Faculty-Led Study Abroad Program Leader Handbook
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Emergency Contact Information

Puget Sound International Programs Office
(Monday – Friday 8:00 AM – 5:00PM Pacific Standard Time) +1 253.879.2515

Roy Robinson – Director of International Programs
+1 253.879.3653
Cell +1.253.320.9632
Skype: robinsonmizzou

Carmen Eyssautier – Study Abroad Coordinator +1 253.879.2514
+1.253.905.6897

Eowyn Greeno – International Student Coordinator +1.253.879.2513
+1.415.216.3640

University of Puget Sound Campus Safety +1.253.879.3311

Puget Sound Insurance coverage for students and faculty
EIIA/Europ Assistance – Group ID: C2EII: Activation Code: 150424
Outside the U.S. +1.240.330.1551 (collect)
Within the U.S. or Canada +1.855.901.6712
Email ops@europassistance-usa.com

Puget Sound Campus Contacts:

Counseling, Health and Wellness Services +1.253.879.1555
Email chws@pugetsound.edu

Student Accessibility and Accommodation +1.253.879.3395
Email pperno@pugetsound.edu

Registrar’s Office +1.253.879.3217
Email registrar@pugetsound.edu

Student Financial Services +1.800.396.7192
+1.253.879.3214
Fax +1.253.879.8508
Email sfs@pugetsound.edu

Finance and Administration +1.253.879.2732
Email

Communications
+1.253.879.3298
+1.253.879.3905 (after hours)
Fax
+1.253.879.3149
Email

Dean of Students Office
Email

Sexual Assault Victim Advocate
Marta Cady

Email

jlgreene@pugetsound.edu

+1.253.879.3360
Email
gmcintosh@pugetsound.edu

+1.253.879.3317
Cell +1.253.297.6486
Email
martacady@pugetsound.edu
Health Insurance
Faculty, Staff and Students are covered by the University of Puget Sound’s Policy with Educational & Institutional Insurance Administrators, Inc. (EIIA). EIIA has developed an International Travel Program to cover faculty, staff and students with health insurance while abroad. Additional services are provided on this policy through Europ Assistance.

For Emergency Assistance 24/7 call collect worldwide +1 240-330-1551

To learn more about the policy specifics please visit the website at https://europassistance.com; https://www.eiia.org/internationaltravel/

Please log in before you go abroad so you will be able to easily access the website when you are abroad.

When traveling outside the U.S. or Canada – Call Europ Assistance at +1.240.330.1551 (collect) when:

- You require a referral to a hospital or doctor
- You are hospitalized
- You may need to be evacuated or repatriated
- You need to guarantee payment for medical expenses
- You experience local communication problems

When you call Europ Assistance be prepared to provide:

- Group ID: C2EII
- Activation Code: 150424
- Name of Institution (Puget Sound)
- Name of caller, phone no., relationship to patient
- Patient’s name, age, sex, and policy number
- A description of the patient’s condition
- Name, location, and telephone number of hospital
- Name and telephone numbers for the treating doctor; where and when the doctor can be reached

On-Site Responsibilities

Arrival On-Site
After the last student has arrived or was expected to have arrived, the Faculty Program Director should contact the Office of International Programs with verification that all of the program participants are safe and accounted for in the host country. Faculty must provide the Office of International Programs with their contact information upon arrival, if they have not already provided this information prior to departure.

On-Site Orientation
Upon arrival in the host country, the Faculty Program Director must also conduct an On-Site Orientation session. The most immediate and practical aspects of adjustment should be dealt with first. Students need to
have a 24-hour number where they can contact you, another university representative, or local program contact in the event of serious illness or injury. You will be expected to provide this number to the Office of International Programs prior to departure. Emergency procedures are detailed later in this Field Guide.

During the first few days, students are usually engaged in exploration of their new environment. They begin to form views of the host country based on their interactions with the host country residents. The Faculty Program Director should provide ample opportunities for students to compare and discuss their experiences. Tours of the campus and city, organized by the Faculty Program Director or a trusted program provider, will help provide students with insights into the nature of daily life in the host country. The context in which students are presented with cultural differences may help them avoid drawing conclusions based on unrepresentative experiences.

The following topics should be covered in an On-Site Orientation:

- Introduction of program staff, key host institution administrators, faculty members
- Description of the roles of the program staff, administrators, and faculty members
- Faculty Program Director and Student Roles - Program Policies
  - It is important for the Faculty Program Director to schedule regular office hours to discuss students’ personal and academic concerns.
  - It is advisable to schedule individual meetings with students at the end of the first week on site, as concerns often surface during this time.
- Host country basics - Food, mail, telephone, internet
- Culture shock and adjustment issues
- Emergency Action/ Contingency Plan
- Personal safety in the host country - Locations to avoid, traveling in pairs etc.
- Explanation of host country laws - Regulations related to drug use and political activism by foreigners (if these vary from those in the U.S)
- Arrangements for accessing money - Handling funds & financial emergency procedures
- General introduction to the community and the surrounding environment
  - Students should have a city tour and a campus tour (if applicable)
- Directions to the U.S. Embassy or Consulate or other appropriate consulates
  - Follow-up to ensure that students have actually registered their passports
- Local transportation – How to use it, passes, student rates
- Personal hygiene – Differing cultural notions of hygiene (i.e. left hand rule, use of deodorant, clothing, etc.)
- Appropriate dress – Modesty, not standing out as a U.S. citizen, acceptable styles of dress (depending on location or site visit)
- Common language phrases – Polite greetings, common questions, basic phrases, emergency vocabulary, directions
- Photography – Restrictions on photography in host country, respectful use of photography (museums, site of religious and political importance, etc.)
- Medical and health facilities – Doctors, hospitals - What to do in case of a medical emergency
  - National healthcare system (where applicable)
o If there is a national healthcare system, we would appreciate any help that you could give students in enrolling in this system and in providing instructions for its use
o Procedures for dealing with illness - Students are encouraged to take appropriate action before calling their parents and unnecessarily alarming them

- Housing information - Explanation of policies governing housing
- Appropriate conduct on the part of program participants
- Cultural differences
  o Racial attitudes in the host country (if applicable)
  o Invite local students to mix with the incoming Puget Sound students
- Academic expectations - In terms of class attendance (emphasize that travel must not interfere with course attendance)

After an On-Site Orientation a students should know how to contact:

- Law enforcement/police department (local “911”)
- Emergency room/hospital and doctors
- Nearest U.S. Embassy

An On-Site Orientation Checklist is provided in the Appendix.

**Leading Excursions and Activities**
The Faculty Program Director will naturally want to take full advantage of the unique learning environment that studying abroad offers students. Excursions and outside activities allow for the addition of an experiential component to the program that can make classroom learning come alive for students. However, the organization of official program excursions is not without risk.

When an excursion or activity is an official part of a Puget Sound Study Abroad Program, it is important the Faculty Program Director understands the high degree of responsibility that he/she is taking on, in terms of demonstrating “reasonable care” for student health and safety (See the “Emergency Response” section of this guide for more information). Students, their parents, and the administration of the University of Puget Sound will expect that the Faculty Program Director has thoroughly investigated the advisability of the activity/excursion in light of health and safety concerns by consulting the U.S. Department of State’s website and trusted colleagues on-site.

In addition, it will be assumed that the Faculty Program Director has thoroughly vetted all persons who will be involved in organizing the activity/excursion, and all modes of transportation that will be used during the course of the activity/excursion. Excursions and activities must be integrally related to the academic purpose of the program. Remember that some activities, such as water sports, may be excluded from insurance coverage. Members of the Office of International Programs are very willing to serve as consultants to faculty members desiring to investigate the advisability of adding a particular activity/excursion to their study abroad program.
Standards of Student Conduct
The University of Puget Sound Student Integrity Code continues to apply to Puget Sound students studying abroad. In addition, Puget Sound students planning to study abroad and/or travel in another country agree to inform themselves of and to abide by host country laws and standards of acceptable behavior. Students make both of these commitments when they sign the Student Agreement.

The University of Puget Sound maintains Study Abroad programs to provide students with opportunities to live and study in cultural settings other than their own. Such experiences contribute toward the University goal of developing an “informed appreciation of self and others as part of a broader humanity in the world environment.” Consistent with the educational objectives of these programs, student participants are expected to exhibit sensitivity to the host culture, to respect and observe local rules and laws, and to conduct themselves in ways that demonstrate a high regard for the intellectual and cultural experience in which they are engaged. The University of Puget Sound or its agent reserves the right to dismiss any participant for reasons of unacceptable personal behavior or inadequate academic participation. Such dismissal will be without refund, return transportation will be at the student’s expense, and the student’s parent/guardian may be informed of the student’s dismissal.

Sexual Harassment
Given the wide variety of countries in which Puget Sound students will study, it is obviously not feasible to enforce Puget Sound official standards of sexual harassment upon the residents of another country. However, all employees of the University of Puget Sound, including the Faculty Program Director and any of his/her assistants, are subject to Puget Sound’s Sexual Harassment policies.

Alcohol and Drug Use
The use of alcohol deserves special mention since Puget Sound students who are not of legal age to drink in the U.S. often are old enough to drink in the host country. The Office of International Programs defers to Puget Sound campus standards for alcohol use to the greatest degree possible. We interpret this to mean that if a participant in a study abroad program is found to be in possession of alcohol or drugs in the location where he/she is attending classes, he/she will be held accountable for the same violations applicable to a student found in possession on our campus in Tacoma. In other words, students are subject to sanctions if they are found in possession of alcohol or illegal drugs in the location where they are living and attending classes abroad.

The Faculty Program Director has the authority to dismiss Puget Sound students from their program who violate either Puget Sound or host country standards of conduct. They also have the responsibility to explain to students the areas in which host country laws differ from U.S. laws, particularly concerning the use of alcohol and drugs.

You will want to be sure to brief all participants of your expectations regarding their behavior and what will or will not be tolerated during the program. In particular, it is important to be clear about the possible consequences of student misbehavior, including the possibility of program dismissal without a refund. It is Puget Sound’s policy to dismiss students from a study abroad program if they use illegal drugs.

As a Faculty Program Director, you will be dealing with the varied personalities of each of the program participants. Be advised that some students will either not disclose a pre-existing problem or will have had little or no opportunity to learn the degree of drinking that leads to intoxication. In general, you should be
preparing for a much younger legal drinking age, stiffer penalties for possession and/or use of other drugs. For information on what to do if a student commits a crime, see the section titled Crime Committed by a Student, under the Emergency Response section of the handbook.

Given the complexity of this issue, we ask that the Faculty Program Director contact the Office of International Programs immediately if a participant is found in possession of illegal drugs or alcohol against program policies. We will work with the Faculty Program Director and on-campus colleagues to determine an appropriate course of action.

**Discipline**

The best policy for dealing with student issues is prevention, meaning faculty should provide clear expectations for student behavior from the beginning of the program during the Pre-Departure Orientation. If students are aware of expectations, steps taken in response to an incident, and the possibility of their termination from the program, they will be less likely to be disruptive. Per agreement of the Student Agreement form, if an incident with a student occurs, the Faculty Program Director can then refer the student to this form and explain how their actions violated their agreement to participate in the program.

Student conduct problems could include:

- Academic dishonesty
- Sexual Harassment
- Alcohol or drug use
- Violence
- Disruptiveness
- Repeated violation of cultural norms
- Lack of attendance/participation/absence

The Office of International Programs Staff has created several forms to document student incidents:

The **Incident Report Form** – For immediate use after any incident to describe the event and the circumstances surrounding it.

**Written Warning Form** – For a repeated offense, after the student has been given a Verbal Warning

**Sending a Student Home: Notification of Termination** – For responding to either an extremely serious, one-time offense, or a repeated offense after the student has received both a Verbal and Written Warning

When incidents do occur, Faculty Program Directors should not feel they must deal with the situation alone but rather communicate with the Office of International Programs Staff, who will consult the Puget Sound staff to help rectify the problem.

**General Security Precautions**

Faculty Program Directors should:

1. Keep a copy of this handbook and Puget Sound Emergency Contact Information within easy access
2. Make sure that students know how to reach you 24 hours a day, in case of emergency
3. Make sure there are no signs posted that identify your program as having an affiliation with the United States.
4. Encourage students to register their passports and their addresses and telephone numbers with the U.S. Embassy or other appropriate government agency.
5. Establish and maintain contact with the local police. If appropriate, invite them to make a presentation on security during orientation.
6. Keep up to date contact information (addresses and telephone numbers) for each student. Establish a procedure for contacting them in case of emergencies.
7. Ask students to provide you with contact information if they are going to be away overnight.
8. Discourage students from congregating in groups of Americans or foreigners and from spending time in restaurants and bars known to be frequented primarily by foreigners (this can have a negative effect on integration with people from the host country).
9. Identify a travel agency that you would trust in case the students would need to be evacuated.
10. Establish contact with the U.S. Embassy and keep a copy of the Embassy phone numbers handy (If the majority of program participants are from the U.S.).
   a. Make sure that U.S. Embassy officials know how to reach you day and night

*Adapted from Council on International Educational Exchange (CIEE) “General Security Precautions to be Taken On-Site.”

Emergency Action Plan / Contingency Plan
When an emergency occurs, chaos can often ensue. Therefore, the International Center recommends that Faculty Program Directors have an “Emergency Action Plan” in place at the beginning of a program. Students participating on the program should be informed of this plan, and their respective responsibilities, during the On-Site Orientation.

An Emergency Action Plan should include:

- A requirement that students contact and check-in with family in the United States
- Designated Student Leader - in case the program leader is incapacitated or unavailable
- Discussion of the potential crises that could occur in your area
- Designated Primary and Secondary Meeting Places (residence halls, other?)
- Designated Meeting Times
- Line of communication with the Office of International Programs
- Phone Tree – to facilitate communication quickly between program participants and Puget Sound
- Alternative methods of communication - if a physical meeting does not, or cannot take place

It can also be helpful to set up several contingency plans of what students can do if they become separated from the group, lost, or injured.

Emergency Response
In this section, we will attempt to clarify Puget Sound’s expectations regarding the measures, under U.S. law, which should be taken by our overseas contacts to ensure the safety of our students. Each individual situation will demand a unique response, and we trust your judgment in weighing all of the factors and taking appropriate action within the guidelines provided. As Puget Sound’s primary contact overseas, you serve as
our students’ main link with their home campus. As a Faculty Program Director, it is your responsibility to read and understand the materials presented in this guide, to seek clarification of any material that you do not understand or about which you have concerns, and to follow the procedures as outlined.

Recently, U.S. students who have been harmed while studying abroad and/or their parents have filed a number of lawsuits against U.S. universities and other agencies that sponsor overseas studies programs. These cases have prompted U.S. universities that provide study abroad programs to re-evaluate their programs and procedures in order to make sure that significant steps are being taken to assure the safety of our students. When reviewing cases brought against U.S. universities and other study abroad providers, the courts have looked to see that the persons who are responsible for the students have used “reasonable care” in designing and operating their programs.

“Reasonable care” indicates that the people in charge have been responsible in helping a student to avoid harm to himself/herself or his/her property. Another legal issue that has come to the forefront is a question of the degree to which the duty of “in loco parentis” applies to overseas studies programs. “In loco parentis” means that the university, or overseas studies program, assumes the role of the student’s parents. The courts have generally found that “in loco parentis” does not apply on the campus of the home university. However, it does appear that the courts are taking a different view overseas where a student’s lack of familiarity with the host country and culture causes the student to need more support. Pragmatically, this has meant that the courts are holding the universities responsible for conveying to the students enough information to ensure their safety in an unfamiliar environment. This includes providing information regarding the host country and culture through comprehensive orientations, written materials, and individual student advising.

**Crisis Procedures**

The following are some helpful suggestions regarding what you can do before a potential crisis situation, what to do as a crisis breaks, and a likely communications plan that would be provided for you during such a situation.

**Before a Crisis**

- Make sure all program and contact information (i.e., student addresses and telephone numbers and Puget Sound telephone numbers, embassy phone numbers) are up-to-date and easy to access.
- Forecast potential disasters and develop “what-if” scenarios. Think about aspects of your program that are more likely to be crisis prone, and consult with the Office of International Programs Staff regarding these scenarios.

**As a Crisis Breaks**

1. Perform an initial assessment of the incident, with the gathering of as many facts as possible, concerning all of those involved and the exact nature and circumstances of the event. Ask who, when, where, how and why.
   - Begin keeping a log and complete an Incident Report form
2. Concern for students’ physical and psychological well-being should influence all decisions (the student(s) affected as well as the other program participants).
3. After you have attended to the students’ immediate needs, contact the Office of International Programs Staff (Roy Robinson, Carmen Eyssautier or Eowyn Greeno +1.253.879.2515 (during office hours) or Campus Security at +1.253.879.3311 (24-hour emergency number). You can also reach Roy Robinson at (cell) +1.253.320.9632

4. If you find yourself and your group in a crisis that will garner public relations or media attention, it is imperative that you immediately make contact either with someone in the Office of International Programs or the Office of Communications +1.253.879.3298 and after hours +1.253.879.3905. Immediately means immediately, regardless of the time difference.

   - Do NOT speak to a representative of the media before contacting the Office of International Programs or the Office of Communications. Much of the communication to the media can be handled from Tacoma, so resist the entreaties by the media and refer them to the Office of International Programs.
   - if you are contacted by a member of the media during an emergency or incident and you have NOT been in contact with the University, please use the following statement:
   - “My first responsibility is to the students on this trip, to their families, and to the University. I will be happy to discuss this matter with you after I have contacted those parties. Thank you for understanding”

After the Crisis

Puget Sound will contact you for a debriefing and to discuss potential changes to future practices, and to make sure that all key constituents have received relevant information.

If any of the above sounds daunting, it is only a measure of the responsibility that we undertake in extending our educational environment to include the world. The challenge of creating a successful program abroad is more than equaled by the reward of its successful outcomes.

Health Emergencies

Serious Accident or Illness
(Not Leading to Immediate Death of Student)

TYPICAL PROBLEMS:

- Auto accidents, recreational injury, serious illness, drug overdose, loss of consciousness

RESPONSE

The Puget Sound Faculty Program Director should:

1. Assist the student in finding appropriate medical care in a hospital/clinic that you trust.
2. Assess the extent or severity of the accident/illness, usually through talking with the physician treating the student.
3. Begin writing a log, which you will update as the situation develops.
   - Complete a Study Abroad Program Incident Report Form for each incident that occurs.
4. Brief the Office of International Programs Staff about the student’s condition.
   a. The Office of International Programs Staff and the Faculty Program Director will follow these steps while respecting the privacy of the injured person.
   b. The Office of International Programs Staff will contact the student’s designated Emergency Contact, depending on the severity of injury/illness.

5. Consult with the attending physician monitoring the emergency situation and brief Puget Sound
   a. In some cases, the student may need to be evacuated in order to receive appropriate medical treatment. Follow the evacuation procedure.
   b. All students have insurance to cover medical evacuation through the EIA FrontierMEDEX insurance policy.
   c. The Office of International Programs Staff may consult with CHWS to obtain a second opinion in regard to the medical treatment being given the student.
   d. The Office of International Programs Staff may inform campus officials such as the Dean of Students and other appropriate Puget Sound offices as soon as possible.
   e. If applicable - Inform the student’s professors at the host university that the student will be absent from classes.
   f. Provide appropriate information and reassurances to other Puget Sound program participants along with the Office of International Programs Staff.

In the unfortunate case of the death of a student follow the protocol for “Death of Student” found later in this handbook.

Psychiatric Emergencies
(Disruptive Behavior, Psychotic Behavior, Suicide Attempt)

TYPICAL PROBLEMS:

- A student exhibits severe disruptive behavior that appears to have a psychiatric basis.
- A student is believed to be severely emotionally disturbed and is creating disturbances or is a danger to self or others.
- A student has made a suicide attempt or threat or has spoken with someone about the plan to do so.
- A student is severely disruptive due to alcohol or drug use.

RESPONSE:

The Puget Sound Faculty Program Director should:

1. Talk to the participant and identify as many key people in the situation as possible.
2. Gather information on the actual behavior exhibited and the history of the problem.
3. Begin writing a log, which you will update as situation develops.
   a. Complete an Incident Report Form for each specific incident that occurs.
4. Assess the extent of the emergency.
5. Assess the student’s support network (family, friends, roommates, etc.).
6. Determine whether or not the student will voluntarily seek help*

   *If yes, the Faculty Program Director should follow the procedures below in option “A.”
** If no, & the student will NOT voluntarily seek help AND appears to be dangerous to self and/or others, see option “B.”

***If no, & a student will not seek help and does not appear to be a threat to self/others, see “C.”

A: If the student will voluntarily seek help, the Faculty Program Director should follow the procedures below:

1. Arrange to have the student seen by a counseling professional immediately.
   a. Have the student escorted to the designated location of the appointment, preferably with one or two interested and supportive people.
2. Arrange and carry out hospitalization (if necessary).
3. Brief the Office of International Programs Staff regarding details of the situation
   a. The Office of International Programs Staff will consult with CHWS about the student’s condition.
   b. In some cases, a student may need to be evacuated in order to receive appropriate treatment.
4. Notify the students designated Emergency Contact and other involved parties on a need-to-know basis - with the student’s consent.
5. In the absence of consent, work with information that is available from non-privileged sources in planning follow-up support.
6. Prepare to assist and support other involved persons using available resources.
7. Complete a Program Incident Report Form.

NOTE: If the student’s behavior remains a serious impediment to the educational process or a threat to safety, contact the Office of International Programs Staff. They will work with the Puget Sound Dean of Students and other appropriate Puget Sound personnel to determine what other measures are necessary.

B: If the student will NOT voluntarily seek help AND appears to be dangerous to self and/or others, the Faculty Program Director should follow the procedures below:

1. Assess who can be called upon to persuade the student to seek help (i.e., friend, roommate, or therapist). Work with those people to persuade the student to obtain treatment.
2. Continue to encourage the student to seek help.
   a. Brief the Office of International Programs Staff regarding details of the situation.
   b. The Office of International Programs Staff will consult with CHWS regarding appropriate treatment for the student’s condition.
   c. In some cases, a student may need to be evacuated in order to receive appropriate treatment.
3. If appropriate, and if such procedures exist in the host country, the Faculty Program Director may petition to have the student involuntarily committed to the hospital. In most circumstances, however, arrangements will be made to have the student sent back to the United States for hospitalization.

C: If the student will NOT voluntarily seek help BUT does not appear to be dangerous to self and/or others, the Faculty Program Director should follow the procedures below:
1. Assess who can be called upon to persuade the student to seek help. Work with those persons to
   persuade the student to obtain treatment.
2. Continue to encourage the student to seek treatment.
   a. Brief the Office of International Programs Staff regarding details of the situation, as soon as
      the student is stable.
   b. The Office of International Programs Staff will consult with CHWS regarding appropriate
      treatment for the student’s condition.
   c. In some cases, a student may need to be evacuated in order to receive appropriate treatment.
3. Establish behavioral limits and carry them out to the extent that the student will cooperate.
4. If the student is breaking the law (i.e., vandalism, destruction of property) and continues to refuse to
   seek help, the Office of International Programs Staff will consult with CHWS and the Dean of Students
   a. Complete a Study Abroad Program Incident Report Form for each specific incident that occurs.
5. If disruptive behavior continues, notify and brief the Office of International Programs Staff.

Potentially Serious Mental Health Problems

TYPICAL PROBLEMS:

• Student is missing classes
• Student asks to take less than a full academic program
• Student withdraws from friends and favorite activities
• Student’s host family reports unusual behavior

POSSIBLE CAUSES:

• Clinical Depression
• Eating Disorder (Anorexia or Bulimia)
• Alcoholism

Note: Obviously these are just a few of the many possible causes of the typical problems described above.

RESPONSE:

The Puget Sound Faculty Program Director should:

1. Begin writing a log, which you will update as the situation develops.
   a. Complete an Incident Report Form for each incident that occurs
   b. Inform the Office of International Programs Staff of your observations
   c. The Office of International Programs Staff will contact CHWS Center to discuss potential causes
      of the student’s behavior and an appropriate course of action.
2. Inform the Office of International Programs Staff of any changes in the student’s behavior.

Other Emergencies

Crime Against a Student: Excluding Sexual Assault
Note: for Sexual Assault or for Serious Injury, see appropriate sections in this handbook
TYPICAL PROBLEMS:

- A student is a victim of a robbery, an assault or a fight

RESPONSE:

The Puget Sound Faculty Program Director should:

1. Contact campus security and the local police
2. Ensure that the physical and emotional needs of the student(s) are met.
3. Talk to the individual who reported the crime; identify as many key witnesses and facts as possible. Determine the identity and present location of the victim(s) and perpetrator(s)
4. Begin writing a log, which you will update as the situation develops. a. Complete an Incident Report Form for each incident that occurs.
5. Contact the University of Puget Sound. The Puget Sound Faculty Program Director and the Office of International Programs Staff will determine which people at Puget Sound and the host university need to be involved in order to ensure necessary support to the victims and the community.
   a. For serious injury, see protocol for Serious Accident or Illness - not leading to immediate death of a student.
   b. When a victim exhibits fear/fright or shock, activate protocol for “Psychiatric Emergencies”.
6. Brief the Office of International Programs Staff on at least a daily basis until the crisis has subsided.
7. Inform the Office of International Programs Staff of any media inquiries. - If you are contacted about a Puget Sound student, do NOT give the name of the Puget Sound student or speak on behalf of Puget Sound before speaking with the Puget Sound Office of Communications.

Crime Against a Student: Sexual Assault

TYPICAL PROBLEMS:

- A student is a victim of rape, attempted rape, or other violent sexual assault

RESPONSE:

The Puget Sound Faculty Program Director should:

1. Make sure the student is safe!
2. Get medical attention immediately. Not all injuries are immediately evident, so seek medical attention. Do not change clothes, bathe, shower, or douche before going to the hospital. Doing so may destroy important medical evidence. If you have changed clothes, bring your soiled clothing with you for evidence collection. Forensic evidence may be collected up to 72 hours after an assault.
3. Consult a psychologist/psychiatrist and provide immediate support to the victim, if there are signs of an obvious emotional disturbance.
4. Talk to the person reporting the crime, and determine the identity and location of the victim.
5. Clarify with the student the degree to which he/she wishes to involve local authorities, i.e., the university and/or local police.
6. Inform the student of the laws and procedures for dealing with sexual assault in the host country as these may vary from those in the U.S.
a. For example, in the United States it is important to preserve the evidence of a sexual assault as this may be used as evidence in a court of law.

b. Brief the Office of International Programs Staff on the situation.

c. Contact

d. With the student’s consent, they will also inform the student’s designated Emergency Contact and aid the student in activating his/her support network.

7. Begin writing a log, which you will update as the situation develops - Stress to the student that the information reported will be kept confidential
   a. Complete an Incident Report Form for each incident that occurs.

8. Provide regular briefings to the Office of International Programs Staff.

9. Contact the Office of International Programs Staff before you respond to Media inquiries - If you are contacted about a Puget Sound student, do NOT give the name of the Puget Sound student or speak on behalf of Puget Sound before speaking with the Puget Sound Office of Communications.

If the victim DECLINES assistance, the Puget Sound Faculty Program Director should:

1. Escort/transport victim to home or designated location
2. Inform victim that he/she will be contacted later to determine if assistance is desired.
3. Provide victim with number of hospital/clinic, psychologist/psychiatrist, and any other rape crisis resources that may exist, as well as a law enforcement authority
4. Contact a local psychologist/psychiatrist, brief him/her of the situation, and inform him/her that the victim has refused assistance, but that the victim may be contacting him/her
   a. Brief the Office of International Programs Staff on the situation.
   b. The Office of International Programs Staff will consult with CHWS to obtain advice for dealing with the crisis.
   c. With the student’s consent, they will also inform the student’s designated Emergency Contact and aid the student in activating his/her support network.
5. Begin writing a log with a clear notation of the circumstances surrounding the offer of assistance, and the student’s refusal to accept such assistance. You will continue to update this log as the crisis proceeds.
6. Complete an Incident Report Form for each specific incident that occurs (stress to the student that the information reported will be kept confidential).
7. Provide regular briefings to the Office of International Programs Staff
8. Contact the University of Puget Sound. The Puget Sound Faculty Program Director and the Office of International Programs Staff, will determine which people at Puget Sound and the host university need to be involved in order to ensure necessary support to the victims and the community.
   a. For serious injury see protocol for “Serious Accident or Illness - Not Leading to the Immediate Death of a Student”.
   b. When a victim exhibits fear/fright or shock, activate protocol for “Psychiatric Emergencies”.

Guidelines for Talking with a Victim of Rape

The following information should be used as a guideline for accomplishing steps 3 and 4 listed above.
1. Encourage the student not to be alone. They need emotional support and should get that support now, no matter when the rape occurred.

2. Encourage the student to get medical attention and visit a hospital or student health service to be examined immediately. The student should receive treatment for possible sexually transmitted diseases. They may have internal injuries of which they are not aware (if rape is very recent).

3. Encourage the student to report the attack to police and appropriate host university officials. Recommend the student have someone accompany them when they speak with the authorities. Remember, rapists rarely attack only one person. If the student turns the rapist in, they may break the pattern and potentially save someone else from a similar attack.

4. Provide the student with help and support, such as professional counseling. The student has been through a trauma and should be allowed to process the event and feelings associated with the incident. Counseling can assist a student in the recovery process and minimize effects of the incident.

5. Encourage the student not to blame him/herself. They did not ask to be assaulted and are truly a victim of what happened to them.

6. Provide the student with a list of resources at Puget Sound and the host institution.

SEXUAL ASSAULT RESPONSE INFORMATION FOR STUDY ABROAD

The University of Puget Sound values and celebrates a diverse educational community based on mutual respect, trust, and responsibility. The university believes its students, faculty members and all staff members should learn, teach, work, serve and lead in an environment free from harassment and sexual misconduct, which may include sexual harassment, gender-based discrimination, sexual violence such as rape (including attempted rape), stalking, verbal abuse, and more. This philosophy applies to all students wherever they may be studying. We are committed to upholding the rights granted by Title IX and to fully investigating and addressing Title IX violations. (For more information, see http://www.pugetsound.edu/sexual-misconduct-resource-center/)

The University of Puget Sound makes every effort to send students to study abroad programs that take sexual discrimination seriously, and is committed to upholding the rights granted by Title IX and to fully investigating and addressing Title IX violations.

Puget Sound students attending a study abroad program must follow both the conduct policies of the University of Puget Sound and of the study abroad program.

I. SEXUAL ASSAULT EMERGENCY RESPONSE: ONSITE CHECKLIST

You are encouraged to take these steps immediately to ensure your safety:

1. Call one of the program emergency phone numbers (write local emergency numbers here)

and request that a program staff member accompany you to the hospital, clinic, or doctor for support such

   o treatment of injuries
   o testing for STD
   o other response options (such as learning about whether emergency contraception is available, and about the possibility of preserving evidence.)

2. If necessary, request to be moved from your current living quarters to safe housing.

3. If the alleged perpetrator was from your own program, request action from the program staff that will assure your safety.
4. After consultation with a program staff member, you may decide to contact the police.

*Please note: program staff are typically mandatory reporters and will report the incident to Roy Robinson, Director of International Programs (1-253-879-3653) and Dean Michael Benitez, Title IX Coordinator (1-253-879-2827). A mandatory reporter is required to report an incident of sexual assault to the Title IX Coordinator or a Harassment Reporting Officer of the university; this does not directly result in a criminal charge for the perpetrator.*

After your immediate concerns have been addressed, you may take the following steps while you are still abroad:

5. Seek assistance or counseling in the host country. Program staff will be able to provide contact information for a center for victims of sexual assault or counseling service.
6. You may also contact any of the individuals at Puget Sound listed below to receive support.

**Harassment Reporting Officers (Mandatory Reporters) at Puget Sound:**

Roy Robinson, Director of International Programs (1-253-879-3653, robbinson@pugetsound.edu)

Michael Benitez, Dean of Diversity and Inclusion, Chief Diversity Officer, Title IX Coordinator/Equal Opportunity Officer (1-253-879-2827, chiefdiversity@pugetsound.edu)

Mike Segawa, Vice President of Student Affairs, Dean of Students (1-253-879-3360, dos@pugetsound.edu)

Sarah Shives, Assistant Dean of Students (1-253-879-3360, sshives@pugetsound.edu).

Grace Kirchner, Sexual Harassment Complaint Ombudsperson (1-253-879-3785, kirchner@pugetsound.edu)

Security Services (1-253-879-3311, security@pugetsound.edu) is available 24 hours a day; the attendant can connect you to Puget Sound staff who can help with your concern.

**Strictly Confidential Support at Puget Sound:**

Marta Cady, Associate Dean of Students and Director of New Student Orientation (1-253-219-0516 - mobile, 1-253-879-3317 – office, martacady@pugetsound.edu)

Dave Wright, Director of Spiritual Life and Civic Engagement, University Chaplain (1-253-879-3818, 1-253-879-2751, dwright@pugetsound.edu)

Peer Allies: peerallies@pugetsound.edu, facebook.com/pugetsoundpeerallies, Also available by Skype; message them on the Peer Allies Facebook page to make a Skype appointment.

**II. SEXUAL ASSAULT RESPONSE AFTER RETURNING TO CAMPUS:**

You may take the following steps after returning to campus to report sexual misconduct and to seek advocacy:
1. Seek assistance or counseling after returning to Puget Sound by contacting the following individuals or support groups in addition to those listed above:

   CHWS (1-253-879-1555, confidential)

   Dean Kristine Bartanen (1-253-879-3205),

   Rebuilding Hope! Sexual Assault Center of Pierce Count (24-hours crisis, information, and referral line, 1-800-756-7273, 1-253-474-7273)

   National Sexual Assault Helpline (1-800-656-HOPE)

   National Resource Center on Domestic Violence Hotline (1-800-799-SAFE).

2. Review the following materials that describe the steps of how to file an official report and (https://www.pugetsound.edu/sexual-misconduct-resource-center/what-to-do/reporting-harassment-or-sexual/) seek advice about filing an official report by contacting the individuals listed above.

3. If you decide to make an official report, you may seek advocacy during the official reporting process by contacting the individuals listed above (for more information, see http://www.pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/campus-policy-prohibiting-hara/harassment-reporting-officers/).

This information is available at https://www.pugetsound.edu/sexual-misconduct-resource-center/

Crime Committed by a Student

During orientation at Puget Sound, students are informed they are subject to the laws of the host country in which they are studying or traveling. Also, students are informed that the U.S. Embassy cannot get them out of jail if they commit a crime overseas; the U.S. Embassy can only try to ensure their human rights are not violated.

TYPICAL PROBLEMS:

- Student is arrested for theft, assault, or drug possession

RESPONSE:

The Puget Sound Faculty Program Director should:

1. Quickly assess the situation by obtaining as many details as possible
   a. Determine who, what, when, where, how and why.

2. Begin writing a log, which you will update as the situation develops.
   a. Complete an Incident Report Form for each incident that occurs.
3. Immediately contact the U.S. Embassy Consular Officer. Ask the Consular Officer for the names of lawyers who can give the student the legal help he/she requires and provide this information to the student.
   a. The Consular Officer will also work to ensure that the student’s human rights are not violated.
   b. Brief the Office of International Programs Staff as soon as possible on the situation.
   c. The Office of International Programs Staff will contact the person designated by the student as Emergency Contact, and they will provide this person with contact information for the U.S. Embassy Consular Officer.
   d. The Office of International Programs Staff will convene a Crisis Management Team. They will serve as a resource and provide recommendations as appropriate for continuing action.
4. Visit the student wherever he/she is being held, reassure the student, and explain the legal procedures of the host country.
   a. Remain in contact with the U.S. Embassy Officer assigned to the student.

5. Provide regular updates (at least on a daily basis) to the Office of International Programs Staff until the crisis has been resolved.
   a. Remain in contact with the student’s designated Emergency Contact and the Office of International Programs

6. Contact the Office of International Programs Staff before you respond to Media inquiries - If you are contacted about a Puget Sound student, do NOT give the name of the Puget Sound student or speak on behalf of Puget Sound before speaking with the Puget Sound Office of Communications.

**Discipline of a Student**

**Disruptive Behavior, Violence, Academic Dishonesty, Alcohol or Drug Abuse**

**TYPICAL PROBLEMS:**

- A student has exhibited violent behavior
- A student has repeatedly violated the cultural norms
- A student is believed to have plagiarized or cheated on course work
- A student has consistently not attended or participated in class and/or group activities
- A student is severely disruptive due to alcohol or drug use

**RESPONSE:**

The Puget Sound Faculty Program Director should:

1. Talk to the participant and identify as many key people in the situation as possible
2. Gather information on the actual behavior exhibited and the history of the problem
3. Begin writing a log, which you will update as the situation develops
   a. Fill out an Incident Report Form for each incident that occurs.
   b. Keep the original
   c. Give a copy to the student
   d. Send a copy to the Office of International Programs
4. Assess the extent of the issue — i.e. repeated offense, serious issue
5. Determine the level of student reprimand:
a. Verbal Warning
b. Written Warning
c. Termination from the Study Abroad Program

1. **Verbal Warning**
   1. Arrange to meet with the student as soon as possible.
   2. Brief the Office of International Programs Staff regarding details of the situation.
   3. Keep and make copies of any documentation associated with the incident (i.e. medical reports, police reports, complaints).
   4. Explain the situation to the student and refer them to the agreed upon Student Agreement they signed.
   5. Discuss your expectations for future behavior and agree on a plan of action with the student.
   6. Explain the procedure for discipline if the offense is repeated or if another offense is committed (i.e. written warning, termination).
   7. Record the meeting and complete the Incident Report Form.
      a. Keep the original
      b. Give a copy to the student
      c. Send a copy to the Office of International Programs

   **NOTE:** If the student’s behavior remains a serious impediment to the educational process or a threat to safety, contact the Office of International Programs Staff. They will work with the Puget Sound Dean of Students, CHWS, and other appropriate Puget Sound personnel to determine what other measures are necessary.

   *If the student repeats the offense or commits a more serious offense please see options “B” or “C”.

2. **Written Warning:**
   1. Arrange to meet with the student as soon as possible.
   2. Brief the Office of International Programs Staff regarding the details of situation.
   3. Keep and make copies of any documentation associated with the incident (i.e. medical reports, police reports, complaints).
   4. Explain the situation to the student, remind them of the Verbal Warnings, and refer them to the Student Agreement Form they signed.
   5. Discuss your expectations for future behavior of the student and agree on a plan of action.
   6. Explain the procedure for discipline if the offense is repeated or if another offense is committed (i.e. termination).
   7. Record the meeting and complete the Study Abroad Student Conduct Violation Written Warning Form.
      a. Keep the original
      b. Give a copy to the student
      c. Send a copy to the Office of International Programs

   **NOTE:** If the student’s behavior remains a serious impediment to the educational process or a threat to safety, contact the Office of International Programs Staff. They will work with the Puget Sound Dean of Students, CHWS, and other appropriate Puget Sound personnel to determine what other measures are necessary.
*If the student repeats the offense or commits a more serious offense please see option “C”*

3. **Termination from the Study Abroad Program:**
   1. Arrange to meet with the student as soon as possible.
   2. Brief the Office of International Programs Staff regarding the details of situation
   3. Keep and make copies of any documentation associated with the incident (i.e. medical reports, police reports, complaints)
   4. Explain the situation to the student, remind them of the Verbal and Written Warning (if applicable) and refer them to the Student Agreement Form they signed.
   5. Discuss past actions that led up to the termination or explain why the situation’s severity merits immediate termination.
   6. Explain the procedure for leaving the program.
      a. The student must absent themselves from all premises used by the study abroad program within 48 hours and return to the United States
      b. The Faculty Program Director must help the student in making arrangements to leave the program in conjunction with the Office of International Programs Staff (i.e. a terminated student must not be left stranded)
   7. Record the meeting and complete the “Notification of Termination from Study Abroad Program”.
      a. Keep the original
      b. Give a copy to the student
      c. Send a copy to the Office of International Programs

**NOTE:** If the student’s behavior remains a serious impediment to the educational process or a threat to safety, contact the Office of International Programs Staff. They will work with the Puget Sound Dean of Students, CHWS, and other appropriate Puget Sound personnel to determine what other measures are necessary.

**Report of a Missing Student**

**TYPICAL PROBLEMS:**

- Student is reported missing by roommate, other program participants, host family, or professor

**RESPONSE:**

- **The Puget Sound Faculty Program Director should:**
  1. Notify the university and local police. Ask them to check hospital admissions and city records for possible police information.
     a. Contact the University Student Health Service and/or Psychiatric Services (if applicable) on the chance that the student has been admitted to their facilities.
  2. Begin writing a log, which you will update as the situation develops
     a. Complete an Incident Report Form for each incident that occurs
  3. Inform the Office of International Programs Staff that the student has been reported missing.
  4. Visit or contact where the student lives abroad and talk with any neighbors, roommates, host family members, or building managers.
     a. If the student lives alone, ask the landlord to accompany you to the apartment of the missing student so that you can look for information that may lead to finding the student.
5. Ask any person who might come into contact with the student to get in touch with you immediately if the student returns.
6. Contact the student’s professors to determine when the student was last seen. Gather information on any unusual behavior that may have been exhibited.
7. File a report with the local police, if the student has not been located within 24 hours of the first report of disappearance.
8. Contact the Office of International Programs Staff. They will contact appropriate Puget Sound Offices and Staff.
9. Work with the Student Affairs office at the host university to coordinate appropriate actions and follow-up (if applicable).
10. Provide appropriate information and reassurances to other Puget Sound program participants along with the Office of International Programs Staff.
11. Inform appropriate persons on-site and Office of International Programs Staff once the student has been located.
   a. The Study Abroad Staff will notify other appropriate persons in the United States.
   b. Notify all appropriate persons on-site.
   c. If necessary, activate other protocol, such as Serious Accident or Illness or Crimes Against a Student.
12. Contact the Office of International Programs Staff before you respond to Media inquiries - If you are contacted about a Puget Sound student, do NOT give the name of the Puget Sound student or speak on behalf of Puget Sound before speaking with the Puget Sound Office of Communications.

**Death of a Student**

**TYPICAL PROBLEMS**

- Fatal accident or illness, suicide, homicide

**RESPONSE:**

- The Puget Sound Faculty Program Director should:
  1. Verify the identity of the student.
  2. Gather as much information about the circumstances surrounding the student’s death as possible.
  3. Begin writing a log, which you will update as the situation develops.
     a. Complete an Incident Report Form for each incident that occurs.
  4. Contact the Office of International Programs Staff.
     a. The Office of International Programs Staff and the Puget Sound Dean of Students or the University President, will notify the student’s designated emergency contact (in person, if possible) and offer other appropriate support.
  5. Work with the Office of International Programs Staff in assisting the family, e.g. transportation arrangements, accommodations, housing accommodations, arranging for a meeting with the physicians.
  6. Notify the U.S. Embassy or Consulate.
  7. Coordinate a plan for dealing with the situation with the Office of International Programs Staff, working with the Puget Sound Dean of Student.
a. They will construct a network to offer appropriate support to all involved parties, such as close friends, roommates, the host family, other Puget Sound program participants, and the person who may have discovered the body

8. Inform the student’s roommates or house mates and close friends, once the network is in place.
   a. The Office of International Programs Staff, working with the Dean of Students, will notify appropriate offices at Puget Sound – They will make sure that all the appropriate paperwork is completed
   b. The Office of International Programs or the Dean of Students at Puget Sound will verify that all appropriate contacts have been made
      i. A letter will be sent to the campus community if deemed appropriate

9. Contact the Office of International Programs Staff before you respond to Media inquiries - If you are contacted about a Puget Sound student, do NOT give the name of the Puget Sound student or speak on behalf of Puget Sound before speaking with the Puget Sound Office of Communications.

Political Emergencies and Natural Disasters
While it is unlikely that a coup d’état or a natural disaster will occur in any of the countries in which Puget Sound conducts study abroad programs, many of the structures that need to be in place to deal with a crisis of this magnitude are the same ones that ensure safe running of the program on a day to day basis. No doubt many of the procedures listed below are already in place. Some of these structures are most appropriate for programs that mainly enroll U.S. students. Procedures for dealing with a catastrophic event will also be detailed in this section. For more information regarding security precautions, please refer to the section titled “General Security Precautions.”

**TYPICAL PROBLEM - Political Unrest:**
- Coups d’état, violence toward Americans, severe rioting, and civil unrest

**TYPICAL PROBLEM - Natural Disaster:**
- Earthquakes, typhoons, floods

**RESPONSE:**
- The Puget Sound Faculty Program Director should:
  1. Contact all students to make sure they are safe. If a student has been injured, have his/her physical injuries attended to
     a. Caution students about speculative communication and advise them to wait until clear information is available before contacting home
  2. Contact the U.S. Embassy or other official government agency and ask for advice and assistance.
     a. If the U.S. Embassy is closed, determine the location where the Embassy is operating (i.e., other embassy within the country, U.S. embassy in a neighboring country). It can also be helpful to contact embassies from other countries such as Australia, Canada our the United Kingdom
  3. Gather information regarding the target of unrest and possible danger to U.S. citizens.
     a. Advice regarding minimizing danger to students
     b. Probable impact of the event on availability of food, water, and medical supplies
c. Intensity of the emergency or political unrest  
d. Presence of emergency or military personnel  
e. Feasibility of continuing classes, etc.

4. Begin writing a log, which you will update as situation develops  
a. Complete an Incident Report Form for each incident that occurs

5. Brief the Office of International Programs Staff immediately regarding the situation. They will do the following:  
a. Contact the U.S. Department of State’s Citizen Emergency Center at (888) 407-4747 during business hours and (202) 501-4444 after hours, for suggestions and assistance  
b. Contact the U.S. Embassy abroad  
c. Contact U.S. study abroad offices at other institutions that have programs in the region, to develop a common plan of action. They will continue to be in contact with these offices as the situation develops  
d. Contact appropriate offices at Puget Sound – (Emergency Team; Dean of Students; Director of Security Services; Office of Communications; CHWS)  
e. The Puget Sound Team will consider:  
   • Immediate measures needed to ensure the health and safety of students and staff  
   • Additional issues regarding health, safety, academics, financial aid, public relations and legal  
   • A written action plan to be sent to each student dealing with initial student concerns and recommendations regarding appropriate student behavior  
   • If conditions permit, students will submit written acknowledgment of receipt of the action plan to the Faculty Program Director.  
   • An evacuation plan will be developed (if appropriate) - This plan will take into consideration:  
     1. Relative safety of various modes of transportation and travel routes the costs of evacuation and means for meeting these costs  
     2. Possibility of splitting up the students into smaller groups, and having them reconvene later in a different locations  
     3. Resources available in the host country  
     4. Guidelines to be utilized when speaking to the media or other individuals about the crisis, to prevent unnecessary concern and to promote consistency and accuracy in responses  
     5. A list of people to be alerted once the crisis management plan is in place including the parents and families of the students abroad, members of the home university community, the media, state officials, and legislators  
     6. A plan for daily communication with key people and organizations - The Office of International Programs Staff will serve as the link with the Faculty Program Director  
        a. The Faculty Program Director and other key people will be contacted on a daily basis until the crisis is resolved  
        b. A log of all events will be kept by the Office of International Programs Staff and a final report written after the crisis ends
6. Communicate with the Office of International Programs Staff about the plan of action developed by the Puget Sound Team  
   a. The Office of International Programs Staff and the Faculty Program Director will work together to determine an appropriate course of action and means of disseminating information to students  
   b. If the Faculty Program Director believes that the plan of action needs to be modified, he/she will inform the Office of International Programs Staff, who will, in turn, make recommendations to the Puget Sound Team
7. Utilize available resources to carry out the plan of action decided upon in conjunction with the Puget Sound Team.
8. Once the crisis has ended, the Office of International Programs Staff and other members of the Puget Sound Team will work with the Faculty Program Director to assess the impact of the event and provide any follow-up that may be needed.
Sample Emergency Log Form

INITIAL RESPONSE:

Step 1: Attend to immediate needs such as physical injuries and safety concerns

Step 2: Consult the Faculty Led Study Abroad Handbook’s “Emergency Response Section” for emergency procedures.

Step 3: Contact the Office of International Programs at the University of Puget Sound at +1 (253) 879-2515 or Campus Security at +1 (253) 879-3311. The Office of International Programs will contact appropriate offices at Puget Sound and offer guidance.

Step 4: Begin writing a log

It is critical to obtain detailed information regarding names, locations, times, witnesses, etc. The log should be updated as the situation develops. Specific information to be collected will include:

A. What happened?
B. Where did it happen?
C. When did it happen?
D. Who was involved?
E. Who has been notified regarding the situation?
F. What assistance has been offered to the student(s) involved in the crisis? (Please note persons involved, time, and location)
G. What additional actions have been taken? (Please note persons involved, time, and location of any actions taken):
H. What assistance has been offered to the family members of the student(s) involved? (Please note persons involved, time and location):
I. Have you contacted or been contacted by anyone else regarding the crisis? (i.e., a representative of the media). If so, what information was exchanged?

Study Abroad Program Incident Report Form, Written Warning form and Termination Form
<table>
<thead>
<tr>
<th><strong>Study Abroad Program Incident Report Form</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Today’s date:</strong></td>
</tr>
<tr>
<td>Place &amp; Time incident occurred:</td>
</tr>
<tr>
<td>Name(s) of student(s) involved:</td>
</tr>
<tr>
<td>Type of Incident:</td>
</tr>
<tr>
<td>□ Medical</td>
</tr>
<tr>
<td>□ Academic</td>
</tr>
<tr>
<td>□ Alcohol or Substance</td>
</tr>
<tr>
<td>□ Legal</td>
</tr>
<tr>
<td>□ Disruptive</td>
</tr>
<tr>
<td>Description of Incident:</td>
</tr>
<tr>
<td>Witnesses:</td>
</tr>
<tr>
<td>Formal charge(s) [If applicable]:</td>
</tr>
<tr>
<td>Attach any appropriate documents (medical/police/etc.)</td>
</tr>
<tr>
<td>Sanctions, if appropriate, place upon student:</td>
</tr>
<tr>
<td>□ Verbal Warning (Describe)</td>
</tr>
<tr>
<td>□ Written Warning (Attach Copy)</td>
</tr>
<tr>
<td>□ Expulsion (Attach Copy)</td>
</tr>
<tr>
<td>Report filed by:</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Program</td>
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</tbody>
</table>

Please fax or scan and email to the Office of International Programs within 48 hours of signing
Email: rrobinson@pugetsound.edu or Fax +1.253.879.2648
<table>
<thead>
<tr>
<th>Name of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and location of incident:</td>
</tr>
</tbody>
</table>

**Brief summary of violation [initial incident report should contain more detailed information]:**

On (date) the above-named student was determined to have violated the Rules and Regulations for Puget Sound students abroad in the following manner:

**WRITTEN WARNING:** The student is therefore receiving this written warning. If the above-named student fails to comply with the expected behavior specified below or if the student continues to violate the Rules and Regulations for Puget Sound students abroad, he/she will be terminated from the study abroad program and he/she must leave from all premises used by the study abroad program within 48 hours and return to the United States at his/her own cost.

**Expected Behavior:**

<table>
<thead>
<tr>
<th>Student signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Director’s signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Please fax or scan and email to the Office of International Programs within 48 hours of signing
Email: rrobinson@pugetsound.edu or Fax +1.253.879.2648

30
## Notification of Termination from Study Abroad Program

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and location of incident:</td>
<td></td>
</tr>
<tr>
<td>Brief summary of violation [see initial incident report for detailed information]:</td>
<td></td>
</tr>
</tbody>
</table>

**Please check the appropriate box:**

- [ ] After having received a verbal and/or written warning on (date/s) ____________ describing a previous violation of the Rules and Regulations for University of Puget Sound students abroad, the above-named student has not desisted from continuing to violate the Rules and Regulations, nor has s/he fulfilled the required expected behavior conditions as specified on the Written Warning Form. For this reason, the student in question is being terminated from the program.

- [ ] The seriousness of the violation is such that further participation by the above-named students would be to the detriment of the (specify study abroad program) and its participants either by impacting on the health and safety of the individual or other participants in the program or by causing detriment to the best interest and welfare of the program and to Puget Sound. For this reason, the student in question has been terminated from the study abroad program.

**To be completed by the student:**

I understand that due to my violation of the Rules and Regulations for the University of Puget Sound students abroad, I have been terminated from the above-mentioned study abroad program. Termination shall not diminish or otherwise affect my obligation to make any and all payments to Puget Sound. I understand that I will receive a grade of “F” in all course work in progress; in addition, I will not be entitled to a refund of fees, may be required to reimburse Puget Sound for financial aid received, and am responsible for all non-recoverable costs incurred by the host institution and/or Puget Sound, as well as personal financial obligations. I understand that the conduct that led to my termination from this program may also lead to further sanctions upon returning to Puget Sound.

I AGREE TO ABSENT MYSELF FROM ALL PREMISES USED BY THE STUDY ABROAD PROGRAM WITHIN 48 HOURS AND RETURN TO THE UNITED STATES.

<table>
<thead>
<tr>
<th>Student’s Signature</th>
<th>Date</th>
</tr>
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<tbody>
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Please fax or scan and email to the Office of International Programs within 48 hours of signing

Email: rrobinson@pugetsound.edu or Fax +1.253.879.2648
GUIDE TO HELPING A STUDENT WITH AN EATING DISORDER
THE AMERICAN COLLEGE HEALTH ASSOCIATION

- Types of Eating Disorders
- Signs and Symptoms of Eating Disorders
- What You Can Do
- Strategies for Recovery
- Who Can Help

Types of Eating Disorders

Eating Disorders include anorexia nervosa, bulimia, and compulsive overeating. An anorexic student may be incredibly thin but is afraid of gaining weight. The student may refuse to eat and exercise compulsively. Bulimics tend to be of average or slightly above average weight. Bulimia is characterized by binge-and-purge cycles, in which the person will overeat and then either induce vomiting or use laxatives to purge their bodies. Some anorexics may also periodically binge and purge. Compulsive overeating is characterized by episodes of uncontrolled and continuous eating, which often results in weight-gain.

Signs and Symptoms:

Anorexia is characterized by the following symptoms: severe weight loss, dry skin and hair, cold hands and feet, fatigue and weakness, insomnia, absence of menstrual periods, and constipation and digestive issues. More severe health problems can result if not treated, such as weakness of the heart, stress fractures, and chemical imbalances.

Bulimia is characterized by the following symptoms: dehydration, severe dental problems, constipation and digestive problems, and muscle weakness. More severe health problems can result if not treated, such as ulcers and heart irregularities.

There are several general signs that you can look for to determine if a student is suffering from an eating disorder:

- Weighing themselves several times a day
- Initiating severely restricted diets regardless of their weight
- Counting and recounting their caloric intake after meals
- Categorizing food as “good” or “bad” and making judgments about themselves based on what they eat

1 Adapted from “Eating Disorders, What Everyone Should Know,” American College Health Association 2007.
What You Can Do:

If you decide to approach a student whom you are concerned about or if a student reaches out to you for help with an eating disorder, here are some suggestions:

- **Talk**
  - Talk to the student in private when both of you have the time and are not rushed or preoccupied
  - Give the student your undivided attention. It is possible that just a few minutes of patient listening on your part may be enough to help the student feel cared about as an individual and more confident about what to do.

- **Listen**
  - Listen to thoughts and feelings in a sensitive, non-threatening way. If you have initiated the contact, express your concern in behavioral, non-judgmental terms.

- **Communicate**
  - Focus on your concern for the student’s health, not for their weight or appearance.
  - Realize that you may be rejected. People with eating disorders often deny that they have a problem and may be uncomfortable discussing the issue. If this happens, be sure to kindly end the conversation in such a way that the student will be encouraged to come to you when he/she is ready to talk.

- **Refer**
  - Refer the student to other resources and/or professional help when:
    - The problem is more serious than you feel comfortable handling.
    - You have helped as much as you can and further assistance is needed.
    - The student admits that there is a problem but doesn’t want to talk to you about it.
    - The student asks for information or assistance that you are unable to provide.
    - The student’s health seems to be at risk.

Strategies for Recovery:

Many factors can contribute to an eating disorder, such as low self-esteem, depression or anxiety, family and personal relationship issues, history of physical or sexual abuse, cultural norms dictating appearance, and some biochemical or biological causes. Therefore, there is no single solution to recovery from an eating disorder and psychological therapy and/or hospitalization may be necessary. Until a student can get treatment, here are a few tips for the early stages of recovery:

- Work toward ending the cycle of binging and purging or severe dieting. Be sure to eat breakfast and slowly increase your caloric intake throughout the day.
- Don’t shop when you’re hungry and avoid impulse buying
- Eat at regular times throughout the day and try to eat nutritious foods.
• Eat slowly and stop eating when you feel full.
• Keep healthy snacks handy
• Find out what triggers your urges to diet, binge, purge, or overeat so you can pre-empt an episode and find a more constructive outlet for your feelings.
• Accept that you may have setbacks and try not to judge yourself. Relapses are opportunities to learn more about yourself and may help you toward long-term recovery.

Who Can Help?

Puget Sound Counseling, Health & Wellness Services
+1.253.879.1555

For more information about Eating Disorders:

National Eating Disorders Association: www.nationaleatingdisorders.org

National Associations of Anorexia Nervosa & Associated Disorders: www.anad.org
GUIDE TO HELPING A STUDENT WITH A DRINKING PROBLEM
THE AMERICAN COLLEGE HEALTH ASSOCIATION

- Drinking Habits
- How to approach a student with a drinking problem
- Setting limits
- More Information

Drinking Habits

If you suspect that a student has a drinking problem, you may want to offer support, help the student confront the problem, and intervene in difficult situations. It is important to realize that the student’s physical well-being may be at risk and that you can help. Listed below are the general habits of moderate, problem, and addicted drinkers. The student may be displaying a combination of these behaviors but it is a good place to start in identifying whether or not a student has a problem with alcohol.

Moderate Drinkers typically:

- Know and respect laws related to drinking at home and in the host country
- Never drive after drinking
- Don’t drink on an empty stomach
- Drink slowly (no fast gulping)
- Respect those who choose not to drink
- Know and respect their limit – do not get drunk

Problem Drinkers typically:

- Drink to “solve” or escape problems
- Drink when they shouldn’t – before class or driving
- Often drink to get drunk
- Experience personality changes while drinking – may become loud, angry, and violent or quiet and reclusive

People with Alcohol Addiction typically:

- Often drink alone
- Keep alcohol hidden and drink for “pick-me-ups”
- Deny that they have a drinking problem
- Miss class or work due to hangovers
- Spend time thinking about and planning their next drink
- May have blackouts in which they do not remember events or their behavior when drunk
• Drink before a stressful event or drink without awareness of how much is consumed
• May have dangerous and potentially fatal withdrawal symptoms, such as delirium tremens (DT’s)

1 Adapted from “How to Help a Friend With a Drinking Problem,” American College Health Association 2007.

How to approach a student with a drinking problem

Drink before a stressful event or drink without awareness of how much is consumed • May have dangerous and potentially fatal withdrawal symptoms, such as delirium tremens (DT’s)

• Demonstrate your concern for the student. Ask them directly if they have a problem with drinking and continue to ask questions that encourage honesty.
• Avoid blaming the student or verbally attacking them. Express your concern but without judgment.
• You may need to have more than one conversation. End the conversation if you find yourself getting angry or frustrated with the student. Keep an open mind to their responses about their behavior.

Dealing with Defensiveness:

If the student continually defends his or her behavior, make it clear that you disapprove of their behavior, not the student. Realize that the student’s reactions may be based on their fear of facing their problem and that it’s not directed toward you. If you drink, mention how you stay in control and offer tips that help you appropriately use alcohol.

Dealing with Denial:

If the student denies that they have a problem and you feel that your conversations have no effect on their behavior, point out how their behavior is impacting you and other students on the program. For example, many countries do not tolerate public drunkenness and the student’s behavior may be impacting how the local people perceive the student, the group, and the University.

Dealing with Agreement:

If the student admits that they have a drinking problem, you may want to have an honest conversation, asking the following questions. How is your drinking impacting your life and the lives of those around you? What do you think you can do about it? How do you plan to change your behavior? How can I offer support to assist you in stopping or limiting your drinking? You may also want to offer them some resources to get further help once they return home.

Please also be aware of the University’s policies on alcohol consumption and the appropriate ways to sanction the abuse of alcohol on a University program.
Who Can Help?
Puget Sound Counseling, Health & Wellness Services
+1.253.879.1555

For more information about Alcohol Abuse:

Alcoholics Anonymous:  [www.aa.org](http://www.aa.org)

National Clearinghouse for Alcohol and Drug Information:  [https://www.samhsa.gov/](https://www.samhsa.gov/)
24/7 Hotline: (800) 729-6686

National Council on Alcoholism and Drug Dependence:  [www.ncadd.org](http://www.ncadd.org)
24/7 Referrals: (800) 622-2255

Alcohol: Looking out for your friends – an online guide from Stanford University
GUIDE TO HELPING A STUDENT WITH DEPRESSION
THE AMERICAN COLLEGE HEALTH ASSOCIATION

• What is Depression?
• Signs of Depression
• Helping Someone who is Depressed
• Warning Signs of a Suicide Attempt
• Helping a student who is Suicidal
• Professional Treatment

What is Depression?

Depression is a serious medical condition, not a sign of personal weakness or flawed character. Causes of depression may include biological changes, hormonal imbalance, genetic predispositions, loss of loved ones, and stressful life events such as divorce, academic difficulties, and unrealistic expectations. There are often multiple causes of depression. Depression may escalate when self-devaluing thoughts are combined with painful life events. It is important to seek treatment from mental health professionals, as depression is a treatable condition.

Signs of Depression

There are several general signs that you can look for to determine if a student is suffering from depression:

• Reported trouble with sleep (insomnia, oversleeping)
• Lack of energy and general fatigue
• Lack of interest in activities and social life
• Disruption of eating patterns — overeating or lack of appetite
• Difficulty with concentration
• Mood swings, irritability
• Withdrawing from friends and family
• Sadness and thoughts of suicide

1 Adapted from “Dealing with Depression: What Everyone Should Know,” American College Health Association 2007.

How to help a student who is depressed

if you decide to approach a student whom you are concerned about or if a student reaches out to you for help with depression, here are some suggestions:

• Be supportive
  o Realize that you won’t be able to fix the student’s situation but offer your assistance and undivided attention.
• Don’t attempt to minimize or make judgmental comments about their feelings. Listen with an open mind.

• Demonstrate your concern
  • Remain supportive of the student and communicate your willingness to help.

• Be honest
  • Be honest with the student if you are concerned for their safety and well-being.
  • Remind the student that depression is not the result of any fault of their own and that it is treatable. Emphasize that medical attention is an important part of dealing with depression.

• Know when to stop
  • Realize that one conversation may not be enough and that the student may be in denial about their condition. Let the student know that you are concerned but back off when appropriate.

• Refer
  • Refer the student to other resources and/or professional help when
    ▪ The problem is more serious than you feel comfortable handling.
    ▪ You have helped as much as you can and further assistance is needed.
    ▪ The student admits that there is a problem but doesn’t want to talk to you about it.
    ▪ The student asks for information or assistance that you are unable to provide.
    ▪ The student’s health seems to be at risk.

Warning signs of a suicide attempt

Suicide attempts are serious medical emergencies and professional help is always necessary, even if the student may not actually carry their plans out. Here are a few warning signs that a student may be planning a suicide attempt:

• Showing signs of depression (listed above)
• Engaging in high risk behavior and abuse of alcohol and other substances
• Giving away possessions
• Acquiring objects which may assist in suicide (guns, sleeping pills)
• Statements about suicide or death
• Comments about being alone to the point that others would not care about their death

Helping a student who is suicidal

Begin by using the points listed above for how to help a student with depression. However, the danger of attempted suicide demands persistence on your part – do not back off even if the student insists that they do not need help.
• Ask the student directly if they are intending to attempt suicide, even if this may be uncomfortable
• Find out if the student has already made a specific plan for attempting suicide and how far they’ve gone in carrying out their plan.
• Insist on getting the student professional help immediately. Look to the resources below for people to contact in an emergency.
• Do not leave the student alone or assume that they will be okay on their own.
• Realize that you are not sworn to secrecy and that ensuring the student’s physical well-being is more important.
• Remember that you can encourage and help the student to get professional help, but that you are not responsible for their actions and you may not be able to stop them if they are intent on committing suicide.

Who Can Help?

Puget Sound Counseling, Health & Wellness Services
+1.253.879.1555

For more information about Depression and Suicide:

Mental Health America Resource Center: www.nmha.org
(800) 969-NMHA (6642)

National Hopeline Network: http://hopeline.com
24-hour hotline: (800) SUICIDE (784-2433)
GUIDE TO HELPING A STUDENT WITH STRESS

THE AMERICAN COLLEGE HEALTH ASSOCIATION

- What is Stress?
- Signs of Stress
- Short-term strategies for coping with stress
- Long-term strategies for coping with stress
- How to help a student with stress
- Contacts

What is Stress?
Stress is a physical, mental, and emotional response to change, whether it is a good or bad change. Some stress can be beneficial, such as stress that allows us to deal with challenges. However, long-term stress can have repercussions on the body including high blood pressure, illness, exhaustion, disrupted digestion, and muscle tension. Stress can impact the immune system, hormone levels, metabolism, and heart function. It may stem from various academic pressures, family and relationship issues, and other life challenges.

Signs of Stress
There are several general signs that you can look for to determine if a student is having trouble with stress:

- Reported trouble with sleep and change in eating habits
- Lack of energy and general fatigue
- Weakness, dizziness, or panic attacks
- Lack of interest in activities and social life and changes in exercise
- Difficulty with concentration, trouble with procrastination
- Mood swings, irritability
- Frequent colds and infections

1 Adapted from “Stress in College: What Everyone Should Know,” American College Health Association 2007.

Short-term strategies for coping with stress
If you decide to approach a student whom you are concerned about or if a student reaches out to you for help with depression, here are some suggestions that may help them cope with stress in the short-term:

- Take a few moments to relax. Sit in a comfortable position. Breathe deeply through your nose, inhaling for three or four counts, hold your breath for a moment and release it. Repeat this until your physical responses to stress (anxiety, dizziness) begin to fade.
- Take a break from a stressful situation – go out for fresh air or find a quiet place where you can calm down, cry, or yell.
• Realize that you can choose how you respond to a stressful situation. Ask yourself if the situation is worth getting upset about and decide how you will respond. If the issue is important, consider discussing it with a friend, writing down your feelings, or address the matter directly.
• Make a list of everything that you need to do and focus on the few that are most important or need to be done right away. Then put the rest out of your mind until you need to address them.

Long-term strategies for coping with stress

After you’ve helped the student calm down, here are some suggestions that may help them cope with long-term stress:

• Realize that you can only do so much and set boundaries for yourself and with others.
• Pursue your own goals – do not feel pressured to do something to please someone else.
• Abandon negative thinking patterns and develop a positive frame of mind. You can become tense and stressed regardless of the situation if you engage in negative self-talk.
• Let your friends and family help you; become part of a support group if you do not have one already.

How to help a student cope with stress

You do not need to feel responsible for the student’s stress or feel obligated to take on some of their responsibilities. Often all that is needed is a sympathetic ear. The following points may be helpful when approaching a student:

• Realize that many people in our society believe that they should be able to handle any amount of stress and that having difficulty with stress is some kind of personal weakness. Challenge this assertion.
• Express your concern for the student and ask how you can help.
• Emphasize that stress can result from many sources and that it is okay to ask for help. Suggest that they consider visiting the counseling center when they return home.
• Continue to monitor the student’s situation and be there to talk when needed.

Who Can Help?

Puget Sound Counseling, Health & Wellness Services
+1.253.879.1555
For more information about Stress:

National Mental Health Association:  www.nmha.org
(800) 969-NMHA (6642)

National Institute of Mental Health:  www.nimh.nih.gov
(800) 615-6564
GUIDE TO HELPING THE EMOTIONALLY DISTRESSED STUDENT

THE UNIVERSITY OF MISSOURI WELLNESS CENTER

- Recognizing Students in Distress
- Special Considerations
- Who Can Help?

Recognizing Students in Distress

Stress is a natural part of life and no stranger to university students. Many students successfully cope with the realities of college life, but for some, the stressors are overwhelming and unmanageable. And, unfortunately, a small number of students will be subjected to sexual assault, discrimination and hate crimes, and sexual harassment. Whatever the cause of students’ distress, the emotional and behavioral consequences are often played out on campus in classrooms, residence halls, or offices. Faculty and staff members will not be able to spot every such student, and not every student you approach will be willing to accept your assistance. Still, just by being available and ready to listen, you may play an important role in helping a student regain the emotional balance needed to cope with his or her circumstances and get back on track

What to Look For:

- Marked changes in academic performance or behavior, poor performance, or lack of preparation
- Excessive absences or tardiness
- Repeated requests for special consideration, especially when this represents a change from previous behavior
- Unusual or changed pattern of interaction
- Avoiding participation
- Domination of discussions
- Excessive anxiety when called upon
- Disruptive behavior
- Exaggerated emotional responses obviously inappropriate to the situation
- Unusual Behavior or Appearance
- Depressed or lethargic mood
- Hyperactivity or very rapid speech
- Unexplained crying
- Irritability or angry outbursts
- Swollen or red eyes
- Change in personal hygiene or dress
- Dramatic weight loss or gain
- Strange or bizarre behavior indicating loss of contact with reality
• References to Suicide, Homicide or Death
• Expressed thoughts of helplessness or hopelessness
• Overt references to suicide
• Isolation from friends or family
• Homicidal threats

What You Can Do:

If you choose to approach a student you’re concerned about or if a student reaches out to you for help with personal problems, here are some suggestions for helpful response:

• Talk
  o Talk to the student in private when both of you have the time and are not rushed or preoccupied
  o Give the student your undivided attention. It is possible that just a few minutes of patient listening on your part may be enough to help the student feel cared about as an individual and more confident about what to do.

• Listen
  o Listen to thoughts and feelings in a sensitive, non-threatening way. If you have initiated the contact, express your concern in behavioral, non-judgmental terms.
  o For example, “I’ve noticed you’ve been absent from class lately and I’m concerned,” rather than “Where have you been lately? You should be more concerned about your grades.”

• Communicate
  o Communicate understanding by repeating back the essence of what the student has told you.
  o Try to include both content and feelings (“It sounds like you’re not accustomed to such a big campus and you’re feeling left out of things.”) Let the student talk.

• Give Hope
  o Assure the student that things will get better.
  o Help the student realize that there are options and that things will not always seem hopeless.
  o Suggest resources: friends, family, clergy or professional help on campus.

• Maintain
  o ‘Maintain clear and consistent boundaries and expectations.
  o Maintain the professional nature of the faculty/student or staff/student relationship and the consistency of academic expectations, exam schedules, etc.

• Refer
  o Refer to other resources when:
    ▪ The problem is more serious than you feel comfortable handling.
    ▪ You are extremely busy, stressed, and cannot find the time to deal with the student.
    ▪ You have helped as much as you can and further assistance is needed.
    ▪ You think your personal feelings about the student will interfere with your objectivity.
- The student admits that there is a problem but doesn’t want to talk to you about it.
- The student asks for information or assistance that you are unable to provide.

Special Considerations

How to Respond to Alcohol/Drug Abuse, Sexual Assault, Discrimination & Hate Crimes, and the Potentially Violent Student

All of the previous recommendations are applicable for these special circumstances, but there are some additional considerations to keep in mind if a student shows signs of distress in the following areas:

When Alcohol/Drugs are the Problem:

Many of the signs and symptoms of alcohol and drug abuse are similar to the signs of distress listed previously. In addition, you might observe:

- Smell of alcohol or marijuana on breath or clothes
- Hand tremors
- Watery or blood-shot eyes
- Bruises, cuts or other injuries
- Increased frequency of missed classes
- Continuous excuses for turning in work late or not at all
- Extreme negativism – “don’t care” attitude
- Bragging about the amount of alcohol or other drugs they use

If you are concerned that a student is abusing alcohol or drugs, here are some helpful strategies:

- **Care**: Meet privately with the student to discuss your concerns in a non-judgmental, respectful fashion, showing the individual you care.
- **Confront behaviors**: You should take care to avoid making a judgment about the person and focus on behaviors instead.
  - Connect your observations with the student’s class performance (test scores, attendance issues), and let them know you want them to succeed.
- **Know the basic facts**: Use facts to substantiate your concern.
  - Know that alcohol and drug use impairs mental alertness (loss of short-term memory and impairments in concentration), mood, motor behavior, interpersonal relationships, academic and work performance.
  - Take some time to educate yourself about alcohol and drug problems.
- **Use referral resources**: It is not your job to diagnose or to “chase” a student to get help, but you can refer the student to campus resources such as Counseling, Health and Wellness Services +1.253.879.1555.

You should expect to encounter:
• A lot of excuses, promises to change, attempts to challenge you, attempts to change the conversation to other subjects, and attempts to pass the behavior off as “no big thing.”

If Your Confrontation Does Not Result in a Referral For Treatment:

• DO expect to feel helpless
• DO expect denial of the problem by the user
• DO continue to offer caring and behaviorally specific confrontations about the drinking problem
• DON’T be discouraged. Seek support
• DON’T nag, preach or lecture
• DON’T make threats unless you intend to carry them out
• DON’T try to protect the individuals from drinking situations
• DON’T enable a person’s negative behavior by minimizing what has happened.

Helping a Sexually Assaulted Student:

If a student tells you she or he was sexually assaulted, here are specific tips to guide your response:

• Provide support and comfort
  o Let the student know that you are concerned for her/his physical and emotional safety.
• Communicate clearly that what happened was wrong and not the student’s fault
• Ask them what they need
• Let the student talk and validate her/his emotional reactions
• Assure the student’s confidentiality
  o Don’t tell others without permission
• Encourage them to get medical care as soon as possible
  o The student may have injuries or infections of which they are not aware. Immediately after the assault, most people are shocked and uncertain of what to do
  o If the assault was recent, encourage the student to seek and evidence gathering an exam at the Counseling, Health and Wellness Services +1.253.879.1555.
• Getting an exam will preserve evidence should the student wish to report the assault
• Encourage the student to talk to others whom she/he trusts
• Encourage the student to seek the support and help of a professional counselor
• Let her/him know that there are people on campus who have helped many other individuals through similar situations - Counseling, Health and Wellness Services +1.253.879.1555
• Accept the student’s choices about he or she wants to deal with the assault
  o Even if you disagree with the student, it is the student’s choice whether or not to report the assault, and whether or not to tell family members or others

Responding to Discrimination / Hate Crimes:
Sadly, university campuses are not immune to discrimination and hate crimes. Hate crimes are defined as violent acts against people, property, or organizations because of the group to which a person belongs. The violence can range from verbal harassment, threats, assault, and vandalism, to murder. Victims of hate crimes are likely to recover more quickly when they are given support and access to appropriate resources as soon as possible after the incident occurs.

If a student tells you about any incident (verbal attacks or more serious assaults or incidents) that singles them out due to race, ethnicity, sexual orientation, national origin, gender, or disability:

- DO offer the student your full attention and support
- DO encourage, but don’t pressure, the student to report the incident to the Puget Sound Campus Security - +1.253.879.3311
- DO help him or her think about a safety plan to respond to further incidents
- DO refer the student to appropriate support agencies - Counseling, Health and Wellness Services +1.253.879.1555.

Responding to Threatening or Potentially Dangerous Students:

A student whose behavior has become threatening, disruptive, or violent requires a different kind of approach. A very small number of students become aggressive when they are extremely frustrated by a situation that seems beyond their control. Students rarely become violent, but it does occur, and it is important to know how to respond. Here are some guidelines.

If you feel uneasy about a student’s behavior:

- DON’T ignore your feelings of unease, but discuss them with a colleague, your department chair, or someone from Counseling, Health and Wellness Services. Identify exactly what is making you feel uneasy: maybe the student is rude, speaks in a loud or threatening manner, or makes veiled threats.
- DO meet with the student and ask him or her to change the behaviors that are causing a problem.
- DO make sure that other staff or faculty members are nearby when you meet with the student.
- DO refer the student for help with whatever might be causing the problem (e.g., stress, learning difficulties, or personal problems).

If a threatening or violent situation occurs during class:

- DO ask the student to come with you to discuss the situation in the department office or somewhere where help is available.
- DON’T be alone or isolated with the student.
• DO seek help from the Puget Sound Campus Security and consult with the Counseling, Health and Wellness Services staff as needed.

If you are alone with an angry, verbally abusive, or physically threatening student:

• DO acknowledge the student’s anger and frustration calmly; “I can see how upset you are because you feel your rights are being violated and no one is listening to you.”
• DO allow the student to vent his or her feelings and frustrations.
• DO calmly tell the student that verbally abusive behavior is unacceptable: “When you yell and scream at me, I find it hard to listen to you.”
• DON’T get into an argument or shouting match.
• DON’T become hostile or threatening (e.g., “I’ll have you expelled from school”).
• DON’T touch the student
• DO leave, if possible.
• DO get help