

**Indiana University**



**Resident Director Handbook  
Short-Term Faculty-Led Programs**

*IU's first short-term faculty led program took place in 1879 when IU faculty took students to Europe on summer 'tramps' to hike 300 miles while studying natural history and foreign languages in Germany, Switzerland, France, Italy and England. A lot has changed since the 19<sup>th</sup> century, starting with the reduced physical stamina of the students! But one constant has been the dedicated energy and enthusiasm that faculty bring to IU's short-term programs. We thank you and commend you for continuing this long academic tradition at IU.*

*Faculty directors serve as liaisons between Indiana University and the host institution or provider, and between the student participants and the local administrators, faculty and others on site. They also take on a wide range of responsibilities and roles that on the IU campuses are handled by a series of professionals across numerous offices: academic dean, teacher, culture broker, advisor, personal counselor, financial consultant, disciplinary monitor, registrar, communications coordinator, technology expert, emergency respondent and confessor.*

*Although the success of faculty-led programs abroad depends on the commitment and capability of the directors, please remember that you are not alone. Overseas Study, with its decades of experience in working with faculty directors, can serve as a resource from the outset of your charge. In some cases, you will also have experienced and responsive support from on-site resource people to help you deal with arrival, housing, academic and emergency assistance.*

*We hope that the role of faculty director will be one you will long remember as you look back on your career. It is our experience that the students on your program will always associate you with one of the most memorable experiences of their lives.*

*Office of Overseas Study  
Indiana University*

## RESPONSIBILITIES OF INDIVIDUALS SERVING AS ON-SITE STAFF

Accompanying students on an educational endeavor abroad, whether they earn credit or not, entails responsibilities that may not normally be exercised in a traditional campus-based classroom situation. Of course, it is a given that the core activity of an academic program abroad is the teaching and learning that take place. The Overseas Study program design process itself guides faculty as to IU's expectations with regards to incorporating the local environment into the course pedagogy while ensuring that students are as intellectually challenged as they would be in a course offered on campus.

Your responsibilities as a faculty advisor or chaperone may include:

- **Teaching students in an international setting and executing the programmatic goals.**
- **Administrative and fiscal duties which will vary, depending on the model of the program.** In such cases, IU's policies and procedures for fiscal accountability have been provided as part of the orientation process as well as described below in the section on Finances. Other administrative duties may include organizing field trips and excursions, interfacing with hotel and other service providers, purchasing tickets, arranging meals, organizing local transportation for the group, etc.
- **Managing student life issues are an integral part of an education abroad experience.** While abroad, students have no recourse but to turn to their program organizer or director for their personal needs. These needs can be wide ranging and can include needing help for mild *homesickness, acute emotional distress, minor or major health issues, physical or sexual assault, accidents, theft and other unexpected incidents*. Students may also experience moments of self-reflection where they wish to consult the program leader(s) about their own identity (e.g. gender expression or sexual orientation). Students may also experience awkward moments resulting from issues related to group dynamics or culture shock. Detailed information about such situations is included below (beginning on page 13 and continuing through the appendices).

It is important that the faculty or staff members who commit to serve as on-site program staff realize the extent of the responsibility they have taken on through this process. The office is prepared to assist you in preparing to respond to a crisis. And Indiana University will protect and defend the faculty/staff member if their actions are in consonance with institutional expectations, should a crisis occur. Some program organizers have not had to deal with crises while others have had to cope with multiple incidents. The staff of Overseas Study is available 24/7 for guidance and advice during moments of crisis. The office will bring in the expertise of other units such as the Dean of Students or Counseling Services, as appropriate, to respond to a crisis. Even with the support of the university resources, faculty must be prepared to be the first responder in any kind of situation. Decisions related to health, safety and security are made in consultation with the student's family as well as IU administrators.

IU ascribes to best practices in these circumstances and will advise faculty or staff regarding legal requirements related to privacy issues (i.e. HIPAA, FERPA, etc.). For more information about managing Emergencies, see below and the detailed documentation provided by Overseas Study regarding crisis management.

Most faculty and staff find that leading an education abroad program is one of the most satisfying experiences of their careers. However, they need to be prepared for the full scope of eventualities that may occur.

## **CAMPUS SECURITY AUTHORITY TRAINING**

Indiana University requires that all faculty and staff who are serving as on-site staff for programs complete the online Campus Security Authority training within the year preceding the program start date. The online training course is available here:

<https://expand.iu.edu/browse/e-training/psia/courses/csa>

## **EMERGENCIES**

It is critical that you have plans in place prior to your departure for managing an emergency while you are abroad. For that reason it is important that you have emergency contact information for all program participants, no matter what their age or status. We recommend that the contact information be collected when you have students complete an application for the program. If not, then you should create an emergency contact sheet after students are accepted. In addition to your having that information, the same contact information should also be left with someone in the U.S., preferably the administrator with whom you would have contact in case of an emergency.

In case of an emergency, notify the designated administrator at your campus as quickly as possible (international office staff, department chair or dean of your school). No cancellation or changes in the program, evacuations, or medical treatment other than of an urgent nature should be undertaken without consulting someone on the home campus. The Office of Overseas Study can serve to guide you and your designated administrator during such situations since we have experience with emergencies abroad.

### **Overseas Study Contact Information:**

Tel: (812) 855-9304 Fax: (812) 855-6452; E-mail: [overseas@iu.edu](mailto:overseas@iu.edu)

**Jennifer Engel, Associate Vice President for Overseas Study**

(812) 855-1139 (Office); (803) 586-1199 (Cell); [engeljl@iu.edu](mailto:engeljl@iu.edu)

**Susan Carty, Director**

(812) 855-9305 (Office); (812) 336-7518 (Home); (812) 327-9058 (Cell); [scarty@iu.edu](mailto:scarty@iu.edu)

## **COMMUNICATION WITH INDIANA UNIVERSITY**

Notify your designated administrator (international office staff, department chair and/or dean) immediately in the case of serious mishaps, accidents, or other emergencies that concern individual students. In some cases you may have to contact the student's parents directly. Follow up with a report to Overseas Study. In the case of an international incident, such as a threat of terrorism directed at Americans abroad, or even an outbreak of disease, post office bombing or natural disaster in the host country, contact your designated administrator immediately to provide on-the-scene information even if the incident does not involve the program or its students directly. Parents are often alarmed by news reports of incidents anywhere in the host country or region and call campus offices for reassurance and details. Keep Overseas Study informed.

## COMMUNICATION WITH INDIANA UNIVERSITY (CONTINUED)

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, the Office of Overseas Study will share details of reportable crimes with the IU Office of Public Safety and Institutional Assurance. See info here:

<https://protect.iu.edu/police-safety/annual-reports/index.html>

As incidents that impact student health and safety occur, you should record the details of date, time and location, the responses of local officials, and your actions. You can use the Incident Report Form (Appendix M).

In any crisis, communication is the key to successfully coping with the situation. There should be a standard way of speedily reaching all students on the program. This is especially vital when students are scattered through the city. Keep a list of participants' local addresses, passport numbers, insurance information and emergency contact information readily available. Establish and test an emergency contact system, particularly if student housing is disbursed around a wide area.

If Americans are special targets of threats or violence, maintaining a low profile is of critical importance. Students should avoid congregating in places associated with Americans, such as McDonalds or the Hard Rock Cafe; they should dress and act as inconspicuously as possible in public.

## PERSONAL AND PROFESSIONAL CONDUCT

The [Indiana University Academic Handbook](#) provides information about and guidance on personal and professional conduct of academic appointees. Please understand that these apply to faculty directors and instructors abroad. If you are not already familiar with the [Principles of Ethical Conduct](#), please refer to it prior to your departure.

The handbook contains a general statement about the rights and responsibilities of scholarship, teaching, librarianship, relations with colleagues, relations to students, relations to the University, and relations to the community, as well as enumeration of specific responsibilities related to teaching, librarianship, and University citizenship.

## RESPONSIBILITY TO ACT

Since IU requires students to sign the Agreement & Release form which, among other provisions, grants IU and its agents the authority to authorize routine or emergency medical treatment, program staff have a duty to secure reasonable care and a responsibility to act in the best interests of participants.

## PERSONAL PREPARATION

As we advise student participants to do, please note the following general recommendations for personal preparation prior to the program:

- Schedule a medical exam and dental checkup.
- If you are currently taking medications, talk to your physician or nurse practitioner about arrangements for continuing the medications abroad.
- Make two photocopies of the passport page that has your name on it. Leave one copy with someone at home and take the other with you. The copy will make it easier for you to replace your passport if it should be lost or stolen.
- Be prepared in case of loss or theft of financial resources. Keep important information such as travelers check serial numbers and credit card account and company phone numbers separate from original documents.
- You may want to consider purchasing supplemental insurance to reimburse you for theft or loss of personal items (personal property insurance), lost expenses due to travel cancellations (travelers insurance), or enrollment in a travel assistance plan (assistance to help you replace lost or stolen travel documents, to local medical assistance while traveling, etc.).

A comprehensive checklist of health, safety and security items for pre-departure and on-site, is on our Web site here: [https://overseas.iu.edu/docs/HSS\\_Checklist.pdf](https://overseas.iu.edu/docs/HSS_Checklist.pdf).

As on your home campus, your own health care plan will cover you abroad. Depending upon your IU employee status (faculty, staff, full-time, part-time, etc.) you MAY have coverage that includes provisions for medical evacuation and repatriation. You should check your plan coverage (in One.IU search for Employee Center and review your Benefits) to be sure that these are included or enroll in a plan that provides this coverage. [IU staff can enroll in a component of the group health insurance plan made available to student participants in Overseas Study programs.]

## ACCOMPANYING FAMILY MEMBERS

IU program personnel occasionally may wish to have family members (partners, children, etc.) accompany them on a program. While students often benefit from the personal dimensions of interactions with family members, Indiana University cannot financially support the participation of those family members in any way. Travel costs and living expenses must be covered by the IU employee. Additionally, expenses related to any program activities (e.g. tickets to cultural events—museums, films, theater; meals, housing costs, public transportation, etc.) must be paid by the IU employee. While their occasional participation in cultural events is permitted, family members cannot represent IU in any official capacity. They should also not participate in program activities if their participation might intrude in any way on the pedagogical outcomes of the program. IU program personnel with accompanying family members must sign a special release/waiver of responsibility form, available through Overseas Study.

## FINANCES

Although each unit-based faculty-led program operates a little differently, there are some general rules that apply. Each program should have planned accordingly to make payments in advance or to make financial resources available for resident directors to pay for various program expenses as they arise (group activities, entrance fees, meals included, and general administrative expenses of telephone, postage, fax, etc.). Consult departmental fiscal officers to establish procedures for collecting fees, paying program costs, entering into purchasing agreements or contracts, etc. Please note that University policies prohibit mixing personal and program funds, so you should not count on using your own personal bank account as a vehicle for transferring funds abroad. You may use an IU check to purchase traveler's checks or debit cards before you leave the U.S. It is wise to obtain documentation of the exchange rate in effect when you exchange dollars for local currency.

It is good practice to keep a full accounting of all expenses. Keep documentation with the date, amount and purpose of each expense and obtain receipts for each expenditure. For expenses where no receipt can reasonably be obtained (donation to a monastery for tour of the grounds, the light meter in a cathedral), note in your account ledger "no receipt". Please note that the receipts need to be translated so that the purpose of the expense and the payee are clear to IU's English-speaking accountants and auditors.

**University funds may not be used to purchase alcohol.** Program funds should not be used to pay for your own meals (e.g. lunches, snacks, coffee, pastries, etc.) since those should be reimbursed through an institutional per diem arrangement.

## IU TRAVEL AUTHORIZATION & REIMBURSEMENT REQUESTS

You should use the authorization, pre-payment and reimbursement mechanisms of IU Travel Management Services for all travel-related expenses that will be covered from IU funds. Please remember to retain documentation for all expenses as well as proof of travel (receipt or e-ticket confirmation statement).

## IU SNORKELING AND SCUBA DIVING POLICY

Indiana University policies relating to snorkeling and SCUBA diving activities are in effect. Overseas Study program directors would work directly with the IU Diving Safety Officer to assure program compliance. You can review the policies and procedures here:

<https://policies.iu.edu/policies/ps-ehs-08-snorkeling-scuba-diving/index.html>

## RENTING OF VEHICLES

If group travel is to be conducted, travel should be through a reputable company that has a record of good performance. Determining how reputable the company is should include questions about how drivers are selected, what training drivers are given, and the amount of liability insurance available.

Care should be taken to verify that the driver has a valid license, that the vehicle appears to be well maintained, and that there is insurance covering the vehicle.

**Note that university policy DOES NOT PERMIT use of 12-passenger and 15-passenger vans.**

## IU RISK MANAGEMENT AUTO POLICIES

Indiana University policies relating to driver responsibilities are in effect. You can review the policies on the IU Office of Insurance, Loss Control & Claims Web site:

<https://policies.iu.edu/policies/fin-ins-02-driving-privileges/index.html>

## IU PROGRAMS INVOLVING CHILDREN POLICIES

Indiana University policies relating to programs involving children are in effect. You can review the policies here:

<https://policies.iu.edu/policies/ps-01-programs-involving-children/index.html>

These policies apply to all overseas study programs that involve activities with children, for any length of time – short or long; ongoing or one-time. Examples of activities include playing sports with children, reading to children, doing arts/crafts work with children, running camps, workshops, or clubs involving children, assisting in orphanages or schools, and doing research or work in clinical settings involving children. Health-related clinics that are not specifically intended for children/minors and are open to attendance by individuals of any age from the general public are exempt unless a specific component of the program targets children/minors.

### **Background Checks**

Programs must ensure that all faculty, staff, students, volunteers, or other personnel who will have contact with children have been subject, within the last five years, to a criminal background check which includes a sex offender registry check. Organizing units will be responsible to initiate background checks for all program participants.



## IU PROGRAMS INVOLVING CHILDREN POLICIES (CONTINUED)

IU provides two different options to fulfill the background check requirements.

- (1) University employees must obtain a background check through the university's vendor, GIS. Departments may also use GIS to obtain checks for prospective program participants. Background checks processed through GIS must be paid for and processed through an IU account. GIS may also be used to process volunteer and student background checks when an IU account will be used to pay the cost.
- (2) Programs can require that individual volunteers and students process and pay for their own background checks using *Backgroundchecks.com*, requesting a certification as proof of the check. Certifications must be collected and retained by the organizing university unit.

More detailed information about the background checks procedures is available here:

<https://protect.iu.edu/iu-police-department/community-policing/pic/background-checks.html>

### Restrictions on Program Participation

A program may not allow the participation in the program of any academic, faculty, staff, hourly employee, student, volunteer or other person whose criminal background check and/or sex offender registry check includes a record of sexually based offenses or crimes against children. If criminal background checks include a record of other offenses, programs should consult the appropriate office (campus Human Resources office, academic affairs, or the University Superintendent of Public Safety) to determine if those offenses should preclude participation.

### Program Registration

As is the case for all programs involving children, overseas study programs that will include activities with children must register details of the program (dates, times, locations, attendance, and a program contact) at least 14 days prior to the start of the program; the organizing university unit must register this information with the University Superintendent of Public Safety by filling out the online form located on [One.IU \(search for Programs Involving Children\)](#). This must be completed by the program director. Recurring programs must submit/update the form at least once each year.

In addition to the other policy requirements, it is important for programs to thoroughly think through their program activities and ensure they are providing a safe environment for children and others with appropriate rules and procedures. Further guidance and examples in formulating rules and procedures for your program are available at: <https://protect.iu.edu/iu-police-department/community-policing/pic/index.html>

### Sanctions

Programs in violation of this policy may be denied permission to continue operation at Indiana University. Any violations of university policies by an individual will be dealt with in accordance with applicable university policies and procedures, which may include disciplinary actions up to and including termination from the university. Suspected violations of law will be referred to law enforcement and may result in criminal penalties.

## CONFIDENTIALITY OF STUDENT INFORMATION

The Federal Education Rights and Privacy Act (FERPA) provides students with access to their education records as well as privacy protection concerning those records.

Directory, or public information, would include information contained in the record which would not generally be considered harmful or an invasion of privacy if disclosed (i.e., name, address, phone number, major, dates of attendance, admission or enrollment status, campus, school, class standing, degrees and awards, activities, sports). All health-related and medical history information is confidential.

Protected information would include information contained in the record which would generally be considered more sensitive or an invasion of privacy if disclosed (i.e., student identification number/social security number, grades, hours completed, GPA, current class schedule, parent name and address). At IU, this includes date of birth.

Student written and dated consent must be obtained before releasing any private information. Exceptions are permitted when there is a legitimate educational interest or “need to know”.

## DATA PROTECTION

Indiana University identifies categories of data that require special care and handling. Inappropriate handling could result in criminal or civil penalties.

- **Critical Data** include social security numbers, passport numbers, international visa numbers, health information
- **Restricted Data** include grades, academic transcripts, date of birth

Only collect such data when it is necessary. Assure that data are stored and protected in appropriate ways. Password protect electronic data files. Destroy the information in a secure manner once you no longer require it.

Institutional policy and resource information can be found here:

<https://datamanagement.iu.edu/types-of-data/classifications.php>

## SPECIAL CIRCUMSTANCE WAIVERS AND AGREEMENTS

For most program arrangements, the standard Agreement & Release waiver form (see Appendix A) is appropriate. The Office of Overseas Study has worked with University Legal Counsel and IU Risk Management to prepare special agreements and waivers of liability on a case-by-case basis for unique circumstances that present added risk or involve individuals other than program participants, including travel to countries under travel advisories, high-risk program activities, and the presence of accompanying minors or others. If you believe a special circumstance exists for your program, it is of the utmost importance that you contact Overseas Study for additional details.

Signed forms **must be retained** for three years post program. These can be saved by units or sent to the Office of Overseas Study to be archived.

## **ORIENTATION**

Any former director will tell you that having the students well prepared prior to leaving the country is critical to the success of your program. Schedule at least one meeting, but preferably a number of meetings, during which you can set out your expectations, logistical issues, academic overview, cultural issues, as well as give the students time to get to know you and one another.

A sample orientation meeting agenda could include:

### ***Introduction and Overview***

Purpose of the meeting: (a) get acquainted, basic logistical info, think about goals for going abroad, cultural issues and (b) program-specific details: academics and life abroad

### ***General***

Review the 'Getting Started' Booklet with the group (general orientation manual made available to you by Overseas Study).

### ***Objectives for Study Abroad***

Have students think about their objectives for going abroad. Have them rate their reasons and then discuss the results in the group.

### ***Preparing Self for Study Abroad***

Have students make a personal list of steps to take now to get the most of their time abroad. Steps might include research about the history and culture, picking up some basic phrases in the local language, and working through health and safety checklist. Have them share the information with each other and then discuss ways they need to know themselves and know their own country prior to being abroad.

### ***Culture Shock / Adaptation / Re-entry***

Discuss culture shock, its symptoms, the experience curve (including re-entry) and coping strategies.

### ***Program Logistics***

Registration	Fee payments
Staffing and supports (IU and abroad)	On-site orientation program
Housing arrangements, details	Academics
Travel planning	Medical history forms
Insurance requirement and enrollment	Assessment and grades
Personal behavioral expectations	Meeting the locals
Money access	Appropriate clothing and footwear
Vacation travel	Laptops, phones and mobile devices
Personal safety and security (including drugs and alcohol, as well as situational info)	

### ***Conclusion***

Lingering questions; Reminders

### ***Returnees***

Ideally, invite returnees to assist with orientation. Let them chat with past participants. The expertise of these peers is highly valued by students.

If your program includes individuals who are participating in the program but not doing the academic assignments expected of others in the group, it is important for them to attend the meeting as well. You will find that these 'special' participants often feel less committed to the academic and cultural goals of the program and may undermine the academic atmosphere you are trying to set.

## AVAILABILITY TO STUDENTS

You should be prepared to provide assistance to students on a daily basis for personal as well as academic difficulties. You may be confronted with issues as diverse as illness, homesickness, accidents, sexual harassment, drunkenness, relationship issues, and loss or theft of property. Particularly during the first few days when students are dealing with adjustments to housing, food, currency, and classes, your availability and concern are crucial. In programs where on-site staff members are available to assist, establish clear instructions regarding whom students should contact with various concerns.

Some topics require emphasis upon arrival and later reinforcement (such as disciplinary issues) or discussion (such as alcohol consumption/abuse, dating and sex) throughout the program. Some students may require more guidance and support than others. More information on these topics is provided in the appendices of this handbook.

Since IU requires students to sign the Agreement & Release form which, among other provisions, grants IU and its agents the authority to authorize routine or emergency medical treatment, program staff have a duty to secure reasonable care and a responsibility to act in the best interests of participants.

## POTENTIAL PROGRAM DISRUPTIONS

For the safety and security of your students and yourself, we are making available to you the following overview of *'Managing Real and Perceived Emergencies Abroad'* as well as a document entitled *Responsible Study Abroad*.

### **Program Suspension or Cancellation**

Indiana University's Overseas Study Advisory Council has established a system-wide policy that prohibits programs from operating in countries for which a Level 3 or Level 4 Travel Advisory has been issued by the U.S. State Department. The following portion of the policy impacts a program that is already under way:

*"Should a Travel Advisory be issued while a program is under way, Overseas Study will determine, following appropriate consultation with on-site staff, the OSAC Safety and Responsibility Committee, appropriate internal departments (such as University Counsel and/or Risk Management), peer institutions, other organizations that offer programs abroad and area experts, whether conditions warrant suspension of the program and/or departure of the students from the host country."*

Aside from the issuance of Travel Advisories and/or specific directive by the U.S. State Department and/or U.S. Embassy, the decision to suspend or cancel a program will also be informed by conversations with:

- IU administrators and faculty members here and abroad
- University officials at the partner institution (where applicable)
- U.S. Embassy officials in-country
- Other officials from U.S. agencies and/or NGOs
- The appropriate U.S. State Department country Desk Officer(s)

## POTENTIAL PROGRAM DISRUPTIONS (CONTINUED)

- Overseas Study's own assessment of the following events (not in rank order):
  - Initiation of war by the U.S. against the country where the program is located or a neighbor
  - Initiation of war by a third country against the country of the program location
  - Significant terrorist activity in the program city
  - Protracted or indefinite closure of the University or host institution
  - Inability of the local staff to organize and carry out an academic program
  - Serious disruption of public utilities and/or services in the program city
  - Widespread civil unrest, violence and/or rioting in the program city
  - A declaration of martial law in the program city
  - Recommendation of suspension/cancellation by the U.S. program staff in-country

The following events might precipitate concern and will require close communication between you and your designated campus administrator:

- Violence emanating from demonstrations, or other reactions to an international situation, that affect the general population and/or you and your students. Students should avoid such demonstrations.
- Individual anti-American attacks (physical and/or verbal) that affect you and your students
- Other dangers to students while they are participating in, or away from, program activities
- Direct military violence against the city or country of your program site that affects the general population and/or you and your students
- Terrorist activity in the city or country of your program site that affects the general population and/or you and your students

In each of these cases, close contact with the home campus is imperative so that you can jointly make appropriate decisions regarding any necessary steps to be taken to ensure the safety of the group.

### Strikes

With regard to the academic implications of any type of strike in the area, plan for alternative arrangements until the situation is resolved. Safety can also be a concern in a strike situation when emotions can run high. In this situation, advise students to avoid demonstrations, where events may unfold quickly in unpredictable ways.

### Natural Disasters

Most natural disasters know no geographic boundaries. Differences do exist, however, in terms of local capabilities to manage damage after events have occurred. Each situation will be a unique event and you are encouraged to use your common sense. We suggest that you seek out local authorities for information about what to expect and how to respond if anything happens.

## STUDENT ISSUES

### Insurance Information

All program participants must have insurance to cover health care expenses while abroad. There is a special international policy available to participants on Indiana University study abroad programs. If you wish to arrange for this special insurance (\$32.00 a month), contact Overseas Study at least two months prior to the program's departure date. The coverage allows for accident or urgent illness incurred outside the U.S., as well as emergency evacuation and repatriation of remains. (Note, however, that evacuation does not necessarily mean transfer to the U.S. but rather to the nearest comprehensive medical facility.) For routine issues, students should deal with the insurance company directly for all claims and questions. The students will receive an insurance card verifying coverage.

Details outlining the summary of benefits are included in *Getting Started* in Appendix B.

### Prevention

Prevention is the key concept to address when discussing health and safety issues with students. No one has control over all elements in the environment, but students can control how they respond to the general situation and to unusual events.

### Health

Prevention of illness should start before students leave home by obtaining immunizations and all prescription medications needed for the duration of the program. For information on necessary or suggested vaccinations for travel abroad, have the students consult a family physician or <https://healthcenter.indiana.edu/medical/immunizations/travel-immunizations.html>. The IU-Bloomington Health Center receives up-to-date communiques from the Center for Disease Control ([www.cdc.gov](http://www.cdc.gov)) and the World Health Organization ([www.who.int/en/](http://www.who.int/en/)). Students should be advised in pre-departure materials to bring all prescription medications in their original containers with them to the program site, insurance rules permitting.

You are strongly encouraged to require that students submit a health history form as part of the post-acceptance process to disclose any medical conditions that the program administrators should know about. Copies of these forms should be kept by the director and must be kept in a secure place, separate from general student files and they remain confidential. ***This is required by U.S. law.*** Upon arrival, you may wish to ask students if they have any changes to the information previously provided. Remind them that the information will be used only to assist them in case of accident or illness. Language barriers and incomplete medical records can delay treatment.

Upon arrival, it is recommended that you ascertain the whereabouts of a local hospital and learn how to summon emergency services such as an ambulance. If a student is in need of medical attention, you should provide pertinent information to the local medical provider.

## STUDENT ISSUES (CONTINUED)

### Emotional, Mental and Eating Disorders

There are increasingly more students at universities today with diagnosed emotional, mental and eating disorders. Consequently, there is a higher percentage of these students studying abroad. In the best of circumstances their conditions have been stabilized with medication and treatment (e.g. counseling). In the worst of circumstances their conditions do not surface until they are abroad or they cease continuing their medications or other treatment while overseas. Students in any of these categories need immediate attention. We recommend consulting local specialists and/or consulting the student's home health care provider, depending on the situation. Consulting the home campus administrators will often provide useful support as you work through a problem with a student having an emotional crisis. In the most extreme circumstances the student may have to leave the program, for their welfare and that of the rest of the group. Included in a back section of this manual are pages from IU's Counseling and Psychological Services Center that outline some approaches to students dealing with a range of stressful challenges. [See Appendices J, K, L and M.] Also, see the document put together by the IUPUI Study Abroad Office after consultation from legal and counselling professionals, that provides a structured approach to managing mental health and behavioral issues on study abroad programs. [See Appendix M.]

### Alcohol Usage

College campuses deal with extreme alcohol abuse at an alarming rate these days. Since students may legally drink overseas at a younger age than in the U.S., many of the program participants may take advantage of their newfound freedom by drinking too much, particularly upon arrival. Unfortunately, alcohol abuse correlates heavily with high risk behavior and its consequences.

Past participants have found that their lack of sobriety resulted in accidents, sexual improprieties, robbery, etc. Part of what they should be learning during their time abroad is how to use alcohol moderately, despite its constant presence around them. Should you become aware that students are abusing alcohol, you may wish to bring to their attention the 'Self Assessment' exercise included as Appendix H in this manual.

Please be aware that university policy prohibits reimbursement for alcoholic beverages. Should you make arrangements to have alcohol accompany any program-sponsored event, it should be served in moderation, with careful oversight from the director.

### Crime

Students on short-term programs are victims of crimes more often than one would anticipate, probably because they are not abroad long enough to become skilled at recognizing dangerous situations. You should cover safety issues during orientation and immediately upon arrival abroad. Petty theft is a problem that students often encounter. Prevention can go a long way towards avoiding being the victim of a crime: students should be advised to store valuables in a locked cabinet, not wear jewelry when traveling, carry wallets where they are not visible or easily reached in a crowded bus or subway. These are all easy measures to help ensure the security of one's belongings. Personal crimes are no more, and often less common, than in U.S. cities but since our students may stick out as foreigners, particularly soon after arrival, they may be especially vulnerable at that time. Traveling in pairs, learning about the city and identifying areas of the city to avoid are good preventative measures.

## STUDENT ISSUES (CONTINUED)

### Sexual Harassment

Sexual harassment is unwelcome conduct or behavior of a sexual nature including: sexual advances; requests for sexual favors; other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment can include dating violence, domestic violence, sexual assault, and stalking. These are all acts of violence and power that use sex as a weapon. See IU's [Discrimination, Harassment, and Sexual Misconduct Policy](#).

Per federal regulations, the university must, when it knows (or reasonably should know) of sexual harassment: investigate, take prompt and effective steps to end the harassment, prevent recurrence, address the effects, and provide a grievance procedure.

Additionally, all incidents of sexual violence and harassment must be reported. It does not matter if:

- the person has complained or not;
- the complaint is verbal or written, formal or informal;
- information comes to you secondhand;
- the person asks you not to take action;
- the person does not identify the conduct as harassment;
- where the incident occurred; or
- when the incident occurred.

U.S. campuses have specially trained staff and volunteers, crisis help lines and Web sites to assist students who have been victims of sexual harassment. Many of these resources are still available to you and your participants, via Internet, phone and Skype connections. You, as the institutional representative, have an obligation to respond and offer assistance and to report all incidents.

### Sexual Harassment Response and Action

Should a student report an incident of sexual harassment, suggested procedures appear below. Note that such incidents often go unreported; victims often initially are conflicted over whether or not to report incidents, the majority of incidents go unreported

#### Suggested Procedures:

Upon receiving a report of sexual harassment of any kind –

1. Offer assistance to assure the safety of the student.

Ask student to share as many of the details as is comfortable for them. (Students should not be pressured to provide details.)

2. If the person reporting the incident is willing to speak to law enforcement, you can and should help them to make contact. However, if the person does not want to speak to law enforcement, they do not have to.
3. Offer to facilitate access to local medical assistance, including emergency contraception and STD testing, and to counseling, as well as to IU campus resources via distance connections.
4. Remember that every student has the right to confidentiality within official IU reporting lines.
5. Regardless of whether or not the student wishes to report the incident, you must report it to IU.

You are encouraged to consult Overseas Study at any point during this process.



## STUDENT ISSUES (CONTINUED)

### Diversity Issues

Students of different backgrounds may have a challenging transition to life abroad. They may find that attitudes about race, religion, and sexual orientation that are taken for granted in the U.S. are viewed differently abroad. Race, gender, and sexual identity issues in the host country may be approached and viewed differently. They may find that physical features that distinguish them may result in stares, comments, or sometimes overt prejudice. GLBT students may find that cultures approach the question of sexual orientation differently. Some resource information on the topics of Accessibility, Gender, LGBTQ+, Diversity, Religion and Sustainability can be found here:

<https://overseas.iu.edu/planning/expectations/identityresources.html>.

### Financial Crises

Students may experience financial shortfalls, either due to poor planning or as the result of a theft. It is the responsibility of the student to solve their own financial problem, but resident directors should have advice on the best means to wire funds (American Express or Western Union). Personal loans to students should be avoided.

### Disciplinary Problems

Under Indiana University policy, students who are currently on academic probation or who have been given a sanction of disciplinary probation or stronger (i.e., deferred suspension, suspension, separation, or expulsion) are not permitted to study abroad. This should be stated in promotional materials.

Acceptees with previous disciplinary infractions, including probation that has been completed, might receive a letter alerting them to the fact that they will be representing IU abroad so they must behave themselves in such a way that the host country be left with a favorable impression of IU students. We believe that study abroad is a special privilege and so it is important that students accepted to IU programs uphold a high standard of behavior.

In the event of an incident abroad that involves academic or behavioral misconduct of a student or a student's difficulty with local authorities, inform your designated campus contact immediately. In the most severe cases where dismissal is a consideration, consultation with Indiana University officials should take place prior to taking action.

The *Indiana University Code of Student Rights, Responsibilities, and Conduct* describes detailed rights and responsibilities of students, defines student misconduct, and stipulates complaint procedures. A copy of the code is available on-line: <https://studentcode.iu.edu/index.html>

## DISCIPLINARY PROBLEMS AND ADJUDICATION

*Adaptation from a guide produced by NAFSA: Association of International Educators*

### **Prevention**

During orientations and as the program progresses, you should set appropriate expectations as to what the program offers and what resources are available in the local environment. Often students unconsciously expect the conveniences of home and high service programs, characteristics which, in fact, may be counter to the learning experience abroad as well as be impossible to provide. When students dwell on dissatisfactions, behavioral or morale problems for the group may develop.

You are encouraged to head off potential problems by discussing frustrations with students openly when they first become apparent, by keeping dialogue open throughout the program as to cultural differences, stereotypes and other perceptions that may cause difficulties in classroom and living situations. You may find it helpful to serve as a mediator in resolving conflicts. In all cases, consultation with appropriate resource people at Overseas Study is offered in support.

Your primary concerns should focus on the behavior that takes place on the physical site where the program is located, at housing sites arranged by the program and during program activities. But you also have the authority to address accusations of misconduct for acts of personal misconduct or criminal acts that are not committed on the program location if the misconduct undermines the security of the program or the integrity of the education process or poses a serious threat to self or others.

### **Adjudication**

Campus judicial procedures are impossible to replicate abroad. However, should an incident occur, you should proceed in a way that follows due process and will determine what really did take place. Evidence needs to be gathered carefully and students need to have the opportunity to respond to the charges and the evidence. Hopefully, the outcome of the procedures will be that the student learns from the experience and can participate in a positive way during the remainder of the program. Directors are encouraged to maintain as much oral communication as possible with the student; the written procedures suggested below, however, will communicate to the student that misconduct will not be tolerated. A written record will afford the best protection should the incident be reviewed at a later date.

Some problems that arise are very similar to what a dean of students handles regularly, and the precedent they have experienced may serve as a guide.

Documented disciplinary infractions should be reported to the dean of students office on your home campus and become part of the student's official record. Upon review by the appropriate IU campus judicial body, the student may receive subsequent sanction (see IUB Procedures document of the *Code* at <http://studentcode.iu.edu/procedures/index.html> for list of possible sanctions).

**DISCIPLINARY PROBLEMS AND ADJUDICATION (CONTINUED)**  
**Adjudication (Continued)**

Suggested Procedures:

1. The student should receive written notice of any charge against them. The charges should be written in such a way that the date, time, place and nature of the behavior judged in violation of the rules can be understood by the student.
2. In gathering evidence, one is concerned with the accuracy, reliability and completeness of the evidence. A finding of the facts is an important consideration in any future review of the incident.
3. The student should be afforded a meeting to review the evidence, to present additional evidence, to question witnesses, and to make a response to the charges. The student should receive advance notice of the meeting.
4. The student should be offered the assistance of an advisor. In some situations, there may be a faculty member or an experienced professional staff person on-site who can serve that function. It may be appropriate for the program to arrange for the student to consult with an advisor by long distance phone back on the home campus.
5. The person who conducts the hearing (normally the Resident Director) should do so fairly and impartially. There should be some written or audio record of the meeting. A written finding of the facts should serve as the basis for a decision.
6. The decision should be based on the preponderance of evidence as established during the meeting. If the decision is to impose sanctions, they should be consistent with the nature of the offense and consistent with how others have been treated in similar circumstances.
7. The student should receive written notice of the outcome, citing the salient facts influencing the decision.

## NATIONAL RESOURCE FOR FACULTY-LED PROGRAM LEADERS

The Forum on Education Abroad, of which IU was a founding member, is recognized by the U.S. Department of Justice as the Standards Development Organization for the field of study abroad. The Forum published [Standards of Good Practice for Education Abroad](#) in 2004 which have since been revised. The Forum's Committee on Standards recently created a [short publication](#) that applies the Standards specifically to faculty-led short-term programs.

The Office of Overseas Study aspires to adhere to the Forum's Standards in its programming, from the design stage up through the various levels of program development and execution. Program leaders should review the questions in the Forum document to benchmark themselves prior to taking students abroad. Should you need additional information not available to you through this handbook or through in-person training, please contact us with your questions.

## POST-PROGRAM CHECKLIST

Within one month of the close of the program, the director/lead administrator must submit a summary report to the Overseas Study Advisory Council (OSAC) via the Office of Overseas Study that addresses each of the topics below. The report should be at least 3 pages long, but no longer than 5 pages.

### **Program report should include the following information:**

- Program name/title
- Program location(s)
- Program dates
- Program instructor(s)
- IUB School or Campus (e.g., College of Arts & Sciences, IU Kokomo)
- Number of participants
- Summary description of student participants (credit/non-credit enrollment, graduate/ undergraduate status, most common major, class standing, distribution by campus, etc.)
- Yes or No or Not Applicable: all IU faculty and staff who served as on-site staff for the program completed the required online [Campus Security Authority](#) training
- Yes or No or Not Applicable: For programs that fall under the IU [Programs Involving Children](#) policies, institutional protocols were followed
- Report highlights:
  - Educational program:
    - Describe the integration of the overseas setting, excursions, fieldwork, structure, into the education and intercultural experiences
    - Describe the reflection activities undertaken and how they impacted the student learning experience
    - What were the learning outcomes for the program (academic, cultural, personal and professional) and how were they measured? Please provide a summary of the results
    - Describe any concerns about the program facilities, housing, logistics, on-site staff support, etc.
    - List any issues concerning student academic performance, health, safety, conduct or behavior experiences on the program: Describe any concerns that you or others might have. For significant incidents, please submit the Office of Overseas Study [Incident Report form](#) you're your report
- Describe any aspects of the program that changed from the original proposal or the most recent iteration of the program
- Provide reflections on any issues or concerns that were raised by the Overseas Study Advisory Council during the program approval process
- Describe any changes you would recommend for the future, if any
- Indicate when you anticipate that the program would likely take place again

### **Attach copies of the following:**

- Final [Data Sheet for Participant Information](#)
- Completed [Program Location Form\(s\)](#) – Clery Act Compliance
- Summary of student program evaluation data
- If the program had a service-learning focus or engaged students in volunteer experience, please include a letter from the host country or host organization(s) (or other appropriate documentation) which outlines the outcomes for the host community.

**Note:** Reports must be sent electronically (as attached files) to the Overseas Study Advisory Council via the Associate Vice President for Overseas Study ([overseas@iu.edu](mailto:overseas@iu.edu)).

### **Contact:**

Jennifer Engel, Ph.D.  
Associate Vice President for Overseas Study  
Phone: (812) 855-1139  
Email: [engeljl@iu.edu](mailto:engeljl@iu.edu)

## LIST OF APPENDICES

- A: Sample *Agreement & Release Form* (to be signed by each student: waiver of liability)  
<https://overseas.iu.edu/docs/forms/agree.pdf>
- B: *Legal & Safety Issues* (appendix of student *Getting Started* handbook)  
at [https://overseas.iu.edu/docs/policies/Unit\\_Based\\_Student\\_Handbook.pdf](https://overseas.iu.edu/docs/policies/Unit_Based_Student_Handbook.pdf)
- C: Managing Emergencies Abroad (Overview)
- D: Worldwide Caution at <http://travel.state.gov>
- E: Summary List of Health, Safety, Security Items at [https://overseas.iu.edu/docs/HSS\\_Checklist.pdf](https://overseas.iu.edu/docs/HSS_Checklist.pdf)
- F: Responsible Study Abroad at <https://overseas.iu.edu/policies/safety-responsibility/index.html>
- G: Academic Misconduct Report Form at <https://studentaffairs.indiana.edu/student-conduct/report-misconduct.html>
- H: IU Health Center Handout - *Alcohol Self Assessment*
- I: IU Health Center Handout - *Depression*
- J: IU Health Center Handout - *Eating Disorders*
- K: IU Health Center Handout - *Stress*
- L: IU Health Center Handout - *Suicide*
- M: IUPUI Guidance for Preparing for and Managing Health and Behavioral Issues
- N: Sample *Incident Report Form*
- O: Sample *IU Overseas Study Sample Evaluation Form*
- P: Sample Overseas Study Emergency Contact Letter and Contact Card

## APPENDIX C: Managing Emergencies (Overview)

### Overview MANAGING EMERGENCIES ABROAD INDIANA UNIVERSITY OVERSEAS STUDY

The Office of Overseas Study (OVST) at Indiana University (IU) is charged with the responsibility of coordinating the management of emergencies affecting participants in all IU-approved study abroad programs. In the case of campus- or school-specific IU programs, that responsibility is shared with other offices (e.g., Office of International Affairs at IUPUI, Kelley School of Business) and, for co-sponsored programs, this responsibility is delegated to other institutional providers (e.g., CIEE, IES, DIS), with Overseas Study in a consultative role.

Assuring the safety and well-being of students, faculty and staff who are participating in IU programs abroad is of the highest importance, and all reasonable actions will be taken to accomplish this.

By closely following the procedures outlined in the document *Managing Real and Perceived Emergencies Abroad*, the staff of OVST will be able to gather information that allows them to respond appropriately to emergency situations. They will gather information about the incident, determine the nature and extent of the emergency, and take appropriate steps to respond to the situation and reassure concerned parties. Other units at IU with responsibility for campus- or school-specific programs are expected to follow these same procedures and to consult with OVST as appropriate.

- ***In case of any emergency*** on an IU program abroad, OVST must be informed as quickly as possible. No cancellation or changes in programs, evacuations, or treatment other than that of an urgent nature should be undertaken without first contacting the office in Bloomington, which will coordinate appropriate action.
- ***In case of death or serious accident requiring medical evacuation***, Resident Directors or local coordinators should also contact the nearest U.S. Embassy or Consulate. The office in Bloomington will serve as a clearing house for information and all calls should be referred there.
- ***In cases of contagious illness, injury, incarceration or death***, uninvolved program participants should be asked not to contact their homes or families until OVST and IU officials have given instructions to the on-site representative for action.
- ***In case of the absence or incapacity of the Resident Director***, the Assistant Director or local coordinator should inform the office in Bloomington before making decisions on emergency matters.

After working hours, on weekends and holidays, a call to the main office phone number of OVST will provide contact with the staff member(s) on call for emergencies.

**OVST Contact numbers: Overseas Study Office**  
**Tel: (812) 855-9304 Fax: (812) 855-6452**

Susan Carty, Director:  
(812) 855-9305 (Of); (812) 336-7518 (H); (812) 327-9058 (Cell)

**Additional contacts:**

- U.S. State Department Travel Alerts: <<https://travel.state.gov/content/travel.html>>
- (Main Switchboard: 1-202-647-4000; Hotline for American Travelers: 1-202-647-5225)
- U.S. State Department Overseas Citizens Services (202-501-4444)
- U.S. colleagues with programs in the same or nearby locations

## APPENDIX H: Alcohol Self Assessment

### Drinking Problem Questionnaire

Individual drinking habits may be found on a continuum from responsible drinking through alcohol abuse to alcoholism, or physical dependence. There are many signs that may point to an alcohol problem. Drunkenness per se or solitary drinking does not necessarily indicate alcoholism. A sample of some indicators is listed below. The questionnaire will be meaningful to you only if you are honest with yourself when taking it. The important question is: Is your use of alcohol creating significant negative consequences in your life?

- Do you sometimes drink heavily after a setback or an argument, or when you receive a poor grade?
- When you experience trouble or are undergoing stress, do you always drink more heavily than usual?
- Can you handle more liquor now than you could when you first began drinking?
- Have you ever awakened the "morning after" and found that you could not remember part of the evening before, even though your friends said that you didn't pass out?
- When drinking with others, do you try to have just a few additional drinks when they won't know of it?
- Are there times when you feel uncomfortable if alcohol isn't available?
- Have you noticed lately that when you start drinking you're in more of a hurry to get to the first drink than you used to be?
- Do you sometimes have negative thoughts or feelings about your drinking?
- Are you secretly irritated when your friends or family discuss your drinking?
- Do you often want to keep drinking after your friends have said that they've had enough?
- When you're sober, do you often regret things you have done or said while drinking?
- Have you tried switching brands or following different plans for controlling your drinking?
- Have you often failed to keep promises you have made to yourself about controlling or cutting down on your drinking?
- Do you try to avoid your girlfriend/boyfriend when you are drinking?
- Are you having an increasing number of school, work, or financial problems?
- Do more people seem to be treating you unfairly without good reason?
- Do you eat very little or irregularly when you're drinking?
- Do you sometimes have the "shakes" in the morning and find that it helps to have a drink?
- Have you noticed lately that you cannot drink as much as you once did?

*(The above questions are adapted from "The Natural History of Alcoholism", Valliant, 1983.)*

If you can answer "yes" to several of these questions, your drinking is causing problems for you and professional consultation can help prevent problems from getting more intense or numerous. Some people resolve to curb their drinking and can do so for a time only to have their alcohol problems persist or reoccur. The drinking habits of alcohol abuse or alcohol dependence can become very entrenched. Alcohol misuse may damage any combination of the following areas for a student: interpersonal relationships, psychological health, academic functioning, and physical health. Withdrawal from alcohol for someone who has progressed to physical dependence may require medical involvement.

[Indiana University Counseling & Psychological Services (CAPS) Resource Materials on Counseling Topics]



## APPENDIX I: Depression

### What is Depression?

Depression is a complicated disturbance in our mood characterized by many kinds of changes in our normal experience and functioning.

These can include:

- Changes in the way we feel - more hopeless, helpless, pessimistic.
- Changes in sleep - We may sleep too little or too much, awaken in the middle of the night or early morning and feel unable to get back to sleep.
- Changes in eating patterns - We are not hungry or eat a lot more than usual.
- Changes in our view of ourselves - We may feel guilty, worthless and incompetent.
- Changes in energy level - We feel chronic fatigue and low energy.
- Changes in our sense of pleasure - Things that used to seem fun do not interest us.
- Changes in our sense of time - Time can seem to stretch out monotonously and endlessly, different from our usual perception of it.
- Changes in our ability to concentrate - We may try to read and feel unable to focus or remember what we read.
- Changes in our bodies - We may experience more headaches or hard-to-account-for pain or gastric upsets such as constipation or diarrhea.
- Changes in our thinking - Unconsciously we begin looking more and more at the dark side of things. Our glasses are seen as "half empty," not "half full."
- Changes in our view of our ability to solve problems - We may begin excessive worrying.
- We may experience self-destructive or even suicidal thoughts.

### What causes depression?

- Bio-chemical malfunction - You may have heard of the expression "chemical depression." Problems in the complex neurotransmitter systems of the body may play a role in the depression. Anti-depressant medicines act to mediate these biochemical problems. Anti-depressant medications are powerful sources of help for many depressed people but are usually not the only answer to resolving depression.
- Long-standing negative or unrealistic thinking patterns - We may have unconsciously learned from living in a depressive family or social environment to a) focus on the negative b) to blame ourselves for negative outcomes and never take credit for positive ones c) to underestimate the amount of control we have over things d) to have more of a focus on our internal state rather than a focus on actions we might take. Thoughtful people have long realized we need to find a balance between contemplation and activity.
- Reaction to grief or trauma - Facing the death of someone we love or a trauma can elicit depressive feelings in all of us. These are normal human reactions and usually pass with time.
- Long-standing feelings of being out of control, of having no mastery over the events in our lives - Researchers have shown that people who continuously feel very little control over their lives can develop feelings of depression.
- Long-standing feelings of isolation and alienation - This relates to a tendency to focus exclusively on internal state, not action.

## APPENDIX I: Depression

### Ten Ways to Relieve Depression:

- TRY to distinguish between “the blues” and a more serious depression. Periods of sadness and feeling blue are a normal part of human experience. So is grieving, following a loss or trauma.
- If the down mood does not lift after several days, and you, in a sustained way, experience many of the changes discussed earlier (i.e., changes in mood, sleep, eating, concentration, feelings about self, activities, sense of pleasure, sense of control), then you may want to CONSULT a therapist and/or physician.
- If medication is prescribed, FOLLOW the doctor's instructions carefully. Anti-depression medicine, properly used, is a powerful tool in the treatment of depression.
- TRY to examine your thinking patterns. These are very automatic for all of us. Yet we can learn to disrupt self-negating, self-destructive patterns.
- DON'T FORGET healthy nutrition, exercise patterns and sleep. Bodies that are well taken care of physically may be less prone to depression.
- REMEMBER alcohol and many other drugs are central nervous system depressants and may be contributing to your depression. If you use alcohol, think about its effect on you.
- TRY to find ways of feeling more in control of your situation. Talk things over with a friend to try to map out solutions to problems. Try to avoid automatically assuming “there is nothing I can do.”
- If you tend to be very introspective and focused on yourself, TRY to find a good balance among activity, outer focus and inner-contemplation. Too much obsessing and ruminating about ourselves can be depressing for any of us. It leads to exaggerated feelings of guilt and responsibility for the negative.
- LOOK OUT for the emotions of anger and rage. Are you a person who tends to swallow anger, repress it, never act on it appropriately? Too much “stuffing” of strong feelings such as anger can make us feel out of control and contribute to depression.
- FIND physical activities you enjoy doing. It is difficult to be engaged in vigorous physical activity that enhances our competence and still be depressed!

### Does depression come and go or is it a constant state?

There seems to be more than one kind of depression. Some people experience chronic, long-lasting depressive feelings of the kind we have been looking at. Professionals use the term “dysthymia” for this kind of depression.

Other people experience serious depression symptoms which may last from a matter of a few weeks to several months. This is termed “major depression.”

Depression is complicated and there is usually not one single cause.

### Is depression “my fault?”

NO. Depression is a most uncomfortable state no one chooses to be in. People do not get depressed on purpose.

[Indiana University Counseling & Psychological Services (CAPS) Resource Materials on Counseling Topics]

## APPENDIX J: Eating Disorders

### What are Eating Disorders?

In the past few years, eating disorders have received widespread attention in the national media. There are two primary categories: ANOREXIA NERVOSA AND BULIMIA. Both involve preoccupation with weight gain and both predominantly affect adolescent or young females.

The origins of these disorders are complex. One contributing factor has been shown to be the emphasis today's society places on appearance and being thin. Slender people tend to be viewed as being more attractive and desirable. Other factors contributing to this disorder may include family problems, issues of control and autonomy, conflicts about femininity, and ambivalence about growing up.

While the syndromes are similar, they can be differentiated. Some individuals find they experience symptoms that include a combination of the two disorders.

#### Symptoms of Anorexia Nervosa

- Intense fear of gaining weight or becoming fat
- Abnormal weight loss of 15% or more with no known medical cause
- Reduction in food intake, denial of hunger and decrease in consumption of fat-containing foods
- Prolonged exercise despite fatigue and weakness
- Distorted body image
- Peculiar patterns of handling food
- Preoccupied with body size
- Amenorrhea in women – Some experience bulimic episodes of binge eating followed by vomiting or laxative abuse

#### Symptoms of Bulimia

- Exhibits concern about weight and make attempts to control weight by diet, vomiting, or laxative and/or diuretic abuse
- Eating patterns may alternate between binges and fasts
- Most are secretive about binges and vomiting
- Food consumed during binge has high caloric content
- Feels a loss of control over eating during binges
- Over concerned with body shape and weight
- Majority of individuals are within a normal weight, some may be slightly underweight or overweight
- Depressive moods may occur

### Characteristics of Persons with Eating Disorders

While there are many individual exceptions to what follows, many clinicians report that the people with whom they work often exhibit the following characteristics.

1. They are adolescent or young adult females whose appetite before the onset of the eating problem was normal.
2. A few were slightly overweight but most were never fat.
3. Many are good students.
4. Several had been beauty queens, cheerleaders, athletes, and/or student leaders.
5. They are frequently persistent and perfectionistic (qualities that enabled them to diet successfully). Many report having dieted rather successfully before their problem began. At some point things began to go wrong, the diet took a wrong turn, and eating and possibly purging habits began and became difficult to stop.
6. They have a tendency to think in all-or-nothing terms.

## **APPENDIX J: Eating Disorders**

### **How To Help A Friend**

If you want to help a friend who has an eating disorder, here are some things to consider:

- Show your support by being available. Listen. Remember that first you are friends-the eating concerns are secondary.
- Don't try to monitor their eating behaviors. That could increase the level of stress for both of you.
- Encourage them to get help. Professionals can provide nutritional and medical information along with psychotherapy.

[Indiana University Counseling & Psychological Services (CAPS) Resource Materials on Counseling Topics]

### What Is Stress?

Stress is a response to any physical, emotional, psychological, or intellectual demand, pleasant or unpleasant that requires a readjustment of the individual in some way. Stress then, is not something that we can avoid. Stress is a fact of life.

### How Does It Affect Me?

The demand for readjustment creates a biochemical reaction in the brain which produces elevated heart and respiratory rates, higher blood pressure, and increases in muscle tension. These changes in the body's functioning probably will be outside the individual's conscious awareness.

The insidious thing about stress is that it has an accumulative affect within the body. This may result after significant periods of time into what are known as "diseases of adaptation." These include: cardiovascular diseases which may result eventually in heart attack and strokes; digestive tract problems such as ulcers and colitis; depression and emotional problems; alcoholism and drug abuse.

### What Are The Sources Of Stress?

Our mind/body interactions - if we are thinking negatively or are ill physically, we will have greater stress than if we have a positive attitude and our bodies are functioning healthfully.

Interactions between ourselves and our environment - this "environment" includes not only our everyday surroundings but the people in our lives as well.

Lifestyle - if we lead a healthy life with adequate sleep, appropriate nutrition, and a variety of activities, we will better be able to manage stress.

Personality makeup - in a university environment, the so-called "Type A" behavior is probably the norm; that is, all of us are achievement-oriented, and sometimes impatient.

Circumstances - university life itself contributes to stress. The lifestyle is temporary, there are shifts in social support systems, and a great deal of delay of gratification.

### What Are The Signs Of Stress?

- General irritability or increased aggressiveness.
- Heart palpitations - awareness of heart beating when not exercising.
- Anxiety and anxious feelings for no apparent reason. This may occur as a heaviness in the chest, butterflies in the stomach or sweaty palms.
- Sleep difficulties - either difficulty going to sleep or early morning awakening and then being unable to return to sleep.
- Upset stomach, heartburn and other digestive upsets.
- Increases in headaches, particularly those that occur in the shoulders and move up the back of the neck into the head.
- Feeling "out-of-sorts", meaning loss of sense of humor or just not feeling "right" for no apparent reason.

If any of these signs persist, it may be an indication that help is needed. You may try the stress management techniques listed below or make an appointment with a Counseling and Psychological Services staff member who can assist you in stress management.

## **How Do I Manage Stress?**

### **NUTRITION**

A balanced diet with regular meals at regular times and maintaining a weight that is right for you is more important than trying to be overly slender or muscular.

Vitamins and minerals in regular, not megadoses, may help to augment the diet. Smoking does not help nor does the excessive use of alcohol or caffeine.

Aerobic exercise that increases the heart rate over a period of time such as jogging, walking, swimming and biking are excellent sources of stress management. A minimum of a half hour, four days a week is a good rule of thumb. These exercises do a number of things:

- Help keep the heart and circulatory system in good shape.
- Help drain off tensions and stresses that have been building up.

### **RELAXATION**

When we think about relaxing, most of us picture ourselves doing nothing or watching TV. However, there are other forms of relaxation that may help manage stress much better. Meditation is an excellent means of relaxation. So are such things as self-hypnosis, deep muscle relaxation exercises and just fantasizing pleasant situations.

### **TIME MANAGEMENT**

In a university environment, good time management is important. We can become over committed, not allowing reasonable time for both work and play. It helps a great deal if we learn to live on a schedule. This allows us to manage our time in a way that reduces stress.

### **REST**

The more rested we are, the better we function at managing stress. A good night's sleep can do wonders for helping us cope in stressful times.

### **SOCIAL SUPPORT**

Having friends who are supportive, who understand and accept us, is quite important. It is a reciprocal process because not only do our friends help us, but we can help them. Taking care of friendships is another important aspect of stress management.

### **Who Is At Risk For Suicide?**

People who feel life is hopeless and believe they are helpless to change their situations may be at risk for suicide. Most people will have experienced many sad or stressful life circumstances before becoming suicidal.

### **Are There Signs Or Warning Signals That A Person May Be Suicidal?**

Yes. They include:

#### Symptoms of Depression

- Loss of interest in work, people, or activities previously enjoyed
- A tendency to withdraw from people
- Sleep and appetite disturbance
- Sad or tearful mood

#### Behaviors that suggest preparing for death

- Acquiring the means to commit suicide (a gun, pills, etc.)
- Giving away cherished possessions
- Making a will

### **Is It True That People Who Threaten Suicide Will Not Do It?**

No. The great majority of people who commit suicide talk about their intention to kill themselves. Threats may be direct as in, "All I can think about is wanting to die." Or indirect, "At least I won't have to put up with these problems much longer."

### **Do People Who Attempt Suicide Really Want To Die?**

Some do but many do not. Almost everyone who thinks about suicide is ambivalent. They want their problems to end, their situation to change, their pain to stop. Only when they feel there is no one who can help does death seem to them the best solution. Suicide threats should be understood as a cry for help.

### **How Can I Help A Person Who May Be Thinking About Suicide?**

**LISTEN CAREFULLY:** How does the person feel? Is he thinking clearly about his problems? Are there direct or indirect threats of death?

**CONVEY INTEREST AND CONCERN:** Encourage expression of feelings and concerns by asking questions that clarify problems and suggest the possibility of solutions. Remember that a person who is thinking about suicide is seeking a solution to a problem. *Convey confidence that with help, solutions other than suicide can be found.*

If after talking about problems and feelings for awhile, you are not sure, *ask the person whether he/she is thinking about killing himself/herself.*

**BE NON-JUDGMENTAL:** Whatever your own belief about suicide may be, do not convey negative judgments about someone who is thinking about suicide. Remember that it is seldom possible to fully understand someone else's pain.

**INVOLVE OTHER PEOPLE:** Encourage the person to tell other concerned or helpful people how he/she is feeling. Let the person know that you may have to tell someone else, too. Never agree to keep suicidal thinking a secret.

## **APPENDIX L: Suicide**

### **How Can I Know When The Crisis Is Over?**

- When a verbal agreement to seek specific solutions other than suicide has been made.
- When a qualified helper has been informed about the problems and risks of suicide. This person could be a parent, a dorm counselor, a doctor or a counselor.
- When the person arranges to go to a safe protective place, such as the home of a relative, or the emergency room of a hospital.

### **Can All Suicides Be Prevented?**

No. Although most people give some warning sign before killing themselves, sometimes they are so indirect or subtle that they are not recognized. Once a person has decided to commit suicide, it may not be possible to stop him. Suicides have occurred even in protected environments.

### **If Someone You Know Commits Suicide...**

Be aware that conflicting feelings and upsetting thoughts are often a natural reaction to loss by suicide.

Talk about your feelings with someone you trust to be supportive.

Remind yourself that no matter what happened, you cannot be responsible for someone else's actions.

There is nothing wrong with you if you feel angry or you want to go on enjoying your own life.

[Indiana University Counseling & Psychological Services (CAPS) Resource Materials on Counseling Topics]



## APPENDIX M: Guidance Document

### Guidance for Preparing for and Managing Health and Behavioral Issues on Study Abroad Programs

#### Advance Planning

1. Ask program leaders and/or the study abroad unit to identify mental health resources in their program location prior to taking a group overseas.
  - a. Sources of this information may include:
    - i. US Embassy physician lists
    - ii. GeoBlue Insurance's mobile phone [application](#) for managing your healthcare
    - iii. Local contacts
2. Discuss crisis management with campus units that could be called upon to respond to a crisis and think proactively about responding to crises on overseas programs.
  - a. This team might include representatives from:
    - i. Overseas Study/Study Abroad
    - ii. Counseling and Psychological Services
    - iii. General Counsel
    - iv. Student Health
    - v. Dean of Students

#### Structure of Incidents \*

***Level 1 – most common, least serious, not life threatening, little impact on program participation presently- some concern that the issue could intensify***

Examples – relationship problems, insomnia, anxiety attack

Immediate Action Steps:

- Mental health issues should be addressed by employing active listening and basic helping skills.
- Staff should promptly contact the study abroad office. Campus units will be consulted on best next steps.
- Program leaders will implement the plan onsite.

***Level 2 – less common, more serious, some impact on program participation***

Examples –students struggling with past trauma, chronic depression or anxiety

Immediate Action Steps:

- Issues should be addressed by talking with the affected student and providing immediate support.
- Staff should promptly contact the study abroad office and arrange for medical treatment if necessary.
- Campus units will be brought in for assessment and support as appropriate.
- Program leaders will implement the plan onsite.

## APPENDIX M: Guidance Document

### *Level 3 – least common, most serious, significant impact on program participation*

Examples –recent sexual assault, suicidal ideation/attempt, consistent irrational dissociative behavior

#### Immediate Action Steps:

- Don't leave the student alone.
- Talk with student and provide immediate support as possible.
- Staff should immediately contact the study abroad office. Campus units will be brought in for assessment and support as appropriate.
- In the case of suicidal ideation with plan, access to means, and immediate intention - ***Call the police or ambulance for immediate transport to a health care facility.***
- In the case of sexual assault:
  - ***report the incident to IU's Title IX Coordinator***
  - assist the survivor in contacting law enforcement, as appropriate, in conjunction with the Title IX Coordinator's guidance
  - assist the survivor in contacting medical and mental health services as appropriate
- Program leaders will implement the plan onsite.

#### Further Considerations

- 1) Determine what might be a reasonable timeframe to expect the student's condition to be stabilized and for them to resume full engagement in the program.

For a short-term, faculty-led program that timeframe might be 24-48 hours.

For a longer program or a program with an institutional base in country, a longer timeframe may be appropriate.

- 2) Program leaders and campus units should regularly communicate and re-assess the situation:
  - Is the student returning to full participation in program activities or maintaining full participation in program activities?
  - Is the student obtaining medical treatment, if recommended? Is the student responding positively to any such medical treatment?
  - Is any additional assistance/accommodation being provided reasonable to sustain over the course of the program?
  - Are the student's needs or behavior unreasonably interfering with learning opportunities of the other program participants?
  - Is there a reduction in suicidal ideation/risk/danger?
  - Is the student engaged in maintaining their safety?

***If necessary, program leaders and campus units should identify options for sending the student home. If the situation does not stabilize within a reasonable timeframe, the student should be sent home if feasible.***

## **APPENDIX M: Guidance Document**

### **When a decision is made that a student should return home:**

1. Medical evacuation to the student's home country through GeoBlue Insurance should be explored. In this situation, it would be expected that a trained professional would accompany the student home, assuming the case qualifies for GeoBlue support.
2. If medical evacuation is not possible, communicate with the student's emergency contact about coming to the program site and escorting the student home. The university will provide information and support as is possible through this process.

\*Incident categories adapted from the Mental Health Pyramid developed by Gary Robinson/P3 Mental Health Advisors, LLC

[IUPUI Study Abroad Office Resource Document]

## APPENDIX N: Incident Report Form

### Indiana University Office of Overseas Study Incident Report Form

#### INCIDENT DESCRIPTION:

Name of Program:

Today's Date:

Time, Date of Incident/Accident:

Location of Incident (be very specific):

Name of Student(s) involved:

Nature of Incident:

1. How, when and from whom did you hear about the incident?

2. Was medical attention offered to the student? Yes                      No

*If no, why not?*

Did the student accept the offer to seek medical attention Yes                      No

*If no, why not?*

If yes, where was the student taken? (name and address of hospital and attending physician):

What was the result?

3. Was the student offered assistance or encouraged to report the incident to local or international authorities? Yes                      No

*If no, why not?*

Did the student accept the offer to contact authorities? Yes                      No

*If no, why not?*

If yes, what office was contacted? (name and address of police station or consulate):

What was the result?

---

#### COMMUNICATION:

1. Who reported the incident to Overseas Study? When?                      How?

2. Who replied from Overseas Study? When?                      How?

3. Who reported the incident to student's family or guardian? When?                      How?

*Follow up information should also include dates, times, persons contacted, actions taken, additional phone or contact numbers. Append such notes to a final report, keep them on file and forward to OVST.*





## APPENDIX P: Emergency Contact Letter (Sample)

Office of Overseas Study  
Summer 20XX

TO WHOM IT MAY CONCERN:

I am writing to you as the listed emergency contact for an IU student who will be studying abroad soon. Your student, like the other IU students who have studied abroad, will find that overseas study will add an important dimension to his or her education, offering a broader perspective on their studies and on themselves, preparing them for new opportunities and more interesting lives. Returnees from programs tell us: "This was the best experience of my life," "I have learned a lot about myself and have grown as a person," and "You learn more by living there than you ever could in a classroom."

### ROLE OF THE OFFICE OF OVERSEAS STUDY

The Office of Overseas Study acts as liaison between students abroad and the academic and administrative units of IU. If you have questions about program fees, financial aid for the program, housing or academic issues, contact this office first. Students studying abroad represent exceptions to the normal processes of the offices of the Registrar, Bursar and Student Financial Assistance, so it is often easier for you to get answers to your questions through Overseas Study. The enclosed card lists the ways to reach our staff. Keep one copy for yourself and be sure to give one to the student to carry at all times while abroad.

### INFORMATION

We expect the students to read carefully the Getting Started booklet, program handbook, and other materials from this office. But it is important that you too read them, so that you are as well informed as possible about academic expectations, program costs and fee payments, money and banking, health insurance, and the academic calendar. You'll find the handbooks at <https://overseas.iu.edu/faculty/resources.html>. If you don't have access to the Internet, please call our office so we can send you the print version.

### HEALTH ISSUES

On a medical history form we asked each student to provide us with information on any physical or emotional condition which might require treatment abroad. This information could be crucial for our resident directors in anticipating and dealing with any health problems that might arise during the student's stay abroad. Please contact this office immediately if you believe it important to add anything to the information already provided.

### SAFETY AND RESPONSIBILITY

Our first priority is always the health, safety and security of IU students abroad. We have provided extensive information and advice to all students in preparation for their period overseas, and we work closely with program administrators abroad on a continuous basis to safeguard the health, safety, and security of participants. We stress to program participants that they must act responsibly in their daily choices and behaviors so as to minimize risks. In addition, we expect you to play an important role in discussing safety and behavior issues with your student, in keeping in touch while he or she is abroad, and in being responsive to this office should we request information or advice concerning the student. We draw your attention to the "Recommendations to Parents/Guardians/Families" in the Getting Started guide, as well as the summary list of health, safety, and security items found at <https://overseas.iu.edu/docs/gettingstarted.html>.

When the Office of Overseas Study is informed about an emergency situation abroad in a city or country where IU students are located, we will work to confirm the safety of IU students. Depending upon the type of program, such communications might be directed to partner institutions/organizations, to IU program faculty/staff traveling with students, or to individual students.

## APPENDIX M: Emergency Contact Letter (Sample)

### COMMUNICATIONS UPON ARRIVAL

Give the study abroad participants several days to get oriented abroad before you expect them to contact you since an immediate call or e-mail may not be possible. Students will need time to locate a public telephone, a computer with e-mail access, purchase a telephone debit card or a local cell phone, or visit a designated office with set hours in order to call. They may also be exhausted, or forget. Give them several days to master the communication systems at their site.

### VARYING REACTIONS TO THE NEW CULTURE

Almost all students abroad report developing new levels of self-confidence and self-reliance, but a period of mild disappointment, homesickness, or depression is a normal part of the study abroad experience. All students, regardless of previous experience, maturity, disposition, or knowledge of the country in which they will be living, experience some degree of culture shock, with periods of frustration, adjustment, even depression. It is common for students to contact home during moments of low morale, but not when they are busy and things are going well. Keep these inevitable low moments in perspective by realizing that homesickness and culture shock are usual, expected, and transcended—usually within a few days. Encourage the student to talk first with the Resident Director or the staff at the office for international students for advice and help in addressing any problems that can be resolved abroad. Feel free to contact this office if you are concerned about the welfare or state of mind of the student. We can contact on-site program representatives to determine if any action should be taken or to supply you with information to address your concerns.

### VISITING THE PROGRAM

If you plan to visit the program site abroad, please schedule the trip for one of the program's vacation times or after the program has ended. It is not realistic to expect that students can focus on classes or exams when friends or relatives are in town. Even if you are not planning to visit during the program, you may wish to apply for a passport should travel abroad become necessary. If you do not have a current passport, you can find instructions on how to obtain one at the U.S. State Department's website at <https://travel.state.gov/>.

### COMMUNICATIONS

Should you have any questions or concerns about study abroad, please feel free to contact me. You can also check our website at <https://overseas.iu.edu/> announcements and updates. We hope that each and every one of the students studying abroad will have a rewarding and safe overseas study experience.

Sincerely yours,

IU Overseas Study Staff

[overseas@iu.edu](mailto:overseas@iu.edu)

<https://overseas.iu.edu/>

