

## **HEALTH, SAFETY, AND SECURITY**

### **CSU IP'S HEALTH, SAFETY, AND SECURITY GOALS**

Our goal is to take a comprehensive approach that informs and educates in order to try to prevent difficulties before they arise. Included in this is our approach to make students aware of what they are likely to encounter so that they can make an informed choice about their participation before they decide to participate and make sensible choices once they are abroad. To do this, CSU IP provides information along the time-line as the student progresses from applicant to selected student to matriculated student living abroad. CSU IP also works with Resident Directors and staff abroad to ensure that they are informed and understand this process. Finally, CSU IP has in place procedures to be followed in case an emergency does occur.

Travel or study abroad has always entailed some degree of risk. No one should advise students that participation in CSU IP involves no risk. What must be done is to make a realistic assessment of the dangers involved. In addition to the health and safety issues, security dangers or risks may be listed under two general headings; student security concerns and program security concerns. Student security concerns center on individual student security and program security concerns center on areas relevant to the whole group.

### **CSU IP CRISIS RESPONSE POLICY**

The following are guidelines for identifying and responding to emergencies related to CSU students abroad through International Programs. The Director of CSU International Programs will be responsible for coordinating the CSU response following these guidelines.

### **PLANNING AND PREDEPARTURE**

- Each overseas program shall have a required pre-departure orientation
- Resident Directors will participate in orientation and training
- Students will have on-site orientation

## **CRISIS IDENTIFICATION**

CSU International Programs staff will monitor all sites. In the event any of the following events takes place, a thorough review will follow.

- Declaration of war by or against the United States
- Terrorist activity in a program city
- Extended-long, protracted closure of the host university
- Wide-spread civil unrest
- Natural Disaster
- Travel Warning or specific directive of the U.S. Department of State
- Other events identified by the Director of International Programs

## **INFORMATION GATHERING**

The Director of International Programs will coordinate the gathering of information from sources including but not limited to the following:

- Staff in the country
- Officials at the host university
- U.S. Embassy officials in the host country
- U.S. State Department Desk Officer
- Background information from International Programs

## **ANALYSIS AND DECISION MAKING**

The following will be consulted in review and discussion of the situation.

- CSU International Programs staff
- Academic Council on International Programs
- Chancellor
- Executive Vice Chancellor and Chief Academic Officer
- Associate Vice Chancellor, Academic Affairs
- General Counsel
- Public Affairs
- Board of Trustees (at the Chancellor's discretion)

The analysis will include consideration of factors including but not limited to: type of crisis, the geographic proximity of the program to events, the impact of the crisis on the quality of life, the target of the action, the presence (or lack of presence) of military, the status of classes and the ability of participants to travel.

Based on the above consultations the Director of CSU International Programs will recommend a course of action. Unless circumstances prevent it, the Chancellor will make the determination to close a program. CSU IP staff will use the “Staff Action Plan” in implementing the decisions.

Students were told during pre-departure orientation that the CSU IP will contact their IP Coordinator on their home campus to notify of safety when a “report in” status is requested; students are to inform their own loved ones.

## **STUDENT ADVISING ON PERSONAL ISSUES AND HEALTH**

### **CULTURE SHOCK**

A general term for a variety of psychological, social, and even physical complaints, culture shock refers to a sense of alienation from a host cultural environment on the part of a foreign visitor. Exhibiting itself in a wide variety of ways, it may include symptoms of hostility, withdrawal, or irrational behavior. In its milder form, culture shock is called homesickness.

Culture shock tends to become most apparent when the weather has turned unpleasant and when mid-term examinations and the holidays are approaching. Some students will talk of returning home; a few may actually withdraw from the program. In extreme cases nothing can be done other than to facilitate the sufferer's immediate return. In most cases, however, peer support and encouragement, and/or Resident Director counseling can help the student through the critical period.

There are 5 distinct phases of culture shock:

1. Being fascinated with all the new things you are experiencing
2. Feeling uncomfortable because you don't belong
3. Rejecting the foreign culture and people because they are "strange"
4. Learning to decipher foreign behavior and customs
5. Accepting and enjoying the foreign culture

The following provide deeper descriptions of the 5 phases listed above:

- Honeymoon Period: Initially, students will probably be fascinated and excited by everything new. Usually, visitors are at first overjoyed to be in a new culture.
- Culture Shock: Students are immersed in new problems: housing, transportation, food, language and new friends. Fatigue may result from continuously trying to comprehend and use the second language. Students may wonder, "Why did I come here?"
- Initial Adjustment: Everyday activities such as housing and going to school are no longer major problems. Although students may not yet be perfectly fluent in the language spoken, basic ideas and feelings in the second language can be expressed.
- Mental Isolation: Students have been away from family and good friends for a long period of time and may feel lonely. Many still feel they cannot express themselves as well as they can in their native language. Frustrations and sometimes a loss of self-confidence result. Some individuals remain at this stage.
- Acceptance and Integration: Students have established a routine (e.g. work, school, social life). You have accepted the habits, customs, foods and characteristics of the people in the new culture. You feel comfortable with friends, associates, and the language of the country.
- Return Anxiety, Re-Entry Shock, Re-Integration: These stages are mentioned at Orientation, because of the very important part they play in a visitor's stay in the new culture. It is interesting to note that REENTRY SHOCK can be more difficult than the initial CULTURE SHOCK. (See below.)

Remind students there are ways to successfully adapt to host culture:

- Be flexible & open-minded; Keep your sense of humor
- Stay busy & resist withdrawing into yourself
- Keep in touch with family & friends at home, but don't spend ALL your time on the phone or skyping
- Be friendly & outgoing
- Immerse yourself in a different way of life
- Get involved with aspects of the host culture that you can't easily do at home
- Be respectful--You are a visitor in their country
- Engage in familiar activities or sports to keep you from feeling overwhelmed by a completely foreign situation.
- Take care of yourself with enough sleep, exercise & healthy meals
- Acknowledge that culture shock is normal and will pass

## **RE-ENTRY SHOCK**

It is not uncommon for returned students to experience feelings and thoughts much like the ones they experienced when adjusting to the host culture at the beginning of their study abroad. When individuals spend a significant amount of time living, working or studying abroad, they usually go through a period of cross-cultural adjustment upon returning to the home culture. This phenomenon is commonly called "Reentry Shock" or "Reverse Culture Shock." Reentry Shock is frequently more difficult than the initial culture shock because it is unexpected – who expects to feel like a foreigner in their home culture?

Every individual experiences the readjustment to U.S. culture differently. Some common experiences include:

- Restlessness, uncertainty, confusion, boredom
- Sense of loss, apathy or loneliness
- Feelings of alienation, frustration or anger
- Desire to be alone
- Difficulty communicating in English-only language situations
- Reverse homesickness for the host country or family
- Negative feelings toward and criticism of U.S. culture, sometimes leading to rejection of it
- Perception that friends and family are not interested in their experience abroad

- Changed friendships, loss of friendships
- Feelings that the returnee has changed and friends at home haven't or vice versa
- View that experiences abroad are not useful or important in the classroom
- Changed goals and priorities

There are many ways of dealing with the negative effects of reentry shock. The way that returnees generally deal with Re-entry falls into three categories:

1. Rejecting the home culture, at least in part, in favor of the host culture
2. Reverting back to the "old" lifestyle and not admitting to personal change
3. Integrating personal changes into life in the home culture, "expanding" the lifestyle

Integration is the most positive of these behaviors, but can be difficult to achieve. Though it's a personal process, here are some hints you can give students for coping with re-entry shock and moving towards integration.

- Stay in contact with your host country and the friends you made there. Locate or subscribe to any foreign publications you read while abroad. (Websites can be invaluable.)
- Make contact with other returnees to share your experiences. Share your experiences, views and difficulties with people who are having a similar experience.
- Allow time to adjust and reflect on your experience.
- Keep a journal – think about your experience, record your observations and ask yourself questions. What have you learned about different cultures? Have you noticed any new observations of or perspectives on U.S. culture? How you have changed as a result of living abroad? Consider how different cultural norms and behaviors affect daily life. How is academic learning different in different countries? Consider how your personal, academic and professional goals have changed. Brainstorm about how you can integrate your experience into your life at U-M.
- Take care of your mental well-being – use reentry resources, counseling services and peer group support to talk through any difficulties you may have.
- Take care of your physical well-being – some people experience mild sickness when they return. If sickness persists or is serious, make an appointment with a physician. Maintain good health through diet, sleep, exercise, stress management, etc. If your sojourn was in a country where you may have been exposed to diseases and/or parasites, you should get tested upon returning.
- Prepare yourself to return to the pace of CSU academic life.

- Congratulate yourself on successfully navigating academic, social and cultural life in another country.

## **HOW TO INTEGRATE YOUR STUDY ABROAD EXPERIENCE INTO YOUR LIFE AT CSU**

There are many opportunities for returnees to follow through with their international experience at the CSU. Returnees are valuable members of the CSU community since they are knowledgeable about another culture and able to see issues of culture and world politics from a new perspective. These skills are valuable both inside and outside the classroom. Many times, occasions to contribute are not readily apparent and it is necessary to research opportunities and to be proactive.

The following list of suggestions can help to get students started on using their study abroad experience to its full advantage. Please encourage students to consider:

### Social/Personal:

- Establish contact with your peers who have recently returned from abroad. Start an email or social group.
- Keep up any new language you learned by taking language classes, joining foreign language student groups, becoming a language partner.
- Make contact with international student groups from your host country; participate in any cultural or social groups from your host country.
- Introduce your friends to your host culture's cuisine, performing arts, film, etc.

### Academic:

- Take classes with an international focus.
- Incorporate your knowledge of a different country or culture into your academic coursework. Speak with your instructors about your experience and see if you can incorporate it into work on a research paper, thesis or project.
- Use your knowledge of a different culture in classroom discussion. Bring alternative perspectives to the discussion.
- Attend Brown Bag seminars, lectures, and events hosted by area studies departments, study abroad offices, etc.

### Work/Volunteer Opportunities:

- Apply for an CSU IP global ambassador position
- Volunteer with the CSU IP to speak to prospective students about your host country.
- Work in the study abroad office of your home campus as a Peer Advisor.
- Attend a Lessons From Abroad Re-Entry Conference

### Career:

- Use your study abroad experience to your advantage after graduation. Make an appointment with a career counselor to learn how best to market your international experience.
- List your study abroad year on your resume under Academic Achievements/Education
- Highlight your study abroad skills in job interview by thinking about some of the skills developed/gained through study abroad, such as:

Ability to establish rapport	Diversity appreciation	Motivation
Ability to handle stress and unfamiliar situations	Familiarity with local customs	Open-mindedness
Ability to make transitions	Flexibility	Perseverance
Adaptability	Goal establishment	Positive outlook
Adventurous spirit	Independence	Research experience
Analytical experience	Initiative	Resourcefulness
Assertiveness	Intercultural Competence	Responsibility
Creativity	Language proficiency	Self-confidence
Cross-cultural communication	Listening and observation	Self-reliance
Curiosity	Managing, organizing, or leading others	Teamwork
		Time management

- Reflect on the following prompts to help you identify and articulate specific indicators of the skills you learned abroad:
  1. Identify an experience that would demonstrate that you can have a basic command of the local language, and be able to use it in a practical situation (Student in Spain, apartment, work, took classes)
  2. Identify an experience that would demonstrate that you can take personal risks and act independently
  3. Identify an experience that would demonstrate that you can creatively solve

problems by applying familiar concepts to unfamiliar situations

4. Identify an experience that would demonstrate that you can contribute to an ethnically diverse team
  5. Identify an experience that would demonstrate that you can be self-confident, yet able to listen and learn from people whose value systems are different
  6. Identify an experience that would demonstrate that you can be flexible and adaptable to rapidly changing situations
- Use the experiences and situations described above to answer behavioral questions asked in an interview. These interviews are based on the premise that your past performance is the best predictor of future performance in similar circumstances. Interviewers seek specific examples to get as detailed an understanding as they can about the way candidates have responded in similar situations and challenges. They are looking for proof that you can demonstrate the desired capabilities in the real world. There is a three-step process to answering these questions:
    1. Situation: Describe a challenge you faced similar to the example posed by the interviewer.
    2. Action: Explain the actions that you took to resolve the situation.
    3. Results/Outcome: Detail the beneficial and positive outcomes that came from your initiatives.
  - Remind students of some questions commonly asked in the behavior-based interview:
    - Tell me about a time when you changed your approach to a project after starting it. Why did you feel it was necessary to make the change? What was the result?
    - Give me specific examples of several projects you were working on at the same time. How did you keep track of their progress? How did they turn out?
    - Describe a time when a team member openly criticized you for something. Why were you criticized? How did you respond? What could you have done differently?
    - Give me a specific example of a time when you had to meet a deadline, but your professor wasn't available to answer a question and you were unsure how to proceed. What did you do? What was the outcome?
    - Tell me about an interpersonal conflict you have had with someone and how you dealt with it.

- Tell me about a time when you were a leader of a group. What was the most difficult thing about that experience?
- Tell me about a time when you were working as part of a team and someone else wasn't pulling their weight. How did you handle it?

Source: Adapted from Bay Area Lessons from Abroad & Matherly, C. (2005). Effective Marketing of International Experiences to Employers. In M. Tillman (Ed.), *Impact of Education Abroad on Career Development* (9-10). Stamford, CT: American Institute for Foreign Study.

## **FINANCIAL CRISES**

Despite the best efforts of CSU IP a few students may arrive overseas with insufficient funds to survive the year overseas. The cause of their plight is usually informing CSU IP of financial resources which turn out to be nothing more than wishful thinking or chronic cash flow problems. Occasionally a genuinely unexpected financial reverse does occur. CSU IP will investigate possible sources of funds, but withdrawal is the possible consequence.

## **EMOTIONAL ENTANGLEMENTS**

Whenever a student leaves behind a boyfriend, girlfriend, spouse, or child there is always a certain tension created. The individual left at home is at first selflessly supportive, but as time passes may express doubts about the student's loyalty, concern, etc., or vice versa. Occasionally, the student may find the emotional pull too hard to resist and will abandon even the most carefully laid study plans. The Resident Director may try to reinforce the student's original sense of purpose, but will often be fighting a losing battle.

## **PREGNANCY**

Many Resident Directors have been called upon to counsel students who have become pregnant. It may be that the best thing for the pregnant student is to return home to deal with the pregnancy in consultation with family members, friends, or perhaps religious and professional advisors. Resident Directors should be very cautious in attempting to deal with this kind of issue.

## **MARITAL PROBLEMS**

Married students may find that the pressures of cultural adaptation puts special strains on a marriage; if these become too severe it may be wisest for the couple to withdraw. Even more common, however, are the problems posed by nonstudent spouses. Isolated from the surrounding culture by an inability to speak the language, restricted from working, and lacking the normal social contacts they have at home, spouses often rely on the program to provide the social interaction they are missing. Although not students, they may seek access to classes, particularly language classes, and an active role in student affairs. There are obvious limitations to the program's responsibilities to spouses, but the Resident Director should be sensitive to the difficulties they are encountering and ensure that social activities and field trips include spouses.

## **SPECIAL CASES**

CSU IP students have covered the gamut of possible human behavior. Whenever a group of 500 - 550 people are drawn together and observed they will be seen to include much that is unexpected, no matter how the process of selection is organized. In rare instances, Resident Directors have dealt with cases of political expulsion, rape, accidental death, theft, grand larceny, use of illegal drugs, public drunkenness, immoral conduct, and varied forms of antisocial behavior. It would be impossible to predict what kind of problems might arise among future student groups. In all such cases, CSU IP can provide needed advice and assistance to the Resident Director to resolve the problem. No formulae exist for the easy solution of such problems. Common sense and experience are the best guides.

## **COUNSELING**

Counseling should always be carried out in complete privacy. No third party who does not have an official need to know the content of any counseling session or of any student problem is to receive any information at all on that subject from a member of the IP staff overseas. Violations of student privacy are violations of the law.

The Resident Director should routinely advise CSU IP in numbered Resident Director letters of developments in student problems, which have, or may develop, serious implications. All relevant details should be reported and a summary of actions taken should be included. In

rare cases, the Resident Director might wish to employ an unnumbered confidential letter to the Director. Email, faxes, and the telephone can be used in emergencies or severe cases where consultation is necessary. The best guideline is: if in doubt, report it.

## **STUDENT HEALTH**

### **GENERAL**

Illnesses of a serious nature have included everything from severe viral infections to heart disease, cancer and AIDS. Lesser illnesses have included colds, broken bones, allergies, and various minor diseases. The Resident Director has an overall responsibility to monitor and assist students with health problems--and this has on occasion become a major matter of concern for the Resident Director. Whenever students with particular health needs or problems are identified by CSU IP, they are brought to the Resident Director's attention prior to their arrival overseas. Withdrawal as a result of physical illness is relatively uncommon, although it does occur now and then.

A far more complex problem is presented by the student with psychological problems. This may take such extreme forms as the problem faced by the Resident Director touring with a group of students who was advised that one of the students was wandering the halls of the hotel stark naked and staring vacantly; or the Resident Director to whom bizarre behavior of a student was reported by the host family, only to discover on further investigation that the student was potentially suicidal and had a history of psychological problems which were concealed from CSU IP. These are not common occurrences, to be sure, but students of this kind are not always filtered out by the selection process and, under the pressure of culture shock, may become profoundly mentally ill.

Resident Directors facing severe physical or mental problems on the part of a student are advised to take the following actions:

- See to it that the student is made comfortable and safe and is kept under observation.
- Obtain as quickly as possible a professional medical or psychological assessment of the student's condition with recommendations.

Advise CSU IP of the situation by telephone. An agreed upon strategy will be established based upon discussions between the Resident Director and CSU IP staff. CSU IP staff should be consulted before any final action is taken, except in an emergency. In an emergency, Resident Directors have full authority to apply their best judgment as to the handling of severe physical or mental conditions, then reporting their actions to CSU IP as soon as possible.

## **HEALTH INSURANCE**

Included in the students' prepaid program cost is an Accident and Sickness insurance which covers them while they study abroad. This insurance is only valid outside the US and is considered a primary medical policy. The policy includes a major medical provision with a \$0 deductible, and an accidental death benefit. We emphasize that many of the host countries require students to purchase local coverage, which provides students with additional coverage.

This policy DOES NOT constitute comprehensive health insurance coverage (often referred to as "major medical coverage") and DOES NOT satisfy a person's individual obligation to secure the requirement of minimum essential coverage under the Affordable Care Act (ACA). Students should not cancel their USA policies, otherwise they face financial penalties under the Affordable Care Act (ACA).

California State University requires that all study abroad students use the California State University Risk Management Authority (CSURMA) Foreign Travel Insurance Program. Students may not opt out of the insurance provided by CSU IP.

If a student has a life-threatening emergency, they are instructed to contact the local emergency services immediately (police, fire, ambulance). In the event of a non-life threatening emergency, students are instructed to contact the on-site, CSU International Programs center staff or the CSU IP Resident Director.

It is the student's responsibility to handle the insurance claim forms for his/her insurance. Although the group insurance plan involves a reimbursement policy, CSU IP can lend students money to cover major medical expenses, such as hospitalization or surgery costs.

A summary of benefits and claim forms can be found here:

<http://csurma.org/Pages/International-Traveler-Resources.aspx>

Student Policy Information:

AXA Insurance

Phone: 855-327-1414

Email: Medassist-usa@axa-assistance.us

Policy number: GLMN04966648

## **HEALTH INFORMATION QUESTIONNAIRE**

The Resident Director should be aware of any health problems of the students, insofar as they may affect their class attendance and general well-being. Each student's Health Information Questionnaire is included in the student's online CSU IP portal. It is helpful for the Resident Director to review these questionnaires in order to be familiar with the students' health history. Whenever possible, the Resident Director will be alerted if students have special problems or needs.

## **MEDICATIONS**

Medications are discussed during pre-departure orientation and students are encouraged to discuss medications with their health care professionals before departure. As some medications are illegal in certain countries, students are told to check with the [embassies](#) of the countries they expect to visit to make sure that their prescription and over-the-counter medications are permissible. Students should NOT make changes to medications prior to or during the program, unless under the supervision of a medical provider. Students are instructed to bring an adequate supply - in the original container - and a prescription with their physician's explanation. Additionally, students are asked to carry all medications in their carry-on bag; do not plan on shipping medications abroad; and if they are in counseling and will require continued counseling, contact AXA to make arrangements

Resident Directors are encouraged to consult the following helpful websites:

[Successfully Study Abroad with a Mental Health Condition](#)

[15 ways your student can feel ready to study abroad](#)

## **PHYSICIANS AND MEDICAL FACILITIES**

Although Resident Directors are not expected to have any specialized medical knowledge, they will need to know the types of medical and psychological care available at the study center, including emergency telephone numbers, location of emergency hospitals, and any special billing procedures for foreigners (this latter need may exist in countries where native citizens are eligible for socialized medical benefits). The previous Resident Director should have provided a list of recommended doctors and dentists in the Resident Director's Guide. Upon arrival the new Resident Director should check the list to make sure that the information given is still correct and then should make the list available to students. Once the information has been provided, it is up to the student to make individual arrangements.

## **STUDENT SECURITY CONCERNS**

### **SAFETY RISKS**

Safety risks arise oftentimes from student ignorance of the conditions of their new environment. Trains, icy streets, traffic patterns and practices, steep and narrow stairs, unvented heaters, unfamiliar appliances, and "ad hoc" electrical wiring--all of these and others may present opportunities for injury or death. Safety concerns such as these are best handled by education. The Resident Director is responsible to identify and warn the students of the peculiar safety hazards which may be encountered in the local environment. The best opportunities to do this are during the initial on-site orientation, student meetings during the year, in a newsletter, and in bulletin board notices.

Hitchhiking: CSU IP students have been injured or killed as a result of hitchhiking. Students are highly discouraged from engaging in this practice.

Burglary and Robbery: Every year several CSU IP students are robbed, have their pockets picked, or have their possessions taken from their accommodations;

Political Demonstrations: For the naive CSU IP student, whatever their political views, the dangers of becoming unintentionally involved in a demonstration are real. These activities can lead to mob violence and confrontation with unsympathetic police or paramilitary

forces.

Sexual Harassment: Americans are usually open and friendly. These attitudes and behaviors may be misunderstood by males/females of another culture. Lack of awareness of the behavior appropriate to the host culture can have the most serious impact, particularly on women. Sexual harassment can take many forms. In the university environment, repeated unwanted verbal and/or physical advances or the imposition of sexual attention are the most common forms. In an international/intercultural environment there is the added dimension of possible cultural miscommunication. For this reason, it is important that the issue be covered during the on-site orientation for CSU IP students.

If a student comes into the office to report sexual harassment, it is most important to take her/him seriously and treat her/him with respect. The program's first concern must be for the student's health and safety. Determine as quickly as possible whether immediate medical attention is required. Please engage in the following:

- Listen and take notes. Detailed documentation must be kept in a confidential file at the IP office.
- Suggest a visit to a physician and a counselor, and provide a list of preferably English-speaking physicians and counselors and other related helpful numbers.
- Suggest that the incident be reported to the authorities with the Resident Director and/or the Program Assistant accompanying the student(s) if desired or possible.
- Try to determine what the student wants and discuss the options available with the student.
- Explain to the student that you must report the incident to the CSU IP in a confidential way, without using the student's name.
- If the incident is related to a housing situation; remove the student from the housing.

Terrorism: This danger is not new, despite the sensationalized attention it receives in the media. It is discussed below in detail. The best response to these risks and dangers is also education. Avoidance of certain behavior and a little extra planning can reduce the danger to an acceptable level.

The students have all been encouraged to register with the US State Department Smart Traveler Enrollment Program (STEP) <https://step.state.gov/step/> The STEP is a free service to allow US citizens and nationals traveling abroad to enroll their trip with the nearest US Embassy or Consulate. Enrollees receive important information from the Embassy about safety conditions in their destination country, helping them to make informed decisions about travel plans. The US Embassy will contact an enrollee in an emergency, whether natural disaster, civil unrest or family emergency. Additionally, the Embassy can assist in helping friends and family get in touch with the enrollee in case of an emergency.

## **STUDENT EMERGENCIES**

### **ON ARRIVAL**

During the on-site orientation, outline the procedures for students to follow in the event of an emergency and encourage students to report accidents and illnesses immediately to the on-site program staff/director.

- The Resident Director should carry a cell phone and must keep CSU IP informed of his/her current home address and telephone number abroad.
- The Resident Director should carry key telephone numbers with him/herself (CSU IP director's cell phone, work phone, etc.).
- Resident Director should maintain a list of the students' current addresses and telephone numbers in the host country.
- The Resident Director should develop a "Communication Tree" for students and explain it to students during the on-site orientation. This will facilitate dissemination of urgent news to students if necessary.

- The Resident Director should carry IP group insurance information on every group trip.

## **IN THE EVENT OF A STUDENT EMERGENCY**

If a crisis occurs while the Resident Director is with the students, he/she should assess the situation, take action to ensure student safety, and obtain medical assistance if necessary.

- Contact CSU IP as soon as possible to inform the Director of CSU IP of the crisis. Be prepared to report the “who, what, where, when and how” of the situation to CSU IP.
- After providing affected student(s) with appropriate attention/care, the on-site director and/or the program assistant will address the concerns of the other participants and will provide counseling if necessary.
- Address student’s academic concerns.
- Maintain contact with affected students (i.e. visit them in the hospital).
- Maintain frequent communication with the Director of CSU IP throughout any crisis.
- Complete an incident report and submit to CSU IP.
- Depending on the severity of the crisis, summarize the handling of the crisis in a detailed written report to CSU IP.
- Note suggestions for managing future crises.

In the event a student is the victim of serious injury, rape, arrest, criminal attack, or death, the on-site director should as quickly as possible:

- Verify the facts
- Notify local authorities
- Inform the Director of CSU IP of the crisis

- Inform AXA Insurance
- Work with embassy and student's family
- Greet and accompany any family members who may go overseas
- Provide assistance as needed (translation, hotel reservations)
- Address the concerns of the other participants and arrange for counseling if necessary
- Consider a memorial service with other participants, program assistant and host university administrators

## **EMERGENCY CHECKLISTS**

A series of checklists for various emergencies starts at the end of this document.

See "What to do in case of..."

## **PROGRAM SECURITY CONCERNS**

The security issues in this section involve the potential for danger to groups of students or to the program as a whole. These might include terrorism, political instability, military activity or war. The responses in such situations may also differ. The Resident Director may be required to take steps to assure the safety of the group.

## **TERRORISM**

Terrorist targets are normally carefully selected and include public officials, groups, or specific facilities. By attacking these targets, the terrorist hopes to demonstrate that the laws or societal structures are ineffective and that the authorities cannot protect or defend their citizens or institutions. For these reasons, such attacks are usually aimed at native people and local institutions. If they are aimed at foreigners, they are designed to drive wedges between national groups. Students are a poor target in this respect since they are usually regarded positively or as harmless by the public.

Terrorists do at times choose public places as targets in order to attract attention to their cause. Presence at the place of such an event at the time of such an event is usually random and coincidental. Students are not usually targets, but if they are in the wrong place at the wrong time they could become victims.

## **POLITICAL AND SOCIAL INSTABILITY**

In any country there is the possibility that unrest will develop and that violence will grow out of local dissatisfaction with the current economic, political or social situation. In most instances this will not involve our students and they should be advised to avoid any demonstrations or civil disturbances (see above). If students take care to avoid these places they should be relatively safe and any exposure to danger a matter of chance or being in the wrong place at the wrong time.

Students in other countries are often more politically aware and active than is currently customary in the U.S. At times this may mean that the local university will become the center of activity or even strikes. It will require sound judgment in handling these situations. Remaining neutral will be difficult and require the Resident Director to assess the situation thoroughly and analyze it carefully before taking any action

## **MILITARY ACTION/WAR**

This is applicable to areas directly affected by the outbreak of hostilities. These would include involved areas and countries involved as allies or as staging areas. Other countries would be affected in a manner more comparable to the above two items.

## **NATURAL DISASTER**

Although rare, CSU IP has had to deal with natural disasters such as earthquakes and floods, as well. Here again consideration should be give first to student safety. Evacuation may need to be considered. Plans should be discussed in consultation with the Director and AXA Insurance.

## **CRITICAL ISSUES**

The Resident Director has an important role with regard to the security and physical safety of the students. The authority to close the program and bring students home rests only with the Chancellor of the California State University in consultation with the Director of CSU International Programs. At critical times, however, it may be necessary for the Resident Director to act to insure the safety of the students when consultation is impossible. This

situation is extremely rare (especially in the age of e-mail, fax and telephone). During periods of tension or unrest it is vital that the Resident Director remain in close contact with CSU IP. All decisions should be reached in consultation with the Director of CSU International Programs.

The well-being of the students is always first priority. But as indicated above, students accept some level of risk when making the decision to study abroad. Assessing the level of risk and potential for danger is a matter for careful consideration and sound judgment. It is important to review carefully the situation before arriving at any conclusions. Doing this should involve stages of risk assessment, consultation and action.

Risk Assessment: Risk assessment is an activity which Resident Directors should not carry out alone. The media are often not the best source of information and it is important to balance the information received from students and faculty with that received from other sources.

The Resident Director should enroll in the [STEP program](#). *What is STEP?:* The Smart Traveler Enrollment Program (STEP) is a free service that allows U.S. citizens traveling or living abroad to enroll with the nearest U.S. embassy or consulate.

*Benefits of enrolling in STEP:*

- Receive the latest safety and security information for your destination country, helping you make informed decisions about your travel plans.
- Help the U.S. Embassy contact you in an emergency, whether natural disaster, civil unrest, or family emergency.
- Help family and friends get in touch with you in an emergency.

The U.S. consulate can be an excellent source of information concerning security for U.S. citizens in its assigned area. The Resident Director will follow any advisories and requests from the Consul General during emergencies. The Resident Director will inform CSU IP by the most expeditious means available of any actions taken under these circumstances.

Sources of Information:

The U.S. Consulate or Embassy

What is the current travel advisory?

What is their current analysis of the local situation?

The host university

What is their assessment of the situation as it relates to our students? What is their response?

What are their policies? Other host organizations

Other U.S. study abroad programs

What is their assessment of the situation?

Consultation

In all cases it is important to consult with others in the process of reaching a decision. Ultimate responsibility for the International Programs rests with the Director of International Programs. The Director can review all of the information and add the perspective from the Chancellor's Office and from California. CSU IP can be of valuable assistance in explaining policies and procedures and understanding information gathered.

CSU IP also has responsibility for gathering information and consulting with various constituencies in the U.S. In gathering information CSU IP is in contact with the U.S. State Department, staff in the Chancellor's Office, other universities sponsoring similar programs in similar locations, and parents. The Director of International Programs consults with responsible officials in the Chancellor's Office, the Academic Council on International Programs and International Programs Staff in reaching conclusions.

## **PROGRAM EMERGENCY**

ON ARRIVAL

When a Resident Director arrives on-site there is usually a lot to do. In the middle of this busy time it is important to lay the groundwork that will help you later on in the event of an emergency. By planning ahead, your work will be simplified later. Have a "Communications Plan"--This could take the form of a "communications tree" whereby students call each other or it could be a plan that you have to contact each student. In any case it is critical that the addresses, telephone numbers, cell numbers and e-mail addresses be up-to-date. Use the communications plan periodically for routine purposes such as letting students know about a deadline or field trip. This is a good way to check to make sure the "tree" is

working.

The Resident Director should become familiar with the nearest U.S. Embassy or Consulate facilities on arrival and develop personal ties with staff whenever possible.

The Resident Director must join the Warden Network of the embassy or consulate; this facilitates good communication with the Embassy and can be an important source of information.

### **IN THE EVENT OF A PROGRAM EMERGENCY**

Emergencies or threatening situations that develop require special procedures to minimize risk and protect students and staff overseas. CSU IP has often been able to maintain the operation of its programs through troubled times, providing for the safety of students. An emergency can develop very quickly and it is essential that you have built a solid foundation for action by carrying out the steps above. This will simplify your work in the event of an emergency.

During emergencies CSU IP will provide necessary decisions and support. Campus Colleagues, Deans, CIOs and Campus Colleagues will be regularly informed of measures taken and briefed on information CSU IP has received from you, U.S. and foreign authorities. Students are responsible for informing loved ones (i.e. parents, partners, etc.) about their own safety after checking in with CSU IP and measures taken to ensure safety, etc.

Although specific instances call for different responses, during crises the Resident Directors should:

- Establish and maintain communications with all students and CSU IP. Keep them apprised of the latest developments and Program changes as they arise. Require students to inform the Study Center of their whereabouts at all times.
- Contact the U.S. Embassy or Consulate and CSU IP. Make sure all students and staff members are registered with the nearest Embassy or Consulate.
- Evaluate the situation's real danger to students. Consider the event's proximity; its

impact on the availability of food, water, and medical supplies; and, if political, the target of the unrest. Consult with the nearest U.S. Consulate or Embassy for their advice to Americans in the area, and to determine the intensity of the emergency, the presence of military or emergency personnel, the feasibility of continuing classes, and the ability of students and staff to travel in the area.

If appropriate, review the evacuation plan and consider the various modes and routes of travel. Determine the cost of a full evacuation. Consider the possibility of reducing the level of danger by:

- Dispersing students in small groups to reconvene later in another locale
- Canceling classes
- Canceling group activities
- Assess and mitigate student concern.
- Recommend appropriate student behavior. Brief students on the desirability of melding into the local foreign population when feasible; by speaking the language if applicable in public; and foregoing if necessary public group activities.
- Develop a written course of action, and have students read and sign the course of action.
- Remove signs that indicate the location of the Program and cancel or postpone public activities that call attention to the Program.

## **PROGRAM CLOSURES**

The decision to close a study center will be made by the Director of International Programs, in consultation with administration and faculty advisory bodies and with the concurrence of the Chancellor of the California State University. In most circumstances, this decision would involve discussion with on-site staff about the situation and the range of possible action. Once the decision has been taken, the Director will contact you directly, by telephone if at all possible.

At the very least, Resident Directors will be asked to conduct the following if a program closure is imminent:

- Develop an Evacuation Plan
- Review your communication plan.
- Identify a site available outside the city that has accommodation facilities. It may be that an evacuation need not involve return to the U.S. because the threat is focused in one area or appears to be temporary in nature. It may also be that the threat is greater in attempting a return to the U.S. and therefore an in-country evacuation is more advisable.
- Identify a meeting point in the city and another point outside the city so that you can ask students to gather there in the event that your office or the center is not open or accessible. It may be helpful to use the meeting point once or twice so that you can be confident that students know where it is and how to get there.
- Familiarize yourself with the options for transporting groups of students. This may be within the city, the country or the region. Consider airplanes, buses, trains or other means. Have a contact for arranging each option.
- If necessary plan air travel back to the U.S. CSU IP should be involved in this aspect of planning as well if possible.

#### Evacuation Procedures

On receiving instructions to implement the evacuation plan you will take the following actions:

- Advise students of the decision to evacuate. If feasible gather the students together in a group, if not see them individually or in small groups. Each student should be provided with a copy of a memorandum explaining the instruction to evacuate. A second copy of the memorandum is to be signed, dated and returned.
- Some students may elect not to comply with the evacuation instructions. Students who refuse to comply will be disenrolled from the program for not complying. You should explain the consequences of their decision not to comply. If they confirm their intention not to comply you will implement the "Summary Disenrollment" policy (Resident Director's Handbook Section S.IV.B.5.c). You should immediately (if possible) inform CSU IP in Long Beach of the names of students who have chosen

not to comply.

- Explain travel arrangements to the students in detail.
- Advise the local U.S. Consulate of the decision to leave the country. Provide the names of those students departing and those who have chosen not to comply with our instruction to evacuate (if any).
- Advise our partners of our decision to depart. Provide them with a list of those students who will be leaving as well as those who have decided to remain. Explain that we can no longer provide any support for those who remain. It is important to re- assure our partners that we will return at the earliest possible opportunity.
- Transport students to the airport. Advise CSU IP in Long Beach of the departure and anticipated arrival date, time and place for the students.
- CSU IP will make emergency notifications as indicated by the students in their IP registration forms.
- Funds will be made available to carry out these responsibilities.
- After the students departure you will attempt to collect information on their academic progress for the purpose of determining what work has been completed and what work remains. It is vital that accurate information be obtained as quickly as possible in order to make the most supportive possible arrangements for students on their return.
- After the students departure you will attempt to collect information on the financial obligations for the State of California and/or the students.
- It is vital that you remain in close contact with CSU International Programs and with the Director during the process of implementing an instruction to evacuate. The developing situation may require the modification of some of these instructions although they are expected to be applicable in most contingencies. Nothing in this list is intended to limit your exercise of judgment in responding to circumstances. Your prudent actions to preserve the safety of students will be supported by CSU IP.
- The contents of this as well as the specifics of any evacuation plan are to be considered confidential (for staff review only) and not to be shared with students prior to the decision to evacuate.

## **PERCEPTION OF EMERGENCIES**

The view of an emergency has a great deal to do with a person's location, perspective and the information available. A parent in the U.S. listening to CNN may perceive an emergency

for a student in Europe when a bomb goes off anywhere on the continent. A student unaccustomed to the tendency of his peers in some countries to “strike” may perceive an emergency where others may accept such an action as part of the routine. It is important for the Resident Director to be aware of these differences and to take a role of leadership in dealing with such perceptions. The Resident Director should also understand how things might be perceived in California and communicate with CSU IP as needed so that we can re-assure colleagues, administrators and parents.

## **THE PRESS**

When a crisis happens all responses to media inquiries should be coordinated through the Office of Public Affairs in the Chancellor’s Office. Their telephone number is +1-(562)-951-4800. While this works well for U.S. based-media, your location abroad means that you may have to make a judgment call.

Be careful in dealing with the press. In many countries talking to the press is not a neutral act as we would consider it in the U.S. Students should also be careful about their discussions with local or international media. In the Chancellor’s Office staff are advised not to discuss the situation with the media, all questions are referred to the Office of Public Affairs. This is to assure that in an emergency the CSU speaks with a clear and coherent voice and does not engender further fear or concern by given confusing or contradictory impressions. The Resident Director does not have the luxury of a public affairs office and so is left to handle these issues alone. The best advice is to use care, common sense and good judgment.

## **REPORTING**

Each year in student orientations held before departure and at orientations held on arrival in the host country we are careful to cover issues related to the health and safety of our students while they are abroad. In addition, this issue is covered in the Resident Director’s orientation held for faculty who will act in that capacity. The Resident Director’s Handbook covers a number of issues related to the health and safety as well as the handling of emergency situations.

These activities help students to make informed decisions and avoid incident while abroad.

They are essential elements in the operation of our study abroad programs. We also gather information on what happens to our students while abroad. With this information we can take corrective action where needed, improve our orientations and better inform students, and better prepare our Resident Directors and staff abroad.

In order to better gather this information we are asking that effective immediately you complete the “IP Health and Safety Incident Report” for incidents that occur while students are abroad. We have included a copy of this form and you should duplicate it as necessary.

Not all of the incidents you report will occur while students are under our direction or in buildings or areas under our control. Nevertheless we ask that you complete an “IP Incident Report” so that we will have a record of what has happened and so that we may adjust our planning and policies (including future information gathering) as appropriate. We will sort them based on the type of incident and our level of involvement once we receive them here at CSU IP.

## **DEVELOPING A COMMUNICATION TREE**

Each Resident Director should establish a “Communication Tree” at the start of the year, so that each student can be contacted quickly in the event of an emergency. The Communication Tree can be used for both emergencies and non-emergencies. It could be used to confirm that all students are safe and secure after an event, communicate information such as a meeting point or announce the next day’s meeting.

The “Communication Tree” is headed by the Resident Director or other designated staff person. Depending on the size of the group, the “head” will designate several students as “first contacts.” Each of these students will be assigned a group of several additional students to contact, and each first contact student should have a backup student within his/her group. In the event of an emergency, the Resident Director should contact each first contact student (or backup contact if a first contact student is unavailable) and instruct them to contact all the other students in their group with information and/or instructions. Once each first contact student has attempted to contact each member of his/her group, he/she will report back to the Resident Director (or other designated staff person). Each participant in the program should have a copy of the Communication Tree.

It is recommended that the Communication Tree include all possible means of communication (telephone, email, cell phone) available to participants. The groups also should be organized geographically (i.e., students living near each other) so that contact can be made in person if contact is not possible by telephone. The Resident Director should stress that contact should be made immediately in any serious emergency.

## **COMMON HEALTH AND SAFETY ISSUES ABROAD**

### **SEXUAL HARASSMENT**

It is the policy of the California State University to maintain a working and learning environment free from sexual harassment of its students, employees, and applicants. All students and employees should be aware that the California State University is concerned and will take action to eliminate sexual harassment. Sexual harassment is conduct subject to disciplinary action.

#### [System-wide Policy Prohibiting Harassment](#)

As a program of the California State University, International Programs is concerned about sexual harassment abroad. This policy statement and the procedures below apply to students and employees of the California State University. CSU students should be aware that this policy does not apply to faculty, students and staff of host institutions abroad.

CSU IP emphasizes the importance of orientation and open communication in order to promote a preventive approach that addresses and explains issues before they escalate into more serious problems.

Is There an International Definition of Sexual Harassment?

CSU IP Participants should understand that a definition of sexual harassment abroad must take into account the legal system and culture of the host country. Legal standards and cultural norms may be different than those in the United States and this can make harassment difficult to identify abroad.

During orientations before departure and once abroad students will receive information regarding the host country and culture. In some cultures verbal comments that may be offensive in the U.S. may be acceptable abroad. At the same time some types of dress that are considered appropriate in the U.S. may send different messages abroad.

### Reporting Sexual Harassment

All alleged incidents of sexual harassment should be reported to the Resident Director or on-site staff or liaison person. That person will immediately consult with CSU IP in Long Beach about the issue. CSU IP staff will consult with other appropriate staff as necessary. On-site personnel and CSU IP staff should keep a written record and notes of any conversation surrounding these allegations.

### Sexual Assault Against a Student

Example: Student is a victim of attempted rape or rape, or other sexual assault.

#### Steps to take:

- Even if there are no obvious physical injuries, make sure that the student receives medical assessment/attention. Begin keeping a written log; keep basic notes regarding circumstances, outcome of any discussion with physicians, with CSU IP.
- Contact CSU IP as soon as possible. Prepare an assessment of the situation, discussion of next steps, recommendation of who will notify family, home campus.
- Provide support to the student and try to clarify the extent to which the student wishes to involve or not involve local authorities (university, local police). If the student wishes to make a police report, provide support and assistance as necessary.
- Ensure that the student understands the laws and procedures for dealing with sexual assault in the host country and how they may vary from those in the U.S. (consult local resource if necessary).
- Encourage the student to visit a rape crisis center (if available locally). If the student agrees, escort him or her or arrange for transportation.
- If no rape crisis center is available, encourage the student to seek counseling of some kind and assist him or her in obtaining counseling services. If no counselor

specializing in this area is available locally, contact CSU IP so that we know it is not being provided.

- If the incident took place in host university-owned residence or on campus, notify host institution authorities.
- Complete and submit the “Incident Report” to CSU IP.

If Student Declines Assistance:

- Escort or arrange for transportation for the student to home or other safe location (such as a friend’s residence).
- Let student know that you will contact him or her later to see if assistance is needed.
- Ensure that the student has contact information for local hospital, counseling, rape crisis resources (as available), and law enforcement.
- Contact a local counselor specializing in sexual assault and seek advice on next steps. If no counselor specializing in this area is available locally, contact CSU IP so that we know it is not being provided.
- Continue to monitor situation with student, and provide CSU IP with updates as appropriate.

## **SERIOUS INJURY OR ILLNESS**

Examples: car accident, other serious injury, serious physical illness, drug overdose

Steps to take:

- Assist student in locating medical care.
- Contact CSU IP as soon as feasible; assessment of situation, discussion of next steps, determination of whether and/or who will notify family, home campus, etc.
- Determine extent of accident/illness through consultation with treating doctor. Begin a written log; keep basic notes regarding circumstances, outcome of any discussions with physicians, CSU IP, family, student.
- Notify student’s academic department(s)/professor(s) as applicable. If injury or illness took place in host- university owned residence or on campus, notify host institution authorities.
- Some of the following may be divided between CSU IP staff and on-site staff, as

needed and determined through discussion.

- Call: AXA 24 hour access at 855-327-1414 or email [medassist-usa@axaassistance.us](mailto:medassist-usa@axaassistance.us)
- To access ACE's Travel Assistance Website, go to: [www.acetravelassistance.net](http://www.acetravelassistance.net) and enter user ID and password (shown on your travel assistance ID card). ACE USA has arranged with AXA Assistance USA to provide you with access to its travel assistance services around the world. These services include: medical assistance including referral to a doctor or medical specialist, medical monitoring when you are hospitalized, emergency medical evacuation to an adequate faculty, medically necessary repatriation and return of mortal remains.
- If needed, arrange for emergency loan to cover student health costs (contact CSU IP within 24 hours to notify and ask any questions).
- Monitor the student's treatment, in consultation with treating physician, and update relevant parties as needed.
- Brief other students in the program as appropriate, bearing confidentiality restrictions in mind. Arrange for access to counseling services if needed for friends, roommates, other students (especially in cases where other students may have been involved but uninjured).
- If medical evacuation is necessary, arrange for packing and shipping of student's belongings to the home address in consultation with the family and/or student.
- Complete and submit "Incident Report" to CSU IP.

## **PROGRAM CRISIS**

Example: earthquake, flood, other natural disaster, severe political unrest, terrorist attack.

Steps to take:

- Using all available information sources (host institution resources, local media, disaster relief, U.S. Embassy), determine initial safety plan for students – should they stay where they are, assemble in a central location, move to Embassy.
- Using the communication tree, determine whereabouts and safety of students.
- Relay any instructions (stay where you are, assemble in a given location) and further communication plans. Begin keeping a written log; keep basic notes regarding circumstances, conversations with CSU IP.

- Contact CSU IP as soon as possible.
- Prepare an assessment of the situation, discussion of next steps, recommendation of who will notify family, home campus.
- If communication with CSU IP is impossible and students are in immediate danger or physical harm, take any steps needed to maximize student safety, in consultation with local authorities.

## **IF A DECISION IS MADE BY CSU IP TO SUSPEND/EVACUATE PROGRAM**

Steps to take:

- Seek guidance/advice from the nearest U.S. Embassy/Consulate regarding evacuation plans.
- Communicate specific instructions to students and staff (in writing if feasible and appropriate).
- If organizing group evacuation, coordinate transport of students and belongings; communicate any space limitations to students in advance.
- In emergency situations, if sufficient funds are not available at the Study Center to cover emergency travel arrangements, it is possible for Assist America to bill costs for group transportation directly to CSU IP. This must be discussed with Assist America (301.656.4152) prior to making any travel arrangements, and billing arrangements must be made by the Study Center or CSU IP, not by individual students.
- Arrange temporary housing at arrival destination if evacuating to another location abroad.
- If students are returning individually to the U.S., assist students with transportation arrangements as necessary.
- Advise students about arranging personal affairs in the host country to extent feasible; closing bank accounts, notifying landlords/host family.
- If program is being suspended, coordinate with CSU IP to communicate in writing with all students regarding official date of suspension, consequences of remaining in program location after that date. Obtain written confirmation from each student of his or her intent to depart or remain in the program location.

## MENTAL ILLNESS

Examples: Student exhibits severe disruptive behavior that appears to be based in mental illness; student appears to be severely depressed; student exhibits symptoms of eating disorder; student attempts or threatens suicide; student engages in severe alcohol or drug abuse

Steps to take:

- Evaluate the student's situation personally and through discreet discussion with other observers, such as professors and staff.
- Contact CSU IP as soon as possible. Prepare an assessment of situation, discussion of next steps, recommendation whether and/or who will notify family, home campus.
- Begin keeping a written log; keep basic notes regarding circumstances, outcome of any discussions with physicians, CSU IP, and family.
- Assess the student's support network (friends, roommates).
- Determine whether or not the student will voluntarily seek help.
- Some of the following may be divided between CSU IP staff and on site staff, as needed and determined through discussion with the RD.

If student agrees to seek assistance:

- Arrange for student to see a counseling professional immediately. If possible, arrange to have the student escorted to the designated location of the appointment by a supportive staff person.
- If necessary, assist with arrangements for hospitalization and treatment.
- Call: AXA 24 hour access at 855-327-1414 or email [medassist-usa@axaassistance.us](mailto:medassist-usa@axaassistance.us)
- To access ACE's Travel Assistance Website, go to: [www.acetravelassistance.net](http://www.acetravelassistance.net) and enter your user ID and password (shown on your travel assistance ID card). ACE USA has arranged with AXA Assistance USA to provide you with access to its travel assistance services around the world. These services include: medical assistance including referral to a doctor or medical specialist, medical monitoring when you are hospitalized, emergency medical evacuation to an adequate facility, medically necessary repatriation and return of mortal remains.

- If student gives consent, arrange to notify his/her family or emergency contact.
- Brief other students in the program as appropriate and as given consent by the student who is ill. Arrange for access to counseling services if needed for friends, roommates, other students.
- If medical evacuation is necessary and student is unable to return to his or her residence, arrange for packing and shipping of student's belongings to the home address in consultation with the family and/or student.
- Notify host institution authorities as necessary and appropriate.

If student will not agree to seek assistance AND appears to be a danger to self or others:

- Assess who might be called upon to persuade the student to seek help, (friend, roommate, and therapist) and work with them, maintaining student's confidentiality to the extent possible given that safety is the primary concern.
- Continue to encourage the student to seek help.
- Consult local resources (psychiatric services, drug counseling services, authorities) regarding involuntary commitment options, if any.
- Continue to consult with CSU IP on appropriate measures, including involuntary withdrawal/dismissal from CSU IP, notification of host institution authorities.

If student will not agree to seek assistance AND DOES NOT appear to be a danger to self or others:

- Assess who might be called upon to persuade the student to seek help, without violating the student's privacy (for example, friend or roommate who is already aware of the problem).
- Continue encouraging the student to seek help.
- Establish behavioral limits and enforce them to the extent possible.
- Monitor the situation carefully and frequently.
- If disruptive and/or potentially dangerous behavior persists and/or appears to be increasing, continue to consult with CSU IP on appropriate measures, including involuntary withdrawal/dismissal from IP.

## STUDENT FATALITY

Steps to take:

- Verify the identity of the student. Gather as much information as initially possible about the circumstances surrounding the student's death. Begin keeping a written log; keep basic notes regarding circumstances, actions.
- Contact CSU IP as soon as possible. Prepare an assessment of the situation, discussion of next steps, recommendation of who will notify family, home campus.
- Some of the following may be divided between CSU IP staff and on-site staff, as needed and determined through discussion with the RD.
- In the event of a student death, call: AXA 24 hour access at 855-327-1414 or email [medassist-usa@axaassistance.us](mailto:medassist-usa@axaassistance.us)
- To access ACE's Travel Assistance Website, go to: [www.acetravelassistance.net](http://www.acetravelassistance.net) and enter user ID and password (shown on your travel assistance ID card). ACE USA has arranged with AXA Assistance USA to provide you with access to its travel assistance services around the world. These services include: medical assistance including referral to a doctor or medical specialist, medical monitoring when you are hospitalized, emergency medical evacuation to an adequate facility, medically necessary repatriation and return of mortal remains.

ALL STUDENTS PARTICIPATING IN CSU IP HAVE THIS INSURANCE AND IT SHOULD BE CONTACTED ASAP TO INITIATE THE CLAIM REGARDING RETURNS OF MORTAL REMAINS.

- Notify U.S. Embassy or Consulate (if student is not a U.S. citizen or permanent resident, notify embassy or consulate of citizenship).
- Assist as possible and where/when needed with arrangements for the family of the student to travel to the Study Center, accommodations, arranging for meetings with treating physicians, packing of student's belongings.
- Arrange for counseling services to be available and/or accessible for students as soon as possible. If other students were with the deceased student at the time of death or discovered the body, arrange appropriate support.
- Notify host institution authorities.

- Notify the student’s roommates, close friends, and other involved individuals.
- Notify the rest of the students; ensure that group discussion, individual counseling, an on-call access to staff is available, to the extent possible.
- The Director of CSU IP will write a letter of condolence to the family. The RD and staff may write personal letters of condolence as well.
- Complete and submit IP “Incident Report” to CSU IP.

## **STUDENT REPORTED MISSING**

Steps to take:

- Try to obtain additional information – contact roommates, host family, friends, and professors.
- Try to determine when the student was last seen and if any unusual behavior was being exhibited.
- Begin keeping a written log; keep basic notes regarding circumstances, actions, etc.
- Contact CSU IP as soon as possible.
- Prepare an assessment of the situation, discussion of next steps, recommendation of who will notify family, home campus.
- Notify local police. Ask them to check hospital admissions and city records for possible police information.
- Notify the nearest U.S. Embassy or Consulate (if student is not a U.S. citizen or permanent resident, notify embassy or consulate of citizenship).
- Provide information and reassurance to other program participants as appropriate.
- When the student is located, notify all involved on-site as well as the CSU IP.
- If the student is injured physically or mentally ill see the appropriate checklist for additional steps.

## **ROBBERY OR MUGGING OF A STUDENT**

Steps to take:

- If the student was physically attacked or threatened, make sure that the student receives medical assessment/attention, even if no physical injuries are

obvious.

- Contact CSU IP as soon as possible. Prepare an assessment of the situation, discussion of next steps, recommendation of who will notify family, home campus.
- Call: AXA 24 hour access at 855-327-1414 or email [medassist-usa@axaassistance.us](mailto:medassist-usa@axaassistance.us)
- To access ACE's Travel Assistance Website, go to: [www.acetravelassistance.net](http://www.acetravelassistance.net) and enter user ID and password (shown on your travel assistance ID card). ACE USA has arranged with AXA Assistance USA to provide you with access to its travel assistance services around the world. These services include: medical assistance including referral to a doctor or medical specialist, medical monitoring when you are hospitalized, emergency medical evacuation to an adequate facility, medically necessary repatriation and return of mortal remains.
- Begin a written log: keep basic notes regarding circumstances, outcome of any discussions with law enforcement officials, CSU IP, and/or family.
- Ensure that the student understands the laws and procedures for dealing with property crimes in the host country and how they may vary from those in the U.S. (consult local resources if necessary).
- Assist the student in reporting the crime to local authorities and (if passport, "green card" or other documents stolen) to the U.S. embassy or Consulate (and/or home country embassy/consulate if the student is not a U.S. citizen).
- If the incident took place in host university-owned residence or on campus, notify host institution authorities.
- Provide information and reassurance to other program participants as appropriate.
- If the student is physically injured, see the "Physical Injury" checklist for additional steps.
- Complete and submit "Incident Report" to CSU IP.

## **ARREST OF A STUDENT**

Example: Student is arrested for theft, assault, or drug possession.

Steps to take:

- Begin obtaining as much detail as possible. Begin keeping a written log; keep basic notes regarding circumstances, conversations with CSU IP and family.
- Contact CSU IP as soon as possible. Prepare an assessment of the situation,

discussion of next steps, recommendation of who will notify family, home campus.

- Contact U.S. Embassy Consular Officer. Request names of lawyers who can assist the student. If the student is not a U.S. citizen or permanent resident, contact embassy of citizenship regarding legal assistance options.
- Visit the student as soon as possible, provide him or her with legal contacts, and explain any legal procedures, especially those which may be different from those in the U.S.
- Remain in contact with the U.S. Embassy Officer assigned to the student, and monitor the situation.
- If the incident and/or arrest took place in host university-owned residence or on campus, notify host institution authorities.

Updated: May 15, 2017