

# Community of Practice

## AGENDA:

- Introductions
- Student Mental Health
- Risk Management
  - Health & Safety
  - Emergency Situations
- Case Scenarios
- Clery Act
- Questions? Comments?



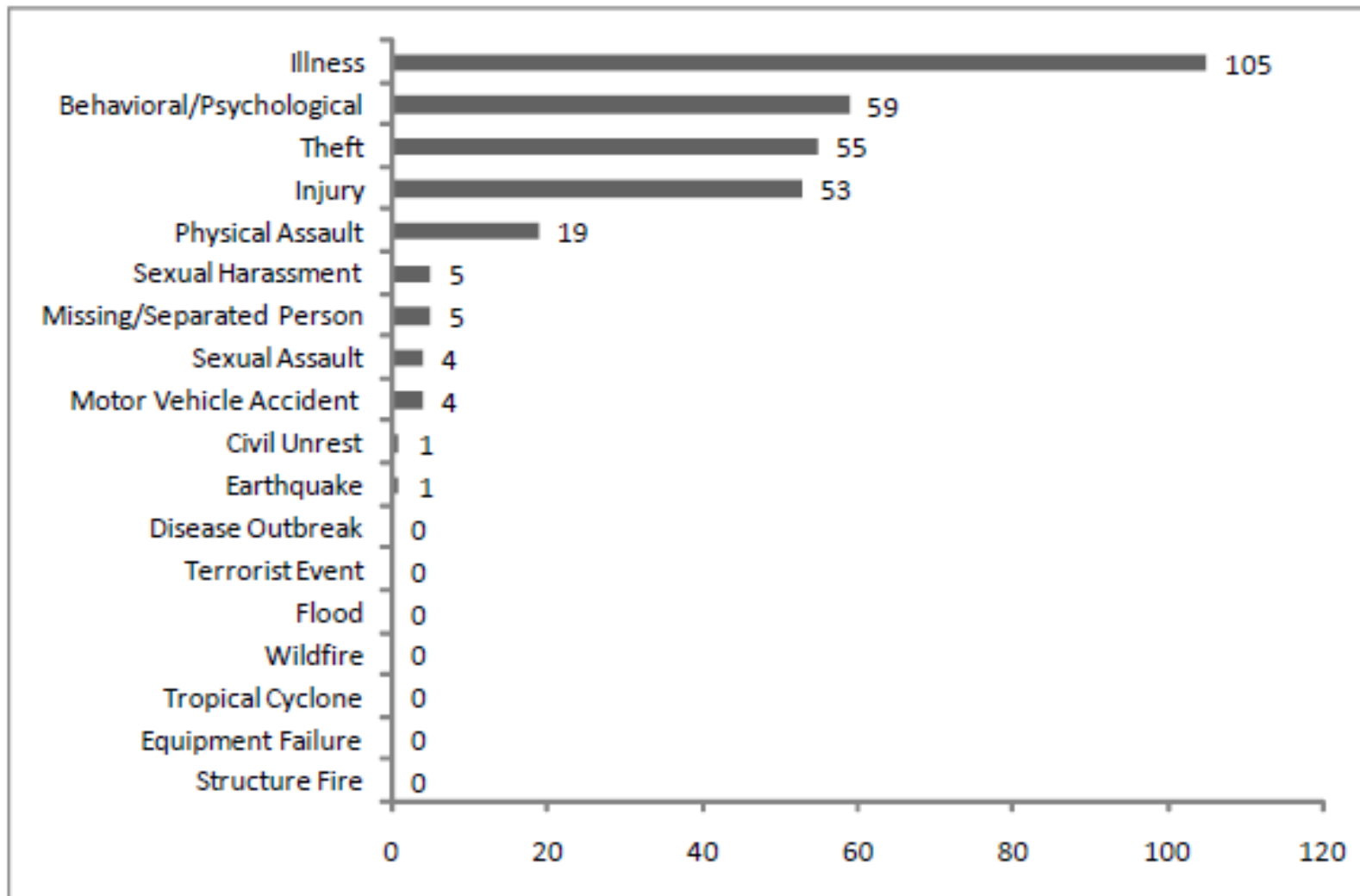
# Risk Management

1. Know Your Risks
2. Know Your Students
3. Know Your Responsibility
4. Know How to Prepare
5. Know How to Respond

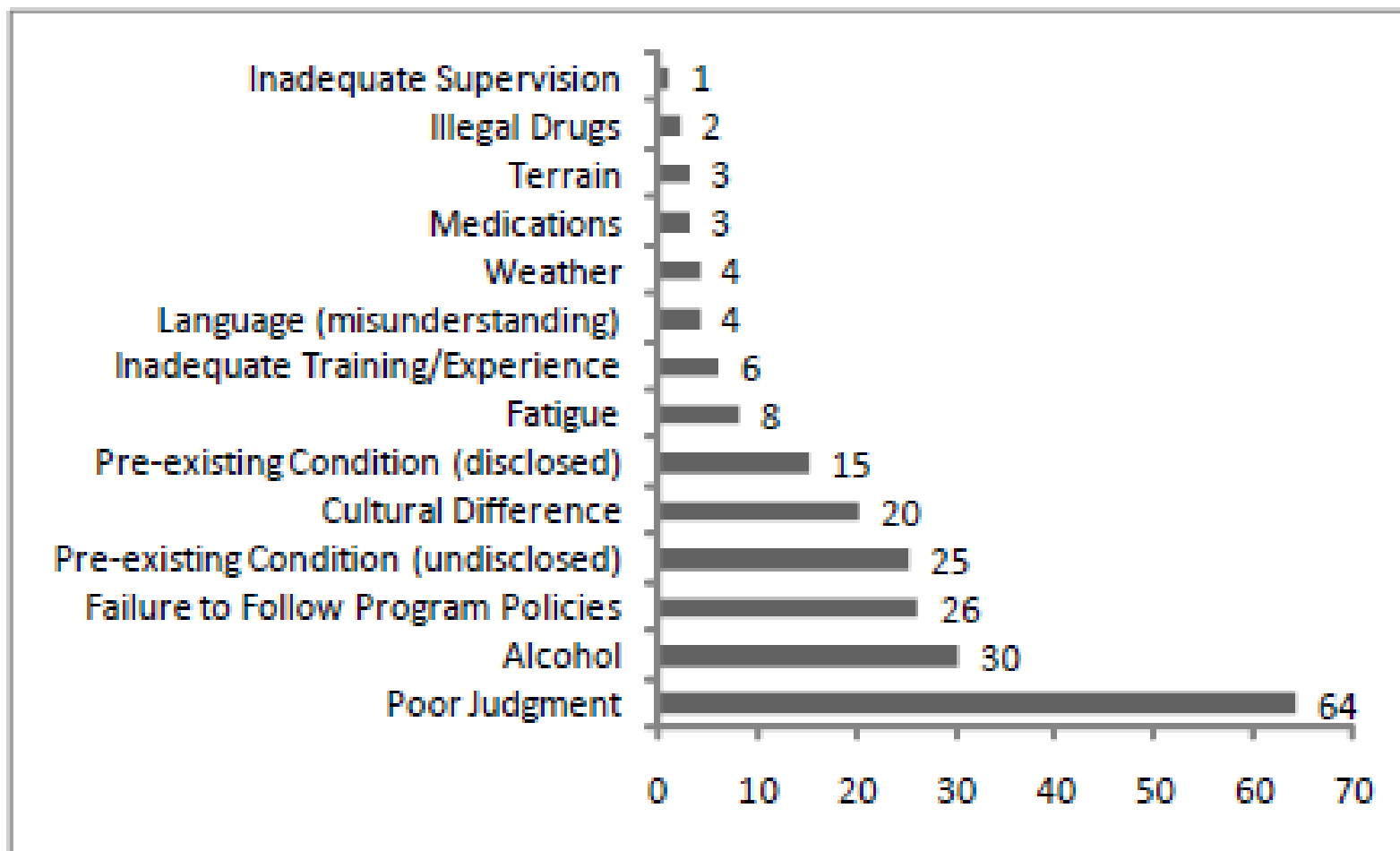


# 1. Know your Risks

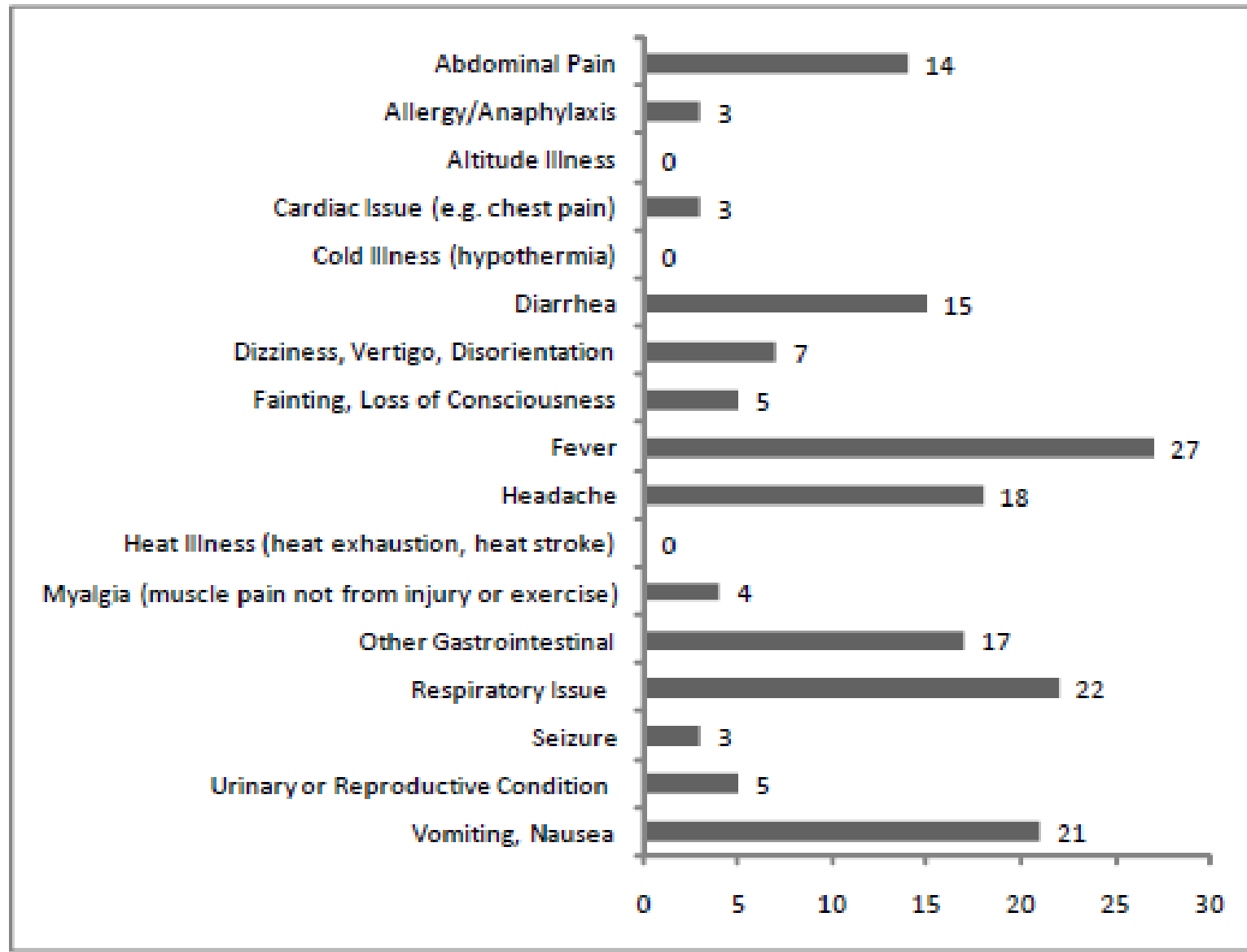
Education Abroad Incident Database Pilot Project: Incidents reported, by nature of incident



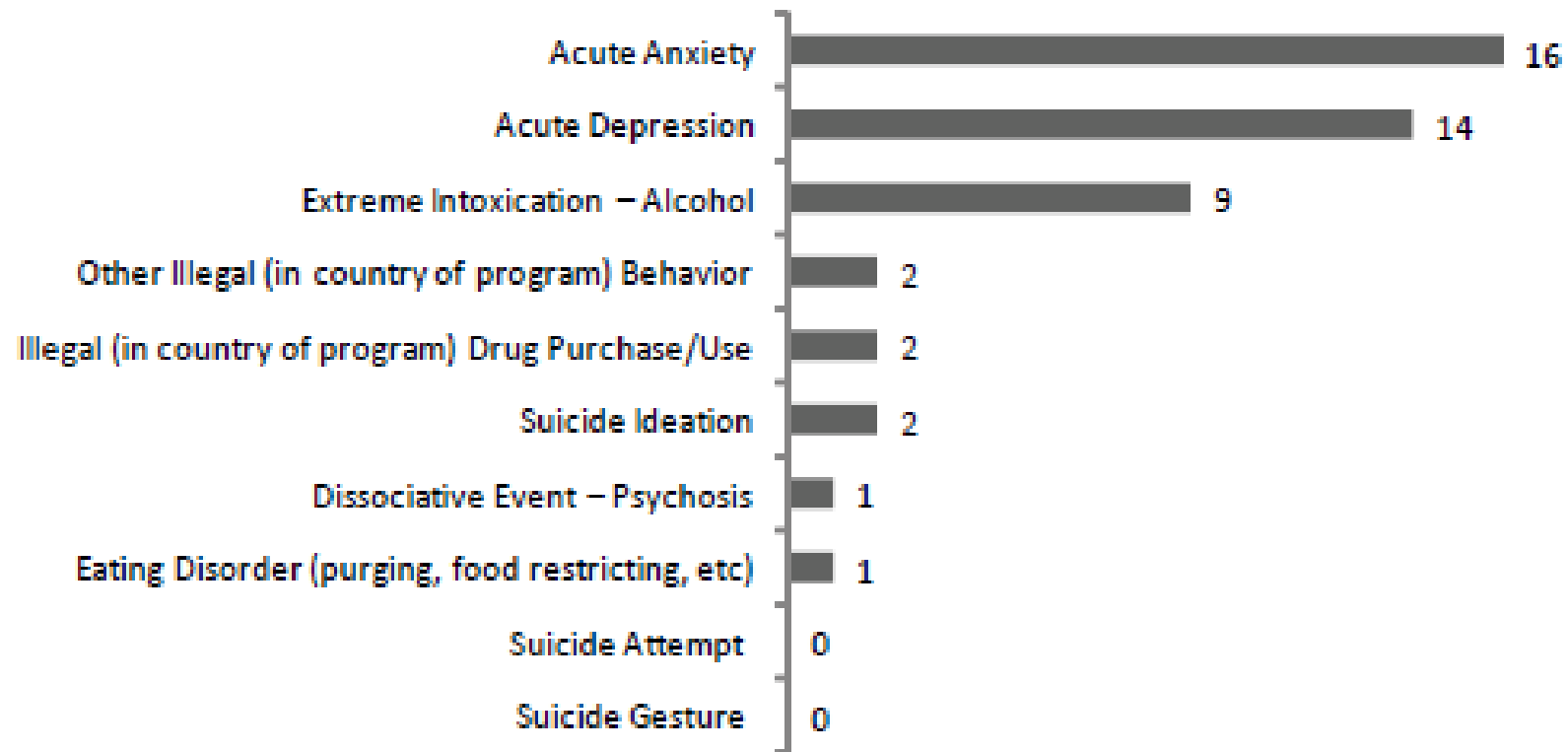
## Education Abroad Incident Database Pilot Project: Contributing factors for incidents



Education Abroad Incident Database Pilot Project: Illnesses reported, by type or primary symptom



## Education Abroad Incident Database Pilot Project: Behavioral/psychological events reported, by type



## 2. Know your Students





# Aren't They Adults?

Yes and no – studying off-campus is different from the home campus in many ways:

- Greater risks
- Fewer resources
- Student naiveté
- Spatial unfamiliarity
- Travel psychology
- Additional stress
- Lack of usual support
- Mental health issues

**No. 1 Risk = ALCOHOL**

**Drinking age is usually lower abroad, coupled with inexperienced drinkers and US binge drinking culture.**





# UWEC Incidents

- 27 “incidents” reported in 4 years (2015-2018)
  - 12 illness (food/water, cold/flu, allergy)
  - 5 injury (broken bone, rolled ankle)
  - 3 pickpocket
  - 3 student behavior
  - 2 family issue
  - 1 severe mental health
  - 1 other
- 6 have left program early (3 faculty and 3 students)
- 2 faculty injured during Winterim 2019!

### 3. Know how to Prepare



# Prepare Yourself

## What to Read

- ☐ Faculty Handbook
- ☐ CISI Coverage Brochure (for international)
- ☐ US DOS, CDC, WHO, SAFETI, OSAC, ASIRT

## Complete

- ☐ Travel Information Form

## What We Will Do

- ☐ Enroll students in CISI insurance
- ☐ Enrolls students in Department of State STEP program

## What to Bring

- ☐ Emergency contact information (including UWEC numbers, student info, host country info)
- ☐ CISI insurance information & claim forms
- ☐ Copy of students' flight itineraries
- ☐ Student Medical Forms
- ☐ Faculty Handbook
- ☐ Cell phone

# Prepare Your Students: **Pre-Departure**

- ☐ Review Student Code of Conduct and compare/contrast with local laws – set very clear ground rules and expectations!
- ☐ Review general and country-specific safety guidelines
- ☐ Review health guidelines and vaccination recommendations (see CDC web site)
- ☐ Refrain from giving students medical advice
- ☐ Review general logistics (packing, money, cell phones, etc.)
- ☐ Reminder to Students: Contact their banks, pharmacies
- ☐ Set up a WhatsApp group that includes everyone
- ☐ Perhaps have them create and sign a “**social contract**?”
- ☐ Talk about “culture shock”—it’s to be expected!



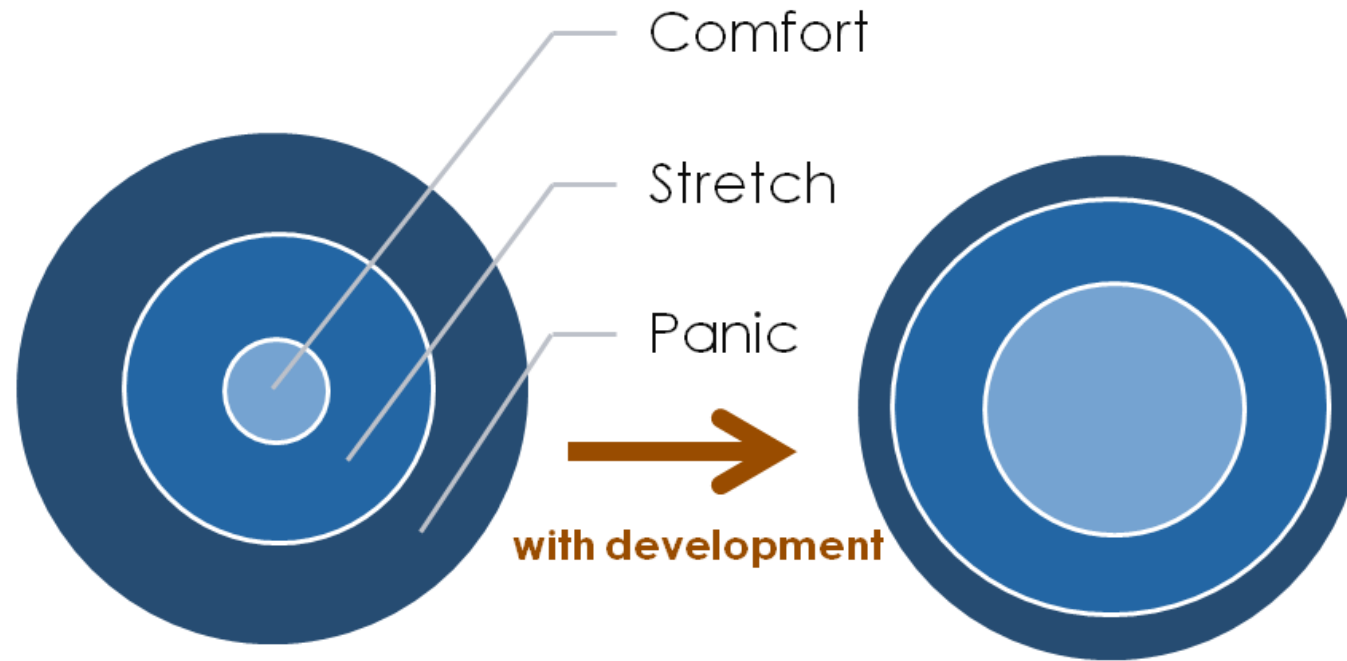
# Dissonance, Discomfort



- Think about timing (culture shock)
- Programs are meant to be disruptive, meant to be challenging and we intentionally put students in such environments
- Being uncomfortable is transformative
- **Appropriate challenge**
- Balance challenge and support

# Balancing Challenge and Support

## Comfort, Stretch and Panic Zones



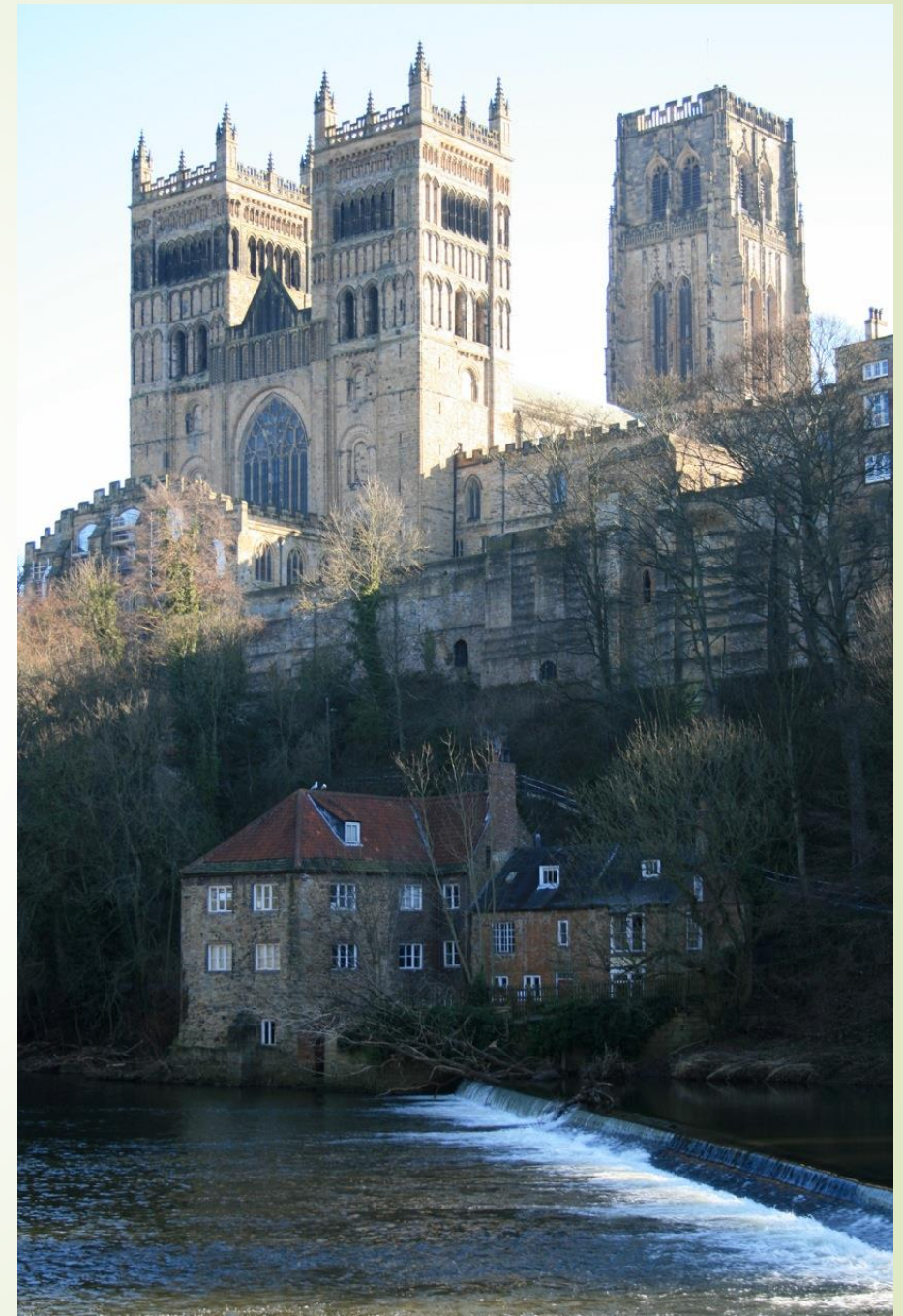
# Prepare Your Students: **Upon Arrival**

- ❑ Encourage students to call or email home within 24 hours of arrival
- ❑ Once settled at hotel/residence, convene mandatory group on-site orientation meeting
- ❑ Share cell phone numbers for faculty leader/s and students and emergency contact cards
- ❑ Provide map of the area and public transport
- ❑ Explain and rehearse emergency response plan and communication procedures:
  - **Develop a “three-phase plan”**
    - Establish buddy system
    - Designate a student leader(s)
    - Coordinate with on-site partners
- ❑ Review inherent/potential health and safety dangers of site
- ❑ Advise students to avoid travel to dangerous locations
- ❑ Remind students to adhere to both local laws and the Student Code of Conduct
- ❑ Remind students to stay away from demonstrations/ protests.
- ❑ Advise students to never leave w/o money or ID
- ❑ Remind students that you are there to help with any student services needs (from cultural adjustment to reporting grievances or crimes)



# Debrief, debrief, debrief!

- Research
- Blogging
- Letter to self
- A “time out?”
- Daily morning group reflection
- **Other ideas?**



# Reflection



- Cannot just be a reflection at the end of program
- It **must** be **continuous**: before, during, and after the program
- Offer specific prompts to provoke thoughtful and meaningful responses and engagement
- Group discussion to push the conversation forward
- How do you get students to “dig deeper”?



# Decolonizing Study Abroad

- Marketing, promotion, representation
  - Students should be learners
  - Often positioned as tourists
- Program Design
  - Can easily be extractive
  - Are we ever “objective observers”?
  - Consider reciprocal designs, equal partners/collaborators
  - Redefine learning from an asset-based model
- Assessment and Evaluation
  - Include partners and their perspectives
  - In program evaluations, who is centered? Can we get other perspectives?



# Re-Entry Resources

This is often left out or an after-thought, but usually the greatest culture shock students encounter is when they come home.



- They are expecting to go back to comfort and familiarity, but their perspective has changed.
- They feel disconnected from their community, friends, and family who don't understand their experience.
- They don't know how to talk about their experience when asked "How was your trip?"
- Forming, Storming, Norming, Performing
  - Then mourning? (Richard Kiely)
  - Is it ethical?
- What is our responsibility post-program with re-entry?
- How do we help students deal with that dissonance?



# Bringing Learning Back to Campus

- What are some examples of how you helped students bring their learning and understanding back to campus?
- How does this help students with re-entry adjustment?





## 4. Know your Responsibility



# Responsibility 101

1. **Prevent** foreseeable issues through advising, discussion, reflection, group dynamics
2. **Prepare** for conceivable emergencies by providing information, tools and resources
3. **Respond** to needs of students, parents, faculty, and staff in a timely fashion





## 5. Know how to Respond





# What is an Emergency?

- Crime or robbery
- Physical assault
- Sexual assault or rape
- Significant accident and / or injury
- Hospitalization for any reason
- Serious illness—physical or emotional
- Any legal action involving a student
- Disappearance of a student
- Local political crises that affects safety
- Terrorist threat or terrorist attack
- Natural disaster
- Death of a student or faculty/staff

# Case Studies



# Scenario #1: Stolen Property

During a program in France, Kaitlyn is at a busy market and sets down her bag to take a picture. She looks down a few moments later and realizes it is gone. It contained:

- her wallet with all the cash she has for the trip
- her passport
- two major credit cards
- prescription medicine for anxiety

**What do you do?**





# Stolen Property

## Recommended Response

Immediately notify the local authorities and help student to contact:

- US Embassy to report loss of passport
- Credit card companies to cancel
- CISI to replace prescription
- Parents, if a factor in student's decision-making
- Inform UWEC to assist with local authorities and/or US Embassy law enforcement personnel.
- Ensure that the physical and emotional needs of the other student/s are being met
- Use incident as a “teachable moment”

## Follow-up Questions

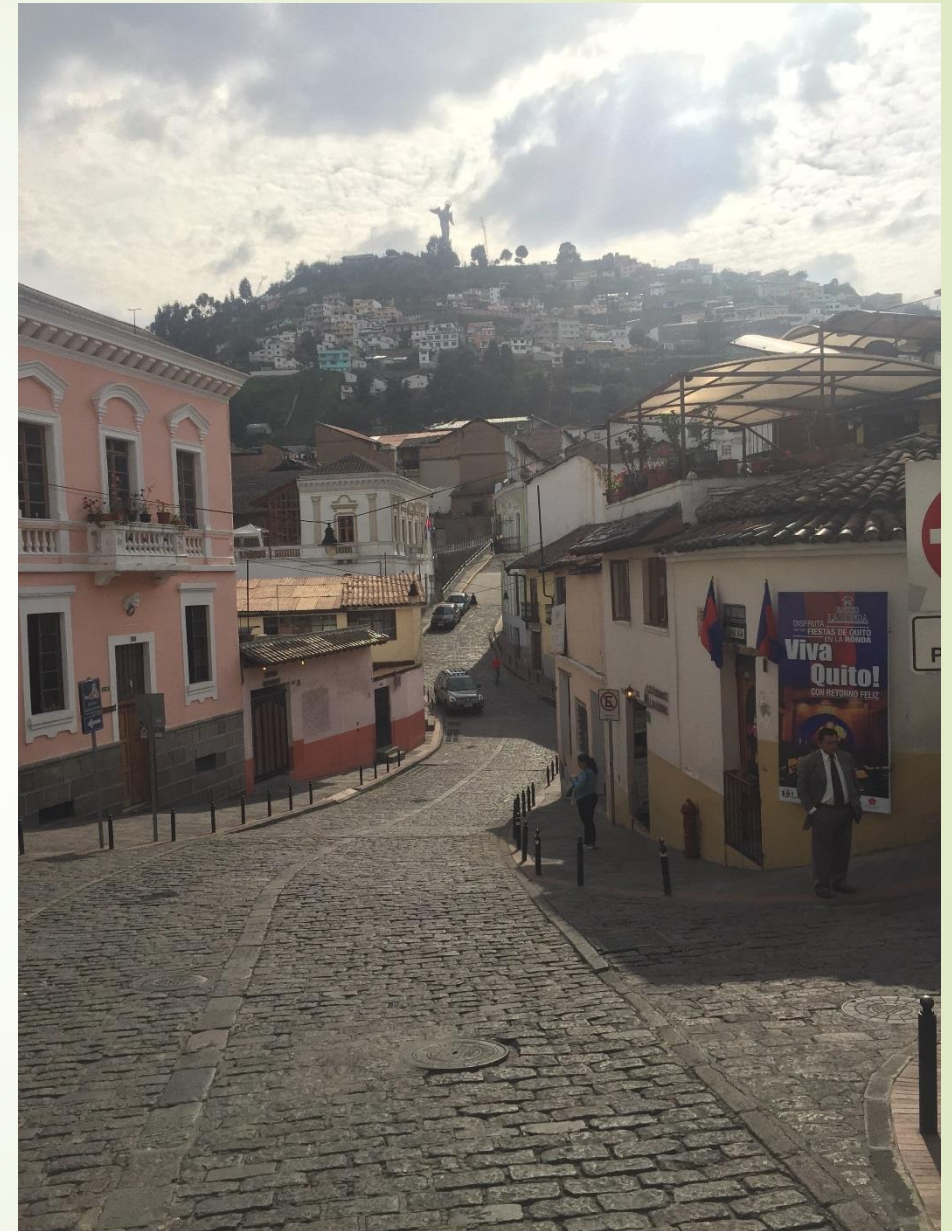
- Should Kaitlyn have been traveling with all those items in her purse?
- Did you caution the group ahead of time about basic safety/security precautions while traveling?
- What are Kaitlyn's options for supporting herself financially for the remainder of the trip?



## Scenario #2: **Sick Student**

On a long bus ride back to the hostel in Ecuador, 2 students start to feel sick. Upon arrival to the hostel, and the rest of the night, they are very sick (vomiting and diarrhea) probably because of something they ate.

**How do you respond?**



# Sick Student

## Recommended Response

- Recommend students take something, or take them to local pharmacy
- You may give Imodium or any over-the-counter medicine to a student but should not recommend the dose
- Encourage students to drink lots of water, stay hydrated and rest
- Monitor their sickness – if it continues more than a day, or is accompanied by other symptoms, seek medical help
- Inform UWEC

## Follow-up

- Could this have been prevented?
- If the illness escalates and the students need medical attention, do you need to let anyone know?
- How do you help the students access their insurance benefits?
- What is your plan for the healthy students in the group?
- How would this scenario be different if you, the program leader, were the one who fell ill?



## Scenario #3:

# Student Expectations and Group Dynamics



During your immersion program to New Zealand, two students are continually negative about the program, complaining that this isn't what they signed up for and that they want more free time to explore on their own. They attend but aren't really engaged in program activities, make sarcastic remarks during your group reflection discussions, and separate themselves. Others in the group do not get along with them, and complain to you about their behavior, saying it is ruining their entire experience.

**What do you do?**



# Student Expectations and Group Dynamics

## Recommended Response

- Action should be taken early, as soon as behavior is apparent as a pattern
- Talk to the two students, remind them of group contract and expectations, set consequences
- Talk to others in the group, figure out how to support them in having a good learning experience

## Follow-up Questions

- How long do you wait before notifying UWEC?
- How do you manage the communications of other students in the group?
- What would be basis to send them home?





## Other TRUE Scenarios

- Student loses luggage on the way to program start
- Student flights are delayed on the way to program start, they arrive 1 day late
- Student riding a bike falls off, hits her head, gets a concussion and student has to come home
- Student has severe allergic reaction to food, needs Epi-pen
- Volcanic eruption on the other side of the country
- An 18+ student breaks his leg and does not want to tell his parents because he knows they will want him to come home. He wants to continue on the program.
- Students are unhappy with the accommodations; they want more creature comforts and Wi-Fi



# Conduct

## “Common” Misbehaviors

- Excessive drinking
- Rude behavior
- Lateness to class or activities
- Breaking rules
- Indifference to program activities
- Taking high profile risks / Exercising poor judgment / decision-making
- Illegal drug use

## How to Respond

- Set clear ground rules and define expectations clearly in advance.
- Depending on situation, issue:
  - Verbal warning: remind them this is a class for a grade (if applicable)
  - Remind them of the privilege they are taking advantage of
  - Remind them of the social contract they signed
  - Written warning and signed contract
  - Removal from program
- Keep detailed records of incidents.
- Inform the Immersions Office about behavior and provide updates



# Medical Emergencies

## Examples

- ANY HOSPITALIZATION – no matter how brief
- Rape or sexual assault
- Severe food poisoning
- Severe allergic reaction
- Anything of a psychiatric nature
- Any incident involving injuries or potential injuries

## How to Respond

1. Seek appropriate medical care.
2. Call UWEC campus (we can call CISI Insurance to start claim)
3. Work with UWEC to maintain communications with CISI and the local treatment facilities.
4. Protect the student's right to medical privacy.
5. Complete Incident Report.



# Other Emergencies

## Examples

- Protests / Civil Unrest
- Widespread Riots
- Natural Disasters
- Detained Student
- Missing Student
- Student Death
- Terrorist Attacks
- Foiled Terrorist Plot
- Military Coups

## How to Respond

1. Secure a safe location.
2. Account for all students.
3. Contact or respond to directions of local authorities.
4. Notify UWEC of your location and status
5. Wait for further instructions from UWEC.
6. Communicate instructions/information to students.
7. Maintain communication with UWEC.



# The Bottom Line

## What to do

- ☐ Inform yourself and your students as much as possible prior to departure and while on the program
- ☐ Be aware of your environment and available resources
- ☐ Communicate incidents, no matter how small, to UWEC, as early as possible (when in doubt, contact us!)
- ☐ Communicate program changes to UWEC
- ☐ Have a contingency plan (back-up money source, leader, transportation, etc.)
- ☐ Respond quickly to student concerns and health problems

## What NOT to do

- ☐ Worry more about legal implications than safety of students
- ☐ Compromise on safety for sake of budget
- ☐ Leave a problem unaddressed
- ☐ Leave a student behind
- ☐ Downplay potential risks
- ☐ Attempt to “save someone the headache” of dealing with the situation