



**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 as an essential resource and guide for you, as an International Trip Leader (“ITL”) while traveling abroad. The Field Manual contains essential working documents and reference material to assist you in performing your responsibilities as an ITL and, for this reason, you must take it with you when traveling abroad.

Contained within this Field Manual is the *Center for International Programs: Policies and Procedures* (“*Policies and Procedures*”) regarding unacceptable participant conduct and the resulting actions that you or others authorized to act on behalf of the University while traveling 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 concerning conduct and/or incidents.

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. The Field Manual also contains materials for identifying and aiding a student in distress and 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 attend a Risk Management Training prior to your departure and also conduct an orientation session with your group within 24 hours of arriving at your destination 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!

CENTER FOR INTERNATIONAL PROGRAMS: *POLICIES AND PROCEDURES*

Saint Joseph's University study tours and study abroad programs offer students an opportunity to pursue academic study for credit outside the United States. The Center for International Programs ("CIP"), in collaboration with others within the Division of Student Life, has developed the following Policies and Procedures for students traveling abroad.

The Policies and Procedures included in this Field Manual apply to student's traveling abroad only and do not replace that which is published in the *Student Handbook* (www.sju.edu/studenthandbook) for all students. If reported conduct while traveling is both a violation of the Policies and Procedures in this Field Manual and the University's Community Standards, both the Center for International Programs and the Office of Community Standards may commence separate processes to address the conduct.

Student Disciplinary Procedures (General)

By participating in a program, students assume a dual status with dual obligations: he/she is a Saint Joseph's University student and also a student of the host institution and/or host country. All students participating in a CIP program abroad are subject to, and should be familiar with, the *Student Handbook* (www.sju.edu/studenthandbook), the *Community Standards Agreement*, the laws of their host country, and the academic and disciplinary procedures of the host institution or residential housing program.

Students should note that some University policies for students studying abroad may be different and, in some instances, more restrictive than University policies for students not studying abroad, because of the broader consequences of student conduct when traveling and studying abroad; e.g., student conduct may affect the University's relationship with a host institution and local community or arouse anti-American sentiments. Students should also note that procedures to address conduct while traveling abroad may differ from those on campus, given the short duration of programs, the need to promptly address alleged conduct, and the limited resources that may be available to resolve disciplinary issues.

For information on conduct that would violate the University's Community Standards, please reference the *Student Handbook*, available online at www.sju.edu/studenthandbook.

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.

Student Agreement and Conditions of Participation

Before departure from the United States, Saint Joseph's University students must sign the Forms noted above. In doing so, the students acknowledge their understanding of, and agreement to, the information contained within the *Student Handbook* (www.sju.edu/studenthandbook) and the *Community Standards Agreement* while studying abroad. Specifically, the student must agree to the following requirements as a condition of participating in a program:

1. I understand that, by participating in a study abroad program, I assume a dual status with dual obligations: as a Saint Joseph's University student and as a student of the host institution and/or host country.
2. I understand that I am subject to, and should be familiar with, the Saint Joseph's University *Student Handbook* (www.sju.edu/studenthandbook), this *Community Standards Agreement*, the laws of the host country, and the academic and disciplinary procedures of the host institution or residential housing program.
3. I understand that some University policies for students studying abroad may be different and, in some instances, more restrictive than University policies for students not studying abroad, because of the broader consequences of student conduct when traveling and studying abroad; e.g., student conduct may affect the University's relationship with a host institution and local community or arouse anti-American sentiments. I also understand that procedures to address conduct while traveling abroad may differ from those on campus, given the short duration of programs, the need to promptly address alleged conduct, and the limited resources that may be available to resolve disciplinary issues.
4. I agree to treat the local customs, behavior and people of the host country with respect at all times. I agree to abide by all local and national laws in my host country/countries, including laws governing the use of alcohol and drugs. I understand that neither Saint Joseph's University nor the U.S. Government can or will shield me from prosecution and may be limited in their ability to provide assistance in the event of arrest
5. While abroad, any violation of the University Drug Policy (as published in the *Student Handbook* at www.sju.edu/studenthandbook) or host institution/country policies, laws, or ordinances regarding drug use, may result in serious consequences, up to and including dismissal from the program and/or separation from Saint Joseph's University. Being in the presence of (associating with) others involved in a drug violation may also be considered misconduct while abroad and a violation of the *Community Standards Agreement*.
6. I understand that any reported violations of this *Community Standards Agreement* or the University's Community Standards, as published in the *Student Handbook*, will be investigated and addressed through established procedures either during the program or upon my return from the program, at the University's discretion.
7. If I live with a host family, I agree to abide by the household's rules, and to show my host family respect and consideration at all times. I understand that overnight guests are permitted only by prior permission of the host family, and I will seek this permission if I want to have an overnight guest.
8. I understand that the Trip Coordinator may unilaterally dismiss me from 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.

9. I understand that dismissal from participation in the program shall not diminish or otherwise affect my obligation to make any and all payments to the University. I understand that I will not be entitled to a refund of fees, may be required to reimburse the University for Financial Aid received, and that I am responsible for all non-recoverable costs incurred by the host institution or entities. I understand that I am responsible for all expenses incurred in returning to the United States. I understand that my registration at the University may be prohibited pending the meeting of all such financial obligations and/or disciplinary action. If dismissed from the program, I understand that I must remove myself from all premises used by the program for the duration of the trip/program and return immediately to the United States.
10. I understand that insurance regulations and driving habits vary considerably from country to country. I understand that the University discourages me from driving any motor vehicle while in the host country/countries. I also understand that neither the host institution, Saint Joseph's University, nor the U.S. Government can shield me from prosecution in the event that I am involved in an accident or violate local/national motor vehicle laws.
11. I agree to abide by the faculty/resident director's rules concerning academic and co-curricular matters. 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.
12. I hold myself responsible for reading and understanding all program-related materials that are provided.
13. *If applicable*: For academic programs, I understand that I am expected to complete a semester of study, study tour or summer abroad session in the program to which I have been accepted. I further understand that there could be significant consequences if I return to Saint Joseph's University before the semester's end, including, but not limited to, dismissal from the overseas program, falling behind in degree pursuit, losing tuition, and compromising financial aid and scholarships. I understand that these and other consequences could result even in the event that I am asked to leave the overseas program. I understand that if I choose to leave my overseas program I must consult my Associate Dean who will consult the Director of the Center for International Programs.

Disciplinary Procedures

The below procedures shall be followed by representatives of CIP or others authorized to act on behalf of the University while traveling, upon report of concerning conduct. This process does not replace the University's Community Standards process (as published in the *Student Handbook*), which may commence as a result of alleged violation(s).

1. ***Reporting Conduct***: Any person who has observed or becomes aware of conduct involving a student that might be a violation of the University's Community Standards (as published in the *Student Handbook*) or the *Community Standards Agreement* must report the conduct to the Trip Coordinator.

2. ***Gather Information:*** The Trip Coordinator is responsible for gathering information in order to understand the nature of the reported conduct. This process shall 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, and the procedures to be followed. *It is important that a distinction be made between this process and what may also take place with the Office of Community Standards.

In more serious cases, including, but not limited to, incidents involving repeated or high risk alcohol use/possession, drug use/possession, physical assault, sexual harassment, or sexual misconduct, the Trip Coordinator **must** consult with the Center for International Programs or the Office of Community Standards before proceeding with this process.

For allegations involving sexual harassment or sexual misconduct, the University's Title IX Coordinator must be notified. Sexual misconduct allegations should not be investigated beyond the collection of information to understand the nature of what has been alleged and to provide support to the student(s) involved.

In all instances, it is appropriate to put in place immediate remedial measures pending the collection of information or a disciplinary process (i.e. contact restrictions between parties involved, area restrictions, change in housing arrangements, change in assigned groups, etc.).

Upon gathering all information, the Trip Coordinator shall complete the Conduct Written Warning Form, which is located on page 38 of this Field Manual. (*Additional copies of this form can be requested by contacting the CIP office.*) Conduct Forms should reflect *your* account of what happened at the time of an incident and how you responded. These reports will be shared with the Center for International Programs and other relevant University staff. It is important to note that students may also have access to the report as part of their educational record.

The following guidelines will aid you in completing a proper Conduct Warning Form:

- Use 3rd person to make the report easier to read for an outsider (i.e., "I saw abc..." vs. "Dr./Professor xyz saw abc...")
- Use the past tense.
- Indicate exact times whenever possible.
- Note behaviors/appearance, especially those that indicate signs of policy infringement. (i.e., signs of alcohol/drug use would be slurred speech, difficulty standing up, breath smells of alcohol.)
- Remain OBJECTIVE and FACTUAL.
- Use quotes where appropriate.

3. ***Determination of Violation:*** After gathering information and upon consultation with the Center for International Programs (if necessary), the Trip Coordinator shall decide if a violation of the *Policies and Procedures* has more likely than not occurred and what CIP disciplinary action is appropriate.

The Trip Coordinator is not making a determination on a violation of the University's Community Standards (as published in the *Student Handbook*).

4. **Sanctions:** The Trip Coordinator is authorized on behalf of the University to take action through sanctions, as may be needed given the outcome of the above process, up to and including dismissal from the program, without credit and at his/her own expense.
 - a. **Verbal Warning:** An oral warning to the student that his/her conduct is in violation of the expectations of students studying abroad;
 - b. **Written Warning:** A written notice to the student of the violation and a warning that failure to meet expectations of students studying abroad or repeated violations may result in dismissal from the program. A formal Conduct Written Warning Form can be found on page 38 of this Field Manual.;
 - c. **Dismissal from the Program:** The Coordinator will have the responsibility to send home any student who has been judged by the faculty member(s) conducting the tour to be a detriment to themselves and/or the tour or for violating the *SJU Community Standards Agreement*. The Coordinator may not dismiss a student without the prior permission of the faculty leader and the CIP office.

Examples of such conduct include, but are not limited to: Conduct which endangers or poses a safety hazard to self or others; Conduct which is considered to be detrimental or incompatible with the best interest and welfare of the program trip; Academic misconduct; Eviction from housing on grounds of inappropriate conduct; Exceeding the number of unexcused absences from class allowed for the program; Willful destruction of property.

Although dismissal from a study abroad program does not constitute separation from the University, the Office of Community Standards may elect to impose additional sanctions beyond those imposed while traveling abroad, which could include such separation. In these instances, an additional process will commence through the Office of Community Standards following the students return from abroad.

Every notification of sanctions must be communicated to CIP within 24 hours of the notification (via email), unless there are extreme and extenuating circumstances, in which case it must be reported to CIP at the earliest possible time. CIP will be responsible for making sure that the outcome is communicated to all appropriate campus offices or officials with a need to know. The Trip Coordinator will inform the student of the appeals process.

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 submitted within 48 hours from the time the student is informed in writing of the action taken. The appeal must be in the form of a letter to the Vice President for Student Life/Associate Provost ("VPSL"). This letter may include any relevant documents and testimonials that the student wishes to provide. 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 within a shorter timeline.

The VPSL, in conjunction with the Provost, shall either affirm or amend the decision of the Trip Coordinator; in most cases within 48 hours of receipt of appeal. The student will be notified, in writing, of the appeal decision. The decision on appeal is final. The decision will be communicated to the Director of Center for International Programs and host institution, if appropriate. CIP will be responsible for making sure that the outcome is communicated to all appropriate campus offices or officials with a need to know.

Consequences of Dismissal from the Program

If the decision is made to dismiss a student from participation in a program, the student's participation shall be concluded immediately. Dismissal from the program 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 has been dismissed from a program, 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.

Office of Community Standards

The above process does not replace the University's Community Standards process (as published in the *Student Handbook*). If the student's alleged conduct may be in violation of the University's Community Standards, the Office of Community Standards may undertake disciplinary action, pursuant to the process published in the *Student Handbook*.

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 orientation¹. 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, 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 SJU Public Safety 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.
- Flash drives and other files should be backed-up regularly and kept in a secure location.
- 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 a Trip Coordinator or faculty leader's computer or the information contained on it. Remember, the integrity of grades, personal information, 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 routes 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.

Flight Interruption/ Delay/ Cancellation Procedures

If you encounter problems while traveling abroad:

- Keep the group **TOGETHER AND CALM**. Immediately advise students that the University is working on it. Ask that they **NOT** contact the airlines to change their own tickets individually. Should students not follow instructions, this must be communicated to the SJU representative immediately.
- Designate one group representative to remain at the airline ticket counter and work with the on-site airline agents. The squeaky wheel gets the oil. If you leave the counter area, then the agents will work with those who are physically present.
- Designate one group representative to maintain constant contact with CIP. This person must be available via phone and/or email to answer any urgent questions.
- If there is a student who needs top priority in getting re-booked (i.e. needs medication, etc.) this needs to be communicated to the CIP and airline representatives immediately.
- If the group needs to be re-booked every effort will be made to get them on the same flight, but there is a chance that they will be put on different flights. If someone is not capable of traveling by themselves, etc. this needs to be communicated promptly to SJU and airline representatives.
- Remember – delays or cancellations can be bothersome, but it is a part of travel. Many times airlines make such decisions because of aircraft mechanics or crew times, meaning they are keeping you SAFE. Please be polite and patient.

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:

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.

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, Mary-Elaine Perry, at TitleIX@sju.edu.

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 options for her care, 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.

DIVERSE STUDENT POPULATIONS

Students with Documented 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 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 in certain cultures.

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 other 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." Be a good listener. That means summarizing what they tell you and noting what feelings they may be having. Be non-judgmental and non-blaming. If the student feels guilty about drinking, what they did or wore, or not fighting back, assure them that they are in no way responsible for the assault. It happened *to* them, *not because* of them.
- 2) Ask the student how they want to proceed (i.e., notifying a program staff member, contacting their parents, etc.). To the extent possible (*i.e., when the matter does not involve another SJU student as the accused*), allow the complainant to be in control of next steps as much as possible and to make their own decisions, while encouraging them to make appropriate steps with local officials. **However, 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 made aware of their options to participate in the process so that it can be as full and thorough as possible. The Title IX Coordinator must become involved as soon as possible.**

- 3) 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 or sent home pending the outcome of an investigation. But again, this decision should be discussed with the Title IX Coordinator.
- 4) Assist the complainant in getting the help he/she wants and needs. This may mean providing phone numbers, transportation, information, etc.
- 5) Notify the Title IX Coordinator (if not already notified). While SJU has always cared about our student's well-being and the need for them to get help and support, we are required by law to report *all* incidents of sexual harassment or sexual misconduct to the Title IX Coordinator in order to initiate an investigation. **Do not promise confidentiality because the University simply cannot guarantee it, but situations of this nature are kept as private as possible.**
- 6) 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 alone 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.

To document the incident and the steps taken, please use the official International Incident Report Form found on page 37 of this Field Manual. (*Additional copies of these forms can be requested by contacting the CIP office.*) Checklists will aid in prompting pertinent questions, as set forth in Appendix 3.

Incident Reports should reflect *your* account of what happened at the time of an incident and how you responded. These reports will be shared with the Center for International Programs and other relevant University staff. It is important to note that students may also have access to reports as part of their educational record.

The following guidelines will aid you in completing a proper Incident Report Form:

- Use 3rd person to make the report easier to read for an outsider (i.e., "I saw abc..." vs. "Dr./Professor xyz saw abc...")
- Use the past tense. Indicate exact times whenever possible.
- In cases of student Note behaviors/appearance, especially those that indicate signs of policy infringement. (i.e., signs of alcohol/drug use would be slurred speech, difficulty standing up, breath smells of alcohol.)
- Remain OBJECTIVE and FACTUAL.
- Use quotes where appropriate.

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 - Contact all program participants as soon as possible to ascertain their well-being, and to provide information, instructions, and advice. Gather at a safe meeting place selected at the beginning of your program for that purpose.
- 2) A - Seek appropriate aid or medical treatment for any injured program participants.
- 3) 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.
- 4) A - Verify the incident and ascertain the victims' student status (review student's file for emergency contact, etc.).
- 5) A - Begin a log of events (Complete the first report within 24 hours).
- 6) B - Convene a crisis team:

In the event of an emergency, Trip Coordinator should contact Tom Kesaris, Director of the CIP. If he is not available, the next point of contact should be Kelly Gregg, Assistant Director for Semester Abroad and Health & Safety. Tom or Kelly 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) Vice President for Student Life
- 4) Vice President for Financial Affairs
- 5) Title IX Coordinator
- 6) Appropriate Dean
- 7) Director of University Communications
- 8) Director of Public Safety and Security
- 9) General Counsel
- 10) Director of CIP
- 11) Assistant Director for Semester Abroad and Health & Safety
- 12) Study Tour Coordinator
- 13) Study Tour Faculty

14) Risk Manager

NOTE: The Title IX Coordinator, Dr. Mary-Elaine Perry, will inform the members of the Critical Incident Response Team (CIRT) of emergency situations and provide appropriate updates. The CIRT Team is not 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 FOR RESPONDING TO A REPORT OF A MISSING PROGRAM PARTICIPANT

A participant may be reported missing by roommate(s), other program participants, host family, or professor/coordinator. In the event of a missing program participant, the program leader or representative of the host institution abroad should follow the checklist below, as appropriate in the circumstances:

1. Make sure that all efforts to reach the student have first been attempted:
 - a) Check accommodations.

- b) Call their listed cell phone number (if one is available). Be sure to leave a voicemail and follow up with a text message expressing concern for student's safety and asking him/her to contact you immediately.
- c) Send an email message to all listed accounts.
- d) Check social media accounts and send a private message through Facebook asking them to contact you.

2. If you are unsuccessful in reaching the student, talk to the individual who has reported the student missing and any others (friends, professors, host family members, roommates) who might have knowledge of the student's whereabouts. Try to determine when the student was last seen and/or the circumstances around which the student has been missing. Find out if s/he left information with anyone as to where s/he might be going. Also, find out if the student was engaging in any unusual behavior. Gather as much information as possible, and maintain a detailed log.

3. Notify the local host country police authorities and ask them to check hospital and city records for information concerning the missing participant. Find out how long a person must be missing before a report can be filed and what the procedure is for filling out a missing persons report. Begin writing a log of information supplied and actions taken. This log should be updated as the crisis progresses.

4. Contact the appropriate staff in Center for International Programs and inform her or him that a participant has been reported missing (see "Emergency Contact Numbers" in beginning of manual) and what steps you have taken. The Director of the Center for International Programs will notify SJU Public Safety and Security, as well as the Vice President/Associate Provost.

5. The Vice President/Associate Provost will notify the Title IX Coordinator, who will inform the members of the Critical Incident Response Team (CIRT).

6. The CIP will work with the CIRT to identify a University representative who will notify the individual that was designated as the student's emergency contact, or the custodial parent or guardian.

7. If the participant has not been located within the required amount of time (according to the host country laws), the program leader, representative of host institution abroad should file a report with the local police in the host country and notify the local U.S. Embassy.

8. The program leader or representative of the host institution abroad and the staff in the Center for International Programs will assess whether there is an impact on other program participants and/or home campus students. If so, provide information and support as appropriate.

9. When the student is located, notify all who have been involved on-site and in the U.S. If necessary, activate other protocol (e.g., "Death of Student," Protocol 3).

PROTOCOL 3: 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 Tom Kesaris, Director of the CIP. If he is not available, the next point of contact should be Kelly Gregg, Assistant Director for Semester Abroad and Health & Safety. Tom or Kelly 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) Title IX Coordinator/CIRT Chair
- 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) Vice President for Student Life
- 4) Vice President for Financial Affairs
- 5) Title IX Coordinator
- 6) Appropriate Dean
- 7) Director of University Communications
- 8) Director of Public Safety and Security
- 9) General Counsel
- 10) Director of the CIP
- 11) Assistant Director for Semester Abroad and Health & Safety
- 12) Manager of Study Tours & Summer Programs
- 12) Study Tour Coordinator
- 13) Study Tour Faculty

NOTE: The Title IX Coordinator will inform the members of the Critical Incident Response Team (CIRT) of emergency situations and provide appropriate updates. The CIRT Team is not 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. CIRT would 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 IT and Public Safety to develop protocols for their switchboard operators and Public Safety Dispatchers.
- 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.

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 AFTER STUDENT GROUP HAS DEPARTED

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 Level 3 or Level 4 Travel Advisory, trips are to be terminated, or rerouted immediately. Exceptions to this provision can only be granted by the Provost.**

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.

When time permits, 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) The International Travel Oversight Committee's 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 Advisory and/or specific directive by the US State Department and/or US Embassy.

In emergency situations, the Center for International Programs (CIP) would make a recommendation to the Provost or designee.

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.
- 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 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 and the Center for International Programs 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 & Time of Incident: _____

Incident Location: _____

Program / Country: _____

Name(s) of Student(s) Involved

Witnesses

Description of Incident

--

Center for International Programs (if appropriate):

Sanction:

- _____ Verbal Warning
_____ Written Warning (Attach Copy of Notice)
_____ Dismissal (Attach Copy of Notice)
_____ Other (Attach Copy of Notice) _____

Report filed by: _____
Name Title

Email to CIP **within 24 hours** of the completion of this form. If necessary, this form will be shared with the Office of Community Standards for review and consultation. Students may have access to this report as part of their educational record.

INTERNATIONAL TRAVEL: CONDUCT WRITTEN WARNING FORM

Today's Date: _____

Date & Time of Incident: _____

Incident Location: _____

Program / Country: _____

Name of Student

On the above date and time, the above named student was determined to have violated the expectations for Saint Joseph's University students while studying abroad in the following manner:

Description of Conduct

Sanction

WRITTEN WARNING. The student is therefore receiving this written warning. If the above named student fails to comply with the expectations specified below or if the student continues to violate the expectations for Saint Joseph's University students while studying abroad, the student may be dismissed from participation in the program, and shall return to the United States immediately at his/her own cost.

Expectations Moving Forward

Student Signature

Date

Trip Coordinator's Name

Date

Trip Coordinator's Signature

Date

Email to CIP **within 24 hours** of the completion of this form. If necessary, this form will be shared with the Office of Community Standards for review and consultation. Students may have access to this report as part of their educational record.

NOTIFICATION OF DISMISSAL FROM INTERNATIONAL TRAVEL PROGRAM

(*In Consultation with Center for International Programs)

Today's Date: _____

Date & Time of Incident: _____

Incident Location: _____

Program / Country: _____

Name of Student

On the above date and time, the above named student was determined to have violated the expectations for Saint Joseph's University students while studying abroad in the following manner:

Please check the appropriate box:

_____ After having received a verbal and/or written warning on (date/s) _____ in response to previous conduct while studying abroad, the above named student has continued to violate the expectations and/or the student has not fulfilled the required expectations as specified on the Written Warning Form. For this reason, the above named student has been dismissed from the program.

_____ The seriousness of the reported violation is such that further participation by the above named student would be to the detriment of the program and its participants either by impacting 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 above named student has been dismissed from the program.

To be completed by the student:

I understand that due to my reported violation of the expectations of Saint Joseph's University students while studying abroad, I have been dismissed from the above mentioned study abroad program. Dismissal 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 dismissal from this program may also lead to a Community Standards process and 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 Signature

Date

Trip Coordinator's Name

Date

Trip Coordinator's Signature

Date

Email to CIP **within 24 hours** of the completion of this form. If necessary, this form will be shared with the Office of Community Standards for review and consultation. Students may have access to this form as part of their educational record.

Updated December 2018