Welcome and Introductions

International Center

- Who we are and what we do
- Our professional affiliations
Welcome and Introductions

**Group Leaders**

- Your name, department, and upcoming travel
- Your level of experience leading students abroad
In this workshop

We’ll take a journey along the cultural adjustment curve and the intercultural development continuum, outlining best practices for international group leaders every step of the way.
ANTICIPATING DEPARTURE

Cultural Adjustment Curve

- Honeymoon Phase
- Adjusting & Adapting
- Anticipating Return
- Culture Shock
- Re-Entry Adjustment

Anticipating Departure
Best Practices: Anticipating Departure

Remember that INCLUSIVITY is an important part of your program.

- Offer support to underrepresented students. Study abroad can pose a number of challenges for racially and ethnically diverse students, students with disabilities, students with high financial need, collegiate athletes, first-generation college students, DACA students, students with diverse religious identities, and other individuals. Students may face discrimination, which can negatively impact their cultural adjustment when they study abroad. Exercise awareness and offer support.

- Create brave spaces for meaningful discussions.

- Create opportunities for reflective learning!
IDENTITIES that students are bringing with them abroad may impact the students more now that they have started to adjust and adapt.
Best Practices: Anticipating Departure

Actively prepare your group for success.

- How many and what type of pre-departure meetings will you hold?
- In what ways will you foster group cohesion and positive intra-group relations prior to departure?
- How can technology assist your group in the pre-departure phase?
- What role will the service provider play during pre-departure?
Best Practices: Anticipating Departure

Promote students’ wellbeing beyond the classroom.

• Guide students from ‘Unaware and Unprepared’ to ‘Informed and On-Point’ so that they are well equipped to navigate all situations and challenges that arise.

• Talk to your students about how to best manage pre-departure anxiety. **Tip:** Make sure they have good means of communicating with other students in the group (and past participants) prior to departure, plus access to resources.

• Prepare to support students’ mental health. Students in your group may have psychological challenges including anxiety, depression, ADHD, bipolar disorder, schizophrenia, obsessive-compulsive disorder, post-traumatic stress disorder, autism, or others.
Best Practices: Anticipating Departure

Provide opportunities for students to self-disclose any concerns.

Give students examples of things they should share with you, so that you can best support them.

- Anxious about travelling/has never travelled before
- Severe allergy to certain foods
- Taking medication for depression, anxiety, or other psychological condition
- Allergic to bees and always carries an epi-pen in backpack
- Has past of anorexia/bulimia, and concerned that old coping mechanisms may return

- Diabetic and dependent on exogenous insulin
- Sometimes has panic attacks
- Has trouble walking for long distances/up hills
- Sensitive to the heat/prone to heatstroke
- Recently broke up with another student who is also going on the program
- Parents are going through a divorce
- Family member at home has a critical illness/may have to fly home mid-program
Best Practices: Anticipating Departure

Support students with disabilities.

- The Americans with Disabilities Act (ADA) states that Institutions of higher education must provide reasonable accommodations to qualified individuals with disabilities, unless the accommodation would impose an undue hardship. Encourage students to let you know about any disability accommodations that they may need while they are abroad. Group Leaders can coordinate with the International Center and the DRC to arrange for reasonable accommodations while students are abroad.

- We may not discourage with disabilities (including “invisible” disabilities) from participation in study abroad. However, we must be frank about known challenges (e.g., lots of walking on excursions, requires getting into boats, requires crossing natural terrain, no air conditioning in student housing, no elevators in some buildings, etc.).

- Students with disabilities should be able to make informed decisions about whether a program is appropriate for them. They may not be able to get exactly the same accommodations abroad as those they receive here on campus. Open communications and planning are key.
Best Practices: Anticipating Departure

Emphasize preventative measures related to health and safety.

- Refer to the country-specific information on the CDC and State Department websites.

- Inform students about required/recommended vaccinations, bug bite prophylaxis, tap water potability, HIV risks, traffic and pedestrian safety, extreme weather conditions, ocean/water safety, food safety, and any other health and safety related considerations.

- Convey the importance of behavior and good decision-making. The top factor for injuries, incidents, and fatalities of U.S. students abroad is behavior, often combined with alcohol/drugs.
Best Practices: Anticipating Departure

Keep your group up-to-date about expectations surrounding COVID-19.

• Familiarize yourself with the Individualized Health & Safety Questionnaire your students are required to complete.

• Encourage courteous adherence to local preferences regarding mask wearing, social distancing, testing, isolation/quarantine, curfews, entry/exit requirements, uploading vax proof to a local app.

• Introduce students to resources for local COVID-19 information for their destination countries.
Best Practices: Anticipating Departure

Inform students about COVID-19 vaccination requirements.

- Make sure students know that vaccinations against COVID-19 are required for study abroad participation. The CDC indicates the following: Do not travel internationally until you are fully vaccinated. The CDC encourages you to get a COVID-19 vaccine booster dose if you are eligible. Students must show proof of vaccination. While the CSU (Cal Poly) allows for exemptions as outlined in the CSU vaccine announcement, students must understand that the vaccination and booster policies for the country to which they are traveling may require them to be vaccinated/boosted regardless of the CSU exemption that they may have been granted.
Best Practices: Anticipating Departure

Set expectations for communications and conduct.

- What do students need to know about using cell phones, group texts, GroupMe, What’s App, the buddy system, meeting points, emergency phone numbers, etc.?

- How can students reach you, and when should they be asked to communicate with you (e.g., to report personal travel, special circumstances, ask questions, etc.)?

- What do you expect in terms of class attendance, academic performance, taking sick days, and student conduct?
Best Practices: Anticipating Departure

Set expectations around alcohol and drugs.

- If participants are of legal age in the host country, they are typically permitted to drink on programs abroad.
- Group Leaders should set clear expectations for responsible alcohol use. Inform the students that drinking in excess is not socially acceptable in the host culture.
- Remind the students that their behavior is still subject to the conduct code, and that there could be repercussions for poor behavior in the host country and also through Cal Poly OSRR.
- Research if cannabis and/or other illicit drugs are legal in your destination country. Outline clear consequences for drug use, and be prepared to enforce the rules you set.
Best Practices: Anticipating Departure

Student misconduct incidences can disrupt the group dynamic and diminish everyone’s experience.

- Misconduct abroad should be treated the same as misconduct at Cal Poly. Employ your best professional and personal judgement at all times. Consult the International Center as needed.

- Group Leaders have considerable latitude for on-site response when dealing with student conduct issues. Typically, managing issues through verbal and written warnings is sufficient. Be sure to document your actions!

- If a conduct issue warrants dismissal, consult with the International Center and OSRR before taking action.
Best Practices: Anticipating Departure

Encourage good behavior. Prevent disciplinary disruptions.

- Disorderly, lewd, indecent, or obscene behavior at a University-related activity
  - A student shows up drunk to an excursion
  - Three students streak naked through a public park
- Conduct that threatens or endangers the health or safety of the University community
  - One student harassed, bullies, cyberbullies, or fights with another student
  - A group of students kick one of their roommates out. The ousted student is forced to sleep at school
- Academic dishonesty
  - A student plagiarizes or cheats on a class project
- Theft, damage, or misappropriation of University resources or property
  - Students throw a birthday party and trash their dormitory
  - A student steals computer equipment from the study center
  - A student steals money from another student
- Violating local, state, or federal laws
  - A student camps overnight in a park where it is not permitted
  - A student gets arrested for buying street drugs
Best Practices: Anticipating Departure

Group Leaders, unite! Share your helpful tips.

- What have you found to be especially helpful to cover with students at pre-departure orientations?
- What are the best ways to prepare your group for a smooth arrival?
- What types of informal meetings will you hold to foster community?
- How can you facilitate your students’ cultural adjustment?
HONEYMOON PHASE
Best Practices: Honeymoon phase

Upon arrival, students may initially experience an emotional high.

It is your responsibility to...

• Let your contact person at the International Center know that you and everyone in your group has arrived safely (email Sara, Ingrid, or Chuck)
• Provide an on-site Orientation and revisit expectations that were set prior to arrival
• Facilitate students’ cultural adjustment
• Cultivate intercultural competency and reflective learning
• Promote cultural ambassadorship
Best Practices: Honeymoon phase

Prioritize group cohesion and wellbeing.

- Individuals who are not registered for group travel are not allowed to participate in your program. Please enforce this policy. Contact the International Center with any questions or concerns.

- The registration process includes required Academic and Disciplinary checks. Unless individuals have officially registered, they are not enrolled in the CSU-mandated Foreign Travel Insurance and may thus be a liability. They may also disrupt the group dynamic.

- Ask your Service Provider to help you track students’ personal travel on free days and weekends.
Best Practices: Honeymoon phase

Facilitate good communication among your group.

- Each Group Leader must have a cell phone to communicate with all students in the group, and should make sure that all students in the group can easily communicate with one another.

- Make sure the International Center has the cell phone number you are using while abroad. Be prepared to contact the International Center any time there is an issue that may affect the students’ safety (e.g., terrorist attack, earthquake, shooting, subway bombing, etc.) to confirm that everyone is safe and accounted for.

- Group Leaders are expected to be on site for the duration of the program. Any requests for exceptions need to be evaluated and approved.
Best Practices: Honeymoon phase

Continue to create opportunities for personal reflection.

- Create ‘brave spaces’ for students to have collective discussions about their challenges, experiences, and observations.
- Encourage journaling, self-reflection, and non-judgmental conversations.
Best Practices: Honeymoon phase

Know your rights and responsibilities as an ethical faculty leader.

Julie Lewis
ASSISTANT DIRECTOR

Phone: 805-756-1044
jlewis51@calpoly.edu
Best Practices: Honeymoon phase

When YOU are in the honeymoon phase, remember that you are expected to engage in ethical behavior.

- Consider your own actions and decisions, and take care to protect both your students and yourselves.

- Adhere to the CSU Policy on Consensual Relationships, which states that you may not enter into a consensual relationship with a student over whom you exercise influence or have oversight.

- Follow the CSU Policy on Non-Discrimination by maintaining an inclusive community that values diversity and fosters tolerance and mutual respect.
CULTURE SHOCK

Cultural Adjustment Curve

- Honeymoon Phase
- Adjusting & Adapting
- Anticipating Return
- Re-Entry Adjustment
- Anticipating Departure

Culture Shock
Best Practices: Culture Shock

After the initial high, students may experience a new low.

• Watch out for symptoms of culture shock, such as irritability/grouchy mood, negative reactivity, overstimulation/decreased functioning, feeling drained/fatigued, social withdrawal, “us vs. them” judgements, extreme emotions, acting out, risk-taking, etc.

• Conflicts, incidents, and crises may arise during the culture shock period.
Best Practices: Culture Shock

Know your resources!
Go to abroad.calpoly.edu
Best Practices: Culture Shock

How can you prevent and respond to different types of crises?

• **Scenario 1: Mental Health**
  You and the students are at a group dinner at a restaurant during an excursion about a day’s travel away from your program’s home base. One of your students begins displaying behavior that quickly becomes concerning. They are agitated and increasingly belligerent. They refuse to go outside with you to calm down; they start flailing their arms and hit the wall accidentally. You overhear another dinner patron calling the authorities. How might you approach dealing with this situation?

• **Scenario 2: COVID Concern**
  The last excursion of your program starts tomorrow. It will take you and your students to a remote area of the country in which you are staying. You hear news of a new COVID variant and are unsure how it will impact your group. Also, you personally aren’t feeling 100% well, and are unsure of whether it is due to altitude sickness or something communicable. How might you proceed in this situation? How could you respond if one of your students is in this situation?

• **Scenario 3: Political Unrest**
  The news is heating up about a potential invasion of a nearby country on the continent where you have your program. An international student on your program is from that country as well. What are some contingency plans you want to build out, and what additional resources could you tap into?

• **Scenario 3: Voice of Experience**
  Seasoned Group Leaders, share your experience handling a conflict, incident, or crisis abroad. What did you learn from this experience that may be helpful to your peers?

**Remember: Breathe, Think, Respond.**
Best Practices: Culture Shock

Prepare to be an effective first responder in crisis situations.

- Think about what the biggest risk factors for your location might be. What steps can you take to mitigate risk and prevent incidents?
- Are there any students (or combinations of students) that might be of concern or at risk?
- Some incidents can be foreseen and prevented… but sometimes unexpected issues arise!
- Remember that as an empowered Group Leader, you are capable of responding well and taking initial steps on the ground to resolve any situations that arise.
Best Practices: Culture Shock

Respond to crisis situations, then report.

• Please report incidents soon after taking steps to deal with initial needs on the ground. Use the Incident Report Form.

• Report the full spectrum of incidents – from minor issues (e.g., a student had GI issues and missed two days of class) to major emergencies (e.g., a student was hit by a car and is in the hospital). Report all COVID events.

• Use the form liberally. It is a means to document any issues that were encountered abroad.
In a crisis, use the 24-hour Campus Police line to reach the Assistant Vice Provost of International Programs, who will convene the Global Health and Safety Committee members as needed.

Cal Poly Police Department
(805) 756-2281
police@calpoly.edu

Global Health & Safety Committee
Contact List 2021-22

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Hour Line</td>
<td>University Police</td>
</tr>
<tr>
<td>Cari Vanderkar, Ph.D., Choir</td>
<td>Assistant Vice Provost for International Programs Cal Poly International Center</td>
</tr>
<tr>
<td>George Hughes</td>
<td>Assistant Vice President for Public Safety, Chief of Police</td>
</tr>
<tr>
<td>Judy Mitchell</td>
<td>Associate Director, International Students &amp; Scholars</td>
</tr>
<tr>
<td>Sara Otis</td>
<td>Study Abroad Coordinator (Global Programs)</td>
</tr>
<tr>
<td>Joy Pedersen</td>
<td>Interim Dean of Students</td>
</tr>
<tr>
<td>Dru Zachmeyer</td>
<td>Assistant VP for Strategic Business Support Services</td>
</tr>
<tr>
<td>Dean of Students - after hours</td>
<td>Dean of Students</td>
</tr>
</tbody>
</table>

Others
as needed:
Best Practices: Culture Shock

Be able to assist students with insurance claims.

- You can contact the insurance provider about where to receive various types of care abroad.
- In most cases, students will be expected to pay up front for services, then file for reimbursement. Best to file claims prior to returning to the U.S.
- In some cases, the service provider maintains primary international insurance coverage and CSU overlay insurance is secondary coverage.
- All travelers are encouraged to maintain their primary medical coverage during study abroad.
Discourage high-risk activities.

- For insurance purposes, Group Leaders must disclose any high-risk activities well before departure.

- High-risk activities include scuba diving, rock climbing, skydiving, car racing, bungee jumping, rappelling, whitewater rafting, motorcycling, snowmobile riding, jet skiing, parasailing, adventure sports, working with heavy machinery, and more.

- Some activities may be disallowed; others will require additional insurance coverage.

- Accidents and incidents that happen while students are intoxicated may in some cases not be covered by insurance.
ADJUSTING & ADAPTING
Best Practices: Adjusting and Adapting

As students adjust, practice ongoing care of their physical health, safety, and wellness.

- Group Leaders should be informed about the location of local clinics and hospitals.
- Be prepared to encounter the outpatient issues that most commonly arise on study abroad programs.
  - Cold/flu, sinus or ear infections, strep throat
  - Gastrointestinal problems
  - Mental health problems: depression, anxiety, manic episodes, psychosis or psychotic breaks, eating disorders, panic attacks, schizophrenia
  - Dermatological issues: rash, fungus
  - Appendicitis
  - Chronic disease management
  - Kidney stones

Group Leaders are not trained medical or mental health professionals. Do not intervene in medical or mental health situations for which you are not trained. Instead, please use existing resources both with the on-site service provider and through Cal Poly.
Best Practices: Adjusting and Adapting

Support students’ mental health.

- Encourage healthy habits, routines, and behaviors.
- Notice the signs for students in distress (CSU Red Folder)
- Be aware that college is a common onset time for mental health afflictions, and that the change to a new environment on study abroad may be a trigger.
- You are encouraged to attend a Mental Health First Aid Training at Campus Health and Wellbeing. This 8-hour training is offered twice per quarter, and spans two half-days. Trainings are announced in the Mustang Report.
Best Practices: Adjusting and Adapting

Refer students with issues or concerns to the Ombuds.

- Patricia Ponce, the campus Ombuds, is a resource for students even when they are on study abroad.
- The Ombuds is a safe place for students to seek assistance in resolving any university-related issue, concern, conflict, or compliant.
- All communications are confidential, informal, impartial, and independent.
Inform yourself about gender- & power-based violence prevention & response.

- People that harm others are most often acquaintances to the survivors; not complete strangers. However, that changes when abroad.

- Inform yourself about prevention and response to gender- & power-based violence on the Safer website: safer.calpoly.edu

- Because you are a mandated reporter, you can offer a student “privacy” and “discretion” but not confidentiality.
Best Practices: Adjusting and Adapting

Support and empower survivors of violence.

- SAFER Scenario:

You have noticed that a student in your group has recently become disengaged from group activities and classes. You decide to check in with them after having noticed this change in behavior.

They share with you that about a week ago, they were at a local pub with other students and were repeatedly approached by a local that was hitting on them. The person kept offering to buy them drinks and would grope them when they faced the other way.

When they went to the bathroom, the person followed them. The student was cornered in the hallway and the person forcible kissed them. The student managed to get away and went directly back to their friend group and left the pub. Now the student is having trouble focusing and feels unsafe going out socially.

*How might you support this student (and everyone in your group)?
Best Practices: Adjusting and Adapting

Report incidents related to Title IX and Clery.

- **Title IX**
  No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

- **Clery Act**
  Requires universities to disclose information about crime on and near their respective campuses, or in off-campus facilities.
ANTICIPATING RETURN

Cultural Adjustment Curve

- Honeymoon Phase
- Adjusting & Adapting
- Anticipating Return
- Culture Shock
- Re-Entry Adjustment
- Anticipating Departure
Best Practices: Anticipating Return

Prepare students to navigate Reverse Culture Shock with self-awareness and self-compassion.

- **Reverse culture shock** is the emotional and psychological distress suffered by some people when they return home after a number of years overseas. This can result in unexpected difficulty in readjusting to the culture and values of the home country, now that the previously familiar has become unfamiliar.
RE-ENTRY ADJUSTMENT

Cultural Adjustment Curve

- Honeymoon Phase
- Adjusting & Adapting
- Anticipating Return
- Anticipating Departure
- Culture Shock
- Re-Entry Adjustment
Encourage your students to stay involved with the international side of Cal Poly!

Be a Study Abroad Peer Advisor or Ambassador!

STUDY ABROAD RETURNEE CONFERENCE

RETURNEE RESOURCES. Study Abroad

GoinGlobal

Jobs here, there, everywhere.
BON VOYAGE! WE WISH YOU SAFE TRAVELS.

- Cari Vanderkar, Assistant Vice Provost, International Programs
civander@calpoly.edu

- Ingrid Almaguer, Study Abroad Coordinator
ialmague@calpoly.edu

- Sara Otis, Study Abroad Coordinator
sotis@calpoly.edu

- Chuck Petranek, Study Away Coordinator
cpetrane@calpoly.edu