



Carleton College Off-Campus Studies

On-Site Handbook

for Faculty Directors and Program Assistants

2020-2021



Photo by Eric Wang '18



Photo by Kate Richardson '19

Table of Contents

| | |
|--|-----------|
| Introduction | 5 |
| Community Building and Residential Life..... | 6 |
| Definition, Theory, and Strategy | 6 |
| Facilitating Programs and Discussions..... | 9 |
| Setting Ground Rules | 9 |
| Icebreakers and Team Builders | 12 |
| Establishing a Social Contract | 14 |
| Suggested Opening Meeting Agenda | 15 |
| Alcohol | 16 |
| Birthdays & Other Celebratory Events | 17 |
| Cross-Cultural Learning..... | 17 |
| Culture Shock | 17 |
| Coaching students to become cultural learners and observers..... | 19 |
| Sharing experiences via blogs and social media..... | 20 |
| Observing and Responding to Concerns..... | 20 |
| Addressing Behaviors of Concern..... | 20 |
| Vandalism/Property Damage | 23 |
| Noise | 23 |
| Disengagement from the Program..... | 24 |
| Gross misconduct | 24 |
| Missing student | 25 |
| Sexual Misconduct..... | 25 |
| Addressing Health and Safety Concerns | 25 |
| Local Medical Services | 25 |
| CISI Insurance & AXA Assist | 25 |
| First Aid..... | 26 |
| Acute Physical Ailments..... | 26 |
| Care of Intoxicated Students | 26 |
| Mental Health | 27 |
| Suicide..... | 27 |
| Addressing Concerns within the group (Group Dynamics) | 28 |
| Mediation Skills/Conflict Resolution | 28 |
| Inconsiderate Group Behavior/Violations of the Social Contract | 29 |
| Communications and Emergency Response Protocols | 29 |
| Contacting Parents | 29 |
| Intra-Program Communications | 30 |
| Emergency Numbers | 30 |
| Emergency Response Protocols | 30 |
| Appendix—Select OCS Policies | 33 |
| Agreement Form..... | 33 |
| Student Participation Policies..... | 35 |
| Alcohol | 36 |
| Independent Travel Policy | 37 |
| Cell Phone Policy | 38 |
| Mental Health Crisis Flowchart | 40 |

Introduction

As off-campus studies faculty directors and program assistants, your role extends well beyond academics into the many student life aspects of your program. This handbook contains resources developed by Off-Campus Studies, Residential Life, the Dean of Students, and other organizations. It is organized into two primary sections: 1) strategies for facilitating community life and cross-cultural learning and 2) observing and address behaviors of concern. Several key College and OCS policies are included in the appendix as reference documents.

Faculty directors and OCS staff are responsible for anticipating student issues and working together, and in collaboration with other offices on campus, local partners, and our emergency assistance company, to respond to student life issues as they arise. Three guiding principles apply to this work:

1. **Confidentiality**--You should always be clear about the limits of your ability to maintain confidentiality when students share sensitive information with you, as it is not always possible to keep the information that students share with you to yourself. For example, you are mandated to report all allegations of sexual misconduct, and it is oftentimes the best professional practice to consult with colleagues to strategize on how to best assist a student.
2. **Consultation**-- Although the faculty director is the College's representative on all matters while directing the program, the resources and expertise of the campus are available to support the director and the entire program staff. When faced with a challenging situation, faculty directors should feel confident in the College's support and encouraged to ask for advice or discuss their thinking with colleagues back on campus. Program staff should consult liberally and openly with faculty directors about any and all matters of concern. When in doubt, it is always better to err on the side of over-consultation.
3. **Documentation**-- When responding to student concerns, it is important to keep a record of your consultation and decision-making process. This record is established through email correspondence and notes from conversations with OCS staff or others on campus. Some situations, however, call for more formal documentation such as a community concern form. You should also keep notes in your personal files in case questions or concerns arise later on.

We look forward to working with you on these important matters.

Helena Kaufman, Director

Naomi Ziegler, Associate Director

Leslie Vanderwood, TDS Manager and Data Coordinator

Rob Quanbeck, Program Manager, Global Engagement Programs

Jennifer McMurray, Administrative and Pre-Departure Process Specialist

Community Building and Residential Life

Setting a positive tone for the community living aspects of an OCS program begins during the application phase and continues throughout the program. Faculty directors and program assistants play a key role in fostering a healthy, productive, and safe environment for all participants. This section contains strategies and tips for this work.

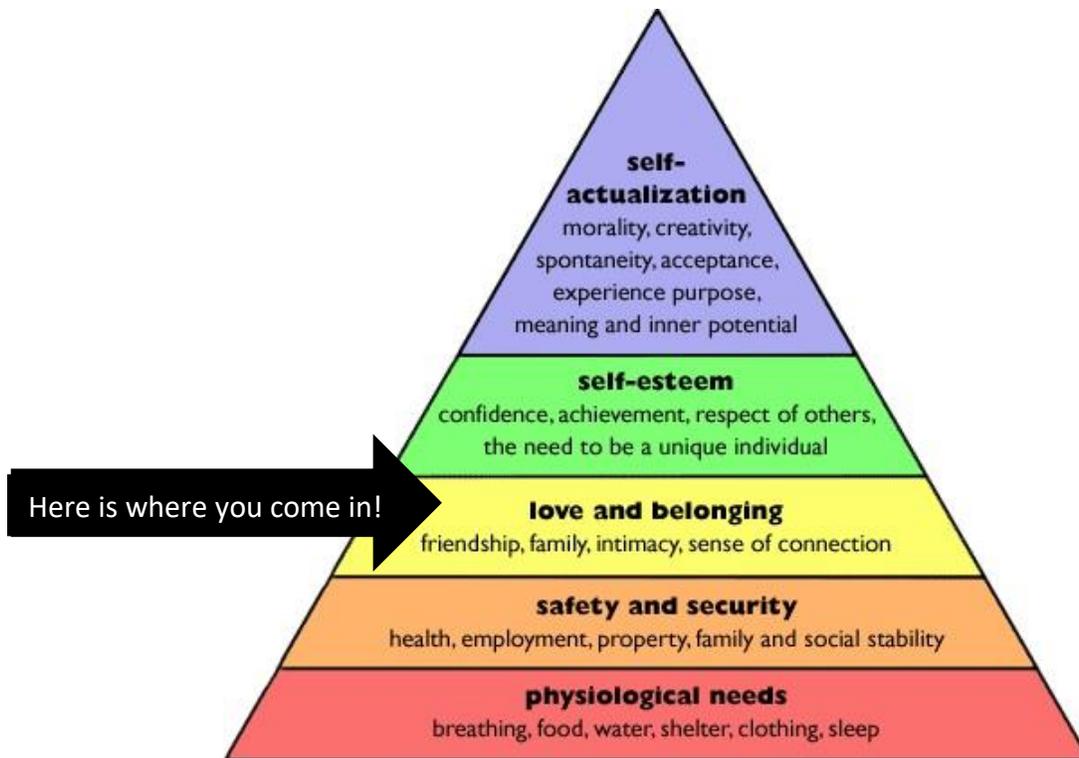
Definition, Theory, and Strategy

Definition of Community: A group of people sharing a common purpose...living in close proximity and interacting on a regular basis, involved in defining group expectations, taking responsibility for meeting those standards, and respecting individuality within the group.

Community Development: The process by which OCS program directors and assistants facilitate a sense of community among participants on their program. This is done formally through the curriculum and co-curricular programming and informally through role modeling and everyday interactions with each other. As program staff, it is your role to help build a community, enlisting students and colleagues to participate so that they feel invested in the process and community that you collectively build.

Theory: Maslow's Hierarchy of Needs

Before a person can achieve their best, they must satisfy their basic needs. The pre-arranged living space and food stipend or food service provided by the program should meet basic needs for shelter and food. During the program, your role is to help ensure student needs for safety and belonging are met.



Community Development: A positive attitude and sustained effort are crucial to successful community building. Assessment and understanding of student needs and wants is an important step. Identifying leaders in the community will help with this assessment and community development as a whole. Goal sharing helps to assess the needs of the community while setting expectations for community behavior. Action is key and highly observable by students – make sure you are consistently acting as a positive community role model.

Community development is a process that takes time and energy. It does not happen overnight. As communities grow they go through a series of five phases. These phases can be cyclical as communities change and evolve.

Phases:

1. **Getting Started/Acquainted** – this includes preparing for departure as you plan and attend pre-departure meetings and get ready to leave for your program. This phase continues through initial travels, getting settled into the housing accommodations, and the opening meeting (if applicable).
2. **Communication & Bonding** – this includes communicating individual and group goals, values, needs, and guidelines. Make sure that every community member is part of this process.

3. **Trust** – this phase depends upon adherence to community expectations and meeting the needs of one another. It is crucial for directors and assistants to help students get to know one another and feel more comfortable with one another and the community.
4. **Commitment** – this phase occurs with the willingness to compromise with one another, community members taking responsibility for their own behavior, community members' self-disclosure of needs, values, etc., and a shared pride in the living community and one's role within it.
5. **Community** – this phase includes establishing a strong sense of belonging within the community, unity displayed by students, evident respect in actions and words, and an achieved understanding of self and others within the community.

Strategies to Facilitate Community Development

- Create opportunities for relationship building (team builders, small group conversations, outings etc.).
- Encourage students to get to know one another through the pre-departure process and upon arrival.
- Establish an “open door” policy.
- Identify students who do not seem part of the community and get them involved – or better understand their wish to remain on the edge of the community.
- Encourage students to try new things – this is particularly crucial during your group's time abroad. You will have the opportunity to do many new things during the experience. Take advantage of what your host city and/or country has to offer.
- Be around and available – sometimes just knowing you are available helps students.
- Convey necessary information regularly and efficiently. Communicate regularly with all students.
- If you do not know an answer to a student question, find out and get back to them as quickly as you can.
- Get to know the local resources and services – this will help you make appropriate referrals.
- Hang out in public spaces, study in the lounges or kitchens, etc.
- Involve students in responsibility for living environment, security, programs, etc.
- Help students get to know custodians or other staff who service or work with the living accommodation – by helping to build these relationships, students will better understand what is expected of them and how their behavior has an effect on the greater community.
- Get to know each student as best you can – know their story.
- Plan community programs and activities around birthdays, holidays, or other local events.
- Address community issues or concerns immediately.
- Encourage your residents to organize activities like group meals, local events, etc.
- Ask for community feedback on what has or has not worked thus far or if they are interested in a particular activity or event.
- Be consistent – do not “play favorites” and do not talk behind students' backs.

- Encourage students to approach one another if conflicts or issues arise.
- Be a role model – follow the same community expectations you want the students to follow.
- Follow-up on problems and concerns in a timely manner.
- Consult your faculty director when students exhibit serious or long-standing problems.
- Stay committed to your role throughout the program.

Facilitating Programs and Discussions

There are a number of ways to facilitate a community-building event or conversation. This section includes tips on facilitating programs and small group discussions.

Facilitating Programs – How to Prepare

1. Set goals – what results do you want?
2. Assess your audience:
 - a. Who are they? Be respectful of culture, race, gender, etc.
 - b. Why are they there?
 - c. What do they expect from your program?
3. Create your content:
 - a. Research your program topic
 - b. Brainstorm ideas for your program – be creative
 - c. Make sure you have an opening, body, and closing prepared
4. Handouts – do you need/want one?
 - a. Summation of the program
5. Rehearsing Your Delivery
 - a. Ask a friend, mentor, etc. for feedback on your program outline
 - b. Alleviate anxiety through rehearsing
6. Make any changes if needed
7. Enjoy! Have fun, accept feedback, and learn!

Facilitating a Group Discussion

How you facilitate will depend on your abilities, your style, the particular group, and the specific situation. Sometimes your concern will be primarily the content of the discussion, sometimes it will be the interactions between group members (process). Most often both will need attention.

Setting Ground Rules

Written ground rules can provide a common set of expectations and norms for a program. These are usually set out by the faculty director in advance of the program, but in some cases can be written based on a conversation between the faculty director and the students during the program.

Examples of Community Guidelines and Ground Rules from OCS Programs

Washington D.C. Internship-based program:

General Behavior

In Washington, as well as on our trips to Williamsburg and Annapolis, you represent Carleton. Give a good impression of your college. Behave cordially, respectfully, and politely. Be grateful - it never hurts to say thank you to your hosts at our apartment building and meeting places, to your tour guides, to your program speakers and to other program participants. Be positive and open-minded as you explore new political experiences. Have initiative, be inquisitive. Find a productive role to play within the Carleton group in Washington and invent ways by which you can contribute to the success of our program. Be supportive and kind to each other. Work on making your term in Washington a lifetime experience.

Communication

Always strive for good communication with any other person associated with our program. If there is a problem or something is unclear, it is your responsibility to speak up, and immediately talk to the person. If the problem seems difficult to solve, address your concerns to the program director as soon as possible.

Tolerance

At all times, program participants must display tolerance for political views with which they personally disagree. Dismissive, disrespectful and intolerant behavior regarding the political views of program speakers and fellow program participants is strictly prohibited.

Academic Work

The Washington program is, first and foremost, an academic program with the same standards expected as in on-campus Carleton courses. You are expected to attend all scheduled events throughout the term. Field trips that are “optional” are clearly designated on the syllabus; they include small group trips to historic locations near DC in which students may elect to participate. All program participants are expected to participate in the Williamsburg and Annapolis field trips. If you know you will have difficulty attending a scheduled event, it is your responsibility to contact the program director in advance about this problem.

Punctuality

It is imperative to be punctual regarding all your classes, field trip departures, and other designated meeting times. We will not wait for you. If you miss departure time, you will miss the excursion. If you miss our departure time while we are “on the road,” you will be responsible for returning to our base of operations (residence) on your own.

Safety

- Be careful and reasonable at all times. Do not do anything foolish that could hurt you and/or others. Look out for your safety just as you would in any big city:
- Avoid deserted areas
- Protect your valuables

- It is best to have money in different pockets. Do not put your wallet in an obvious spot from where it can be easily taken (just like in any major city, beware of pickpockets)
- Make sure not to flash money, be discreet
- At all times, carry the phone numbers of the director and the apartment building where we are staying
- If you are out late, return home safely with other members of the program or take a taxi
- Always inform the faculty director and/or Program Assistant before you leave for travel on a non-group day or weekend trip. Provide information to your PA and the director about your destination and your time of return.

Al Montero's Seven Deadly Sins

1. Physical assault and battery; accosting colleagues or local citizens.
2. Theft or wanton destruction of the property of others.
3. Sexual misconduct – harassment, psychological and/or physical abuse.
4. Abuse of controlled substances involving threats to the safety of oneself or others.
5. Disruption of the community in which the program is housed, involving disturbance of neighbors or the peace within the house, especially to the level of threatening the program's comity and continuation. Note: rumormongering will be singled out as a pervasive threat upon being detected.
6. Academic misconduct – plagiarism and other violations of College ethics as defined by Carleton College; non-cooperation in collaborative research, habitual tardiness or absence from program-related coursework or activities.
7. Sustained disappearance and non-communication at any point during the program.

“THE SOCIAL AND LINGUISTIC CONTRACT”

Cathy Yandell, Paris Program 2018

During the Paris program, you are not only a single agent – you represent Carleton AND the United States (as well as other countries of origin in our group). Your words and actions reflect not only on you, but on the entire group, the College, and your country/countries of origin.

GRATITUDE AND TOLERANCE

Gratitude is probably the single most important thing to practice while living abroad (and maybe while living anywhere!). The program is being hosted by CUPA (Center for University Programs Abroad) – they are sharing their space with us -- and you are being accepted into a French family. Saying thank you frequently, offering to help, and being respectful of others (including members of the Carleton group) are all ways to manifest your gratitude. “Suspend judgment” makes a terrific mantra. You will see and experience things that are different to you in France. If, rather than judge these differences, you try to understand, to look at the situation from another point of view, and to be tolerant, you might be surprised by what you learn.

ACADEMICS

Though your workload will probably not be as heavy as it is at Carleton, this is primarily an academic program. You will be learning constantly through living in French, and also through

doing research in libraries that will be required for the lit/culture and art history classes. You should plan in advance to miss no classes during the program except in case of illness.

VISITS FROM FAMILY OR FRIENDS; TEXTING, SKYPING AND CALLING THE U.S.

If your family or friends plan to visit, ask them to delay their visits – if at all possible -- until the end of the program. Such visits inevitably interrupt your French learning curve and take you away from what you're in Paris to do. Also, if you spend all your free time texting, emailing, Skyping or calling friends in the U.S., you might as well not be in Paris! Limiting communication in English – for just this one term – and **living in French** will increase your linguistic ability and your cultural understanding exponentially.

PUNCTUALITY

It is imperative to be on time for ALL activities of the program: classes, visits, lectures, shows, celebrations. It may take longer than you imagine to get across the city, so leave early. If you are late for the theater or other *spectacles*, the ushers may not let you in for part or all of the show. If you miss a bus or a train, it could be difficult to join the group.

SAFETY

- Exercise caution in Paris, as you would in any big city.
- While the violent crime rate in France is extremely low, there are many incidences of pickpocketing in tourist areas and on the metro. Keep your valuables close at hand at all times (NOT in your backpack behind you).

COMMUNICATION

It is our commitment to keep the lines of communication open. If a problem emerges or if something is unclear, please communicate as soon as possible with the person in question (CUPA staff, professors, or other students). The Director (Cathy) and the T.A. (Isabel) will also be available for discussion throughout the term.

TAKE THE INITIATIVE

This is your experience – make it the trip of a lifetime!

* * *

I have read and understood this “contract.” **I agree to speak ONLY French while on the premises at CUPA** (except in dire circumstances), and to speak French on other occasions as much as possible.

Icebreakers and Team Builders

Candy Introductions

Candy Introductions is a get-to-know-you game that helps people learn new facts about each other in an easy way. They select various pieces of candy from a bag, and each candy variety is associated with a fact about themselves which they will introduce to the others. This game also

goes by other names, including the M&M game, Candy Confessions, the Skittles Game, the Gum Drop game, among others.

Candy Introductions can work with any group size. The icebreaker works best when the group size is limited to 12, so if you have more than 12, divide the larger group and run the icebreaker within the smaller groups. This icebreaker works best indoors and is well suited for classrooms or meeting rooms. Materials required are: candy with about five different variations (color or candy type), and an optional chalkboard/whiteboard.

Setup for Candy Introductions

Purchase several variety packs of candy, enough for each person to be able to have at least five pieces. They can be any candy type, but not too many choices (limit it to around five or six different varieties). Alternatively, you can buy gummy bears, life savers, gum drops, skittles, M&Ms, or any other candy that already has a variety of colors.

Instructions for How to Play

Pass around the candy and tell each participant to choose anywhere from 1 to 5 pieces of anything that they want. Instruct them not to eat it yet, though. After they have chosen their candy, you will tell them what each candy type/color represents.

Here are examples of questions you can ask:

- Red – Favorite hobbies
- Green – Favorite place on earth
- Blue – Favorite memory
- Yellow -Dream job
- Orange – Wildcard (tell us anything about yourself!)

If you don't have the above colors, change the above to match the candy types that you have. Each person takes turns introducing him or herself, beginning with their name and then saying one fact for each candy type that they have. This easy introduction game should go relatively quickly (assuming they weren't greedy and that they didn't take too many pieces of candy!). **TIP: use candy from your host country for added fun!**

Fabulous Flags

Fabulous Flags (also known as the Personal Flags Activity) is a useful icebreaker activity to help people convey what represents them or what is important to them. Each person draws a flag that contains some symbols or objects that symbolizes who they are or what they enjoy.

This get-to-know-you activity is best done indoors. Any number of people can participate. Materials required are: several sheets of paper, pens, and colored pencils/crayons/markers.

Instructions for Fabulous Flags Activity

Pass out a sheet of paper, pens, and colored pencils, crayons, and/or markers to each person. Explain the activity: "We're now going to draw flags that represent or symbolize

us. Please design your own flag of you – include some symbols or objects that symbolize who you are or what you find enjoyable or important.” You can show your own sample flag if you like. For example, you could draw:

- a guitar (representing your passion for music)
- a tennis racket (someone who enjoys sports)
- a country like India (representing your affiliation with a country)
- a cross and a heart (representing Jesus and His love for the world)

Give everyone a set amount of time to draw (e.g. 15-20 minutes or so) and then reconvene. Ask for volunteers to share their flags and explain the meaning of what they drew. If it is a large group, you can divide everyone into smaller groups and ask them to share their flags with each other, or you can just ask a small number of volunteers to share.

Variations

After everyone has finished sharing the individual flags, as a big group you can ask everyone to brainstorm ideas on what to draw for a large class-wide flag. Proceed to delegate individuals to draw certain parts of the class-wide flag. Alternatively, you can collect the individual flags and paste them onto a board to create a “quilt” of individual flags, representing unity. **TIP: this activity could be a good intro when talking about social contracts or house rules.**

Pack Your Suitcase

Procedures: Each student receives two index cards. On one they should write something they packed for this program and on the other they should write something weird they would never pack. Everyone puts their cards in a hat and picks out two new cards. Then students go around the circle, introduce themselves, and say what is on their cards and are able to trade with other people. They should explain why they are making a trade (i.e. they don’t need a hair straightener, but they do need toothpaste).

Debrief: This does not require a lot of debriefing, but it is a relevant and fun get to know you exercise.

Establishing a Social Contract

This section provides suggestions for a Social Contract and agenda for the opening meeting. This is most applicable to programs where students live together but may be modified to fit other program structures. Programs with homestays usually include an orientation with the local homestay coordinator.

Suggested Social Contract

Student Rights

- The right to read and study in one’s room free from undue interference (unreasonable noise and other distractions inhibit the exercise of this right).

- The right to sleep without undue disturbance from noise, roommates or floormates, guests, etc.
- The right to expect that roommates will respect each other's personal belongings.
- The right to a clean environment in which to live.
- The right to free access to one's room and facilities without pressure from a roommate.
- The right to personal privacy.
- The right to host guests at agreed upon times. Guests are to respect the rights of the host's roommate and other students in the community. Hosts are responsible for the behavior of their guests.
- The right to be free from harassment, discrimination, and fear of intimidation and physical and/or emotional harms.
- The right to expect that any disagreements will be discussed in an atmosphere of openness and mutual respect, and that it is acceptable to confront a roommate or other students respectfully when they are not fulfilling mutual agreements.

Responsibilities

- To treat other students in the community with respect and consideration, and to guarantee them their individual rights.
- To understand the policies and regulations necessary for the community to function, and to abide by those rules or responsibly face the consequences of violating them.
- To be responsive to the requests of fellow community members.
- To be responsible and cooperative in dealing with faculty directors, program assistants, housing accommodation staff, etc.
- To accept responsibility for personal and community safety (i.e. to refrain from misusing safety equipment, refrain from popping open fire doors, losing or forgetting room/building keys, locking personal and exit doors, etc.).
- To recognize that public areas and public area furnishings belong to everyone. The abuse of both public areas and furnishings violates community rights.
- Other responsibilities may apply if you are sharing a living space with students outside of the OCS program, such as locals and/or other groups, etc.

Suggested Opening Meeting Agenda

Introductions & Icebreaker – if you have not done them already.

- This is also a good time to introduce housing staff from the host country (front desk staff, custodians, building managers, etc.).

Following College & Host Country Policies

Remind students that they are still responsible for following all Carleton College policies (regardless of where they are in the world) – this includes, but is not limited to, academic policies around plagiarism, sexual misconduct policies, alcohol and drug policies, etc. Refer students to the Student Handbook online and other OCS-specific policies in the back of this handbook, should they need a refresher. Not knowing policies and procedures is not an excuse for not following policies and procedures.

Alcohol

The OCS Alcohol policy is in the appendix of this Handbook. It states, in part: *Consuming alcohol looks and feels different in new places and countries. Nervousness, anxiety, or excitement, for example, can increase the intoxicating effects of alcoholic beverages. These and other effects of alcohol consumption abroad are covered in the OCS Health and Safety meeting. In any environment, but particularly abroad, be thoughtful about your host country's culture around drinking and honor their and your comfort level with alcohol. Feel free to ask your faculty director or host about situations involving alcohol in which you feel insecure and evaluate your own critical attitude toward drinking. If the host country's laws allow drinking at a younger age than your home culture, be mindful of your own and others' limits so you can safely enjoy your surroundings and not make regretful decisions. Among other things, don't go to bars or pubs alone; always go with at least one other person and arrange to come home together too. Don't leave your peers alone, especially at night and when drinking. If you choose to consume alcohol, always do so in a responsible manner.*

You should remind students that it will be enforced throughout the program and that Carleton has the right to dismiss students from the program for violating it.

Drugs

Students should not use illicit drugs. Know the drug laws and sanctions of your host country. Many countries outside the United States have very strict laws and do not tolerate drug use. Drug use is grounds for immediate dismissal from the program.

Noise

- Create a community agreement about noise. Your housing accommodations may have specific noise hours, if not, create them during this meeting.
- As a point of reference, the on campus quiet hours are as follows:
11:00pm – 7:00am Sunday through Thursday
1:00am – 7:00am Friday and Saturday
- When establishing community quiet hours you will want to consider the following:
 - Who lives in the community beyond the OCS program – other students, locals, etc.?
 - Are there public spaces (kitchens and lounges) that are exceptions due to location or do they follow the same hours?
 - How will quiet hours be enforced?
 - What is “reasonable” and “unreasonable” noise? The community should agree upon definitions for each in regard to quiet hours. Consider: is ANY noise that prevents sleeping or studying considered “unreasonable”?
 - What does “unreasonable” noise look like outside of quiet hours? Is it ever addressed? How?

Fire Safety

- If you spot a fire or smoke, sound the alarm immediately. Know what your housing accommodation requires during alarms and what to do in the event of a fire or smoke.
- Be responsible with cooking. Do not leave items on the stove or in the microwave when the room is unoccupied (i.e., popcorn).
- Do not leave anything flammable on the radiators or overload the electrical sockets. Make sure you use converters that are appropriate for your host country.

Security

- Always lock room and public doors.

Public Areas – Kitchens and Lounges

- This is all shared space, please be flexible and considerate.
- Remind students to keep the lounges and kitchens clean. You are responsible for your own mess. Wash your own DISHES immediately. Do not leave a mess for building staff and/or other students.

Miscellaneous

- Establish a guest policy if the housing accommodation hasn't provided one for you.
- Do not move around furniture throughout the building, unless given express permission from the building manager.
- Let participants know you will be planning community activities and events. Ask students to give you any ideas of ones they would enjoy.

Birthdays & Other Celebratory Events

It is customary to celebrate birthdays on OCS program with a cake or other treat and a celebration. OCS shares birthday information with faculty directors at the final program checkout. Program assistants often take a key role in planning birthday celebrations.

Cross-Cultural Learning

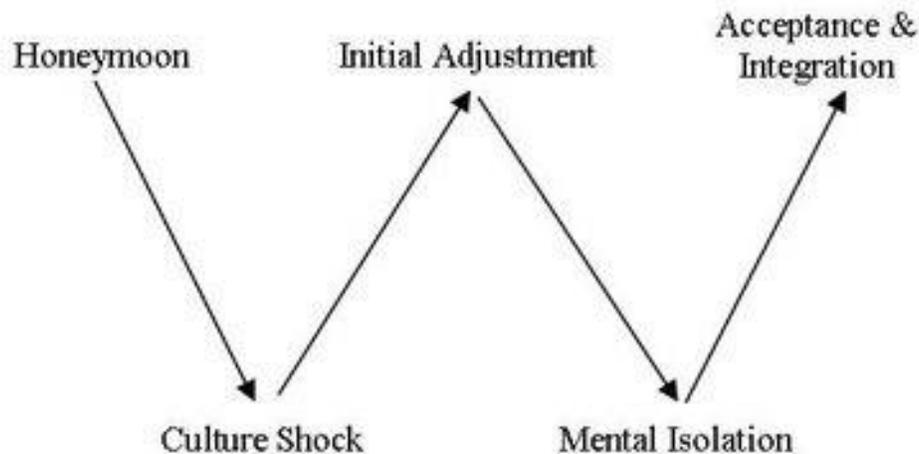
The Learning Goals of Off-Campus Study at Carleton College highlight the centrality of cross-cultural learning on OCS programs. This learning is facilitated through the academic components of the program such as readings and assignments as well as through the housing arrangements, social activities, and interactions among participants and locals associated with the program. Both structured and unstructured opportunities for observation and reflection should be built into all OCS programs. Faculty directors and program assistants should be attuned to “teachable moments” where cross-cultural learning can be facilitated throughout the program.

Culture Shock

One component of living in an unfamiliar cultural setting is referred to as culture shock or culture stress. The W-Curve is an academic theory on student development and transitions that

attempts to explain the stages that students are likely to go through throughout the program. It can be useful in understanding the phases of cultural transition all travelers may experience.

W-Curve: Transitioning Abroad



Honeymoon

The Honeymoon stage starts before students leave Carleton or the US. This stage can occur after being admitted to the program, preparing for the program, the flight over, and/or the first few days or weeks of arrival – remember, for each student timing will be different. During this time it is common for students to begin feeling scared or feelings of homesickness mixed with energy and excitement.

Culture Shock

As the newness of this new experience wears off, students will start to feel Culture Shock. This stage can happen upon arrival or a few weeks into the experience. It occurs when the reality of the transition and adjustments of a life abroad set in – new home, new food, new language, etc. Homesickness may also increase during this time as students remember “how good” life at home was. During this phase, students can feel tired or overwhelmed as being abroad means constant attention to directions, language, etc. or disappointed that the host country is different than expected.

Initial Adjustment

This stage tends to occur when students start to feel some adjustment to their new surroundings. They become more comfortable with the language. They know the route to and from class. They have met some locals. The host country begins to feel like “home”. The Initial Adjustment often comes with a sense of accomplishment as students begin to feel successful in the new environment.

Mental Isolation

During this stage, students will really start to compare the home and host country/culture. The host culture has become more familiar, but it is still not “home”. In some ways students can often feel caught between two worlds/homes as they begin to better understand the similarities and differences between the two. This stage can come with increased homesickness and concerns about belonging.

Acceptance & Integration

As students become more familiar and connected with the host country, a sense of Acceptance & Integration occurs. With the help of new relationships and an understanding of their host and home culture, students are able to feel connected to both and accept them for what they are and can be. This stage occurs after successful adaptation to the host country.

Techniques to Overcome Culture Shock:

- Acknowledge that culture shock is normal
- Journal or write down your thoughts, feelings, and experiences
- Try to create goals to help you stay busy and interested in your host culture
- Avoid being judgmental and try to see the positives of the experience
- Take care of yourself – physically, mentally, and emotionally – make sure to get good sleep.
- Have a sense of humor

Remember that feeling Culture Shock is completely normal. Each student may go through Culture Shock differently, help them better understand why they are feeling Culture Shock and what techniques they can use to overcome it.

Coaching students to become cultural learners and observers

The tips below give concrete suggestions on how to coach students to become cultural observers and learners.

- Observe. Watch very carefully how people behave in specific situations.
- Self-reflection. Paying attention to your own behaviors in cross-cultural interactions can be very instructive. How do your cultural customs and values affect who, why, and how you interact with others?
- Everyday behavior. Through practice and observation, you can refine and adapt your behavior to be appropriate to your new environment (using the bus, banking, buying groceries, keeping appointments, etc.).
- Slang and common expressions. Pay attention to common expressions and seek their real meanings and implications (don't take things too literally).
- Ask, ask, ask. This may be the most important skill of all. If your contact with the people and culture makes you feel angry, confused or you simply don't understand something, ask natives or others who know the culture to explain what is going on.

- Discuss and compare. Even when things seem to go well, it is helpful to discuss your daily interactions with someone who knows the culture to see if your actions and perceptions are accurate and appropriate.
- Deal with difference. You may find yourself in situations where your host culture expects you to behave in a way that is different or contrary to your American values. These can be difficult moments. You need to make a choice about which value and behavior is personally appropriate and effective for you.
- Initiate conversations. Practicing your communications skills will improve them. You may often have to make the first step in starting a conversation or getting to know someone.

Sharing experiences via blogs and social media

Posting pictures and reflective summaries on a blog, Facebook, Instagram or other platform can be a great way for a program or individual students to share their experience with friends and family back home. In many cases, an important job function of the program assistant is to facilitate the program blog. Students should be reminded to remain respectful of their hosts in all cases and avoid posting material without permission or that could be considered rude or inappropriate. The OCS website contains more guidance about appropriate social media posting and platforms, including links to excellent resources.

Observing and Responding to Concerns

Concerns of various types and severity will arise throughout the program. This section contains advice on how to respond to behaviors of concern, health and safety issues, and strained group dynamics. While you are the “first responders” remember that there are professional staff at Carleton ready to consult with and support you. You should not feel alone when responding to student behaviors that concern you.

Addressing Behaviors of Concern

There are a number of behaviors of concern that faculty directors and program assistants should be aware of when working with students.

Examples of “Behaviors of Concern” You May Observe

- Drastic or significant changes in behavior.
- A usually social person who begins to isolate themselves.
- Someone who sleeps all the time.
- Not going to class/skipping classes.
- Frequent binge drinking.
- Not caring about things they used to care about.
- Giving away personal possessions.

When Addressing Behaviors of Concern

- When addressing behaviors of concern, it is important to **focus on the behavior**, and not the individual.
- When talking with students you are concerned about, be mindful of your body language. You should have a square, open posture. When appropriate, lean into the person and make eye contact. Make sure you are relaxed. If you are closed off and tense, students will have a similar posture.
- Think about how you will address the situation – make sure your language focuses on the behavior and not the individual.
 - When you (describe the behavior you have observed), I feel (tell how seeing that behavior makes you feel) because (tell why their behavior makes you feel that way).
- **Key things to remember:**
 - Establish a trusting relationship with all residents. This will help you better understand if they are going through concerning changes or displaying behaviors of concern and how you can help them.
 - Remember you are there to notice potential concerns. You are not trained to diagnose situations, but to understand how to make referrals if necessary. Let students self-disclose what they think the issue may be and why they may need help.
 - Focus on supporting students by listening and helping them get assistance if necessary.
 - Consult with your colleagues if the student may need help beyond your training your knowledge.
- **DO NOT:**
 - Do not be judgmental.
 - Do not enable the person by being too forgiving.
 - Do not rationalize or ignore their behavior.
 - Do not try to talk about the issue before establishing a trusting relationship.
 - Do not try to diagnose and solve a problem – you should work with professional staff to get the student the help they need.
 - Do not make light of the issue or discuss the issue with other students.

In order to maintain respect and accountability within your community, it is important that you and other residents confront situations where violations of policies or inappropriate behavior is seen, smelled, or heard. Faculty directors or program assistants must confront incidents when they are observed in the housing accommodation or during program activities.

How to Confront or Respond to an Incident

- Ask yourself (before addressing the situation) – “What is the problem?”, “What behavior do you want changed?”, “Will you need to report it to the faculty directors?”.
- Specifically tell the person why you are confronting them (excessive noise, left a mess in the kitchen, etc.). Explain why the behavior is inappropriate in the community (disturbing the neighbors, not allowing others to use the kitchen, etc.).

- Focus on the person’s behavior and its impact on the community.
- Be calm. Be objective. Be honest and straightforward.
- Be aware of the student’s frame-of-mind and tailor your approach accordingly (are they easily stressed, are they intoxicated, etc.).
- Use language that addresses and stops the behavior that is causing the problem (Please turn down the music, please do your dishes immediately, please do not drink in public spaces – could you move to a private room?, etc.).
- Inform the student(s) that the incident will be documented, and a follow-up meeting may be scheduled.
- Maintain confidentiality. Information should never be shared with other students.

Basic Confrontation Techniques

- Be simple and direct as you speak but proceed openly and smoothly. Rushed encounters of any type are usually not conducive to increased awareness.
- Know the basic facts regarding the behavior you are confronting, but do not try to come across as an expert.
- Be specific and clear in your confrontation. Remember you are confronting the behavior, not the individual.
- Express care and concern. Communicate your interest in the person and ask them clarifying questions (“How do you view your current behavior?”, “What are the reasons behind your actions?”).
- Confront behavior in a positive and constructive manner. Show the student you are concerned with the positive elements of living in a community and how their behavior is negatively affecting that.
- Try to be as objective as possible.
- Be assertive. Do not get defensive or passive-aggressive during the conversation.
- If necessary, discuss long-range consequences for their continued behavior (notification of issue to faculty directors, sanctions, limited use of the kitchen, etc.).
- Avoid statements like “I told you so”, “You are doomed, because I know...”, etc.
- Realize and convey that the confrontation need only be an initial contact, and that referrals and additional conversations can and will happen.

Addressing concerns

When a student’s behavior is disruptive of the educational process or the integrity of the group, then an intervention is warranted. The faculty director should confront student behavior that is, in your judgment, inappropriate, dangerous, or outside the reasonable expectations of behavior by Carleton students, as specified in the [Carleton Student Handbook](#). The following course of action is recommended for most infractions:

Step 1: Verbal Warning

- Student receives a verbal warning from the Faculty Director
- Faculty Director makes written note of this warning

Step 2: Written Letter

- Student receives a written letter describing the student's inappropriate behavior and the course of action if the behavior continues
- Faculty Director discusses the letter with the student (the TA or an alternative staff member will be present) and they mutually determine if the FD can assist the student in following all expectations
- Student signs the letter
- Faculty Director notifies the Carleton Off-Campus Studies Office, which in turn notifies the student's Class Dean.

Step 3: Dismissal from Program

- In consultation with the Carleton Off-Campus Studies Office and the Dean of Students, the Program Director will inform the student (in writing) that the student has been dismissed from the program.
- Faculty Director (or TA) will assist the student in making arrangements to return to the U.S. All expenses resulting from the dismissal will be paid by the student.
- Student receives no refund of program fees and receives no credit.

In most cases, a simple verbal warning is sufficient to address concerns. **The faculty director should report student behavior issues to OCS staff as soon as they occur. OCS staff will, in turn, seek advice and help from experts on campus.**

[Vandalism/Property Damage](#)

Students who cause damage to the properties where they live or study should apologize profusely and do everything possible to make amends with the local property manager or host. This may include making an apology in person or in writing and paying for repairs. In serious cases, the student's actions will be referred to the Dean of Students office for disciplinary action back on campus. If necessary, the program can pay for repairs with the charge applied the student's account. Students should be reminded that they represent Carleton and that their actions reflect on themselves and the College as a whole.

[Noise](#)

Noise can be a difficult behavior to address. We want our students to have fun and enjoy their time, but excessive noise can be a huge detriment to a cohesive community – particularly if it is a shared community with people outside of the OCS program (other students or locals). This is why it is very important for program staff to be cognizant of noise issues and address them as they arise. One of the following two approaches is recommended:

Educational: Students need to understand the effect of noise on themselves and on their living environments. If students are aware of the potentially destructive effect of noise on other's personal health as well as the community, they are more likely to behave with consideration for others. Here we assume that informed and concerned individuals will prevent noise problems.

Policy and Practice: As a program staff member, you must enforce noise policies and work to ensure that students understand them. What this policy and practice looks like will depend on

your program and what the community agrees on during the opening meeting (see above). The housing accommodations in your host country may also have policies and practices set ahead of time for you to follow and enforce.

Carleton's *Student Handbook* states that students have the right to study or sleep in an environment free from undue interference and disruption. Noise can greatly affect this basic student right.

Additionally, students should be encouraged and expected to deal directly with fellow students causing noise or other disturbances. Program staff, however, should also be understanding of the hesitancy some students may have in such assertive confrontation, and may need to work with students to help them become comfortable with addressing noise and other issues.

On Campus Quiet Hour Procedures: As a point of reference, the on campus quiet hours are as follows:

11:00pm – 7:00am Sunday through Thursday
1:00am – 7:00am Friday and Saturday

Things to Consider When Establishing Quiet Hours: During the opening meeting your community will assist in establishing quiet hours for your new home (if the housing accommodations do not set them for you). When establishing community quiet hours you will want to consider the following:

- Who lives in the community beyond the OCS program – other students, locals, etc.?
- Are there public spaces (kitchens and lounges) that are exceptions due to location or do they follow the same hours?
- How will quiet hours be enforced?
- What is “reasonable” and “unreasonable” noise? The community should agree upon definitions for each in regard to quiet hours. Consider: is ANY noise that prevents sleeping or studying considered “unreasonable”?
- What does “unreasonable” noise look like outside of quiet hours? Is it ever addressed? How?

Disengagement from the Program

If a student disengages with any part of the program (academics, excursions, social activities) for more than a day or two without any explanation, you should request to meet privately with the student to learn what is preventing them from full engagement. You should do whatever possible to help them re-integrate into program activities and consult with OCS staff to discuss possible strategies for working with the student.

Gross misconduct

If students misbehave in ways that call the attention of local law enforcement you should comply with local law enforcement and inform OCS staff immediately.

Missing student

If a student is unexpectedly missing, you should attempt to reach out to them via phone, text and email. You may also ask other students in the group if they are able to reach the missing student. If, after 24 hours, the student is still not responding you can call local police to inform them of a missing person. You should also inform OCS as soon as you become concerned about the missing student and before calling the police.

Sexual Misconduct

All allegations or reports of sexual misconduct should be referred immediately to the Title IX Coordinator at Carleton by completing a Community Concern Form. The form should contain as many details as are known. Don't worry if you don't have a lot of details. The Title IX Coordinator will follow up and inform you if any actions are required on your part. Every individual with knowledge of the situation should complete a Community Concern Form. This includes faculty, program assistants, students, and local staff:

https://apps.carleton.edu/campus/dos/forms/community_concern/.

In cases of sexual assault, you should offer the student an immediate medical examination at the nearest medical facility. If you need assistance setting this up, call AXA Assist or the OCS Emergency Phone.

You should never promise confidentiality to students. You should listen empathically, but make it clear that you will need to share information with the Title IX Coordinator. If you or a student wish to speak to a confidential resource, call the Chaplain's Office or SHAC.

The full Sexual Misconduct Policy is available in the [campus handbook](#).

Addressing Health and Safety Concerns

Local Medical Services

If a visit to a local medical facility is necessary, program staff should identify a nearby hospital or clinic or call AXA Assist for a referral and schedule an appointment as soon as possible.

CISI Insurance & AXA Assist

All students, faculty, and dependents receive comprehensive international medical insurance through CISI for the duration of the program. Students, faculty, and assistants should create an account with CISI upon receipt of their enrollment invitation email. Once the account is created, participants may print out a copy of their insurance card, consult a database of international providers, and access comprehensive security information on the countries they will visit. A copy of the CISI policy is available on the OCS website. CISI/AXA Assist Emergency contact information is listed on the program's fact sheet and at the end of this handbook.

CISI Insurance will cover medical expenses whether or not they were scheduled through AXA Assist.

First Aid

Basic ailments can be treated using a student's own first-aid kit or items purchased from a local pharmacy. Program staff should avoid dispensing medication or treating students directly, however, they should help them obtain the supplies needed and research self-treatment solutions.

Acute Physical Ailments

Physical ailments such as gastrointestinal issues, muscle pain, and headaches are common on OCS programs and most are successfully managed by students themselves. Students stay home for a day or two, or local medical professionals are consulted. Students are encouraged to bring a first-aid kit with them, including band-aids, pain relievers, stomach ailment remedies, and cold and cough medication.

Care of Intoxicated Students

The section below gives advice on how to confront and care for intoxicated students.

Confronting

- Confront the immediate behavioral concerns (loud talking, vomit, etc.) and follow up the next day to discuss their overall behavior when intoxicated while they are sober.
- Be sincere, calm, and caring when interacting with intoxicated students.
- Call for help when you need it – discuss with your faculty directors who should be contacted if intoxicated students are causing issues that you cannot handle alone.

DO NOT:

- Do not argue or try to reason with a student who is intoxicated.
- Do not threaten students.
- Do not say one thing and do something different.

Caring

DO:

- Keep the person comfortable.
- Consider placing a backpack on their back so they sleep on their sides to avoid choking.
- Assess whether the person is in a life-threatening health crisis. If so, get help – know your local contacts and how to contact the faculty directors.
- Monitor the person's breathing.

DO NOT:

- Reinforce or condone excessive drinking behavior.
- Do not give the student drugs (even aspirin) to sober them up.
- Do not give the person coffee, tea, or other liquid stimulants to sober them up.

- Do not give the person a cold shower – the shock may cause the person to pass out and injure themselves.
- Do not try to walk, run, or exercise the intoxicated student.
- Do not keep the person awake (UNLESS they are incoherent and you are concerned about alcohol poisoning – in this case you should consider taking them to the local hospital).
- Do not attempt to constrain the person.

Alcohol Poisoning Signs and Symptoms

- Unresponsive
- Vomiting
- Seizures
- Slow breathing (less than eight breaths a minute)
- Irregular breathing (a gap of more than 10 seconds between breaths)
- Blue-tinged skin or pale skin
- Low body temperature (hypothermia)
- Passing out (unconsciousness) and can't be awakened

Mental Health

A 2017 Healthy Minds Study at Carleton found that an estimated 45% of students at Carleton College are experiencing at least one significant mental health problem, such as depression, anxiety disorders, suicidal thoughts, self-injury, or symptoms of eating disorders.

Anxiety and depression are the most common conditions. Many students, however, respond well to treatment and are very successful on off-campus programs. Most mental health conditions are disclosed on the health assessment questionnaire and wellness plan. OCS staff, using the resources of AXA Assist, can facilitate appointments with mental health professionals abroad. In some cases, students continue treatment with their provider at home. Note that SHAC does not offer remote counseling sessions, but they do provide consultation to OCS staff and faculty directors and brief consultations to students who are existing clients. Otherwise, they refer students to the on-call counselors or local providers.

As faculty directors and program assistants, you should observe students, consult with each other, and follow up as necessary if you suspect that a student is experiencing mental distress or a known condition is worsening. SHAC contracts with an external provider to provide 24/7 counseling services to Carleton students. Faculty may also contact this provider for advice and consultation. The phone number is 855-705-2479.

Suicide

If you suspect a student of being suicidal, you should ask them directly if they are having any thoughts of suicide. Here are three key questions:

1. Are you having suicidal thoughts/ideas?
2. Do you have a plan to act on those thoughts/ideas?

3. Do you have access to lethal means?

If the student responds that they are having suicidal thoughts, you should act on this information by calling the 24/7 telephone counseling line for mental health support, risk assessment by a licensed mental health counselor, and/or advice about what to do next. The number is 855-705-2479. Depending on the situation, you can also take them to the local emergency room and/or call AXA Assist to set up an appointment with a local mental health provider. You should also bring this concern to the attention OCS staff immediately.

The online QPR training offered by the Office of Health Promotion (<https://apps.carleton.edu/healthpromotion/>) provides a good introduction on how to broach this topic. A flow chart in the appendix details this procedure.

Addressing Concerns within the group (Group Dynamics)

Mediation Skills/Conflict Resolution

Mediation skills are an important part of resolving conflict among program participants. This section explains steps and strategies for mediating conflict.

Ground Rules for Mediation

Before you can assist students dealing with conflict or behavior issues, set up specific ground rules that the parties involved must follow in the process.

1. One person talks at a time and always in a respectful manner. No interruptions, no yelling, and no insults will be tolerated.
2. Comments must be made about specific behavior that can be changed, not the individual person.
3. Use “I” statements, not general “blame statements”.
**Correct: I am uncomfortable in the room when the stereo is so loud.
***Incorrect: You’re a jerk, turn down your stereo.
4. Each person will get a chance to be a listener, as well as a speaker.
5. Each will talk to the other – NOT the mediator.
6. Each person will be attentive to the other during this process (eye contact, body posture, reflecting statements and feelings).

Mediation Steps

Using the six ground rules above, take students through the following steps:

1. Meet with both students/groups separately before mediation – this will help you better understand the issues.
2. **Problem Recognition** – bring students together for a conference to urge a discussion of the conflict(s).
3. **Problem Definition** – faculty director or program assistant listens alternately to both students’ stories, using frequent paraphrasing to achieve full understanding.
4. **Commitment** – faculty director or program assistant asks each student if they are willing to solve the problem.

5. **Highlighting Pleasing and Displeasing Behaviors** – If each student agrees to attempt to resolve the conflict, specific pleasing and displeasing behavioral data are obtained about each student – these must be observed. Students should not use judgmental statements such as “Student is sloppy”, but rather “Student never washes his/her dishes, which causes frustration for me as the sink is always full”. Help students understand what the root displeasing issue is so they can overcome their conflict.
6. **Negotiation** – Students trade and negotiate specific behavior to satisfy everyone’s needs. For example: Student A will promise to turn down the music when Student B is studying, but Student B should also be willing to study outside the room if Student A gives advanced notice.
7. **Contracting** – faculty director or program assistant helps students develop a contract using specific likes and dislikes of each student. All students must come to an agreement. Contract can be an informal verbal agreement or a formal signed agreement depending on student needs.
8. **Follow-up** – Make sure you follow up with the students as needed. It is recommended that you follow up with each student individually within 72 hours – 1 week depending on the conflict.

Important Reminders

- Students must resolve the conflicts themselves.
- Set a tone that indicates conflict can be healthy when managed correctly.
- Angry feelings and conflict do not mean the end of a relationship.
- Make sure students share their feelings about the situation so all issues can be resolved.
- Search for common ground on all sides. Help them find a compromise as a start toward resolving the conflict(s).
- Remain unbiased. This is not your conflict. Be part of the solution, not the problem.

Inconsiderate Group Behavior/Violations of the Social Contract

Students who are consistently late, unprepared, absent or otherwise exert a negative influence on the group should be confronted. In most cases, a conversation and verbal warning will suffice to correct the behavior, however, if this first intervention does not work, faculty directors may give a written warning and consult with OCS and the Dean of Students to develop a behavioral expectation plan. If the problem persists and continues to be detrimental to the group as a whole, consult with OCS about sending the student home.

Communications and Emergency Response Protocols

Contacting Parents

Students are encouraged to contact their parents/guardians to inform them of any medical treatment received abroad. The faculty director should not contact parents directly except in cases of emergency where the student is unable to do so. In many cases, it makes the most sense for OCS staff or the Dean of Students to communicate with parents, freeing the faculty

member to care for the student receiving treatment and continue to direct the rest of the program.

Intra-Program Communications

OCS policy states that all students are required to have a working cellular mobile device on them at all times. Program assistants are usually responsible for collecting student phone numbers, providing a list to the faculty director and making updates throughout the program as required. Either the program assistant or faculty director should send the list to OCS as soon as it is complete. Programs may use whatever platform is most convenient to communicate with each other. Common platforms include texting, Moodle, WhatsApp, and Google groups.

Emergency Numbers

The program fact sheet and the emergency contact page under Health & Safety on the OCS website contain most of the emergency contact information you will need. Here are five key numbers to enter into your phone for quick access in case of an emergency:

| | |
|--|---|
| OCS Office Mainline, staffed weekdays 8-5 CST | 507-222-4332 |
| Campus Security, staffed 24/7, can make calls to other emergency services as appropriate | 507-222-4444 |
| OCS Emergency Phone Number, 24/7 response | 507-301-5039 |
| AXA Assist, Carleton College, also 24/7 response Policy Number N06566339 Policy Summary: http://apps.carleton.edu/curricular/ocs/health/travelassistance/ | 312-935-1703 (calling from outside of the US, collect calls accepted) |
| Wells Fargo Purchasing Card (unique ID is your employee ID number) (if applicable) | 1-800-932-0036, 612-332-2224 if calling from outside the US |

Emergency Response Protocols

In the event of an emergency or crisis: Students' health and safety is the primary concern; faculty directors must contact students immediately to make sure they are safe and accounted for.

| Faculty Director Responsibilities | OCS Responsibilities |
|---|--|
| In the event of a natural disaster or civil crisis: contact AXA Assistance first, and if necessary, the U.S. Embassy or other government official for advice and assistance. | Contact the State Department and other institutions with programs in the same or nearby location to gather information about recommended action. |
| In case of possible evacuation: use all resources available through the U.S. State Department, CISI/AXA Assist, and the College to determine the method and timing of | Convene an emergency response team on campus to include the Dean of Students, Dean of the College, the Pandemic team |

| | |
|---|--|
| <p>evacuation. If consultation is impossible, the Director is authorized to terminate the program and evacuate the students.</p> | <p>and/or others if needed, to determine the appropriate course of action.</p> |
| <p>In case of medical emergency for one or a few students: Call AXA Assistance, see that the student is treated immediately, and contact the OCS Director about subsequent actions. In discussion with colleagues at Carleton, decide what information other students in the group need and what help may be needed for individuals or for the group as a whole. Provide this or secure help from others.</p> | <p>Work with Dean of Students to notify promptly the family or emergency contact persons of any affected student(s).</p> |
| <p>In case of student death: Inform OCS immediately. Inform local US consular staff. Inform other students and provide a safe place for them to grieve.</p> | <p>Inform appropriate offices on campus and coordinate communication with parents, repatriation through CISI/AXA Assist, notification to other students, and care of students on the program.</p> |
| <p>In case of a director's emergency or absence: Contact the OCS Office immediately. Establish a point person on campus who will help organize the response and will keep others apprised. Most likely, it will be the OCS liaison staff person who has worked with you on the program. Together, you will determine the best plan of action for the benefit of the director, the students, and the program. This will include activating the contingency plan developed before departure.</p> | <p>Activate the contingency plan. Arrange for leadership of the group in the director's absence.</p> |
| <p>In all cases: Keep a record of everything that happened—what was said to you and also what you did or said in reply. Write down whom you phoned (with telephone number), when, and what was said. Record where you went, when, and what you did in connection with the case. Retain all written materials from others. Keep this file secure and bring it back to campus for long-term storage.</p> <p>Refer media inquiries to your primary contact on campus.</p> | <p>Remain in close contact with the Faculty Director or another person on-site that the Director designates.</p> <p>Establish a point person back on campus who will help organize the response, keep others apprised, and start a log.</p> <p>Keep detailed records of all communications.</p> <p>Coordinate response with media relations.</p> |

| | |
|---|--|
| In case of mental health crisis, follow steps on flowchart | |
|---|--|

Appendix—Select OCS Policies

Agreement Form

Note: Students offered places in Carleton off-campus seminars must confirm that they have read and understood the conditions for participating in the program. After reading the Carleton College Off-Campus Study Agreement you will be asked to electronically confirm that you accept these conditions. Download this document for future reference.

HOUSING AND COURSE REGISTRATION

By signing this agreement, I am committed to studying off-campus during the designated term and understand that 1) I must register for the Carleton seminar's courses and 2) I do not have access to Carleton housing in Northfield during that term.

INSURANCE COVERAGE

Carleton College provides international health insurance, emergency medical and evacuation insurance, and travel assistance through Cultural Insurance Services International (CISI). Details are available on the OCS website. I understand that Carleton College does not undertake to provide accident, disability or personal property insurance to participants in this program.

PERSONAL CONDUCT

I understand the rights and responsibilities in the Carleton Student Handbook apply to off-campus study, except that local laws replace Minnesota/U.S. law where applicable. I understand that the living circumstances on off-campus study may require a standard of decorum which differs from that of Carleton residential life, and I indicate my willingness to understand and conform to the standards of my host culture. I further understand that it is important to the success of the present program and the continuance of future programs that participants observe standards of conduct that do not compromise Carleton in the eyes of individuals and organizations with which it has relationships. I understand that the Program Director has the authority to: 1) establish rules of conduct necessary for the operation of the program during the entire period of the program, including free time, 2) establish rules of conduct that are stricter than local laws. Student conduct that might disrupt the program, bring it into disrepute, or its participants into jeopardy, will result in penalties up to and including dismissal. This decision, made by the Program Director, in consultation with the Dean of Students, will be final and may result in the loss of academic credit and the loss of program fees. I understand that within the period of this program and after the period of the program, I may elect to travel independently at my own risk and expense. I agree to inform an official representative of Carleton College of my travel plans and understand that neither Carleton College nor its official representatives are responsible for me while I am traveling independently.

WITHDRAWAL OR DISMISSAL

I recognize that, although the credits on the seminar are distributed among courses, the seminar itself is offered as a complete package and there is no provision for crediting any part of the academic work if I do not complete the entire program of required courses. All features of the program, including coursework, home stays, and excursions are considered essential to the program's academic structure and cannot be changed, omitted, or replaced with a different option. If I withdraw or am dismissed from the seminar, my status at Carleton for that and the succeeding term(s) will be determined by the Dean of Students in accordance with existing policy, as outlined in the Academic Regulations and Procedures Handbook. I have read and understand the statement on the refund policy for Carleton Off-Campus Seminars as follows below.

REFUND POLICY FOR CARLETON OFF-CAMPUS STUDIES SEMINARS

Students who withdraw from the Carleton Seminar after the program commitment deadline and signing the Off-Campus Study Agreement and before the beginning of the seminar will be required to pay a \$500 withdrawal fee plus any costs incurred on their behalf (including, but not limited to, monies advanced on their behalf for non-refundable deposits, tickets, airfare or other travel document, legal documents and fees, housing deposits, etc.). Students withdrawing for documented medical reasons will pay a \$500 withdrawal fee only. All withdrawals before the start of the seminar should be made in writing to the Director of Off-Campus Studies at Carleton. Withdrawals after the off-campus seminar has begun should be made in writing to the Faculty Director on site.

Students who withdraw from a seminar in session with the permission of the Director of Off-Campus Studies and/or for documented medical reasons may be eligible for a partial tuition refund according to the standard College policy outlined in the Academic Catalog. Eligibility will be computed from the first day of the seminar abroad, not according to the on-campus calendar.

- A refund of 25 percent of tuition will be made if the student withdraws during the first 25 percent of the term; financial aid will be reduced proportionately.
- Tuition will be reduced in the case of illness: one-half will be returned if the student withdraws because of illness before the end of the fifth week of the seminar term, after which no fee will be refunded.
- No refunds will be made to students suspended or dismissed from a seminar.

If the student withdraws from a seminar to participate in another off-campus study program, the student must apply and receive separate approval for the second program.

If the student withdraws from a seminar and wishes to return to campus, the student may ask the Dean of Students to place his or her name on the space-available list.

GENERAL RELEASE

I understand that Carleton College reserves the right to make cancellations, changes or substitutions in cases of emergency or changed conditions or in the general interest of the program. Transportation arrangements to and from program site are the responsibility of the student. Students may not hold the College financially responsible to cover or reimburse the costs of changes to travel arrangements in the (rare) event of altered program dates or locations and/or program cancellations. It is further expressly agreed that all programs and use of any and all off-campus programs, services, or facilities shall be undertaken by me at my own sole risk and that Carleton College shall not be liable for any and all claims, demands, injuries, damages, actions, or causes of actions, whatsoever to me or property arising out of or connected with the use of any and all off-campus programs, services, or facilities, whether or not sponsored by Carleton College, or the premises where same are located, whether or not owned or leased by Carleton College, resulting from or related to any and all acts of active or passive negligence on the part of Carleton College and/or its officers, employees, or agents; and I do hereby expressly forever release and discharge Carleton College from any and all claims, demands, injuries, damages, actions, or causes of action, arising from or related to any and all acts of active or passive negligence on the part of Carleton College and/or its officers, employees, or agents.

I am responsible for any legal problems I encounter with any foreign nationals or government of the host country. I acknowledge that (i) Carleton College is not able to assist students who break the law in a foreign country and is not responsible for legal fees or other costs while attempting to secure my

release from foreign custody, and (ii) neither Carleton College nor the United States has the ability to protect me from punishment with respect to drugs and other criminal offenses.

SEVERABILITY CLAUSE

All provisions of the agreement shall be deemed severable. The unenforceability, illegality, or invalidity of any provision or portion thereof shall not affect the enforceability, legality, or validity of any other provisions, all of which will remain valid, binding, and enforceable in accordance with their terms.

PARTICIPATION

- By signing this Agreement, I am making a final decision to participate in the program. I am aware that no site is without health and safety risks. It is my responsibility to consider what my threshold is for the risks possible at the program site(s). If you have any learning or physical disabilities, you should talk to the faculty director and the Coordinator of Disability Services, x4464, well in advance of the beginning of the program about reasonable accommodation.
- By signing this Agreement, I indicate my intention to participate in this seminar. This commitment to the program both reserves the place offered to me in the seminar and authorizes the College to admit another student for my place on campus during the term I am away. This decision becomes effective on the date of my signature, not later than the date cited in Letter of Acceptance.
- By signing this agreement and committing to the program, I agree to attend all required pre-departure meetings and complete all tasks in a timely manner. If the tasks are not completed by the stated deadlines and I do not communicate with the OCS office, I will be placed on a waitlist and my spot may be offered to another applicant. Should I be dropped from the program, I will be charged the \$500 withdrawal fee and any non-recoverable expenses

I have read and I confirm that I understand and accept the conditions stated in the Off-Campus Study Agreement.

Student Participation Policies

1. Off-campus programs for Carleton credit are open to sophomores, juniors, and seniors.
2. Students applying for off-campus study need to be in good academic standing and demonstrate satisfactory progress toward completion of their degree within 12 terms.
3. Students must meet a specific program's stated requirements (GPA, academic prerequisites, etc.).
4. Applicants for off-campus programs must demonstrate maturity, responsibility, adaptability, willingness to initiate intercultural opportunities, and other traits as defined by the Carleton faculty director or the non-Carleton program.
5. Carleton program participants must attend pre-departure orientation during the term prior to departure. The dates and times of the sessions are announced at the beginning of the term prior to departure. Non-Carleton program participants must view the OCS pre-departure video as described in the petition approval letter.

6. Students on disciplinary probation will be reviewed by the Dean of Students and Off-Campus Studies prior to final approval for off-campus studies. Students who are placed on disciplinary probation after acceptance/approval, but before the program begins MUST inform Off-Campus Studies.
7. Students on academic probation will be reviewed by the Academic Standing Committee prior to final approval for off-campus studies.
8. Financial aid may apply toward off-campus study with Carleton programs and with ONE approved non-Carleton program.
9. Students may apply to Carleton programs and petition for approval to go on non-Carleton programs through the Off-Campus Studies portal.
10. Non-Carleton programs require an application submitted by the stated deadline to the program provider and an OCS Petition submitted to the Carleton OCS office no later than *the third Thursday* of the term prior to the off-campus term. Application forms are available from the program providers. Petitions are available on the OCS website. Late petitions will not be considered. Carleton charges a \$500 administrative fee for all non-Carleton programs.
11. Students may transfer no more than 54 non-Carleton credits from off-campus programs toward their Carleton degree. **Note: Programs will not be considered or approved retroactively, that is, during, or after participation in the program.**
12. Students who withdraw from a Carleton program are subject to the policy on withdrawal on the program agreement form. Students who withdraw from a non-Carleton program are responsible for informing the program provider and abiding by their withdrawal policies.
13. Off-Campus Studies consults with the Dean of Students office about concerns that may affect students' participation in an OCS program. Information is shared on a need-to-know basis and is limited to the time period immediately before, during, or after the OCS program. Students are encouraged to keep each office informed of any relevant developments in their lives and to share any concerns they have directly with the appropriate office.
14. OCS maintains a list of current students who have participated in OCS programs so that students who are interested in the program may contact you. Your name will be added to the list of students who are willing to be contacted unless you indicate otherwise in writing to the OCS office.

Alcohol

Carleton College is committed to promoting responsible behavior regarding the use of alcoholic beverages, no matter the location, culture, or circumstances. As an educational institution, the College provides resources that empower students to inform themselves about the physiological, psychological, and sociological effects of alcohol and other drugs upon the individual and the community (Carleton Student Handbook).

The following information does not supplant Carleton's Alcohol and Other Drugs Policy. Rather, it provides additional context for how Carleton's policies apply abroad.

Consuming alcohol looks and feels different in new places and countries. Nervousness, anxiety, or excitement, for example, can increase the intoxicating effects of alcoholic beverages. These and other effects of alcohol consumption abroad are covered in the OCS Health and Safety meeting. In any environment, but particularly abroad, be thoughtful about your host country's culture around drinking and honor their and your comfort level with alcohol. Feel free to ask your faculty director or host about situations involving alcohol in which you feel insecure and evaluate your own critical attitude toward drinking. If the host country's laws allow drinking at

a younger age than your home culture, be mindful of your own and others' limits so you can safely enjoy your surroundings and not make regretful decisions. Among other things, don't go to bars or pubs alone; always go with at least one other person and arrange to come home together too. Don't leave your peers alone, especially at night and when drinking. If you choose to consume alcohol, always do so in a responsible manner.

Your faculty director(s) has/have the right to set rules and guidelines around alcohol consumption. In some situations with cultural or educational significance, for example a wine tasting event with an educational component, the program may purchase alcohol for eligible students. In other situations, faculty directors may join an evening meal where students decide to purchase alcohol themselves. Respect your peers' choices regarding alcohol and listen to your own body and mind if and when you decide to drink. If one of your peers drinks irresponsibly, seek advice and help from your faculty director.

The rights and responsibilities in the [Carleton Student Handbook](#) apply to off-campus study, except that local laws may supplant Minnesota/U.S. law in some circumstances. The living environment on off-campus study may require a standard of decorum that differs from that of Carleton residential life, and students are generally expected to understand and conform to the standards of the host culture. It is important to the success of OCS programs that participants observe standards of conduct that do not compromise Carleton in the eyes of individuals and organizations abroad with which it has relationships. The Program Director has the authority to (among other things): 1) establish rules of conduct for the operation of the program during the entire period of the program, including free time, 2) establish rules of conduct that are stricter than local laws. Student conduct that might disrupt the program, bring it into disrepute, or place its participants at risk, may result in penalties up to and including dismissal. Such decisions, which may be made by the Program Director, in consultation with the Dean of Students, will be final and may result in the loss of academic credit and the loss of program fees. ([OCS Personal Conduct Statement](#))

Independent Travel Policy

Carleton College Off-Campus Studies defines Independent Travel as travel that is unrelated to program activities that a student organizes independently, and that involves an overnight stay. The following Independent Travel Policy will be communicated to students on an ongoing basis throughout the application process and pre-departure term, with reminders during orientation and throughout the period of time students are on the program.

Studying on an OCS program is an intensive and immersive experience. Students should expect most weekends to be busy with program activities that may include time spent with homestay families, homework, and planned program excursions. Independent travel plans must not interfere with regularly scheduled program activities. Students need to be aware that travel outside of program site may also involve visa issues.

Given the significant amount of program activity on weekends, students should not generally expect to have more than four weekends free to travel independently during the term, including the midterm break.

For Faculty: PROGRAM SPECIFIC LIMITATIONS – Examples

- 1) Students are not allowed to leave the program destination country – the program goal is to provide maximum linguistic and/or cultural immersion
- 2) Classes are scheduled every day of the week and independent travel is allowed on weekends only
- 3) A field-based, traveling program includes required weekend activities. A longer (up to five days) mid-term break is scheduled for independent travel
- 4) Dues to safety concerns certain activities (ex. scuba, surfing) and/or travel to certain destinations are not allowed

While traveling independently, students continue to be responsible for abiding by the program's participation policies as specified in the OCS Agreement Form and are responsible for their own actions and safety.

If students plan any independent travel **within country** that includes an overnight stay, they must in advance of travel:

- 1) Provide travel plans and an itinerary to the Faculty Director or the program assistant
- 2) Provide lodging and contact information for travel, and the names and contact information of travel companions

If students plan any independent travel **that crosses an international border**, they must:

- 1) Provide travel plans and an itinerary to the Faculty Director
- 2) Provide lodging and contact information for travel, and the names and contact information of travel companions
- 3) Clear any visa issues
- 4) Understand that some areas or activities may be deemed off-limits by the Faculty Director/ Off-Campus Studies due to safety and security concerns

Violation of the Independent Travel policy may result in dismissal from the program.

Cell Phone Policy

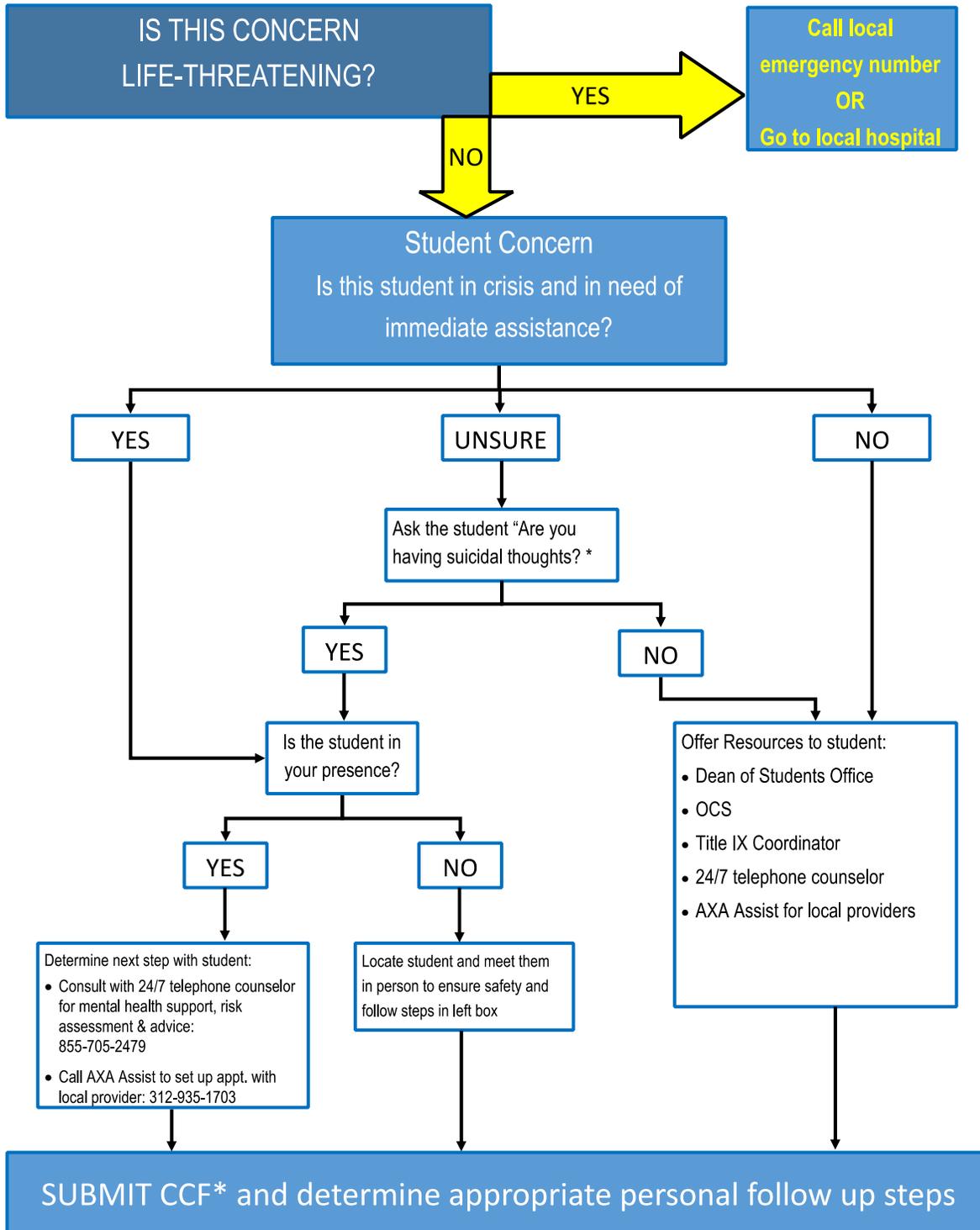
As part of our commitment to health and safety, all students on Carleton OCS programs are required to have a working cell phone. For programs outside of the United States, the phone must be capable of making and receiving both local and international calls throughout the duration of the program. While we recognize that alternative communication methods can be free or cheaper than cell service i.e. Facetime, Skype, WhatsApp, etc. those do not satisfy our need for regular local communication with staff and partners nor do they meet our emergency communication needs. Therefore, local cellular capacity on each student's phone is required for the duration of the program.

Students participating in programs outside of the United States can choose one of the following options:

- 1. Use current cell phone with a foreign SIM card**
Carleton will assist students during on-site orientation in purchasing an appropriate local SIM card. With foreign SIM cards, you purchase credit and must “top up” when you run out. Ask your service provider if your phone can be used abroad. If it is, request they unlock it for you. You must complete this step before you travel.
- 2. Obtain a pay-as-you-go phone upon arriving**
Carleton will assist students during on-site orientation in purchasing an appropriate phone. Pay-as-you-go phones are widely used abroad and can be purchased inexpensively in many stores.
- 3. Use your regular phone on an international cell phone plan**
This is convenient, but depending on your cellular carrier, may be quite expensive if you depend on it for everyday use. Contact your cell phone provider to discuss this option.

Depending on the program site, Carleton will give students a cell phone allowance of approximately \$40, which is the cost of a SIM card in most countries.

Mental Health Crisis Flowchart



* See back for guidance / training

Resources for Additional Training:

- **QPR (Question, Persuade, Refer)** – online training module on recognizing and responding to suicidal ideation and behavior. This online training is available to anyone with a Carleton.edu email address.
<https://apps.carleton.edu/healthpromotion/mental-health/gatekeepertrainings/QPR/>
- **Mental Health First Aid** – an 8 hour, in-person training designed to help participants recognize and respond to the signs and symptoms of some of the more common mental illnesses – both in crisis and non-crisis situations. This training is offered once per term (generally scheduled to be convenient for students), during winter break (as part of the winter workshop series) and during summer break. Schedule and registration here:
<https://apps.carleton.edu/healthpromotion/mental-health/gatekeepertrainings/MHFA/>
- **Kognito** – an online training designed to help faculty and staff assess their capacity to support LGBT students in a variety of situations with particular attention given to the ways that potentially unsupportive responses might contribute to student distress. This training is available to any Carleton faculty/staff member and can be found here:
<https://apps.carleton.edu/healthpromotion/mental-health/gatekeepertrainings/kognito/>

What happens after I submit a [Community Concern Form \(CCF\)](#)?

- CCFs are initially reviewed by the Dean of Students Office within 24-48 hours
- Follow-up is made with the person who filled out the CCF (if you have checked the box on the form saying you'd like follow up)
- Depending on the nature of the concern, various options exist:
 - More information is gathered about the person of concern/situation (other Faculty, Residential Life, etc.)
 - Resources are provided to the person who filled out the CCF in case they would like to handle the follow up
 - A conversation with the person of concern will likely happen – almost always after a check-in with the person who filled out the CCF
 - As needed, the CARE team will take up the concern, engaging a full range of longer term supports

What is the CARE team?

The CARE team is a standing committee tasked with reviewing students of concern and engaging in both short-term and long-term follow-up. Members include staff from: Dean of Students Office, Residential Life, Security, Student Health and Counseling

Recommendations for Faculty to follow up with a student after a concerning conversation, disclosure of distress, and/or submitting a CCF:

- Talk to the student, acknowledging the previous conversation
 - "How have you been since we talked last?"
 - "Have you been able to access any of the resources we talked about?"
 - "Have you talked to your family about this? Is that an option for you?"