

**TRAVEL-LEARNING COURSES:
A FACULTY RESOURCE BOOK**

The Office of International and Off-Campus Programs

Ohio Wesleyan University

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SECTION I.

TRAVEL-LEARNING COURSES - A NEW FRONTIER IN EXPERIENTIAL LEARNING

Introduction: Advancing the OWU Connection through travel-learning courses

The OWU Connection curricular plan established in 2010 has reaffirmed our historic commitment to liberal arts education for the 21st century. This commitment combines global citizenship and academic development through the integration of classroom learning and practical experiences that turn theory into practice.

Travel-Learning Courses are an integral component of the OWU Connection. The international and domestic travel experiences gained through travel-learning provide faculty, staff, and students with greater critical thinking, language and intercultural development, global social responsibility, and independent scholarship skills that are the centerpiece of the Ohio Wesleyan experience.

This faculty resource book has been designed to provide a comprehensive guide to most major aspects of travel-learning courses before, during, and after the travel component is complete. No booklet will answer all questions, and we encourage you to continue coming to the Office of International and Off-Campus Programs with questions and comments. However, this resource will provide an excellent resource for faculty and staff who want to have an efficacious, well-managed travel-learning experience.

Experiential learning and liberal arts education

The pedagogical value of experiential learning has occupied a central place in liberal arts education since the seminal 1920s writings by John Dewey. However, the formal development of experiential learning as an integral component to the established curriculum in U.S. universities and colleges has come into full bloom only in the past 20 years and continues to be a work in progress. From foundational work by David A. Kolb (1984), Donald A. Schön (1987) and more recent extensions into international education and study abroad by scholars including Lynne Montrose (2002), Alice Kolb and David Kolb (2005), and Kolb, Boyatzis, and Mainemelis (2001), the core concepts of experiential learning through experience, reflection, conceptualization, and experimentation (Kolb 1984) have inserted themselves into the contemporary liberal arts curriculum. Experiential learning, at its root, may be defined as a form of pedagogy that connects formal knowledge transmission, active learning through exploration, encounter, and experimentation, and constant reflection, evaluation, and synthesis – i.e., the heart of the OWU Connection *theory-practice-theory* framework.

Travel-learning courses and the OWU Connection provide our faculty, staff, and students a unique opportunity to benefit from experiential learning both in the classroom and beyond. A complete review of experiential learning literature and its connection to international and off-campus education is beyond the scope of this resource book. Rather, we offer two comparable experiential learning frameworks that may help you organize your travel-learning course around a core set of learning objectives, activities, and assessment instruments designed to maximize the benefit from experiential learning.

Kolb's cycle of experiential learning provides a well-respected pedagogical framework for structuring travel-learning courses. Kolb (1984) describes the experiential learning cycle as an endless circle of experience, reflection, conceptualization, and experimentation (Figure 1). Faculty, staff, and students' initial epistemological framework leads into direct experiences that cause a period of reflection. Reflection on those experiences leads to reconceptualization of core beliefs, attitudes, and perspectives. This cognitive shift may lead to further experimentation and the generation of new experiences. Through the experiential learning cycle, an individual is constantly in a state of learning and transformation.

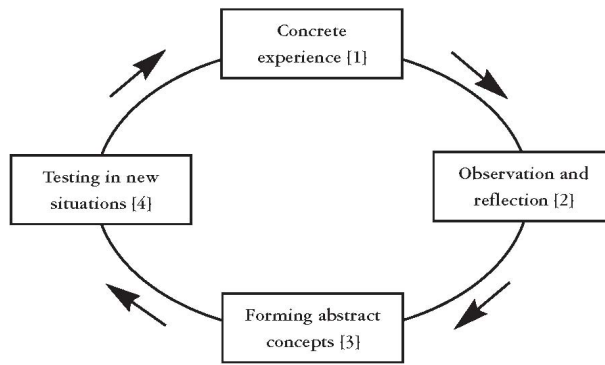


Figure 1. Kolb's Cycle of Experiential Learning (source: Montrose, L. 2002).

Recent work by Lynne Montrose (2002) at Regis University adapts Kolb's cycle to the specific conditions of international higher education. Montrose provides four experiential learning outcomes objectives that may helpfully guide the development of travel-learning programs around 1) academic integration; 2) skills development; 3) problem-posing; and 4) values clarification. In this vein, travel-learning courses might be planned, implemented, and assessed by how well they help students develop along these four dimensions. Montrose's work reflects recent *National Society for Experiential Learning* (NSEL) initiatives to provide core learning *standards* to guide travel-learning and other active-learning pedagogy. The 1998 NSEL conference produces 8 experiential learning standards that equally provide a roadmap for faculty, staff, and students when developing, implementing, and assessing the efficacy of a travel-learning course.

These standards (customized for the OWU travel-learning experience) include:

- Intention – The course experience should have a comprehensive, tailored set of academic, professional, and personal learning objectives to guide the curriculum.
- Preparedness and Planning – The course experience must have a well-organized pedagogical framework and must provide students with a well-organized, progressive set of experiential learning opportunities and moments.
- Authenticity – The course experience should place faculty, staff, and students within real-world experiences beyond the classroom where direct experience may both reinforce and challenge preconceptions and prior knowledge
- Reflection – The course experience must provide built-in time for participants to reflect on their daily experiences and to process both their emotional and material response to the stimuli they encounter in the field.
- Orientation and Training – The course experience should actively work to develop students' knowledge, capacities, and skills prior to entering the field in order to provide them with the necessary tools to make sense of and engage with the experience.
- Monitoring and Continuous Improvement – The course experience *requires* that faculty, staff, and students engage in a constant process of monitoring both their own experiences and the overarching course experience in order to integrate new knowledge and perspectives into the course experience in a real-time, evolving basis both during and after the travel component

- Assessment and Evaluation – The course experience does not end when participants return to campus. Faculty/staff should provide formal mechanisms for post-course assessment and evaluation to determine which learning objectives have been realized and how, what other experiences affected participants, and what aspects of the experience presented challenges and/or did not align with the learning objectives for the course.
- Acknowledgement – The course experience should include a final period where participants are recognized for their achievement and given diverse venues to communicate their experiences to a larger campus and/or outside audiences. Common activities that provide these intellectual spaces for reflection and communication include post-travel receptions, public presentations, newsletters and publications, and other communications efforts to celebrate their travel-learning experience and generate excitement among the next generation of course participants.

We encourage faculty/staff course coordinators and engaged students to work closely together to develop meaningful travel-learning courses that reflect both the academic and professional interests desired by the faculty/staff member, and the particular professional, academic, and personal goals of the students who have sought out a travel-learning course experience as a preferred method of developing global citizenship and the OWU Connection goals that guide our university mission.

For additional reading

Kolb, AY and Kolb, DA. 2005. Learning styles and learning spaces: Enhancing experiential learning in higher education, *Academy of Management Learning and Education*, 4 (2): 193-212.

Kolb, DA, Boyatzis, RE, and Mainemelis, C. 2001. Experiential learning theory: Previous research and new directions', PP. 193-210 in RJ Sternberg and LF Zhang (eds.) *Perspectives on Cognitive, Learning, and Thinking Styles*, (Mahwah, NY: Lawrence Erlbaum).

Montrose, L (2002) International study and experiential learning: The academic context, *Frontiers: The Interdisciplinary Journal of Study Abroad*, 8 (Winter): 1-15.

Schön, DA (1987) *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*, (San Francisco, CA: Jossey Bass).

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (New Jersey: Prentice-Hall).

SECTION II.

LOGISTICS AND ORGANIZATION

Overview

This section provides general information to help faculty and staff prepare for departure. Undoubtedly, careful preparation before departure is the best method for ensuring an effective, safe, and enjoyable travel experience with your students. Throughout this resource book, the emphasis is placed on international travel, but domestic travel also should take many of these suggestions into account. The following information highlights key items to take into consideration.

The travel-learning course timeline

Travel-Learning Courses (TLC) generally have been scheduled during the Spring academic term, with travel during either Spring Break or during the last two weeks of May. The Office of International and Off-Campus Programs (IOCP) provides faculty/staff information sessions. These meetings cover a range of topics. The Travel Learning Faculty Resource web pages include a time-line and deadline information. APC sets most deadlines for the TLC Program.

Pre-departure orientation

Approved TLC students must attend a pre-departure meeting. IOCP provides participating students with an information that includes multiple risk liability release forms, academic, personal information and medical release forms, and medical insurance forms, requests for passport copies, and more. Students must return these completed forms to IOCP. Supervisory faculty members will be provided with a copy of all course students' signed documents. Please note that IOCP registers all travelers into two programs directly: (1) the institutional accident, illness and evacuation insurance program; and (2) the U.S. Department of State Smart Traveler Enrollment Program (STEP).

Passports, visas, and travel documents

- Travel Planning:

Most travel-learning course coordinators use private travel service providers to make travel arrangements and to arrange for appropriate vaccinations and immunizations. Course coordinators are encouraged to use well-known, reputable companies as much as possible to avoid unforeseen complications. The Office of International and Off-Campus Programs can provide you with information on recent travel service providers that have been used for travel-learning courses. Faculty and staff coordinators are strongly encouraged to use U.S. and European air carriers, officially licensed host-country tour companies and transportation options, and secure lodging facilities at all times while traveling abroad to ensure the utmost protection for all TLC participants. Travel services companies/agents should be able to provide you with this information, as can host-country contacts that you may have.

- Passports:

Faculty/staff course coordinators should carefully review all passport, visa and documentary requirements for international travel destinations. Supervising faculty should ensure that students have passports valid for at least 6 months beyond the intended date when travel concludes. Worldwide, most passports currently in use are "machine-readable passports" (MRPs) that use digital photographs. Since 2006, the U.S. and a few additional countries have begun issuing biometric passports that also include a biometric data chip embedded within the document. Check with your travel services provider to ensure whether destination countries require a "machine-readable passport" (MRP) or a biometric "e-passport" as a condition of visa issuance or entry into the destination country. International students, in particular, should be instructed to ensure that they have the latest passport model issued by their country and that such passport models are acceptable in the destination.

- Visas and Entry Permits:

For destinations that require a visa, course coordinators (in consultation with a travel services provider) should determine the necessary *type* of visa for student-group travel by calling the destination country's nearest embassy or consulate based in the U.S. The visa acquisition process often can take 3-6 months. Most countries permit educators to submit a single packet including all travelers' passports, completed visa application forms, and related fees. Faculty should work with the private travel service to determine the appropriate country-specific procedures and send this application package as early as possible. Some destinations require "entry permits" that are purchased at the port-of-entry rather than visas. In such cases, be sure that all members of your travel party have sufficient currency to secure an entry permit upon arrival. In addition, faculty supervisors should consider any necessary transit visas that may be required to permit travel through third countries en route to final destinations. Finally, faculty should become aware of any restrictions on travel and/or prohibited in-country activities that a destination country may place on particular visa categories, including visitor visas, in order to avoid legal problems while abroad.

Travel destinations and security

Faculty/staff course coordinators are encouraged to consult the Office of International and Off-Campus Programs for information on international travel conditions as you begin to develop a travel-learning course. International and Off-Campus Programs and the senior university officers periodically assess travel conditions to determine any necessary restrictions or prohibitions on international travel for official university business using university funds. The details of this process are included in the Crisis Management section of this resource book.

- Developing a Travel Itinerary – A Collaborative Process

Faculty/staff coordinators have the advanced knowledge and experience to take students along paths they do not yet know exist. At the same time, students increasingly bring their own diverse experiences to the travel-learning process. When appropriate and possible, we encourage faculty/staff course coordinators to develop a travel itinerary through consultation with course participants. This collaborative process can allow faculty/staff to respond to students' prior academic development, future professional goals, and personal interests to make the travel-learning experience more effective and meaningful.

SECTION III.

PREPARING STUDENTS FOR THE TRAVEL-LEARNING EXPERIENCE

Overview

Managing student expectations is an important part of preparing students for a travel-learning experience. Students should know from the start of the academic term what academic and non-academic requirements are expected of them both prior to departure and during the travel experience. Beyond mere academics, OWU faculty, staff, and students are representatives of our institution and our home countries. Professional conduct is expected for all travel participants throughout the travel-learning course.

Establishing Academic Goals and Paths to Success

Academic requirements for travel-learning courses present unique opportunities to reinforce the core OWU Connection *theory-to-practice* themes of global citizenship, critical thinking, experiential learning, knowledge acquisition, and knowledge application that are the hallmarks of our university. The OWU Connection curricular plan emphasizes comprehensive internationalization as integral to a 21st century liberal arts education. Faculty/staff course coordinators are encouraged to develop a travel-learning curriculum that continuously emphasizes the two-way connections between the classroom, the field experience, and back to the classroom or post-graduate world for our students.

- Establishing an Academic Agenda with Course Participants

Faculty/staff course coordinators should hold required pre-departure academic orientation meetings with all travel participants at the beginning of the academic semester and immediately prior to departure (see below) on the travel component of the course. During the first meeting, we suggest that course coordinators establish clear academic goals and all academic requirements (e.g., additional readings, reports), a basic travel itinerary, estimated per-person budget, a summary sheet of logistical issues (e.g., vaccinations/immunizations required, passport and visa regulations), and a cultural primer (e.g., a brief country report, key language phrases, relevant cultural customs). These documents will facilitate the student preparation process.

- Establishing rules for professional academic conduct

Faculty/staff coordinators should develop clear professional conduct standards and transmit these to the students prior to departure for an international destination. Such standards delineate what students are expected to achieve during the international travel experience. Clear professional standards will provide students with clear expectations regarding maintaining schedules, attendance at scheduled events, and the students' opportunities for group vs. individualized experiences during the travel experience.

- Learning Contracts – Building a Shared Academic Vision:

Some OWU faculty/staff use Learning Contracts to present to students the academic requirements intellectual goals, and specific learning objectives for the duration of the travel-learning course. Most travel-learning courses simply require students to be present and participate in scheduled activities. However, other courses may require students to produce additional readings, field reports, journals, blogs, discussion sessions, or interviews while traveling in a destination country. A Learning Contract documents the formal understanding between the faculty and students on the specific academic requirements and academic goals for the travel-learning course. Presenting a Learning Contract with academic requirements in advance of travel can permit students to understand better how the travel fits within the broader curriculum and to forge stronger connections between the classroom and field experience. As appropriate, faculty/staff coordinators are encouraged to develop Learning Contracts and academic standards with student input to facilitate greater student engagement with the travel-learning process.

Establishing Standards for Personal Conduct

Faculty/staff course coordinators frequently report that personal conduct standards can be uncomfortable to discuss. However, personal conduct standards are integral to the interpersonal dynamics, health, safety, and

security, and general reputation of both the travel party and the university. Faculty/staff have an obligation to inform students of university expectations and to protect the interests of the university and its long-term programs for the benefit of all parties involved. For their part, students must continue to abide by the Ohio Wesleyan University Code of Student Conduct while participating in the travel component of a travel-learning course. The Ohio Wesleyan University Code of Student Conduct is provided to all students and may be accessed online at <http://studentaffairs.owu.edu/pdfs/StudentHandbook.pdf>.

- The University Policy on Alcohol and Other Drugs

The university does not permit the use of university funds for the purchase of alcoholic beverages. Faculty, staff, and students are bound at all times to conduct themselves in conformity with university the 2012-2013 Ohio Wesleyan University Code of Conduct “principles of academic and personal integrity, a commitment to maintain honor, and continuous regard for the rights of others” (p. 2). The University Policy on Alcohol and Other drugs published in the 2012-2013 Student Handbook should be a guide for all students on travel-learning courses. Faculty, staff, and students must abide by national, state, and local laws on alcohol consumption in the U.S. or in your destination country. The use of illicit drugs remains strictly prohibited by all university representatives on a travel-learning course trip. The Ohio Wesleyan University Policy on Other Drugs expressly states that “[a]ll students are prohibited from use, possession, providing, or selling of other (non-alcoholic) drugs as required by federal, state and local law, including both illegal drugs and prescription drugs that are used illegally (e.g., possessing or using prescription drugs prescribed to another person or using prescription drugs in an altered form).”

Excerpt from The OWU Policy on Alcohol and Other Drugs (approved by WCSA May 2010):

The abuse of alcohol and the use of illegal drugs by members of the Ohio Wesleyan University community are incompatible with the goals of the institution. Students who abuse alcohol and use illegal drugs are more likely to experience significant problems with their academic work, personal safety, health, and interpersonal relationships than those who do not. The University recognizes that some students choose to use alcohol; those who do must do so legally and responsibly. ... If you choose to use alcohol or other drugs, remember that you are responsible for your behavior and its consequences. Intoxication is not an excuse for sexual assault, assault, harassment, endangering safety, destruction, of property, or any other prohibited behavior.

- Interpersonal Relationships

The international and domestic travel experience often heightens emotions and behaviors that are more likely to be suppressed during the routine conditions of campus life. As a faculty/staff course coordinator, you are encouraged to be aware of any interpersonal challenges among the members of the travel party and to discretely prevent escalation of any antagonisms that may develop before such problems begin to interfere with the academic process. For example, be alert to physical or verbal abuse, gossip, individuals who may be ostracized from activities or conversations, or students who appear withdrawn and disengaged from the travel-learning experience. Timely, informal intervention by a course coordinator is essential to maintain authority and to ensure students’ academic and personal rights are being protected while on university business.

Faculty, staff, and students are encouraged to establish friendly relations with the local population in your destination. However, travel members should exercise due caution to protect against crimes of opportunity that may be committed by someone after becoming friendly with a member of the travel party. In particular, the university strongly discourages all travel-learning course participants from engaging in intimate personal relationships with other travel members or with the destination population. Such behavior generates significant health, security, safety, and potentially legal risks to the individual, the entire travel-learning group, and the University.

- The OWU Policy on Harassment, Including Sexual Harassment

Ohio Wesleyan University is committed to providing all faculty, staff, students and guests with an academic, professional, and extra-curricular environment free from all forms of harassment, coercion, and intimidation. The *OWU Policy on Harassment, Including Sexual Harassment* (rev. 2011) provides a comprehensive explanation of what constitutes harassment based on race, color, gender, gender identity and/or expression, sexual orientation, family configuration, religion, national origin, age, disability, or military status, including both *quid pro quo* sexual harassment and hostile workplace sexual harassment.

Travel-learning course experiences pose a particular risk for harassment and particularly sexual harassment to develop, given the close quarters and blurred lines between professional and personal lives that constitute a travel-learning experience. Faculty/staff course coordinators should proactively provide all travel members with a copy of (or link to) the *OWU Policy on Harassment, Including Sexual Harassment*, available online through the OWU website at (<http://policies.owu.edu/pdfs/HarassmentPolicy.pdf>). Harassment can take many forms and involve any combination of faculty, staff, and students. Faculty/staff coordinators are strongly encouraged to inform all travel-learning participants – and especially students who may be unfamiliar with the OWU policies and are in a markedly subordinate position – of their legal and moral rights, reporting responsibilities, whistleblower protections, and OWU campus points-of-contact should they wish to report an alleged instance of harassment. The university will not tolerate harassment in any form by faculty, staff, students, or guests during any academic course, university event, or activity funded by, supported by, endorsed by, or otherwise associated with in any manner Ohio Wesleyan University or its affiliated programs at any location worldwide.

Excerpt from *The OWU Policy on Harassment, Including Sexual Harassment* (rev. 2011):

Therefore, it is the policy and goal of Ohio Wesleyan University that all students, faculty, staff and guests be free from harassment based upon an individual's race, color, gender, gender identity and/or expression, sexual orientation, family configuration, religion, national origin, age, disability or military status. This prohibition includes sexual harassment.

- The Group Expectations Contract:

Some faculty/staff course coordinators have used a Group Expectations Contract as an innovative way to establish the personal code of conduct for travel-learning course participants both in the classroom and while engaged in international travel. Similar to the Learning Contract referenced above, the Group Expectations Contract establishes the principles for how travel participants must conduct themselves at home and abroad, both involving interactions and conversations with their peers and when operating in a destination country. The Group Expectations Contract is a *gentler* way to remind course participants that the course coordinator has authority over student personal conduct and discipline during an international or domestic travel experience.

Addressing Culture Shock

The term 'culture shock' refers to the "physical, psychological, and behavioral reactions that often occur when individuals are attempting to live, work, or study in unfamiliar contexts" (LaBrack 2010). The reactions that we all experience when immersed into a new culture take diverse forms that change over time. For shorter travel-learning courses, faculty, staff, and students may experience a complicated mix of excitement, trepidation, frustration, and even anger as they encounter different social conditions and individual interactions throughout the duration of travel. As course coordinators, faculty/staff can help prepare students for their brief exposure to distinct international or domestic cultures through varied techniques. We encourage you to adapt these suggestions to your specific travel-learning course needs and prior experiences.

- Social interactions: Students may benefit from descriptions of common social interaction norms in your destination. For example, how do males/females greet each other in public? What do different hand and head gestures mean? How do people cross their legs? Do people tend to smile profusely or modestly?
- Clothing and Apparel: Students should be informed, as appropriate, that many international cultures and some domestic cultures observe more conservative dress and apparel customs than may be the norm for the Ohio Wesleyan community. Faculty, staff, and students may benefit from advance knowledge about general clothing and apparel customs (e.g., types of pants/shorts, shirts, the acceptability of jewelry) and specific sartorial requirements for accessing certain sites (e.g., religious structures, restaurants, etc).
- Language: Students may benefit from a list of common social phrases that they can (carefully!) use during their travel. What are the common phrases for saying hello, goodbye, thank you, and you are welcome? What are the words for water, no ice, washroom, telephone, hotel, police, U.S. embassy, and other common terms that may be needed?
- Food: Students may benefit from advance knowledge of common dietary traditions in your destination country. What are the main foods in the diet? How can vegetarian or other restricted diets be accommodated? What are the culinary customs (e.g., utensils, eating traditions)? What foods/vendors should students avoid for health reasons? Do people drink beverages warm, cold, or at room temperature? Do people drink with the meal or after the meal?
- Hygiene: Students may benefit from advance knowledge of local hygiene habits and the availability of amenities (soap, shampoo, hot water).
- Cultural norms: Students may benefit from information on cultural norms they will encounter during their brief trip. For example, what are the gender relations in public? What constitutes acceptable social behavior in public (e.g., eating/drinking on the street? Speaking directly to members of the opposite sex? Bargaining over product prices?)

The key to successful travel is to be respectful of the destination culture, but also remember that you generally will be an ‘outsider’ no matter how hard you may try to blend into your surroundings. With an effort to show respect for local traditions, most people will be quite willing to overlook or politely instruct you on social gaffes you and your students may make. A friendly smile goes a long ways.

For additional reading

LaBrack, B. (2010) “Theory reflections: Cultural adaptations, culture shock, and the “curves of adjustment”, *NAFSA – the Association of International Educators* (online publication), accessible at [NAFSA Culture Shock](#)

The NAFSA website includes multiple cross-cultural training resources and an extensive bibliography on cultural adaptation and “cultural shock.”

SECTION IV.

CRISIS MANAGEMENT: HEALTH, SAFETY, and SECURITY FOR TRAVEL-LEARNING

Overview

Faculty/staff course coordinators have a responsibility to help ensure the well-being, physical safety, and personal security of all travel-learning course participants. The Office of International and Off-Campus Programs will contact course coordinators regarding paperwork, budget matters, and group medical insurance coverage. Regardless, faculty/staff coordinators should begin planning for a healthy, safe, and secure trip begins long before the intended date of travel.

Guidelines for Ensuring a Safe Travel-Learning Experience

International and off-campus travel involves a host of risks to the health, safety, and security of our faculty, staff, students, and other travel participants. Travel exposes travel-learning course participants to a vast array of risk-laden situations both internationally and domestically. From geopolitical instability and political violence, general and targeted acts of criminal violence and assault, adverse health conditions and medical emergencies, travel-learning participants must remain cautious and must maintain a heightened *situational awareness* to better ensure their physical health, safety, and security while off-campus.

Universities nationwide are establishing formal international and domestic travel policies to standardize the rules for conducting official university business in a global context. The university assumes considerable legal and financial liability when conducting travel-learning courses to both domestic and international destinations. Beyond the standard institutional liability waivers that all participants sign, faculty/staff course coordinators have a vital role to ensure that we are ‘doing the right thing’ for our colleagues, our students, and the university.

The *Crisis Management Guidelines for Faculty and Staff Leading International Travel Groups* is an OWU publication designed to help faculty and staff assess emergent conditions and determine the most appropriate course of action. Further, the *Guide to Developing a Personal Emergency Action Plan for Study Abroad Participants* is a supplemental document prepared by the SAFETI Consortium and the SDSU Center for Global Education and Study Abroad. Both the *Guidelines* and the *Guide* are included in the Appendix to this handbook. Faculty should be familiar with these guidelines and should direct any questions to the Office of International and Off-Campus Programs. Likewise, the forthcoming International Travel Policy will establish general guidelines for crisis management and mitigation to help guide both university administration and faculty/staff coordinators in the field when confronted with a health, security, or safety crisis.

- Adverse Travel Conditions:

The Office of International and Off-Campus Programs, in consultation with senior officers, determines university travel standards for official, university-sponsored international travel. This office monitors U.S. Department of State travel alerts, CDC travel warnings, and other governmental and non-governmental sources to determine on a case-by-case basis the suitability of international travel to different destinations. International and Off-Campus Programs in consultation with senior university officers and general counsel has the authority to prohibit individual or group travel funded in whole or part, sponsored, administered, or in any way related to the university in the conduct of official duties or in the context of an official faculty, staff, or student capacity when such travel poses an extremely or highly heightened risk to faculty, staff, and student health, safety, or security. Further, all faculty, staff, and student travel to countries subject to U.S. sanctions is prohibited and can only be undertaken after obtaining legal review from the General Counsel’s office and the approval of the Provost. For destinations with a heightened health, safety, or security risk, International and Off-Campus Programs may require faculty/staff coordinators to collect from all travel members a supplemental waiver of institutional liability that acknowledges the additional risk posed by travel to a destination.

Quick-Fact:

The City of London, United Kingdom has the most incidents per capita of non-violent and violent crime committed against international student travelers in the world.

- Accident, Sickness & Evacuation Insurance

The university requires all international travel-learning course participants to purchase international travel insurance through a licensed vendor. The total course costs include the price of this insurance automatically. This international insurance provides for medical treatment (physical and psychological), medical evacuation, and repatriation of remains for all manner of medical emergency, injury, or death while on official university business outside of the United States. The insurance also provides an emergency hotline 24 hours a day to address travel-related emergency and post-incident counseling needs for all TLC participants. The Office of International and Off-Campus Programs automatically registers participants as part of the TLC registration process.

- Pre-departure emergency planning for OWU Faculty, Staff, and Student Protection

International and domestic travel, even for short time periods, can expose university personnel to a range of physical and mental risks to health, safety, and security. Being aware of these risks may help you forestall any incidents during the travel experience. The first rule for travel is to “be prepared.” Common travel emergencies can occur at any time. Travel-learning trips in recent years have encountered several emergencies, including physical or mental illness/distress, hospitalization, physical injury, violent assault and robbery, theft, automobile accidents, and more. A well-organized plan will help you and your travel companions respond in an efficient, professional, and helpful manner to such contingencies.

Dealing with emergencies during travel

- Developing an Emergency Plan

Faculty/staff should actively develop an emergency plan prior to departure in case of a health, safety, or security emergency. A pre-departure emergency plan can help you ‘brainstorm’ about how to respond to a host of possible country-wide crises (e.g., geopolitical unrest or natural disasters) and personal crises (medical, emotional, and security emergencies). This plan should include key contact information (see appendix) for the Ohio Wesleyan main switchboard and the Office of International and Off-Campus Programs, the insurance carrier hotline, the U.S. embassy or consulate in your destination, and (if possible) contact information for local hospitals and police officials in your destination(s). Faculty/staff also should keep a copy of the *Crisis Management Guidelines* for quick review while in your destination. We recommend also that every travel participant be given a pocket-sized copy of key contact information to carry with them at all times. The Office of International and Off-Campus Programs is developing such portable information for future TLC programs.

- Communicating an Emergency Plan

Faculty/staff course coordinators should meet with all travel-learning course participants prior to departure to share emergency plans and related information. Second, faculty/staff coordinators are encouraged to produce a ‘faculty leader travel information packet’ that includes a comprehensive travel schedule, list of travel members, known medical conditions, emergency contact information, and contingency plans. The travel information packet should be kept in a secure location at all times and all travel members should be aware of both the contents, location, and means for accessing the information packet in the event of an emergency.

- Establishing a Chain of Command

We also recommend that you designate one or two travel participants (faculty, staff or student) as the formal 'back-ups' in the event that you or other supervisory personnel are incapacitated during travel. These back-up individuals will be responsible for communication between Ohio Wesleyan, HTH Worldwide, and the travel group in your absence. The time to make these contingency plans is well in advance of your travel departure so that they have time to become prepared for their potential responsibilities.

- Promoting a Culture of Security Among the Students

Faculty/staff course coordinators are recommended to stress the importance of group activities and personal safety among all course participants. Travel members should be encouraged to conduct all personal travel and exploration in groups of three or more people. This "buddy system" will help reduce crimes of opportunity that target university members. Travel members also should be strongly encouraged to inform the group of their planned whereabouts and approximate schedule to help maintain the security and well-being of all travel members throughout the travel experience. Detailed suggestions for addressing potential or actual emergency situations are included below.

- Special Travel Considerations in an International Legal Environment

Faculty and staff course coordinators are strongly encouraged to keep host-country legal systems and social norms in mind when dealing with emergency situations. In some countries, seemingly minor offenses such as traffic accidents and petty theft may result in the temporary detention of both the perpetrator and the victim for an extended period of time while police determine the facts of the situation. In severe cases – and particularly cases involving victims of sexual assault – there are documented cases where the victims have been detained and potentially charged with a crime. OWU international travel policy requires that you first contact both Ohio Wesleyan University (IOCP) and the travel insurance provider hotline to report any emergency situation. The personnel of your insurance carrier will advise you on the best course of action to ensure that your needs are met, your interests are protected while abroad, and the emergency situation is addressed.

- Health and well-being: Post-travel follow-up

Faculty/staff course coordinators should be alert to any physical or emotional illnesses or distress among travel participants both during and after the travel component of the course. Please refer any cases of concern to IOCP so that we may follow up with the appropriate physical or mental health offices to ensure that the OWU community and the affected student(s) receive necessary monitoring, intervention, and healthcare.

SECTION V.

FINANCIAL MANAGEMENT

Overview

The Office of International and Off-Campus Programs is the principal office responsible for coordinating travel-learning course expenditures and for processing post-course travel expense report forms. Regardless, faculty/staff course coordinators should ensure that they are well-versed in the university financial regulations regarding the use of university funds for expenses associated with a travel-learning course. The course coordinators are responsible for all university expenditures made and are financially liable for all discrepancies between documented and claimed expenses.

Pre-departure financial considerations

Faculty/staff course coordinators have a variety of options for how to use university funds in the development of a travel-learning course. From its inception, the design of such courses requires the use of university funds to secure travel service providers, develop schedules, make lodging and meal reservations, secure transportation both to/from and within the destination, and more. Course coordinators are responsible for setting financial policy for the class during the travel component and for completing post-travel financial reporting requirements set by the university.

- Class guidelines for financial management

Faculty/staff course coordinators are advised to establish clear class guidelines for managing money and resources prior to departure. Financial complications are a fact of life for travel-learning courses – a wallet is stolen or misplaced, a student overspends or does not bring sufficient money, there is miscommunication over who is responsible for which expenses, etc. Coordinators should establish in writing a clear monetary policy for all travel members early in the course. There are several monetary issues to consider:

- (a) Course-funded costs: IOCP recommends that all course-funded events be paid in advance through a travel coordinator when possible. When hard currency is needed, we recommend that course coordinators may want to divide course funds between them to avoid a catastrophic loss in the event of robbery, theft, or loss.
- (b) Course vs. personal expenses: IOCP recommends that coordinators make clear prior to departure what travel members can expect both for course-funded activities and for estimated personal expenses (souvenirs, extra material purchases, etc).
- (c) ATM Access and Security: IOCP advises course coordinators to determine what secure ATM and banking options exist in your destination.
- (d) Finally, IOCP recommends that international travel participants inform their credit card companies of the intended dates of travel to ensure that the company does not place a hold on card use when it detects that the card is being used outside the continental U.S. (a common practice by U.S. credit card companies).

Post-Travel Financial Reporting Requirements

Faculty/staff course coordinators should contact the university Accounting Office to determine the best option for managing expenses related to the travel-learning course (<http://accounting.owu.edu/travelAndExpensePolicy.html>). The Accounting Office offers travel advances, direct payment options (e.g., air travel), and a University/OWU Visa card as options for incurring expenses. Faculty/staff course coordinators should ensure that they are familiar with the different Accounting Office and IOCP pre-departure and post-departure documentation and filing requirements before incurring any TLC-related expenses.

- Post-Travel Financial Reporting Requirements

The principal faculty/staff course coordinator is required to document all university funds expended throughout the travel-learning course. Course coordinators should maintain accurate records and save all receipts for expenses incurred during both classroom and travel components of the course. These expenses include all charges against university funds made with an OWU P-Card, OWU travel advances, personal credit cards, and the use of personal funds. The Office of International and Off-Campus Programs will provide a travel expenses documentation packet to the principal course coordinator via email at the conclusion of the travel-learning course. This documentation packet includes reporting instructions and a *missing receipts affidavit* form.

SECTION VI.

DEPARTING FOR YOUR DESTINATION

Overview

This section provides general information for final preparations to help you and your fellow travelers to prepare for the departure and travel experience. The material included in the section highlights a few ideas for becoming a smart traveler – a process that begins before you ever depart for your destination.

Recommended Pre-Departure Preparations

Course coordinators should hold a required pre-departure meeting during the final weeks of the semester to provide key information and answer travel participants' questions. We recommend that coordinators convey the following material and information during the pre-departure meeting:

- A comprehensive pre-departure checklist

The checklist should include key documents, medical requirements, academic material requirements, and other critical information that cannot be forgotten.

- Luggage and personal effects requirements

Students should be encouraged to pack light (travel packages often include per-person luggage limitations that must be enforced). A good tip is to have students pack, walk their luggage across campus (to simulate the travel experience), and then re-pack more lightly.

- A comprehensive travel itinerary

All TLC participants should have a day-by-day schedule that may be shared with emergency contacts, family, and friends at home.

- Updated security information

The pre-departure meeting is a good time to explain emergency procedures, distribute laminated portable emergency contact cards, and to designate alternate emergency personnel (on a voluntary basis) in the event that both course coordinators are incapacitated. The university recommends that course coordinators stress the need for students to travel in small groups of three or more, to dress modestly and avoid wearing clothing, jewelry, or electronic equipment that may draw attention to them, to avoid dangerous streets, and to remain vigilant to their surroundings at all times while traveling abroad.

- Financial procedures

Students should be reminded about the options for conducting financial transactions during the trip. This topic should include information about the use of credit cards vs. hard currency, course-specific rules for who in your group controls/carries the money, particular events that may require pre-payment or additional charges for course participants, the need to retain receipts for purchases, and the need for a contingency plan in the event that one's money is lost during travel. Students also may benefit from a discussion on 'financial customs' (negotiating sales customs, tipping customs, local vs. U.S. currency use, etc) in the destination country.

- Personal conduct

Faculty, staff, student, and accompanying travel participants should be firmly reminded that the travel-learning course is an extension of the university and requires professional behavior at all times. Travelers are ambassadors for our university. We recommend that travel members be reminded that intimate personal relationships should be avoided during the travel experience to better protect the health, safety, and security of the individual and the group.

- Retention of records

IOCP encourages course coordinators to remind course participants that all travel documents, itineraries, and other information should be photocopied and left with a personal contact at home. The Office of International and Off-Campus Programs also retains a copy of TLC participants' passports and visas.

Communicating with the Home Front: A legal necessity and the right thing to do

- Pre-Departure communication with the Home Front

IOCP recommends that faculty/staff course coordinators provide all travel members with a formal letter that should be shared with family and friends. The letter should include both a detailed travel itinerary, current information on health, safety, and security conditions in the travel destination, passport/visa document information, and a general reminder to bring sufficient medical supplies/prescription drugs for the duration of travel. This letter serves both to inform travel members and their families and to protect the university against potential litigation for not meeting our 'duty to warn' travel-learning course participants adequately of potential hazards.

- Building a social media space for the travel-learning course

Recent travel-learning course coordinators and students have created both webinars (brief YouTube web videos about the upcoming and/or current travel experience), course Facebook pages, and blogs to provide information throughout the duration of the travel-learning course to both students and the Home Front. Faculty/staff coordinators often take the initiative to create and administer these sites. In other cases, the projects have been student-directed. In either case, social media may be a useful tool for sharing information and experiences both within the group and back at home. We encourage their use, but also remind all travel members to not post inappropriate material or any information that could place travel members at a safety or security risk while travelling off-campus. Remember that any web presence you create is an extension of both the university and of your own role as cultural ambassadors!

- Communicating with the home front from the field

Research suggests that travel-learning experiences have a greater effect on student development when those experiences are shared. In the excitement and rush of the trip, travel members often forget about the *home front* of partners, and friends waiting anxiously for news of the travelers' well-being and experiences. The desire to get in the field obviously is paramount, yet a small gesture to those who remain behind is almost always appreciated! When possible, a brief email or phone call, the occasional Facebook post, or an online travel blog do wonders at alleviating parents', partners', and children's concerns and allow them to share in the travel-learning experience. However, travel members should *refrain* from providing alarming information to family and friends that will only deepen existing concerns and fears back at home over issues that cannot be changed (e.g., perhaps don't tell your husband or your mother that there are rattlesnakes everywhere or Dengue fever in the village!).

SECTION VII.

ASSESSMENT AND REVIEW – INTEGRATING TRAVEL-LEARNING EXPERIENCES INTO THE CURRICULUM

Overview

Faculty, staff, and non-graduating student all have continuing responsibilities to the OWU community following the completion of their travel-learning course. The administration expects returning faculty and staff course coordinators to assist in travel-learning course program assessment efforts. Likewise, travel-learning courses should include post-trip components that grant students the opportunity to share their experiences with the broader student body and our local community. This section highlights key requirements and our aspirations for how best to bring the practical travel-learning experience back to the

OWU community and beyond – one more opportunity to realize the OWU Connection *theory-to-practice-to-theory* goals at the heart of our university liberal arts mission.

Formal processes: The Travel-Learning assessment reports

The OWU Assessment Committee provides faculty/staff course coordinators with a formal Travel-Learning Course assessment instrument both at the beginning of the course and following the completion of travel at the end of the course. These assessment surveys solicit faculty, staff, and student responses on both the logistics aspects and academic/curricular aspects of the course. Course coordinators and all course participants are strongly encouraged to complete these valuable assessment tools to help inform the OWU Connection and our overarching effort to provide the best intellectual development possible for our students.

Bringing the travel-learning experience back home

The opportunity for students to share their travel-learning experience with the OWU and surrounding communities is a vital, yet often neglected, aspect of Travel-Learning Courses. Experiential learning is most valuable when students are provided the opportunity to reflect on and present their experiences to their peers – from *practice to theory!* As course coordinators, faculty/staff have a central role in establishing viable options for students to discuss their experience and inspire a new set of students to follow in their footsteps. This last Travel-Learning Course stage involves both reflection within the group and with the wider population.

- The Debrief: Wrapping up the Travel-Learning Course as a class

Debriefing is the term that we commonly use to describe the important step of peer-to-peer reflection between faculty, staff, and students following completion of the travel component. Both group debriefing and individual debriefing in the wake of the travel-learning course give all members an opportunity to solidify the academic lessons learned and the social experience realized in the course. While the travel component of a Travel-Learning Course commonly occurs at the onset of the summer break, IOCP still encourages course coordinators to meet with non-graduating students at the beginning of the subsequent Fall term to host a group debrief and/or an individual debrief as a way to bring the course to a more meaningful conclusion after three months of personal reflection on the experience.

- OWU community presentations

The OWU Connection curricular plan encourages the public presentation of travel-learning experiences to the broader OWU community. In recent years, a variety of presentation styles have given students exciting opportunities to transmit their own experiences and excitement to the rest of the campus community. Faculty/staff course coordinators are encouraged to continue these trends by providing returning students in the Fall term a range of opportunities to share the results of the Travel-Learning Course.

Career development and research projects: The long-term benefits of travel-learning

International experience is of interest for those hiring in the private sector, the public sector, non-profit sector, and university employers. Travel-Learning students want their experience to enhance their resume or to improve their graduate school application in a meaningful way.

Faculty/staff course coordinators are encouraged to help students to promote the connections between the classroom, the travel experience, and a strong resume or graduate school application. Whether international or domestic, the travel-learning experience provides distinct skills development that students should be encouraged to highlight as they seek post-OWU careers/studies.

Both the direct travel-learning experience and longer-term faculty-led research offers clear benefits for students seeking to strengthen their career prospects. The direct experience of off-campus travel and possible research has clear benefits – i.e., intellectual development, international travel experience, intercultural communications, and logistical planning.

Students' post-travel research and presentation efforts provide even greater opportunities to develop the organizational, communications, logistics, and team-building skills that employers and graduate school

reviewers increasingly seek to distinguish top prospect. Did your students organize a post-travel event? Engage in public outreach and presentations? Work with the OWU Admissions and Communications offices? Work with a faculty member or independently on a course-inspired research project? As a course coordinator, you are in a distinct position to help these students convert these travel-learning experiences into tangible language and concepts that will continue to help them long after the end of the travel-learning course.

APPENDIX A.

OWU CRISIS MANAGEMENT GUIDELINES FOR FACULTY AND STAFF LEADING INTERNATIONAL TRAVEL GROUPS

(Available in the OWU Connection / IOCP Office)

APPENDIX B.

GUIDE TO DEVELOPING A PERSONAL EMERGENCY ACTION PLAN FOR STUDY- ABROAD PARTICIPANTS

*Special thanks to **SAFETI Consortium** and the **Center for Global Education and Study Abroad at SDSU**.*

This guide is designed to help you better cope during a crisis. Being able to deal well with a crisis situation includes understanding your emotions, keeping yourself as safe as possible, and communicating with your emergency contacts by creating and using your personal Emergency Action Plan (EAP).

While most students experience a safe and healthy time abroad, some are forced to deal with minor emergencies. Some of the more common minor emergencies that students may face abroad include: pick-pocketing, petty theft, illness, injury, and the consequences of alcohol or drug use. The majority of students can protect themselves from such minor emergencies in much the same ways they protect themselves from similar situations at home. However, what students consider a minor emergency here at home can turn into a more difficult to handle situation abroad. Small emergencies abroad can seem like larger ones due to language and communication barriers, and a lack of familiarity with foreign surroundings and legal structures.

In addition to minor emergencies, some students may also face larger emergencies abroad. Frequently, these major emergencies tend to be events out of a student's control. Some unpredictable, major emergencies that could occur abroad include: natural disasters like earthquakes and hurricanes, criminal assaults or acts of terrorism, and serious medical problems.

Things To Do Before a Crisis Occurs

1. Create an Emergency Action Plan

The first step in crisis management is being prepared before a crisis occurs. Consider adopting a personal Emergency Action Plan (EAP) for yourself. Essentially, this document describes what actions to take in the event of an emergency. Your EAP could be as simple as a list of people to call in case you are hurt, along with copies of your insurance papers, passport, and names of any medications to which you are allergic. Please see the Emergency Planning section for how to create a personal EAP, and steps to take during an emergency.

2. Why Create a EAP?

The more support networks you have during an emergency or crisis, the more likely someone will be available to help you. Also, the better prepared you are ahead of time, the better chance you have of responding effectively to a crisis abroad. Therefore, it is important to set-up support networks, and an EAP, before an emergency occurs-before you actually need assistance. Emergencies like natural disasters and political unrest are beyond a student's control, yet many students often have an invincible "that won't happen to me" attitude. We hope students change

that attitude to "if that happens to me, I will be able to keep myself healthy and safe." Emergencies abroad may also result from accidents, injuries, and physical or mental health problems. Creating a EAP is a good first step towards keeping yourself healthy and safe in the event of an emergency or crisis abroad.

3. Who Needs a Copy of Your EAP?

Give copies of your EAP to your contacts abroad, and leave copies with appropriate contacts at home, which may include several family members and friends. Make sure to always keep a copy on hand for yourself as well. You should consider giving your EAP to the following contacts:

In the U.S.:

- ü Your primary home emergency contact (Power of Attorney)
- ü Family members/relatives/guardian
- ü Friends
- ü Your home campus
- ü Your primary abroad emergency contact
- ü Housing coordinator abroad/home-stay family member(s)
- ü Friends or family abroad
- ü Your abroad campus department(s) which maintains emergency contact information
- ü Your study abroad program resident director or host family.
- ü Attach your EAP to your embassy or consulate registration form (if they accept it)
- ü Yourself

4. How to Create an EAP

Getting to You:

Ideally, try to develop detailed written directions so that someone would be able to locate you at your study abroad or travel location(s) in the event of an emergency. You may want to draw visual aids or maps in addition to writing out instructions.

Getting Yourself Out:

Then, try to develop detailed instructions for yourself, showing possible routes from your place of residence, hotel/hostel, work/internship and/or university/program abroad to a safe place. You may also want to include other places that you frequent, including shops, restaurants, subway stations, nightclubs, etc. You may want to draw visual aids or include a copy of a map in addition to writing out instructions.

Things to Consider:

Remember, elevators may not function, and electric doors may not open in the event of an emergency; make sure to map out escape routes in which you take the stairs (or wheelchair ramps) rather than elevators. Consider carrying a small flashlight with you at all times in case the lights go out and you need to find your way through dark hallways or stairwells. Phone lines may also go down, so don't rely on calling someone to come pick you up. Have your Emergency/First Aid Kit available to take with you.

Programs and Groups:

If you are studying abroad as part of an organized program, or traveling abroad in a group tour, your program/group may have designated emergency meeting points. At these emergency meeting points, program/group leaders may assemble emergency supplies, count participants to make sure no one is missing, and give instructions for what will happen next. However, your program/group may not have such an emergency plan (if your program/group has activities or response plans that don't seem appropriate for you, it is important to communicate your concerns, and feel comfortable that the arrangements are appropriate for you). Check to see what kind of emergency plan your program/group has (if any). Even though you are with a program/group, you may have to rely on

your own EAP to help you cope with a crisis. It is important to create a balance between what your program/group can do for you in an emergency, what your embassy/consulate can do, what your personal contacts can do, and what you will need to do for yourself.

On Your Own:

If you are not studying/traveling with a program or group, it becomes even more crucial for you to create a detailed EAP; you might find yourself alone and entirely responsible for your own safety, your own evacuation, and your own well-being. If you are studying/traveling independently, try to establish emergency places to go (or meeting points) and escape routes, and always have your own emergency kit fully stocked and ready. If you are traveling independently, provide an itinerary for your trip. Check in with your emergency contacts by e-mail or phone from your various travel locations; this will help give them a general idea of where you are and where you are going. Even though you may be studying/traveling by yourself, you don't necessarily have to be alone in a time of crisis. Try to balance what your embassy/consulate can do for you in an emergency, what your contacts might be able to help you with, and what you will need to accomplish on your own.

Registration with the Embassy:

When you arrive, register with the U.S. Consulate or Embassy in the country where you will be studying (if you are not a U.S. citizen, register with the embassy/consulate of your home country). Registering with the Consulate or Embassy will make it easier for them to contact you in case of an emergency and to assist you in case you lose your passport, etc. To better enable them to assist you, it is suggested that you sign the privacy release form when you register. Ask for a briefing from the consular officer on safety issues in the country where you are studying. Often the IOCP will register for you. Please make sure that registration is complete before departure.

Statistics to Know:

Research statistics about the frequency of natural disasters, political turmoil, terrorism, technology disruptions (like power outages) in the countries in which you will be traveling. Prior to departure or immediately upon arrival, you should identify appropriate medical facilities in case of injury abroad. It is important to know whether your travel insurance will pay in advance for care, or whether you will need to apply for reimbursement. In the case of injury, the U.S. Bureau of Consular Affairs can assist your family in sending you the necessary funds to pay for your medical care. In some instances they can help arrange for your transport and accompaniment back home, although they won't pay for this.

Create and Carry an Emergency Card

Print out the Emergency Card. Fill it in. Leave a copy with your U.S. emergency contacts, with your abroad emergency contacts, and keep a copy with you at all times.

Print out the Emergency Card below. Fill it in. Leave a copy with your U.S. emergency contacts, with your abroad emergency contacts, and keep a copy with you at all times. Print out the Emergency Card below. Fill it in. Leave a copy with your U.S. emergency contacts, with your abroad emergency contacts, and keep a copy with you at all times.

During and After a Crisis

1. Understanding Your Emotions:

In response to a crisis, you may experience the following range of emotions. These feelings are normal responses to a difficult situation:

- Disbelief Fear Anger
- Anxiety/Panic Difficulty Concentrating Denial

- Worry/Concern Stress Excitement
- Depression Shock Other

2. Making Yourself Feel Safer:

There are some things you can do to calm your emotions and make yourself feel safer in an emergency/crisis situation. The following list gives some tips on how to maintain your physical safety and mental health during a crisis:

- Realize your feelings are normal
- Find/make a safe environment
- Maintain a basic self-care regimine (shower, shave, get dresses, exercise, etc.)
- Avoid confrontation, both physical and verbal
- Take one step at a time
- Assess what you can and cannot control
- Ask for help
- Create a support network

3. The Phases of Crisis

The Peace Corps outlines the main phases of crisis, as well as common symptoms that may affect you during each phase.

Phase 1: The initial phase when a crisis/emergency first occurs; may include a state of alarm, mobilization, and action.

- Physical Effects—rapid heart rate, difficulty breathing, sweating, nausea, diarrhea, etc.
- Emotional/Behavioral Effects—excitement, anxiety, fear, irritability, denial, helplessness, hyper-activity, immobilization, etc.

Phase 2: The aftermath of a crisis/emergency, which can involve everything from clean-up to war, and can last anywhere from days to years.

- Physical Effects—fatigue, lack of energy, insomnia, post-traumatic stress disorder, weight gain/loss etc.
- Emotional/Behavioral Effects—depression, sadness, guilt, anger, mood swings, grief, flashbacks, poor concentration, avoidance, etc.

Phase 3: The recovery phase, when victims begin the transition back to what their regular routines were like before the crisis occurred.

- Physical Effects—return of energy, normal sleep and appetite patterns, return to a healthy weight etc.
- Emotional/Behavioral Effects—stabilization of moods, feelings of joy/pleasure, improved thinking/working, socializing, return of interest/passions/hobbies, etc.

4. Know What To Do

Knowing the answers to the questions found below can be a good first step in helping to keep yourself safer in an emergency by creating a personal EAP. If you need help drawing a map, finding escape routes or writing emergency preparedness directions/steps, consider asking yourself the following series of questions. You should really try to include answers to all of these questions in

your personal EAP:

Know Where to Go

Where should you go first in an emergency, and what method of transportation will you use to get there? Be aware of all your emergency transportation options. Know the numbers for the following:

- Airport:
- Bus Station:
- Train Station:
- Metro Station:
- Rent-a-Car:
- Boat/Ferry/Port Authority:

Know Your Emergency Contact Information

In addition to your personal emergency contacts, we also recommend you look up/ask for the numbers for the following individuals and agencies nearest to your study abroad and/or travel location(s):

- City or country's 911 equivalent:
- Local Government/Visa office:
- Consulate/Embassy:
- Police:
- Fire:
- Hospital:
- Translator service:
- Lawyer:
- Red Cross:
- 24-Hour Assist/Insurance Hotline:
- Other:

Who will you call first, second, third, etc. in an emergency? Do your emergency contacts have each others' phone numbers so they can communicate and relay information about you to each other? What are some alternate ways of communicating with your emergency contacts? Who would you like those assisting you to contact in the event of your illness, injury, incarceration, kidnapping, etc...? Do all of your emergency contacts know what your wishes are in the event of your serious injury or death? Where does your nearest emergency contact live, and how fast can you get to him/her?

Back-up Plan/Special Conditions

If the situation does not permit you to follow the original emergency plan, what is the back-up plan (Plan B)? Are there any other special conditions to consider which are unique to your situation (i.e. weather conditions/hazards in your region of study/travel, a personal physical handicap, poor public transportation or phone service in your area...)?

Emergency Kit/Money

Which items do you still need to add to your emergency first aid kit before it is fully stocked and ready? Do you have emergency cash reserves, travelers' checks, credit cards, etc. onhand, in case you can't count on banks/ATMs, or get to a bank/ATM? Using the emergency supplies and reserve money you have set aside, for how many days would you be able to sustain yourself, and what would you use each day?

Documents that should be attached to your EAP:

Copies of Passport and Visa, Emergency Assistance Hotline Information, Insurance Card/Information, Area Maps/Safe Routes, Emergency Card, Communication Sheets Traveler's Check Receipts, Information Release and Approval for Medical Emergency Care Form (contacts & care approval), Special Medical Needs Treatment Information, Power of Attorney, Home & International Drivers Licenses

Emergency Action Plan Steps

Print out the EAP Steps. Attach the appropriate documents and bring necessary items with you. In case of an emergency, follow the EAP Steps. Steps to help you stay calm and use your EAP more effectively in an emergency.

Step One

Remain calm. Take a deep breath. You will need a clear head in order to focus on your next move.

Step Two

Assess the situation/Get Advice from Program Staff. Identify in what kind of emergency situation you find yourself. Contact program staff for advice. An emergency/crisis can be:

- Personal: Accident/Injury, Death, Illness, Sexual Assault, Kidnapping, Arrest, etc.
- Regional: Natural Disaster, Political Uprising, Terrorist Attack, War Outbreak, etc.

Step Three

Take Action. Exercise good judgment. Follow your evacuation plan/written instructions/maps you have developed as part of your EAP to help remove you from the emergency and get you to a safer location where you can get help. Remember the alternate transportation options you have available.

Step Four

Get in touch. Now that you are in a safer and more stable location, update others about your situation. Using a method of communication at your disposal, get in touch with your emergency contacts so they can help you. Have them assist you in finding what you need (medical care, transport, a lawyer, etc.)

- Take care of yourself. While you are waiting for your contacts to assist you, or in case you cannot reach anyone to assist you, use your emergency kit. Take out the supplies you need to keep yourself healthy (bandages, food, jacket, radio, etc). You may need additional/continuing medical care and/or personal/psychological counseling.
- Keep Trying. If you cannot get a hold of anyone to help you (because phone lines are down, you are trapped, etc) don't give up. Try alternate methods of communication and transportation until you are able to reach someone. If you need to move to another location, let others know and leave a written description of where you are going.

Step Five

Move to a more permanent location. After you have removed yourself from any immediate threat, regrouped at a safer location, and gotten in touch with your emergency contacts, you may need to move to a more permanent location for treatment/assistance. Consider your transportation options and get yourself to the appropriate location (hospital, police station, embassy/consulate, contact's home, counseling center, etc.)

Step Six

Stay in touch. Maintain contact and update your emergency contacts on your condition. It would be useful to have a "communication tree" whereby your emergency contacts can collaborate to help you through the emergency situation (you may need to have privacy release forms in place for this to happen).

Step Seven

Evaluate and revise your EAP. After the emergency is over, and once your condition has stabilized, evaluate your EAP and use what you've learned to revise it in case of future emergencies (Please provide feedback to the IOCP about how other students might learn from your experience).

