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# Special Bulletin #7: Disaster Planning for Visual Resources Collections

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## Special Bulletin #7: Disaster Planning for Visual Resources Collections

### **Abstract**

While there has already been much written on disaster planning, including guidelines for libraries and museums, personal safety, and there are far more sophisticated publications on film conservation, the purpose of this bulletin is to provide a concise guide for visual resource curators, especially those outside of the library setting, or those at institutions where there are no published emergency guidelines. Most visual resource collections have long-established procedures to assure a smoothly run routine; but there are occasionally those events that can turn even the most organized operation upside down. Hopefully this guide will provide a source to which to turn should the unthinkable happen.

### **Keywords**

disaster preparedness, preparation, emergencies, planning, risk management

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# **VRA** Special Bulletin

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No. 7, 1994

## **Disaster Planning for Visual Resources Collections**

**Visual Resources Association Special Bulletin No. 7**

**Disaster Planning for Visual Resources Collections**

Edited by

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The University of Michigan, Ann Arbor, Michigan  
1994

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## INTRODUCTION

The idea for this special bulletin came after the tremendous response to the session "Disaster Preparedness and Planning for a Collection Move" at the 1993 VRA Annual Conference in Seattle, WA. Because the emphasis of this publication is to be on disaster planning the two session papers on collection moves have not been included, instead I have added two papers; one which had been presented at the 1993 SECAC conference describing living through hurricane Andrew and a paper written specifically for this bulletin concerning personal safety; and an actual disaster action plan. The papers discuss preparing for emergencies against property; including emergency procedures for drying slides, putting together emergency kits, procedures for filing insurance claims, writing a disaster plan; and issues of personal safety.

While there has already been much written on disaster planning, including guidelines for libraries and museums, personal safety, and there are far more sophisticated publications on film conservation, the purpose of this bulletin is to provide a concise guide for visual resource curators, especially those outside of the library setting, or those at institutions where there are no published emergency guidelines.

Most visual resource collections have long-established procedures to assure a smoothly run routine; but there are occasionally those events that can turn even the most organized operation upside down. Hopefully this guide will provide a source to which to turn should the unthinkable happen.

## ACKNOWLEDGMENTS

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## BUT IT NEVER RAINS IN ARIZONA...: A CASE STUDY IN SURVIVING A DISASTER

Lise J. Hawkos  
Arizona State University

On the morning of November 4th, 1987, an unsuspecting staff arrived at the Art Slide Collection at Arizona State University to find water streaming down the back wall, directly into the slide drawers, and standing in puddles on the carpet. The water, caused by the combination of heavy rain and local construction, had been flowing all weekend. This paper will discuss procedures followed after the disaster and the pursuit and successful resolution of our insurance claim.

We immediately moved the slide cabinets away from the flooded area and off their sodden wooden bases to prevent further damage. Next, we took the slides out of the drawers where there was standing water (this affected only about ten cabinets), laid them out on light tables and thoroughly cleaned and dried the cabinets. In the meantime the custodian pulled gallons of water out of the carpet with a wet-vacuum.

At this point, feeling that we had done what we could to slow the damage, I called the staff of the museum and the physical plant for advice on how to proceed. They sent two dehumidifiers and a hygromograph and recommended that we turn on the air-conditioning to help dry the air. Since water was still coming in, and would be until the rain stopped so that the roof would be dry enough to repair, we draped the cabinets and computers with plastic drop cloths.

By the next day the slides that were laid out seemed to have dried successfully, but the drastic rise in the humidity of the room had caused problems throughout the whole collection. Most of the slides that we checked, even those that were no where near the water flow, appeared damp and a film had formed on the glass (inside and out) from the excessive moisture in the air. We filled hundreds of portion cups with Dryrite (silicon crystals) and placed them at the front of each slide drawer to help draw moisture. Because of our climate, we did not expect mildew to become a problem. Even so the moisture had

combined with our biggest enemy, dirt, and left a residue on the inside of the slide mount that had to be removed-- a labor intensive proposition.

Once the environment had been stabilized, I set about the arduous task of documenting the damage and the procedures followed during the cleanup so that an insurance claim could be filed. I submitted detailed memos to the Director of the School of Art, the Dean of the College of Fine Arts and the University Risk Management office. Since risk management had never dealt with a claim like ours, the first hurdle was to explain the nature of visual resource collections, that one cannot replace a slide collection in the same way that it may be possible to replace library books, that our largest cost would not be replacing the transparencies but cleaning and relabeling the existing slides

We were assigned a claims adjuster, Dan Boozer, who made his first site visit the day after the damage was reported. He took a sampling of slides to send to Filmlife (American Film Repair Institute) for analysis. The institute estimated a cost of at least one dollar per slide for restoration. Using this information plus the VRA equation for evaluating the cost of a slide,<sup>1</sup> we were able to convey to risk management the magnitude of our claim. It was later decided that since the slides had dried and the damage seemed to be confined to the glass mounts, our claim would cover only the labor and supplies needed to clean and/or replace the effected slide mounts. In collaboration with Mr. Boozer, we defined a pilot project for the following summer that would provide the data needed to determine the actual costs involved in rehabilitating the collection. Little did we know that ours was to be a five-year relationship.

The purpose of the pilot project was to clean, remount and relabel 10,500 painting slides between May 15, 1988 and August 15, 1988. This number represents approximately 1/3 of the slides in the area that sustained the most immediate damage. Of the 10,500 slides, approximately 6,500 or 62% were in mounts that needed to be replaced (that is they could not be reused), the remainder needed only to be cleaned. Because the majority of slides needed to be remounted, the majority of slides would need to be relabeled. Even though most of the effected slides predated the database by many years, we decided that it

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<sup>1</sup> Nancy S. Schuller, ed., **Guide for Management of Visual Resources Collections**, 1978 edition, College Art Association of American Visual Resources Committee, pp 30-31.

was more expedient to enter all of the label information onto the database and to print new labels for all of the slides rather than manually type labels for only those remounted slides

To staff the project we hired two levels of employees, research assistants who had the art historical background required for making classification decisions, and non-specialists who were trained only to clean and remount slides. This method was abandoned during subsequent summers when it became all too apparent that employee burnout was rampant when there was only had one task. We also purchased the supplies necessary to remount and relabel. During the project we kept painstaking records of how long it took to perform each task and of the supplies used. A log sheet, where this information was recorded, was attached to every drawer in the project area. Each sheet stayed with its drawer from start to finish.

First, to make sure that the drawer was in order and also to pull any slides not considered worth salvaging, each drawer was sorted and weeded by the assistant curator. The time involved was recorded; however, hours spent by the professional staff were not charged to the project. Each slide was then numbered, either by formatting the old accession number for the computer or by assigning a "dummy" number to slides without accession numbers (each worker was given a range of numbers to use). Next, each slide mount was either cleaned or replaced. Notice was made of the condition of the transparency, film cleaner was available and used as considered necessary but it was not our intent to attempt any kind of conservation to the film. The most time-consuming task was the data-entry, since the information (often conflicting) on the old labels had to be organized according to the automated cataloging system and records entered for each slide. The last step was to relabel the slides and to type new drawer divider cards.

At the end of the project the log sheets were tallied and the numbers were averaged. The resulting data showed that data-entry and relabeling were accomplished at a rate of about ten slides per hour; remounting and cleaning at a rate of about nineteen slides per hour. To determine the number of slide mounts and other supplies be needed to complete the repairs, we divided the collection into two sections: those areas which suffered the most direct damage and/or had the greatest concentration of mounts to replace (cleaning 100%; remounting 62%, relabeling 100%) for a total of about 117,000 slides; and the newer areas of the collection that were either not directly damaged or the

majority were already in Gepe mounts and would only need to be cleaned (cleaning 100%, remounting and relabeling 10%) for a total of about 102,000 slides. Using these numbers with current figures for labor and supply costs we were able to project an amount for settlement of the claim (the sum of personnel, supply and administrative costs).

Mr. Boozer and the university insurance carriers negotiated the claim over the next three years with little progress. We continued to get interim payments to continue our summer cleaning project of the painting collection, but the claim itself did not seem to be nearing resolution. The state insurance carrier changed several times which probably lengthened the process.

In February, 1991 Mr. Boozer notified us that State Risk Management wanted to settle the claim by paying only the amount necessary to complete the project we had already started and leave it at that. This decision was based on a recommendation from Filmlife, Inc. stating that "more handling of the slides provides greater risk than leaving them alone. Therefore recommend no further cleaning."

We were dissatisfied with the Filmlife report for several reasons, the most important being that they had misunderstood what we doing. We had made it clear from the beginning that conservation of the transparencies was not being attempted--our purpose was to clean or replace the slide mounts, not only to prevent future damage, but so the slides could be used. Christine Sundt wrote a strong supporting argument for our challenge of this unsatisfactory decision and our desire to continue the cleaning project. Risk management agreed to reconsider their decision. We were visited by another representative from the insurance carrier, who finally seemed to understand what we were doing. Finally, in the summer of 1992, after several hours of intense meetings, we reached an agreement acceptable to all parties and for an amount not far from our original claim.

The remainder of this paper will be concerned with identifying those actions necessary in the face of a disaster and in so doing will define the elements of a disaster plan: general information, prevention, actions to be taken in case of an emergency, procedures for recovery, and preparation of an insurance claim.

1. **General Information:** Familiarize your staff with the disaster plan and keep one copy in a designated place in the collection and one in a disaster kit (described below), post emergency telephone numbers at each phone, be familiar with established fire emergency procedures, appoint a disaster committee (if your staff is large enough).
2. **Prevention:** Conduct regular inspections of your facility, develop a priority list of items to be removed in case of emergency, prepare emergency supply kits, know location of emergency equipment (e.g. placement and operation of fire extinguishers, availability of a wet-vac, access to a large freezer, commercial sources for quantities of blotter paper, etc.).
3. **Actions to be taken in case of emergency:** Notify all persons on the telephone tree (described below), follow safety procedures proscribed by your institution, stabilize the effected area (for instance, reduce relative humidity with dehumidifiers, turn off electricity if there is standing water), photograph the effected area thoroughly for any future insurance claim. The curator or a collection representative should assess the damage (what kind of damage occurred, how many items were effected, what kinds of materials were effected, is the collection secure from theft, etc.), report findings to the administration and risk management authorities (include a description of the event, state the nature of the problem, the extent of damage, and what has been done), establish priorities for salvage and determine a course of action. Remove any debris or mud from the immediate area; remove excess moisture from the carpet; evaluate the extent of damage to the slides, collection records, books, etc. Slides that have been completely soaked should be handled differently from slides that are only damp. Materials that are damp may be safely air dried, soaked slides should be kept in clean water and given professional treatment as soon as possible. If they cannot be treated within 48 hours, soaked slides should be frozen.
4. **Procedures for recovery:** To treat by air-ventilation lay slides flat on blotting paper or newsprint, change paper often to keep humidity levels low. For drawers with a relatively low level of moisture, we found that Dryrite crystals (silicon) successfully pulled moisture. Clean and disinfect cabinets once slides have been removed, make sure that cabinets are completely dry before returning slides, monitor the effected area

for signs of mildew growth. Keep detailed notes and prepare a written report of the damage and recovery procedures.

5. Preparation of insurance claim: Photograph the damaged area thoroughly, describe the disaster and actions taken in writing and in great detail, describe the nature and function of your collection, submit copies of all memorandum and correspondence, submit a detailed description of the process and costs for each task involved in adding a slide to the collection (photographer's time, cost of film, processing, mounts, labor costs for cataloging, mounting and labeling slides, etc.) and submit data (logs, time sheets) to substantiate. It is very difficult to convey the devastation suffered by a collection to a claims agent once the room has dried out and appears to be functioning normally.

Appendices (items that need to be updated on a regular basis): telephone tree, (telephone numbers of security, maintenance, professional staff, film conservators, etc., listed in order of contact), a priority list or list of items to be removed from the effected area, a list of the contents of the disaster kit (supplies kept on hand, e.g. plastic drop clothes, blotting paper, grease pencils, tape, etc.), a list of emergency equipment (wet-vac, dehumidifier, hygromograph, large capacity freezer, mops, buckets, etc.) and the location of this equipment.

No one ever expects to face an emergency situation. We were lucky that our disaster was not more serious and that the quick-thinking and common sense of everyone involved helped us through. In retrospect our disaster taught us the value of being prepared. Therefore, somewhat after the fact, we have defined a plan to follow in case of any future emergency. By presenting this information it is hoped that other collections can learn from our situation and any inconvenience and damage can be minimized.

## RISK MANAGEMENT FOR SLIDE LIBRARIES

Elizabeth Cherry  
Director of Risk Management, University of Washington

Edited by Heather Seneff  
Assistant Slide Curator, Arizona State University

Risk management recognizes that slide collections can be severely affected by disasters because of the special nature of materials in collections. Slides are particularly susceptible to water damage and collections usually contain incendiary material. Catastrophic loss can be caused by heat, smoke, water, humidity, and chemical hazards. In the event of a disaster, the extent of the damage sustained is proportional to the promptness of discovery and reaction, and the availability of emergency services and resources.

A disaster plan can prevent or reduce loss during an emergency. The loss of vital or irreplaceable materials can be prevented by storing duplicates of these materials at another less vulnerable site. Collections can be housed in separate, fire-proofed rooms to minimize damage. During an emergency, certain materials can be designated for evacuation.

Collection sites should be inspected and evaluated periodically. Chemicals should be properly stored, and unnecessary flammable material should be removed. Risks presented by the location of the collection should be considered, including the building's climate control, ductwork, plumbing, and electrical appliances, as well as the geographic location of the building itself. In the case of a fire, suppression methods should not cause additional damage to the collection. Fire departments should be notified of the special considerations of slide collections during emergencies. Smoke detectors and alarm systems should be routinely tested.

Collections should use fire resistant cabinets which can be locked and are bolted to the structure to prevent theft and spillage; security systems should be available during

construction, remodeling or partial occupancy, especially when the building or neighboring buildings are vacant. During remodeling, welding and paint removal should be monitored.

A disaster plan should inform collection employees of the proper responses to emergencies. Phone numbers of emergency services and collection staff should be readily accessible. Evacuation routes should be determined and materials that can be safely removed should be designated for evacuation. Employee training in fire safety and the use of equipment can be arranged with the fire department; hazardous material information should be available to employees. The National Fire Protection Association's Publications 910 and 911 pertain to library and museum collections and can be helpful in preparing for emergencies in slide collections.

Emergency materials (such as plastic sheeting and dehumidifiers) can be kept on hand in collections to facilitate salvage and clean up. Research the availability of special supplies, services, and salvage assistance. In order to recover sufficiently to support the teaching needs of the faculty, ascertain which materials should be given repair priority. If necessary, determine an alternative location for collection materials. Arrangements with other similar collections may aid recovery.

Valuation of collection materials is challenging. Some slides, including those documenting work in progress or events, slides that are works of art themselves, and donated or loaned slides, are irreplaceable. Accession records and supporting documentation are crucial. Repair of damaged slides is time-consuming and requires specific skills and knowledge. Funds for replacement material and staff are frequently modest.

Institutional philosophies for financing emergency recovery differ. Some choose to fully or partially transfer risk to a carrier which pays for loss. Such insured collections should verify that all valuable materials, including loaned items, are covered. The carrier's role in loss control and preparedness should be considered, as well as the carrier's understanding of the value of the collection. Carriers can agree to use a specific valuation method or to the use of an appraisal. Other institutions rely on self-insurance, when an internal source of recovery funds is identified. Collection curators should be aware of



institutional policies concerning insurance, especially valuation, deductibles and co-payments.

Some institutions are un-insured and no financial recovery system is available. "Going bare" is appropriate if prevention efforts are excellent and if the institution can and will support an emergency recovery. Uninsured collections should make sure sufficient resources are devoted to loss control.

If an insured collection does experience an emergency or loss, communication with the insurance carrier is essential. Comply with requirements for reporting and documenting damage. Submit a partial claim rather than delay. Proof of hours worked, payments for contractors and the purchase of emergency supplies is required for insurance claims. Ask the carrier to assist with the recovery to ensure proper valuation and documentation. Keep a camera on hand to record the effects of an emergency.

The unique nature of slide collections necessitates a clear understanding of the value of the collection to its institution and an open communication between curators and insurance carriers. A disaster plan can prevent or reduce loss during an emergency, protecting vital material and preparing employees for prompt action.

## DISASTER PREPAREDNESS FOR SAFETY AND SECURITY OF PERSON

Linda Bien

Concordia University Faculty of Fine Arts Slide Library

Gunfire in the University of Montreal's École Polytechnique plunged the entire country into feelings of horror and disbelief on December 6, 1989. The horror did not abate when the incident ended in suicide and murder. More than a dozen students were killed and wounded because they were women.<sup>2</sup> Three years later, a disgruntled professor rampaged through Concordia University, killing four colleagues.<sup>3</sup> These tragedies took place in Canada, in Montreal - a particularly safe and congenial city. They happened in universities - our ivory towers. They underline the sad fact that violence is not confined to big cities or the dark of night. In 1993 *Time* magazine reported, "Within the past year, librarians have been attacked and killed behind their desks in Sacramento, California and Buckeye, Arizona."<sup>4</sup>

### *PERSONAL SECURITY*

There has been much soul-searching by people in Montreal about how and if the University fatalities of the past few years could have been averted. One may conclude that murder, assault, rape and robbery are not any more preventable than calamities such as flood, fire and earthquake. But here are a few suggestions that may help minimize the risks.

Slide Collections are often located in out of the way spots in schools and museums. Frequently there are not many people around. It is necessary to be sensible of these

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<sup>2</sup>. "Campus Massacre: Gunman Kills 14 Women Before Shooting Self," *Montreal Gazette*, December 7, 1989: A1,A2.

<sup>3</sup>. "August 24 and After... Review and Recommendations Regarding Concordia University Security." *Concordia's Thursday Report*, December 16, 1992: 1 [supplement].

<sup>4</sup>. *Time*, August 23, 1993:19.

surroundings and become "confident, prepared and aware."<sup>5</sup> The most efficient defense is alertness and a good intuitive sense of what feels right and what doesn't. Trust your instincts about situations that make you uncomfortable. You are the best judge. If you have a hollow feelings in the pit of the stomach and your pulse quickens, your body is telling you are in danger. Don't ignore these signals. Train yourself in advance to react positively.

A protocol to deal with threats and threatening situations should be developed and in place at your institution. You should make yourself familiar with it. Employers in North America are legally bound to provide a work environment safe from threats or harassment of any kind. In the U.S. this falls under Title 7 of the Equal Employment Opportunities Commission (EEOC). Institutions should evolve policies to deal with discrimination and harassment, including sexual harassment.<sup>6</sup> Any type of harassment should be addressed at once. Don't give it an opportunity to escalate. Early intervention can be important.

### ***THREATS AND HARASSMENT***

Take all threats seriously. Do not put up with any kind of verbal or other abuse from students, staff, employees or supervisors. Report it. If authorities are not available to receive your complaints seek help elsewhere. Don't try to deal with it alone. Don't not keep threats or incidents of harm, harassment or assault to yourself. At least find a friend or relative to confide in. Detailed personal records of the incidents in a diary or letters can serve as documentation. Remember sexual aggression is not about sex, it is about power.

### ***SELF-DEFENSE***

The purpose of self-defense classes is to empower yourself and to provide an environment in which to practice using your own voice and body for protection. There are numerous examples of people extricating themselves from or deflecting threatening situations with authoritative commands and bearing. Even if you're not a woman, choose a female oriented self-defense course, not martial arts training (though you might want to do that also for

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<sup>5</sup> "Safety on Campus," Concordia University, September, 1991 [pamphlet].

<sup>6</sup> Males can be victims as well as females. The Concordia University Sexual Harassment Office reported more than 14% percent of the complainants in 1992 were male.

the fun of it). Inquire at the local women's centre or YWCA/HA. Beatrice Pearson, one of two Concordia Ombudspersons, lists these benefits of self-defense courses:

1. Prepares you mentally.
2. Teaches verbal assertiveness.
3. Gives self-confidence and a range of options.
4. Offers a pro-active choice of responses appropriate for various circumstances.
5. Hones reflexes. Prepares you to deflect attack.

## ***BIZARRE OR DISRUPTIVE BEHAVIOR***

You probably have a story similar to this one: a strangely attired individual entered and circled the light tables several times without speaking. The student working alone in the Slide Room felt distinctly uneasy and didn't know what to do. Eventually the person left without incident.

A more common situation is less bizarre, but no less frightening, when a client becomes hostile or violently angry. If clients - or staff - start to behave peculiarly or act in a suspicious manner it is time to call on campus police or security. The mere presence of a person in uniform can provide assistance, relieve anxiety and possibly defuse a tense situation.

Sometimes people exhibit unstable behaviour because they don't eat or sleep enough. They may be intoxicated by drugs or alcohol, or they may be physically or emotionally ill. A brief guide to dealing with disruptive behaviour<sup>7</sup> distributed to staff at Concordia is appended. The list of what disruptive behaviour is (verbal threats or abuse, etc.) and is not (cultural differences, etc.) is very helpful.

Academic stress can trigger panic and irrational behaviour in students, staff and faulty members and has even given rise to fatal incidents. Do not allow anyone to make even verbal

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<sup>7</sup>. "A Guide For Working With Those Who Are Emotionally Distressed" based upon a document originating at the Organization of Counselling Center Directors in Higher Education and Counselling Services and Placement, San Diego State University.

threats. Leave the area if the perpetrator will not leave. Notify safety and security personnel immediately.

If all else fails, pull the fire alarm.

## ***INSTITUTIONAL SUPPORT***

Many institutions offer services such as:

Health and Safety

Safety and Security Offices, Guard services or Campus Police

Buddy systems and campus escorts

Employee Assistance Program

Rape Crisis, Sexual Assault and Sexual Harassment Counselling

Aid for Criminal Victims

Legal Aid

Ombuds offices, Grievance offices, Appeals boards, Codes of conduct

Student Counselling, including suicide prevention

Campus Ministries, especially if they offer emergency aid to buy food, etc.

Substance Abuse Counselling

Perhaps you might have an Emergency Intervention Team. Find out where they are in your institution and what they can do for you or people you refer to them, should the need arise.

## ***CAMPUS SECURITY***

All Visual Resources Managers should confer with whomever is responsible for security in the area of the Slide Collection. What are normal security procedures? Are special arrangements necessary? Hours of operation and numbers of staff, physical layout, valuable materials and equipment, keys and access considerations, and extent of responsibility should be discussed.

The Visual Resources staff and security staff who work at the same time should get to know each other. Clients or staff working alone in the Slide Library should be required to notify security when entering and leaving. Timing of security rounds is often irregular for better protection, but check-ups of the area might be stepped up or telephone checks might be made.

Maybe a signal could be arranged with security personnel. For example if Slide Staff calls and says, "Are you coming for coffee?" it means something feels wrong, come right away to check out the situation. An escort might be arranged for staff arriving and leaving the area at odd hours.

### ***SAFETY AUDITS***

A safety audit includes an inspection of the workplace to determine if the emergency phones, exits, etc. are adequate. But it can go further. A complete audit will include recommendations concerning furniture arrangement, hours of operation and procedures. Hazards to personal safety such as sharp or small heavy objects will be noted. Try to arrange to have such an audit done in the Visual Resources Collection.

### ***COMMON SENSE***

The following common sense advice is collected from a number of sources. Some are cited or included in this book.

Post instructions for emergency procedure prominently and keep fire extinguishers and first aid boxes in plain sight.

Secure your belongings. Do not leave valuables out in the open. Don't leave purses, wallets or valuable art supplies lying about.

Do not leave unattended rooms unlocked. Look around when entering an empty room or corridor.

Have people sign in or leave identification when entering. This may act as a deterrent to people who have no legitimate reason to be in the Slide Library.

Arrange furniture in your office or the Slide Library so you can get out quickly. Make sure your desk is situated so that visitors can not obstruct your exit from the room. Place the visitors' chair inside the room and yours nearer to the door. Do not work with your back to the door.

Check your desk, work tables and surroundings to make sure there is nothing like a sharp pair of scissors or a stone paper weight that can be picked up and used as a weapon against you.

Try to arrange the slide cabinets so that the whole area is visible, making it difficult or impossible for people to conceal themselves in the Slide Library.

Avoid situations where one person works alone in an area if at all possible. Do not work alone backed into a corner. Make sure you have an unobstructed path to exit.

Know the environment. Plot your alternate escape routes in advance and make sure you won't be blocked or locked in, so you will be prepared if you're being stalked or chased.

Avoid being the last to leave. Try to leave in a group.

Contact security if you are working late and make sure they are aware of who is in your area after hours. If you hire a student to work alone at night you might consider allowing her or him to have a friend study in the Slide Library as company.

If someone is working after-hours sometimes campus escorts are available to walk together to the parking lot or wait at the bus stop. Or maybe departure can be timed to leave with the guard making rounds.

Be cautious in washrooms. Keep purse out of reach of others. A stall which appears empty may be occupied by an intruder.

Be cautious in stairwells and elevators. Make sure you can exit at each floor. Sometimes doors are locked from the stairwell. If you feel uneasy do not enter an elevator with only one other occupant or exit immediately.

Be cautious in entries, parking areas, corridors and especially at bank machines.

Stand back from the edge of train platforms. Stand back from the curb at street corners.

Be aware when passing alleys, doorways or recesses where muggers might conceal themselves.

Monitor and react to physical symptoms. Hollow feelings in the pit of the stomach, eerie or uncomfortable feelings, quickening of the pulse are warning signals that you feel physically at risk. Don't ignore them. Heighten your awareness of what going on around you.

Criminals tend to attack people who appear easily intimidated and vulnerable. Project confidence, move at a steady pace and convey a readiness to deal with those who might challenge you.

Learn how to yell aggressively as they teach in the army and use your voice as a defensive weapon. It gets your adrenalin going and primes you for quick action. Shouting NO! GET OUT! GET AWAY! or STOP! repeatedly and loudly has been shown to scare away potential attackers. Practice in front of a mirror.

Do not depend on personal alarms. People ignore them. Yelling doesn't require equipment and batteries. It is more dependable.

Be mentally prepared for what to do if you need to protect yourself in emergency. For example, if you have to run perhaps you should kick off high heeled shoes. Look around your work area and see if you could duck under something or pick up something like a volume of the Art and Architecture Thesaurus or Library of Congress Subject Headings to defend yourself. (When I used the New York subways, we used to carry sections of the Sunday Times all week. The thick newspaper made a good shield.)

Before entering your auto look around outside and inside the car to make sure no one can jump out at you. In the car, lock your doors and keep the windows up while driving. Consider buying a car phone just for emergencies.

Driving alone, do not put your purse in sight on the seat beside you. This tempts predators at stop lights to break your window to steal it.

Do not hitchhike or pick up hitchhikers.



Dogs are good companions in the car and walking. They can deter potential attackers.

## ***DISASTER PREPAREDNESS***

Here are a few suggestions about general preparedness. At the minimum, the Visual Resources Collection should have an emergency phone or regular phone with emergency number, a completely stocked first aid box, smoke detectors, sprinklers and fire extinguisher. Emergency instructions should be prominently posted.

## ***EMERGENCY EQUIPMENT***

### **PHONES AND PANIC BUTTONS**

An emergency phone does not have to be dialed. A direct connection is established to security personnel as soon as the receiver is lifted. A phone is preferred to a panic button by responders, as it is hoped that the caller will be able to state the nature of the emergency and possibly receive helpful instructions. Check to see if the phone is actually staffed at all times. Staff may have to leave the security post and it would not be good to count on an emergency phone which may be left unattended at times.

A panic button is a silent alarm linked to security personnel from a specific location. Personal alarms are portable and loud. Mobile alarms do not include a method of locating where the call is coming from. Both have the disadvantage of creating a false sense of security and dependency. It is important to remember that the ultimate responsibility for personal safety and security lies with each individual. Instantaneous help is never available.

A noisy alarm might not scare off a determined attacker. Alarms may effectively signal trained personnel, but others tend to ignore them. Think of how many times you have heard a car alarm. Have you ever reacted by calling police? Today's noisy environment has desensitised public response.

## **PHONE WITH EMERGENCY NUMBERS**

Although today's technology can block unauthorized long distance telephone calls, phones are often only available in offices that are locked when the occupant is not in. For security there should be an additional phone in the Slide Room for after-hours use. It is best to have a phone with a memory so the emergency number can be accessed by the press of a button instead of dialed manually.

Even if the number is stored in memory, a sticker with the number should be placed on the telephone set itself. Check to make sure the number works. Much money was spent sending a glossy emergency procedures brochure to each of the thousands of staff members at Concordia with instructions to dial 911 in an emergency. Unfortunately the telephone system requires one to dial 9 to access an outside line - so the actual emergency number is 9911!

## **FIRST AID BOX**

A first aid box with Band-Aids and peroxide is convenient, but the important elements for disastrous injuries are pressure bandages, eye flushes, tongue depressors, splints, and a handbook or quick reference. Mount the box in a prominent place and check it regularly to make sure it is fully stocked.

## **FIRE EXTINGUISHER**

The fire extinguisher should be located in a convenient and prominent place. Learn when and how to use it. Does the Visual Resources area have smoke detectors and a sprinkler system? Do not permit smoking in the Visual Resources area.

## **EMERGENCY SUPPLIES**

The University of California at Berkeley where earthquakes are not unexpected, has water, food, flashlights, and a crow bar in every room. Slide cabinets are bolted to the walls with L-shaped brackets. (Even so, drawers could fall out if not protected behind locked doors.<sup>8</sup> In

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<sup>8</sup> Maryly Snow. E-mail exchange in October 1993, before the Northridge earthquake.

Montreal, friction dampers developed at University's Department of Building Studies were included in construction of the new Library Building.<sup>9</sup>)

## ***EMERGENCY PROCEDURES***

Disasters of natural or human origin affect buildings and materials, but they also put people at risk. The manager of the Visual Resources Collection must know how to react to both and where to obtain assistance. She or he must know how to educate staff and clients about safety precautions and what to do in case an emergency happens.

Everyone using a building should know the locations of its emergency exits and what to do in case it has to be evacuated. Employees should know where and how to obtain urgent assistance, who the emergency responders are and how long it will take them to reach the Visual Resources area. There should be back-up in case help is not available. The back-up might be Visual Resources staff members. It might be good to find out where the circuit breakers and water valves are in case normally assigned personnel are not able to shut off electricity or water when necessary. On the other hand, it is important to realize that in the event of an emergency everyone has a role to play and uninvited "help" might create chaos, hindering assigned responders from carrying out their jobs.

## **FIRE, SMOKE AND GAS LEAKS**

Learn where the fire alarms are located. Learn under which circumstances to use the fire extinguisher and when it is more advisable to leave the area immediately.

Everyone realizes that it is important to evacuate the area and not to light matches in case of oil and gas leaks. But remember also to avoid electrical sparks. It may be dangerous to turn lights and appliances on or off.

Make sure all personnel are aware of the location of fire exits and are prepared to guide clients to them. Be aware of handicapped clients and special evacuation procedures for them.

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<sup>9</sup>. Information available from Centre for Building Studies, Concordia University .

Review escape routes and procedures in case of heavy smoke. Make sure that fire drills are observed. Who are the fire marshals?

## **EVACUATION**

Prepare a local drill. Should you take time to turn off computers and equipment, lock doors or take purses, valuables and outer clothing with you when evacuating the building or not? Do you know at all times how many people are in your area in case of evacuation? Learn when to evacuate.

## **TAKING COVER**

Find out which parts of the structure in your area are safest in case of earthquake, tornado, cyclone, or flood. Take shelter from falling masonry.

Earthquakes don't only happen in California, but Californians are experienced. Luckily the Northridge quake took place at night when almost everyone was home. Californians are always advised to stand in a doorway or to crawl under a desk away from windows and other things that can cause injury if they shatter, splinter or fall.

It's repellent to think of, but what if you heard gunshots down the hall? What if an armed person stood in your doorway? Would it be better to get out or hide? Where could you hide? Practising such scenarios and being mentally prepared for any event is the best self-defense.

## **FIRST AID and CPR (Cardio-Pulmonary Resuscitation)**

Try to find out how long it would take for help to arrive at the site if a someone were to have a convulsion or be bleeding badly.

If there is no first aid station very nearby, someone in the Slide Library should take a first aid course. The first aid box is of little use unless someone is trained to use the items in it correctly for emergencies.

The Red Cross in the U.S. and St. John Ambulance in Canada recommend that every child and adult should seriously consider learning CPR.

Everyone sincerely hopes that none of us will ever be called upon to put the forgoing advice to the test, but none of us can afford to be unprepared in the eventuality a disaster does happen.

## A HURRICANE AND THE SLIDE LIBRARY

Angela Bustamante  
Miami-Dade County Community College<sup>10</sup>

### *THE HURRICANE*

On August 24, 1992 events beyond imagination, took place in Miami changing the lives of millions and turning rich, middle class and poor neighborhoods alike into a war zone. This paper discusses the effects that a natural disaster could have on a slide library; including chaos which begins with our private lives, and then takes over in our place of business. In my case, my place of work is the slide library at Miami-Dade Community College, Kendall Campus and my disaster was hurricane Andrew. The Kendall Campus, being one of the only surviving government buildings close to the disaster area, became the main center for the U.S. Army, the Red Cross and other rescue teams for over a month. About two weeks after the storm, staff and faculty were called back to work. After finally being able to return, the old, dull, slide library that I had complained about for so many years took on a whole new image. When I checked for damage the only thing I found was one old water stain that had kept reappearing in one of the ceiling tiles, over and over again, for the last eight years. The slides were untouched. Everything was in its place

When I first spoke to Tina Updike after the storm, she suggested that I contact other curators who had suffered damage to their collections and were now gathering materials for VRA. This would become a new area for curators to develop. We also spoke about what action to take in case a disaster were to happen again. It was her suggestion of an action plan that made me realize, for the first time, how little has been done in my department to protect the slide collection. I began writing down my ideas and divided them into three areas: Pre and Post-planning in case of a disaster, and a conclusion.

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<sup>10</sup>presented as a paper at the SECAC/VRA Conference, Chapel Hill, NC, 1993

## ***PRE DISASTER PREPARATION***

### **PREPARATION:**

If you live in an area that you know is subject to a natural disaster, preparation is the key word, not only because of the physical damage that can take place during and after the disaster, but also because of the psychological side effects that will occur. The more organized and prepared you are before the storm, the faster you will be able to go to work after it is over. You are in such a state of shock at that time of a disaster that having written material on hand, showing what steps to take, is the first and most important item that you will want to see and use.

Preparation should be kept simple and efficient, this is best accomplished by becoming very knowledgeable about the kind of disasters that are common to your area. If you have already experienced one of these phenomena, you have done half of your work, your gut instincts will immediately react and tell you what you need to do. If you have never been through a disaster, or if you are new to an area that is subject to one, get well informed. Read about past cases and talk to people who have survived these situations, document their experiences and keep them as part of your emergency kit.

### **MATERIALS:**

Whatever you get for your home survival kit, things like rolls of plastic, canned foods, camping gear, anything else that you know can make your situation comfortable, consider having at your work place as well. When electricity isn't available, these supplies will be highly appreciated no matter where you are. One thing we all learned is that you really don't know where you may be before, during or after the storm. Many victims had to live at their work places for a while. This could apply to many VR curators since most of us work on college campuses which are likely to become shelters.

Large garbage bags became a popular item to have around during the aftermath of Andrew. They should be kept on hand at all times and are especially useful in a situation where there may be no warning. Things can quickly be thrown in the bags, they can be used to slip over slide drawer and cabinets like covers, or they can be easily ripped apart

and laid out flat. In instances where water poured in during the storm, garbage bags provided a dry place to sleep and sit when all around was wet.

### **SLIDE CABINETS:**

Check to see if you have the strongest metal drawers and cabinets available. If you have wooden drawers I can guarantee that you will have trouble. Any kind of water damage could be fatal to slides. Wood can not be dried easily with a cloth, it stays damp and smells of humidity for a long time. If you are just starting out or are having a new library designed, have control over the equipment being purchased. Make sure to get the best of everything in accordance to your budget and space, use the standards suggested by the professional organizations.

### **GUARD YOUR COMPUTER DATA:**

Keep disk copies of your data base off-site. Make sure to keep them in some kind of water-proof container. This is particularly important not just because of possible destruction, but can be crucial in situations such as ours, where the military was given complete access, not only to the grounds, but to the equipment inside the buildings. Computers had to be used, therefore important data was erased because of the immediacy of the work that the army had to begin doing.

### **INSURANCE:**

You may want to check with your chairperson or dean about what kind of insurance the university has and what percentage would be available to the slide collection after all the damage estimates have been done for an entire department. How much money there would be to replace collection losses, and how quickly reconstruction would begin will be determined by which areas of the department are needed quickly for the teaching of art. If the entire department were destroyed, there may be no money at all for a couple of years.



## **YOU MAY LOOSE YOUR JOB:**

One other thing that I take for granted is that I still have a job. If this turned out not to be the case, a back up plan is important. Keep in touch with friends from other parts of the country who could help if you lost your job. Once a building and materials are destroyed, you may just have to relocate. No insurance company, president of a college, or department chairman can guarantee your job back after a disaster. You are on your own. Be prepared for financial insecurity. Ironically, sometimes relocating can be one of the most positive things that can happen out of a disaster. It could come at a time when you least expected it, but a geographical move may become your only alternative if your business shuts down and you lose your home.

## ***POST DISASTER PREPARATION***

### **PREPARATION PLAYS AN IMPORTANT ROLE IN THE AFTERMATH:**

Being prepared has a lot to do with what happens before or during the time of the event. It becomes the most powerful tool you can use in order to survive and to recuperate during the aftermath. In our case, even though we were warned, it did not matter how many shutters were bought or where one lived. Many of the destroyed homes were in well-protected areas that were not supposed to need to be evacuated. The forces of nature did what they wanted with us, and it was only those who were experienced and had supplies ready in their homes, who were able to get to work immediately and help those who weren't so well prepared. It is enough to just be educated and to keep your "disaster kits" up to date and protected at all times, all year round.

### **AFTER THE ESTIMATES ON YOUR CAMPUS ARE DONE:**

Once you know what the collection will be receiving from your college or insurance company for damages, you can start to determine your immediate needs. Depending on the amount of damage you have, getting insurance money can be either a good or bad experience. If you were anxious to do some weeding and many of your slides needed to be replaced, this is a great time to do that. But if you have a collection of over 300,000 slides, put together by many human hands and years of hard work, insurance money is almost meaningless

## **OPTIMISM AND PATIENCE:**

Optimism and patience are the key words in the time of a disaster. You may have to consider a new way of running the library since it may take months to replace your losses. Since we deal with so many different people, it is very important that you also prepare yourself for all kinds of irrational behavior from those that you service, remember they too are under pressure, their behavior will be unfamiliar to you. It is important that you provide them with as much help as possible but that you inform them well in advance of the damage and conflicts that they may encounter. Most faculty will also have to start over if they lose everything in a disaster, they will need special attention and time devoted to recreating their lectures and years of preparation.

## **GET BACK TO WORK QUICKLY:**

It is important that your place of work begins to function as soon as possible. You will already have lost time and money once the disaster hit, so the faster the community recovers work places the better it will be for the overall mental ease of all of the victims. Educational buildings, especially government buildings like ours, can play a tremendous part, not only in providing shelter and stations for the military, but by getting students, staff and faculty back into the classrooms as soon as possible. It gives both the staff and students an immediate release of stress knowing that they can get back to some kind of routine even though things may be crazy at home and in the work place.

## **CONCLUSION**

### **A SLIDE CURATORS GUIDE IN CASE OF DISASTER:**

Having an emergency catalogue or kit as Tina Updike suggested is crucial to surviving a disaster. Raising our consciousness about damaged collections is important, and a good place to start. Develop an emergency slide kit covering as many periods as possible, it could be as small as 100 slides. Anything is better than nothing. An idea came to me when a group effort was suggested, that is when weeding out our collections curators may want to consider saving some of the slides that may still be usable. If as a group, we were to start collecting these slides and place them in a central location where they would be available for those who need them after a disaster. Another thought would

be to publish a list of curators in the VRA bulletin, who could be contacted if they had extra slides to donate; a VRA 911. Names could be dropped or added at the curator's request. It would be good to make an extra effort and contact each other at times when we hear of disasters that may affect our colleagues. As others experience damage in the future, no matter how small or large their losses are, documentation of these events should continue to be added to our literature.

Disasters like Andrew don't happen often, that is why they are so difficult to understand and accept. Some may never experience anything like this, but you can lend a hand if you know others who need it. Networking has always been an easy form of education for me and that is the most important message that I can try convey. Write your thoughts and ideas down now, when you have a few minutes, are sitting in your environment and can see what could happen. Prepare yourself, with the right materials to survive the storm, be educated about your area and most of all have faith that things happen for a reason.

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University of Washington Libraries  
DISASTER RESPONSE PLAN FOR LIBRARY COLLECTIONS  
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UNIVERSITY OF WASHINGTON LIBRARIES

Disaster Response Plan for Library Collections

Unit Plan

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October 30, 1991

University of Washington Libraries  
DISASTER RESPONSE PLAN FOR LIBRARY COLLECTIONS  
Unit Plan

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## I. INTRODUCTION

Disasters, especially those involving water-damaged materials, seem inevitable in a library's history. The focus of this plan is on disasters that result in damaged library materials; its purpose is to maximize efficient response in the event of a disaster and to minimize loss of library materials.

This plan covers collection damage involving water leakage and flooding, fire, and natural disasters such as volcanic eruptions and earthquakes. It also covers damage resulting from structural problems, e.g., from collapsing stacks. Medical emergencies and bomb threats are not covered, neither is damage to computers or data files. Although evacuation of staff and library users in the event of a disaster is not covered *per se*, **PERSONAL SAFETY IS ALWAYS THE FIRST CONSIDERATION IN THE EVENT OF A DISASTER.**

Disaster preparedness planning includes three stages; 1) prevention, 2) response, and 3) recovery. In the Libraries' plan, recovery is limited to the salvage of library materials; it does not include the recovery of library operations in the event of a disaster.

The "Disaster Procedures" poster (Appendix I) is widely distributed in the Libraries and includes basic response information. The "Unit Plan" contains more detailed information on immediate and secondary responses to each type of disaster covered by the plan. It also includes appendices with a prevention checklist, information about fire extinguishers, etc. Each specific unit plan includes a floor plan for that unit and a collection salvage priority list, if that unit has a collection. A copy of the unit plan is in each library unit. The complete "Disaster Response Plan" includes the text found in the unit plan and floor plans and collection salvage priority lists for all library units. It also includes information on disaster recovery, including salvage procedures; post-recovery procedures; and appendices covering such things as sources of technical information and assistance and sources for emergency supplies and services. Members of the Disaster Response Team have complete copies of the plan. Complete copies are also maintained in the Special Collections and Preservation Division and in the Libraries Administration.

## II. PREVENTION

The first stage of disaster preparedness is prevention. Good housekeeping, good monitoring (smoke, heat and water), and fire suppression systems, and regularly scheduled inspections of detection or fire suppression systems, fire safety equipment, electrical and plumbing systems, etc., are essential. Appendix II contains a prevention checklist. Units should refer to it periodically, and will be asked to complete the checklist annually.

## III. LEVEL OF DISASTERS

- |                    |   |
|--------------------|---|
| A. <u>Minor</u>    | A collections emergency which involves fewer than 1,000 items. Response to minor disasters will generally involve staff from the Special Collections and Preservation Division. |
| B. <u>Moderate</u> | A collections emergency which involves from 1,000 to 5,000 items. Moderate disasters will involve Special Collections staff and may involve the Disaster Response Team.         |

- C. Major A collections emergency which involves more than 5,000 items. Major disasters will involve both the Special Collections staff and the Disaster Response Team and may involve outside assistance and volunteers.

NOTE: These are working definitions. The level of emergency dictates the resources needed for recovery, i.e., the number of people needed, amount of space needed, kind and quantity of equipment and supplies, etc. For example, in an emergency involving water-damaged books, such factors as the degree of saturation, whether or not the paper is coated, etc., in addition to the number of items, may be factors in determining the resources needed.

IV. IMMEDIATE RESPONSE: NOTIFICATION

First Call:

FIRE 9-911 and pull fire alarm at nearest fire alarm box

PEOPLE HURT 9-911

Second Calls:

WATER/ELECTRICAL OR OTHER BUILD-ING DAMAGE Monday-Friday, 8:00 a.m. - 5:00 p.m.  
(Exact hours may vary)

Suzzallo Library: Betty-Jo Kane, 3-1760

Non-Suzzallo Library: Call Building Coordinator \_\_\_\_\_

Other Times  
Physical Plant Communications Center  
5-1411

COLLECTION DAMAGE Monday-Friday, 8:00 a.m. - 5:00 p.m.

Head, Special Collections and Preservation  
Gary L. Menges, 3-1929

Other Times  
Disaster Response Team

Call in this order until one of the following is reached:

Gary L. Menges, 325-1131  
Diane Grover, 781-1646  
Nancy Press, 367-6568  
Kerry Bartels, 788-0155



Third Calls:

UNIT HEAD: \_\_\_\_\_

LIBRARY  
ADMINISTRATION: Monday-Friday, 8:00 a.m. - 5:00 p.m.

Call in this order until one of the following is reached

543-1760

- 1) Director of Libraries  
Betty Bengtson
- 2) Deputy Director of Libraries  
Charles Chamberlin
- 3) Associate Director of Libraries  
Library Collections  
Linda Gould

Other Times

Call in this order until one of the following is reached:

- 1) Betty Bengtson, 368-9170
- 2) Charles Chamberlin, 483-3797
- 3) Linda Gould, 365-7444

**BE PREPARED TO STATE:**

Your name  
Location of emergency  
(building, library,  
floor, room)  
Nature of emergency  
Amount of damage  
Whether damage still  
occurring

V. INITIAL RESPONSE BY TYPE OF DISASTER

A. Water Damage (Leaks, Floods, etc.)

1. Immediate Response

- a. Keep calm
- b. Get water flow stopped--call Building Coordinator or, if after hours, Physical Plant Communications Center.
- c. WATER DAMAGED MATERIALS MUST BE DEALT WITH QUICKLY IN ORDER TO SALVAGE THEM. Call Special Collections or Disaster Response Team (see IV Immediate

Response: Notification).

- d. Make other phone calls listed in IV.
- e. Keep unauthorized personnel out of problem areas.

**DO NOT ENTER AN AREA WHERE THERE IS STANDING WATER WHICH MAY HAVE MADE CONTACT WITH WIRING AND MAY BE ELECTRIFIED UNTIL PHYSICAL PLANT PERSONNEL HAVE DISCONNECTED ELECTRICITY OR DETERMINED THAT IT IS SAFE TO ENTER. WEAR RUBBER BOOTS.**

## 2. Secondary Response

### a. Protect materials

- 1) If leak is small or localized in a small area, remove books in direct path of leak or water flow.
- 2) Remove library materials from the floor if they are still dry and in the path of the water flow.
- 3) Cover ranges of books onto which water is falling with sheet plastic. (Special Collections staff members will bring plastic if needed and not stored near the site of water damage.)
- 4) Begin mop-up of water on floor and channel ceiling drips away from library materials into removable pails. Wet floors are slippery; exercise caution.

Locations of a unit's disaster supplies are noted on the "Disaster Procedures" poster found in each unit.  
(Appendix I)

### FOR ALL DISASTERS INVOLVING WATER-DAMAGED MATERIAL:

Do NOT open or close books.  
Do NOT separate single sheets.  
Do NOT press wet books.  
Do NOT wipe off mud or dirt.  
Do NOT remove book covers or separate materials.  
Do NOT disturb wet file boxes, prints, drawings or photographs.

"Such handling may result in extensive and often irreparable damage to materials that otherwise might be salvaged." (Peter Waters)

**NOTE: IF THIS IS A MAJOR DISASTER, IT MAY NOT BE POSSIBLE TO TAKE THE ABOVE STEPS TO PROTECT LIBRARY MATERIALS. IN THESE INSTANCES, THE MAJOR PRIORITY IS TO STOP THE FLOW OF WATER AND REMOVE STANDING WATER AS QUICKLY AS POSSIBLE SO THAT SALVAGE OF DAMAGED MATERIALS CAN BEGIN. PHYSICAL PLANT PERSONNEL ARE RESPONSIBLE FOR STOPPING WATER FLOW AND REMOVING STANDING WATER.**

- B. Fire Damage (Materials damaged by burning, soot, and smoke. If only water damage, see V.A)
1. Immediate Response
    - a. KEEP CALM
    - b. Pull fire alarm at the nearest fire alarm box and call the University Police at 9-911 to report the location of the fire.
    - c. If it is a small fire, use the nearest fire extinguisher, providing that it is the right type for the fire and you have been trained in its use. Do NOT let the fire get between you and the exit. If not controlled in one (1) minute, evacuate. (See Appendix III)
  2. Evacuate the building according to library/building evacuation procedures.
  3. Notification  
From a safe location make the other calls noted in IV "Immediate Response: Notification." The Disaster Response Team will assess damage and implement disaster recovery procedures when allowed to enter the building.

C. Volcanic Ash

1. Immediate Response
  - a. President's Office will notify campus community that an ash fall is moving toward the Seattle area and the size of the ash fall. As soon as the decision is made to close the University, designated staff will commence shutting down all ventilations systems in University buildings. University Administration wants to minimize driving in the ash fall and staff breathing ash-laden air. (The University's plan is found in a June 19, 1980 memorandum from President Gerberding to Deans, Vice Presidents, Director of Libraries, Executive Director of Hospitals, on Volcanic Activity Contingency Planning. The Libraries' "Volcanic Activity Contingency Plan" is found in the Operations Manual, volume 1, section B, number 2. It is reproduced as Appendix IV.)
  - b. Follow instructions of the President's Office. In the event of a heavy ash fall, the campus will be closed, current activities should cease, and staff and patrons should leave the campus promptly.
  - c. Before departure, staff should close all books, cabinets, catalogs and should turn off and cover all office equipment, especially computers and printers.
  - d. Before departure, doors and windows should be closed and locked. Other places where ash could sift into the building should be repaired in advance. There will not be time to cover problem areas when the closure has been ordered.

- e. Do not return to campus until the President's Office reopens the University and advises such in the broadcast or print media.

**KEEP ALL BOOKS, CABINETS, CATALOGS, AND SHELF LISTS  
CLOSED UNTIL INSTRUCTED TO BEGIN RECOVERY PROCEDURES.**

**D. Earthquakes**

**1. Immediate Response**

- a. **KEEP CALM**
- b. For protection during an earthquake, get under your desk, a table or in a strong doorway.
- c. Stay away from windows, bookcases, catalogs, overhead fixtures, skylights, etc.
- d. Do not exit the building until safe to do so.
- e. Do not use elevators.
- f. Be prepared for additional aftershocks.
- g. Do not use matches, lighters or other open-flame appliances unless certain there are no gas leaks.

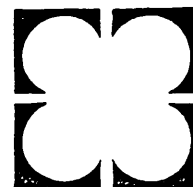
**2. Secondary Responses**

- a. **DO NOT ENTER A DAMAGED AREA UNTIL THE PHYSICAL PLANT AND/OR ENVIRONMENTAL HEALTH AND SAFETY PERSONNEL HAVE ASSESSED THE DAMAGE AND GIVEN THE ALL-CLEAR TO ENTER, SINCE EARTHQUAKES MAY CONTINUE TO OCCUR FOR SOME TIME AND FURTHER DAMAGE IS LIKELY.**
- b. When allowed, authorized library staff should accompany Physical Plant/Environmental Health and Safety personnel into the stricken area in order to determine the exact areas of damage and the types of damage.
- c. Cooperate with the Physical Plant/Environmental Health and Safety personnel to cover material in the affected area as necessary, to prevent damage from debris or exposure to the elements and to cordon off affected areas.
- d. Water pipes can break with structural damage, especially in older buildings. If possible, follow guidelines in Section V.A, "Water Leakage and Flooding," in case of water damage.

**E. Non-Earthquake Structural Damage, e.g., Collapsing Stacks, Collapsing Roof**

**1. Immediate Response**

- a. **KEEP CALM**
- b. **Request emergency assistance--see IV. "Immediate Response: Notification"**
- c. **Evacuate all users and staff from the area, locking doors and/or quickly cordoning off the area so that no one can reenter the area until the proper authorities have evaluated the damage.**
- d. **DO NOT ENTER THE AREA UNTIL THE AUTHORIZED PERSONNEL HAVE ASSESSED THE DAMAGE AND GIVEN THE ALL CLEAR TO REENTER**



Libraries

# DISASTER PROCEDURES

University of Washington

## Fire

- Pull alarm and call 9-911
- Use fire extinguisher if you know how
- Evacuate building, if necessary

## Volcano

- Close books, cabinets, catalogs, windows, and doors
- Turn off and cover office equipment
- Leave campus

## Earthquake

- Get under desk, table, or doorway
- Beware of collapsing bookshelves or falling objects

## Water Leak or Flood

- Get water stopped; call the Building Coordinator or Physical Plant at the numbers listed below
- Do not enter an area where water may be in contact with wiring

### LIMIT DAMAGE

- Remove books from water path
- Cover shelves with plastic
- Mop up water
- Channel drips into pails

### DON'T      DON'T      DON'T      DON'T

- Open or close books
- Separate single sheets
- Press wet books
- Remove book covers
- Disturb wet file boxes, prints, drawings, or photographs

## Calls to Make

- Medical Emergency: 9-911
  - Building Damage: Building Coordinator: \_\_\_\_\_  
After hours: Physical Plant: 5-1411
  - Collection Damage: Special Collections & Preservation: 3-1929  
After hours: \*G. Menges 325-1131  
D. Grover 781-1646  
N. Press 367-6568  
K. Bartels 788-0155
  - Administrative Reporting: Unit Head: \_\_\_\_\_  
Library Administration: 3-1760  
After hours: \*B. Bengtson 368-9170  
C. Chamberlin 483-3797  
N. Baker 527-6356
- \*call in order until one is reached

## Disaster Supplies Locations

- Fire extinguishers \_\_\_\_\_
- First aid kit \_\_\_\_\_
- Sheet plastic \_\_\_\_\_
- Mop and pail \_\_\_\_\_
- Radio and flashlight \_\_\_\_\_

Sample: Copies will be sent to each unit annually.

APPENDIX II

UNIVERSITY OF WASHINGTON LIBRARIES  
ANNUAL DISASTER PREVENTION CHECKLIST

UNIT: \_\_\_\_\_ DATE: \_\_\_\_\_

Each library unit should inspect and check off each item on this Disaster Prevention Checklist. Conditions found unsatisfactory should be recorded in the "other comments" sections. Answers to questions should be recorded in the spaces following the questions. If additional space is needed for lists or comments, use additional sheets. Completed forms should be returned by \_\_\_\_\_ to the Head of the Special Collections and Preservation Division, University of Washington Libraries, and a copy retained in the unit.

CHECKED

FIRE EXTINGUISHING

\_\_\_\_\_ How many extinguishers do you have? \_\_\_\_\_  
\_\_\_\_\_ When were your extinguishers last inspected? (see label) \_\_\_\_\_

\_\_\_\_\_ Extinguishers accessible to use.  
\_\_\_\_\_ Other comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FIRE EXITS

\_\_\_\_\_ Signs operable  
\_\_\_\_\_ Doors operable and not blocked  
\_\_\_\_\_ Fire doors are kept closed  
\_\_\_\_\_ Aisles and work areas navigable  
\_\_\_\_\_ Other comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Disaster Prevention Checklist, Page 2  
Appendix II

CHECKED

FIRE PREVENTION

- \_\_\_\_\_ "No Smoking" signs posted
- \_\_\_\_\_ Flammable and combustible materials stored and labeled properly
- \_\_\_\_\_ Recyclable materials and trash removed in a timely manner
- \_\_\_\_\_ Other comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ELECTRICAL EQUIPMENT

- \_\_\_\_\_ Any known electrical hazards? (please list) \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ Circuit boxes accessible
- \_\_\_\_\_ Visible wiring in good condition
- \_\_\_\_\_ Light sockets occupied or covered
- \_\_\_\_\_ Do you use extension cords? \_\_\_\_\_ How are they used? (explain)  
\_\_\_\_\_
- \_\_\_\_\_ Do you have hot plates, coffee makers, stoves, space heaters or other appliances? (please list)  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ Are you using multi-socket adaptors? \_\_\_\_\_ If so, how many and where?  
\_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ Other comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Disaster Prevention Checklist, Page 3  
Appendix II

CHECKED

WATER

- \_\_\_\_\_ Has your unit had roof-related water leaks during the past year?  
\_\_\_\_\_ If so, has the repair been completed or scheduled? \_\_\_\_\_
- \_\_\_\_\_ Do your ceilings or walls show signs of leaks or water damage?  
\_\_\_\_\_ If so, has the repair been scheduled? \_\_\_\_\_
- \_\_\_\_\_ All materials stored at least four (4) inches off the floor.
- \_\_\_\_\_ Visible water pipes in good condition.
- \_\_\_\_\_ Are there any water pipes over the collection? (explain) \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ Glazing putty around windows and glass walls sealed.
- \_\_\_\_\_ Where is the location of main water shut-off valve? \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_ Do you have floor alarms to indicate water leakage? (Answer only if lowest building levels are part of Library) \_\_\_\_\_  
\_\_\_\_\_ Are they in operable condition? \_\_\_\_\_
- \_\_\_\_\_ Any known shafts where water might flow within the building?  
\_\_\_\_\_
- \_\_\_\_\_ Other comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

OTHER

- \_\_\_\_\_ Flashlights operable
- \_\_\_\_\_ Emergency numbers posted by every telephone
- \_\_\_\_\_ Disaster Procedures Poster posted with blanks filled in with current information.

Disaster Prevention Checklist, Page 4  
Appendix II

CHECKED

\_\_\_\_\_ Disaster supplies located as indicated on disaster procedures poster.

\_\_\_\_\_ Shelving properly braced.

\_\_\_\_\_ Who is your current Building Coordinator? \_\_\_\_\_

\_\_\_\_\_ Phone Nos. \_\_\_\_\_

FIRE DETECTION

\_\_\_\_\_ When did the Fire Safety Section of Environmental Health and Safety Department last check your fire alarms, smoke alarms, sprinkler systems, etc? (If you don't know, check with your Building Coordinator.)  
\_\_\_\_\_

FIRE EXTINGUISHERS

The nameplate on your extinguisher shows the symbols designating the types of fires on which this extinguisher should be used. Read it carefully.

TYPE OF EXTINGUISHER

TYPES OF FIRES

**A, B, C**

Fights any fire (except burning metal).

Nearest TYPE A,B,C extinguisher is located \_\_\_\_\_

**A**

For use on ordinary materials: wood, textiles, paper, rubbish

Nearest TYPE A extinguisher is located \_\_\_\_\_

**B**

For use on flammable liquids, and oil.

Nearest TYPE B extinguisher is located \_\_\_\_\_

**C**

For use on electrical fires while the power is on (turn off the power before using the extinguisher, if possible.)

Nearest TYPE C extinguisher is located \_\_\_\_\_

DO NOT USE WATER ON CLASS B AND CLASS C FIRES

DO NOT USE ANY OF THE ABOVE FIRE EXTINGUISHERS ON CLASS D FIRES (COMBUSTIBLE METALS, E.G., MAGNESIUM)

## UNIVERSITY OF WASHINGTON LIBRARIES

Operations ManualPolicies, Guidelines and Procedures

Vol. 1  
 Section B, No. 2  
 September 28, 1990  
 Revised

Volcanic Activity Contingency Plan

## ALERT FOR ASH FALLOUT

Because the University Police Department maintains continuous communication with the Department of Emergency Services, the Washington State Patrol and the news media, it is expected that this unit will be in the best position to trigger a volcanic alert.

After an alert has been received and it has been determined that ashfall is likely in Seattle, the severity of the situation will be assessed by designated individuals and a recommendation to close or not to close will be made to the University Administration.

The essence of the Libraries' plan, which is a part of the overall plan, is to use the existing administrative structure rather than create a new one.

Charles Chamberlin is coordinator of the emergency plan. Questions on this plan are to be directed to him.

## SITUATIONS

If an emergency occurs during regular working hours and the University closes, such a closure at the minimum would include:

1. Cancelling of classes.
2. Closure of the Libraries.
3. Cancelling of University Extension/public events.
4. Closure of non-essential administrative offices.

All individuals except those designated for emergency purposes will leave the campus.

Notification that the emergency plan is in effect will come through Deputy/Associate/Assistant Directors, Division, Branch and Unit Heads.

Vol. 1  
Section B, No. 2  
page 2

### VOLCANIC ACTIVITY CONTINGENCY PLAN

If an emergency occurs outside of regular working hours there will be a shutdown of all activities on campus. Only designated personnel required to maintain critical activities will be allowed on campus. Notification of such closure will be widely disseminated by the news media. Staff is expected to remain off campus until the University officially reopens. It is especially important that during an emergency situation staff remain particularly alert to new broadcasts on radio or television stations. Notification of the reopening of the University will, in all probability, come from the news media.

IR# \_\_\_\_\_

**BOMB THREAT CHECKLIST**

Be calm, courteous, listen, *do not interrupt*

TIME OF CALL \_\_\_\_\_ TIME CALL ENDED \_\_\_\_\_ DISPATCHER: \_\_\_\_\_

**QUESTIONS TO ASK:**

1. When is the bomb going off? \_\_\_\_\_
  2. Where is it right now? \_\_\_\_\_
  3. What does it look like? \_\_\_\_\_
  4. What will cause it to explode? \_\_\_\_\_
  5. Did you place the bomb? \_\_\_\_\_
  6. Why? \_\_\_\_\_
  7. What is your name? \_\_\_\_\_
  8. What is your address? \_\_\_\_\_
  9. Where are you calling from? \_\_\_\_\_ Phone # \_\_\_\_\_
- Sex of caller  M  F Age: \_\_\_\_\_ Race: \_\_\_\_\_

**CALLERS VOICE:**

- |                                    |                                   |   |  |                                   |
|------------------------------------|-----------------------------------|---|--|-----------------------------------|
| <input type="checkbox"/> calm      | <input type="checkbox"/> angry    | <input type="checkbox"/> excited        | <input type="checkbox"/> slow            | <input type="checkbox"/> rapid    |
| <input type="checkbox"/> soft      | <input type="checkbox"/> loud     | <input type="checkbox"/> laughter       | <input type="checkbox"/> crying          | <input type="checkbox"/> normal   |
| <input type="checkbox"/> distinct  | <input type="checkbox"/> slurred  | <input type="checkbox"/> nasal          | <input type="checkbox"/> stutter         | <input type="checkbox"/> lisp     |
| <input type="checkbox"/> raspy     | <input type="checkbox"/> deep     | <input type="checkbox"/> ragged         | <input type="checkbox"/> accent          | <input type="checkbox"/> familiar |
| <input type="checkbox"/> disguised | <input type="checkbox"/> cracking | <input type="checkbox"/> deep breathing | <input type="checkbox"/> clearing throat |                                   |
- other: \_\_\_\_\_

**BACKGROUND SOUND:**

- |                                       |                                   |  |                                 |                                    |
|---------------------------------------|-----------------------------------|--|---------------------------------|------------------------------------|
| <input type="checkbox"/> street noise | <input type="checkbox"/> voices   | <input type="checkbox"/> music         | <input type="checkbox"/> motor  | <input type="checkbox"/> PA system |
| <input type="checkbox"/> house noises | <input type="checkbox"/> machines | <input type="checkbox"/> animals       | <input type="checkbox"/> static | <input type="checkbox"/> local     |
| <input type="checkbox"/> clear        | <input type="checkbox"/> booth    | <input type="checkbox"/> long distance |                                 |                                    |
- other: \_\_\_\_\_

**THREAT LANGUAGE:**

- |                                      |   |                                     |                               |                                |
|--------------------------------------|---|-------------------------------------|-------------------------------|--------------------------------|
| <input type="checkbox"/> well spoken | <input type="checkbox"/> educated               | <input type="checkbox"/> irrational | <input type="checkbox"/> foul | <input type="checkbox"/> taped |
| <input type="checkbox"/> incoherent  | <input type="checkbox"/> message read by caller |                                     |                               |                                |

**EXACT WORDING OF THREAT:**

**REMARKS:**

DATE: \_\_\_\_\_ NUMBER CALL RECEIVED ON: \_\_\_\_\_



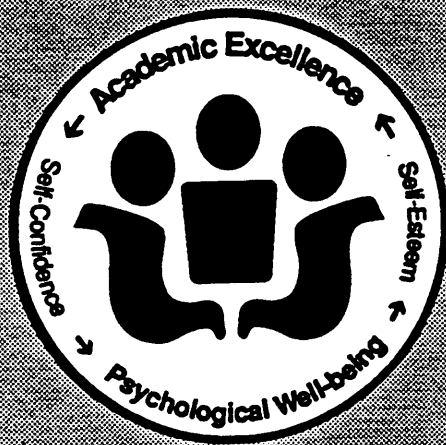
Counseling & Psychological Services  
Division of Student Affairs

A FACULTY/STAFF GUIDE:

# *Working With The Emotionally Distressed Student*

## Contents\*

- I. The Faculty & Staff Role:  
Consulting With The C&PS Staff
- II. The Verbally Aggressive Student
- III. The Violent or Physically Destructive  
Student
- IV. The Student in Poor Contact with Reality
- V. The Suspicious Student
- VI. The Depressed Student
- VII. The Suicidal Student
- VIII. The Anxious Student
- IX. The Demanding, Passive Student



\*These materials are the product of the combined efforts of  
Counseling Centers who comprise the Organization of Coun-  
seling Center Directors in Higher Education (OCCDHE).

## Counseling & Psychological Services

### I. FACULTY AND STAFF ROLE:

#### *Working With The Emotionally Distressed Student*

College years bring fond memories to many, yet thinking back carefully, we may also remember those days as having been quite stressful. Financial worries, relationships in conflict, peer pressures, loss of support, family problems, waning self-confidence, and struggling to do well academically are common and acutely stressful challenges for many of our SDSU students. With a little help from family, friends, faculty and staff, most students successfully negotiate these developmental "traumas." Unfortunately, however, many of our students' personal/family problems may go unresolved until the level of emotional distress becomes overwhelming, jeopardizing their academic performance and psychological well-being.

On a campus the size of San Diego State, this can involve a significant percentage of our student population. Projections CPS has made, based upon a recent National Institute of Mental Health epidemiological study, suggest that during any given one month period, 15.4% of the population (over 5,000 SDSU students), are likely to experience psychological distress severe enough to be classified by the American Psychiatric Association's (DSM-III) criteria as a "Major Mental Disorder" (Regier, D.A., et al (1988). (One Month Prevalence of Mental Disorders in the United States.) (Archives of General Psychiatry, 977-986). Projections from studies of entering college freshmen are even more troubling. Longitudinal studies suggest that as many as 20% of college students (over 7,000 SDSU students), are dealing with personal and family problems severe enough to require professional "mental health care" (Offer, D., 1987). *The Disturbed Adolescent Goes To College.* (Journal of American College Health, 35, 209-214.).

Many students, realizing that stress is interfering with their academic and personal goals, seek-out psychological services on their own. Often, however, faculty, teaching assistants, and SDSU staff are often the first to recognize that a student may not be functioning well academically and/or emotionally.

Students may turn to you because of your position and the respect they hold for you as a faculty or staff member. Faculty and staff often handle these difficult situations themselves, and often provide a critical link in helping the student locate the appropriate professional resources.

#### *Your Role*

As a faculty or staff member, interacting daily with students, you are in an excellent position to recognize behavior changes that characterize the emotionally troubled student. A student's behavior, especially if it is inconsistent with your previous observations, could well constitute an inarticulate attempt to draw attention to his/her plight ... "a cry for help." Your ability to recognize the signs of emotional distress and courage to acknowledge your concerns directly to the student, are often noted by students as the most significant factor in their successful problem resolution.

#### *Signs Of Distress*

- INABILITY TO CONCENTRATE
- CONFUSION
- PERSISTENT WORRYING
- SOCIAL ISOLATION
- INCREASED IRRITABILITY
- BIZARRE BEHAVIOR
- MISSED CLASS/ASSIGNMENTS
- PROCRASTINATION
- DANGEROUS BEHAVIOR
- RESTLESSNESS
- DISHEVELLED APPEARANCE
- MOOD SWINGS
- INDECISIVENESS
- DEPRESSION



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## Faculty/Staff Guide

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### *Guidelines For Interaction*

Openly acknowledging to the students that you are aware of their distress, that you are sincerely concerned about their welfare, and that you are willing to help them explore their alternatives, can have a profound effect. We encourage you, whenever possible, to speak directly and honestly to a student when you sense that he/she is in academic and/or personal distress.

1. Request to see the student in private. This may help minimize embarrassment and defensiveness.
2. Briefly acknowledge your observations and perceptions of their situation and express your concerns directly and honestly.
3. Listen carefully to what the student is troubled about and try to see the issue from his/her point of view without necessarily agreeing or disagreeing.
4. Attempt to identify the student's problem or concern as well as your own concerns or uneasiness. You can help by exploring alternatives to deal with the problem.
5. Strange and inappropriate behavior should not be ignored. Comment directly on what you have observed.
6. Your flexibility with strict procedures may allow an alienated student to respond more effectively to your concerns.
7. Involve yourself only as far as you want to go. At times, in an attempt to reach or help a troubled student, you may become more involved than time or skill permits.  
Extending oneself to others always involves some risk—but it can be a gratifying experience when kept within realistic limits.

### *Consultation*

#### *With Counseling & Psychological Services*

If you are unsure of how to handle a specific student, we encourage you to consult with one of the psychologists on our staff. We have reserved specific times for this purpose. Call us at 594-5220, inform the receptionist of who you are (faculty member, staff, administrator) and ask to speak with one of our psychologists. A brief consultation may help you sort out the relevant issues, explore alternative approaches, and identify other resources.

### *Making A Referral*

#### *To Counseling & Psychological Services*

Counseling & Psychological Services' multi-disciplinary professional staff of psychologists and interns offer both individual and group counseling for SDSU students. Issues relating to intimate relationships, self-esteem, personal independence, conflict, anxieties, self-confidence and academic performance are both difficult and common obstacles for many college students. Early intervention is preferable to crisis intervention. Encourage students to seek help in confronting, coping with and resolving personal problems before they develop into major obstacles to their success.

If you feel that professional counseling might be beneficial, refer the student to Counseling & Psychological Services. Be direct in letting the student know that you believe a psychologist would be of help in this situation. Inform the student that the services are strictly confidential and free of charge. A mutual decision is best. Don't force the issue if the student takes a defensive posture—simply restate your concerns and recommendations. An independent decision by the student to seek help is best. If the student is receptive, you can suggest that he or she call for an appointment at 594-5220.

Our individual counseling services are designed for students who can benefit from short term intensive counseling, lasting a maximum of six sessions. If the situation requires longer term therapy, the student will be referred to more appropriate off campus resources.

It is important that students and faculty understand that because of the high demand for counseling services, it is possible that a student may have to wait several weeks before being seen. If a delay is unacceptable, the student will likely be referred to off campus resources.

If the student's situation is life threatening (to self or others), it is critical that the student or faculty member inform the receptionist and/or psychologist. Our staff will be made available on a "same day" basis to see a student if the situation is life threatening.

If the situation seems urgent, you might offer to call on behalf of the student to help arrange an appointment, or accompany the student to our office.

#### *Counseling & Psychological Services*

*Student Services Bldg.*

*Room 2109*

*594-5220*

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## Counseling & Psychological Services

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### II. The Verbally Aggressive Student

Students usually become verbally abusive when in frustrating situations which they see as being beyond their control; anger and frustration become displaced from those situations to you. Typically, the anger is not directed at you personally. These students often feel they will be rejected and, therefore, reject you before you reject them. They often realize the drama and intimidation behind their anger and are aware of their impact.

#### *Do:*

- acknowledge their anger and frustration, e.g., "I hear how angry you are."
- rephrase what they are saying and identify their emotion, e.g., "I can see how upset you are because you feel your rights are being violated and nobody will listen."
- allow them to ventilate, get the feelings out, and tell you what is upsetting them.
- reduce stimulation; invite the person to your office or other quiet place if this is comfortable.
- tell them that you are not willing to accept their verbally abusive behavior, e.g., "When you yell and scream at me that way, I find it hard (impossible) to listen."
- tell them they are violating your personal space and to please move back (if they are getting physically too close), e.g., "Please stand back; you're too close."
- help the person problem-solve and deal with the real issues when they become calmer.

#### *Don't:*

- get into an argument or shouting match.
- become hostile or punitive yourself, e.g., "You can't talk to me that way!"
- press for explanation or reasons for their behavior. "Now I'd like you to tell me exactly why you are so obnoxious."
- look away and not deal with the situation.
- give away your own rights as a person.

### III. The Violent or Physically Destructive Student

Violence, because of emotional distress, is very rare and typically occurs only when the student is totally frustrated and feels totally unable to do anything about it. The adage, "An ounce of prevention is worth a pound of cure," best applies here.

#### *Do:*

- Prevent total frustration and helplessness by quickly and calmly acknowledging the intensity of the situation, e.g., "I can see you're really upset and really mean business and have some critical concerns on your mind."
- explain clearly and directly what behaviors are acceptable, e.g., "You certainly have the right to be angry but hitting (breaking things) is not O.K."
- get necessary help (other staff, University Police, Health Center, Counseling Services).
- stay in open area.
- divert attention when all else fails, e.g., "If you hit me, I can't be of help."

#### *Don't:*

- ignore warning signs that the person is about to explode, e.g., yelling, screaming, clenched fists, statements like, "You're leaving me no choice."
- threaten, dare, taunt, or push into a corner.
- touch.

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## *Faculty/Staff Guide*

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### ***IV. The Student in Poor Contact with Reality***

These students have difficulty distinguishing fantasy from reality, the dream from the waking state. Their thinking is typically illogical, confused, disturbed; they may coin new words, see or hear things which no one else can, have irrational beliefs, and exhibit bizarre or inappropriate behavior. Generally, these students are not dangerous and rare very scared, frightened and overwhelmed. They are much more frightened of you than you are of them.

#### ***Do:***

- respond with warmth and kindness, but with firm reasoning.
- remove extra stimulation of the environment and see them in a quiet atmosphere (if you are comfortable in doing so).
- acknowledge your concerns and state that you can see they need help, e.g., "It seems very hard for you to integrate all these things that are happening and I am concerned about you. I'd like to help."
- acknowledge the feelings or fears without supporting the misperceptions, e.g., "I understand you think they are trying to hurt you and I know how real it seems to you, but I don't hear the voices (see the devil, etc.)."
- reveal your difficulty in understanding them (when appropriate), e.g., "I'm sorry but I don't understand. Could you repeat that or say it in a different way?"
- focus on the "here and now." Switch topics and divert the focus from the irrational to the rational or the real.
- speak to their healthy side, which they have. It's O.K. to joke, laugh, or smile when appropriate.

#### ***Don't:***

- argue or try to convince them of the irrationality of their thinking for it makes them defend their positions (false perceptions) more.
- play along, e.g., "Oh yeah, I hear the voices (or see the devil)."
- encourage further revelations of craziness.
- demand, command, or order.
- expect customary emotional responses.

### ***V. The Suspicious Student***

Typically, these students complain about something other than their psychological difficulties. They are tense, anxious, mistrustful, loners, and have few friends. They tend to interpret minor oversights as significant personal rejection and often overreact to insignificant occurrences. They see themselves as the focal point of everybody's behavior and everything that happens has special meaning to them. They are overly concerned with fairness and being treated equally. Feelings of worthlessness and inadequacy underline most of their behavior. They seem capable and bright.

#### ***Do:***

- express compassion without intimate friendship. Remember, suspicious students have trouble with closeness and warmth.
- be firm, steady, punctual, and consistent.
- be specific and clear regarding the standards of behavior you expect.

#### ***Don't:***

- assure the student that you are his/her friend; agree you're a stranger, but even strangers can be concerned.
- be overly warm and nurturing.
- flatter or participate in their games; you don't know the rules.
- be cute or humorous.
- challenge or agree with any mistaken or illogical beliefs.
- be ambiguous.

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## Counseling & Psychological Services

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### VI. *The Depressed Student*

Typically, these students get the most sympathy. They show a multitude of systems, e.g., guilt, low self-esteem, feelings of worthlessness, and inadequacy as well as physical symptoms such as decreased or increased appetite, difficulty staying asleep, early awakening, low interest in daily activities. They show low activity levels because everything is an effort and they have little energy.

#### *Do:*

- let student know you're aware he/she is feeling down and you would like to help.
- reach out more than halfway and encourage the student to express how she/he is feeling, for he/she is often initially reluctant to talk, yet others' attention helps the student feel more worthwhile.
- tell student of your concern.

#### *Don't:*

- say, "Don't worry," "Crying won't help," or "Everything will be better tomorrow."
- be afraid to ask whether the student is suicidal if you think he/she may be.

### VII. *The Suicidal Student*

Suicide is the second leading cause of death among college students. Any one of us can become suicidal if life hits us hard enough! The suicidal person is intensely ambivalent about killing himself/herself and typically responds to help; suicidal states are definitely time limited and most who commit suicide are neither crazy nor psychotic. High risk indicators include: feelings of hopelessness, helplessness, and futility; a severe loss or threat of loss; a detailed suicidal plan; history of a previous attempt; history of alcohol or drug abuse; and feelings of alienation and isolation. Suicidal students usually want to communicate their feelings and the inability to do so results in a rage or anger directed toward themselves.

#### *Do:*

- take the student seriously - 80 percent of suicides give warning of their intent.
- acknowledge that a threat of or attempt at suicide is a plea for help.
- be available to listen, to talk, to be concerned, but refer the student to the Counseling Center, Student Health Services, or other appropriate agency when you yourself are getting overwhelmed.
- administer to yourself. Helping someone who is suicidal is hard, demanding, and draining work.

#### *Don't:*

- minimize the situation or depth of feeling, e.g., "Oh it will be much better tomorrow."
- be afraid to ask the person if they are so depressed or sad that they want to hurt themselves (e.g., "You seem so upset and discouraged that I'm wondering if you are considering suicide.")
- over commit yourself and, therefore, not be able to deliver on what you promise.
- ignore your limitations.

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## Faculty/Staff Guide

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### VIII. *The Anxious Student*

Danger is everywhere even though what makes students anxious is often unknown; not knowing what is expected and conflict are primary causes of anxiety. Unknown and unfamiliar situations raise their anxiety; high and unreasonable self-expectations increase anxiety also. These students often have trouble making decisions.

#### *Do:*

- let them discuss their feelings and thoughts. Often this alone relieves a great deal of pressure.
- reassure when appropriate.
- remain calm.
- be clear and explicit.

#### *Don't:*

- make things more complicated.
- take responsibility for their emotional state.
- overwhelm with information or ideas.

### IX. *The Demanding, Passive Student*

Typically, the utmost time and energy given to these students is not enough; they often seek to control your time and unconsciously believe the amount of time received is a reflection of their worth.

#### *Do:*

- let them, as much as possible, make their own decisions.
- ignore them if possible, e.g., "Excuse me, I need to attend to other things."

#### *Don't:*

- let them use you as their only source of support.
- get trapped into giving advice, "Why don't you, etc.?" This behavior often triggers our "parental" responses.

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## *Counseling & Psychological Services*

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### ***Detecting Severely Depressed or Potentially Suicidal Behavior: A Brief Checklist***

1. Have you noticed significant changes in the student's overt behavior patterns?  

<input type="checkbox"/> Sleeping	<input type="checkbox"/> Eating
<input type="checkbox"/> Studying	<input type="checkbox"/> Use of drugs/alcohol
<input type="checkbox"/> Time spent with others	<input type="checkbox"/> Weight gain or loss
<input type="checkbox"/> Other changes _____	
  
2. Have you noticed significant changes in the student's affect (emotions)?  

<input type="checkbox"/> Hyperactive, excited	<input type="checkbox"/> Withdrawn, depressive
<input type="checkbox"/> Mood swings	<input type="checkbox"/> Anxious, panicked
  
3. Is the student abusing drugs or alcohol?
  
4. What is the quality of social relationships for this student?  

<input type="checkbox"/> Lack of close, supportive friends	<input type="checkbox"/> Rarely participates in group activities
<input type="checkbox"/> Spends little time with others	<input type="checkbox"/> Non-supportive family ties
  
5. Have there been any recent traumatic or stressful events in this student's life?  

<input type="checkbox"/> Death of a loved one	<input type="checkbox"/> Changes in close relationships (breaking up of a love affair)
<input type="checkbox"/> Changes in family relationships	<input type="checkbox"/> Poor academic performance
<input type="checkbox"/> Serious illness (AIDS, cancer, diabetes, etc.)	
<input type="checkbox"/> Other events _____	
  
6. Has the student hinted at suicide or talked about helplessness?  
(Eighty percent of suicide victims communicate their intent to someone else.)  
\_\_\_\_\_
  
7. Has the student attempted suicide before? \_\_\_\_\_
  
8. Has a close friend of this student or family member committed suicide? \_\_\_\_\_
  
9. Does this student engage in physically dangerous activities? \_\_\_\_\_
  
10. Has the student exhibited increasing concern about death or life after death? \_\_\_\_\_

### ***For Consultation and/or Referral Call:***

Counseling & Psychological Services 594-5220

San Diego County Crisis Team (24 hours) 236-3339

July 1992

APPENDIX

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