

Ramapo College of New Jersey 2016 Study Abroad Workshop

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Workshop Purpose & Objectives

*This training will be offered 4 times per year (twice/semester). It is mandatory that all faculty and staff participating in study abroad (and domestic off-campus) programs attend one of the training sessions prior to the start of their study abroad program.

Purpose: A comprehensive training program has been designed for all faculty leaders and program assistants, who participate in study abroad programs to provide the sharing of best practices, discuss critical issues of safety, security, and health, and to empower the program faculty & staff with more knowledge and skills to facilitate a safe, healthy, efficient, & fun study abroad program.

Objectives:

- Strengthen academic delivery through increased understanding of experiential education and field-based pedagogies.
- Understand RCNJ policies and disciplinary processes and utilize them to minimize risks and encourage group safety
- Learn tips and techniques for group management & diversity topics
- Explore field-based and experiential education pedagogies and how best to apply them to your program delivery
- Discuss mental health challenges and support resources
- Be prepared to respond in a crisis situation, especially as it relates to sexual harassment and assault.

Importance of Study Abroad

Why Study Abroad?

Ramapo College was founded on the 4 educational pillars of international, interdisciplinary, intercultural and experiential. These pillars provide you with a strong, holistic liberal arts education while on-campus. However, your on-campus experience can only take your knowledge and experience to a point. In order to supplement your on-campus courses, it is crucial to have experiences outside of the classroom to fully understand the principles, concepts and theories presented in the classroom. Professionally, having an international, intercultural experience can be a “stand-out” feature in your job search, placing you above other candidates. Over the last 10-15 years, managers have demonstrated their desire for employers who possess intercultural communication skills, something that is often developed during a study abroad experience. Personally, studying abroad challenges you in unique and unmatched ways, encouraging your personal growth on an emotional level, strengthening your sense of independence and engaging you as a global citizen.

Essential Learning Outcomes for the Twenty-First Century

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages and the arts.

Focused by engagement with big questions, both contemporary and enduring.

Intellectual and Practical Skills, Including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practices extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

Personal and Social Responsibility, including

- Civic knowledge and engagement – local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, Including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems.

Source: *College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America's Promise*. 2007. AAC&U.

Global Learning: Lessons Learned

- Global learning cannot be achieved at one time or in one place.
- Global learning must take into account the developmental stage of the student.
- Global learning must be built sequentially (in developmentally appropriate ways).
- Colleges and universities need help in developing assessment tools to track the multiple expectations of global learning and to help determine the best teaching strategies for each.
- Global learning should simultaneously address international interconnection and interdependence and inequality, injustice, and American power – at home and abroad.
- Disciplinary frameworks are important – they provide tested tools to students and scholars to bring analytical power to bear on a problem or problems, but for global learning, particularly at the level appropriate to undergraduates, interdisciplinary questions offer great promise.
- General education is a promising area for global learning because it has evolved to address this tension between breadth and depth, between disciplinary tools and perspectives in comparison. General education is also about integration of learning and learning to learn, two elements of global learning that cannot be overemphasized.
- There are local/global intersections in every community. Colleges and universities can identify and utilize them.
- The key questions of Shared Futures – what does it mean to be a responsible citizen in today's global context and how should one act in the face of large unsolved global problems? – are central questions for liberal education and key questions around which to organize curricular and cocurricular engagement.

Source: Hovland, Kevin. "Global Learning" *What is it? Who is Responsible for it?* **Peer Review**, Vol. 11, No. 4, Fall 2009. AAC&U.

Study Abroad Program Expectations

1. To be successful in opening the mind's and curiosity
2. Develop an understanding of other cultures; not everyone thinks like an American
3. To learn even more about the culture, the people and the students
4. To improve my skills as a cross-cultural professional
5. To make contacts in the host country that I wouldn't obviously make during course of my research
6. Greater mastery of teaching through a living/learning model
7. To be a foreigner for a time – achieve that displaced view
8. Facilitate student growth and development: e.g. intercultural understanding
9. Share with students the special uniqueness of the host country
10. To help students be more sensitive to cultural differences
11. To increase students' awareness and historical, economic, religious connections between the host country and the world
12. To increase students awareness of cultural differences and global issues
13. To introduce students appropriately to the culture of the country
14. How to balance my expectations of the students
15. How to prepare students for the unexpected
16. How to encourage students to understand themselves by learning about another culture.

“Training Faculty to Lead Study Abroad Programs”, NAFSA Region X Conference, Morristown, NJ.

Five Best Practices for Short-Term Study Abroad Programs

1. Start with strong, clear academic content. Answer the question: Why is it important to teach this course abroad? Make sure the learning objectives and the site itself are closely integrated. Make sure all short-term programs are connected to an academic course and are at least as rigorous as those taught on the home campus.
2. Make certain faculty are comfortable and competent with experiential teaching. A faculty member might give brilliant lectures, but can he or she teach experientially, integrating the unique features of the site abroad to ensure students make connections and have authentic learning experiences?
3. Ensure integration with the local community. Professors and students should not simply go from classroom to hotel to site visits on a chartered bus. Students tend to learn best in programs where there is some sort of service or experiential learning project that puts them in contact with a host community.
4. Bring in lecturers from the host country. Professors and academic experts from host country institutions provide perspectives students' regular professors cannot provide.
5. Require ongoing reflections from both individual students and the groups as a whole. Students should keep structured journals of their study abroad experience, using guided reflection practices to help them process and understand their experiences. The group should regularly engage in structured discussion.

Sources: Sarah Spencer, *The Guide to Successful Short-term Programs Abroad* (2002).

Standards of Good Practice for Short-Term Education Abroad Programs

(<http://www.forumea.org/documents/ForumEAStandardsShortTermProg.pdf>)

developed by the Forum on Education Abroad

Code of Ethics for Education Abroad

<http://www.forumea.org/documents/ForumEducationAbroadCodeofEthics.pdf>

developed by the Forum on Education Abroad

Experiential Education

History & Background

David A. Kolb – 1984 – wrote the seminal work on “learning by doing” called *Experiential Learning: Experience as the Source of Learning and Development*, which outlines a cycle for reflection

“Learners, if they are to be effective, need four different kinds of abilities--concrete experience abilities, reflective observation abilities, abstract conceptualization abilities and active experimentation abilities. That is, they must be able to involve themselves fully, openly, and without bias in new experiences. They must be able to reflect on and observe their experiences from many perspectives. They must be able to create concepts that integrate their observations into logically sound theories, and they must be able to use these theories to make decisions and solve problems.” (Kolb, 1984 p. 30)

Theory

Multi-dimensional process

Cyclical - The cycle begins with concrete experience, moves to reflective observation, then to abstract conceptualization, and finally to the application stage, active experimentation.

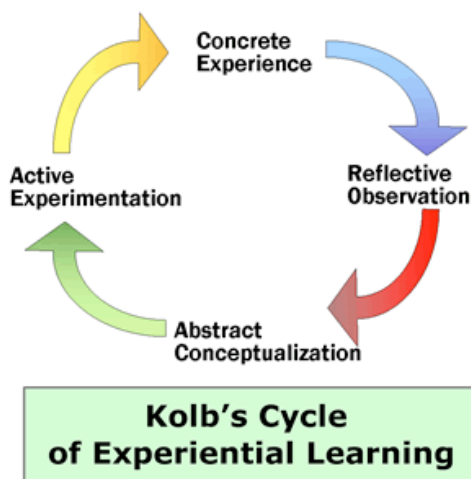


image by Karin Kirk



**The Simplest
Experiential
Learning
Cycle**

DO IT.

Now What?

What will I do differently next time?

What?

What happened?
What were the results?

So What?

What do these
results imply?
How did I influence
the outcome?

compiled by Andrea Corney

www.edbatista.com/2007/10/experiential.html

When education is said to be *experiential*, it means that it is structured in a way that allows the learner to explore the phenomenon under study—to form a direct relationship with the subject matter—rather than merely reading about the phenomenon or encountering it indirectly. Experiential learning, then, requires that the learner play an active role in the experience and that the experience is followed by reflection as a method for processing, understanding, and making sense of it.

In 1787 the German philosopher Immanuel Kant argued that both rationality and experience have a place in the construction of knowledge.

Characteristics of experiential education pedagogy:

- Setting a positive climate for learning (Faculty)
- Personal involvement
- Clarifying the purposes of the learner(s) (Faculty)
- Learner-initiated
- Organizing and making available learning resources (Faculty)
- Balancing intellectual and emotional components of learning (Faculty)
- Evaluated by learner
- Sharing feelings and thoughts with learners but not dominating (Faculty)
- Pervasive effects on learner

Learning is facilitated when:

- The student participates completely in the learning process and has control over its nature and direction;
- It is primarily based upon direct confrontation with practical, social, personal or research problems; and,
- Self-evaluation is the principal method of assessing progress or success.

Practical Application

Highly structured, on-going reflection, in-depth integration
Preparation is essential!

Students are placed at the center and the teacher's role is to develop methods for engaging the students in experiences that provides them with access to knowledge and practice in particular skills and dispositions.

The student role becomes more active and involved, with additional responsibility and ownership over the process of learning.

Central to the transformative process is reflection. Reflection typically includes reconstructing the experience, making connections to prior knowledge or skills, testing understanding, and making decisions about how to apply the knowledge or skills in a new situation.

Methods for promoting reflection including oral conversations, such as informal debriefing sessions following experiential activities and written responses to experiences through diaries, journals, portfolios, and student exhibits, which may include text, pictures, and photos.

- Increase intercultural competence
- Culturally-based values
- Workforce development
- Civic responsibility and action
- “engaged education”
- High-road/low-road study abroad programs
- Multicultural Group Skills

RCNJ Policies

Key Documents

1. Student Handbook

<http://www.ramapo.edu/judicial-affairs/virtual-student-handbook/>

2. Waiver of Liability



International Travel Waiver of Liability

This is a release of legal rights- read and understand before signing.

College sponsored travel includes all travel regardless of funding source or purpose.

I agree my travel is voluntary and accept the following terms stated below. Ramapo College of New Jersey does not assume responsibility for accompanying travelers not sponsored by the college. Non participants cannot attend classes, field trips, or other program activities.

For all travelers:

1. **Risks of Travel Abroad.** I understand that traveling abroad as specified above (travel dates and destination) involves risks. These include, but are not limited to, risks involved in traveling to and within, and returning from, one or more foreign countries; foreign political, legal, social, and economic conditions; different standards of design, safety and maintenance of buildings, public places and conveyances; local healthcare and weather conditions. I have made my own investigation and am willing to accept these risks. I have read the Department of State country specific information.
2. **Institutional Arrangements.** I understand that the college does not represent or act as an agent for, and cannot control the acts or omissions or, any host institution, host family, transportation carrier, hotel, tour organizer or other provider of goods or services involved or associated with my international travel. I understand that the College is not responsible for matters that are beyond its control. I hereby release the College from injury, loss, damage, accident, delay, or expense arising out of any such matters.
3. **Independent Activity.** I understand that the College is not responsible for any injury or loss I may suffer when I am traveling independently or am otherwise separated or absent from any College-related activities.
4. **Health and Safety.**
 - A. I understand that foreign travel and living overseas can provide special challenges and stresses. Medical care, including mental health care, emergency medical care and medicine may not be as available and/or of a quality comparable to that available in the United States. Travelers with previous or current medical and/or mental health conditions are strongly encouraged to consult with trained medical and/or mental health professionals and to prepare strategies that may be used abroad should they experience problems. I

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acknowledge that I have been strongly encouraged to assess my ability to participate in the program and have done so.

- B. I am aware of all applicable personal medical needs. I have arranged, through insurance or otherwise, to meet any and all needs of payment for medical costs while I participate in the Program. I recognize that the College is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility therefore. If I require medical treatment or hospital care, in a foreign country or in the United States, during the program, the College is not responsible for the cost or quality of such treatment or care.
- C. The College may (but is not obligated to) take any actions that it considers to be warranted under emergency circumstances regarding my immediate health and safety. I agree to pay all expenses relating thereto and release the College from any liability for any of its actions or inactions.

5. Standards of Conduct.

- A. I understand that each foreign country has its own laws and standards of acceptable conduct, including dress, manners, morals, politics, drug use and behavior. I recognize that behavior which violates those laws or standards could harm the College's relations with those countries and the institutions therein, as well as my own health and safety. I will become informed of, and will abide by, all such laws and standards for each country to or through which I will travel.
- B. I will also comply with the College's rules, standards or instructions for appropriate behavior. I waive and release all claims against the College that arise at a time when I am not engaged in College sponsored activities or that are caused by my failure to comply with such rules, standards, and instructions.
- C. I am solely responsible for any legal problems I encounter with any foreign nationals or government of the host country or any country through which I may travel. The College is not responsible for providing any assistance under such circumstances.
- D. For student travelers: I agree that the College has the right to enforce the standards of conduct described above, in its sole judgment, and that it will impose sanctions, up to and including expulsion from the Program, for violating these standards or for any behavior detrimental to or incompatible with the interest, harmony, and welfare of the College, the Program, or other participants. I recognize that due to the circumstances of foreign study programs, procedure for notice, hearing and appeal applicable to student disciplinary proceedings at the College do not apply. If I am expelled, I consent to being sent home at my own expense with no refund of fees.

6. Changes in Travel Arrangements. The College has the right to make cancellations, substitutions or changes in case of emergency or changed conditions. The College is not responsible for fluctuation in airfares, lodging rates and travel costs. For student travelers only: If I leave or am expelled from the Program for any reason, there will be no refund of fees already paid. I accept all responsibility for loss or additional expenses due to delays or other changes in the means of transportation, or other services, or sickness, weather, strikes, or other unforeseen causes. If I become detached from the Program group, fail to meet a departure bus, airplane, or train, or become sick or injured, I will at my own expense seek out, contact, and reach the Program group at its next available destination.

7. Assumption of Risk and Release of Claims. Knowing the risks described above, and in consideration of being permitted to participate in proposed travel, I agree, on behalf of my family, heirs, and personal representative(s), to assume all the risks and responsibilities surrounding my participation. To the maximum extent permitted by law, I release and indemnify Ramapo College of New Jersey, and its officers, employees and agents, from and against any present and future claim, loss or liability for injury to person, during my participation in travel defined above (including periods to or from any country included in my travel).

I have carefully read this Release Form before signing it. No representations, statements, or inducements, oral or written, apart from the foregoing statement, have been made. This agreement shall become effective only upon receipt of this document by Ramapo College of New Jersey and shall be governed by the laws of the state of New Jersey, which shall be the forum for any lawsuits filed under or indent to this agreement.

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(If applicant is under 18 years of age, a parent or legal guardian must also read and sign this form.)

3. Statement of Responsibility



STATEMENT OF RESPONSIBILITY & CONSENT FORM

The following agreement is designed to protect all participants in Ramapo College of New Jersey (RCNJ) Approved Study Abroad Programs: the students, RCNJ faculty members, RCNJ and the institutions cooperating with RCNJ. Please indicate your agreements with the following conditions by affixing your signature.

1. We understand we are required to maintain the same code of conduct outlined in the Ramapo College of New Jersey Student Handbook. A digital version of the Handbook can be found at: <http://www.ramapo.edu/students/judicial/index.html>
2. We understand that any program of travel does involve some risk and that participation in the program is voluntary. We release The College, its trustees, officers, and employees from any responsibility from claims, lawsuits, damages, expenses, liabilities or injuries which may arise to during participation in the Study Abroad Program.
3. We understand that it is the responsibility of the student to have adequate medical, accident, dismemberment and repatriation insurance coverage. We understand that it is required that the student be under the International Health Insurance included with the program.
4. We agree that if the student drives any motorized vehicle while abroad, they take full responsibility for all claims, damages, liability expels, lawsuits or injuries which may occur as a result of driving any motorized vehicle.
5. We acknowledge that the organizations involved in this program have forbidden the use of drugs by the participants except for those prescribed by an examining physician and noted on the Medical Authorization form.
6. We understand that while traveling or residing in any foreign country that the student will be subject to the laws, rules, and law enforcement procedures of that country. Any violation of such laws is beyond the control of the Study Abroad Program.
7. We understand that if the student leaves the program once the program has begun or tuition has been paid, there will be no refund (unless there is a medical condition that warrants withdrawal). If the student is receiving financial aid, it is understood that full payment for tuition and program fees has been committed by the student. Transcripts will be held until such payment has been made in full.

4. Code of Conduct

Pages 80-96 of the Student Handbook (see link above)

5. Parent Notification

Parental Notification for Student Violations of the Alcohol and Other Drugs Policy

A 1998 amendment to The Family Education Rights and Privacy Act of 1974 authorizes higher education institutions to inform a parent or legal guardian of any student under age 21, who has

been found in violation of any federal, state or local law or any rule or policy of the institution governing the use or possession of alcohol or controlled substances.

The Office of Judicial Affairs will notify parents/guardians of students under 21 years of age when a student is found responsible* for (1) a violation of the drug policy, (2) a second violation of the alcohol policy, and (3) on the first violation of the alcohol policy when one or more of the following occurs:

- the student demonstrates a reckless disregard for his or her personal safety or the safety of others;
- medical attention to any person, including the student, is required as a result of the student's alcohol related behavior**;
- there is significant property damage;
- the student operates a motor vehicle under the influence of alcohol;
- the incident involves another serious violation of the Code of Conduct or New Jersey Law.

* Please note: Parental notification will only take place after all possible appeal processes have upheld the finding of responsibility for the offense.

**In a situation where a student's health or safety is/was seriously endangered every attempt will be made to notify the parent/guardian immediately.

Disciplinary Tips and Procedures

Typical Issues

- Excessive Drinking
- Inappropriate Sexual Behavior
- Skipping Program Activities
- Non-communication
- Tardiness
- Non-compliance with program norms
- Attitude
- Culturally disrespectful
- Conflict Issues

Tips to Reduce Issues

1. Preparation
2. Check-ins
3. Positive, Effective Communication
4. Clear rules, guidelines & norms
5. Respect
6. Discussion-ready environment

Dealing with Disciplinary Issues

- Review what the behavior was
- Review how the behavior was inappropriate and/or broke rules
- Discuss potential questions of behavior
- Discuss next steps
- Check-in
- Complete incident report form for ALL discipline or other issues
- If necessary, complete a behavioral contract
- Final step, removal from program (with RCNJ approval & documentation)



INCIDENT REPORT FORM

A. Complete all Fields

Program Name		Date of Report	
Incident Date and Time		Reporting Staff Member	

B. Complete all Applicable Fields

Name (s) of individuals involved in incident		Where event occurred. On or Off Program property?	
Injury Description		Illness Description	

C. Nature of Incident (check all that apply)

<input type="checkbox"/> Injury	<input type="checkbox"/> Equipment Failure	<input type="checkbox"/> Behavioral/ Psychological
<input type="checkbox"/> Illness	<input type="checkbox"/> Missing/Separated Person	<input type="checkbox"/> Natural Disaster
<input type="checkbox"/> Physical Assault	<input type="checkbox"/> Sexual Assault	<input type="checkbox"/> Theft
<input type="checkbox"/> Property Damage	<input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Fatality
<input type="checkbox"/> Crime	<input type="checkbox"/> Political Upheaval	<input type="checkbox"/> Disease Outbreak

D. Activity at Time of Incident (check all that apply)

<input type="checkbox"/> Class time	<input type="checkbox"/> Service	<input type="checkbox"/> Home-stay
<input type="checkbox"/> Free Time	<input type="checkbox"/> Traveling	
<input type="checkbox"/> Fieldtrip	<input type="checkbox"/> Camping	
<input type="checkbox"/> Hike/Jog/Walk	<input type="checkbox"/> Swimming	
	<input type="checkbox"/> Other	

E. Action Taken (check those taken) Details

<input type="checkbox"/> First Aid	Describe treatment:
<input type="checkbox"/> Emergency Evacuation	Describe:
<input type="checkbox"/> Visit Medical Facility	Name of Facility, Doctor/PA/Nurse and details of visit
<input type="checkbox"/> Emergency Contact Notified	Person Contacted and time
<input type="checkbox"/> Contacted Headquarters	How, when, and who?
<input type="checkbox"/> Notify Local Authorities	Who and when
<input type="checkbox"/> Follow-up Plan?	Details:

F. Contributing Factors (Check all that apply)

	Not disclosed in Medical Form	Sports/Recreation	Animal/Insect/Plant
	Pre-Existing Condition	Alcohol/Drugs/Medication	Cars/Trucks
	Pre-Course Info	Orientation/Training	
	Political/Cultural/Language	Weather/Terrain	

G. Narrative (The story/What happened):

H. Analysis (Why did this happen? Could this have been prevented? What might we do to prevent it in the future?)

Faculty/Staff Signature:

Student Signature:

Date:

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Sample Behavioral Contract

[Date]

[Student Name]
[Student Address]

Dear [Student Name],

This letter serves as a follow up on our meeting on [Date of meeting].

Your [name of disciplinary violation] penalty will be rescinded upon my receipt of your written commitment to the following:

1. If I am found responsible for violating any aspect of the Ramapo College Student Handbook, I agree that I will be removed from the [Title of Program] immediately, at my own expense.
2. I agree that the college reserves the right to remove me from the [Title of Program] at my own expense.

Student Signature

Date

If you have any questions, please do not hesitate to contact me by e-mail (e-mail address).

Best regards,

[Faculty/Staff Name]

Crisis Management

1. Preparation
2. Knowing the resources
3. Communication with students and RCNJ staff
4. Set clear guidelines, norms, rules
5. Sometimes things are out of your hands
6. Know where students are at all times

Crisis Communication

1. Call RCNJ Staff

Int'l Center Main line (201) 684 - 7533
Ben Levy - direct (201) 684 - 7806
Kate Godfrey – direct (201) 684 - 7463
Public Safety (201) 684 - 6666
Counseling Services (201) 684 -7522
Assault Contact Team (201) 684 - 7222

2. Define roles in the crisis
3. Individual & group care
4. Self-care
5. Utilize support resources
6. Insurance resources

HTH Worldwide

Inside the US: 800-257-4823

Outside the US: 610-254-8771 (collect)

assist@hthworldwide.com

RCNJ Code: **FNR-12449**

001-610-254-8772 Global Health & Safety Dept (for arranging treatment; collect call)

globalhealth@hthworldwide.com

Emergency Response Plan

What constitutes an emergency?

Incident/Accident/Illness: Student or staff member requiring more than routine medical care.

Crimes/Arrests: Crimes committed by or against a student, including physical and sexual assault, drug and alcohol related incidents.

Psychological Emergencies: Suicide threats and attempts, serious eating disorders, erratic or threatening behavior due to mental health related conditions.

Death: Student or staff member.

Natural Disaster, Terrorism, Fire, Flood or Other Incident: Within the city, region or country of the program requiring special assistance or relocation.

Evacuation: Natural Disaster/Terrorism/War/Political Emergency

Pandemic: A global disease outbreak.

5 Parts to Plan Protocol

1. Inform

- Constant and consistent communication with students to encourage trust and confidence, encourages open communication and increases the likelihood of them in inform staff of an incident.
- Notify the Ramapo Study Abroad office as soon as possible.
- Notify students in a more formal way, should you receive notifications of political, environmental or other events planned for or occurring in the moment, via sources to which you trust (OSAC, HTH, etc.)
- Be sure to inform yourself of local news and information information.

2. Manage Roles and Responsibilities

- Students: the primary players in incidents and events that impact them directly. They must always be supported as the key participants and first senders and receivers of information. This can sometimes be a challenge when parental involvement may lead to the student being removed from or superseded in the communications. Ramapo College staff will always ensure that the student is kept in the loop and not bypassed in the process as long as the student remains fully capable of participating.
- Resident Program Assistant: the primary contact with those in the host country, including students, the Local Semester Coordinator, and local resources. Ramapo College's Residential Staff will keep the Study Abroad Office informed. They are typically "first responders" on site and will assess the situation and document what is needed by the student and submit a suggested course of action to the Study Abroad Office and implements the on-site response.
- Local Semester Coordinator: provides the lead role in support and serve as liaison for various issues related to housing, academic absences, host country laws and visa implications. The Ramapo Resident Program Assistant will assure coordinated communications and collaboration as the situation dictates.

- Ramapo College: will be kept informed by the Resident Program Assistant depending on the nature of the event, and advise and support them as necessary. The Study Abroad Office will keep other university personnel and offices apprised as necessary and appropriate.
- Student's Family: support network will also be involved to varying degrees. The Resident Program Assistant should establish the parameters of the student's wishes immediately to assure compliance with FERPA requirements and respect of student's rights. Parent initiated communications must be verified with student and Ramapo College. When in doubt, direct them to speak with Ramapo College's Office of Study Abroad. The Resident Program Assistant needs to make a judgment call if the students "health and well-being" is at stake and unable to clarify their wishes due to incapacitation in some way. Compassion, quality support, and clear and timely communications with parents is crucial to a successful outcome response to the event.
- HTH Insurance: case managers may be involved with Ramapo College staff serving as initial communications liaisons. HTH liaison may be best facilitated by residential staff on site with student and medical facilities. Students and/or their designated parental contact will be the direct communicator with these parties and receive direct medical, safety and medical counsel from these expert providers with facilitation by Ramapo College staff, as necessary
- US and Local Media: may be involved depending on the seriousness and broad nature of the event. All Ramapo staff defer media request (from local, university, domestic or international media) to one designated person, usually the Chief Information Officer.
- Other students: may be impacted by a student's individual incident (i.e. co-student seriously hurt in bus crash, student death, or other). They should be kept informed as feasible, respecting the injured student's privacy, and support networks made available for counseling.

3. Communicate with Constituents

- Consistency of communications assures the accuracy of information flow and builds confidence in the relationship. All concerned parties should have one primary contact during the event rather than several people.
- Communication with students and other involved parties transpires through various means including cell phone, Facebook (for group announcements), Skype or email communications. At the program site the Resident Program Assistant is in personal contact. All communication – and details of the conversation – MUST be documented by the Ramapo College staff in the Incident Report; this ensures there is a written record of the incident and response.
- Ramapo staff always maintains the student's confidentiality and works to ensure that his/her individual right to privacy is respected. Ramapo College may or may not have received consent from our participants to share information. Additionally, FERPA (Family Educational Rights and Privacy Act) allows schools and providers to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

4. Identify Appropriate Resources

- The Residential Staff has a list of contact information of local resources as appropriate to their site. This includes a variety of organizations, individuals and businesses which may be needed during an emergency response. Resident Assistants have student medical records, email and physical addresses, and cell phone numbers for all participants at their site.
- The vast resources and support services of the Host Program will be the primary resource in times of emergency response. Partners are chosen BECAUSE of these existing local networks and are often best placed to coordinate the response in emergency situations on their soil. Ramapo College on-site and U.S. based staff will coordinate with these partners to advocate and liaise as appropriate.
- HTH Worldwide, the international insurance provider, is a key resource in resolution of events involving the health of the student. Ramapo College staff are not experts in the medical or psychological needs of our participants. Students will be directed to the vast resources of HTH worldwide services to identify and receive appropriate treatment for any of their health needs while abroad. Ramapo staff will liaise with HTH and student as necessary.

5. Document Emergency

- Careful documentation is a key component of the Ramapo College Response Plan to assure accuracy of information, clarity in communication flow, and efficiency of incident management. All primary players can refer to a concise timeline of events, communications, participants, and actions. A detailed record of events is demonstration of due diligence in Ramapo Colleges' decision making and communications when responding to emergencies.
- Ramapo College utilizes two primary reporting templates as internal central points of communication, documentation of timelines and actions, and incident tracking. Faculty Directors and Program Assistants are responsible for maintaining and distributing these documents as appropriate. For all incidents please complete the Incident Report Form located in this handbook, as well as through the printed copies provided to you.
- Successful management of an emergency must include keeping all appropriate constituents informed of events in a complete, ongoing, and timely manner.
- During an emergency response Ramapo College staff will often utilize email as the primary means of communication. Group distributions with updated

information may be sent to students, emergency contacts, or home office and host partners. These written communications are important to document response, keep constituents up-to-date, lessen time required for individual communications, and show due diligence. It is important to be clear, factual, and professional in these communications and Program Directors and Assistants are encouraged to ask the Director of International Education to review the communication prior to transmission.

Sexual Harassment & Sexual Violence

Preparation/Prevention

- On-site orientation
- Continuous reminders about unsafe neighborhoods, recommended taxi companies and to always travel in groups
- Monitoring student behavior
- Calling students out on risk behavior (and perhaps completing an incident report)

Supporting Students

- Whether in an alleged harassment or assault situation, it is important to listen and take every situation seriously
- Focus on support, not blame

After an Assault

1. Provide student support
2. It is NOT their fault
3. Discuss options (when they are ready)
 - Police report
 - Hospital (rape kit, where available)
 - RCNJ incident report
4. Respect confidentiality; do not discuss situation with other members of the group
5. Communicate with the Title IX officer at RCNJ

Mental Health Support

Identifying the warning signs

- Distant
- Does not participate
- Quiet
- Isolated from group
- Angry without reason
- Spontaneous
- Engaging in risk behaviors
- Crying
- Overly sensitive
- Overly sexualized

Knowing the available Resources

- RCNJ Counseling Services
- Student Peers
- Program Staff
- Local counselors/clinics/hospitals
- Student Mentors
- Student's Family

Self-Care

Be sure to take care of yourself throughout the program, and especially in crisis situations. You need to remain calm, healthy, safe, and functional in order to support the student in crisis and the group as a whole.

Case Studies

Case Study #1

You notice a student is isolating themselves from the group and during program activities they are remaining uninvolved. What is your first step?

You found out that the student is missing home. You also hear from other members of the group that they overheard this student crying on the phone with someone back in the states. After discussing with the student they reveal that they have depression and am stopped taking their medication. What are your next steps?

Case Study #2

During one of your excursions, you have the spontaneous opportunity to be welcomed in my a community leader who would like to speak to the students. Even though this activity is unplanned, you decide it is an incredible opportunity. You and the students are going into this activity slightly unprepared given its spontaneous nature.

During the activity/excursion, the community leader discusses the challenges facing the community and introduces the group to one extremely poor family who has 2 children who are mentally disabled and do not have appropriate resources to barely make ends meet.

After the activity, as always, you conduct a debrief. The students reveal that they have been deeply affected by this experience and are struggling with negotiating their feelings and response. How do you access the group and support their feelings?

Case Study #3

You receive a call from the local police that one of your students has been dropped off at the local police station by local farmers after she was found running naked in the field. She is barely functional and seems to be on another plane. The police found her emergency card in her pocket and called you as they realized she was a foreigner. They believe she may be on drugs. They request that you come down to deal with her.

What do you do first?

Upon arriving to the station, the police inform you that they have completed a drug test and she in fact is not on drugs. They would you like you to take her from them and deal with her as there is something wrong with her, but it is in fact not criminal.

What are your next steps?

Group Dynamics

Group Development Theory

One model, developed by Bruce Tuckman in 1965. Important for group growth, facing challenges, be functional, etc.

Forming

- Individual's behavior is driven by group acceptance.
- Conflict avoidance
- Information gathering by individuals of each other
- Not a very productive stage
- Unaware of unspoken norms
- Leaders and followers begin to immerge (individual roles)
- Supervisors should be more directive during this phase

Storming

- Ideas compete for consideration
- Determine how they function independently and as a group – defining roles
- Maturity of group members often determines the length of time group remains in this stage
- Tolerance & respect is key to successful progression through this stage
- Cannot be allowed to get out of control, confront early
- Supervisors need to remain directive

Norming

- Adjusting behavior to larger group behavioral norms
- Members agree on rules and guidelines, values, etc
- Trust begins
- Motivation increases
- Encourage there to still remain critical thinking and dissent, to avoid groupthink
- Supervisors begin to be more participatory
- Group members take great responsibility

Performing

- Limited groups reach this stage
- Effective and smooth functioning and work performance
- Limited need for external supervision

- Group members are knowledgeable, confident, & motivated
- Dissent is expected and allowed, through positive communication strategies
- Be careful with changes to leadership structures

Promoting a positive group environment

Stage of the group	Demonstrated by	Facilitator's task	Examples of exercises used to achieve this
Beginning	<ul style="list-style-type: none"> · Slight discomfort in the atmosphere · Participants talk mostly to those they already know · Participants may sit silently isolated from one another 	To "speed up" the process whereby participants become acquainted so that they can begin working effectively	Icebreakers
Clarification and Consensus	<ul style="list-style-type: none"> · More interaction among participants · Communication still "guarded" 	To clarify the task and how the group will need to work collaboratively towards achieving it	Expectations Ground rules
Focusing on the Task	<ul style="list-style-type: none"> · Most individual concerns become less apparent as participants focus on the task at hand · Collaborative atmosphere · Appropriate humour 	To assist the group to achieve its work-focused goals	Scenarios Case studies Analytical Exercises Action Planning Tools
Ending	<ul style="list-style-type: none"> · Warmth among participants · Expressed desire for social interaction 	To provide an appropriate means for participants to appreciate themselves and others and to "complete" the workshop process	Evaluation Ending exercises

Forming

Be inclusive and empowering. Make sure that everyone connected to the group is involved. Seek out diverse members and talents and model inclusive leadership. Identify common purposes and targets of change. Create an environment that fosters trust and builds commitment to the group.

Storming

Be ethical and open to other people's ideas. Allow differences of opinion to be discussed. Handle conflict directly and civilly. Keep everyone focused on the purpose of the group and the topic of conflict. Avoid personal attacks. Examine biases that may be blocking progress or preventing another member to be treated fairly.

Norming

Be fair with processes. New members should feel welcomed, informed, and involved. Continue to clarify expectations of individuals and of the group. Engage in collaboration and teamwork.

Performing

Celebrate accomplishments and find renewal in relationships. Encourage and empower members to learn new skills and to share roles that keep things fresh and exciting. Revisit purpose and rebuild commitment.

Effective Conflict Mediation

* View the group as a team!

A major advantage a group has over an individual is its diversity of resources, knowledge, and ideas. However, diversity also produces conflict. Conflict arises from differences. When individuals come together in groups their differences in terms of power, values and attitudes, and social factors all contribute to the creation of conflict. It is often difficult to expose the sources of conflict. Conflict can arise from numerous sources within a group setting and generally falls into two categories, as it relates to study abroad: communication factors, structural factors and personal factors. Barriers to communication are among the most important factors and can be a major source of misunderstanding. Communication barriers include poor listening skills; insufficient sharing of information; differences in interpretation and perception; and nonverbal cues being ignored or missed. Personal factors include things such as an individual's self-esteem, their personal goals, values and needs. In order for conflict to be dealt with successfully, faculty, program assistants and group members must understand its unpredictability and its impact on individuals and the group as a whole.

Conflict in groups is not necessarily destructive, however. Conflict can be considered positive, as it facilitates the surfacing of important issues and provides opportunities for people to develop their communication and interpersonal skills. Conflict becomes negative when it is left to escalate to the point where people begin to feel defeated, and a combative climate of distrust and suspicion develops. Negative conflict can destroy a group quickly, and often arises from poor planning. High potential areas from which negative conflict issues commonly arise are:

Administrative Procedures: If the group lacks clear guidelines for what it's doing, its members will not be able to understand and integrate.

Schedules: The schedule is highly consequential to the group and the program and should be highly visible. All members should be willing to work together to support each other when flexibility and patience is essential.

Responsibilities: Each group member must know what their roles are and who is accountable for them.

Wish Lists: Stick to the program first and avoid being sidetracked into trying to fit other things into it. Wait and do the other things you would like to do after program activities have been accomplished.

Group members can and should attempt to avoid negative conflict from occurring. Being aware of the potential for negative conflict to occur, and taking the necessary steps to ensure good planning will help.

Handling Negative Conflict

When negative conflict does occur there are five accepted methods for handling it: Direct Approach, Bargaining, Enforcement, Retreat, and De-emphasis. Each can be used effectively in different circumstances.

1. **Direct Approach:** This may be the best approach of all. It concentrates on the leader confronting the issue head-on. Though conflict is uncomfortable to deal with, it is best to look at issues objectively and to face them as they are. If criticism is used, it must be constructive to the recipients. This approach counts on the techniques of problem-solving and normally leaves everyone with a sense of resolution, because issues are brought to the surface and dealt with.
2. **Bargaining:** This is an excellent technique when both parties have ideas on a solution yet cannot find common ground. Often a third party, such as a group leader, is needed to help find the compromise. Compromise involves give and take on both sides, however, and usually ends up with both walking away equally dissatisfied.
3. **Enforcement of Group Rules:** Avoid using this method if possible, it can bring about hard feelings toward the leader and the group. This technique is only used when it is obvious that a member does not want to be a group player and refuses to work with the rest. It could be necessary that an individual needs to be removed from the group.
4. **Retreat:** Only use this method when the problem isn't real to begin with. By simply avoiding it or working around it, a leader can often delay long enough for the individual to cool off. When used in the right environment by an experienced leader this technique can help to prevent minor incidents that are the result of someone having a bad day from becoming real problems that should never have occurred.
5. **De-emphasis:** This is a form of bargaining where the emphasis is on the areas of agreement. When parties realize that there are areas where they are in agreement, they can often begin to move in a new direction.

Managing Cooperative Conflict

Though we often view conflict through a negative lens, groups require some conflict to operate effectively. Cooperative conflict can contribute to effective problem solving and decision making by motivating people to examine a problem. Encouraging the expression of many ideas; energizing people to seek a superior solution; and fostering integration of several ideas to create high-quality solutions. The key is to understand how to handle it constructively. If members understand how to do it, differences that arise can result in benefits for a group.

While it is true that suppressed differences can reduce the effectiveness of a group, when they are brought to the surface, disagreements can be dealt with and problems can be resolved. The actual process of airing differences can help to increase the cohesiveness and effectiveness of the group through the increased interest and energy that often accompanies it. This in turn fosters creativity and intensity among group members. In addition, bringing differences to the surface can result in better ideas and more innovative solutions. When people share their views and strive toward reaching a consensus, better decisions are reached. Group members also improve their communication skills and become better at understanding and listening to the information they receive when differences are freely aired. Tips on improving listening skills:

Listen for meaning.

Understanding is not agreeing.

Seek clarification before responding, if needed.

Apply listening skills when receiving a message.

Evaluate yourself for how well you listened at the end of any conversation.

The tension of well-managed conflict allows groups to confront disagreement through healthy discussion and improve the decisions made. This leads to greater group efficiency and effectiveness. Effectively managing conflict allows groups to stay focused on their goals. Swift and constructive conflict management leads to a broader understanding of the problem, healthy expression of different ideas or alternatives, and creates excitement from the positive interaction and involvement which will help the group through periods of transition and on to greater levels of performance.

Group Resolution Process

Conflict should first be handled on an informal basis between the individuals involved. This, they say, will allow time for resolution or self-correction by the individuals. If resolution is still not achieved the dispute should be openly discussed in a group meeting. A formal discipline process needs to occur, if resolution is not achieved after being addressed at the group level. The escalating process of Group Resolution is as follows:

1. Collaboration (One-on-one): Handle the new problem person-to-person. Use as many facts as possible and relate the issue to group needs. Be open and honest and conduct the session in a private setting. Document the concerns or issues, the dates, and the resolution, if any, and have both parties sign it.
2. Group Counseling: The conflict is now a definite issue to the group. Handle the conflict at a group meeting; put the problem on the next agenda and invite the necessary individuals. Again, bring up the facts, relate the issue to group needs. Be open and honest, discuss it in a private setting, document it, and have all parties sign it. Anyone on the group can put an issue or problem on the group agenda, however, this step should be used only after Collaboration has been ruled out.

The Five-P's of Conflict Management:

1. Perceptions: People associate conflict with negative responses such as anger, fear, tension, and anxiety. Rarely do we perceive any benefits from being involved in a dispute. Our negative perceptions impact our approach in resolving conflict as we strive to eliminate the source of these negative feelings.
2. Problems: Anyone can be involved in a conflict, and the amount of time, money, and equipment needed for resolution will vary according to its complexity.
3. Processes: There are different ways to go about resolving disputes: Suppress the conflict, give in, fight, litigate, mediate, etc.

4. Principles: We determine the priorities of all resolution processes on the basis of an analysis of our fundamental values regarding efficiency, participation, fairness, compliance, etc.

5. Practices: Power, self-interest, and unique situations are all factors relating to why people resolve disputes the way they do.

Negotiation

Negotiation offers flexibility and viability other responses, such as Avoidance, Confrontation, and Diffusion lack. The process of negotiation involves listening to both sides, seeking out common areas of interest and agreement, and building on them so that individuals can understand each other's points of view. Four essential skills group leaders need to learn and apply to effectively resolve disagreements using the negotiation process:

Diagnosis: Recognizing areas of understanding and areas of differences.

Initiation: Bringing the disagreements to the surface.

Listening: Hearing not only what the other person is saying, but the emotional aspects as well.

Problem Solving: A process with numerous steps including data gathering, considering its impact, examining alternatives, identifying solutions, and developing a plan of action.

In order to resolve their differences, bringing the parties together and, with the assistance of a third party, asking the following questions:

What is the problem, as you perceive it?

What does the other person do that contributes to the problem?

What do you want or need from the other person?

What do you do that contributes to the problem?

What first step can you take to resolve the problem?

Each party should be questioned while the other listens, asking questions only for clarification.

Then the parties discuss a mutual definition and understanding of the problem. They should be allowed to express their feelings and get hostility out of their systems at this stage, but both parties must be willing to admit partial responsibility for the problem. This requires good listening, low defensiveness, and an ability to stay in a problem-solving mode. Agreement should be reached on what steps will be taken to resolve the problem, and should be put in writing in order to prevent later misunderstandings.

The key is exposing the different positions as early as possible. If conflict is left to simmer and then erupt into open warfare, it becomes much more difficult to resolve. Revealing the sources of conflict early on enables people to understand the facts of the dispute, before emotions get the upper hand, which may allow them to more easily see their areas of agreement. When agreement areas are identified, people can then work toward arriving at a consensus and develop a process for resolving problems in the future.

5 steps to resolving conflict:

Acknowledge that the conflict exists.

Gain common ground by putting the conflict in perspective with the goals and purpose of the group and the program.

Seek to understand all angles of the disagreement, keeping in mind that understanding is different from agreement.

Attack the issue, not each other. Channel anger and hostility into problem solving and action planning.

Develop an action plan describing what each person will do to solve the problem.

This method allows both parties to acknowledge the nature of the conflict, then jointly work toward resolving it. The key to this process is responding quickly and effectively when conflict presents itself. Group members should be encouraged to voice their concerns in group meetings rather than outside the group setting, in an attempt to avoid what they call the Parking Lot Commentary. This happens when group members are afraid to voice feelings to the group so they begin to talk about group issues in conversations with individuals. When this occurs it undermines the trust and integrity of the group.

More frequent and effective upward, downward, and group communications.

More frequent meetings to increase communication.

Listen: To hear what someone else is saying is not the same as listening. To listen effectively means clearing your mind of distractions and concentrating not only on the words but also on nonverbal gestures, which often convey ninety percent of what the person is trying to say. When resolving disagreements, you often have to deal with feelings first.

Acknowledge: You can acknowledge people's positions without agreeing with them. Show this with statements like, "I understand that you're angry," "If I understand you, you think we should", or "Let's explore your opinion further." You may still disagree with them, but at least they know you've heard them.

Respond: You've listened and acknowledged what the other person is saying. Now it is your turn to be heard. If you're offering criticism of your groupmate's ideas, make sure it's constructive, and if you're disagreeing with them, be ready to offer an alternative. Be willing, also, to be questioned or challenged, while avoiding defensiveness when you answer.

Resolve remaining differences: Define the real problem by looking for what's causing the disagreement. Then analyze it into its manageable parts. Now you can generate alternative solutions to the problem and select the alternative on which everyone can agree.

For individuals to work effectively in groups they must be able to clearly communicate their ideas, to listen, and be willing to disagree. Although it is difficult, learning to appreciate each other's differences reflects a group's ability to manage conflict. When conflict occurs we must not turn our backs and hope it will go away. Instead, we must learn to tolerate it, even welcome it, for well-managed conflict can be the source of change and innovation.

Supporting Diverse Students Abroad

What is Diversity?

- Learning Differences
- Physical Disability
- Sexual Orientation
- Gender Orientation
- Gender
- Race/Ethnicity/Heritage
- Lingual
- Urban vs. Rural

Identity Development Theories

Cass's Model of Homosexual Identity Formation (1979)

Stage 1: Identity Confusion- the individual becomes aware of thoughts, feelings, or behaviors that could be homosexual. Self-questioning occurs but self-disclosure is rare.

Stage 2: Identity Comparison – the individual starts to reconcile own behavior, the conflict begins with others' perceptions of the self and social alienation needs to be dealt with. Positive experiences may lead to increase contact with other homosexuals, but maintaining a public image of heterosexuality; while negative experiences may lead to foreclosure and self-hatred.

Stage 3: Identity Tolerance – increased acceptance of one's private self-image and increased contact with the gay community leads to a conflict with one's public image.

Stage 4: Identity Acceptance – Experience with other gays or lesbians tend to validate homosexual identity. Beginning to disclose identity to other heterosexuals. Many individuals will remain at this stage because it is a comfortable place.

Stage 5: Identity Pride – at this stage individuals become angry with heterosexual society because of the conflict between one's self-perception and others' perceptions of the individual. As a result the individuals might narrow their contact to people who are of the same sexual orientation as them. Negative responses might further promote alienation while positive ones will challenge this notion.

Stage 6: Individual Synthesis – the frustrations in Stage 5 withdraws and individual recognizes values of both heterosexual and homosexual identities. Sexuality becomes part of one's identity rather than the main determinant.

Why would students reject LGBT identity?

1. Safety

- Youth may fear negative consequences, especially if they live in secluded, conservative regions with little support
- May personally accept their sexuality, but realize it is unwise to come out until they are in a more accepting environment.
- 2. Internalized homophobia
 - Some youth are disgusted by the “unnaturalness” of same-sex attraction and the assumed inevitable lifestyle they would lead if they came out
- 3. Fluidity
 - Same-sex relationships are discrete and are not considered permanent or as an attribute of their identity
 - Attraction is to the individual, not a particular identity
- 4. Philosophy
 - Some youth fully accept their same-sex orientation but oppose the categorization of their identity
- 5. Fit
 - Find that stereotypical depictions do not fit their experience and do not do justice to their identities
- 6. Religion
- 7. Politics
 - Opposition to political implicates tied to labels
 - “selling out” – the identity is too mainstream and no longer has the political relevance needed to address cross-movement issues
 - “I’m not queer” – youth who aren’t political or sexual outlaws but want to be “normal” youths

Gender-Related Resources

- Gender & Study Abroad
 - Cultural Gender Roles Abroad
 - How to navigate gender
 - Transgendered students abroad
- Sexual Harassment
 - How does it look abroad?
 - How do deal with it?
- Sexual Violence & Resources Abroad

Gender & Study Abroad: <http://www.international.umd.edu/studyabroad/6271>

Research Article:

http://www.allacademic.com/meta/p_mla_apa_research_citation/0/6/9/3/0/p69307_index.html

Why Men Don’t Study Abroad: <http://melancholicfeminista.blogspot.com/2007/03/on-why-men-dont-study-abroad.html>

Sexual Harassment & Global Education: <http://www.globaled.us/irl/irlcc2.html>

Sexual Violence Abroad Research: http://www.globaled.us/safeti/v1n2_labrack.html

Theatre group on sexual violence (w/ paragraph on study abroad):

<http://www.alongwalkhome.org/SOARS.htm>

Sexual Orientation Resources

- GLBQ Student Abroad
- On-Campus resources
- Off-Campus resources
- Identity Development & Study Abroad
- Preparing for study abroad
- While in country
- Upon return – how to further support students

NAFSA Rainbow SIG: <http://www.indiana.edu/~overseas/lesbigay/>

Study Abroad for GLBT Students (MSU): <http://studyabroad.msu.edu/forms/glb.html>

NYU: <http://out.ucr.edu/topics/studyabroad.htm>

Re-Entry

Important to discuss re-entry prior to re-integration and then re-visit it once re-integration has occurred.

Academic

How does the program, course, cultural experience, etc relate to the larger academic context?

How can a student discuss their experiences and newly gained knowledge in their traditional classroom contexts?

Professional

How can this experience benefit the student in their professional trajectory?

What workforce skills have been gained and/or strengthened during this experience?

Social/Cultural

What cultural characteristics have the students learned?

How will they discuss this experience with friends and family members (understanding that people will unfortunately have limited capacity to pay attention for extended periods)?

How has the student grown and transformed as a result of this experience?

Emotional

What do the students expect upon their return to the US?

What do the students expect upon their return to RCNJ?

Do they have any concerns about their return?