International Travel Trip Leaders’ Field Manual for Participant Safety and Student Disciplinary Issues
INTRODUCTION

This Field Manual for Participant Safety and Student Disciplinary Issues Field Manual is an essential resource and guide for you, as an International Trip Leader (“ITP”) while travelling abroad. The Field Manual contains essential working documents and reference material to assist you in performing your responsibilities as an ITP and, for this reason, you must take it with you when travelling abroad.

Contained within the Field Manual are Saint Joseph’s (“University”) policies and procedures (referred to herein as “the Policies and Procedures”) regarding unacceptable participant conduct and the resulting disciplinary actions that you or others authorized to act on behalf of the University while travelling may take in response to such conduct. At the back of the Field Manual you will find blank forms for issuing written warnings to students and for reporting unacceptable conduct and/or accidents. The Community Standards Agreement and Assumption of Risk and Release forms (collectively referred to herein as the “Forms”), which participants must sign as part of their program application, are included for your reference.

There are reference materials for identifying and aiding a student in distress. The field manual also contains emergency contact information, including the Saint Joseph's University 24/7 emergency telephone number that is repeated on the inside back cover for quick reference. A complete copy of the Emergency Response Guidelines and Procedures (“ER Response Procedures”) is included, but you may wish to refer specifically to Appendix 5 - Emergency Guidelines for On-Site Trip Coordinators.

You must conduct an orientation session with your group before you go abroad and also within 24 hours of arriving at your destination while travelling to review the Policies and Procedures that apply to your program (with the help of this field manual). If you will be travelling to several destinations while abroad with your group, then you must hold an orientation session at each location so that unique considerations can be shared with the group (e.g., locations at which to meet in the event of an emergency and/or natural disaster).

We invite your comments regarding the utility of this field manual and hope that most of the materials contained herein will never be needed for your program, but being prepared and well informed in advance of travel is key to offering participants a successful, safe and meaningful experience while travelling!
STUDENT COMMUNITY STANDARDS AND DISCIPLINARY PROCEDURES

A Saint Joseph's University study tour or study abroad program offers the student involved an opportunity to pursue academic study for credit outside the United States. If time permits, students are expected to take advantage of the cultural opportunities involved and are responsible for their conduct during the program. The Center for International Programs (“CIP”) in conjunction with Student Life have developed the following Rules and Regulations that all students are required to follow while studying abroad:

University Community Standards and Disciplinary Procedure (General)

By Participating in the program, the student assumes a dual status with dual obligations: He/She is a University student and also a student of the host institution and/or host country. The University students abroad are subject to, and should be familiar with, the University’s Student Community Standards and Disciplinary Procedures (“Community Standards and Procedures”) as well as the laws of their host country and the academic and disciplinary regulations of the host institution or residential housing program. Students should note that University policies for students studying abroad may be different and, in some instances, more restrictive than University campus disciplinary policies because of the broader consequences of student conduct when travelling and studying abroad; e.g., student conduct may affect the University’s relations with the host institution and local community or arouse anti-American sentiments. In addition, students should note that disciplinary procedures may offer less process than on-campus procedures due to the short duration of programs, the need to address disciplinary matters on the spot and from afar while travelling abroad, and the limited resources that are available in the host country to resolve disciplinary issues.

Student Agreement and Conditions of Participation

Before departure from the United States, University students must sign the Forms noted above. In doing so, the students acknowledge their understanding of and agreement to University Community Standards and Procedures while studying abroad. Specifically, The student must agree to the following requirements as a condition of participating in the program(s):

1. I understand and agree that, as a participant in Saint Joseph's University (“University”) study abroad program, I am subject to the student conduct regulations described in the Community Standards and Procedures. I further understand that, if I am attending a foreign university as part of a University program, I am also subject to the conduct regulations of that institution.

2. I agree to participate fully in all portions of the program and agree that the Trip Coordinator must approve any deviation I may make from the program in advance and in writing.

3. I agree that the Trip Coordinator may unilaterally terminate my participation in the program If: a) I engage in conduct endangering to myself or others or b) my conduct is determined to be detrimental or incompatible with the best interest and welfare of the program/trip.
4. I agree, if expelled from the program, I am responsible for all expenses incurred in returning to the United States.

5. I understand that I am subject to the laws of the host country and agree to abide by those laws.

6. I understand and accept that the University may be limited in its ability to provide assistance in the event of arrest and may also institute disciplinary proceedings.

Prohibited Conduct/University Student Community Standards and Procedures
The following statement, adapted from the Student Handbook, lists some specific conduct that violates SJU Community Standards. See: http://www.sju.edu/int/studentlife/studentresources/communitystandards/standards.html

In the broadest terms, all members of the University community are expected to:

- Be honest;
- Have respect for self;
- Have respect for others, their well-being and their property; and
- Have respect for the standards of the University and the laws of the larger community.

In addition, “any behavior that violates standards set forth in the Student Handbook, the University Catalog, approved organizational constitutions and by-laws, room/board contracts and other University bulletins, as well as behavior that fails to meet the four University Expectations outlined above may violate the Community Standards.”

Specifically, “any student alleged to have committed or alleged to have attempted to commit any of the following acts is subject to disciplinary action.”

This is not an all-inclusive list.

1. Physically abusing or threatening another person, or engaging in any other conduct that threatens or endangers the health or safety of another person.

2. Engaging in sexual violence. This includes dating violence, domestic violence, and stalking (see Sexual Violence Policy).

3. Hazing (see Policy on Hazing).

4. Violating the drug policy (see Drug Policy).

5. Violating the alcohol policy (see Alcohol Policy).

6. Using, possessing, selling, or distributing fireworks, firearms, or other dangerous items (see Firearms Policy).
7. Using fire to endanger, to harm another person or to destroy property; misusing or damaging fire safety equipment; initiating a false report; and/or failing to evacuate a building during an alarm.

8. Discriminating, harassing, or retaliating against another person (see Policy Prohibiting Discrimination, Harassment and Retaliation).

9. Bullying another person (see Bullying Policy).

10. Destroying, damaging, or stealing private, public, or University property, or possessing stolen property.

11. Failing to comply with the directions of University personnel (e.g., Residence Life and Public Safety staff) who are acting in the performance of their duties. This includes failing to respond to a request for identification, or providing false identification.

12. Entering and/or using University premises, facilities or property without authorization; possessing, duplicating, or using keys or access cards without authority.

13. Engaging in lewd, obscene, or indecent behavior, including making lewd, obscene, or indecent gestures.

14. Violating the sexual activity policy (see Sexual Activity Policy).

15. Violating the University’s computing policies (see Guidelines for the Use of Computing and Network Resources).

16. Making, distributing, or publishing a media recording of any person without that person’s consent and/or prior knowledge (e.g., audio, picture, video).

17. Willfully interfering with, attempting to interfere with or disrupting the conduct of classes or other University activities.

18. Substantially interfering with the right to freedom of expression.

19. Misrepresenting identity or age; forging or altering records including University identification card or parking permits.

20. Engaging in illegal gambling activities (see Statement on Illegal Gambling).

21. Failing to comply with sanctions imposed for earlier Community Standards violations or interfering with the University Community Standards process (e.g., retaliatory action).

22. Violating residence life policies, e.g., quiet hours, guest policy (see Residential Living Policies & Procedures).

23. Violating the student vehicle policy (see Student Vehicle Policy).
24. Littering.

25. Smoking in unauthorized locations.

26. Violating any federal, state, or local law or any University policy, rule, or regulation.

NOTE: Violations of the University’s Academic Honesty Policy are addressed according to the process set forth in the Academic Honesty Policy, rather than under the Community Standards.

Additional Note on Substance Abuse
Student use or possession of controlled substances may be punishable by severe penalties. Students caught with illegal drugs are subject to local laws of the country in which the student is traveling or living. In addition, personal involvement or association with others involved with drugs of any kind will be considered misconduct abroad and is a violation of the “Community Standards Agreement.” Students may be subject to additional penalties in the United States including suspension or academic dismissal.

Study Abroad Disciplinary Procedures

1. Reporting Conduct: Any person who has observed or becomes aware of conduct involving a student that might, if determined to have occurred, be a violation of the University’s Community Standards and Procedures must report the conduct to the Trip Coordinator who will determine if a violation has more likely than not occurred.

2. Investigation: The Trip Coordinator is responsible for carrying out the investigation of reported conduct that might constitute a violation of the University Community Standards and Procedures. This investigation can consist of interviews with the reporting party, witnesses, and the person alleged to have engaged in the conduct. When the person alleged to have engaged in the conduct is interviewed, he/she must be clearly informed of the nature of the conduct alleged, the regulations or policy that the conduct may have violated, his/her right to respond, and the procedures to be followed. In more serious cases, such as those involving assault or sexual assault, the Trip Coordinator should consult with Community Standards before proceeding with an investigation. The sanctioning impact on some of the higher violations could be separate from the University, not just this program.

At the conclusion of the investigation, the Trip Coordinator shall complete the Incident Report Form.

3. Administrative Hearing: If, after the investigation and, if appropriate and/or feasible under the circumstances then presented, a brief administrative hearing where the student involved has the opportunity to discuss the alleged conduct, the Trip Coordinator, serving as the hearing officer and upon consulting the student’s professor and CIP, shall decide if a violation has more likely than not taken place and what disciplinary action is appropriate. Upon doing so, the Trip Coordinator is authorized on behalf of the University to take such action as may be needed given the outcome of the investigation and deliberation (in some instances, hearing)
process, including and up to send the student home from the program without credit and at his/her own expense. A fuller summary of sanctions is listed below.

4. Sanctions: Disciplinary action may take one of three forms:

- Verbal Warning: An oral, warning to the student that his/her conduct is in violation of the Community Standards and Procedures of the University;

- Written Warning: A written notice to the student of the violations and a warning that failure to meet expected behavior or repeated violations may result in termination from the trip/Program as well as continuing and/or additional sanctions when back on campus; or

- Termination from the international travel program: This sanction terminates the student from the program. It is permitted when either a student receives repeated written warnings or the conduct leading to the determination of a violation of Community Standards and Procedures is so serious that a single act is sufficient, in the Trip Advisor’s judgment, to support the termination of participation in the program(s). Examples of such conduct include, but are not limited to:

  1) Actions endangering or posing a safety hazard to self or others or 2) his/her conduct is considered to be detrimental or incompatible with the best interest and welfare of the program trip; or, 3) academic misconduct, eviction from housing on grounds of inappropriate conduct, exceeding the number of unexcused absences from class allowed for the program, and willful destruction of property.

Although termination from a study abroad program does not constitute dismissal from the University, the University may elect to impose additional sanctions beyond those imposed while travelling abroad, which could include such dismissal. In such instances, however, an additional hearing would be held following the student(s) return from abroad.

Such additional disciplinary action should be taken in consultation with a senior member of the Vice President for Student Life/Associate Provost’s staff and host institution officials as appropriate. Termination can only be imposed after the Trip Coordinator has consulted with, and gained approval of, the Director of the Center for International Programs.

Every written warning and notification of sanctions or termination must be communicated to CIP within 48 hours of occurrence (via email), unless there are extreme and extenuating circumstances, in which case the warning and notification of sanctions must be reported to CIP at the earliest possible moment. CIP will be responsible for making sure that the notification of sanctions or termination is communicated to all appropriate campus offices or officials with a need to know. The Trip Coordinator will inform the student in writing of the appeals process available to the student.
5. Appeal: If the student decides to exercise his/her right to appeal, he/she must request in writing that the appeals process be initiated. The appeal must be initiated within 48 hours from the time the student is informed in writing of the action to be taken; an appeal must be in the form of a letter to the Vice President for Student Life/Associate Provost. This letter may include any relevant documents and testimonials that the student wishes to enter into the record. In the event it is not practical (due to the short length of a program) for a student to be given 48 hours to file an appeal, the student should be informed that an appeal request must be submitted immediately.

The Vice President for Student Life/Associate Provost, in conjunction with the Provost, shall either concur with or overturn the decision of the Trip Coordinator; ordinarily within 48 hours after the Vice President or his/her designee receives the appeal. He/she will inform the student in writing of the decision. This decision will also be communicated to the Director of Center for International Programs, and host institution, if appropriate. CIP will be responsible for informing the student’s professor and any other appropriate campus offices or officials with need to know.

University Community Standards and Procedures
If the student's conduct is also in violation of the University Community Standards and Procedures, the Office of Student Life may undertake disciplinary action, including imposing suspension or expulsion from the University. Such action shall only be taken pursuant to proceedings according to University’s Community Standards and Procedures.

Consequences of Termination
If the decision is made to terminate the student from the trip/program, the student's participation shall be concluded immediately. Termination of a student's participation shall not diminish or otherwise affect the student's obligation to make any and all payments to the University. In addition, the student will not be entitled to a refund of fees, may be required to reimburse the University for financial aid received, and is responsible for all non-recoverable costs incurred by the host institution or entities. A student's registration at the University may be prohibited pending the meeting of all such financial obligations and/or disciplinary action. Once a student's participation has been terminated, he/she shall be required to absent him/herself from all premises used by the program for the duration of the trip/program and return immediately to the United States.

GENERAL SAFETY GUIDELINES

Safety Tips
These safety tips will be discussed during pre-departure meetings, but Trip Coordinators and faculty should reiterate these tips as needed and appropriate throughout the trip.
• Be careful of who has access to your institution or home while studying abroad. Visitors should be screened, and people performing repairs or making deliveries should be asked for identification and should not be left unsupervised.

• Be suspicious of unexpected packages, letters with no return addresses and/or excessive postage, and especially letters, which appear to contain more than just paper.

• Be aware of your surroundings. Look for unknown individuals “hanging around” in your building or for any strange activity nearby.

• Walk away from trouble. Do not give out information about the school, the students, or the professors. Keep a low profile.

• In most countries, it is illegal for foreigners to participate in civil demonstrations or protests. No matter your personal feelings about an issue, refrain from speaking out in this way or you may be deported (or hurt if the situation becomes violent).

• Take the same precautions you would take at home. Do not give out your identity to unknown callers. Know where the nearest police station and hospital are, and keep emergency numbers handy. Do not go into unsafe areas alone or after dark.

• Avoid wearing any clothing that would identify you as an American (has English words on it) – for example, college sweatshirts.

• Do not frequent typically “American” establishments; McDonalds, Kentucky Fried Chicken, American Express, etc.

• If English is not the host country language, speak the local language in the street if possible.

• Be as inconspicuous as possible. Do not draw attention to yourself as an American student abroad.

• Keep in touch with your Trip Coordinator. Do not go traveling without letting the Trip Coordinator know where you will be going, when you will be leaving, and when you will be returning.

• Know where fire/emergency exits are located for your hotel, residence and/or classroom buildings and, where appropriate, the common meeting place that the Trip Coordinator has designated is located.

**Personal Safety**

Students are responsible for their choices and actions. The best we can do is to provide them with safety information that is as locally relevant as possible. The most thorough
discussions of personal safety often comes from a representative from the local community such as the local contact, police department and/or U.S. consulate. Please arrange for this as part of your in-country orientation. You should also remind students that, as newcomers to a society, they might miss certain cultural cues that increase the likelihood of misunderstanding. Smiling at strangers is a good example of a cultural norm in the United States that often holds a different meaning in different cultures. Students should be cautioned about being too friendly and too trusting too quickly. Habits of dress are another example of a cultural difference that may signal an unintended message.

Finally, in our experience, many of the personal safety incidents that have occurred on our programs have been linked to the over-consumption of alcohol. Students should be reminded that alcoholic beverages in foreign countries might have differing alcohol content than at home. If they elect to drink on their own time, which the University does not condone, they should be mindful of the dangers of alcohol and intoxication together, and look out for one another. Please see the “Common Student Issues” for more information.

**ON-SITE EXPECTATIONS AND INFORMATION**

**Communications**
The CIP has been told by previous Trip Coordinators that one of the more frustrating aspects of managing a program in a completely different time zone from that of the Eastern U.S. is the delay in receiving or communicating information. While we cannot check email 24 hours a day (nor do we expect you to), we want to minimize this frustration. Everyone needs to keep in mind that it is often impossible to know what is happening on the other side of the ocean or border. What may be a quiet day for you could be a true crisis day for us, and vice versa. Also, people have different emailing habits. Some check email at certain points throughout the day to minimize interruptions. Others feel incomplete unless their email is up and running at all times. Here are some ideas for how to ensure that you receive information when you need it:

- Keep program cell phones charged, on, and with you at all times.
- Call your designated contact if there is an issue. If you cannot reach this contact, contact security and ask them to relay the message to the appropriate person.
- Rely upon e-mail only for non-time sensitive issues.

**Computer Privacy**
Computer security is of paramount concern. In addition to physical security procedures described below, remember that the information on the computer is far more valuable than the computer itself. In addition, much of what is contained on the computer is sensitive student and budget information that is protected by FERPA, also known as the Buckley Amendment of 1973. Please keep your computer secure by following this advice:
All computers should be kept in locked rooms when not in use. Portable computers should be secured to the desk or other large object to prevent theft.
• Flash drives and other files should be backed-up regularly and kept in a secure location.
• Access to the computer should not be granted to anyone other then the Trip Coordinator or designee.
• All repair work and other modifications should be completed by a professional, trustworthy service company or otherwise supervised by the Trip Coordinator.
• The use of start-up and screen saver passwords is essential for security.

In no instance should a student have access to either the computer or the information contained on it. Remember, the integrity of grades, personal, and financial information could be easily compromised.

In-Country Orientation
The design and content of your orientation will depend on your program location; however, we ask that the following issues and topics be covered:

Safety: You must have a safety orientation with your students. This should cover information on personal safety (perhaps conducted by a local official), as well as program security. Establish your safety plan with the students, and practice this plan during this time. If, for example, you decide that a phone tree is the most efficient way to communicate information quickly to each student, run a drill to make sure everyone understands what to do. If calling is not an option determine where information will be posted. Designate a gathering point in the event that it is impossible for you to enter your facility. Make certain that each student knows how to make local calls and has number for the coordinator and faculty.

Hotel/ Dorm Fire Safety: Make students aware that building codes and fire protection may be entirely different than they are accustomed to on the University campus. Go over the fire escape routed available to them and have them physically inspect their own possible escape routes. Suggest that they keep a flashlight by their bed.

Office Hours and Availability: Please detail your availability to the students. Hold regular office hours and be sure students know where to find you during this time. If you find that no one is using your office hours, you may wish to check in again with students to see if the office hours are convenient.

Expectations: It is very important that you are clear about your expectations of the students while on the program. It is also useful for you to have a discussion about what is reasonable for students to expect of you. This is a great time to talk about accessibility (such as what constitutes an emergency and how students should contact you in this
case); what is considered appropriate behavior; how minor medical situations will be handled; etc.

**Confidentiality:** Please assure your students that educational information shared with you will not be passed on to their cohort members and parents without the student’s prior written consent to do so, except in the case of an emergency. Educational information may be shared with the CIP as an institutional official when there is an educational need to do so, but the CIP office will not re-disclose educational information outside of other University officials, absent a prior written consent of the student.

If a student shares sensitive information with you, do NOT promise confidentiality. The type of information may well require that you disclose it to others and take immediate action, which could require further disclosures, in part, to witnesses and other, in order to conduct an effective investigation.

**Academic policies:** Be sure to ask faculty to summarize the key academic policies for students, as detailed in the Academics section of this handbook, and in the student Program Guide. Students must attend class...

**Student travel:** Establish a system with your students so that they can alert you to when they will be engaged in personal or extracurricular travel. If a student will be travelling independently of the group, be certain to have information of their departure and return plans and contact information. Be sure to let students know that we are not checking up on them, but rather that we need to have some idea of where they are in the event of an emergency.

**Physical orientation:** Unless already part of your study abroad program, please organize some kind of walking tour of the areas of town, buildings, and services that students are likely to use.

**COMMON STUDENT ISSUES**

As the Trip Coordinator, you will find that your involvement in the personal problems of students while abroad is often greater than that in the U.S. Here are some of the more common issues you will face:

**Sex, Pregnancy, and STDs**
It is up to the students to take responsibility for their own actions. The Trip Coordinator should remind students of the importance of staying safe in relationships with others and provide them with any information that they require on this topic. Students should be reminded that contraception that is legal and readily available in the U.S. (though prohibited by Church teachings) is sometimes difficult to obtain overseas, and sometimes is illegal. In the case of STDs or pregnancy, please be sure that the student finds appropriate counseling, and is made aware of all options, as well as risks involved in pursuing a particular decision. You should have an updated list of professional resources, counselors, and service-providers in your area to whom you can refer students for assistance.
Sexual Harassment

Sexual harassment is a form of sex discrimination. Over the years, the legal and social contexts of sexual harassment have evolved and now include, in addition to sex-based conditions imposed on some aspect of work or study, the creation of a hostile, offensive and intimidating environment that interferes with work or study. Furthermore, we now understand that men, as well as women, may be victims of sexual harassment. Federal Courts have ruled that Federal Laws pertaining to harassment apply to students traveling abroad on University-sponsored programs.

The University has established a set of procedures for filing complaints of sexual harassment. Directors, staff, faculty, and students should know about these procedures. Refer to the Policy Prohibiting Discrimination, Harassment and Retaliation in the Student Handbook or Faculty/Employee Handbook for information on filing a complaint. Questions or concerns about harassment or discrimination should be referred to the University’s Title IX Coordinator at TitleIX@sju.edu.

Financial problems

Despite information provided in the student Program Guide and at orientation, you may find that some students run out of money while abroad. This could be due to a bureaucratic anomaly, or to poor planning. In either case, it is the student’s responsibility to solve this problem. In the case of an extreme emergency (we do not want students to starve, or to forego medical treatment, etc.), you can provide the student with a loan from the program’s account. Have the student sign a form agreeing to repay the loan in full before the end date of the program or immediately upon return. Loans in excess of $100-$200 must be approved in advance by CIP.

Theft

A lost or stolen passport should be immediately reported to the local U.S. consulate and to the police. A lost or stolen wallet or personal item (ex – laptop computer, jewelry, clothing, etc.) should be handled according to the local custom. SJU is not responsible for personal property.

DIVERSE STUDENT POPULATIONS

Students with Disabilities

Saint Joseph's University is bound by law to serve students without discrimination. If a student with a physical, emotional or learning disabilities applies to and qualifies for admission into our program, we must admit him/her. While the University is not required to provide a reasonable accommodation for qualified students with a disability participating in the program, the University may, in some instances undertake to do so. However, the extent to which a given student’s need(s) can be reasonably accommodated depends greatly on the program location and on how flexible the student can be in working with us. All students approaching you regarding a disability or a request for an accommodation for a disability must be referred to the University’s Director of Services for Students with Learning/Physical Disabilities, who, in consultation with others as needed, who can make the decision on behalf of the University regarding any such request. You should not engage, directly, with the
student regarding any disability or request for accommodation. The University tries to make clear in its written materials that it is the student’s responsibility and it is in the student’s best interest to inform the University (i.e., the Director of Services for Students with Learning/Physical Disabilities) as early as possible about any special needs. NOTE: Accommodations are not to be granted by the Trip Coordinator or any other person on behalf of the University, as the process for doing so is a very specialized one that, among other things, involves private medical information that should not be shared beyond what is necessary for the purpose intended.

Gay, Lesbian and Transgender Students
You should be aware that gay and lesbian students might be part of your group. If a student discloses this orientation to you, please attempt to assure an environment in which the student will feel comfortable. Depending on the program site, you might need to discuss with your student the possibility of negative reactions to this orientation in certain cultures. The key principle here is that all similarly situated students should be treated similarly.

If your student is transgender, and is currently undergoing a change from identifying with one gender to the other, you may find that some tricky issues emerge (e.g. shared housing or bathroom facilities). Please alert CIP and we will contact other appropriate SJU Offices to help you navigate the line between what is best for the student and what is appropriate for the program.

Racism
It is important to be honest about the possibility of racism and insensitive attitudes. This may be directed at students who are used to being in the majority at home, or this may be directed at students of nontraditional ethnic/racial backgrounds. In either case, you should prepare students for these actions early so that they are equipped to handle the situation should it arise. The conversation on this point, however, must be broad and to the entire group, in order to stimulate discussion and to resist labeling. The conversation should not single student of a particular race to illustrate a point: but, rather, be a general conversation on the issues that may be presented in a given foreign locale or region. Also, by addressing the group, you can sensitize other students to these issues, and to the fact that the U.S. is not the only country with racism.

DEALING WITH STUDENTS IN DISTRESS
Students may encounter stress during their academic life, and being abroad may exacerbate these stresses. Students participating in programs in other countries will find themselves without their usual support (friends, family, etc.) and outlets (sports, hobbies, etc.). Even the campus resources usually available to them (Counseling and Psychological Services, academic advisor) will be distant.

As a result, students on a travel tour/study abroad program will have only other group members or, more likely, you as trip leader to rely on in their time of need. Your willingness to respond to students in distress will undoubtedly be influenced by your personal style and your particular philosophy about the limits of a staff person or professor’s responsibility for
helping students grow, emotionally as well as intellectually. A student's openness to assistance, such situational factors as class size and length and depth of your relationship, and the location of the contact may have substantial effects on the type of interactions you can have with a student.

Getting to know the students in your group program during your pre-departure orientation may help you head off some of the adjustment problems that arise when abroad, but it is no guarantee of a worry-free experience! The information provided below may be of assistance to you in identifying signs of distress and in determining what actions to take.

**Recognizing Troubled Students**
At one time or another, everyone feels depressed or upset, but we can identify three general levels of student distress which, when present over a period of time, suggests that the problems the person is dealing with are more than the "normal" ones.

**Level 1** - Though not disruptive to others in your class or participating in the program, these behaviors may indicate that help is needed:
- Serious grade problems or a change from consistently good grades to unaccountably poor performance.
- Excessive absences, especially if the student had previously demonstrated good, consistent class attendance.
- Unusual or markedly changed patterns of interaction, e.g., totally avoiding participation, becoming excessively anxious when called upon, dominating discussions, etc.
- Other characteristics that suggest the student is having trouble managing stress successfully, include a depressed or lethargic mood; being excessively active or talkative; swollen, red eyes; marked change in personal dress and hygiene; falling asleep in class; preferring the company of adults to that of peers.

**Level 2** - These behaviors may indicate significant emotional distress but also a reluctance or inability to acknowledge a need for more personal help:
- Repeated requests for special consideration, such as deadline extension, especially if the student appears uncomfortable or highly emotional disclosing the circumstances prompting the request.
- New or regularly occurring behavior that pushes the limits of decorum and interferes with the effective management of your class.
- Unusual or exaggerated emotional response to situations.

**Level 3** - These behaviors are obviously inappropriate and indicate a need for emergency intervention:
- Highly disruptive behavior (hostility, aggression, violence, etc.).
- Inability to communicate clearly (garbled or slurred speech, unconnected or disjointed thoughts).
• Loss of contact with reality (seeing/hearing things that “aren’t there”, beliefs or actions greatly at odds with reality or probability).
• Overtly suicidal thoughts (referring to suicide as a current option).
• Homicidal thoughts.

How to Help
Level 3 problems are the easiest to identify though more difficult to deal with abroad. The local hospital emergency room may be your best resource when you've got a group of students abroad, despite possible communication difficulties. If necessary, the local law enforcement agency may also be of assistance. In either case, contact the Director of the CIP. Safety --- the involved student's, your other students', and your own --- is paramount, and you should not feel that you need to deal with a potentially dangerous situation on your own. In any event, deal with the conduct or behavior: do not surmise or ascribe the reason for the conduct or behavior that concerns you.

In dealing with a student who shows Level 1 or Level 2 behavior, you have several choices. You can choose to deal directly with the request or disruptive conduct in a way that limits your interaction to the immediate issue, or can deal with the situation on a more personal level. The former is preferable and recommended, as it deals with the conduct and not the cause of the conduct, which is a subjective and often a legally problematic assessment to make.

If you choose to approach the student, or if the student seeks you out for help, the following suggestions may make the interaction more comfortable for you and more helpful for the student:

• Talk to the student in private, when both of you have time and are not rushed or preoccupied.

• Give the student your undivided attention. It is possible that just a few minutes of effective listening on your part may be enough to help the student feel comfortable about what to do next.

• If you have initiated the contact, express your concern in behavioral, nonjudgmental terms (e.g., “I’ve noticed you’ve been avoiding others lately (sleeping most of the day, angry quite often). Is there any assistance I can offer to help you participate more or become more involved?”)

• Listen to thoughts and feelings in a sensitive, non-threatening way. Communicate understanding by repeating back the gist of what the student has told you. Try to include both the content and feelings (“It sounds like you’re not accustomed to being so far away from your parents and you’re not feeling safe or in control”) Let the student talk. Avoid judging, evaluating, and criticizing unless the student specifically asks for your opinion. Such behavior is apt to close the student off from you and from getting the help needed. It is important to respect the student’s value system, even if you don’t agree with it.
• Work with the student to clarify the costs and benefits of each option for handling the problems from the student’s point of view, but again, focus on and deal with the conduct, not your perceived reason for or cause of the conduct.

Making a Referral
Even though the student asks for help with a problem and you are willing to help, there are circumstances that may indicate that you should suggest that the student use another resource. For example:

• The problem or request for information is one you know you can’t handle.
• You believe that personality differences will interfere with your ability to help.
• You know the student personally (as a friend, neighbor, friend of a friend) and think you could not be objective enough to really help.
• The student acknowledges the problem but is reluctant to discuss it with you.
• After working with a student for several days, you find that little progress has been made and you don’t know how to proceed.
• You are feeling overwhelmed, pressed for time, or otherwise at a high level of stress yourself.

Some people accept a referral for professional help more easily than others. It is usually best to be frank with students about the limits of your ability to assist them --- limits of time, energy, training, and objectivity. While abroad, you may not be able to make a formal referral for counseling or other help, but it is often reassuring to students to hear that you respect their willingness to talk to you and that you want to support them in eventually getting the full assistance they need. You may need to work with the student on temporary coping strategies that defer the bigger issues until the group returns to the States. Confused students may be comforted to know that they don’t necessarily have to know what’s wrong before they ask for help. They don’t have to fix the problem in order to continue to participate in the program. It is often reassuring to students to hear that you respect their willingness to talk to you and that you want to support them in getting the assistance they need.

For students who will entertain the option of a referral upon return to the States, you can recommend that they contact SJU Counseling and Psychological Services (CAPS) or their family doctor for suggestions of someone locally. CAPS may be reached at 610-660-1090 during normal business hours of Monday through Friday from 9:00 am. - 5:00 pm. For after hour emergencies, you should contact the Saint Joseph’s Public Safety office and they will direct you to the appropriate counselor on-call.

DEALING WITH VICTIMS OF SEXUAL ASSAULT

(If another University student is involved, then all reports of sexual assault must be reported to the Title IX Coordinator, Mary-Elaine Perry, who will oversee the process.)

How to help someone who reports that she/he has been subject to unwelcomed, non-
consensual sexual contact or conduct:

1) Communicate these points: “I'm glad you are letting me know. It's not your fault.”

2) Be a good listener. That means summarizing what he/she tells you and noting what feelings she might be having. Be non-judgmental and non-blaming.

3) Ask the complainant how he/she wants to proceed (i.e., contacting his/her parents). “SJU has asked me to escort you to X to get you care… I hope you’re okay with that.”

4) To the extent possible (i.e., when the matter does not involve another University student as the accused), allow the complainant to be in control of next steps as much as possible and to make his/her own decisions, while encouraging them to make appropriate steps with local officials. If the report of sexual assault involves another University student as the accused, then the University will pursue the matter and the complainant should be encouraged to participate in the process so that it can be as full and thorough as possible. This is where the Title IX Coordinator must become involved immediately.

5) Make sure that the student’s basic safety is secured. For example: Is the complainant going to be exposed to the respondent again? Do the respondent’s living arrangements need to be changed? If so, do so immediately. It may also be necessary that the respondent be suspended from participating in the program, pending the outcome of an investigation. But again, this decision should be discussed with the Title IX Coordinator.

6) Assist the complainant in getting the help he/she wants and needs. This may mean providing phone numbers, transportation, information, etc.

7) If the complainant feels guilty about drinking, what they did or wore, or not fighting back, assure them that they are in no way responsible for their assault. This happened to them, not because of them.

8) While we have always cared about our student’s well-being and the need for them to get help and support, we are now required by law to report all incidents of sexual harassment or violence to the Title IX Coordinator and Public Safety in order for them to initiate an investigation. Do not promise confidentiality because the University simply cannot guarantee it, but will do its best to keep the investigation confidential.

9) Talk to someone else about your feelings about the situation. Sexual assault can also be traumatic for the friends, families, partners, and others close to the victim. You deserve support, too. You can call the SJU Counseling and Psychological Services at 610-660-1090 to consult with the on-call counselor. For after-hour emergencies, you should contact the Saint Joseph’s Security and they will direct you to the appropriate counselor on-call.
Some additional guidelines for avoiding further harm of the complainant:

• Avoid offering advice or telling the complainant what to do. However, you can make suggestions and offer options related to securing future safety.

• Don't tell him/her what you would have done.

• Don't ask the complainant why they didn't scream or fight. This can feel blaming, even if you didn't intend it that way.

• Don't ask the complainant if she did anything to "lead him on." This includes asking what she was wearing, asking why she was with him, etc. The assailant made a choice to commit an assault; he could have chosen otherwise.

• Allow the complainant to talk about the rape if he/she wants to. Nobody willingly "dwells on it." If he/she wants to talk about it, he/she deserves to be able to do so.

• You can suggest (but don't insist) that she/he talk to someone about it. Talking to an authority figure, a male, or even a counselor on a rape-crisis line, can feel scary. The advantage of talking to a rape crisis counselor is that they are specially trained and experienced in helping victims understand their reactions and offering tips for a quicker recovery. Not everyone finds it helpful to talk about it right away, and resuming usual activities initially may be a victim’s best choice.

• Don't press the complainant to report the incident to the police. Reporting is a very big step; it might require more time, energy, courage, and safety than she feels she has at this time. Reporting in a foreign country - which may have different definitions of assault and attitudes toward victims - may also cause more trauma for the victim. You may assist the victim in finding out the process and climate for reporting in that community. If she/he wants to report, do support her in that decision.

• Don't break his/her trust by telling others about it, without their permission. The complainant should have the control over who knows and when.

• Don't imply that it wasn't "real" rape if the complainant knew the person who assaulted him/her. At least 80% of sexual assaults occur between people who know each other.

• Work with the student, their parents (if s/he has talked with them) and the CIP to determine whether he/she should remain with the group or return home early. Again, the student should make this decision, not others (however concerned they are for her/him).
DEALING WITH SUICIDAL BEHAVIOR

Suicidal behavior runs on a continuum -- a process during which suicidal people try various ways to reduce their profound emotional pain. **Suicide is not about dying; it is about ending one's pain and suffering.** The goal is to assist someone to find an alternate solution.

Signs to watch for:

- **Deepening depression** - Withdrawing from the world around them; becoming isolated; showing lack of interest in activities that they used to enjoy; sleep disturbances and/or changes in appetite.
- **Final arrangements** - A person puts their affairs in order, gives away possessions, talks vaguely of going away.
- **Sudden elevated mood** - Paradoxically, a depressed suicidal person may suddenly appear better after they have made a decision to end life, as if a burden has been lifted.
- **Risk-taking or other self-destructive behavior** - This may represent a death wish. The person isn't ready to take their own life but tempts fate by reckless stepping into traffic, swimming under dangerous conditions, wandering off along at night for instance.
- **Pre-suicidal statements** - Direct or indirect statements about suicide, hopelessness, or death. Take these statements SERIOUSLY. They often are a cry for help.

What to do:

1) **Ask "ARE YOU THINKING OF SUICIDE?"** - Contrary to popular belief, you aren't putting ideas into this person's head. Asking about suicide gives the individual a message that you are willing to talk about this topic. Listen to them with respect and don't make moral judgments. If you don't feel equipped to manage a crisis yourself, find another person to help you or turn it over to someone you trust.

2) **Ask more questions** - To assess how likely a suicide attempt may be, ask “DO YOU HAVE A PLAN? A METHOD? A MEANS? Is it deadly? Is it available, such as a gun or enough pills for an overdose? WHEN? Today, next week, a vague future time?” The more specific the plan and the more lethal the means, the higher the danger.

3) **Assist the person to get help** - Do not think that you can talk a person out of committing suicide. Having a supportive adult is crucial, but it often is not enough to assist the person in overcoming their intense pain. Ask if you can accompany them to seek out a mental health professional.

**IF THE CRISIS IS ACUTE, call the local emergency number or crisis center.** Be sure to look this up BEFORE you need it. Have a number listed in the back cover of this Field Manual for every city in which your group will be spending time. **DO NOT LEAVE THE PERSON ALONE.** Do not challenge or dare the person to commit suicide, thinking you will shock them out of the idea. Don't think suicide is a rational decision that you should leave the
person free to make. Suicidal behavior often comes at the height of a crisis, when a person is less rational and logical.

**Common misconceptions about suicide:**

1. "People who talk about suicide won't really do it." **Not true.** Almost everyone who commits or attempts suicide has given some clue or warning. Do not ignore suicide threats. Statements like "you'll be sorry when I'm dead", "I can't see any way out" --- no matter how casually or jokingly said --- may indicate serious suicidal feelings.

2. "Anyone who tries to kill him/herself must be crazy." **Not true.** Most suicidal people are not psychotic or insane. They must be upset, grief-stricken, depressed, or despairing, but extreme distress and emotional pain are not necessarily signs of mental illness.

3. "If a person is determined to commit suicide, nothing is going to stop him/her." **Not true.** Even the most severely depressed person has mixed feelings about death, wavering until the very last moment between wanting to live and wanting to die. Most suicides happen at the height of a crisis, when thinking is not as logical as it might be. Most suicidal people do not want death; they want the pain to stop. The impulse to end it all, however powerful, does not last forever.

4. "People who commit suicide are people who were unwilling to seek help." **Not true.** Studies of suicide victims have shown that more than half had sought help within six months before their deaths; 75% had visited their medical doctor.

5. "Talking about suicide may give someone the idea." **Not true.** You don't give a suicidal person morbid ideas by talking about suicide. The opposite is true --- bringing up the subject of suicide and discussing it openly is one of the most helpful things you can do.

6. "There is nothing I can do." **Not true.** What a suicidal person really needs is a concerned individual who knows the warning signs, is willing to talk openly about suicide, and who can initiate seeking professional help.
INCIDENT EVALUATION AND REPORTING

1. Information gathering
The staff member who begins management of a reported incident will gather as much information as is necessary to determine what risks, if any, are facing study abroad participants. In assessing these risks, appropriate people and organizations may be contacted.

The staff member who begins management of a reported incident will request information and take notes with sufficient detail. Checklists will aid in prompting pertinent questions as set forth in Appendix 3.

2. Assessment of severity
The staff member who begins management of the reported incident makes an assessment of the situation, based on all the available information. The definition of an emergency will guide in this decision as set forth in Appendix 1.

3. Response
If the reported incident is determined to be an emergency by the staff member who begins management of the situation, Protocol 1 or 2 should be followed.

PROTOCOL 1: GUIDELINES AND CRISIS SEQUENCE IN CASE OF A GROUP, NATIONAL OR INTERNATIONAL CRISIS

A = Abroad (Trip Coordinator has primary responsibility)
B = Center for International Programs

1) A - Seek appropriate aid or medical treatment for any injured program participants.
2) A - Account for all program participants (gather at a safe meeting place selected at the beginning of your program for that purpose).
3) A - Contact all program participants as soon as possible to ascertain participants’ well-being, and to provide information, instructions, and advice.
4) A - Notify the local authorities if needed (local police). Contact the local U.S. Embassy, consulate and confer with other study abroad providers and/or U.S. enterprises in the area.
5) A - Verify the incident and ascertain the victims’ student status (review student’s file for emergency contact, etc.).
6) A - Begin a log of events (Complete the first report within 24 hours).
7) B - Convene a crisis team:

In the event of an emergency, Trip Coordinator should contact Mary Anne Kucserik, Assistant Director for Study Abroad. If she is not available, the next point of contact
should be Tom Kesaris, Director of the Center for International Programs. Tom Kesaris will then contact the Vice President for Student Life, Cary Anderson, to make him aware of the emergency. Cary Anderson will then contact the following SJU officials to make them aware of emergency situation:

1) President
2) Provost
3) Appropriate Dean

Prior to the departure of study tour/summer program CIP will establish email alias to make certain other key SJU officials are informed of emergency situation. The email alias should include the following individuals:

1) President
2) Provost
3) Senior Vice President
4) Vice President for Student Life
5) Vice President for Financial Affairs
6) Assistant Vice President for Student Development
7) Appropriate Dean
8) Director of University Communications
9) Director of Public Safety and Security
10) General Counsel
11) Director of CIP
12) Assistant Director for Study Abroad
13) Director of Travel Services
14) Study Tour Coordinator
15) Study Tour Faculty
16) Risk Manager

NOTE: The Assistant Vice President for Student Development will inform the members of the Critical Incident Response Team (CIRT) of emergency situations and provide appropriate updates. The CIRT Team will not be consulted in advance during an emergency situation.

8) B - Confirm lines of communication, contact times and methods. Devise action plan and confirm responsibility for components of the plan.

9) A and B - Identify a liaison to the family (ies). Establish a phone and e-mail reference list for use during the crisis and begin a log of events and people contacted or involved in the crisis. – Determine who should make the call to inform the family (ies) depending on the crisis faced. Think out the process and its variables before making the call. Students should call their parents, spouses, and next of kin in the presence of the Trip Coordinator so she/he can help answer more specific questions.

10) B - Coordinate the University’s public response. Make sure all members of the crisis team and relevant others understand that all requests for public statements and interviews
are to be handled by University Communications representative.

11) A and B - Re-evaluate course of action.
12) A and B - Organize counseling for students.
13) B - Letter from the President if necessary.
14) B - Letter from the Center for International Programs to all of our international trip leaders.
15) A - Obtain police report if needed
16) A and B - Re-evaluate course of action
17) A and B - Crisis follow-up

- Limit access to the emergency situation to provide better care and protect the privacy rights of the individual or group directly involved in the problem.
- For problems wider than an individual program, get together with other US study abroad programs in the area to take a common approach. Contact local US official to seek advice or additional help.

PROTOCOL 2: GUIDELINES AND CRISIS SEQUENCE IN CASE OF DEATH OF STUDENT(S)

(Based of Crisis Management in a Cross-Cultural Setting, NAFSA: 2001)

A = Abroad (Trip Coordinator)
B = Center for International Programs:

1) A - Notify the local authorities (local police)
2) A - Verify the incident and ascertain the victim’s student status (review student’s file for emergency contact, etc.). Begin a log of events.
3) A - Inform the family. Contact the Office of International Programs Center for International Programs to decide who should make the call. Think out the process and its variables before making the call.
4) B - Convene a crisis team:

In the event of an emergency, the Trip Coordinator should contact Mary Anne Kucserik, Assistant Director for Study Abroad. If she is not available, the next point of contact should be Tom Kesaris, Director of the Center for International Programs. Tom Kesaris will then contact the Vice President for Student Life, Cary Anderson, to make him aware of the emergency. Cary Anderson will then contact the following SJU officials to make them aware of emergency situation:

1) President
2) Provost
3) Vice President for Student Life
4) Appropriate Dean

Prior to the departure of study tour/summer program CIP will establish email alias to make certain other key SJU officials are informed of emergency situation. The email alias should include the following individuals:

1) President
2) Provost
3) Senior Vice President
4) Vice President for Student Life
5) Vice President for Financial Affairs
6) Asst. Vice President for Student Development
7) Appropriate Dean
8) Director of University Communications
9) Director of Public Safety and Security
10) General Counsel
11) Director of the CIP
12) Assistant Director for Study Abroad
13) Director of Travel Services
14) Study Tour Coordinator
15) Study Tour Faculty
16) Risk Manager

NOTE: The Assistant Vice President for Student Development will inform the members of the Critical Incident Response Team (CIRT) of emergency situations and provide appropriate updates. The CIRT Team will not be consulted in advance during an emergency situation.

5) B - Coordinate with CIRT to devise an action plan and confirm responsibilities.
6) B – Work with CIRT to identify a liaison to the family.
7) B - Establish a phone and e-mail reference list for use during the crisis and begin a log of events and people contacted or involved in the crisis.
8) University Communications, with assistance from the CIP, will coordinate the University’s public response.
   a. Make sure all members of the crisis team and relevant others understand that all requests for public statements and interviews are to be handled by a University Communications representative.
   b. Prepare a statement to be made to the family by telephone and in writing soon after official notification of the incident. The highest university officer should make this statement available.
   c. University Communications will prepare a statement for the media and begin to accumulate further information and resources to use in responding to follow-up requests. Agree within the team of an information management strategy. Take steps to route press inquiries through a single point.
   d. Work with campus security to develop protocols for their switchboard operators.
9) B – With CIRT, identify a liaison to the family who would then coordinate any further planning with the victim’s family. This person would obtain information regarding the family’s wishes and ask the family to identify a spokesperson.

10) A and B - Work with the community: As soon as you are able, involve students or student team leaders as part of the crisis team.
   e. Meet with students and students’ leaders to cover facts of the incident.
   f. Provide information to University Communications so they can coordinate the distribution of information about the crisis to the campus community.

11) B – Coordinate with CIRT to plan a memorial service (in conjunction with the student’s family).

12) B - After the crisis, coordinate with CIRT to ensure that the Enrollment Management Representative removes the name of the deceased from any current student lists.

13) B- Convene a team to assess the lessons learned from the crisis and to make any necessary modifications to the crisis management plan.

   • Limit access to the emergency situation to provide better care and protect the privacy rights of the individual or group directly involved in the problem.

   • For problems wider than an individual program, get together with other US study abroad Programs in the area to take a common approach. Contact local US official to seek advice or additional help.
APPENDIX 1: DEFINITION OF EMERGENCY

What is an emergency?

Emergencies are those situations that pose a genuine and sometimes immediate risk to, or that have already disturbed, the safety and well-being of international travel tour participants. Emergencies include those situations involving a single program participant, multiple program participants, or all program participants. These include:

- Accident/injury
- Medical emergency (physical or mental)
- Physical or sexual assault
- Missing person
- Death
- Incarceration
- Political/civil unrest
- Terrorist activity or threat
- Natural or human disaster (earthquake, tsunami, flood, hurricane, fire, nuclear incident)
APPENDIX 2: SAINT JOSEPH'S UNIVERSITY STUDY ABROAD PROGRAM CANCELLATION

A Process to Evaluate the Desirability of Such an Action

The health and safety of participants in a University international travel tour is of paramount importance. All trip leaders need to weigh these concerns in their decision to proceed with a program. In some cases, the evidence is so overwhelming that a decision is obvious that a program should be cancelled. In other instances, the decision is more problematic.

Trip Coordinators should take into account any travel advisories issued by the U.S. State Department. Program directors should also be in communication with their contacts in the host country and with other University faculty who might be leading programs in the same target country. In event the U.S. State Department issues a Travel Warning, trips are to be terminated, or rerouted immediately. Exceptions to this provision can only be granted by the Provost or University President.

It is important in countries where there are concerns about health and safety that Trip Coordinators do not decide unilaterally to proceed with the program.

Naturally, program leaders have the prerogative of recommending the cancellation of their program if they are concerned about the welfare of the students, and it is best to err on the side of caution.

I. The decision to suspend or cancel a program will be based on the following:

1) Recommendations of US Embassy officials in country of Program location.

2) Other officials from US agencies and/or non-government officials.

3) The appropriate US State Department Country Desk Officer.

4) Conversations with university officials at partner universities for Programs with which we are affiliated.

5) Center for International Programs’ own assessment of the following events, not in rank order:

   a. Declaration of war by a third country against the country where the programs are located or adjacent neighbor.
   b. Terrorist activity in the program city.
   c. Protracted or indefinite closure of the university where the program is located.
   d. Inability of the local staff/tour operator to organize and carry out an academic program.
   e. Disruption of public utilities and/or services.
   f. Wide-spread civil unrest, violence and/or rioting.
g. A declaration of martial law in the program city.
h. Recommendation of suspension/cancellation by the program staff, tour operator/agents in country.
i. Travel warning and/or specific directive by the US State Department and/or US Embassy.

II. Emergency Evacuation Procedures for Saint Joseph’s Administered Programs

1) Follow the advice of the U.S. State Department and the U.S. Embassy in country of Program location.

2) If there is civil emergency, the Trip Coordinator shall take the group to a secure location based on the recommendation by the U.S. Embassy officials in the country of the program location and contact the Center for International Programs for instructions. Contact information on Jesuit Centers around the world should be made available to Faculty Directors, Program Coordinators and students.

3) If the students are traveling independently, an effort will be made by the Trip Coordinator to contact them according to the contact information and itineraries they have left with the program staff.

4) If the airport is open and flights are operating, the Trip Coordinator/Center for International Programs/SJU Travel Office will arrange for air transportation of the group to either the U.S. or another destination as soon as possible. If members of the group are not accounted for by the time of departure, the Trip Coordinator or study tour faculty member will stay behind to locate the missing group members while Trip Coordinator/faculty member accompanies the rest of the group to the available destination.

5) If the airport is not open or if no flights are available, the Trip Coordinator in consultation with the U.S. Embassy, the Center for International Programs and SJU Travel Office will consider ground transportation to the closest international airport for air evacuation from there.
APPENDIX 3: QUESTIONS

This appendix contains suggestions/questions for gathering information for CIP and the University about specific emergency situations that may be encountered. Based on the type of emergency, refer to the appropriate specific incident question list in this appendix.

Contents of Appendix 3:

- For all situations: Appendix 3-A
- For widespread emergencies: Appendix 3-B
- For illness or injury: Appendix 3-C
- For assault or rape: Appendix 3-D
- For a missing participant: Appendix 3-E
- For an arrest: Appendix 3-F
- For an incapacitated Trip Coordinator: Appendix 3-G
Appendix 3-A

For all situations:

- What is the current physical and/or psychological condition of the affected participant(s)?
- Are you, (Trip Coordinator) or faculty member in close contact with the affected participant(s)?
- What impact is the emergency having on the program?

Appendix 3-B

For widespread emergencies affecting or potentially affecting all program participants (political/civil unrest, terrorist activity or threat, natural or human disaster such as earthquake, flood, tsunami, hurricane, fire, nuclear incident):

- What is the proximity of the event(s) to program participants?
- Is the group presently in danger?
- Is there imminent risk to participants if they remain where they are?
- Are all program participants, whether directly involved or not, aware of the emergency?
- Adequate Rx Drugs (pack in advance for extra 2 week supply.)
- How are participants responding to the emergency?
- Are adequate supplies and/or resources available (food, water, medical attention)?
- Is adequate and secure housing available? For how long? What housing options are available as a back-up?
- Has the U.S. Embassy advised any action for program participants?
- Have all participants been made aware of Embassy advice? In writing?
- Are all participants following the advised precautions?
• Have local authorities issued a curfew?

• Is travel in or out of the country being restricted?

• Who or what is the target of any unrest?

• Has any particular group or organization been threatened?

• What kind of military, security, or public safety personnel are present? How are they behaving with respect to the civilian population?

• Is airlift a viable option?

• Should participants be moved within the country? To a neighboring country? To the U.S.? To multiple locations in the U.S. to expedite exit strategy sooner.

Appendix 3-C

For illness or injury:

• What medical treatment has been received?

• Where has the participant been taken?

• Does the attending physician speak English?

• What is the diagnosis?

• What is the prescribed treatment?

• What is the prognosis?

• Are other participants at risk?

• Does the participant want to return to the U.S.?

• What are the consequences of returning to the U.S.?

• Is the participant aware of these consequences?

• Is airlift a desirable and viable action?

• What is the contact information for any attending physician (name, address, telephone, fax, e-mail)?
• Has the participant’s emergency travel assistance program/insurance (HTH etc.) been contacted?

• Who will stay with sick/ injured student and who will lead travel tour?

Appendix 3-D

For assault or rape:

• What has the on-site response been?

• Where has the participant been taken?

• Is counseling available? In English?

• Has local law enforcement been notified?

• Has the U.S. Embassy been contacted?

• Has the participant been taken to a physician? (Also refer to For illness or injury, Appendix 3-C)

• If rape, have tests been conducted (STDs, AIDS, pregnancy, DNA)?

• What is the medical diagnosis?

• What is the prescribed treatment?

• What is the prognosis?

• Does the victim indicate a desire to pursue legal action against the perpetrator?

• Does the participant want to return to the U.S.?

• What are the consequences of returning to the U.S.?

• Are the participant and the counselor aware of these consequences?
Appendix 3-E

For a missing participant:

- Where and when was the participant last seen?
- Does anyone have information regarding where the participant might have gone?
- If the destination is known, have local authorities been notified?
- If the student left and was expected to return, what were the date and time of the expected return?
- Are search and rescue services available on-site?
- Have local authorities been notified? Is there a case number?
- Has the U.S. Embassy been contacted?
- Has CIP been contacted?

Appendix 3-F

For an arrest:

- Has the participant been detained? Where?
- Has the U.S. Embassy been notified? What has their response been? What is their advice?
- What agency made the arrest (names, addresses, telephone numbers)? Is there a case number?
- What are the charges?
- What rights have been granted? What rights are available?
- Is the participant entitled to place a telephone call?
- Is there a presumption of innocence until proven guilty?
- Is bail available? If so, what is the amount/terms?
• Is legal counsel available? If so, has legal counsel been retained?

• Has the participant’s assistance program/emergency travel insurance (HTH) been contacted?

• CIP’s role? State legislature?

Appendix 3-G

For an incapacitated Trip Coordinator:

• If the Program does not have a secondary Trip Coordinator, is the pre-determined (faculty member on trip) emergency liaison now managing the on-site situation and the other Program participants?

• What is the status of the Trip Coordinator?

• Is the incident of limited nature such that, when the immediate emergency is resolved, the Trip Coordinator will be able to continue for the duration of the Program?

• Is the incident such that it is unlikely that the Program will continue?

• Is a substitute Trip Coordinator feasible? Pre-training for faculty substitute?
APPENDIX 4: GUIDELINES FOR REFERRING A CALL

- Remain calm.
- Be polite.
- Project confidence.
- Explain that we have effective response procedures and that we have implemented these procedures.
- Explain that, in accord with these procedures, all inquiries are handled by one source, University Communications (you will be briefed on an appropriate telephone number to give out).
- Never say “no comment.”
- If the caller insists on asking questions, simply repeat yourself.
- Do not engage in argumentation with a persistent caller.
- Do not engage in any further discussion.
- Do not release any information you may know about the situation.
- Never release participant information or program identity information.
INTERNATIONAL TRAVEL INCIDENT REPORT FORM

Today's date:

Date of incident:

Place & Time incident occurred:

Names of student (s) involved:

Description of incident:

Witnesses:

Formal charge(s) [If applicable]:

Sanctions, if appropriate, placed upon student:

- Verbal Warning (Describe)

- Written Warning (Attach Copy)

- Expulsion (Attach Copy)

Exit Strategy -

Report filed by: ________________________________

Name                  Title

Program:

Country:

Please email to the Center for International Programs within 24 hours of signing.
INTERNATIONAL TRAVEL ACCIDENT REPORT FORM

Today's date:

Date of accident:

Place & Time accident occurred:

Names of student(s) involved:

Description of accident:

- Personal Injury? [If yes, describe]

- Property Damage? [If yes, describe]

- Police Report fined?

Witnesses:

Report filed by: ___________________________________________

Name ................................................................. Title

Program:

Country:

Please email to the Center for International Programs within 24 hours of signing.

Customize instructions and Include centralized email:
International Travel Student Conduct Violation (Written Warning Form)

Name of student:

Date and location of incident:

Brief summary of violation [initial incident report should contain more detailed information]:

On (date)____________ the above named student was determined to have violated the Rules and Regulations for Saint Joseph's University Students Abroad in the following manner:

**WRITTEN WARNING**: The student is therefore receiving this written warning. If the above-named student fails to comply with the expected behavior specified below or if the student continues to violate the Rules and Regulations for Saint Joseph's University Students Abroad, s/he will be terminated from the trip/Program and must return to the United States immediately at his/her own cost.

**Expected Behavior:**

_________________________________________  
Student signature  date

_________________________________________  
Trip Coordinator's signature  date

Please email to the Center for International Programs within 24 hours of signing.
NOTIFICATION OF TERMINATION FROM INTERNATIONAL TRAVEL TOUR

Name of student:

Date and location of incident:

Brief summary of violation [see initial incident report for detailed information]:

Please check the appropriate box:

❖ After having received a verbal and/or written warning on (date/s) __________ describing a previous violation of the Rules and Regulations Saint Joseph's University Students Abroad, the above named student has not desisted from continuing to violate the Rules and Regulations, nor has s/he fulfilled the required expected behavior conditions as specified on the Written Warning Form. For this reason, the student in question is being terminated from the program.

❖ The seriousness of the violation is such that further participation by the above named student would be to the detriment of the __________ (specify international trip/ program) and its participants either by impacting on the health and safety of the individual or other participants in the program or by causing detriment to the best interest and welfare of the program and to Saint Joseph's University. For this reason, the student in question has been terminated from the tour/ Program.

To be completed by the student:

I understand that due to my violation of the Rules and Regulations for the University Abroad, I have been terminated from the above-mentioned study abroad Program. Termination shall not diminish or otherwise affect my obligation to make any and all payments to the University. I will not be entitled to a refund of fees, may be required to reimburse the University for financial aid received, and am responsible for all non-recoverable costs incurred by the host institution and/or the University, as well as personal financial obligations. I understand that the conduct that led to my termination from this Program may also lead to further sanctions upon returning to Saint Joseph's University.

I AGREE TO IMMEDIATELY ABSENT MYSELF FROM ALL PREMISES USED BY THE TRIP/ PROGRAM AND RETURN TO THE UNITED STATES.

________________________________________  ______________________
Student's signature                                      Date

________________________________________  ______________________
Trip Coordinator’s signature                          Date

Please EMAIL to the Center for International Programs within 24 hours of signing.