



MANUAL

for Program Leaders

and

On-Site Personnel

Part 2: Program Site Procedures & Guidelines

**International Academic Programs
Summer 2017 & 2017-18**



International Academic Programs International Division University of Wisconsin - Madison

The University of Wisconsin-Madison must provide opportunities for students in all majors and fields to join the global community. As they prepare to enter the work force, our students need exposure to the world economy and to international cultures. Because study abroad is widely recognized as an academically and personally challenging way to accelerate global learning, it is a priority for the UW-Madison in the next century. International Academic Program's (IAP) strategic plan is designed to support the campus goal of enhancing cross-national education.

Mission of International Academic Programs

International Academic Programs (IAP), in the International Division, serves as a comprehensive resource for academic experiences worldwide.

International Academic Programs collaborates with academic units to develop and deliver high-quality study abroad programs that foster students' personal, academic & professional growth

Values

- Study abroad is integral to the learning experience at UW-Madison.
- By fostering global citizenship, study abroad advances the Wisconsin Idea on campus, throughout the state and in communities all around the world.
- All students deserve access to affordable study abroad programs that meet their personal and academic goals.

A variety of program options—over 200 programs in more than 60 countries—have been developed to address the diverse needs of students. Programs vary in length, level, academic focus, teaching format, language requirements, cost and degree of independence demanded of the participant. Each program is expected to meet the University's high academic standards and to integrate with the on-campus curriculum.

Currently, 1,300 students study abroad each year through our office, and around 150 students from our partner institutions abroad come to UW-Madison through exchange partnerships.

IAP's goal is to remove the financial barriers for UW-Madison students to study abroad and to make study abroad accessible to as many students as possible. As an auxiliary unit, IAP receives no additional funding from the state or university to administer its programs and operates its budget on a cost recovery basis. UW-Madison students studying abroad are exempt from paying UW-Madison tuition and academic fees as per UW system policies. IAP participants are assessed a fee which recovers the actual costs of the program which includes the program expenses, IAP administrative fee, and CISI health insurance coverage for the duration of the program.

There are a total of two (2) manuals for Program Leaders. This manual, Part 1, details development of the program, pre-departure preparation, and responsibilities of Program Leaders. Part 2 gives the information needed for on-site logistics and program management including emergency procedures.

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I. STUDY ABROAD STAFF CONTACT INFORMATION

International Academic Program's (IAP) main office is the Study Abroad Resource Center located at 106 Red Gym (tel: 608-265-6329; fax: 608-263-6998) which is open from 8:00-4:30pm, Monday-Friday. Peer Advisors (returned study abroad students) staff our Study Abroad Resource Center and are available for walk-in advising during regular office hours. Students can be referred to the Study Abroad Resource Center for general advising, as well as to turn in any paperwork related to their study abroad program. All IAP professional staff members have offices on the third floor of the Red Gym.

CALS Study Abroad has formed a partnership with International Academic Programs and our offices work collaboratively on all CALS study abroad programs. CALS Study Abroad also has Peer Advisors who work in the CALS Study Abroad Office, 116 Agriculture Hall.

Each study abroad program has various professional staff members who work on different aspects of the program. The Study Abroad Advisor (SAA) for your program will be your primary contact. The SAA works with Program Leaders (PLs) on the development & management of the program, student advising, health and safety matters, pre-departure orientation, and program logistics such as contracts/agreements. Each program has a Financial Specialist (FS) who works on the program's budget, billing program fees to students, and reporting cost information to financial aid. All programs have an Enrollment Specialist Advisor (ESA) who works on the application and acceptance process, course equivalents, and grade processing; for some programs these roles will be performed by the SAA. Other professional staff are available to PLs, including a Marketing Specialist and Computer Systems Administrator (for our database).

II. POSITION DESCRIPTION

The Program Leader (PL) acts as the representative of the University of Wisconsin and, in the case of consortium programs, on behalf of all universities vis-à-vis the program site. As PL, you are expected to be at the program location to assist students for the entire duration of the program, including arrivals and departures. PLs report to the IAP Director or office designate. If you expect to be or need to be away from the program site during the duration of the program, please consult the SAA assigned to your program.

Staffing models vary from program to program, and additional support staff (teaching assistant, program assistant, program coordinator, etc.) on-site may exist to support program operation. All staff members will receive an appointment letter outlining their duties and responsibilities from IAP. IAP will share with the PL the duties and responsibilities for each staff member.

IAP staff is committed to working closely with PLs to ensure all programs operate at the highest standards and thus are always available to assist PLs with the program. The following procedural guidelines are intended to aid PLs in the execution of their responsibilities.

Information related to benefits and administrative matters such as Appointment Letters, MySA, Passport, Visa, and Entry Clearance, Insurance, and Income tax, Family and Visitors, can be found in Part 1 of the PL Manual.

A. Duties at the Program Site

As a PL, you are expected to handle the on-site administration for the program. This includes, but is not limited to: overseeing student well-being and participation, advising students on academic and cultural issues to ensure participant safety and success, managing the on-site program budget as directed by IAP, conducting on-site orientations, coordinating and participating on program excursions and activities, instructing the course, and communicating with the relevant IAP staff as needed to ensure the smooth running of the program.

As the main on-site representative of UW-Madison for the program, the PL is responsible for maintaining positive relations between UW and our affiliate partners and host institutions. This would include:

- Meeting with local instructors and administration as appropriate;
- Acting as an intermediary between program participants and affiliate partners/host institution officials; and
- Adhering to, and making sure students adhere to, affiliate partner/host institution policies, rules, and regulations.

1. Build Group Cohesion with Participants

One of your most important responsibilities is to provide maximum availability and accessibility to the students in order to meet their individual needs and maintain open channels of communication with them throughout the program's duration. This is particularly the case at the start of the program, when the mere fact of your physical presence can be reassuring to students who are learning to cope with a new lifestyle, without the benefit of familiar patterns and routines. Indeed, the quality of your interaction with the students during this initial period can be crucial for the success of the program.

PLs are expected to be available to students at all times, including after office hours and on weekends as necessary. Students should be informed at the first general meeting after arrival that they are to contact you at any time of day or night in case of emergency. When you are out of town for any reason, students must be provided with another on-site contact person in case of emergency. Excursions are an excellent way to enrich the academic experience of the students. PLs are expected to accompany the group on all program excursions. At times there are programs where there is more than one PL on the program. In that case, at times, PLs separate into smaller groups. It is the expectation of IAP that PLs will be in touch with each other and at least one will be the group on the program excursions.

For semester and year programs: If you need to be away from the program site for more than a few days, please consult the IAP Director or IAP designate. Whenever possible in such situations, arrangements should be made for you to be able to be contacted in the event of an emergency. The IAP office is the next option. As the program moves towards its conclusion, you may well perceive that you are less "needed" and may wish to adjust the schedule. Any significant changes to schedule/itinerary should be communicated to IAP. Please be sure that IAP is aware of upcoming vacations, group travel, or times when the program office may be closed down completely for an extended period.

In an effort to maintain group cohesiveness, you may want to find a way to ensure that the group behaves as a collective while still preserving the individuality of its members. Many students who are used to acting independently may find a group context stifling, while other students may find it helpful. You will play a major role in helping students and in providing a personal perspective in various situations, both during the pre-departure orientation in the U.S. and the on-site orientation upon arrival.

2. Conduct an On-site Orientation

You are required to provide students with an on-site orientation upon arrival. Normally this takes place the first full program day. This orientation should complement the information students received in their pre-departure orientation and inform students about the realities of their study abroad program and the country where they will be studying. The following is a list of what you will want to make sure is covered during the on-site orientation:

- Emergency response plan and procedure for emergency meeting place/communication in an emergency.
- Remind students you are there to help with any issues (cultural adjustment, grievance complaints for harassment/discrimination, reporting of assault/rape, etc.)
- Remind students they must adhere to local laws and the UW Code of Conduct. Be sure to inform students of any laws that differ from home (some information is available on the [U.S. Department of State Country Information](#)).

- Provide students with site-specific information about potential health and safety dangers, preferably in writing. Examples include but are not limited to things like: Drinking water safety, which taxis and/or local transportation to use, areas of town to avoid, pick-pockets, swimming safety/lifeguards, poisonous insects/snakes, watching drinks in nightclubs, gender norms, etc.
- Remind students about the in-country emergency contact information on the IAP emergency card, as well as the phone number equivalent to 911 in the country.
- Provide essential practical information related to the program and/or country.
- Help students develop cross-cultural sensitivity and become familiar with the process of cross-cultural adaptation by discussing any cultural norms and/or sensitivities they should be aware of.
- Provide students with program and course learning objectives.
- Encourage students to update their MySA portal with any changes in their health & wellness, as well as list their local telephone and addresses within the portal.

3. Help Students Make Good Decisions

One of the PLs most important roles is to help students make good decisions while abroad. Help students think through the potential problems that they might encounter and how they will deal with them. Remind them to carry their emergency cards and get in touch with you if they need help. Here are some strategies to remember:

- a) **Help students to make good decisions. Avoid the tendency to judge.** At times, you may want to say to a student, “See, I told you that would happen.” Although this is an all-too-human response, nothing shuts a student down faster. Instead, focus on dealing with the situation at hand and ensuring the student’s safety.
- b) **On-site orientation is more effective.** One educator said, “you can talk yourself blue in the face to students about health and safety before they get to the country, but it’s not until they arrive and live there that they really start listening to what you’re saying... Students absorb more in the second week than in the first, and more in the third than the second because they’re experiencing the culture firsthand.” Be prepared to repeat the information given in the pre-departure orientation.
- c) **Students make their own decisions.** You can inform students about the dangers in an area, but you can’t ban them from leaving the study abroad site or make all their decisions for them. In other words, you are not responsible for the actions of students. However, you are responsible for engaging in dialogue with students about their decisions and why or why not a particular course of action may be advisable.
- d) **Be up-front with students.** Do not withhold information from students about safety risks, their health condition, or your concerns about their well-being. If you suspect a student is depressed, engaging in risky behavior or in a conflict with another student, express your concern. It’s better to say too much than too little.
- e) **Be confidential.** It is never appropriate to share the confidential information with the group or individuals within the group without the permission of the student(s) concerned. Being a PL is sometimes a lonely job, but you can always contact IAP to consult or share your experiences.
- f) **Call in backups.** Remember that you are not alone in evaluating and responding to a crisis or other situation. Call IAP to discuss the situation you are facing. IAP can also help you get in touch with other on-campus resources, such as a counselor or medical practitioner.

Please note that while some students may ask you to not disclose issues they discuss with you, it is within the grounds of confidentiality to share information within an “office” (i.e. with IAP or in the case of consortium programs, the student’s home institution) on a “need to know” basis. If a student confides in you, you should make it clear to him or her that you may need to consult with colleagues as to the best way to proceed.

If you are concerned about a student's state of mental health and would like guidance in handling a delicate or confidential situation, please contact IAP immediately. IAP will be able to direct you to the appropriate resources and/or inform you of university policy regarding such matters.

4. Serve as Emergency Contact

PLs serve as the primary in-country emergency contact person for program participants. To this end, PLs will carry a cell phone that you must keep with you at all times during your time abroad in case of emergencies. Importantly, because of the intensity of the program, you must remain in the same city as the program at all times unless an alternative emergency contact is identified and IAP is notified.

In terms of cell phones, some programs have/own a cell phone which you can utilize as part of your PL duties. For programs that do not have a cell phone, faculty may:

- a) bring their own from the U.S. which involves changing the SIM card and/or the U.S. plan coverage; or
- b) work with IAP to rent a phone for the program duration.

Expenses related to obtaining and maintaining the cell phone will be covered by IAP. All personal usage charges are the responsibility of the PL and cannot be paid using program funds. **You should report your phone number to IAP as soon as you have it either prior to departure or upon arrival in country.**

5. Manage Early Departures / Withdrawals

Please stress to students that they are not allowed to leave the program early unless there is an emergency situation (e.g., family or personal illness, death in the family). IAP will not grant permission to leave early due to vacation plans, summer work, etc. Any questions regarding special permission to leave early should be addressed to your SAA. Please tell students that a plan to leave the study abroad site early could affect their grades and the number of credits they earn for their time abroad.

Each year, IAP does have some students who choose or need to withdraw from the program after it begins for a variety of reasons (inability to adjust to the host culture, health issues, family concerns, etc.) Withdrawal procedures vary as financial and academic considerations need to be kept in mind. If you are a PL working within a consortium program, withdrawal policies can also vary at each institution. In all cases though, students will be required to submit in writing a statement of withdrawal. If you learn that a student has decided to return home or is interested in withdrawing from the program, contact IAP and/or inform the student to let IAP know of the withdrawal immediately.

6. Conduct with Students

Just as students must follow a code of conduct, the PL and program staff must abide by UW-Madison conduct rules and IAP policies & guidelines while on the program. Some, but not all, of the possible examples of unacceptable PL conduct are:

- Working under the influence of alcohol or illegal drugs, or using alcohol or illegal drugs on the job.
- Stealing State property of funds, or knowingly misusing State property of funds.
- Jeopardizing the safety of persons or property
- Inappropriate relations with students. As PLs spend a substantial amount of time with students both in and out of the classroom, PLs and program staff should be careful to avoid any behavior that could be misinterpreted as inappropriate.

A note about alcohol: even though social norms and laws regarding alcohol consumption vary from country to country, alcohol is not permitted at any program-sponsored event for students and IAP strongly recommends against PLs, program staff, or students consuming alcohol at any time with students present.

7. Communicate with IAP

By the second day of the program, please send IAP a brief confirmation that the students have arrived and there are no major problems. Should there be major changes to the program's itinerary or emergency contact information, or should you need to make a major purchase related to the program, please inform IAP as soon as possible.

During the program, notify IAP and/or applicable consortium universities immediately of serious mishaps, accidents or other incidents that concern the program or any of its students. Please see Section III: Emergency, Disciplinary and Legal Issues of this manual. Also, be sure to inform IAP at the earliest possible stage of student problems that may result in a student's dismissal from the program.

B. Duties After Program Completion

1. Final Grades Submitted in MySA for Short-Term Programs

PLs for short-term programs should consult their appointment letter as to the date they should submit final grades in MySA.

2. Final Course Syllabus

If anything has changed on your syllabus or the program syllabi since you first uploaded the information in MySA, please upload the finalized version.

3. Final Written Report

Within two weeks of the end of the program, PLs should submit a detailed, written report appraising the overall success of the program. These reports should be sent by email to your SAA. The report should:

- Evaluate the program and course, including a copy of the final program itinerary;
- Summarize the program's events and excursions, including official visitors (if any);
- Lay the groundwork for the subsequent year's program; and
- Recommend ways in which the program could improve.

The report may address individual student academic and non-academic issues experienced during the program; however, the report should not include any specific student names as these reports are often shared with subsequent PLs.

Report Format:

A. Overview of Program & Group

- Program goals and unique features
- Student enrollment, academic backgrounds, and overall dynamics

B. Academic Matters

- Orientation
- Courses (classroom space, guest lecturers, course content)
- General academic concerns/issues

C. Administrative Matters

- Housing and meals
- Events and excursions
- Local partner relations
- Health and safety matters
- Financial matters/concerns

E. Program Summary and Future Recommendations

This section should list suggestions for program improvement and programmatic problems/concerns to address in the future. Recommendations regarding program marketing may be included here.

F. Final Program Itinerary

G. Photos (optional, but if listed with a brief caption these can be used for future program marketing)

4. Final Expense Reporting

Within two weeks (14 days) after the program, PLs must submit all receipts for program expenses and supporting documentation (including a receipt expense log) to their IAP Financial Specialist. This allows the PL and the IAP Financial Specialist sufficient time to discuss expenses and resolve any questions. The Financial Specialist will then create an expense report, and the PL must review and submit the report.

5. Student Evaluations of the Program

IAP utilizes an on-line evaluation process to seek feedback from participants regarding their study abroad experience. This evaluation must be completed before student's final grades are submitted to the UW Office of the Registrar. PLs will be provided with a summary of the program evaluations once all students have submitted their responses.

6. Meeting with Study Abroad Staff

IAP will schedule a wrap-up meeting with you to review the program and discuss future endeavors. At this meeting, IAP will ask you for feedback on the materials you were provided as part of your PL position and ask for feedback on ways we can improve our services.

III. EMERGENCY, DISCIPLINARY AND LEGAL ISSUES

A. Promoting Health & Safety for Students

The safety and security of our faculty, staff and students abroad is of utmost importance to IAP. IAP has emergency policies and procedures that are continuously reviewed and updated. IAP works proactively to provide students with access to information about safety in each program location.

IAP has an emergency phone which is carried by an IAP staff member 24/7 to assist IAP students, staff, and faculty abroad. This number is listed on our office website, in our pre-departure materials, and on the program emergency card.

IAP Emergency Phone #: +1- 608-516-9440

From our Madison office, IAP monitors the world situation daily through available channels, such as the U.S. State Department's Bureau of Consular Affairs website and the daily information provided by the Overseas Security Advisory Council, and conveys information to our students, staff, and faculty. There are different ways IAP monitors safety, such as:

- a) Monitor U.S. State Department Travel Alerts & Travel Warnings and email relevant and significant updates to students and faculty abroad;
- b) Monitor daily world situation through OSAC (Overseas Security Advisory Council);
- c) Maintain close contact with our overseas partners and other schools sending students to a particular area;
- d) Communicate safety updates with University Communications & other relevant UW offices, including posting major safety updates to the IAP website;
- e) Responding to calls received on the IAP 24/7 emergency phone; and
- f) Maintaining emergency response documents, including the "Managing Real & Perceived Emergencies Abroad".

As IAP becomes aware of a matter that may impact your program, information will be sent to you (email or via phone call).

During the program, the PL can assist with promoting health and safety with participants:

- a. Be familiar with safety information provided in the PL Manuals & Student Handbooks.
- b. Set expectations for the program during pre-departure and on-site orientation and model these expectations throughout the program.
- c. Know the symptoms for identifying students in crisis. Maintain confidentiality and follow-up appropriately.
- d. Provide/review program specific safety information for students during pre-departure orientation and on-site orientation.
- e. Maintain a participant contact list with on-site emergency contact information, which may include: participants' local addresses, cell phone numbers, and relevant emergency contact information for IAP, CISI insurance, and other local resources.
- f. Establish a standard way of speedily reaching all students on the program (e.g. a phone tree, text message chain). This is especially vital when students are scattered in a city. Identify a common meeting place for participants to go to during an emergency situation.
- g. Know the travel plans of participants who are away from the program.
- h. Prevention is the key concept to address when discussing health and safety issues with students. No one has control over all elements in the environment, but students can control how they respond to the general situation and to unusual events. For example, if Americans are special targets of threats or violence, encourage students to maintain a low profile. Students should avoid congregating in places associated with Americans, such as McDonalds; they should dress and act as inconspicuously as possible. Review the IAP Study Abroad Handbook for a list of basic safety precautions IAP has developed for students.
- i. Respond to emergency situations & communicate with IAP in a timely manner. Even if it seems insignificant, provide updates to IAP so we can handle inquiries appropriately from the press, parents, and University Communications. For emergency situations, call the IAP after-hours emergency phone; non-emergency matters should be sent by email to your SAA. Document serious incidents through the Incident Report Form in the MySA portal.

B. Country Specific Information from the U.S. Department of State

All IAP participants who are U.S. citizens are advised to register on-line before departure with the [U.S. Department of State Smart Traveler Enrollment Program \(STEP\)](#). STEP allows Americans residing abroad to get routine information from the nearest U.S. Embassy or Consulate and also is used by the U.S. Department of State in times of emergencies with assisting U.S. citizens abroad. PLs who are U.S. citizens should also register their travel plans in STEP.

Non-U.S. citizen participants on IAP programs are advised to register their travel plans with their own embassy in the host country. PL's who are non-U.S. citizens should also register their travel plans with their own embassy in the host country.

IAP staff receive daily notifications from the U.S. Embassies and Consulates referred to as Warden Messages. These messages contain important, up-to-date information on various happenings that may impact U.S. citizens abroad. IAP staff will share pertinent updates to you on these matters.

The U.S. Department of State also disseminates up-to-date country specific information in three formats:

Country Information

These documents include specific country information including the location of the U.S. Embassy or Consulate in the subject country, health and medical conditions, unusual currency and entry regulations, and crime and security information. NOTE: Links to this basic information is provided to all IAP participants through their MySA account. Relevant information

gleaned from these updates is also discussed in more detail at IAP pre-departure orientation sessions.

Travel Alerts

Travel Alerts are issued to disseminate information about short-term events, generally within a particular country, that pose imminent risks to the security of U.S. citizens. Natural disasters, terrorist attacks, coups, anniversaries of terrorist events, election-related demonstrations or violence, and high-profile events such as international conferences or regional sports events are examples of conditions that might generate a Travel Alert. When these short-term events are over, the U.S. Department of State will cancel the Travel Alert.

Should a Travel Alert be issued for your country during the program duration, IAP staff will contact you regarding the Alert and consult with you on recommendations for appropriate actions. If a Travel Alert is issued prior to program departure, IAP staff will work with you to assess the situation and respond accordingly.

Travel Warnings

Travel Warnings are issued when the U.S. Department of State wants you to consider very carefully whether you should go to a country at all. A Travel Warning is also issued when the U.S. Government's ability to assist American citizens is constrained due to the closure of an Embassy or Consulate or because of a drawdown of its staff. Examples of reasons for issuing a Travel Warning might include unstable government, civil war, or ongoing intense crime or violence, or frequent terrorist attacks. Travel Warnings remain in place until the situation changes; some have been in effect for years.

Should a Travel Warning be issued for your country before or during the program duration, IAP staff will work with you, and the University International Travel Committee (UITC), to assess the situation and respond accordingly.

C. Emergency Situations: Guidelines, Notification of, and Documenting Problems

Program Leaders are asked to follow the emergency guidelines outlined for IAP study abroad programs in the "Managing Real and Perceived Emergencies Abroad". This document is available in the MySA portal and contains detailed steps for handling emergencies abroad.

Immediately notify IAP by phone in the case of serious mishaps, accidents or other emergencies that concern the program or individual students.

In the case of a serious incident, such as a threat of terrorism directed at Americans abroad, local bombing or natural disaster in the host country, contact IAP as soon as possible to provide on-the-scene information even if the incident does not involve the program or its students directly. Parents are often alarmed by news reports of incidents that occur anywhere in the region of the program site and call IAP for reassurance and details. Encourage students to contact family and friends back home in case of such an event.

PLs are expected to document all accidents or incidents in writing to IAP through the Incident Report Tool in MySA. Providing as much detail regarding the location of the incident, student's response to medical assistance, and the details of the actual incident is extremely critical.

During an emergency, PLs can help students in need/crisis by remembering the following:

1. Communicate with the Students.

- Be straight forward about your concern for the student and what you've observed about their behavior that concerns you.
- Use open ended questions to encourage students to share their feelings.
- Do not assume you already know what they think or feel.
- Use effective non-verbals such as nodding the head, maintain eye contact, smile, be natural, and of course, listen.

- 2. Acknowledge what the students are saying and encourage them to talk about their feelings.**
 - Let them know that you are on their side and that you are there for them.
 - Paraphrase what you think you heard (I heard you say that...)
 - Respond in a caring and helpful manner.
- 3. Encourage student to identify what needs to happen to help her/himself feel better.**
- 4. Confidentiality**
 - Do not share student's personal information with others in the group.
 - Do share concerns with study abroad staff.
- 5. Follow up with student after the conversation is over.**
 - Check in with them to see how things are going.
 - Follow up with IAP about student's progress.

For every program with a PL, there must be a designated person who has the authority to take responsibility for support of a program and participants in the event where duties cannot be carried out by the PL. Should an emergency arise during the program including if the PL is incapacitated, if there is political unrest, or any other unforeseen situation, the designated individual will assist the group in such matters as re-scheduling parts of the program, assisting with medical care, in evacuation, or in providing other emergency assistance as needed. The individual may be asked to perform additional PL duties, such as teaching, in place of the PL, if appropriate. IAP will ensure these designated individuals have information on how to reach IAP and the international health insurance plan should their assistance be needed.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC §1092 (f)) is a federal law that requires our institution to disclose "statistics concerning the occurrence of certain criminal offenses reported to local law enforcement agencies or any official of the institution who is defined as a 'Campus Security Authority.'" IAP PLs are categorized as Campus Security Authority (CSA) at UW-Madison. In order for UW-Madison to be in compliance with federal law, each CSA must undergo training regarding this role. IAP will provide you with the appropriate CSA online training as related to you program.

Additional information can be found at the [UW-Madison Police Department Clery Website](#).

Types of Emergencies

In addition to the information below, please consult the "Managing Real and Perceived Emergencies Abroad" document available in the MySA portal.

1. Health

Prevention of illness should start before students leave home by obtaining immunizations and all prescription medications needed for the entire duration of their program. Students are advised in pre-departure orientation to bring all prescription medications in their original containers with them. Students are also asked to complete Health & Wellness Information disclosing any medical or health conditions that the program should be aware of. To assist during emergency situations, this information is available to PLs in MySA. This information should remain confidential. Upon arrival, ask students if they have any changes to the information they provided on the forms. Remind them that the information will be used only to assist them in the event of an emergency, so that you can provide pertinent information to the local medical provider.

2. Crime

Petty theft is a common problem for travelers. Prevention can go a long way towards avoiding being the victim of a crime: students should be advised to store valuables in a locked cabinet, not wear jewelry when traveling, or carry wallets where they are not visible or easily reached in a crowded bus. These are easy measures to help ensure the security of one's belongings. Personal crimes are no more, and often less common, than in U.S. cities; but students may stand out as foreigners. This is particularly the case soon after arrival, and students may be especially vulnerable at that time. Traveling in pairs, and learning about the city or town in which one is living, and identifying areas of the city to avoid are good preventative measures.

In the event of a student becoming a victim of a criminal act, the U.S. State Department has some excellent online [resources for U.S. citizens who are victims of crime abroad](#).

3. Grieving

We all face losses: the death of a friend, relative or pet; the end of a relationship; the loss of a job, a dream, or a limb. These losses provoke grief, an emotion that is part of a normal, healthy healing process. Restraining grief is harmful. Releasing it heals. For more information, see *Good Grief: Healing from the Pain of Loss* in the Appendix section of this manual.

4. Emotional Problems

Clearly, study abroad can present particular psychological / emotional challenges to students who may or may not have experienced or recognized these challenges in the past. For some individuals, culture shock could lead to more severe forms of emotional problems. It is therefore essential that PLs and on-site staff watch for signs of emotional problems and/or depression. You may recognize these signs yourself, or another program participant may bring them to your attention.

Signs of emotional problems may include:

- WITHDRAWING: afraid to face things; escaping into drinking or watching TV, running away from responsibilities
- BEING SELF-CENTERED: unable to share things, friendship or advice with others; overly selfish
- HAVING A HOSTILE ATTITUDE: Being quarrelsome or aggressive, continually or repeatedly, for almost no reason at all, and hanging on to that anger
- SUSPICION AND MISTRUST: trusting nobody, thinking that others want to get even, or to get at you; seeing the world as full of dishonesty
- INSOMNIA: not sleeping; finding it hard to get up in the morning; not getting up despite the consequences
- ANXIETY: worrying excessively about everything and anything; being anxious about the future; fearing any decision you make, large or small
- DAYDREAMING AND FANTASIZING: spending a lot of time imagining how you want things to be, and forgetting how they really are; trying to block out your problems by refusing to look at them; living in another world
- BEING HYPOCHONDRIACAL: worrying excessively about minor physical ills; being sure you are sick when a doctor finds no medical basis for it
- HAVING POOR EMOTIONAL CONTROL: indulging in frequent and unreasonable temper tantrums; getting very excited over matters of little importance
- EXCESSIVE MOODINESS: feeling low and depressed nearly all the time; feeling nothing is worth doing; even thinking of taking your own life

- **BEING HELPLESS AND DEPENDENT:** letting others make decisions for you, even the small ones; letting or encouraging everything to be done for you; being unable/unwilling to do things on your own; procrastinating a lot

Remember that these are merely signs and may not necessarily be indications of emotional problems. Approach the situation cautiously and intervene. *How* to intervene is a difficult question. Each situation will present itself differently. Remember that you are not expected to counsel or advise the participant. However, if you do recognize signs of emotional problems, the first step is a simple “How are things going?” Invite the participant to speak with you if you feel a follow-up is necessary. Before and/or after this meeting, feel free to contact your SAA to consult on the best course of action.

5. Suicide

Many students experience suicidal thoughts or feelings at some point. While not all depressed people are suicidal, most suicidal people are depressed.

Common indicators of suicidal feelings include when the student:

- Talks or jokes about committing suicide;
- Engages in self-destructive or risky behavior;
- Makes statements that seem hopeless;
- Has persistent difficulty eating or sleeping;
- Gives away prized possessions;
- Loses interest in family, friends, and/or activities;
- Is preoccupied with death and dying;
- Loses interest in his or her personal appearance;
- Suddenly increases alcohol or other drug use; and
- Makes a will or other final arrangements.

Take it seriously and voice your concern by asking what is troubling the student. Be willing to listen. This helps reduce the student’s isolation and provides some immediate relief. Be direct about the issue; ask question directly if the student has considered killing him- or herself and if he or she has a specific plan. Try not to act surprised or shocked by what the student might say. If the student is considering suicide, help him or her find professional assistance immediately. If you are uncomfortable with entering such a direct discussion, contact IAP for assistance.

Do not leave a student alone if you suspect the student is in imminent danger. Call your other PL or local agent, IAP, or local authority (police) and wait with the student until others arrive to help.

Some common misconceptions about suicide:

Myth #1: “People who talk about suicide won’t really do it.”

Truth: Almost everyone who commits or attempts suicide has provided some clue or warning. Do not ignore suicide threats. Statements like “you’ll be sorry when I’m dead,” “I can’t see any way out”—no matter how casually or jokingly said—may indicate serious suicidal feelings.

Myth #2: “Anyone who tries to kill him/herself must be crazy.”

Truth: Most suicidal people are not psychotic or insane. They may be upset, grief-stricken, depressed, or despairing, but extreme distress and emotional pain are not necessarily signs of mental illness.

Myth #3 “If a person is determined to kill him/herself, nothing is going to stop him/her.”

Truth: Even the most severely depressed person has mixed feelings about death, wavering until the last moment between wanting to live and wanting to die. Most suicidal people do not want death; they want the pain they are experiencing to stop. The impulse to end it all, however overpowering, does not last forever.

Myth #4: “Talking about suicide may give someone the idea.”

Truth: You do not give a suicidal person morbid ideas by talking about suicide. The opposite is true—bringing up the subject of suicide and discussing it openly is one of the most helpful things you can do.

6. Eating Disorders

Eating disorders are illnesses with a biological basis modified and influenced by emotional and cultural factors. The stigma associated with eating disorders has long kept individuals suffering in silence, inhibited funding for crucial research and created barriers to treatment. Because of insufficient information, the public and professionals fail to recognize the dangerous consequences of eating disorders. While eating disorders are serious, potentially life threatening illnesses, there is help available and recovery is possible. For more information, see *The Role of the Educator: Faculty and Student Guidelines for Meeting with and Referring Students Who May Have Eating Disorders* in the Appendix section of this manual.

7. Sexual Assault

University of Wisconsin's Rape Crisis Center (RCC) uses the term sexual assault to describe any unwanted sexual attention. Sexual assault can take the form of date or acquaintance rape, child molestation, incest, or sexual harassment. These are all acts of violence and power that use sex as a weapon. Students may contact the Rape Crisis Center's 24-hour crisis line at (608) 251-7273. Program Leaders who learn of sexual assault situations should consult with IAP immediately, as IAP will help the PL identify appropriate resources at the program site and next steps for assisting the student.

Please visit the following websites for additional information:

- [UW UHS Sexual Assault Information](#)
- [Sexual Harassment: Defining and Addressing a Community Concern](#)
- [Sexual Harassment: Advice for Conversations](#)

8. Alcohol

It is no secret that drinking plays a large role in the lives of many college students. Recent research shows that college students who drink five or more standard drinks (for men and four drinks for women) on any given day within a two-week time period are at a greater risk for health, academic, and social problems. To help students understand how alcohol affects them and learn how to drink in a way that minimizes risks, please refer them to [UHS's online alcohol resources](#).

Please visit the following websites for additional information:

- [Information on Alcohol Use at UW-Madison](#)
- [Alcohol Policies at UW-Madison](#)

Students are held to the same codes, including chapter 17 that covers drugs and alcohol, while on a program. There are a lot of students who may not be 21, but legal in that country where you will be. We don't expect you to monitor every student, but if it is a problem and you get contacted, that something is happening, then you need to confront that situation. A good way to start is to have an expectations conversation before you depart reminding students that they are on the same guidelines as campus and if issues get serious enough they could get sent home. You can tell them that your expectations are that they show up on time, alert, and ready to start each day. If there is a problem, please contact IAP and we will work with you on an action plan.

Even though social norms and laws regarding alcohol consumption vary from country to country, alcohol is not permitted at any program-sponsored event for students and IAP strongly recommends against PLs and program staff consuming alcohol at any time with students present.

Strikes

Strikes are not unheard of in other parts of the world, and they can be especially frequent in certain developing countries. With regard to the academic implications of a strike, plan for students to take special classes or to conduct a fieldwork project until the situation is resolved. Safety can also be a concern in a strike situation when emotions can run high. In this situation, advise students to avoid demonstrations, where events may unfold quickly in unpredictable ways.

Please notify IAP immediately if you know of an impending strike or if a strike is currently taking place.

9. Political / Social Unrest or Conflict

Political instability can lead to street demonstrations and greater instability. Demonstrations that get out of hand can result in the use of tear gas and crowd control weapons wielded by police. As a guest in a country, it is prudent to avoid these situations. From a distance, it may seem that the whole country is involved so please contact IAP with details of demonstrations so that we may reassure anxious parents.

Students receive the following information in their IAP Study Abroad Handbook regarding political or social unrest:

During times of political or social unrest in your host country or region, or when the U.S. becomes a party to a political conflict anywhere in the world, additional precautions are advisable as follows:

1. Keep away and avoid participating in demonstrations and other political activities. Americans enjoy many liberties; however, political activities in other countries can result in detention and/or deportation by officials. Even demonstrations that are intended to be peaceful can sometimes turn violent, and you do not want to be caught in the middle. If you see a situation developing, resist the temptation to investigate and walk the other way.
2. Keep informed about the current political situations. In case of an emergency, advisories may be made to the general public through the media. Remain in close contact with the on-site staff.
3. Verify your registration with STEP through the U.S. Department of State.
4. Keep away from areas known to have large concentrations of residents aligned with interests unfriendly to the U.S. and its allies. Always consult with the on-site staff before undertaking travel to neighboring cities or popular tourist destinations.
5. When in large cities and other popular tourist destinations, avoid places frequented by North Americans such as bars, discos, U.S. fast food restaurants, U.S. banks/churches/businesses, U.S. consulates or embassies.
6. Be as inconspicuous in dress and demeanor as possible. Wear moderate colors and conservative clothing. Avoid American logos on your belongings and clothing. Avoid large and/or loud groups.
7. Do not agree to newspaper or other media interviews regarding political conflicts. It is important to remain as inconspicuous as possible. Do not make reference to your program group. In such cases, always say "no comment" and hang up or walk the other way.

10. Natural Disasters

Floods, earthquakes, mudslides are phenomena that know no geographic boundaries. Differences certainly do exist; however, in terms of facility to manage damage after events have occurred. In a sense, each situation will be a unique event and you are encouraged to use your common sense. Contact IAP and together we will work to consult with local authorities and the nearest U.S. Embassy for information about what to expect and how to respond to the situation.

D. Disciplinary Problems and Adjudication

1. Policy

A student's rights and responsibilities begin when s/he enrolls in a UW System school and continue throughout his/her academic career. Some conduct rules apply even during school vacations and off campus or away from Madison. While studying abroad on an IAP program, students are expected to abide by the student conduct rules of the university as found in three chapters of the University of Wisconsin System Administrative Code:

- [UWS14 Student Academic Disciplinary Procedures](#)
- [UWS 17 Student Non-Academic Disciplinary Procedures](#)

You have the authority for addressing accusations of misconduct *only* when the behavior takes place on the physical site where the program is located, at housing sites arranged by the program, and during program activities. Conduct problems that arise away from the program site normally would be handled by local authorities. This policy parallels campus policy in which the jurisdiction is over students on campus not in Madison.

In the event of an incident that involves academic or behavioral misconduct of a student or a student's difficulty with local authorities, IAP must be informed immediately. In the most severe cases where dismissal is a consideration, consultation with IAP must take place prior to taking action.

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

You are encouraged to head off potential problems by discussing frustrations with students openly when they are first apparent, by keeping dialogue open throughout the program as to cultural differences, stereotypes and other perceptions that may cause difficulties in classroom and living situations. You may find it helpful to serve as a mediator in resolving conflicts. In all cases do not hesitate to consult with the IAP staff.

Document things that seem small but could develop into an issue before leading to the official adjudication.

2. Adjudication

Campus judicial procedures are difficult to replicate abroad. Should an incident occur, you will want to proceed in a way that follows due process and will determine whether misconduct in fact really did take place. Evidence needs to be gathered carefully, and students need to have the opportunity to respond to the charges and the evidence. Sanctions must be applied fairly and according to university guidelines if it is determined that a student has violated the student code. Hopefully the outcome of the procedures will be that the student learns from the experience and can participate in a positive way for the remainder of the program. Program Leaders are encouraged to maintain as much oral communication as possible with the student; the written procedures suggested below will communicate to the student that misconduct will not be tolerated. A written record will afford the best protection should the incident be reviewed at a later date and will help mitigate further inappropriate conduct.

The following procedures are suggested and are based on University of Wisconsin System Administrative Code:

- The student should receive written notice of any charge against him/her. The charges should be written in such a way that the date, time, place and nature of the behavior that is judged to be in violation of the rules can be understood by the student.

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

You are encouraged to consult with IAP at the beginning of the process; in some situations the UW-Madison Dean of Student's Office will serve as a consultant or help facilitate the adjudication process. Some problems that arise are very similar to what the Dean of Student's Office handles regularly, and the precedents they have experienced may serve as a guide. In cases where cultural factors may come into play or there are other complications, IAP may be able to identify others with relevant experience or expertise. At all times, thoughtful consultation is available through IAP.

For additional information on UW-Madison policies, visit the [Office of Student Conduct and Community Standards](#).

E. Legal Matters

Before signing any document for the program that has legal or financial obligations, you should consult with IAP. Many contractual documents (for example, service agreements or leases) will need to be signed by the Chancellor or UW-Madison Business Services.

If a situation arises in which you think legal counsel may be required, consult with IAP before contracting for services. There are special approval procedures that must be followed before legal counsel can be used.

IV. ACADEMIC INFORMATION

This section covers some general academic policies that apply for all study abroad participants. Students are provided with detailed academic information in the *IAP Study Abroad Handbook*. Information on syllabus submission, course equivalents, credit load, and Learn@UW can be found in Part 1 of the PL manual.

A. Reporting Final Grades for Short Term Programs

By the date listed in your appointment letter, PLs are asked to submit their final grades for their short term program in the MySA portal (click on Academic tab). If there are outstanding grades, please send an email to your SAA explaining the situation.

B. Incompletes

Students should complete all courses by the end of the program. Assigning "Incomplete" as a final grade should be done only in extremely limited circumstances where a student is unable, due to illness or extraordinary personal or family crises, to complete the course work and examina-

tions or other assigned material. In such cases, both you and the student should sign a written contract describing the course work to be completed and when it will be due. This information should be shared with IAP when grades are reported for the program.

Students should be told that they cannot have incompletes posted to their transcripts. If a grade is not reported to IAP by the beginning of the following semester, students should be told that the incomplete would lapse to a grade of "F".

C. Pass/Fail Guidelines

PLs serving as instructors are not informed which students have registered for pass/fail and will assign a regular letter grade to all students in the program.

D. Withdrawal from Study Abroad Program

Withdrawal from the program jeopardizes credit, fees, university enrollment, and financial aid. Students are advised never to withdraw without first consulting with the PL and IAP. If students must withdraw for financial, health or family reasons, it is required that the student inform IAP immediately in writing (e-mail is fine). If you know that a student has withdrawn, or is considering withdrawal, please notify your SAA immediately. A withdrawal is official only after IAP has received a written request from the student. Students must contact IAP to be sure that they understand the academic and financial implications of a withdrawal before they make the decision to leave. Students can contact IAP regarding the withdrawal process by sending an email to their SAA.

V. FINANCES

The IAP Financial Specialist for a program works closely with the PL to review the program budget and answer any questions. PLs who are unsure as to whether or not an expense is allowable or what documentation is necessary to report an expense should contact IAP prior to incurring the expense. Any expenses incurred but not allowable will be the responsibility of the PL.

A. Descriptions of Program-Specific Budget Line Items

Below are the various budget line descriptions and financial rules relevant to all IAP programs. Some expenses IAP pays directly related to the program; other expenses are paid by the PL on behalf of the program. Receipts must be submitted for all expenses regardless of budget line item, payment method or amount.

NOTE: The budget line items below may or may not be part of each program budget.

1. On-Site Office Expenses

- Duplication/Printing: Expenses in this category include copy charges for program-related materials.
- Communications: Expenses in this category include telephone (land-line and/or cellular), fax, and email charges for program-related business. The cellular expenses can include the rental of a cell phone and/or expenses for calling cards for additional usage time for the cell phone. The email charges can include charges from an internet café used to access the internet for program-related business. All personal usage charges are the responsibility of the PL and cannot be paid using program funds.
- Postage/Courier: Expenses in this category include any postal or courier charges for sending program-related materials to IAP.
- Local Travel: Expenses in this category include any taxi, bus, and train fares while in-country for program-related business only. Any personal transportation costs are the responsibility of the PL.

- Equipment/Supplies: Expenses in this category include any necessary supply item needed in order to perform your duties as the PL. Any equipment purchases (for example printer, cell phone, etc.) must be discussed with IAP prior to purchase and approved by IAP. Once equipment is purchased it becomes the property of the program and must either be stored in the host country and/or in the IAP office. If the PL purchases equipment for use on the program and for personal use after the program, the expense is the responsibility of the PL and cannot be claimed as a program-related expense.
- Meetings: Expenses in this category include meeting costs with on-site officials, instructors, etc., to discuss program-related business. Expenses may include meals only when business cannot be conducted outside of meal times. Keep in mind that IAP funds cannot be used for alcoholic beverages included with meals.
- Bank Charges: Expenses in this category include any charges your bank and/or your credit card company may charge you for using your ATM and/or credit card for program related business.
- Contingency: This budget line is for emergencies and minor unexpected expenditures.

2. Student-Related Expenses

- Housing: Housing funds may be included as part of the program structure. Depending on the contract, the budget line item may include PL, other on-site staff, as well as students.
- Meals: Meal funds may be included as part of the program structure. Depending on the contract, the budget line item may include PL, other on-site staff, as well as students.
- Transportation: These funds are provided to pay for on-site travel arrangements related to program excursions and within the program itinerary.
- Airport Transfer: These funds are provided to pay for the cost of transportation for students and Program Leader from airport to and from the program-site.
- Classroom Space: Classroom space is sometimes rented for instruction or guest lectures.
- Excursions/Fieldtrips: These funds for excursions/fieldtrips may include expenses for Program Leader and other on-site staff, as well as students.
- Program Development: These funds are provided for semester long programs which incorporate specific programming efforts to foster the learning objectives for the program.
- Receptions (Start and/or End of Program): These funds are provided to pay for the opening and/or closing receptions for students. The funds can include expenses for the PL as well as distinguished guests.
- Contingency: This budget line is for emergencies and minor unexpected expenditures. Consult IAP Staff before making any unexpected purchases substantially over a set budget line item.

Information on PL Expenses can be found in Part 1 of the PL Manual.

B. Program Expense Payments

Each program budget lists a payment method for each budget line item. Payment methods typically include direct payment by IAP and PL payment using cash advance or personal funds to be reimbursed.

1. IAP Direct Payment

Whenever possible, IAP will be invoiced and pay a vendor directly. PLs should be careful not to pay any expenses for the program for which IAP is paying directly, to prevent a duplicate payment. If a PL is informed on-site about a payment from IAP not being received, the PL

should contact IAP before making a payment with cash advance or personal funds.

2. PL Payment

Some expenses for a program may need to be paid onsite by the PL (i.e. a group admission fee for a program excursion) and the budget will indicate these expenses. IAP can provide a cash advance to a PL prior to departure for the purpose of covering these expenses. In lieu of a cash advance, PL's may choose to pay these expenses with personal funds to be reimbursed. If the PL chooses to take a cash advance, the IAP Financial Specialist will work with the PL directly on the set up and reconciliation processes. All payments, using cash advance or personal funds, must adhere to university policies and procedures. It is the responsibility of the PL to ensure any payment they make follows university policy. Receipts must be submitted for all expenses regardless of payment method or amount. Please refer to section F. Accounting Guidelines for more information.

Cash Advances

In order to provide a cash advance, it is necessary that the PL designate the IAP Financial Specialist for their program as an alternate in the e-Reimbursement system (not the GET tool). The PL should complete this step as early as possible. For instructions, refer to the ["How to Assign an Alternate in e-Reimbursement"](#) guide made available on the Accounting Services website.

As an alternate, the IAP Financial Specialist will create a cash advance request on behalf of the PL, and the necessary travel authorization. Once this is complete, the PL will receive an e-mail notification and must log in to e-Reimbursement and click "Submit" to complete the cash advance request. In e-Reimbursement, navigate to the "Modify a Travel Authorization" section to submit. Note: this is not in the "Modify" section, it is in the "Modify a Travel Authorization" section.

The cash advance amount is calculated by IAP using the program budget, for the sum of expenses planned to be paid by the PL. UW-Madison employees receive a cash advance by the same method as their paycheck; non-employees receive a cash advance by paper check.

The PL must submit all receipts and supporting documentation to the IAP Financial Specialist within two weeks (14 days) of their return. The IAP Financial Specialist will create an expense report on behalf of the PL in the e-Reimbursement system, listing all expenditures and amounts. The PL then reviews and submits the expense report. The IAP Financial Team manages the approval process.

If the PL has spent less than the cash advance amount, the expense report will indicate this as well as the amount of the difference which the PL must pay back to the university. PL's typically pay back unspent portions of their cash advance by check, made out to UW-Madison. If the PL has spent more than the cash advance amount, and the purchases were approved by IAP and follow university policy, the expense report will indicate this and the amount the PL is to be reimbursed.

E-reimbursement

If a PL chooses not to use a cash advance, they may choose to use personal funds to be reimbursed. All expenses must be program related and approved by IAP, and follow all university policies and procedures for [expense reimbursement](#).

C. Exchange Rates

Program budgets may list expenses all in U.S. dollars or a combination of U.S. dollars and a foreign currency. UW-Madison and IAP use [Oanda](#) for determining current exchange rates. IAP has

currency rate estimates to use within a program budget for common foreign currencies which assists with the process of establishing a program fee.

IAP must report all expenses to UW-Madison's Accounting Services in U.S. Dollars. All expenses will be reimbursed in U.S. Dollars. If no documentation is provided showing the exchange rate received for expenses incurred abroad, the foreign currency amount will be converted to U.S. Dollars using the online currency converter feature on [Oanda](#) for the date of purchase.

Documentation that can be submitted showing the actual rate received can include:

- Credit card statement showing the individual purchase and conversion. If any foreign currency transaction fees are incurred, those amounts will also be included in the reimbursement. This would only apply to those purchases made with credit cards; other purchases would need to be converted with the currency converter feature or other sources.
- Currency conversion receipt from bank, ATM, or foreign currency exchange service. The rate received at this time can be the rate used for all expenses during travel.

D. Accounting Guidelines and Requirements

Within two weeks (14 days) after the program, PLs must submit all receipts for program expenses and supporting documentation (including a receipt expense log) to their IAP Financial Specialist. This allows the PL and the IAP Financial Specialist sufficient time to discuss expenses and resolve any questions. The Financial Specialist will then create the expense report, and the PL must review and submit the report.

Receipts must be submitted for all expenses regardless of payment method or amount. All receipts must be for program expenses and follow university policy. UW-Madison Accounting Services provides a helpful [online index of policies](#).

PLs are to keep and submit a receipt expense log. The IAP Financial Specialist will provide a log for the PL to use, uploaded in My Study Abroad. This log is to keep track of the expense each receipt is for (the business purpose of the expense), what budget line item the expense falls under, and the amount (in the currency paid).

For example, a PL may take a taxi from the airport to their lodging at the program site. The PL pays 5 EUR. The PL receives a receipt. The PL may write directly on the receipt to mark it, "1" or "A" and then write on their receipt expense log (under Ground Transportation): Receipt 1, taxi from airport to lodging, 5 EUR. This organization allows the PL to see their spending for each budget line item through a program, and it allows for a smooth reconciliation process upon completion of the program.

Missing receipts: PLs receive blank receipt forms that can be used to report expenses for which a receipt cannot be obtained, a receipt was lost, or requesting a receipt would be culturally inappropriate. Blank receipt forms needs to include the following information:

- The name of the person or company paid and affiliation to the program
- The service or good purchased (translated to English, if necessary)
- Student's name, if applicable
- Date or duration of service
- Amount of purchase and currency purchased with

In certain instances, services are provided by individuals (i.e. a guest speaker, lecturer) where it would be culturally inappropriate to request the speaker provide a receipt or sign a receipt for funds given. In this instance, you may use a blank receipt form in which the PL signs and state specifically on the receipt that it was culturally unacceptable for the speaker to sign.

The State of Wisconsin does not recognize payment for alcoholic beverages. No receipts may be submitted for IAP program business for alcoholic beverages. Even though social norms and laws

regarding alcohol consumption vary from country to country, alcohol is not permitted at any program-sponsored event for students and IAP strongly recommends against Program Leaders and program staff consuming alcohol at any time with students present.

If you have a meeting with University faculty, city personnel, or students, where food is provided, you will be required to submit an itemized receipt along with the following information [in following University [Policy: 202- Hosted Meals and Events](#)]:

- Why the meeting was held over a mealtime;
- Who was in attendance, complete names and titles; and
- What was discussed, the business purpose of the meeting, and the date of the meeting.

The contingency line item is for EMERGENCY use or unexpected expenditures. Receipts are required to be submitted for any approved purchases incurred. If an emergency occurs, IAP should be notified as soon as possible of any emergency expenses incurred. If you have special needs or anticipated expenses not covered in your program budget, please contact IAP before making any commitments.

Any questions may be directed to your IAP Financial Specialist.

VI. CHECKLIST OF PROGRAM LEADER TASKS

During Program:

- Notify SAA upon arrival. Confirm that all students have arrived safely
- If not done before departure, provide SAA with your in-country emergency contact phone number
- Conduct and/or participate in the on-site program orientation
- Stay in contact with your SAA or PC throughout the program and notify staff immediately of serious mishaps, accidents, or other incidents

After the Program Ends:

- If the course syllabus has changed, upload the final syllabus into MySA
- Upload final grades into MySA
- Submit your final program report by email to your SAA or PC
- Submit your budget report, including receipts of program-related expenses, to your IAP Financial Specialist
- Meet with IAP to discuss plans for future programs. Your SAA will contact you to schedule this meeting.

APPENDIX A: GOOD GRIEF: HEALING FROM THE PAIN OF LOSS

We have all faced loss: the death of a friend, relative or pet; the end of a relationship; the loss of a job, dream, or limb. These losses provoke grief, an emotion that is part of a normal, healthy healing process. Restraining grief can be harmful; addressing it heals.

Many people misunderstand grief. They think crying or showing emotional pain is a sign of weakness. They try to deny grief, but feeling the pain helps the person to cope with the loss and return to normal ways of living.

Responses to grief involve all aspects of one's life: emotional, physical, social, spiritual, and mental. Everyone experiences grief differently and to varying degrees. Common responses to grief include:

- *Disbelief*: Seeing and feeling the loss can be painful, so you may try to protect yourself by denying it. You may feel numb, going into a kind of emotional shock.
- *Anger*: You may be angry at yourself for not preventing the loss or even angry at the person who died for deserting you. You may blame someone else for not protecting you or your loved ones. You may feel hurt or frustrated with the situation, because you cannot change it.
- *Guilt*: You may blame yourself because you feel you may not have done the right thing. Unresolved conflicts or feelings you never expressed can make you feel guilty.
- *Sadness*: Deep sorrow and a sense of loss may cause uncontrollable tears.
- *Anxiety*: You may feel anxious or panicked. You may feel unable to face the future or to deal with new or frightening situations. You may even think that you're going crazy.
- *Depression*: You may feel isolated, helpless, and hopeless. You may pull away from your friends and family and feel as if no one can help you.
- *Relief*: If you've been expecting the loss for some time, you may feel relieved when it finally happens.
- *Dreams*: Dreaming about the loss may either comfort or upset you, or even both. Dreams may signal an emotional conflict you should try to resolve.
- *Physical symptoms*: You may have trouble sleeping or breathing. Your eating patterns or appetite may change. You may sigh a lot, lack energy, or be restless. You may develop a cold or minor infection, or suffer a more serious illness.

The tasks of mourning

Knowing what to expect after loss can make it easier to cope or to help someone else. Grief and the "tasks of mourning" are normal stages we move through while grieving.

Don't try to rush through or avoid any part of grieving. Mourning is a complicated process. It takes a lot of time to adjust to the changes that result from loss.

1. Accepting that loss is real is often difficult. Sometimes you can't grasp that it won't be restored. You may pretend the loss is not important. You may even believe you can gain back the lost person or thing. However, day by day, week by week, month by month, the absence confronts you, and the loss becomes more and more real. Accepting the full reality of the loss takes time.
2. Feeling the pain follows accepting the loss. Trying to avoid pain is natural, but only prolongs the process. You may try to cut off your feelings, to keep yourself too busy to feel or think, or to dwell only on pleasant memories. The pain will eventually appear in another form, such as depression or illness. Feeling the pain may be the hardest part of grieving, so receiving help and support from others is essential. Remember, pain is a necessary part of healing.
3. Releasing the pain through crying helps relieve the sorrow and pain of loss. Laughter works too: it can release tension caused by fear and anger. Releasing pain or anger — either alone or with a friend or counselor — can also help. Whatever you're feeling, express it. Don't hold it in.
4. Adjusting to the environment can take a long time. Loss changes your social and/or physical situation. You may feel helpless, pull away from others, not face or do what is needed, or not build coping skills. A period of accepting help and care from others can help you adjust to a new situation and give you

time to gather your internal resources. You can develop the skills and goals needed to meet new challenges.

5. Releasing the attachment means letting go of the emotional energy attached to what was lost. At first, you may feel disloyal. You may think this lessens the meaning of the past. To grow through grief, you can pay attention to these feelings and know they are normal; over time, as you practice letting them go, they will naturally pass. It may help to talk with a friend or counselor about the difficulties of saying a final goodbye. It is also important, and healthy, to treasure memories and feelings that help to maintain a connection to your loved one.
6. Forming new attachments may help heal the wound of loss. You may build new links to people, activities, or commitments. Don't rush: if you don't deal with your grief first, you may stunt the healing. It's not unusual to fear new attachments because of the risk of feeling loss again. It's not uncommon to have doubts about being able to find meaning in new activities or relationships. But new attachments — either strengthening old ties or starting new ones — help restore and maintain your emotional and physical health.
7. Moving through grief: When you've experienced these steps, is grieving over? Not necessarily, but you can think about your loss without feeling the same strong pain. The loss still is part of your experience but you can live more fully in the present. Your fond memories of what was lost, as well as your growth as an individual that comes from the grieving process, can help enrich your life.

Other hints for coping with loss

- Take time to write or draw your thoughts and feelings in a journal. This can help relieve pressures and provide a sense of healing.
- Talk out your thoughts and emotions regularly with a trusted friend, support person/group, or professional counselor.
- Take care of yourself. Get enough sleep, eat nutritious meals, and get some exercise every day.
- If faith is a part of your life, express it in ways that are meaningful to you.
- Create a ritual, a memorial, as a special way to honor your loved one and remember the special relationship you had.

Getting help

Almost everyone needs help dealing with grief. Support groups and friends who are good listeners can help in all the stages of grief. In addition, counselors can provide a different outlook and help you to express your feelings. Inexpensive or free help is available at many mental health centers, churches, synagogues, hospitals, clinics, and employee assistance programs. In Madison, UHS's Counseling and Consultation Services offers both individual and group counseling for UW–Madison students.

Helping someone else grieve

If someone close to you is grieving, you can help.

- Listen without judging or trying to change them. Let them know they're not alone. Accept. Encourage them to talk about their feelings.
- Show empathy. Try to understand what they are feeling. It's OK to say that you care and that you are uncertain about how to help and what to say.
- Stay connected. Grieving takes a long time, and support is needed throughout the process.
- If appropriate, share information about grief and the tasks of mourning.

APPENDIX B: THE ROLE OF THE EDUCATOR: FACULTY AND STUDENT GUIDELINES FOR MEETING WITH AND REFERRING STUDENTS WHO MAY HAVE EATING DISORDERS

1. No matter how strong your suspicion that a student has an eating disorder, do not make a decision without first speaking privately with the student. If possible, select a time to talk when you will not feel rushed. Ensure sufficient time and try to prevent interruptions.
2. Roommates or friends should select the person who has the best rapport with the student to do the talking. Unless the situation is an emergency or otherwise very negative for many people, confrontation by a critical group without professional guidance should be avoided.
3. In a direct and non-punitive manner, indicate to the student all the specific observations that have aroused your concern. Allow the student to respond. If the student discloses information about problems, listen carefully, with empathy, and non-judgmentally.
4. Throughout the conversation, communicate care, concern, and a desire to talk about problems. Your responsibility is not diagnosis or therapy; it is the development of a compassionate and forthright conversation that ultimately helps a student in trouble find understanding, support, and the proper therapeutic resources.
5. If the information you receive is compelling, communicate to the student:
 - Your tentative sense that he or she might have an eating disorder.
 - Your conviction that the matter clearly needs to be evaluated.
 - Your understanding that participation in school, sports, or other activities will not be jeopardized unless health has been compromised to the point where such participation is dangerous.
6. Avoid an argument or battle of wills. Repeat the evidence, your concern, and if warranted your conviction that something must be done. Terminate the conversation if it is going nowhere or if either party becomes too upset. This impasse suggests the need for consultation from a professional.
7. Throughout the process of detection, referral, and recovery, the focus should be on the person feeling healthy and functioning effectively, not weight, shape, or morality.
8. Do not intentionally or unintentionally become the student's therapist, savior, or victim. Attempts to "moralize," develop therapeutic plans, closely monitor the person's eating, adjust one's life around the eating disorder, or cover for the person are not helpful.
9. Be knowledgeable about community resources to which the student can be referred. In discussing the utility of these resources, emphasize to the student that, since eating problems are very hard to overcome on one's own, past unsuccessful attempts are not indicative of lack of effort or moral failure.
10. Faculty should arrange for some type of follow-up contact with the student. If you are often involved with students with eating disorders, consultation with a professional who specializes in eating disorders may be needed.

<http://www.nationaleatingdisorders.org/faculty-and-student-guidelines>

By Michael Levine, PhD and Linda Smolak, PhD

APPENDIX C: UW INFORMATION FOR FACULTY, STAFF, AND TAS: SEXUAL ASSAULT, DATING VIOLENCE, AND STALKING

<http://www.uhs.wisc.edu/assault/documents/sadvresourceguide.pdf>

This information is intended for faculty, staff, teaching assistants, and others who work directly with students at UW-Madison. As a faculty member, staff member, or teaching assistant, your relationships with students put you in a unique position to offer guidance and help. Often you may be the first person to whom victims disclose their experiences. Most students do not disclose to law enforcement; however, victims do confide in friends and trusted adults.(3) By educating yourself and following some simple guidelines, you can confidently and effectively respond to students who are experiencing dating violence, sexual assault, or stalking.

Sexual assault is any sexual contact made without consent. Consent is a clear yes, not the absence of a no.

Dating or domestic violence refers to an ongoing pattern of controlling and abusive behaviors that individuals use against their intimate partners. These behaviors include physical, sexual, or emotional attacks and/or economic control. For more information, see the College Relationship Power and Control Wheel. Stalking is repeated harassment that causes the victim fear. Examples of harassment include approaching the victim, sending the victim unwanted items, or repeatedly contacting the victim through email or text.

- Nationally, 1 in 5 college women will experience a sexual assault by the time they graduate.(1)
- Only 13% of student sexual assault victims report the assault to law enforcement, and only 2% of victims report when alcohol is involved. (2)
- 32% of students experience dating violence by a previous partner.(3)
- At UW-Madison, 9.9% of students reported experiencing physical, emotional, and/or sexual abuse by a dating partner in the past 12 months.(4)
- 3 in 10 college women are injured emotionally or psychologically from being stalked.(5)

If a student discloses to you:

1. Listen with empathy. Listening is the single most important thing that you can do. No one deserves to be the victim of violence, regardless of the circumstances. Let the victim know they are *not* to blame for the assault. Avoid asking questions that imply fault, such as “How much were you drinking?” or “Why didn’t you call the police?” Instead, say something simple and kind, like:

“I’m sorry that this happened to you.” or “Thank you for telling me.”

2. Support and respect his or her decisions. Victims are often met with disbelief when they tell someone. They may be hesitant to trust others with their story. Many victims do not immediately file a report with law enforcement. This is okay. Remember, you are not an investigator; you are someone the victim trusts. Avoid telling the victim what he or she “should” or “must” do. One of the most important things you can do is help the victim take back the power he or she has lost. Try phrases like:

“What kind of help do you need?” or “When you are ready, there is help available.”

3. Know where to refer the victim for further help. There are many offices on the campus and in the community that specialize in these issues. You are not expected to be an expert on sexual assault, dating violence or stalking; however, you can direct the victim to people who are experts and can provide advocacy and support. Refer to the Sexual Assault and Dating Violence Services brochure or the service provider videos for more information about crisis response, medical care, counseling, support groups, and legal advocacy. Ask gentle questions, like:

“Would you like to see a nurse or doctor?” or “Are you interested in talking to a counselor?”

4. File a confidential third-party disclosure form in cases of sexual assault. All UW employees are required by state law to report any first-hand student disclosures of sexual assault to the Division of Student Life. These reports are confidential and do not include identifiable information about the individual victim. It is the responsibility of UW personnel to file this form; do not give students the form to fill out on their own.

- Sexual Assault of Students: Information on reporting and Wisconsin Statute 36.11(22) is available [online](#). For more information, please contact the [Dean of Student's Office](#).
- Sexual Harassment: Information about Title IX, sexual harassment, and training opportunities can be found via the [Office for Equity and Diversity](#).
- Mandatory Child Abuse reporting: Per Executive Order #54, effective December 19, 2011, all employees of UW System are now required to report child abuse and neglect to local law enforcement or Child Protective Services.

5. Follow up with the student. Let the student know that you take his or her disclosure seriously and that you care about his or her well-being. You could begin the conversation with:

"I was thinking about the conversation we had the other day. How are you doing?"

(1) Krebs, C., Lindquist, C., Warner, T., Fisher, B., & Martin, S. (2007). The Campus Sexual Assault Study. National Institute of Justice.

(2) 64-70% of sexual assault victims disclose to someone in their lives. Krebs, C., Lindquist, C., Warner, T., Fisher, B., & Martin, S. (2010). Campus sexual assault (CSA) study, final report. US Dept. of Justice, National Institute of Justice. RTI International.

(3) C. Sellers and M. Bromley, "Violent Behavior in College Student Dating Relationships," *Journal of Contemporary Justice*, (1996).

(4) American College Health Association-National College Health Assessment II: UW-Madison Executive Summary and Institutional Data Report. (2011, Spring). Linthicum, MD.

(5) Fisher, B., Cullen, F., Turner, M., (2000). U.S. Dept. of Justice, Office of Justice Programs, National Institute of Justice.

APPENDIX D: MANAGING REAL AND PERCEIVED EMERGENCIES ABROAD FOR IAP PROGRAM LEADERS AND OVERSEAS STAFF

International Academic Programs at UW-Madison:

IAP Emergency Phone:

608-516-9440 (after hours and weekends)

IAP Daytime Office Hours:

608-265-6329 (M-F except holidays, 8:00AM – 4:30 PM Central Standard Time)

IAP E-mail: abroad@studyabroad.wisc.edu

Cultural Insurance Services International (CISI) Insurance:

Policy plan #: STB009987902*

Policy Information & Claim Form:

<http://www.studyabroad.wisc.edu/insurance.html>

* Policy plan through April 30, 2016. When new plan details are available, IAP will notify PLs.

24/7 Emergency Assistance Provider: Assist America (AA)

ID number: 01-AA-CIS-01133

Note: AA will ask for this ID number when contacted.

Tel in the U.S.: 800-872-1414

Tel outside U.S.: (01) 609-986-1234 (collect calls accepted)

E-mail: medservices@assistamerica.com

CISI Non-Emergency Contact Information:

Tel: 203-399-5130

Fax: 203-399-5556

Website: www.culturalinsurance.com

Introduction

These guidelines are written to outline the steps that International Academic Program (IAP) staff in Madison and abroad will follow in the event of a study abroad emergency. The guidelines also outline what Madison expects overseas staff to do in the event of an emergency, including the provision of information and handling of the situation on-site.

International Academic Programs (IAP), a unit of The International Division, is charged with the responsibility of coordinating the management of emergencies affecting participants in study abroad programs that IAP offers for credit. The IAP Director will consult and provide advice on the management of emergencies to other campus units that operate their own programs abroad. The safety and wellbeing of students, faculty and staff who are participating in UW - Madison's programs abroad is of the highest importance, and all reasonable actions are and will be taken to accomplish this. The provision of available information about risk factors so those individual participants can make informed decisions regarding program participation is of fundamental importance. On-site staffs need to be ready to act in an emergency and to be in regular communication with IAP to develop the most effective course of action in an emergency situation. At program sites where there is not staff specifically hired to manage the program, the local institutional contact can act as a resource.

The UW System has established Policy Guidelines (ACIS 7.1-2) for the development and operation of educational programs abroad. The plan for managing emergencies outlined in this document exists within the ACIS Policy guidelines. While acknowledging that no single plan can address all contingencies, International Academic Programs recognizes the importance of establishing, in advance, policies and procedures that are designed to safeguard the safety and well-being of study abroad participants and to limit the University's legal liability. These policies and procedures, described in detail below, will serve to guide the University's response to crises affecting participants abroad.

In "Coping with Perceived Emergencies" (1989), Diane Smell draws a distinction between "real" and "perceived" emergencies. Real emergencies are those that pose a genuine and sometimes immediate risk to, or that have already disturbed, the safety and wellbeing of participants. These include such occurrences as *coups* and other civil disturbances; natural and human-made disasters; incarcerations; serious physical or emotional illness; accidents; physical assaults; disappearances or kidnapping; and terrorist threats and attacks.

Perceived emergencies are those which pose no significant risks to the safety and well-being of participants, but which are seen as threatening by family members in the U.S. or by others, including, at times, students and colleagues at the home university. Perceptions of threat can arise out of a number of things, including the sensationalized reporting of an event abroad; the distortion of information provided by a participant in a telephone call, e-mail message, fax or letter home; or simply out of the nervousness of a family member or student with little or no international experience. Such perceptions will sometimes affect family members and others in the U.S. more strongly than will real emergencies, and need to be treated seriously.

By closely following the procedures outlined below, the staff of International Academic Programs will be able to gather information that will allow them to respond appropriately to real emergencies, or to place a perceived emergency in its proper context, and thereby reassure family members and others in the U.S. Other units at the UW-Madison that manage programs are encouraged to follow these same procedures and to consult with IAP as appropriate.

After working hours, on weekends and holidays, an IAP staff member will always be on call. A call to the main phone number of our office will provide the emergency cell phone number. This number is also placed in each student handbook and is provided to all overseas offices. Each IAP participant receives an emergency card with the emergency phone number, as well as the in-country embassy and on-site staff member contact information. IAP academic staff members, in rotation, staff this cell phone. To be prepared to answer calls, the IAP emergency phone will have access to these procedures and all overseas staff contact information and program details to assist staff members on call.

Students on IAP programs are covered by an international health insurance plan (currently offered by Cultural Insurance Services International (CISI)) for the duration of their program. This insurance covers a) medical expenses, b) return airfare expenses, c) costs associated with death and dismemberment, d) technical assistance (medical and transport) associated with medical emergencies and death, and e) evacuation (natural disasters or other emergencies). Technical assistance is also available in various areas of travel assistance: emergency cash needs, lost/delayed luggage, replacement of lost or stolen airline tickets, credit card/passport/important document replacement, locating legal services, assistance in posting bail and bond. Contact information is listed in the heading of this document.

Operating Principles

In managing emergencies, real or perceived, IAP will be guided in its decision-making, before, during and after a crisis, by the following operating principles:

1. All responses to a crisis will be governed by the highest concern for the safety and wellbeing of students, faculty and staff participating in an UW-Madison-sponsored study abroad program.
2. All reasonable and prudent measures will be taken to limit the University's legal liabilities.
3. IAP will exercise caution and restraint in deciding when, and with whom, information about an emergency should be shared, and will operate according to the procedures outlined below in deciding how information should be shared.
4. IAP will respond to emergencies by closely following the procedures outlined below, except when otherwise directed by circumstances or agencies outside the University's control.

Procedures

When an emergency, real or perceived, is reported, IAP will follow the appropriate procedures in managing the emergency, in the order that they appear in this text.

I: An emergency is reported to International Academic Programs

A. Whichever IAP staff member learns of an emergency involving a UW-Madison student, faculty, or staff member on an IAP sponsored study abroad program must immediately contact the Director of International Academic Programs (IAP), either at the office or at home. Every effort should be made to reach the Director by telephone, rather than by e-mail or fax. The Director will coordinate the University's response to the crisis until it has passed.

B. If the Director is out of town, the Associate Director should be contacted; s/he will coordinate the University's response to the crisis in the Director's absence.

C. S/he will also brief the Director by phone or, if not possible, by fax, about the evolution of the crisis, until such time as the Director returns to campus.

D. IAP Contact Numbers:

#1 - IAP emergency contact phone: (608) 516-9440

2 - IAP Director: Dan Gold
Office: (608) 262-9070; (608) 265-6329
Cell: (919) 923-1838
Home: (608) 203-6466
Email: dkgold@studyabroad.wisc.edu

E. Incident Report: for those programs in which IAP is the lead administrator, the Program Leader or local staff should complete the IAP Incident Report in MySA (<https://www.studyabroad.wisc.edu/logins.html>). Reports will be reviewed by IAP staff and will consult with the IAP Director appropriately. In the absence of an on-site staff member, the IAP staff member who receives the initial report should complete an IAP Incident Report in MySA.

II: IAP determines whether the emergency is real or perceived:

A. IAP will gather as much information as is necessary to determine what risks, if any, study abroad participants are facing. In assessing these risks, appropriate people and organizations will be contacted, by telephone if at all possible.

B. In assessing whether the emergency is real or perceived, the appropriate staff member of IAP will contact the appropriate sources for detailed and accurate information:

1. The following people and organizations may be contacted. The IAP staff member determining the status of the crisis will check off these contacts if and as they are made:

- The lead faculty or staff member at the site abroad
- The UW faculty member who serves as chief advisor for the program and/or officials at the University Health Services / Dean of Students office if appropriate.

2. The appropriate IAP staff member may find it useful to contact the following organizations as well:

- The U.S. State Department's Emergency Assistance to American Citizens Abroad, which deals with serious illness, death, financial crisis due to theft, or arrest: From the U.S., call 1-888-407-4747; From abroad, call +1-202-501-4444 when abroad.
http://travel.state.gov/travel/tips/emergencies/emergencies_1212.html
- The U.S. Embassy in the appropriate country. Information can be found in the Country Specific Information pages on the U.S. State Department website at <http://travel.state.gov/content/passports/english/country.html>. The Country Offices Telephone Directory is available at: <http://www.state.gov/documents/organization/115480.pdf>
- For long standing crises, the U.S. State Department sets up a task force or working group to bring together in one set of rooms, all the people necessary to work on that event. Usually this Washington task force will be in touch by telephone 24 hours a day with our Ambassador and Foreign Service Officers at the embassy in the country affected. Within a task force, the immediate job of the State Department's Bureau of Consular Affairs is to respond to the thousands of concerned relatives and friends who begin to telephone the State Department immediately after the news of a disaster is broadcast. In an emergency, you can reach the Department of State through the Office of American Citizens Services and Crisis Management at 1-888-407-4747.
- Local safety/crime agencies in the host country (discuss with on-site contact and or U.S. Embassy in host country before proceeding).
- Study Abroad and International Program Offices of other universities and colleges with programs in the same city or country may prove useful as well.
- In a crisis that is likely to affect more than the UW-Madison program, it will be useful to stay in touch with NAFSA's SECUSS-L network (care should be exercised in doing so, in order to avoid contributing to the propagation of a rumor) and the NAFSA Health & Safety Subcommittee at www.nafsa.org.
- CIEE may also have useful information, because of their extensive international networks; call (800)407-8839 or check www.ciee.org.
- If the emergency is medical in nature (a reported outbreak of a particular disease), check the Center for Disease Control website (www.cdc.gov). Emergency calls can be made to 770-488-7100. Non-emergency, 24 hours/day can be made to (888) 232-6348.
- OSAC – the Overseas Security Advisory Council, U.S. Department of State, www.osac.gov, (202) 309-5056 (emergency duty officer); (571) 345-2223 (general)

C. The IAP staff member will ask for information about a number of issues, and will take careful notes of sufficient detail so as to be able to write a chronological sequence of events leading up to, during and after the emergency. S/he will use the following as a basic checklist during conversations:

1. Universal concerns to be addressed:

- What is the current physical and psychological condition of affected participant(s)?
- Is the lead on-site staff member now in close contact with all affected participants?
- Where did the event take place? What is the proximity of the event(s) to all program participants?

- What is the imminent risk to participant(s) if they remain where they are?
- Are all program participants, whether directly involved or not, aware of the emergency? How are they responding to the emergency?
- Is adequate food, water and medical attention available?
- Is adequate and secure housing available? How long will this housing be available? What other appropriate housing options are available as a backup, if needed?
- What information should be given to students about steps take in the event that the situation worsens? Has the director or on-site staff reviewed plans for contacting students? What are the instructions to be given to students regarding locations to meet or should they be advised to return to and remain in their regular housing?
- Should students be evacuated? Should the students be moved to another location within the country? To a neighboring country? To the U.S.?

2. Incident-specific issues - address the appropriate type of crisis:

The questions listed under each of these categories should be asked as appropriate to the situation. Notes should be taken and kept on file at least until the situation is resolved. Generally, notes should be kept for one year after the situation is resolved at which point they can be destroyed unless there is ongoing activity regarding the incident.

- **If a participant(s) has fallen seriously ill:** Has the CISI emergency line for evacuation been contacted? What medical treatment has he or she received? Does the attending physician speak English? What is the contact number for the treating physician? What is the diagnosis? The prescribed treatment? The prognosis? Are other participants at risk from this illness? Is airlift a desirable and viable action? Does the student have the necessary financial resources to pay for bills or will the program cover these expenses to be reimbursed by the student at a later date?
- **If a participant has been seriously injured:** Has the CISI emergency line for evacuation line been contacted? What are the details of the accident? What has the on-site response been? Does the attending physician speak English? What is the contact number for the treating physician? Where has the participant been taken? What is the diagnosis? The prescribed treatment? The prognosis? Is airlift a desirable and viable action?
- **If a participant has been assaulted or raped:** What are the details of the incident? What has the on-site response been? Where has the participant been taken? If a rape or sexual assault, is counseling available? Counseling in English? Has the closest U.S. consulate or embassy been contacted for advice regarding reporting the incident? Has the student been notified of their right to contact law enforcement? Has medical treatment been offered to the student? Has the student been offered accommodations? *NOTE: Resources need to be provided to students in writing. IAP staff have an email and list of resources which will be sent to victims so be sure to report the incident as soon as you are aware of it with answers to the above questions.*
- **If a participant is missing:** When was the student last seen? Does anyone have any idea about where they might have gone? If the student had left and was expected to return at a specific time, when was the date and time of the expected return? Did the participant tell anyone of plans to be absent? Are search and rescue operations available on site? Are these reliable? Have they already been initiated? Should they be initiated? If other students are en-

listed to form search parties, have they been adequately briefed on what to do if they find the missing participant? On the various scenarios they may encounter? If you have determined that the student is truly likely to be missing, proceed with the following questions: Have the local missing person's officials been notified? What is the case number? Has the U.S. Embassy been contacted?

- **If a student has been arrested:** Has he or she been detained? Has the U.S. Embassy been notified? What has their response been? What is their advice? What agency made the arrest and filed the charges? What are the names, addresses and phone numbers of arresting authorities? What is the case number? What rights have been granted? Is he/she entitled to place a phone call? Is appropriate legal counsel available? Remember that CISI can be contacted for assistance with locating local legal services and posting bail money.
- **If a student has been taken hostage:** Has the U.S. Embassy been notified? What is the Embassy's advice? Have the kidnappers made contact? Is negotiation support available on site? Who is the contact person at the Embassy, and at the State Department in Washington, D.C.? What are their titles and contact numbers?
- **If the emergency is political in nature, or if a natural or man-made disaster, or major health crisis has occurred:** Has the U.S. Embassy advised participants to take appropriate action? Have all participants been made aware of these precautions, and in writing? Are all participants following these precautions? Have local authorities imposed a curfew? Is travel in or out of the country being restricted in any way? Is a quarantine being imposed? Is the group in danger? Who or what is the target of any unrest? Has any particular group or organization been threatened? What kind of military or other security or public safety personnel are present? Are they unusually visible? How are they behaving with respect to the civilian population? Is airlift a desirable and viable action? Are local medical facilities available?

3. Important contact numbers; be sure to get those that are relevant:

- What are the current telephone numbers of participants involved, including the local staff? Fax number and e-mail addresses? If a phone tree among participants has not been established, it should be at this time (the establishment of the tree should include instructions telling students to call the director/on-site staff or the next level if their immediate contact cannot be reached). Have all students been reminded of the contact numbers for on-site staff and for the IAP office?
- For our records, what are the names, addresses, telephone, fax, and e-mail addresses of the attending physician(s), clinic(s) and/or other health professionals involved? What is the name and contact numbers of the person, if any, who is providing translation services in this crisis?
- Confirm that the on-site staff has the names, titles, addresses, telephone, fax numbers and e-mail addresses of the appropriate officials at the U.S. Embassy, and at the State Department in Washington, D.C.
- Confirm that the on-site staff has the names, titles, addresses, telephone, fax numbers and e-mail addresses of any local law enforcement or public security officials involved? Do these people speak English? What is the name and contact numbers of the local translator who is involved?

III. IAP determines that the emergency is perceived, rather than real, and is not widespread.

It is important, at this stage, to control the dissemination of information: information must be shared responsibly, on a need-to-know basis. IAP will have to decide on the appropriate action.

Response Scenario A: appropriate when the perceived emergency has not yet created widespread or persistent rumors:

1. The Director of IAP or her/his representative will take appropriate steps to defuse the situation and reassure concerned parties.
2. In most cases, IAP will need to do no more at this point than reassure the concerned parent, student or other individual who has contacted IAP as the result of media coverage or rumor. The IAP staff member who calls back the party who registered the concern in the first place should tell him or her that appropriate inquiries have been made, that we are confident program participants are secure, that the program is proceeding normally, and that the participants' welfare is being provided for, as before.
3. The Director of the IAP will make sure that all administrative and professional members of the IAP staff are aware of what has occurred, and what the concerned parties have been told; it is important that all members of the staff be able to provide the same information in case other inquiries are received.
4. Parents who request it can be given the telephone number of the appropriate Embassy abroad. However, this information should not be offered to them as a matter of course: U.S. Embassies abroad will not appreciate receiving calls from overwrought individuals, especially when there is no emergency. You can also offer to provide the office number of the local staff or contact. Home phone numbers of local staff or contacts should be given out only after you have contacted the local staff yourself. It is helpful to remind distraught parents about the difference in time, especially in the early reporting of an emergency before it has been determined if an emergency is real or perceived.
5. The staff member handling the emergency should prepare a simple statement, check it with the Director if possible, and provide it to the front desk as a first line of information to answer calls. All calls on the matter should be forwarded to the Director or staff person handling the emergency if they are available.

Response Scenario B: When a rumor is widespread and unusually persistent, and growing numbers of individuals, on or off campus, believe that an emergency really has occurred, or that participants are at risk:

1. The Director of the IAP or designee will write a very brief and accurate description of the perceived emergency, and will then deliver or email it to, and/or speak individually with:
 - a. The Dean of The International Division and/or one of the Associate Deans of the International Division
 - b. All members of the IAP staff
2. If the Director of the IAP deems it appropriate, IAP may provide the person or persons listed as emergency contacts of program participants with accurate information about the perceived emergency, and about the University's response. The information will be substantively the same as that contained in the description distributed to the individuals in #1 above.

IV. IAP determines that the emergency is real.

Response Scenario A: the emergency is real and universal

If a staff member has been handling the report, the Director of IAP will be informed immediately. If the Director of IAP is not available, the Associate Director should be contacted.

The Director of IAP will consult with the primary local staff or contact and other appropriate people abroad and in the U.S. in order to decide what specific measures should be taken in responding to the crisis.

2. Once the appropriate response strategy has been determined, the Director of IAP will communicate with the Program Leader or primary local contact and the affected students; this communication will contain a detailed description of the course of action to be followed in responding to the crisis. Students will be provided with verbal or written instructions as is appropriate to the situation. If the matter is sufficiently serious, the Program Leader or local contact will see to it that all program participants acknowledge receipt of this information in writing. The lead local contact will fax the signed acknowledgments to the Director of IAP as soon as is practicable.

3. The Director of IAP will take into account the following points in developing the written course of action:

- a. include a reasonable amount of detail in drafting the procedures;
- b. reassure participants that everything is being done to assure their security and wellbeing, and that we are counting on their cooperation in responding to the crisis;
- c. tell participants that while it is not possible to eliminate all risk, we've had experience dealing with emergencies in the past, and that we'll work with them in order to respond effectively;
- d. tell participants that we are in contact with their emergency contacts if such contact has been made;
- e. direct participants to stay in close touch with the Program Leader or primary local contact, and to let the contact know of their precise whereabouts throughout the crisis, and to report any suspicious persons, packages, or contacts to him or her; remind them of the main office in the U.S. number as an emergency contact in case they cannot reach their local contact;
- f. if they haven't already done so, tell the participants to register with the U.S. embassy or the nearest consulate, and to maintain contact with them throughout the crisis;
- g. tell participants to exercise common sense in responding to the crisis, and to avoid contact with or travel to the affected area (if they are not located at this area);
- h. if appropriate to the emergency, direct the Program Leader of local staff and participants to remove all signs or any other objects, at the academic center or at their living situation, that would call attention to them or to the program;
- i. tell participants to keep a low profile, to avoid dress and behavior, which will attract attention, to avoid using luggage tags, and to avoid places where Americans are known to congregate.

4. If the event is of sufficient seriousness to warrant it, the Director of IAP will write a brief and accurate description of the event, and will then distribute it. The director will also develop a written response strategy, consulting appropriate university officials, and will then distribute these documents to the following people or their designated representative:

The Chancellor
The Provost
The Dean of the International Division
The Director of News and Public Affairs
The Dean of Students
Vice Chancellor for Legal and Executive Services
International Safety & Security Director
IAP Staff

5. Once the description has been written and delivered or faxed to the above individuals, the front office or any IAP staff member who is contacted will direct all media requests for information to the Director. In managing these requests, IAP staff will make every effort to be cooperative, while at the same time letting

the media know that IAP needs to avoid giving out information that might violate a student's right to confidentiality or endanger the student(s) in question in any way. Information will be posted to our web site in a timely fashion.

6. If contacted, the Office of News and Public Affairs will provide no more information to the media than that contained in the Director's description; that Office will also coordinate and arrange with the Director all press requests for interviews.

7. The Director of IAP will develop a strategy to handle all requests for information, including those coming in from parents, students and other members of the UW-Madison community.

8. Depending on circumstances, the Director of IAP will contact the emergency contacts of program participants (as indicated on the study abroad application form) in order to provide accurate information about the emergency, and about the University's response. The information contained will be substantively the same as that contained in the description distributed to the individuals in #4 above.

Response Scenario B: the emergency is real and particular to an individual student

1. The Director of IAP will contact the Program Leader or local contact and other appropriate people abroad and in the U.S. in order to discuss with them how to handle the situation. The IAP Director will be sure that all appropriate steps are taken at this point to assure the immediate safety and welfare of the participant. The IAP Director will inform the student (directly or through a local contact) that a family/emergency contact will be notified unless the student has already done so if the emergency is sufficiently serious to warrant the contact.

2. Contact the student's family/emergency contact as listed on the study abroad application.

3. Provide information to the family as they decide how the situation should be handled.

4. Facilitate the family's plan to the extent possible. In the event that the family needs to obtain passports, the family can contact the State Department Citizen's Emergency Center (contact information is listed in Section II B. 2 of this document) and ask for the appropriate duty officer. CISI may be able to assist family with expenses/details – encourage family to contact them before making arrangements.

Response in a special case: The death of a program participant:

A. The Director of IAP will ask the Program Leader or local contact at the site to write to IAP by the most expedient method, with complete details about the circumstances surrounding the death, confirmation that CISI has been contacted to arrange for repatriation of remains, confirmation that the nearest U.S. Consulate or Embassy in the country has been contacted, and detailed information regarding burial or repatriation of remains, including any police or immigration procedures that need to be observed. The Director of IAP will inform the on-site staff that the participant's family may be calling him or her once they've been informed of the death. When there is no director or staff on site, the local host institution will be contacted to seek assistance.

B. The Director of IAP will consult with the Dean of Students regarding notification of next of kin. After this is done, IAP will notify appropriate individuals on campus, including the Chancellor, Provost, the Dean of International Division, the Vice Chancellor for Legal and Executive Affairs, the International Safety & Security Director, the Dean of the student's college and the Director of News and Public Affairs.

This document has been developed in consultation with UW-Madison Legal Services and other UW-Madison units. While responsibility for the creation of this document rests with IAP, we acknowledge having consulted with a document on managing emergencies prepared by Michigan State University for use on its campus.

This document is periodically updated by IAP.
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