

WHEATON FACULTY-LED STUDY ABROAD FACULTY HANDBOOK

WORKING DOCUMENT

December 2017

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INTRODUCTION

The purpose of this handbook is to help you, our Faculty Directors, ensure the continued success of Wheaton College's Faculty-Led Study Abroad programs. As a supplement to our ongoing support, this Handbook provides you with the guidelines and policies needed to manage the program and create transformative learning experiences for our students.

The vision of the Center for Global Education supports the mission of Wheaton College: "to provide a transformative liberal arts education for intellectually curious students in a collaborative, academically vibrant residential community that values a diverse world." What better way to encourage appreciation of diverse perspectives than through the transformative experience of studying abroad.

Achieving the right balance between cultural immersion, field-based flexibility and academic rigor in a short period of time is particularly challenging. It calls for careful advanced preparation and a facilitated learning approach that incorporates regular debriefings, synthesis, and feedback on evolving learning.

The key role in this educational model, aside from the student's, is yours -- the Faculty Director. This position has two components: (1) you are faculty responsible for student learning; and (2) you are also on-site managers responsible for administering a study abroad program. As the Director, students, local staff and host-country affiliates will look to you as a spokesperson for the educational philosophy, expectations and standards of academic excellence of Wheaton College. As outlined in the pages ahead, your role includes overall administrative oversight of the program including the budget; coordination of orientation and excursions; teaching; identifying of local academics and host-country experts to lend their expertise; grading of all academic assignments; and final reporting on the program at the end of the semester.

This handbook is always a work-in-progress and includes regular updates as our practices emerge and policies change. We welcome your input and participation in this process.

Sincerely,

Gretchen Young
Dean, Center for Global Education

December 2017

PART I. FACULTY-LED PROGRAM GUIDELINES

FACULTY DIRECTOR JOB DESCRIPTION

The Wheaton College Faculty Director is responsible for the delivery of an integrated academic program for Wheaton students, supervision of local staff, advisors and lecturers who support these programs, and oversight of budget, financial, disciplinary and academic reporting. As such, the job has two components: (1) Faculty Directors are faculty responsible for student learning; and (2) they are on-site managers responsible for administering a study abroad program.

The scope of a Director's academic responsibilities are multifaceted due to the nature of Wheaton Faculty-Led Study Abroad programs, which combine traditional coursework and experiential learning into a rigorous academic program that takes advantage of an off-campus location. The Director assists students in integrating the disparate aspects of the total experience into a coherent whole, guiding and supporting them in their academic, emotional and cross-cultural learning. This is a challenging and sensitive job in which the director must be prepared to work in a variety of roles: teacher, mentor, translator, advisor – as well as leader and administrator.

These are the specific areas of responsibilities of the Faculty Director:

1. Deliver a quality academic program including
 - designing a clear and focused curriculum which depends on the location and circumstances of the students' time abroad
 - organizing, coordinating, and/or teaching academic components of the program
 - integrating all aspects of the learning experience, including educational excursions, into a coherent whole
 - managing relationships with in-country academic contributors
 - assessing students' academic performance
2. Assist and support students' cross-cultural learning by
 - providing effective orientation
 - designing and implementing opportunities for cross cultural learning
 - facilitating learning and adjustment throughout the program by promoting cultural awareness
 - encouraging/prompting students to debrief their experiences
3. Manage all program logistics and administration, including
 - securing and managing appropriate accommodations and other program facilities, including room rentals and excursion accommodations as necessary for the program delivery
 - overseeing host country collaborators involved with various aspects of the program, e.g., drivers, guides, hosts, vendors
 - negotiating cost-effective program services
 - managing the program budgets and producing financial reports

- maintaining communication with appropriate Wheaton staff when necessary and submitting reports, as required

4. Oversee student safety, security, and emotional and physical health, in partnership with the Center for Global Education, Wheaton staff and local staff by

- providing culturally appropriate strategies to maximize safety and well being
- assessing and communicating risks to appropriate parties, e.g., students, hosts, Wheaton
- monitoring students' general health and well-being including identifying local health providers
- managing crises, e.g., emotional/psychological issues, student injuries, natural disasters, political instability
- maintaining and updating program contingency plans and communicating emergency procedures and protocols

While Faculty Directors are expected to carry out the preceding job description, some variation in duties may occur, including other occasional responsibilities as necessary and feasible.

Faculty Directors must be on call, especially in case of emergencies, 24 hours a day, 7 days a week while supervising students abroad. Directors will not engage in outside employment during the student contact period; any exceptions due to prior obligations and/or where it may be beneficial to the program as well as to the individual Director, must be approved by the Provost and the Dean of the Center for Global Education. No Director may engage in any business or transaction or may have a financial interest, direct or indirect, which presents a conflict of interest in the performance of the employee's duties for Wheaton College. Any potential conflict of interest must have prior approval of the Dean of the Center for Global Education.

Guidelines for working with your Staff/ Program Assistant

In order for two individuals to have a successful relationship as leaders, they must establish early on an open forum for discussion. In order to avoid conflicts, the two leaders need to discuss openly and from the beginning their skills, needs, strengths and weaknesses.

At the beginning they should spend considerable time outlining their responsibilities and general division of labor for the duration of the program. The faculty member will likely take primary leadership for the organization of the program, but at the same time assume responsibility for sharing knowledge of the program with the staff assistant and for introducing the staff assistant to all program-related persons. It is often effective to set regular business meeting times -- separate from meals, recreation, student programs, etc. At those times, they focus on the issues and details of their work together.

Some issues that need to be recognized, discussed, decided and continually kept in mind by program leaders:

- You are both skilled professionals. Professionals focus on the needs of the job and not on personality quirks that bother them.
- Lines of communication must be kept open.
- Co-leaders must present a united front to students (as co-parents must). Use the pronoun "we" in explaining program and decisions.
- Work on mutual respect and trust.
- Give each other individual space.
- Develop your own guidelines for conflict resolution.

The division of labor needs to be decided. Discuss the following:

- Administrative duties
- Orientation
- Travel, lodging logistics
- Partner relations
- Student needs
- Reports, budget
- Time off

BUDGETS AND FINANCES

Financial Responsibilities

- Directors must develop a budget that is sustainable and affordable for students. Please use our interactive budget calculator to determine the number of students you will need to enroll in order to run your program.
- You are responsible for observing the rules and regulations about the use of all funds and for keeping within the budgeted amounts.
- Program budgets come directly from student fees. Therefore it should be used primarily for student centered activities. For example, taking a local colleague to lunch would not be a student centered activity and should not be charged to the budget.
- If a Director's family members who are not employees accompany the group on a program, the program must be reimbursed for their expenses.
- Please consult [Wheaton's Travel Business Expense Policy](#) for details on covered expenses.

Manage the Budget

- Make all payments abroad as defined in the budget, in a timely fashion
- Bills can be sent to Global Ed for payment when appropriate
- Maintain accurate financial records of all expenses – all expenses must be reported.
- Request petty cash by completing the [Travel Advance Form](#) and submitting it to Global Ed at least two weeks prior to departure.
- Keep all receipts and note the expense in English
- For missing receipts you must complete the [Missing Receipt Form](#)
- When students visit a museum or go to a play a good "receipt" would be to return one admission ticket noting the fee charged and note "20 students at \$5"
- Complete [Travel Accounting Form](#) and submit to Global Ed no later than three weeks after the conclusion of the program.

GRADING AND CREDITS

- If a student is put on probation in the semester prior to departure they may not participate on the program. They will be reimbursed only recoverable costs if they have already confirmed participation.
- Students may not request Pass/Fail for Faculty-Led Study Abroad Courses
- Students may not decide not to do the academic work and simply not ask for the credits. This would be considered withdrawing from the program and treated as described in that section (i.e. made to leave the program if not the country)
- Faculty Directors must be in contact with the Registrar's Office to determine when grades will be submitted according to program dates and institutional deadlines.

ORIENTATION

A well-designed and thorough orientation will set the stage for a successful program. The orientation is designed to

- Explain the program structure and expectations
- Clarify the role of the Faculty Director, Program Assistant and Local Collaborators
- Present country specific conditions and norms especially with regard to health, safety and security
- Discuss culture learning and adaptation
- Review emergency procedures
- Enable students to get acquainted with each other and staff
- Create a positive group dynamic, establish understanding and agreements among participants
- Introduce basic skills

During the orientation, Directors should ensure that students articulate their expectations and, if necessary, adjust them to the program's range and requirements.

Orientation: Key Required Activities		
<i>Health/Safety/Behavior</i>	<i>Academic/Program</i>	<i>Administrative</i>
<p>Give brief country background and discuss local conditions and norms including gender, ethnicity, religion(s), socioeconomic class, and sexual orientation.</p> <p>Discuss local safety and security issues</p> <p>Point out Wheaton's sexual harassment/ privacy policies & procedures</p> <p>Provide medical and health briefing for local conditions</p> <p>Discuss ethics of travel/study/work abroad</p> <p>Review emergency procedures</p>	<p>Explain roles and responsibilities of the Director, Assistant, students and local providers</p> <p>Review Study Abroad Program Contract (Appendix A: Program Contract =====</p> <p>=====</p> <p>=====</p> <p>=====</p> <p>WHEATON COLLEGE</p> <p>Discuss fears and expectations</p> <p>Provide schedule and calendar for the program</p>	<p>Explain money matters: currency issues, changing money, how much money they should have on them and when, what costs are covered and what is their responsibility any per diem/ stipends</p>

	<p>Discuss academic expectations and review written syllabus and grading policies</p> <p>Suggest that they keep journals</p>	
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EXPERIENTIAL LEARNING

We recognize that you are all seasoned professionals and experts in your fields however some of you may be new to the idea of experiential education. Experiential learning is a crucial component of Faculty-Led Study Abroad programs. Of course, the entire program is a learning experience, but there should be particular activities designed to engage students with the local culture and/or environment. Students should be exposed to real-life situations where there are academic, thematic connections to be made to the program theme. Students may be taken on excursions chosen for historical, cultural, linguistic, economic, environmental or other significance to topics covered in the course.

Prior to these activities students should be briefed on the itinerary/ destination and provided with background on the area/ organization/ school etc and its connections to the main program theme and location. This will serve as a reminder to students that they are participating on an academic program and that all activities serve a purpose and avoids common student misconception that they are on vacation or that they are being asked to do things for which they were not prepared. A written assignment(s) could also form part of the activity.

Key Activities

- Focus on educational content and learning objectives of the activity
- Integrate program curricula with the learning objectives
- Re-emphasize respect for local norms with students
- Prepare and conduct a pre-activity briefing and post-activity debriefing

FINAL DEBRIEF AND RE-ENTRY

The last component of all programs should be the final debrief and evaluation.

It is important to bring some closure to the program as a whole and beneficial for students to synthesize the activities in which they were involved and the learning process they went through.

It is also important to acknowledge students' concerns about returning home after an emotionally exhilarating and yet exhausting experience. Remind them that people will probably tire of their stories before they tire of telling them. Encourage the group to stay in touch and perhaps get together to reminisce. Much of the learning from a study abroad experience comes long after the program has finished and that is important to share.

Students' evaluation of program

The Center for Global Education provides opportunities for students to evaluate study abroad programs and provide feedback, which will be shared with faculty directors. Faculty directors are welcome to administer their own additional evaluations if they wish.

Key Activities

- Conduct final group oral evaluation and synthesis of learning.
- Conduct re-entry discussions and activities.
- Inform students that they will be asked to complete an online evaluation of the program soon after their return home.

PART II. WHEATON FACULTY-LED STUDY ABROAD POLICY MANUAL

STUDENT ISSUES AND PROCEDURES

We highly recommend that Faculty Directors and Staff Assistants review all pertinent Wheaton Policies (identified herein) in the context of their Study Abroad program.

Always consult with Wheaton's Center for Global Education when medical or other severe problems arise. Under the [*Family Educational Records Privacy Act \(FERPA\)*](#), parents may not be notified of academic or disciplinary actions except in the event of a written release signed by the student. It is stated in the program contract signed by all students "Wheaton may, through the Dean of Students or her designee, contact my parent(s) ... and disclose otherwise confidential or private information, including, but not limited to, medical information if, in the Dean's or designee's discretion, such disclosure is necessary or desirable in order to assist or resolve an emergency involving me."

Students should be reminded that they are still bound by the Community Standards upheld by Wheaton College. They are representatives not only of the United States but also of Wheaton College and they must respect our relationship with the host community.

[Community Standards](#)

[Honor Code](#)

[Conduct Off Campus](#)

It is our intent to provide an environment that fosters tolerance, a commitment to learning, personal development, and respect for others. This implies that there is a provision of latitude for individual choice. However, that freedom of choice exists with the understanding that students and staff are required to obey all federal, state, and local laws, comply with Wheaton Policies and take full responsibility for their conduct. This includes respect for individual rights and property. Behavior which threatens to create disorder, public disturbance, damage to oneself or to others, or that otherwise interferes with the proper functioning of the program will not be tolerated. Convincing indication of drug use requires immediate dismissal from a Wheaton Faculty-Led Study Abroad program.

Behavior of group members, the Faculty Director and the Staff Assistant must be above reproach at all times. It must take into consideration an accurate perception of the values and norms of all hosts, and the well-being of fellow group members. One must exercise a fine blend of good taste, consideration, sensitivity, discretion, and wisdom.

Areas of moral concern such as drugs, sex, and alcohol are most commonly encountered on study abroad programs. And they are often complex situations even when you are not

dealing with different cultural values and varying national legal situations. It is important that your students - and you, too - grasp the spirit as well as the letter of the law.

Pursuant to the Wheaton College Faculty Handbook, "[s]exual and intimate conduct and/or romantic attentions or relationships, even if welcomed, between any members of the college community who have a supervisory relationship or evaluative relationship (for example, grading a student's work or participating in decisions regarding reviews, promotions, awards, program eligibility, and other privileges) with each other...are prohibited." **As a Faculty Director, and in keeping with the Faculty Handbook and U.S. academic norms, you must avoid any romantic or sexual involvement or advances with your students.** It is crucial for you to understand how your personal standards might influence your leadership role consciously or unconsciously.

The subtleties of acceptable behavior in the host community will go far beyond whether or not there is a double standard for women or whether dating for either sex is possible. Students of both sexes must be fully aware that both verbal and non-verbal communication considered innocent in the United States can communicate entirely different expectations in the host country. One must be sensitive when it comes to adapting to another culture on its terms. However, faculty, staff and students must also remember that they should never compromise their own values or sense of safety and comfort in the name of cultural sensitivity or norms of the host country. Finally, encourage your students to use sensitivity and discretion in discussing their knowledge of sex and drugs with their hosts.

Policy on Alcohol Use [Wheaton College Alcohol Policy](#)

Acceptable use of alcohol by students over the age of 21 will be shaped by local laws and cultural norms. The Faculty Director will set guidelines and rules for alcohol consumption, in relation to local cultural norms, for each program. Wheaton's Center for Global Education reserves the right to prohibit alcohol use on any of its programs at any time. Wheaton staff will not purchase alcoholic beverages for students. Excessive alcohol use is not permitted.

Students who violate Wheaton's Alcohol Policy are subject to disciplinary action, including, but not limited to, disciplinary probation and dismissal from the program.

Policy on Drug Use [Wheaton College Drug Policy](#)

Expectations concerning drugs are absolute: Students and staff are required to refrain from using drugs of any sort (other than those prescribed by a physician for health purposes) during the duration of the program. This includes marijuana use or sales. Laws vary around the world, are generally strict or at best ambiguous, and you cannot take chances.

Students who violate Wheaton's Drug Policy are subject to disciplinary action, including, but not limited to, disciplinary probation and dismissal from the program, and may face

possible criminal or civil liability. Such persons may be referred to law enforcement authorities for prosecution and/or referred to substance abuse programs for evaluation or treatment.

Being sent home is far less punishment than spending years in a local jail. Convincing indication of drug use therefore requires immediate dismissal or, in case of extraordinary circumstances, a minimum of strong written probation, with any second violation resulting in immediate dismissal.

Policies & Suggested Disciplinary and Academic Probation Procedures

In some cases, group members are overwhelmed by the overseas experience, or display negative behaviors for other reasons, to the point where they cannot function appropriately. Since one of the purposes of Wheaton's Faculty-Led Study Abroad programs is to learn how to immerse oneself appropriately in the overseas setting, every effort should be made to help the group member adjust. As Director, it is your responsibility to work with the student to maximize the possibility of adjustment of every group member. However, in some cases, sanctions may be required.

Definitions of Sanctions

Warnings

A warning is a written statement to the individual that he or she has violated Wheaton policy and that any additional violations may result in more serious disciplinary action during the stated period of reprimand.

When a student violates a program rule or common courtesy, s/he should be provided with a written warning detailing the complaint. The Dean for Global Education must be informed in such a case and provided the reasons for the warning. Warnings are appropriate in situations that reflect minor violations of the Study Abroad Program Contract such as where:

1. Students fail to turn up at more than two program activities without a reasonable excuse (such as illnesses, etc.);
2. Students fall asleep in class; are late for class without a reasonable excuse; are hung-over in class or during program activities;
3. Students conduct poor academic work reflecting lack of effort;
4. Students are rude and/or show a lack of consideration to the Director, Staff Assistant, other students, program related personnel, program lecturers, other host nationals, etc.;
5. Students engage in behavior which is, in the opinion of the leaders and/or program-related personnel, culturally insensitive and inappropriate;
6. Students refuse to take concrete action to address physical, behavioral, or mental health problems which interfere with their performance in the program and/or which take up a disproportionate amount of the staff's time.
7. Students engage in behavior which endangers Wheaton staff, other students, themselves, and/or host nationals, including, but not limited to, a repeated refusal to take action to address physical, behavioral, or mental health problems;

8. A further transgression of a norm about which a warning was previously issued.

Disciplinary Probation

In cases where the student's continued inappropriate behavior is the principal problem, probation often provides a solution. Probation is a period of time during which a student's actions are subject to close examination. Any offense committed during this time period can result in dismissal from the program, or other sanctions considered appropriate. While on probation, it is possible that a student may be denied participation in certain program activities, or may be required to participate in ALL program activities, with the result of failure to do so being dismissal. Please see the **Form 5: Sample Probationary Letter**

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([Form 5: Sample Probationary Letter](#))

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) in the Forms section of this document.

Academic Probation

Where the problems tend to be of academic performance, as judged by the Faculty Director, Academic Probation should be enforced.

Dismissal

The Wheaton College Center for Global Education, in its sole discretion, reserves the right to dismiss any student for the following reasons: failure to participate fully in all program components, failure to observe published policies or procedures, failure to disclose material information requested by the School (e.g. health information), ill health that interferes with effective program participation, or conduct that is, in the sole judgment of the Director and / or Dean of Global Education, improper or offensive to the host community, potentially detrimental to the health or safety of the student or other members of the program, or inappropriate for the program or for study in a cross-cultural environment. Examples may include, but are not limited to, the use of drugs, unacceptable sexual behavior, or excessive alcohol consumption. In the event of dismissal, the Refund Policy (Appendix B: Refund Policy) will apply, and travel expenses incurred due to a premature return to the USA from abroad, either alone or accompanied, must be borne by the student.

Each student (or, if under 18, parent) has signed the Program Contract ([Appendix A: Program Contract](#))

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WHEATON COLLEGE) before admission to the program. A student who leaves the scheduled program at any time due to dismissal will not be allowed to return to it and will be considered withdrawn. The normal refund schedule will apply, and travel expenses incurred due to a premature return to the USA from abroad, either alone or accompanied, must be borne by the student.

Procedures for Probation and Dismissal

In order to put a student on probation, the Faculty Director must document the reasons for the probation in detail. Although the probation decision rests with the Faculty Director, the Faculty Director is encouraged, whenever possible, to contact the Dean of the Center for Global Education or the Dean of Students to discuss whether probation is indeed the most appropriate option.

1. The Faculty Director must promptly notify the Center for Global Education once the student has been placed on probation with a detailed description of the incident(s) that led to the decision, and a **Form 5: Sample Probationary Letter**

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=== (Form 5: Sample Probationary Letter

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===) counter-signed by the student that lays out the terms of the probation. This letter signifies that the student has read, understands, and agrees to the conditions of probation, but it is not necessarily an admission of guilt on the student's part. The student should be informed that if s/he disregards the terms of probation, then dismissal will be considered (i.e. move to #4). If a student has a grievance with the probation, s/he will be asked to write a statement explaining his/her perspective, addressed to the Faculty Director with a copy sent to the Dean of the Center for Global Education.

2. The Faculty Director will document all incident(s), behaviors, and/or conversations with the student which pertain to the probation situation and keep Center for Global Education informed. Generally, once a student has been placed on probation, the probation lasts the duration of the program. However, if in the Faculty Director's determination, the student's behavior has changed significantly in regard to the original complaint(s), the probation can be lifted. The Center for Global Education must be informed promptly in writing of the change.
3. If in the Faculty Director's view, the student has violated the probation conditions, the Faculty Director can **recommend** that a student be dismissed from the program and sent home. Before making the recommendation, make sure that you have your facts straight and have discussed them with the student and the Center for Global Education. For legal and other reasons, do not tell a student that you are dismissing him or her. The student will be informed that probation has been violated and the Center for Global Education is being contacted. The Center will be provided with all the documentation gathered which supports the dismissal recommendation. The student will be asked to submit his/her version of the situation(s) that led to the probation and the subsequent Faculty Director(s) contention that s/he has violated the terms of the probation. The student will also be given the option of withdrawing from the program at any point in this process.
4. At Wheaton College, the Deans will review the documentation and determine the following:
 - whether the evidence warrants dismissal;
 - whether there is a need for further investigation by discussing the issue with third parties (e.g. program assistants, lecturers, hosts);

5. After reviewing the evidence presented, the Deans will, on the basis of the best information available, make a determination and provide a written explanation of their decision to the student and the Faculty Director.

Recommendation of Dismissal

In instances of flagrant violation of the Study Abroad Program Contract, when a student has not been previously placed on probation but dismissal is recommended, for instance in cases of inappropriate sexual or alcohol/drug consumption behaviors, then the procedures listed above should be followed immediately without putting the student on probation.

If a decision is reached to dismiss a student, it normally takes 2-3 days to arrange travel, etc. Be sure that you have an appropriate place, depending on the circumstances, to house the student during this period. We are responsible for the student until their official departure from the program.

Post-Dismissal Procedures

1. The student and his/her belongings should be separated from the program and its participants as quickly as feasible once a dismissal decision has been made.
2. The student should be strongly encouraged to leave the country and should be informed that his/her dismissal may lead to a change in in-country visa status.
3. The program will pay for the student's transportation back to the usual point of departure from the country. Any supplemental international ticket charges due to a changed country departure date must be borne by the student.
4. The Faculty Director(s) will inform relevant in-country people, notably including any visa sponsors, of the student's dismissal and that s/he is no longer associated with the program.

Policy & Procedures on Withdrawals from the Program

A student may voluntarily leave a program for any number of reasons, but usually it is related to a personal or family emergency. Sometimes the student will decide to withdraw for non-emergency reasons. In any case, the procedure for withdrawal is the same. Generally an "approved withdrawal" is one in which the student has discussed the withdrawal with the Faculty Director and the Dean of the Center for Global Education and has signed the Student Withdrawal Form (Form 3: Student Withdrawal Form).

Discussion and Conditions

If a student decides of his/her own volition to leave the program, first discuss with the student the reasons, and ensure that s/he is aware of the consequences. Students leaving the program must complete the Form 3: Student Withdrawal Form (Form 3: Student Withdrawal Form). A student over 18 may sign the Agreement him/herself; if the student is under 18, s/he must have parental permission/ signature.

Be sure Wheaton is kept up to date on the student's actions until the date indicated in the release.

Discuss the following conditions of withdrawal with the student:

- Students agree that when they withdraw or are withdrawn from a program, they will leave the program site and discontinue contact with the program. Students will be responsible for any fees associated with changes in travel plans.
- Once withdrawn, the student will not be permitted any further association with the program and will forgo any of the benefits that the program provides, including insurance coverage and visa sponsorship.

Procedure

- 1) If a student wishes to withdraw from the program, the student must notify the Director who will consult with the Dean of the Center for Global Education and will discuss the conditions of withdrawal with the student and ask the student to sign the waiver, as described above.
- 2) The waiver should be sent to the Center for Global Education at Wheaton.
- 3) Upon notification, or last date of association with the program, whichever is later, the student will be considered withdrawn from the entire program.
- 4) **In an approved withdrawal the Faculty Director may, in consultation with the Dean for the Center for Global Education, make an agreement with the student to complete some coursework at home in order to receive academic credit for any/all classes.**
- 5) Students have received and signed a Refund Policy (Appendix B: Refund Policy) to which they should refer concerning finances.

HEALTH AND SAFETY

Pre-program

Before the program begins, Wheaton's Center for Global Education encourages all participants to research country-specific health information and required immunizations. In Western Europe, where risks are similar to those in the U.S., these are fairly minimal; in developing countries, and to a lesser extent in some other countries, they are more detailed. We recommend that you discuss these details with your group in a timely manner prior to departure.

Before final acceptance, all students are required to submit a Health Information Form. These are reviewed by the Center for Global Ed and students with allergies, etc. should be noted by the Director(s). Those with more serious problems are required to obtain medical clearance from their own doctor or psychiatrist, and in some cases, to agree on a health plan that is the student's responsibility to implement. A self-reported medical summary for every student in your group listing any allergies or other conditions of possible concern in your group will be given to you before the program. Please note that this information is confidential and should be treated as such.

During the Program

Where relevant, before a particular program activity, there should be an additional check-up and/or discussion on specific dangers, triggers or problems that may be faced at that time.

Students should fill out Illness Report forms throughout the program ([Form 1: Illness Report Form](#)

), in order to inform Faculty Directors of their illnesses. Otherwise, Faculty Directors should try to write notes down during the program about student illnesses, as they arise. Communication is more important than the right form.

Faculty Directors should email information about any serious illnesses during the program to the Center for Global Education as soon as possible.

End of the Program

A health report should be sent in as part of the [Final Report](#).

MENTAL HEALTH ABROAD

Mental Health is one of the most worrisome issues faced by faculty leading students abroad. Issues may arise from a student's previous condition or result from the stress of travel and life in another country. Pre-existing emotional difficulties are often intensified by living in a foreign culture.

Feelings of anxiety and depression associated with study abroad can often intensify when individuals feel unsupported and uncertain. Giving students a clear picture of what to expect, and showing them you care and are here to debrief or for support could be a helpful way to mitigate mental health challenges during your trip.

Directors can help to reduce mental health problems by understanding the cycle of cultural adjustment found in [Appendix C: The W Curve of Cultural Adjustment](#).

Pre-planning your trip can also be helpful, i.e. having one-on-one meetings with students or asking students to fill out two questions such as "what are you most excited about for the trip?" and "what are you most nervous or hesitant about" to help give you an idea of what students may struggle. Begin conversations about support and emergency resources before leaving for the program if possible.

Be sure to communicate frequently with all members of your group, work to build group cohesion, establish a sensible pace of program activities to reduce fatigue and provide time to debrief potentially difficult experiences. If mental issues do arise that concern you, do not be afraid to speak directly with the student about your concerns and contact local mental health services when possible. Students have been given a worksheet (Appendix D: Student Handout on Mental Health) to help them plan to care for their mental health while abroad.

Due to licensing and practice guidelines, the Wheaton College Counseling Center is not available for consultation or support to students abroad. Thus, it is critical to prepare before going abroad to know where the nearest emergency room is, as well as number to call in an emergency. The Wheaton College Health Insurance students have when traveling

Nervous or Mental Disorders are payable a) up to \$500 for outpatient treatment; or b) up to \$2,500 on an inpatient basis. We shall not be liable for more than one such inpatient or outpatient occurrence under the Policy with respect to any one Insured Person.

Things to know as a Faculty Director:

- Signs and symptoms to look out for (don't diagnose - identify and refer).
- Local resources for mental health needs including Country, University and/or Program sponsored resources for ongoing and emergency care (like Public Safety & the Counseling Center at Wheaton).
- Familiarize yourself with local laws and customs regarding mental health.

- Be familiar with policies regarding students leaving programs - when needed, who determines this etc.

What to watch for:

During times of transition and stress, it can be difficult to distinguish between expected behaviors, and behaviors related to more serious mental health concerns. Overall - some things to watch for in your students as they are traveling abroad:

- Changes in behaviors (such as crying often, paranoia, excessive reliance on others)
- Changes in appearance (such as decreased hygiene or unexpected changes in appearance or style)
- Increased use, or abuse of substances like alcohol or drugs
- Physical complaints without obvious causes (such as headaches and stomach aches)
- Prolonged state of depression, sadness, irritability or anger
- Lack of motivation – in classes, activities etc.
- Not doing well in classes or avoiding classes, work, assignments etc.
- Not participating in activities as normal for the student - avoiding social situations and friends
- Excessive worrying or fear
- Confused thinking, difficulty with decision making, or problems concentrating and learning
- Changes in sleeping habits - sleeping or feeling tired all the time or perceived lack of need for sleep
- Changes in eating habits such as increased hunger or lack of appetite. Significant weight loss or gain
- Difficulty perceiving reality (delusions or hallucinations, in which a person experiences and senses things that don't exist in objective reality)
- Thinking about suicide, making plans, giving things away. Passive comments alluding to self-harm, death or suicide. Thoughts or comments about hurting others, including plants, intent or means to do so

Some ways to help / intervene:

- Engage in deep, belly breathing with the student - count to four breathing in through the nose, hold for a moment, count to four as you breathe out through your mouth.
- H.E.A.R.T. – **Hear** (listen), **Empathize** (reflect how difficult student's situation must be), **Assess** (ask clarifying questions about how long things have been going on for, safety etc), **Refer** (to appropriate services), **Tell** (never delay in reporting and addressing issues of safety)
- Explore solutions to challenges / Help student identify next steps, schedule or plans / Encourage physical activity, enjoyable activities, self-care and accessing of supports / help student connect with friends and family
- Help student ground themselves – name 3 things you see, hear and physically feel, have student do the same – this is particularly helpful during anxiety attacks

Useful Resources:

- **National Alliance on Mental Health** overview of mental health warning signs in teens and young adults:
<https://www.youtube.com/watch?v=zt4sOjWwV3M>
- **International Mental Health Hotlines:**
<http://togetherweare-strong.tumblr.com/helpline>
http://www.iasp.info/resources/Crisis_Centres/
<http://www.suicide.org/international-suicide-hotlines.html>

-Information adapted from:

--National Alliance on Mental Illness: <https://www.nami.org/Learn-More/Know-the-Warning-Signs>

--University of Southern Florida Student Affairs Study Abroad Workbook:

https://educationabroad.global.usf.edu/_customtags/ct_FileRetrieve.cfm?File_ID=010F767D754F740204030507000B1C700C7B7714737B02036E010303067D070B7603057D047B730676

--Notre Dame Mental Health and Crisis Management Booklet:

https://ucc.nd.edu/assets/37702/international_educators_handbook_3rd_edition_web.pdf

Safety Policy Statement

Wheaton College, and the Center for Global Education, places the highest priority on the safety and health of all students. Because socioeconomic, political, environmental, and other conditions vary widely in each of the countries in which Wheaton Faculty-Led Study Abroad programs are offered, Wheaton College relies on institutional partners, in-country resources, faculty expertise, and the State Department Travel website. We use the following methods to decide whether a program may be offered and operated as planned:

- We monitor U.S. Government advisories, considering both those issued by in-country embassies and consulates and by the State Department in Washington, D.C.
- We rely on the considerable in-situ knowledge and analysis of local institutional colleagues with whom we generally have long and trusting relationships.
- Through personal, professional, and online networks, the Center for Global Education maintains close contact with other study abroad programs and professionals around the world.
- All faculty-led programs are registered by the CGE with the State Department's [Smart Traveler Enrollment Program](#) (STEP).
- Participants are encouraged to follow the requirements and recommendations of the [Center for Disease Control](#).

Total safety cannot, of course, be guaranteed abroad, just as it cannot be guaranteed in the United States. However, Wheaton College is committed to taking the necessary steps to maximize student safety at each and every program site.

Risk Management

Risk management has always been a topic of considerable importance in study abroad programs, where students are so far from home and due to the increasingly litigious nature of United States society. In recent years, parents and schools have become more aware of risk assessment and security issues as factors in their decisions about where to send students on study abroad programs.

Despite the worry about the legal implications of your role as Director of a Wheaton College Faculty-Led program, your leadership style doesn't have to change as much as you may think. You need to be aware of risks and potential problems, but not paranoid about them. Some of the issues that will come up if a student is hurt or gets into serious trouble are: Was the Director properly selected and trained by Wheaton? Did the Director then give the students the necessary and proper training in order to minimize (not eliminate) their risks in functioning in an environment that they don't understand? Did the Director exercise reasonable supervision, caution, and judgment in the situations? Or was the Director actually negligent (i.e., did s/he see the student in a dangerous situation and not intervene)?

A few suggestions to address these expectations:

1. Be explicit and clear about health and safety guidelines, and learn to document the measures you have taken to educate and protect your students.
2. Be aware of potential dangers/problems in any situation your students will be entering with your knowledge. Prepare them to handle (or avoid if necessary) potential problem situations. If a student insists on participating in an activity that is not actually prohibited, but which you advise against, get them to sign a waiver. Don't let them do it if they are under 18, or if it is life threatening.
3. Explain dangers and difficulties to your students thoroughly. If they understand restrictions, and the consequences of ignoring such restrictions, they are more likely to follow advice. If they don't, and get caught or hurt, they are more likely to accept their own responsibility. If they don't accept responsibility, the group will be more likely to back you up if the student violated a clearly stated restriction.
4. Remember that during the entire program, from when you meet the students to go to or at the airport, until they are safely back to their families, you are always the group leader. Even if you see your students doing something during some event un-related to the program, you will be seen, by the students, and perhaps legally, as being responsible. If you do nothing, you will be implicitly condoning the activity. Respond immediately. You must confront the student and explain your objection. Your actions will, of course, be dependent on the severity of the situation. If you can't get the student to stop, don't just give up and stay - your presence will be seen as condoning. If you judge that the student is capable of making decisions (i.e., isn't too drunk, etc.), then repeat your warning and leave the area.
5. Be aware that your words, actions, documents, etc. might later be used to judge your responsibility. If you have judged that a risk is reasonable, even if you have some reservations, don't say "I'm sorry, I shouldn't have let you do this," etc.
6. When documenting meetings, incidents, etc., be aware of how it will be perceived by an outsider unfamiliar with the incident. Don't assign yourself blame; report the facts.
7. Make sure the students understand their own responsibility for their health and safety; you can't follow them around the country preventing incidents or injury.

Of course, accidents and incidents happen. But if you have prepared your students in a responsible manner, and have not been negligent, there is an excellent chance that, first, your students' safety will be enhanced, and, second, any lawsuit brought against you will be dismissed.

Policy Regarding High Risk Activities

Because Wheaton is concerned that high risk activities may have tragic consequences for individual students, as well as seriously disrupt the program for the entire group and create excessive additional work and stress for program leaders, the Center for Global Education has determined that such activities including, but not limited to, the following will neither be organized as program activities nor be engaged in by students while enrolled in a Wheaton College Faculty-Led Study Abroad program:

- motorcycling
- hitchhiking
- driving
- riding in private airplanes
- scuba diving.
- mountaineering where ropes or guides are normally used*

- parachuting*
- bungee-jumping*
- hang-gliding*
- parasailing *
- racing by horse, motor vehicle or motorcycle*

* engaging in this activity negates coverage by our insurance

Refusal to abide by these restrictions while enrolled in a Wheaton College Faculty-Led Study Abroad program are grounds for placement on probation by the Director. If student participation in restricted activities continues, the Faculty Director should discuss the situation with the Dean of the Center for Global Education. The Dean may decide that such activities are grounds for dismissal.

In addition to pre-program advice to this effect, Directors need to reiterate this information during Orientation within the context of reminding students that in signing their Study Abroad Program Contract, they indicated their understanding that drug use, alcohol abuse, unacceptable sexual behavior, or other inappropriate behavior are grounds for dismissal. Point out that, in particular, engaging in the activities noted with an asterisk (*) negates coverage by our insurance.

Other activities may be added to this list of restricted activities by the program Director for a specific program and for specific reasons. Furthermore, exceptions to this general policy can be made for a specific program and for specific reasons by agreement between that program's Director and the Dean of the Center for Global Education. At a minimum, you should strongly warn students during initial orientation, and later as needed, about such risks and your program-specific ground rules with respect to them.

Wheaton Center for Global Education

Contingency Planning guidelines and criteria

1. Do you have a contact person and direct phone number in the local U.S. consulate or embassy? Is it possible to obtain a 24-hour number in case information is needed urgently in the evening or in event of an Embassy closure?
2. Can you identify locations that could be used if necessary as "safe havens" or a rendezvous point with students in the event of local emergency situations? Make sure students have WRITTEN directions, address and phone number of the location.
3. Do you have, or have you thought about, a local support network among international NGOs, study abroad programs or aid organizations? Can you get phone numbers of people who would be a support resource if security issues intensify?
4. Do you have a plan should you (the Director) become sick, be hospitalized or are otherwise unable to take the lead?
5. Host institutions or other in-country partners could/should be an integral part of a contingency plan. What means is best for communicating your plan to your partners?
6. For excursions: If you leave the base location of your program for more than 24 hours you must let the CGE know. We want to ensure 24-hour communication capacity both for security concerns in the program locale and potential needs to inform students of events or family matters in the States. We need to have your contact information **before** you depart for excursion.
 - a) while on excursion, does the group have daily communication capacity with people at the programs base location?
 - b) is the form of transport reliable in the event of increased security or aggressive action?
 - c) does the distance from major nodes of transportation while on excursion make program evacuation unfeasible?
 - d) does the location of the excursion present unique problems in terms of security?
7. Although we believe students are probably safest by staying where they are, in a worst case scenario of a call to return students to the U.S., what evacuation plans can you anticipate putting into place?
8. If evacuation seems problematic (for any number of reasons - lack of planes, lack of access to airport, etc.), Can you identify a safe haven and means of open channels of communication with the students?

The welfare of our staff and students is of highest priority, which is why we ask you to develop these contingency plans.

TO DO:

1. Give each student a wallet sized identification card that contains the following information:
 - Cell phone number of the Faculty Director and Staff Assistant
 - Center for Global Ed main line (508) 286-4950
 - Wheaton Public Safety (508) 286-3333
 - US Embassy/Consulate number
 - Local Equivalent of 911
 - Address of meeting location in case of emergency
 - Any other phone numbers you think are necessary
2. Collect contact information for each student and create a means to text message the entire group quickly (e.g. group text or whatsapp.)
3. Be sure they (and you) have a way to contact Wheaton's Office of Public Safety and/or the Center for Global Education at a moment's notice
4. Give students WRITTEN directions, address and phone number of a rendezvous location.
5. Recommended that students download the CISI app be sure they are able to use the app to "check-in" and let CISI and Wheaton know whether they are safe or if they need help.

Student Insurance

All students on faculty-led programs are automatically signed up for [CISI insurance](#) for the duration of the program. [Insurance details and claim forms](#) are available on the CGE website and claim forms can be found in the Forms section of this document. Students will be sent an email with their insurance card to be printed out prior to travel or they can download them from the website.

This insurance covers medical care necessitated by sickness or accidents which occur during the official program period (from the point that the students enter the plane to the point where they descend from it on return home.) The insurance is in effect even when treatment occurs after these dates. In the unlikely event of a medical emergency, the highest quality medical care should be arranged in the country's most up-to-date facilities. Or if necessary, the policy will facilitate medical evacuation of students from the country.

You can call a representative of Cultural Insurance Services International (CISI) prior to departure to discuss the policy and how you can best make use of their services.

For immediate assistance call AXA ASSISTANCE at

(855) 327-1411 (in U.S.) or

(312) 935-1703 abroad (call collect from outside the U.S.)

Email: MEDASSIST-USA@AXA-ASSISTANCE.US

Your Team Assist ID # is GLM N0496522A

Available services include:

- Medical evacuation planning and coordination

- Medical monitoring and referral

- Worldwide 24-hour assistance in locating medical care

CISI offers a **myCISI App** that includes a mobile check-in feature and it is highly recommended that students download this app if they intend to use a smartphone abroad. In the event of an emergency in the area where they will be studying, they are able to use the app to "check-in" and let CISI and Wheaton know whether they are safe or if they need help. In the event that they need immediate assistance, CISI's 24/7 emergency assistance team is available to help.

The CISI app is available on the App Store - search "mycisi." Users will be required to create an account.

Students should be prepared to pay for their medical expenses up front and must save all receipts for filing a claim for reimbursement upon their return. Note that payment of medical expenses and filing of claims from the insurance company is the student's, not your responsibility.

EMERGENCIES

FIRST STEPS IN A CRISIS:

1. See to the safety of all group members.

➤ Assess the situation

- What specific threats or dangers do you face?
- What immediate steps can and should be taken to help reduce the harm, danger, or threat level for our students and staff?
- Are the students and staff safer remaining in their present location(s) or in alternative location(s) and if the latter where?

➤ Contact each individual student

- Determine whether they are accounted for and safe within one hour or as soon thereafter as is practicable
- Determine and record their exact location
- Identify in advance and communicate to students in writing in orientation a meeting point to be used if necessary in a crisis
- Instruct them concerning where to go and what to do in light of the crisis.

2. Communicate immediately with Wheaton's CGE as to the safety and state of health of all group members, the group's location, plans, and when you will contact Wheaton again. If you cannot reach the CGE after 15 minutes try all of the contacts listed below. Wheaton will convene its International Crisis Response Team to work with and support you.

- Dean of Global Education: 001-508-286-4950
- Wheaton Public Safety: 001-508-286-3333
- Dean of Students: 001-508-286-8218

For all emergency conditions occurring after hours, on the weekend or during holidays, please call Public Safety at (508) 286-3333. Public Safety is available 24/7 to take your call, so if you can only make one call, please call them.

3. Communicate the same information to the **host institution/organization** etc., if relevant, and seek their advice and help.
4. Communicate the same information to the nearest **US Embassy or Consulate**. Diplomatic channels are an alternative way to get information to Wheaton College if public communication systems fail.
5. **Update the CGE continuously** throughout the crisis passing along new information as it becomes available or conditions change.
6. **Maintain a written log** of the crisis. Include specific dates, times, actions taken and all other relevant details, beginning with your first notice of the crisis and continuing through its completion.

7. Plan future action

- Get input from US Embassy/Consulate, local police, local sponsors, etc.
- Discuss plans with group members. This may include change of location, change in program schedule, cancellation of program, shift in emphasis of program, or dealing with the immediate situation and not yet making long-range decisions.
- Time permitting, students forced to evacuate should be instructed to pack a small bag, their passports, their cell phones and chargers, and any essential medication or other essential items.
- All students are insured for emergency evacuation. Therefore the CGE will contact the insurance company (CISI) to make arrangements for you
- Students may need to be taken to the rendezvous point, or to an alternative location where they can shelter in place for a period of time or until they can be evacuated. Have a plan for how to get the students there, as well as access to financial resources to cover the cost thereof.
- It can be helpful to discuss the local situation and latest developments with students to help create and augment awareness, understanding, alertness and to proactively defuse anxiety, unfounded rumors and panic.

8. Communication It is imperative that we know where you are and how to reach you.

- Have multiple means of communicating with the CGE (cell phone numbers, land lines, skype, etc.)
- You should be prepared for circumstances where email, computer and telecommunications systems are not readily available during or in the wake of a crisis.
- All parent communication must go through the Dean of Students or the Dean for Global Education
- All public statements with regard to the crisis will be handled by Wheaton's Director of Communications

Medical Emergencies and Responsibility

In serious medical situations, you are to do the following:

1. Verify the nature of the emergency with a doctor.
2. Obtain the medical help indicated, seeking additional advice including that of CISI as appropriate. CISI should be notified of any hospitalization, to facilitate subsequent payment among other reasons. It is also a critical "first alert" since some medical conditions may turn serious rapidly, and may require medical evacuation.
3. Immediately communicate to the Center for Global Education the nature and circumstances of the injury/illness, hospital name, location and telephone number, name of attending physician, if s/he can speak English, and the condition of the student at the time of the message. **Also, advise us if for any reason the student does not wish the family in the U.S. to be notified; in the absence of prior written instructions to the contrary, we will inform families of emergencies concerning their children.**
4. The CGE will coordinate a response in consultation with other College officials as required

5. Students have been told to bring along funds for any emergency medical needs. Payment of hospitalization is reimbursable according to the terms of the student insurance policy. In no instance is a local representative or a host family to advance payment for these expenses; neither should you. Many doctors affiliated with CISI have agreed to treat students and receive payment directly from the insurance carrier. If immediate settlement is necessary, beyond student ability to advance payment, you should contact the Wheaton CGE.
6. Do not sign any releases. Faculty Directors are not the legal guardian for any student.

Checklist of Questions to Ask on a Medical Telephone Call

1. Person calling, position, and telephone number, town, district, state.
2. Student's name.
3. Date of accident or commencement of illness.
4. Details of injuries, symptoms, present condition, including temperature.
5. Name and telephone number of attending physician.
6. Name, address, and number of hospital or clinic, if applicable.
7. Drugs administered.
8. X-rays taken and results (are skull x-rays necessary?)
9. Surgery proposed? General anesthesia? Wait for authorization.
10. Automobile accident: Student should be examined by a physician regardless of the extent of injury. Name of other party's insurance company and agent involved is necessary, in order to file a claim.
11. Parents to be informed by Wheaton College?

Natural Disaster

As soon as the media announces a natural disaster, political disturbance, or dangerous epidemic, our phones begin to ring from concerned parents asking about their children. Usually we can reassure them by telling them that you have left area X where the flood has occurred and gone to area Y, 500 miles inland, two days ago. However, we are not always positive you have done this, thus we need confirmation from you. So, whenever disaster strikes near an area where you might be expected to be, communicate to us as soon as humanly possible, even if it is just to say "tremors in Naples, we're on solid ground in Milan". If you are in the area affected, inform us concerning the safety and state of health of all group members, your location, plans, and next contact. If in doubt as to whether we've received a message, don't hesitate to send the same information twice.

If you cannot get through to the Center for Global Education, the emergency contact is the Wheaton Public Safety Office.

As part of your orientation, devote sufficient time to reviewing all these procedures with your group members. A group member should call/email the Center for Global Education if **1)** you are unable to do so yourself, or **2)** a group member is separated from you and cannot reach you directly.

Be certain that all group members have the addresses and telephone numbers for emergency contacts at Wheaton and your in-country representative or sponsor.

Civil Disturbance

1. Be aware of situations and locations that can be potentially dangerous. Warn students and advise them to avoid such areas whenever possible. Discourage or forbid, if necessary, attendance at particularly sensitive political meetings, rallies, or other sizable gatherings.
2. Keep the US Embassy notified of your location at all times if you suspect problems are likely to erupt. Make sure you fully understand evacuation procedures to be followed in case it becomes necessary.
3. Keep us informed of developments and follow instructions issued by the US Embassy.
4. We need to hear from you at the earliest possible moment in the event of a coup, assassination, serious riots, revolution, etc., as parents will, of course, be calling us for information regarding their children's safety.

Missing Group Member

1. Notify the US Embassy, local police, and local sponsor.
2. Notify the Center for Global Education at once. We will notify the family, but be sure to provide us with as much information as possible to be passed along (i.e., what is being done, whom you have notified, possible leads, etc.).
3. Check with authorities daily and inform us of any new developments.

Death of a Participant

If you receive word of the death of a student, get all available facts accurately. Word usually comes by phone and often the caller is under great emotional strain. If it becomes too difficult for the caller to relay the necessary information, ask him/her for the name and telephone number of some outside person who is fully informed - a doctor, member of the clergy, police officer... Call that person and get the facts. You may not be able to get the final details, but do get this essential information:

1. The identity of the person calling or the person giving information.
2. Cause of death - if an illness, what illness; if an accident, what kind, where did it happen, who else was involved, etc.
3. Time and place of death.
4. Name and address of undertaker, if available.
5. Find out the deceased's religion. If s/he is Catholic, check whether or not last rites have been administered. If they have not, instruct that this be done. If s/he is Jewish, contact the local rabbi immediately. For those of other religious persuasions, wait until you have heard from the family as to their wishes.
6. If the deceased died in an accident, inquire about local laws regarding autopsy.
7. Find out if anyone has contacted the student's family, their own family/friends or posted information on social media.

Reporting the Information

1. Inform Wheaton's Center for Global Education immediately. Wheaton College will then inform the student's family personally.
2. Contact the local representative or local sponsor of the program, as relevant.
3. Notify the U.S. Embassy or Consulate (if any) nearest the deceased's host community.

Arrangements and Procedures

1. Keep everyone informed; follow through for new information.

- Gather all available facts and information. Await instructions from Wheaton's CGE concerning the format in which to write up a report of what has occurred. Continue to keep a chronological record of events and actions as they occur. This will help Wheaton as new developments unfold. Include the time and date on all notes and writings as they are written.
- Give the parents as much support as possible. Keep in touch, by phone if necessary.
- If you do not have the name of the undertaker, get it either from the original contact or from the contact person in the community. Call the undertaker, identify yourself, and tell him/her that the deceased's family is being notified and that you will be in touch with him/her again if there are any specific instructions from the natural family.

2. Arrangements for Autopsy and Transporting the Body or Remains

- Arrangements for shipping the body or remains (in the event of cremation) should normally be worked out between CISI and Wheaton's CGE, along with the undertaker. However, you must be responsible for following through on all arrangements for transportation and for communication to all concerned about these arrangements. There is no substitute for having a responsible Wheaton representative at the U.S. receiving airport for either a domestic flight or an overseas flight. Delays in shipment or confirmation of shipment must be communicated immediately. Nothing is more heartbreaking than having bereaved parents wait at the airport in vain and then having to return at a later time.
- Find out what legal papers are required for shipment of the body or remains. Normally these are the passport and a copy of the death certificate; make certain that you know the regulations and that you comply with them. The undertaker and Embassy or consular officials can usually be helpful as they are familiar with the various legal technicalities involved.
- If the question of an elective autopsy comes up, do not give permission until you have received it from the deceased's parents via Wheaton. If the circumstances are such that the law requires an autopsy, permission is unnecessary.

3. Personal effects

- Arrange for someone to gather all the deceased's belongings, including his/her passport. Have them make an inventory and send it to Wheaton's CGE. We will keep one copy of the inventory in the deceased's folder and forward the other to the natural parents.
- Unless the deceased's parents have instructed otherwise, send all belongings to Wheaton by airfreight. Cash and valuables, such as jewelry, should be shipped by registered airmail. Wheaton will forward everything to the deceased's parents.

Death in a Participant's Immediate Family

If there is a death in the participant's family, the student will probably be the first point of contact for the family. However, if the family contacts Wheaton first, we will inform you of the news and how they wish it to be conveyed to the student:

- If the family would like the Faculty Director to break the news, Wheaton will report all available details to the Director who will inform the participant.
- The participant must be told frankly and fully at once, regardless of the wishes of the family.
- If the participant is the first one to report a death in his/her family, the Director should do everything possible to allow the participant to verify and learn more about the reported death.
- The Director will want to work with the student to find counseling or friends and will inform Wheaton immediately.

In the event that a participant wishes to return home permanently, the Faculty Director should do everything possible to allow the participant to talk to his/her parents by phone and have them make that decision together.

If the student returns home, Wheaton will pay for the transportation if the student was scheduled to travel on the return group flight. The Faculty Director, Staff Assistant or CGE should offer to assist the student in making return reservations.

SEXUAL AND GENDER-BASED MISCONDUCT REPORTING GUIDELINES

This section outlines how faculty should respond to a report of conduct that could constitute a violation of the Wheaton College Sexual and Gender-Based Misconduct Policy (Policy) and determine what, if any, safety or interim measures are appropriate.

Actions to take after disclosure:

1. Make sure the student is in a **safe place**/has a space to go to that is safe and private.
2. Inform the student of your **obligation to share details disclosed** with the Director of Title IX Compliance.
3. Clearly communicate and offer the student the option to meet with and disclose to a **privileged, confidential resource** before the student discloses any information to you. If the student elects to utilize a confidential resource for disclosure, you must still inform the student of reporting options and support measures available as detailed below, but respect the individual's right to not disclose details to you, a non-confidential resource. Resources for completely confidential support for students back on campus include:

Wheaton College Counseling Center – 508-286-3905 (M – F, 8:30A – 4:30P, some emergency sessions available daily)

New Hope – Attleboro, MA – 800-323-4673 for in-state numbers, 877-785-2020 for out-of-state numbers; ask to be connected to New Hope (24 hours a day/7 days a week)

4. Help determine if **medical attention** is needed, or if the student would like a forensic evidence exam. Inform the student of the different local medical facilities. You may offer to accompany the student, if comfortable.
5. Provide immediate **emotional support, problem solving, and answers to questions**. Use your resources and additional support where appropriate.
6. Detail **reporting options** available to any student wishing to file a report including a College conduct process and/or a criminal complaint.
7. Offer the student the option of meeting or speaking directly with the **Director of Title IX Compliance** to discuss support and/or options more in depth. You may offer to accompany the student to meet with the Director, if comfortable.
 - Refer the student to **additional support**, and help the student identify which resource may be the best fit, based on the needs of the student. (Utilize handouts, resource guides). Counseling and confidential resources are always available to students.

Resources for speaking or meeting with the student for support, interim measures, and/or reporting include:

- Dir. Of Title IX Compliance [Science Center 227, 508-286-3231, titleIX@wheatoncollege.edu]
- SMART Coordinator [Science Center 231, 508-286-3374]
- Dean of Students Office [Park Hall 103, 508-286-8218]

9. Refer the student to the Title IX **webpage** for more info:

<https://wheatoncollege.edu/campus-life/campus-safety/sexual-assault-information/titleix-information/>

10. Explain the College's stance on **retaliation** and its prohibition under the Policy. The college will take steps to prevent retaliation and strong responsive action should it occur.

11. Give the student a **hard copy of the Student Guide** to Responding to Sexual and Gender-based Misconduct, explaining what information is contained in the resource.

12. **Document the meeting** and all details disclosed and submit to the Director of Title IX Compliance within *24 hours* of receiving report.

Important information to remember:

- We want to *empower the reporting student* to have control of the response and support. Present options and answer questions, but do not make decisions for the student.
- Be committed to preventing *revictimization* wherever possible. Limit the number of times an individual may have to tell details of the incident by only asking necessary questions, affirming your awareness and commitment to not revictimizing the individual, and detailing available resources and options before a disclosure.
- *Listen without judgement*. Be mindful of your word choice, tone, and body language.
- Wheaton has a *disciplinary hearing process* for incidents of sexual and gender-based misconduct and this process can be discussed with administrators without filing a formal complaint, starting the conduct process, and/or filing criminal charges.
- Students can *receive support* from the college (interim measures helping with things like housing, academics, no contact orders) without initiating the college conduct process.
- If the student would like *police involvement*, or would like to explore options for filing a complaint, refer the student to local law enforcement.

- The college is committed to removing *retaliation* or the threat of retaliation as a barrier to reporting. Wheaton will take steps to prevent retaliation and strong responsive action should it occur.

Tips for receiving a disclosure:

1. Listen and believe the person disclosing something

- a. Listen:* truly and actively listen to the person. Validate what is being shared.
- b. Be non-judgmental:* Remember, no person's behavior or decisions caused or justified them to be raped or assaulted, including alcohol or drug use.
- c. Believe:* Overwhelming evidence and research has consistently shown that 96-98% of all reports of sexual and gender-based violence are true.
- d. Silence:* Silence is acceptable. The person may not want to talk or share, but also may not want to be alone. Listen and take cues from the person disclosing.
- e. Reporting is hard & scary:* Respect that it is challenging to talk about and share these things with people, even people you trust.

2. Think about what you say during the conversation(s)

- a. Limit revictimization:* What happened was likely violating and traumatic. Each time someone has to tell the story of what happened, the effects of that trauma will manifest again. We don't want anyone to have to experience these effects to begin with, and we want to limit how many times they might have to "relive" that pain.
- b. Be honest about your obligations:* You are required to report what is shared with you. Inform the student before anything is shared so that the student reporting has a clear picture of what may happen next and can make an informed decision on whether to continue sharing.
- c. Know why you are asking something:* Are you curious about something or do you need to clarify something that was said?
- d. Your words and actions are important:* You might be the first person with whom the student has disclosed. Your reaction could shape future interactions and disclosures for the student.

3. Inform the student

a. Know resources: There are options for medical support, confidential counseling support, and other support on and off campus. Have a good handle on the options, but definitely know how to access lists of support options while abroad.

b. Give options: Present options and talk through questions, but don't force or make anyone file a report or seek medical care.

4. Know your limits

a. Conduit to care: You are not expected to solve everything nor conduct an investigation. Help students understand options and connect them with additional trained support available on and off campus.

b. Comfort Zone: Don't take on too much. Don't be afraid to ask for help. Be honest with the person about why you think you might need additional help in supporting them and involve them in choosing who else might be able to assist.

c. Self-care: These are often challenging, heavy situations. Make sure you take care of yourself too. Allow yourself a way to process while still respecting the disclosing student's privacy.

5. Title IX Obligations

a. Document: Report all disclosures to Dir. of Title IX Compliance within 24 hours

i. Faculty are responsible employees both on and off campus.

ii. If service is not readily available, notify the Director of Title IX Compliance as soon as it is readily available.

b. Administrative responsibilities faculty have while on trips (the Director of Title IX Compliance will support faculty in facilitating):

i. Stop the misconduct / hostile environment

ii. Remedy its effects on the victim / others

iii. Prevent Reoccurrence

OTHER POLICIES

Confidentiality Policy

Wheaton's responsibility regarding confidentiality is to protect the rights of the individual student and to ensure the institution's ability to make appropriate decisions regarding programmatic and student life issues. Because Study Abroad programs are holistic in nature, staff and program contacts are concerned about all aspects of a student's life while on the program. Staff members and program contacts may need to confer with each other regarding health, academic or personal issues, community living, cross-cultural issues and judicial matters. It is therefore important to recognize that the institution has the following policy on confidentiality:

"The college is committed to protecting the privacy of individuals (employees, students and alumnae/i) and the confidentiality of records. In the course of performing their job duties, many employees handle a variety of proprietary and private information concerning colleagues, students, alumnae/i, or others associated with the college, as well as confidential information regarding college business. This material, including payroll figures, personal data, such as employee home addresses, donor files, or student records, is deemed confidential. Disclosure or discussion of confidential information obtained from college or department records, either during or after employment with the college, is impermissible unless such disclosure is a requirement of an employee's position and has been specifically authorized, or unless contrary to applicable law. Employee's responsibilities include ensuring that confidential documents, in either paper or electronic form, are not left unattended and refraining from engaging in discussion of confidential information in forums where the information may be overheard. If an employee is confronted with a situation in which he or she is unsure about the appropriateness of disclosing certain information, then the employee should consult with a supervisor, Division Officer, or the Human Resources Department."

However, confidentiality may be breached when a staff member considers that the student is in clear or imminent danger to himself or herself or to others, hospitalization occurs, the situation threatens to disrupt the normal operation of the program, information is regulated under U.S. or local law, or information is otherwise required to be disclosed by law or Wheaton College policy. Please also note that all students have signed the following in their Study Abroad Program Contract:

"Wheaton may, through the Dean of Students or her designee, contact my parent(s) or other designated emergency contact, and disclose otherwise confidential or private information, including, but not limited to, medical information if, in the Dean's or designee's discretion, such disclosure is necessary or desirable in order to assist or resolve an emergency involving me."

Public Right to Information

As soon as feasible after an incident which seriously disrupts student life on the program, the Director or other staff member may notify the student group regarding an incident or actions being taken in one of several ways, including through a designated person, a group meeting, or written memos. Incidents which may involve the greater community or public interest may be made public, when necessary, through on-site staff and/or the Wheaton Communications team in collaboration with the Dean of Global Education.

Liability and Study Abroad

Liability is a major consideration for any college-sponsored activity. The objective of the CGE guidelines is not to restrict, but to protect the interests of all parties involved. The CGE maintains that all program documents are contractual in nature. Release and waiver forms are reviewed and updated as appropriate. CGE welcomes faculty suggestions and input. Promotional materials should be reviewed carefully to ensure that the program is accurately represented. Disclaimers to publicity and promotional materials should be added to protect the Faculty Director, and Wheaton against unforeseen changes in program arrangements, including currency fluctuations or increasing airfare charges.

CGE informs all participants about the risk associated with study abroad programs, and the standard program enrollment paperwork designed by CGE contains a Study Abroad Contract that must be signed by all participants. Participants also fill out a health information form, which has been reviewed by a CGE staff member.

Wheaton programs that are conducted overseas operate in the name of Wheaton College, which is legally liable for the outcome. For this reason, all new programs are subject to approval, and continuing programs are subject to annual review and re-approval by the Global Advisory Committee. All faculty-led courses are credit-bearing and must adhere to established and accepted standards for credit courses.

REPORTING

Safe Arrival Notification

Immediately upon arrival at the program site please send the Center for Global Education a list confirming each student's safe arrival.

Email this list to: macneill_alyssa@wheatoncollege.edu

A short email is acceptable. You must list each of the students individually by first and last name.

Final Reports

- [Final Report – General](#),
- [Final Report: Confidential](#)
- [Grade Reports](#)

Final Report: General

What it is: A report that outlines the academic and group dynamic highlights.

Why it is needed: It is an important source of communication and documentation of your program.

Explanation of the purpose of the “General” Final Report

- To inform the **Global Advisory Committee and the Center for Global Education** of academic developments and events that took place in the program during the semester. The report should focus on what is different from what was presented in the program proposal or what has been done in other years, and not just reiterate what is already known.
- To provide additional programmatic information for **CGE staff** who promote your program and advise prospective students.

In writing the Final Report it is crucial to avoid including confidential material, such as student names or names of individuals involved in sensitive issues. Please refer to all specific incidence details in the “Confidential” Final Report.

Final Report: Confidential

What it is: A report that outlines the details of the semester's confidential academic, student, group dynamics, personnel and other miscellaneous issues.

A. Health Report: This should include illness, diagnosis, and treatment for significant health issues that arose during the program. Please add detail as appropriate. Students should have already submitted the Illness report forms to the faculty member and a copy of these should have been emailed at the time of diagnosis and treatment. [\(Form 1: Illness Report Form\)](#)

) Original copies should be included with the Final Report: Confidential. For more minor illnesses, you can list student names and illnesses when pertinent. Communication is more important than the right form.

B. Crime Report: In the case of a crime we require a faxed or emailed Crime Report [\(Form 2: Crime Report Form\)](#) at the time of the incident. Students are responsible for reporting crimes to you. Copies should be included with the Final Report: Confidential. Again, communication is more important than the right form.

Incident categories are broken down in order to facilitate Clery Act reporting.

Important: In each of the incidents reported, please indicate whether local police authorities have been informed.

C. Student Issues (Including Academic, Behavioral, etc.): Include detailed information regarding the manner in which the issue was dealt with and the results. Please give as much information as possible including names and dates.

F. Miscellaneous Sensitive Issues

PART III: APPENDICES

Appendix A: Program Contract

WHEATON COLLEGE
Center for Global Education
FACULTY-LED STUDY ABROAD PROGRAM CONTRACT

Students should make a copy for their personal records.

Program:

I hereby agree as follows:

1. **Eligibility.** I understand that I must be in good academic and social standing in order to participate in this study abroad program. I must also maintain an overall GPA of 2.0 in the semester preceding my enrollment in study abroad. To this end, I give permission to Center for Global Education to check my academic and disciplinary records to confirm my eligibility for participation at any time prior to the departure or during my program.
2. **Risks of Education Abroad.** I understand that participation in the Wheaton Study Abroad Program specified above (the “Program”) involves risks not found in study at the College. These include risks involved in traveling to and within, and returning from, one or more foreign countries; foreign political, legal, social, and economic conditions; different standards of design, safety and maintenance of utilities, including computing facilities, buildings, public places and conveyances; local medical and weather conditions; and other matters. I acknowledge that participation in the Study Abroad Program involves possible damage to property, illness and injury, including death. I have made my own investigation, including a review of any applicable U.S. State Department Announcements and Advisories and am willing to accept these risks.
3. **Institutional Arrangements.** I understand that Wheaton College does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation, carrier, hotel, tour organizer, or other provider of goods or services related to the Program. I understand that any reimbursement I might receive shall be in accordance with the orientation material. I further understand that Wheaton is not responsible for matters that are beyond its control. I hereby release Wheaton from liability for any injury, loss, damage, accident, delay, or expense arising out of any such matters.
4. **Independent Activity.** I understand that neither Wheaton College nor any faculty member or other Wheaton representative is responsible for any injury or loss I may suffer when I am traveling independently or am otherwise separated or absent from any Wheaton-supervised activities, even if a faculty member or other Wheaton representative organizes or accompanies me in any independent activity or travel that is not sponsored by or affiliated with Wheaton.

5. Health and Safety

a) I am aware of all applicable personal medical needs. I have arranged, through insurance or otherwise, to meet any and all needs for payment of medical costs while I participate in the Program. I recognize that Wheaton is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility therefore. If I require medical treatment or hospital care, in a foreign country or in the United States, during my participation in the Program, Wheaton College is not responsible for the cost or quality of such treatment or care. I have had an opportunity to consult with a medical doctor with regard to my personal medical needs. I certify that there are no health-related reasons or problems that preclude, restrict or recommend against my participation in this Program. I agree to disclose any health related issues or any special accommodations necessary for my participation to the Center for Global Education in an appropriate timeframe prior to my departure from Wheaton College. I agree to maintain adequate medical and evacuation insurance throughout the duration of my study abroad program.

b) Wheaton College may (but is not obligated to) take any actions it considers to be warranted under the circumstances regarding my health and safety. I agree to pay all expenses related thereto and hereby release Wheaton College from any liability for any such actions.

c) Wheaton may, through the Dean of Students or her designee, contact my parent(s) or other designated emergency contact, and disclose otherwise confidential or private information, including, but not limited to, medical information if, in the Dean's or designee's discretion, such disclosure is necessary or desirable in order to assist or resolve an emergency involving me.

6. Standards of Conduct

a) I understand that each foreign country has its own laws and standards of acceptable conduct, including dress, manners, morals, politics, drug use, and behavior. I recognize that behavior that violates those laws or standards could harm Wheaton College's relations with those countries and the institutions therein, as well as my own well-being. I will become familiar with, and will abide by, all such laws and standards for each country to or through which I will travel during my participation in the Program.

b) I acknowledge and agree that in consideration of permission being granted for me to participate in the Wheaton Study Abroad Program listed above, the policies, procedures, rules, and standards of Wheaton College, including but not limited to the Wheaton College Honor Code, the Wheaton Community Standards and the Study Abroad Orientation materials, shall govern my participation in the Program and I agree to obey such policies and procedures at all times. I waive and release all claims against Wheaton College, including its employees, members, servants and agents that arise at a time when I am not under the direct supervision of Wheaton or that are caused by my failure to remain under such supervision or to comply with such rules, standards and instructions.

c) I agree that Wheaton College has the right to enforce the standards of conduct described above, in its sole judgment, and that it may impose sanctions, including without

limitation immediate exclusion from the Program, for violating these standards or for any behavior detrimental to or incompatible with the interest, harmony, & welfare of Wheaton, the Program, or other Program participants.

In addition to normally available sanctions, if I am excluded from the Program, I consent to being sent home at my own expense with no refund of fees, and I understand that I may be subject to further disciplinary action upon my return to Wheaton.

d) I will be responsible for and attend to any legal problems I encounter with any foreign nationals or government of the host country or any country to or through which I travel during my participation in the Program. Wheaton is not responsible for providing any assistance under such circumstances.

7. **Program Changes.** In programs that are managed directly by Wheaton College, the Center for Global Education or the Program Director has the right to make cancellations, substitutions, or changes in the case of emergency or changed conditions in the Program. If I leave or am excluded from the Program for any reason, there will be no refund of fees already paid. I accept all responsibility for loss or additional expenses due to delays or other changes in the means of transportation, other services, or sickness, weather, strikes, or other unforeseen causes. If I become detached from the Program group, fail to meet a departure bus, airplane, boat, train, or other transit or become sick or injured, I will at my own expense seek out, contact, and reach the Program group at its next available destination.

8. **Orientation.** I understand that I have been alerted to the pre-departure orientation and that I am expected to attend. I acknowledge that I have received, read, and understand the orientation materials and all policies and procedures discussed in those handouts, that they are incorporated into this Study Abroad Program Contract by reference, and that I understand all of the terms and conditions, including those stated above for participation in a study abroad program.

9. **Refund Policies.** I acknowledge that I have read and understand the refund policies of Wheaton College governing Wheaton Faculty-Led program participation included in this contract.

10. **Assumption of Risk and Release of Claims** NOW THEREFORE, knowing the risks described above, and in consideration of being permitted to participate in the Program and of the professional and educational enrichment and academic credit that I may derive from this educational experience, even though said activity is not a requirement of my course of study, and other valuable consideration, the receipt whereof is hereby acknowledged, I do hereby, in addition to the releases stated in the above paragraphs, for myself, my heirs, executors, administrators, and assigned waive, release, covenant not to sue and forever discharge the Board of Trustees of Wheaton College and their members, agents, servants and employees and the individual(s) responsible for, and employed by, the Program and their agents (each of the foregoing being hereinafter referred to as "Wheaton") of and from any and all manner of action or actions, causes or causes of action, including, but not limited to negligence, suits, debts, accounts, damages, claims and demands of whatsoever in law, in admiralty, or in equity or otherwise, which I have or may acquire by reason of injury or death, damage or harm to person, or property while participating in said travel and/or study program or study programs, arising out of, or

connected with, participation in said travel and/or study program or study programs. Further, I agree to defend, indemnify and hold harmless Wheaton College from any and all claims, demands, and/or causes of action arising out of my own actions while participating in the Program.

I have carefully read and understand this contract. No representations, statements, or inducements, oral or written, apart from the foregoing written statement, have been made. This agreement shall become effective only upon receipt of my application by Wheaton College and shall be governed by the laws of the Commonwealth of Massachusetts, which shall be the forum for any lawsuits filed under or incident to this agreement or to the Program.

Signature of Student	Print Name	W ID #	Date
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If Applicant is under 18 years of age:

I (a) am the parent or legal guardian of the above Applicant. (b) Have read and understand the foregoing Release Form (including such parts as may subject me to personal financial responsibility). (c) Am and will be legally responsible for the obligations and acts of the Applicant as described in this Release Form, and (d) agree, for myself and for the Applicant, to be bound by its terms.

Signature of Parent/Guardian	Print Name	Date
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Appendix B: Refund Policy

WHEATON COLLEGE REFUND POLICY Governing Faculty-Led Program Participation

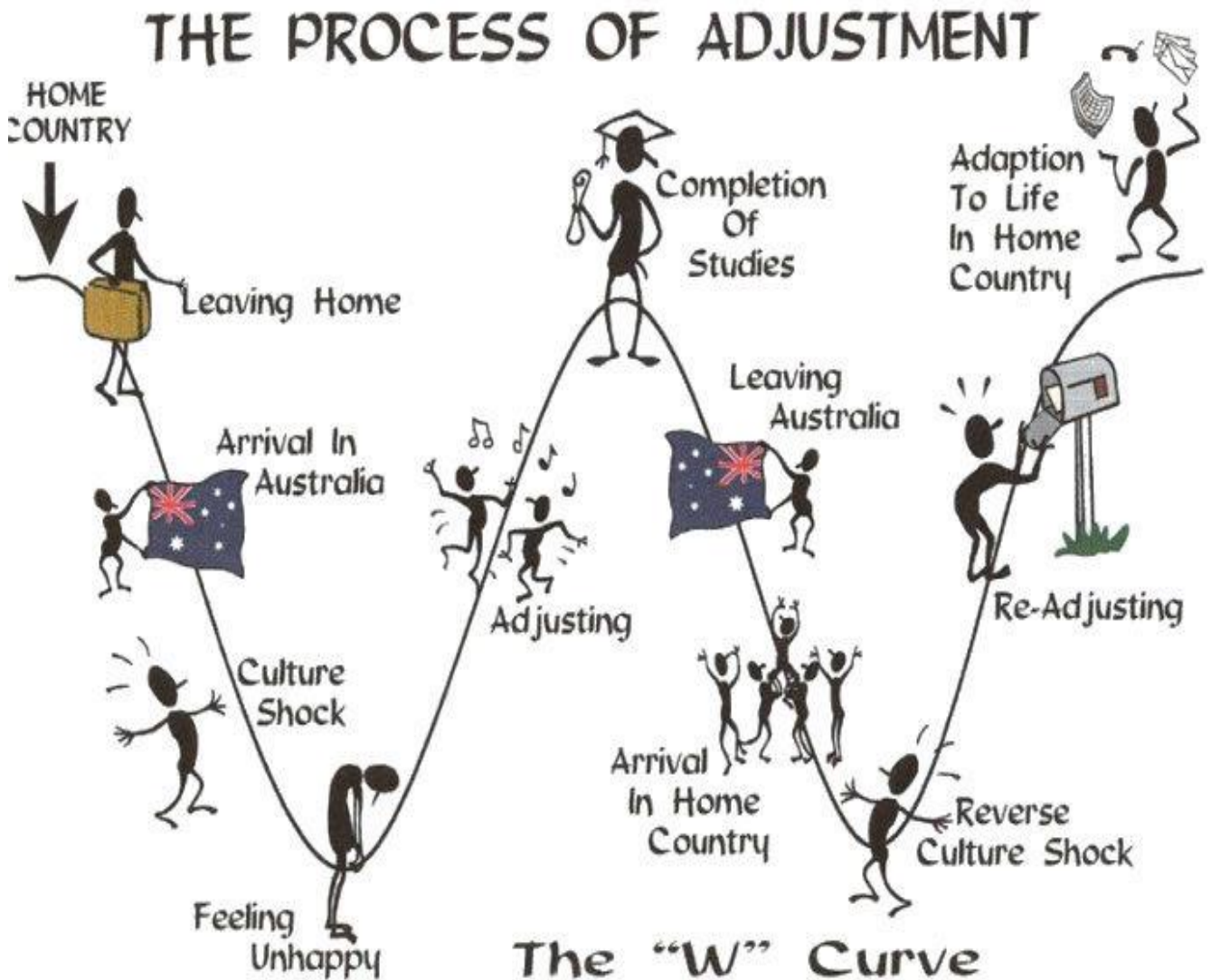
Wheaton College incurs many costs as it prepares for students to be involved in study abroad programs each semester. Many of these costs cannot be recovered if students withdraw from program participation after signing the Wheaton College Study Abroad Contract confirming participation in a Wheaton study abroad program. In order to protect the integrity of the study abroad process, the financial commitments of the College and the interests of all program participants, we are obliged to observe the following policies on refunds:

- ☐ Students who officially withdraw, voluntarily or involuntarily, prior to the date of departure from the United States may receive a 100% refund minus any unrecoverable costs that the Center for Global Education has incurred or for which commitments have been made.
- ☐ Students who are sent home from the program due to disciplinary action will not receive a refund.
- ☐ Students who officially withdraw after arrival in the host country would be accountable for the entire fee assessable for the intended program. Exceptions to this rule would apply **ONLY** in the following circumstances:
 - o Death of an immediate family member (defined as parent/guardian or sibling)
 - o Terrorism, civil unrest in vicinity of program, or act of war as defined by the Center for Global Education and the Global Education Advisory Committee

Students meeting any of these criteria would receive a 100% refund minus unrecoverable costs.

- ☐ Merit Scholarships and financial aid may not be used to cover charges arising from a student's failure to participate in the program.
- ☐ This policy is an exception to Wheaton's regular refund policies and applies to students participating in Wheaton Faculty-Led programs.
- ☐ Final decisions regarding refunds will be made by the Center for Global Education.

Appendix C: The W Curve of Cultural Adjustment



Appendix D: Student Handout on Mental Health

=====

Important Information to know to prepare for studying abroad:

Who do I contact at my host school for a mental health emergency or therapy services?

Counseling or Wellness Center Telephone Number: _____

Counseling or Wellness Center Address: _____

How many sessions can I access at the Counseling or Wellness Center: _____

Does it cost anything? _____ How much does it cost to be seen? _____

What are the local area resources?

24/7 Emergency Crisis number? (ex. 911 or Suicide Hotline): _____

Closest Hospital Address: _____

What is my insurance information?

Insurance number to call with questions about coverage: _____

Coverage limits: Does my insurance cover therapy? _____ Medication? _____

Crisis? _____

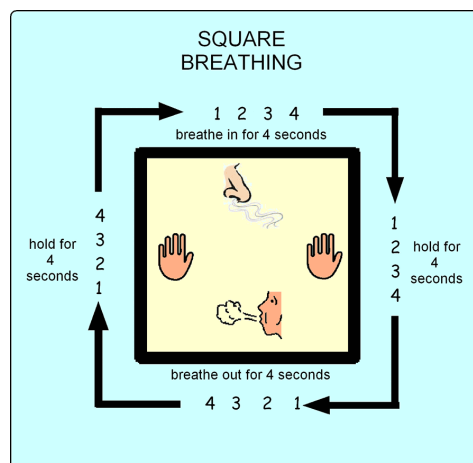
How many therapy sessions does my insurance cover? _____

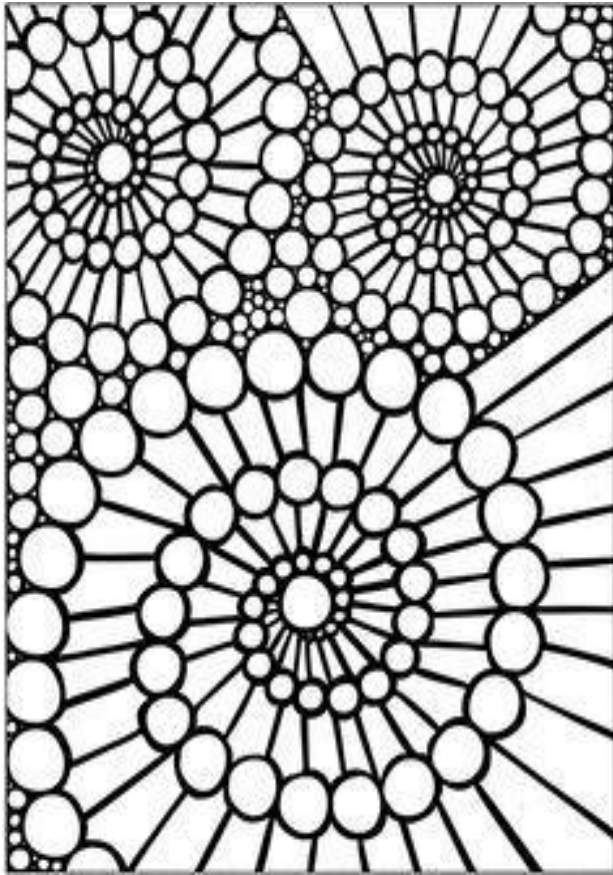
How much does it cost? _____

Tips for Stress Management:

When we are stressed and anxious, our heart rate and blood pressure increase, muscles tighten, we tend to breathe shallowly and feel on edge. During periods of stress and anxiety, we often lose sleep, struggle with concentration, and have physical pains such as backaches, headaches and stomach aches. Stress can cause our body to be more susceptible to illness as well.

One of the ways to help our body relax is through breathing deeply and slowly. Even if our mind does not feel quieter, our body will. Breathing deeply and slowly, as described in the image to the left, decreases heart rate and blood pressure while increasing oxygen in your blood stream. Breathing can also relax muscles and improve digestion.





Doing repetitive things, such as coloring, taking a walk and paying attention to your surroundings and engaging in activities you do not normally do and are calming, can help reduce anxiety.

Engage in a “Body Scan” to identify areas of stress and release tension.

Try: <http://www.mindful.org/the-body-scan-practice/>

Try “guided meditation” even if meditation hasn’t worked for you before, or doesn’t seem like your thing, following along to a set of directions for thought or body relaxation can help. See link below for some YouTube recommendations and search for others on your own.

FURTHER RESOURCES

INTERNATIONAL CRISIS HOTLINES AND COUNSELING SERVICES

Befrienders Worldwide

<http://www.befrienders.org/support/helpline.php>
Some helplines available in English

Samaritans

<http://www.samaritans.org>
Crisis hotlines for the U.K. and Republic of Ireland

Lifeline International

<http://www.lifeline.web.za/>
Some helplines available in English

National Suicide Prevention Hotline

(800) 273-TALK
Crisis counseling for all students and referrals for students in the United States

U.S. embassies and consulates worldwide

<http://www.embassyworld.com/>
The embassy can provide referrals to English-speaking physicians and mental health professionals

International Federation of Telephone

Emergency Services

<http://www.ifotes.org>
Crisis services in the local language

MENTAL HEALTH AND SUICIDE PREVENTION RESOURCES

The Jed Foundation

<http://www.jedfoundation.org>

ULifeline

<http://www.ulifeline.org>
Check to see that your university is registered

American Association of Suicidology

<http://www.suicidology.org>

American Foundation for Suicide Prevention

<http://www.afsp.org>

Suicide Prevention Resource Center

<http://www.sprc.org>

National Mental Health Association

<http://www.nmha.org>

All content is provided as information only. The information and material provided in this brochure are not substitutes for actual medical advice. The brochure does not provide a medical diagnosis. Neither The Jed Foundation nor any of the suppliers of information or material in connection with the brochure accepts any responsibility for decisions made based upon the use of this brochure. The Jed Foundation presents this data as is, without express or implied warranty.

Wendy Settle, Ph.D. collaborated with The Jed Foundation to adapt this publication from: Settle, W. (2004). Helping the study abroad student who is depressed or suicidal. In Settle, W. et al, Mental Health and Crisis Management: Assisting University of Notre Dame Study Abroad Students, 2nd edition, University of Notre Dame. Available on-line at http://www.nd.edu/~ucc/International_Eds_Hdbk_I.html#Depressed

PART IV: FORMS

Form 1: Illness Report Form

=====

To be completed by the student:

Student Name: _____

Program Country and Title: _____

Date: _____

Please fill out this form each time you are ill during the course of this semester and return the completed form to your Faculty Director.

1) Date of the onset of symptoms:

2) Type of illness:

3) How was the illness diagnosed (i.e. self-diagnosis, physician, nurse, etc.)?

4) Please give the name, address, and contact information of any doctors or other medical personnel seen (include clinic or hospital name and contact number if applicable).

5) List all symptoms accompanying the illness.

6) Describe treatment (i.e. name of any medications used), rate of administration of the medication, amount of medication taken and any other pertinent information regarding treatment.

7) What is the current status of your illness? What follow-up is required?

8) Additional information:

Signature of Person Completing the Report

Note: please use the back side of this sheet or additional sheets as necessary.

Form 2: Crime Report Form

=====

Name of Victim		Name of person completing this report	
Program and Country		Date of this report	
Please fill out this form for any incident that you feel should be considered a crime that occurs during your faculty-led study abroad program. Please use a separate form for each incident. You should inform your Program Director(s) as soon as possible if you feel a crime has been committed.			
Date of incident		Time of incident	
Location of incident		Date of first report of incident	
Names of suspect(s) and/or witnesses			
To whom it was reported			
Weapon: Y/N			
What kind of crime occurred? (Place X next to closest matching kind of crime below)			
According to Clery Violation Categories			
Murder/ Non-Negligent Manslaughter []		Motor Vehicle Theft []	
Negligent Manslaughter []		Arson []	
Sex Offenses (Rape, Fondling, Incest, Statutory Rape) []		Domestic Violence []	
Robbery (theft using force or threat of force) []		Dating Violence []	
Aggravated Assault []		Stalking []	
Burglary []		Hate Crime []	
		Location of hate crime:	
Other (please describe) []			
Please describe incident and any injuries			
List anything that was stolen/taken and approximate value of each item			
Was a police report made? (If so, please attach and provide the name of the recording officer and/or police station location.)			

Form 3: Student Withdrawal Form

FACULTY-LED STUDY ABROAD

Student Withdrawal

Waiver, Indemnification, and Hold Harmless Agreement

I, _____ (student name), wish to leave the
Wheaton College study abroad program _____
(name of Program) as of _____ (Departure Date) for the following reason:

I understand that effective as of the Departure Date, Wheaton College and its affiliated representatives shall not be responsible for providing services or assistance.

Waiver: In consideration of being permitted to withdraw from the Program, I, for myself, my heirs, personal representatives or assigns, **do hereby release, waive, discharge, and covenant not to sue Wheaton College**, its officers, employees, and agents from liability **from any and all claims** resulting from personal injury, accidents or illnesses (including death), and property loss arising from, but not limited to, my travel and related activities following the Departure Date.

Indemnification and Hold Harmless: I also agree to INDEMNIFY AND HOLD Wheaton College HARMLESS from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees brought as a result of my travel and related activities following the Departure Date and to reimburse them for any such expenses incurred.

Severability; Non-Integration: I further expressly agree that this Waiver, Indemnification and Hold Harmless agreement is intended to be as broad and inclusive as is permitted by the law of the State of Massachusetts and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect. I understand that this Waiver, Indemnification and Hold Harmless Agreement is an independent agreement between me and Wheaton College relating to my withdrawal from the Program and shall not in any way be interpreted as superseding, substituting or otherwise limiting or expanding the terms and conditions of any other agreement between me and Wheaton College relating to my participation in the Program, including but not limited to the Wheaton College Study Abroad Contract.

Acknowledgment of Understanding: I have read this Waiver, Indemnification and Hold Harmless Agreement, fully understand its terms, and **understand that I am giving up substantial rights, including my right to sue.** I acknowledge that I am signing the agreement freely and voluntarily, and **intend by my signature to be a complete and unconditional release of all liability** to the greatest extent allowed by law.

Signature of Participant

Date

Signature of Parent (if minor)

Date

Participant's Age
(if minor) _____

Form 4: Faculty Director Emergency Information Form

=====

Please submit this form to the Center for Global Education.

PROGRAM: _____

FACULTY DIRECTOR INFORMATION

Name _____
Home Tel _____
Office Tel _____
Cell Phone _____

E-Mail _____

Name _____
Home Tel _____
Office Tel _____
Cell Phone _____

E-Mail _____

EMERGENCY CONTACT INFORMATION

Name	Name
Relationship	Relationship
Home Tel	Home Tel
Office Tel	Office Tel
Cell Phone	Cell Phone
E-Mail	E-Mail

Please list any special notes about the above numbers

EXCURSION INFORMATION

	Location	Dates	Hotel/Guest House Name	Tel	Email
1					
2					
3					

Form 5: Sample Probationary Letter

Date:

Program:

Dear _____,

As we have discussed several times previously, your (academic performance)/ (behavior) in the _____ program has been unsatisfactory and not in keeping with the Study Abroad Program Contract agreed to by you. Specifically (insert clear statement here of issues leading to probation.) I have thus found it necessary to place you on (academic)/ (behavioral) probation. The terms of this probation include the following (examples):

1. **(academic)** You must attend at all future (language) (thematic seminar) classes unless absence is discussed and approved in advance by the Director.
2. **(disciplinary)** Because your excessive use of alcohol has interfered with the operation of this program and demonstrated disregard for your hosts and this culture you must (moderate my use)/ (stop my use) of alcohol.
3. **(disciplinary)** You must inform the Director where you will be at night if you are away from your place of lodging.

The duration is (insert length here.)

The consequences of not meeting the above conditions are (insert here) and may include my recommendation to Wheaton that you be dismissed.

Signing below indicates that you have read and understood the contents of this letter.

(Student signature)

(Date)

(Faculty Director's signature)

(Date)

Form 6: Insurance Claim



- ▶ **Program Name:** Wheaton College
- ▶ **Policy Number:** GLM N0496522A
- ▶ **Participant ID Number** (from the front of your insurance card):

Mailing Address: 1 High Ridge Park, Stamford, CT 06905 |

E-mail: claimhelp@mycisi.com | **Fax:** (203) 399-5596

For claim submission questions, call (203) 399-5130,

or e-mail claimhelp@mycisi.com

Instructions:

1. Fully complete and sign the medical claim form for each occurrence, indicating whether the Doctor/Hospital has been paid.
2. Attach **itemized bills** for all amounts being claimed. *We recommend you provide us with a copy and keep the originals for yourself.
3. Approved reimbursements will be paid to the provider of the service unless otherwise indicated.
4. **Submit claim form and attachments via mail, e-mail, or by fax (provided above).**

▶ NAME AND CONTACT INFORMATION OF THE INSURED

Name of the Insured: _____

Date of Birth: ____/____/____
(month/day/year)

*Please indicate which is your home address: ☐ U.S. Address ☐ Address Abroad

U.S. Address: _____
street address apt/unit #

city state zip code

Address Abroad:

E-mail Address: _____

Phone Number: _____

▶ IF IN AN ACCIDENT

Date of Accident: ____/____/____ Place of Accident: _____

Date of Doctor/Hospital Visit: ____/____/____

Description/Details of Injury (*attach additional notes if necessary*):

► **IF SICKNESS/ILLNESS**

Description of Sickness/Illness (*attach additional notes if necessary*):

*Onset Date of Symptoms: ____/____/____

*Date of Doctor/Hospital Visit ____/____/____

Have you had this Sickness/Illness before? ☐ YES ☐ NO If yes, when was the last occurrence and/or doctor/hospital visit?

► **REIMBURSEMENT**

Have these doctor/hospital bills been paid by you? ☐ YES ☐ NO

If no, do you authorize payment to the provider of service for medical services claimed? ☐ YES
☐ NO

If yes, any eligible reimbursements will be made in U.S currency (USD) via check. If you would like your eligible reimbursement in another currency via wire transfer, please contact CISI at 203-399-5130 or claimhelp@mycisi.com for instructions.

Please note if you are submitting a claim for prescription medication, you must submit the prescription receipt. This will include your name, the name of the prescribing physician, name of the medication, dosage, date and amount billed. Cash register receipts will not be considered for reimbursement.

► **CONSENT TO RELEASE MEDICAL INFORMATION**

I hereby authorize any insurance company, Hospital or Physician or other person who has attended or examined me, including those in my home country to furnish to Cultural Insurance Services International or any of their duly appointed representatives, any and all information with respect to any sickness/illness or injury, medical history, consultation, prescriptions or treatment, and copies of all hospital or medical reports. A photo static copy of this authorization shall be considered as effective and valid as the original.

I certify that the information furnished by me in support of this claim is true and correct.

Warning: Any person who, knowingly or with intent to defraud or to facilitate a fraud against any insurance company or other person, submits an application or files a claim for insurance containing false, deceptive or misleading information may be guilty of insurance fraud.

Name (please print) _____

Signature _____

Date _____