

Indiana University



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

IU's first short-term faculty led program took place in 1879 when David Starr Jordan began the tradition of taking 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 in 125 years, 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.

*Kathleen Sideli
Associate Vice President for Overseas Study
Indiana University*

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. 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
Personal safety and security (including drugs and alcohol, as well as situational info)	Telephones
Money access	
Vacation travel	

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 often 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.

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:

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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.

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 Code of Academic Ethics*, a document issued by the Dean of the Faculties, 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 *Code*, please refer to it prior to your departure.

www.indiana.edu/~deanfac/acadguid/i.html#ae

The document contains two major sections. The first section includes 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. This section also contains an enumeration of specific responsibilities related to teaching, librarianship, and University citizenship. The second section describes enforcement procedures.

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 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: www.indiana.edu/~overseas/HSS_Checklist.doc.

As on your home campus, your own health care plan will cover you abroad. Since many plans do not include special coverage for medical evacuation and repatriation, you should check your plan coverage to be sure that these are included or enroll in a plan that provides this coverage. [IU staff can now enroll in 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 autonomous 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.). 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 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 book "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).

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 prohibits use of 12-passenger and 15-passenger vans.

An excellent resource is the Association for Safe International Road Travel (www.asirt.org) which offers statistics, tips and articles about road safety around the world including specific guidelines for study abroad programs.

IU RISK MANAGEMENT AUTO POLICIES

Indiana University policies relating to driver responsibilities are in effect. You can review the policies on the Risk Management Web site:

<http://www.indiana.edu/~riskmgmt/autopol.htm>

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).

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".

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 warnings, 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.

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 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 Travel Warning 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 Warning 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."

Program Suspension or Cancellation (Continued)

Aside from the issuance of Travel Warnings 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)
- 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 should 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 (\$24 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*.

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 www.indiana.edu/~health/travel.html. The IU-Bloomington Health Center receives up-to-date communiques from the Center for Disease Control (www.cdc.gov) and the World Health Organization (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 so that 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 I, J, K and L.]

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)

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 his/her 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.

Sexual Assault

Sexual assault can take the form of a date or acquaintance rape, molestation, or sexual harassment. These are all acts of violence and power that use sex as a weapon. U.S. campuses have crisis help lines and Web sites to assist students who have been assaulted. It is critical that students who have been sexually assaulted report the incident, preferably to the local police. Often, however, they are reluctant to do so. Do not underestimate the impact that an incident like this can have on the student, particularly if another program student is involved or should a faculty member or staff member be implicated. Always follow up on any report of this nature.

Disciplinary Problems

Under Indiana University policy, students who are currently on disciplinary or academic probation 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: www.dsa.indiana.edu/Code/

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 the Procedures section of the *Code of Student Rights, Responsibilities and Conduct* dsa.indiana.edu/Code/CodeProcedures2006-7.pdf for list of possible sanctions).

Suggested Procedures:

1. The student should receive written notice of any charge against him/her. 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.

POST-PROGRAM CHECKLIST

Within one month of the close of the program, you should submit a summary report and supplemental materials, including all items of relevance listed below. The report should be at least 3-4 pages long. This program summary enables Overseas Study to monitor your program which is a requirement established by the Overseas Study Advisory Council. OSAC not only evaluates program proposals but also has ongoing responsibility for ensuring the quality of all study abroad programs that operate under the purview of Indiana University.

Program report should include the following information:

- Name, dates and location of the program
- Indication of how program met its mission
- Selection process (target audience, vetting process, exceptions, etc.)
- Number of participants and an overall description of the group as a whole (credit/non-credit enrollment, graduate/undergraduate status, most common major, class standing, distribution by campus, etc.) on Census Form
- Pre-departure orientation and preparation of students
- Academic program
 - description of course(s) offered (content, level, credits, teaching methods, etc.)
 - distinctive features, strengths and weaknesses of the academic program
 - impact and influence of the overseas setting on the academic and intercultural experience
 - description of field trips and excursions and how they served the academic mission
 - recommended changes
- Summary of grade distribution
- Explanation of logistical and transportation arrangements
- Description of program facilities, student housing and meal arrangements
- Issues concerning student health and safety, including disciplinary problems:(explain incidents that occurred or concerns that you or others might have
- Budgetary issues (as related to program and/or student expenses)
- Overall recommendations for the program in the future
- When the program would take place again
- Reflections on any issues or concerns that were raised

Copies of the following:

- Program schedule indicating daily routine and calendar of whole program
- Course syllabuses
- Handbooks or handouts distributed to students prior to departure
- Student evaluations

Report should be directed to: Kathleen Sideli, Associate Vice President for Overseas Study, Office of Overseas Study, Franklin Hall Room 303, Indiana University, Bloomington, IN 47405; sideli@indiana.edu; Tel: (812) 855-1139; Fax: (812) 855-6452

LIST OF APPENDICES

- A: Sample *Agreement & Release Form* (to be signed by each student: waiver of liability)
<http://www.indiana.edu/~overseas/forms/agree.pdf>
- B: *Responsible Study Abroad* (appendix of student *Getting Started* handbook)
See Appendix B <http://www.indiana.edu/~overseas/policies/autonomous.pdf>
- C: IU Health Center Handout - *Alcohol Self Assessment*
- D: IU Health Center Handout - *Depression*
- E: IU Health Center Handout - *Eating Disorders*
- F: IU Health Center Handout - *Stress*
- G: IU Health Center Handout - *Suicide*
- H: Sample *Incident Report Form*
- I: Sample *IU Overseas Study Sample Evaluation Form*

ATTACHMENTS

Getting Started

<http://www.indiana.edu/~overseas/policies/autonomous.pdf>

Drinking Problem Questionnaire

APPENDIX C: Alcohol Self Assessment

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 D: 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 D: 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 E: 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 E: 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]

APPENDIX F: Stress

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 G: 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 H: Incident Report Form

Indiana University Office of Overseas Study Incident Report Form

INCIDENT DESCRIPTION:

Name of Program:

Today's Date:

Time, Date and Location of Incident/Accident:

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.

7. **Short-term overseas programs may involve living in close quarters with others, non-luxurious housing, limited food choices, physical stamina, exposure to the elements, etc. Describe any special demands of this program. What personal qualities are required to cope with them?**

8. **During the program, were you the victim of crime or harassment (pick-pocketing or other theft, assault, threat of violence, racial or sexual harassment, etc.)? If yes, please explain.**

9. **What do you wish you had known before you left? We'll pass on to future participants your tips about preparing yourself for the program, packing, coping mechanisms, academics, health care, etc.**

10. **In addition to the fees you paid to IU, how much money did you spend all together for meals, snacks, miscellaneous and personal expenses, souvenirs, etc?**