boxes. Pennsylvanians disposed over 43 tons of prescription drugs in these boxes in 2017 alone. Pills disposed of in this manner are neutralized and destroyed so that they can never be abused.

Colleges should purchase their own prescription drug takeback boxes and install them on campus. The most convenient place for them, operationally, is within campus safety or campus police buildings. Used and promoted properly, these boxes can drastically reduce the number of pills on college campuses, as well as the likelihood that those pills will lead to addiction, overdose, and death.

Examples/links:

- The University of Colorado's takeback program: https://www.colorado.edu/health/takeback
- The University of Pennsylvania's drug drop boxes: https://penntoday.upenn.edu/news/penns-division-public-safety-unveils-drug-drop-box
- DEA guidelines and regulations on prescription drug disposal: https://www.deadiversion.usdoj.gov/drug_disposal/index.html
- MedReturn drug collection units: http://www.medreturn.com/medreturn-units/

Increase alternative activities

So much of campus social life can revolve around alcohol that it can be difficult for students who wish to remain sober to find activities to fit their lifestyles. This can put them in the awkward situation of feeling forced to attend events with alcohol in order to socialize.

It should not have to be this way. All campuses should evaluate their current offerings of alcohol-free alternative activities, as well as how these events are promoted.

Campuses should explore options to keep libraries and recreational spaces open longer throughout the school year so that students have safe spaces that offer activities and socialization without having to worry about the presence of drugs or alcohol.

Campuses that offer alcohol-free alternative programming throughout the year help show that students can socialize and have fun in sober settings and activities.

Examples/links:

- The University of Colorado, Boulder's Recovery Center is a resource lounge where students can meet other students, find sobriety-friendly social events, and attend free support meetings.

- Have the counseling center collaborate with intramural sports teams to promote their events for students to attend, and to participate in.

- Offer a speaker series where students can hear advice and stories from professionals in their field of study who can talk about the work they do. This will give students some perspective on what the real world is like outside of college.

- Have alcohol-free alternatives to every major event/holiday on campus, such as a free concert for students to attend, or a fair where local vendors set up and sell food.

- Extend campus recreation center hours so students can exercise longer and later on the weekends, a healthy alternative to partying.

- Have campus libraries carry board games and video games that can be checked out.

Good Samaritan policies

Too many college students have died because the people they were with were too afraid to call for help. While it should not even be a question that someone else's life should be more important than any legal jeopardy, the frequency of these tragedies makes it clear that the problem needs to be addressed head on.

There cannot be any barriers to reporting when a student appears to be in need. Colleges and universities should establish clear and forgiving "Good Samaritan" policies that protect students from adverse consequences when they call for help. These policies should state that the institution will not arrest or take disciplinary action against students for violations of drug and alcohol policies when those violations are only discovered as the result of those students calling for help.

Examples/links:

- Swarthmore College's amnesty program: https://www.swarthmore.edu/student-handbook/alcohol-and-other-drugs-policies

- Kutztown University's Good Samaritan policy: https://www.kutztown.edu/about-ku/administrative-offices/student-conduct/policies-and-procedures/good-samaritan/amnesty-information.htm

Promotion of active intervention

PRE-ARRIVAL

ORIENTATION

ONGOING

Asking students to call for help is not enough if they are not able to recognize the signs of overdose or alcohol poisoning.

Students must be educated on the warning signs of overdose and alcohol poisoning and what they can do to help.

Institutions should provide this education from the time a student is admitted through orientation and their entire career to keep it fresh in their minds. Students must be ready to act when they are needed.

Examples/links:

- Don't Stall, Just Call: https://www.dontstalljustcall.org/

College represents a critical transition for many young adults from a relatively controlled adolescent environment to independent adulthood. It is also a time when mental health or substance use issues can develop or be amplified. Creating a safe environment and providing early recognition, support, and empathic intervention at this critical juncture of a young person's life may be the foundation for happiness, health, and success in all aspects of a student's life moving forward. Development and implementation of evidence-based service recommendations recognizes the unique and important role colleges and universities can play in nurturing students' health and well being in addition to academic achievement.

– **Michael Lynch,** Medical Director of the Pittsburgh Poison Center,
   UPMC emergency physician and toxicologist

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