



# International Academic Programs

UNIVERSITY OF WISCONSIN-MADISON

## **MANUAL 3: Onsite Guidelines and Procedures**

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**PROGRAM LEADERS AND ON-SITE  
PERSONNEL**

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SPRING BREAK 2022, SUMMER 2022 &  
2022-23

REVISED MARCH 2022



Dear Colleagues,

Thank you for choosing to commit your time, energy, and expertise to providing a study abroad experience for UW-Madison students. We appreciate your initiative, careful planning, and leadership and we aim to support you in your work. Faculty-led study abroad and domestic study away programs give students the opportunity to learn both in and outside the classroom and to work closely with faculty in a new context. Students typically find that their experiences abroad are some of the most fulfilling of their undergraduate career. Similarly, faculty report that teaching abroad allows them a different kind of teaching experience and one that they have found particularly rewarding.

This handbook is intended to provide Program Leaders with information concerning your roles and responsibilities while on the program as well as related processes and policies. The Program Leader's role is critical. Your responsibilities range from designing academic content, to assisting with logistics, to managing risks. Planning a study abroad program will require you to go beyond your usual on-campus duties to become a travel agent, bookkeeper, and a 24-hour contact. Leading a study abroad program means that you will spend much more time with your students, both in and out of class, and will likely serve as a close adviser and mentor.

Faculty who lead programs abroad and the UW-Madison offices supporting them must be ready to work together to respond in an effective and timely manner in the event of a crisis. For this purpose, and as a useful reference tool, all Program Leaders (including those who have previously led programs) should read all manuals carefully, keep a copy on hand, and attend a training that is offered each semester by International Academic Programs.

Thank you again for your time and commitment in providing this valuable experience to UW-Madison students. Remember that Study Abroad staff are always available to provide support to Program Leaders at any point before, during, or after the program.

Safe Travels,

Dan Gold  
Director, International Academic Programs

There are a total of three (3) manuals for Program Leaders. This manual, Part 3, provides details pertaining to on-site logistics and program management including emergency procedures. Part 1 relates to program development and Part 2 describes pre-departure program preparation.

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# I. STUDY ABROAD STAFF CONTACT INFORMATION

## **International Academic Program's (IAP) Main Office and Study Abroad Resource Center**

301 Red Gym  
716 Langdon Street  
Madison, WI 53706  
p: 608-265-6329  
f: 608-262-6998  
[peeradvisor@studyabroad.wisc.edu](mailto:peeradvisor@studyabroad.wisc.edu)

### **Office Hours/Peer Advisor Walk-in Hours**

Monday - Friday  
8:00 a.m. - 4:30 p.m.  
[Click Here to Meet Our Team >>](#)

IAP has a 24/7 emergency phone that rotates weekly among study abroad staff to assist students, staff, and faculty abroad. This number is provided to Program Leaders (PLs) and students in their MyStudyAbroad online portal (MySA) and is listed on the program's emergency card.

### **IAP Emergency Phone Number: 608-516-9440**

IAP also works in close partnership with the College of Agricultural and Life Sciences, the College of Engineering, and the Wisconsin School of Business to administer programs geared specifically for their academic disciplines.

## **CALS Study Abroad Resource Center**

116 Agriculture Hall  
1450 Linden Drive  
p: 608-265-3835  
[studyabroad@cals.wisc.edu](mailto:studyabroad@cals.wisc.edu)

[Click Here for CALS Office Hours/Peer Advisor Walk-in Hours >>](#)

## **International Engineering Studies and Programs Resource Center**

1150 Engineering Hall  
1415 Engineering Drive  
p: 608-263-2191  
[international@engr.wisc.edu](mailto:international@engr.wisc.edu)

## **Wisconsin School of Business International Programs Resource Center**

3290 Grainger Hall  
975 University Avenue  
p: 608-265-5017  
[international@wsb.wisc.edu](mailto:international@wsb.wisc.edu)  
Hours/Peer Advisor Walk-in Hours:  
Monday - Thursday 10:00 am - 4:00 pm  
Friday 10:00 am - 3:00 pm

[Click Here for WSB Advising Information >>](#)

# II. PREPARING FOR YOUR STUDY ABROAD PROGRAMS

## ONSITE PROGRAM MANAGEMENT

Study Abroad Staff are committed to working closely with Program Leaders (PLs) to ensure all programs operate at the highest standards and team members 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 Parts 1 and 2 of the PL Manual.*

### 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 Study Abroad 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

You should do your best to be open and available to students throughout the duration of the program. Make sure students are aware of your availability. This is particularly important at the start of the program, when students are adjusting to the culture and perhaps experiencing some homesickness. Indeed, the quality of your interaction with the students during this initial period can be crucial for the success of the program. If you are away from the program site, 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 and you 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, PLs may, at times, separate into smaller groups. It is the expectation is that PLs will be in touch with each other and at least one will be with 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 Study Abroad Staff member designate. Please be sure that Study Abroad Staff are aware of changes to the itinerary, upcoming vacations, group travel, or times when the program office may be closed for an extended period as well as the best method of communication with you in the event that you are away from the program site.

Keep in mind that 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 feel a part of the group while maintaining their individuality. This can be done 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. It is recommended that 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. The following is a list of what to cover:

- Provide emergency response plan and procedures, meeting place and communication in an emergency, fire drill or evacuation plan for group lodging when applicable;
- 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 their 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 your 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 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 Study Abroad Staff 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 Study Abroad Staff to discuss the situation you are facing. Study Abroad Staff 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 not to 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 Study Abroad Staff immediately. We 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

You will serve as the primary in-country emergency contact person for program participants. To this end, you should always carry a cell phone during your time abroad in case of emergencies. You must remain in the same city as the program at all times unless an alternative emergency contact is identified and Study Abroad Staff 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 Financial Specialists 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 your Study Abroad Advisor (SAA) 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, we do 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 Study Abroad Staff and/or inform the student to let their SAA 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 prohibits PLs or program staff from consuming alcohol at any time with students present.

## **7. Communicate with Your Study Abroad Team Members**

By the second day of the program, please send your SAA 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 Study Abroad Staff as soon as possible.

During the program, notify Study Abroad Staff and/or applicable consortium universities immediately of serious mishaps, accidents or other incidents that concern the program or any of its students. Also, be sure to inform your SAA at the earliest possible stage of student problems that may result in a student's dismissal from the program. If you aren't sure whether something is worth reporting, report it. More information is better than less when it comes to follow up that might need to happen with a student as the program continues.

## 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 the course syllabus or the program syllabi since 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. Please see Appendix A for report guidelines.

### 4. Final Expense Report

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

We use 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

Your SAA will schedule a wrap-up meeting with you to review the program and discuss future program planning. At this meeting, we 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

### PROMOTING HEALTH & SAFETY FOR STUDENTS

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

IAP has an emergency phone which is carried by a Study Abroad Staff member 24/7 to assist 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.

**IAP monitors safety in several different ways, such as:**

- a. Monitoring U.S. State Department Travel Alerts & Travel Warnings and email relevant and significant updates to students and faculty abroad;
- b. Monitoring daily world situation through OSAC (Overseas Security Advisory Council);
- c. Maintaining close contact with our overseas partners and other schools sending students to a particular area;
- d. Communicating 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 Study Abroad Staff becomes aware of a matter that may impact your program, information will be sent to you via email or 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 Trainings and 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 how to identify symptoms of 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, 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 Study Abroad Handbook for a list of basic safety precautions developed for students;
- i. Respond to emergency situations & communicate with Study Abroad Staff in a timely manner. Even if it seems insignificant, provide updates to Study Abroad Staff 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.

## COUNTRY-SPECIFIC INFORMATION FROM THE U.S. DEPARTMENT OF STATE

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

Non-U.S. citizen participants and PLs are advised to 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. Study Abroad Staff will share pertinent updates with you.

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

### 1. Country Information

These pages include specific country details 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 study abroad participants through their MySA account. Relevant information gleaned from these updates is also discussed in more detail at pre-departure orientation sessions.

### 2. 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, Study Abroad 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, Study Abroad Staff will work with you to assess the situation and respond accordingly.

### 3. Travel Advisory Levels

The U.S. Department of State issues a Travel Advisory Level for each country of the world, indicating potential risks to travelers. In addition, specific regions, or areas within a country, may receive a different designation. Travel Advisories are meant to help travelers find and use important security information. Travel Advisories are comprised of four standard levels of advice, describe the risks, and provide clear actions that travelers should take to help ensure their safety.

UW-Madison defines a “travel warning” location as any country or region under a Level 3 or 4 advisory and/or a CDC Notice Warning Level 3. According to the international travel policy, students, faculty or staff who wish to travel to any travel warning location must receive a specific waiver to do so. Should a Travel Warning be issued for your country before or during the program duration, Study Abroad Staff will work with you, and the University International Travel Committee (UITC), to assess the situation and respond accordingly.

## EMERGENCY SITUATIONS: IDENTIFYING, RESPONDING AND DOCUMENTING INCIDENTS

Program Leaders are asked to follow the emergency guidelines outlined for study abroad programs in “Managing Real and Perceived Emergencies Abroad” located in Appendix E of this manual. This document is also available in the MySA portal and contains detailed steps for handling emergencies abroad.

Immediately notify Study Abroad Staff 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 Study Abroad Staff 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 us for reassurance and details. Encourage students to contact family and friends back home in case of such an event.

### 1. Incident reporting tool

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

### 2. Responding to students in crisis

PLs can help individual students in need/crisis by remembering the following:

#### a. 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, maintaining eye contact, smiling, being natural, and listening.

#### b. 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 manner.

#### c. Encourage student to identify what needs to happen to help her/himself feel better.

#### d. Confidentiality

- Do not share student’s personal information with others in the group.
- Do share concerns with study abroad staff.

#### e. 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.

## BACK-UP ASSISTANCE FOR PL

PLs must designate an individual onsite who has the authority to assume PL responsibilities should the PL be unable to carry them out. Should an emergency arise during the program including if the PL is incapacitated, 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, evacuation, or providing other emergency assistance as needed. The individual may be asked to perform additional PL duties, such as teaching, in place of the PL. Study Abroad Staff will ensure these designated individuals have information on how to reach us and the international health insurance plan should their assistance be needed.

## REPORTING CRIME

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC §1092 (f)) is a federal law that requires UW-Madison 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.’” PLs are categorized as Campus Security Authority (CSA) at UW-Madison and must undergo training regarding this role. IAP will direct you to the appropriate CSA online training.

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

## TYPES OF EMERGENCIES

The information below provides insight and resources for different types of emergencies one may experience abroad. **In all emergency instances, consult the “Managing Real and Perceived Emergencies Abroad” document** available in Appendix E and the MySA portal as it provides procedural instructions to work through and report a situation.

### 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 enough for the duration of the program. Students 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 goes a long way towards avoiding being the victim of a crime. Students should be advised to store valuables in a locked cabinet, not wear expensive jewelry when traveling, nor carry wallets and cellphones where they are visible or easily reached in a crowded bus or on the street. Personal crimes are no more 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.

The U.S. State Department has online [resources for U.S. citizens who are victims of crime abroad](#).

### 3. Grieving

We all face losses that provoke grief, an emotion that is part of a normal, healthy healing process. UHS at UW-Madison is available for students to seek individual and group counseling, as well as online resources. Also review *Good Grief: Healing from the Pain of Loss* in Appendix B of this manual.

#### 4. Emotional Problems

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 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 students. However, if you do recognize signs of emotional problems, the first step is a simple “How are things going?” Invite the student 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 may provide some immediate relief. Be direct about the issue; ask directly if the student has considered killing themselves and if they have a specific plan. Try not to act surprised or shocked by what the student might say. If the student is considering suicide, help them find professional assistance immediately. If you are uncomfortable with entering such a direct discussion, contact us for assistance.

Do not leave a student alone if you suspect the student is in imminent danger. Call your other PL or local agent, on-site staff, Study Abroad Staff, 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.

UHS has additional information on their website for suicide prevention and help.

## **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. An eating disorder is a serious, potentially life-threatening illness, where help should be sought for treatment and recovery. UHS offers information for disordered eating assessment and treatment. Also review *The Role of the Educator: Faculty and Student Guidelines for Meeting with and Referring Students Who May Have Eating Disorders* in Appendix C of this manual.

## **7. Sexual Assault**

UW-Madison takes sexual harassment and sexual assault very seriously. UW-Madison supports healthy, mutually respectful relationships free from violence, including sexual assault, intimate partner violence, and stalking. Sexual assault is any sexual contact made without consent.



Program Leaders who learn of sexual assault situations should first make sure the student is safe and consult with Study Abroad Staff immediately (see Managing Real and Perceived Emergencies Abroad). We will help the PL identify appropriate resources at the program site and next steps for assisting the student. Students may contact the Rape Crisis Center's 24-hour crisis line at (608) 251-7273.

### **Confidentiality**

UW-Madison Study Abroad Staff and Program Leaders are not confidential resources. In compliance with State and Federal law, UW-Madison study abroad staff and Program Leaders notified of sexual assault or harassment incidents will work with UW-Madison's Title IX Coordinator to ensure appropriate resources and information is provided.

### **Become an Active Bystander**

Bystander Intervention is the idea that we all have a role to play in the prevention of violence in our community. A bystander is someone who witnesses a dangerous or harmful event and has the ability to help. Through training and practice, students can become empowered to interrupt and challenge harmful behaviors and attitudes that may lead to sexual and relationship violence. As a member of this community, we all have a responsibility to step up and intervene. UHS provides information and steps you need to know to become an active bystander. We encourage you to share this information with your students.

University Health Services has a variety of online resources for violence prevention and survivor services. Visit the following website for additional information: [UW UHS Campus & Community Resources for victims and survivors of sexual assault, dating violence, domestic violence, and stalking](#)

## **8. Alcohol**

Drinking plays a large role in the lives of many college students; though there are many who do not drink at all. Students who choose to consume alcohol in excess may experience a number of negative consequences. To help students understand how alcohol affects them and learn how to drink in a way that minimizes risks, all students completed the AlcoholEdu online course as first year and transfer students. While that does not prevent alcohol from continuing to play a role in student incidents abroad, you can learn more about UW-Madison's strategy for substance abuse prevention, including resources for faculty and staff.

- [Substance Abuse Prevention](#)
- [Information on Alcohol Use at UW-Madison](#)
- [Alcohol Policy at UW-Madison](#)

Students are held to the same UW codes of conduct, including Chapter UWS 17 that covers drugs and alcohol, while on a program. There are students who may not be 21, but of legal drinking age in the host country. We don't expect you to monitor every student, but if alcohol plays a role in an incident that you become aware of, then you do need to confront that situation. Have an expectations conversation before you depart and remind students that they are subject to the same guidelines as on campus and if issues get serious enough they could be sent home. Be transparent about your expectations of their attendance and behavior on the program. If there is an issue, contact us 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. IAP prohibits PLs and program staff consuming alcohol at any time with students present.

## 9. Strikes

Strikes are not uncommon in many parts of the world, and they can be especially frequent in some 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 among the local community can run high. In this situation, advise students to avoid demonstrations where events may unfold quickly in unpredictable ways.

Notify us immediately if you know of an impending strike or if a strike is currently taking place that will impact continuation of the program.

## 10. Political / Social Unrest or Conflict

Political instability can lead to street demonstrations and/or violence. 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 contact Study Abroad Staff with details of demonstrations so that we may reassure anxious parents.

Students are advised on precautions to take during times of political or social unrest in their Study Abroad Handbook, which you may reference as well.

## 11. Natural Disasters

Natural disasters know no geographic boundaries. Differences exist across countries in terms of capability to manage response and damage after events have occurred. Each situation will be a unique event and you are encouraged to use common sense in response. If a natural disaster occurs that impacts a program, contact us and we will consult with local authorities, CISI, and the nearest U.S. Embassy for information about what to expect and how to respond to the situation.

# DISCIPLINARY PROBLEMS AND ADJUDICATION

## 1. UW System 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 UW-Madison 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:

- [UWS 14 Student Academic Misconduct](#)
- [UWS 17 Nonacademic Misconduct](#)

You have the authority to address 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 property.

In the event of an incident that involves academic or behavioral misconduct of a student, Study Abroad Staff 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 throughout the program, 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. However, these services 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 openly discussing frustrations with students when they are first apparent and 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 Study Abroad Staff.

Remember to document these interactions, even those 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 written 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 should consult with IAP prior to beginning any adjudication process; in some situations, the UW-Madison Office of Student Conduct and Community Standards will serve as a consultant or help facilitate the adjudication process. Some problems that arise are very similar to what the Office of Student Conduct and Community Standards handles regularly, and the precedents they

have set may serve as a guide. In cases where cultural factors may come into play or there are other complications, Study Abroad Staff may be able to identify others with relevant experience or expertise. Consultation with Study Abroad Staff is available, at any time.

For additional information on UW-Madison policies, visit the Office of Student Conduct and Community Standards.

## LEGAL MATTERS

Before signing any document that has legal or financial implications for the program, you should consult with IAP. Many contractual documents (for example, service agreements or leases) will need to be signed by the Vice Provost 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 to all study abroad participants. Students are provided with detailed academic information in the *Study Abroad Handbook*. Information on syllabus submission, course equivalents, credit load, and Learn@UW can be found in PL Manual 1.

## 1. 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 ESA explaining the situation.

## 2. 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 examinations 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 Study Abroad Staff when grades are reported for the program.

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

## 3. 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.

## 4. 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 Study Abroad Staff. If students must withdraw for financial, health or family reasons, it is required that the student inform us 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 we have received a written request from the student. Students must contact us to be sure that they understand the academic and financial implications of a withdrawal before they make

the decision to leave. Students can learn more about 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.

### PROGRAM-SPECIFIC BUDGET LINE ITEMS

Below are the various budget line descriptions and financial rules relevant to all UW Study Abroad 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 Study Abroad Staff.
- 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. All excursions must be related to the academic content of the program.
- 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 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.

## PROGRAM EXPENSE PAYMENTS

### 1. 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.

## 2. 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 need 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 prohibits 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.

## **V. 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 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
- Submit your budget report, including receipts of program-related expenses, to your IAP Financial Specialist
- Meet with Study Abroad Staff to discuss plans for future programs. Your SAA will contact you to schedule this meeting.



# APPENDIX A: FINAL PROGRAM REPORT FORMAT

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:

- Include photos from the program
- Address individual student academic and non-academic issues experienced during the program

The report may not:

- Include specific student names

Below is a suggestion outline of report content:

## 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)

# APPENDIX B: GRIEF

## 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 C: EATING DISORDERS

## 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:
  - o Your tentative sense that he or she might have an eating disorder.
  - o Your conviction that the matter clearly needs to be evaluated.
  - o 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 D: SEXUAL ASSAULT, DATING VIOLENCE, AND STALKING

## UW INFORMATION FOR FACULTY, STAFF, AND TAS

<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?”*

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- (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.