Special Health and Safety Issues and Challenges for Student Mobility Programs: Areas for Resource Sharing and Collaboration

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UCLA Graduate School of Education and Information Studies

OSAC Study Abroad Health and Safety Workshop
EAP – UCSB
September 2012

The Center: www.globaled.us
Founded in 1998 at USC, Moved to LMU in 2004, then to UCLA in 2010:
Funding from U.S. Department of Education and Sponsors
Importance of Study Abroad

US Secretary of State
"I can think of no more valuable asset to our country than the friendship of future world leaders who were educated here...International education prepares our citizens to live, work, and compete in the global economy, and promotes tolerance and the reduction of conflict."

US Secretary of Education
"Complex Global Interactions, once reserved for the diplomatic corps, are today the stuff of everyday business deals and cultural exchanges. If we expect students to navigate international waters, we need to give them an international education that meets the highest standards."

US President
"...We must also reaffirm our commitment to promote educational opportunities that enable American students to study abroad, and to encourage international students to take part in our educational system."

(Statements from US International Education Week)

US Congress: 2006: The Year of Study Abroad
Lincoln Commission – Simon Study Abroad Act Funding to Have 1 Million Students Abroad (by 2017)

Impact on Retention & Success

• University of Minnesota System, ...of the Fall 1999 and Fall 2000 freshmen, only about 50% of those who did not study abroad graduated in five years, where over 85% of those who studied abroad graduated in five years.

• Indiana University...IU data show 95.3% of students who study abroad (using the entering cohort from 1999) graduated within 6 years as compared to 68.5% for the students who did not study abroad, &

• Students who participate in overseas study courses by the end of their fourth year of college have significantly higher cumulative grade point averages and better graduation rates than non-participants, even after accounting for prior academic achievement and college major.
Impact on Retention & Success

- University of Georgia System

- Students who study abroad - 17.8% higher 4-year graduation rate;
- Students-of-color who study abroad have a 17.9% higher 4-year graduation rate;
- African-American students who study abroad have a 31.2% higher four-year graduation rate;
- African-Americans who study abroad achieve 6-year graduation rates that are roughly the same as white students who study abroad (84.4% vs. 88.6%)
- Students who study abroad have higher grade point averages in their subsequent and final semesters;
- The improvement in GPAs is most pronounced among students who entered colleges with relatively lower SAT scores and high-school grades

IIE Open Doors US Study Abroad Data

**Growth – 1996/7 – 2009/10**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>270,604</td>
</tr>
<tr>
<td>2004/05</td>
<td>205,983</td>
</tr>
<tr>
<td>2000/01</td>
<td>154,618</td>
</tr>
<tr>
<td>1998/99</td>
<td>129,770</td>
</tr>
<tr>
<td>1996/97</td>
<td>99,448</td>
</tr>
</tbody>
</table>
### Study Abroad Challenges: The Americas

- **The Media:** Highlighting Negative Incidents
- **US Perspective:** State Dept. Travel Warnings
- **Daily Challenges:**
  - Students are High Risk
  - Alcohol And Drugs
  - Transportation Safety
  - Mental Health Issues
  - Sexual Harassment and Assault
  - Students With Special Needs
  - Parents

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**IIE Open Doors Leading Destinations**

<table>
<thead>
<tr>
<th>Destination</th>
<th>2008/09</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Total</td>
<td>280,327</td>
<td>270,904</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>31,343</td>
<td>32,993</td>
</tr>
<tr>
<td>Italy</td>
<td>27,582</td>
<td>27,940</td>
</tr>
<tr>
<td>Spain</td>
<td>24,199</td>
<td>25,411</td>
</tr>
<tr>
<td>France</td>
<td>16,910</td>
<td>17,161</td>
</tr>
<tr>
<td>China</td>
<td>15,674</td>
<td>15,910</td>
</tr>
<tr>
<td>Australia</td>
<td>11,140</td>
<td>9,960</td>
</tr>
<tr>
<td>Germany</td>
<td>8,320</td>
<td>8,551</td>
</tr>
<tr>
<td>Mexico</td>
<td>7,020</td>
<td>7,157</td>
</tr>
<tr>
<td>Ireland</td>
<td>6,858</td>
<td>6,796</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>6,363</td>
<td>6,260</td>
</tr>
<tr>
<td>Japan</td>
<td>5,764</td>
<td>6,100</td>
</tr>
<tr>
<td>Argentina</td>
<td>4,705</td>
<td>4,830</td>
</tr>
<tr>
<td>South Africa</td>
<td>4,160</td>
<td>4,113</td>
</tr>
<tr>
<td>India</td>
<td>2,050</td>
<td>3,054</td>
</tr>
<tr>
<td>Greece</td>
<td>3,016</td>
<td>3,700</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>5,664</td>
<td>5,409</td>
</tr>
<tr>
<td>Israel</td>
<td>1,985</td>
<td>1,140</td>
</tr>
<tr>
<td>Chile</td>
<td>3,020</td>
<td>3,110</td>
</tr>
<tr>
<td>New Zealand</td>
<td>2,769</td>
<td>3,113</td>
</tr>
</tbody>
</table>
Response Issues

Who is there?
Many Offices Adding International Options
• Study Abroad
• Athletics
• Community Service
• Campus Ministry
• International Research
• International Development Projects
• International Internships
• Other

In Case of Crisis

Where are they?
• Various Housing Locations
• Various Class Locations
• Weekend Excursions
• Weekend Free Time Travel
• Spring Break for Some
• Inconsistent Communication Devices
• Inconsistent 24 Hour Assistance
• Lack of Emergency Plans & Practice
• Limited Tracking Capability
• Uncontrollable Communication
  – Social Media: Facebook, Twitter, etc.
1. Pan Am 103, Scotland
2. 5 Students Dead, 57 Injured in Fire in Apartment, France
3. Earthquake, Tsunami, and Nuclear Power Damage, Japan
4. Student Found Dead after Night Out Drinking, Spain
5. Volcanic Ash Results in Travel Cancellations and Delays, Europe
6. Political Unrest, Egypt and Other Countries in Middle East
7. Study Abroad Student Found Guilty of Murder - Reversed After Appeal, Italy
8. Student Drownings, Costa Rica, South Africa, and Thailand
9. Student Left Alone at Medical Facility, Wrong Body Part Removed and Sexually Assaulted Under Anesthesia, Peru
10. Faculty-driven car goes over side of road, student dies, Costa Rica

In The News... Japan

Q&A: Is Fukushima as bad as Chernobyl?

April 12, 2011 | By Thom Shoshke, CNN

Japan raised the severity level of its nuclear crisis to the maximum level seven on Tuesday, putting the Fukushima Daiichi power plant on a par with the Chernobyl accident in 1986.

The decision to raise the crisis level up from five to seven came after a review of the amount of radiation released in the month since the plant was severely damaged by the earthquake and subsequent tsunami, says Japan’s nuclear watchdog, the Nuclear and Industrial Safety Agency (NISA).
British student’s body found in Amazon after jumping in 'despite not being able to swim'

By MAIL REPORTER
UPDATED: 07/21/11

The body of a British student has been recovered from a lake in the Amazon rainforest.

Oskarude Tenio, 20, is believed to have jumped into the Anaquda lake in Brazil - even though he did not know how to swim.

He went missing on Tuesday while working as a missionary near the city of Maracaju.

His tutor at Coventry University, where he was studying for a BA in ‘Youth Work’, said he was ‘pious’ with the students and staff.

Karen, as she is known to friends, was a ‘very committed Christian’, according to a university spokeswoman.

His faith was everything to him, a close friend said.

Fellow-student Benson Aknedo said that Kurupe was very keen to spend his summer as a missionary.

He said: ‘When he heard about the charity’s work, there was no doubt he was going to do it.’

U.S. student killed after van falls into ravine in Pérez Zeledón

Posted: Sunday, July 17, 2011 - By Matt Levin

A 20-year-old U.S. college student died in a car accident in Costa Rica on Thursday.

Joe Demar, of Binghamton University in upstate New York, was killed during a school trip when the van she was in skidded off the road and fell 40 feet into a river, according to the daily La Nación.

The accident occurred in San Juan de Dios de Bana, in the canton of Pérez Zeledón on the south Pacific coast. The driver was allowing another vehicle to pass it on the road when the van careened into the ravine.

Demar, a junior biology major, was participating in a summer abroad environmental studies program, according to the Binghamton Press & Bulletin. The paper noted there were 16 students on the trip.

La Nación reported that four other students, the driver and a Binghamton professor also suffered non-life threatening injuries.

University officials are working with Costa Rican authorities to transport the students involved in the crash back to the United States.

A similar accident took place in Pérez Zeledón, in the community of Palmarí. Dozens of school children were wounded when a bus carrying at least 50 students fell 40 meters into a ravine, after the bus hydroplaned off the road (Sept. 23, 2010, T11)
Critical Current Health & Safety Issues:

• Critical Issues
  – Health and Safety Challenges for Study Abroad Students
  – Institutional Study Abroad Program Planning for Health and Safety

• The Study Abroad Context
  – Duty of Care
  – Alcohol Use and Abuse
  – Collaboration with Government Agencies/Resources
  – Physical and Mental Health Issues
  – Countries with Travel Warnings
  – Crisis Management Planning
  – Orientation and Training of Students
  – Responding Abroad – Any Time, Anywhere

• Similar Issues and Potential for Shared Resources
Who is Trained to… Respond and/or Lead?

- University Faculty in the U.S.?
- University Faculty Abroad?
- University Staff in the U.S.?
- University Staff Abroad?
- College Students Before Going Abroad?
- Students Abroad on Program-Sponsored Activities?
- Students Abroad During Free Time?
- Onsite Study Abroad Providers Abroad?
- Travel Subcontractors During Excursions?
- Corporate Staff Hired from the Local Country?

Consistent Standards?: Reviewed and Approved or Accredited for Study Abroad?

- Foreign University – No
  - Only In-Country Review
- U.S. University Satellite Campus Abroad – No
  - Accreditation in US – Limited (if any) Review Abroad
- U.S University Traveling Faculty/Staff - No
- Non-University US Provider or Consortium - No
- International Independent Program Providers-No
- Program Subcontractors – No
- Hybrid Program Providers – No
Types of Program Sponsors

- Home University Owned and Operated
- Home University Partnerships
- Independent Student
- Individual Faculty/Staff Travel Study Program
- Hybrid Programs

IT’S ALL PART OF THE JOB DESCRIPTION

- Academic freedom advocate
- Academic program developer/adviser
- Admissions and enrollment officer
- Academic records officer
- Budgetary officer
- Bursar
- Computer center manager
- Contract developer
- Course development and evaluation administrator
- Crisis and emergency manager
- Cross-cultural issues consultant
- Drug and alcohol counselor
- Equipment manager
- Evaluation officer
- Facilities manager
- Financial aid officer
- Graduates department administrator
- Housing rental agent
- Currency exchange expert
- Insurance counselor
- International communications expert
- International law expert
- Internship program sponsor
- Librarian
- Loan officer
- Orientation program administrator
- Paralegal
- Parental liaison
- Personal and professional counselor
- Personnel administrator
- Program developer and evaluator
- Public relations officer
- Recruiter
- Risk manager
- Student affairs administrator
- Student conduct judicial officer
- Students with disabilities manager
- Student health professional
- Testing administrator
- Textbook manager
- Translator
- Transportation supervisor
- Travel agent and tour operator
- Visa and immigration specialist
- Women’s issues advocate
- Writer and editor

TAKEN FROM THE MARCH 1994 EDITION OF NAFSA Newsletter
(Rhodes, G. & Millington, W.G., Avoiding Liability in Study Abroad: Home Campus and International Campus Concerns)
SAFETI Clearinghouse Information and Resources

SAFETI Collaboration Support

SAFETI Consortium
Over 200 U.S. Colleges and Universities: All 50 states
Do All Your Students Receive a Copy of (and can you prove it)...?

- U.S. Department of State Country-Specific Information Sheets (and Travel Alerts or Travel Warnings where relevant)

- Centers for Disease Control and Prevention Country-Specific Health Information Sheets
Have You Reviewed Study Abroad Program Safety Issues (and could you provide a document to confirm the institutional response in court) Based on…?

- Interorganizational Task Force Good Practices
- Forum Code of Ethics
- Forum Standards (Regular & Short-term)
Program sponsors should:

A. Conduct periodic assessments of health and safety conditions for their programs, and develop and maintain emergency preparedness processes and a crisis response plan.

B. Provide health and safety information for prospective participants so that they and their parents/guardians/families can make informed decisions concerning preparation, participation, and behavior while on the program.

C. Provide information concerning aspects of home campus services and conditions that cannot be replicated at overseas locations.

D. Provide orientation to participants prior to the program and as needed on site, which includes information on safety, health, legal, environmental, political, cultural, and religious conditions in the host country. In addition to dealing with health and safety issues, the orientation should address potential health and safety risks, and appropriate emergency response measures.

In particular, program sponsors generally:

A. Cannot guarantee or assure the safety and/or security of participants or eliminate all risks from the study abroad environments.

B. Cannot monitor or control all of the daily personal decisions, choices, and activities of participants.

C. Cannot prevent participants from engaging in illegal, dangerous, or unwise activities.

D. Cannot assure that U.S. standards of due process apply in overseas legal proceedings, or provide or pay for legal representation for participants.
2. Responsibilities of Participants

In study abroad, as in other settings, participants can have a major impact on their own health and safety through the decisions they make before and during their program and by their day-to-day choices and behaviors.

Participants should:

A. Assume responsibility for all the elements necessary for their personal preparation for the program and participate fully in orientations.

B. Read and carefully consider all materials issued by the sponsor that relate to safety, health, legal, environmental, political, cultural, and religious conditions in the host country(ies).

C. Conduct their own research on the country(ies) they plan to visit with particular emphasis on health and safety concerns, as well as the social, cultural, and political situations.
Study Abroad Challenges

• Students in U.S. post-secondary education systems are often ill prepared when it comes to their foreign language abilities and cross-cultural knowledge.

• Oftentimes, students lack the background knowledge, up-to-date information, and resources they need to better ensure their health and safety while studying abroad.

• As more students travel abroad for shorter times, pre-travel abroad learning and re-entry are particularly important to enhance the experience and support student safety.

Creating a Balance in Study Abroad
Rhodes’ STAFF MODEL: Whose Perceptions?

In Loco Parentis or Special Relationship?

<table>
<thead>
<tr>
<th>Human Component</th>
<th>Perceptions in the US</th>
<th>Perceptions Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>S: Student</td>
<td>Independent Adult</td>
<td>Take Care of Me</td>
</tr>
<tr>
<td>T: Top-Level Administrator</td>
<td>Go Global</td>
<td>Limited Resources</td>
</tr>
<tr>
<td>A: Administrator</td>
<td>Focus Expert</td>
<td>Broad Focus</td>
</tr>
<tr>
<td>F: Faculty</td>
<td>Academics</td>
<td>Teach/Academics</td>
</tr>
<tr>
<td>F: Family Member</td>
<td>Independent Child/Adult</td>
<td>Care for Child</td>
</tr>
</tbody>
</table>
Choose One

- Worldwide
- Argentina
- Australia
- Austria
- Belgium
- Belize
- Botswana
- Brazil
- Canada
- Chile
- China
- Costa Rica
- Cuba
- Czech Republic
- Denmark
- Dominican Republic
- Ecuador
- Egypt
- Finland
- France
- Germany
- Ghana
- Greece
- Guatemala
Do you have Emergency Action Plans?

Do you test your emergency response plans with staff, faculty and students before they leave the U.S. and after they arrive abroad like fire drills on a campus?
Confirming Content Use

GlobalScholar.us: Online Courses

- The non-global Scholar Online Courses let you keep learning and make a difference in your future.

These Online Courses will help you make the most out of your Higher Education Experience.

1. Projects in Global Scholar
2. Study Abroad
3. Intensive Learning in Rome
4. Global Others
Pre-departure Curriculum Modules

Module 1: General Overview and Introduction
Module 2: Logistical Issues I
Module 3: Cross-Cultural Issues
Module 4: Country-Specific Culture
Module 5: Language Issues
Module 6: Country-Specific Language Learning
Module 7: Global Citizenship and Understanding the World
Module 8: Becoming a Global Citizen - Learning About Your Host Country

Module 9: Logistical Issues II: Health and Safety Abroad

Module 10: Planning for the Return Home
Moving Forward:

- Critical Issues
  - Institutional and Individual Crisis Management Plans/Practice
  - Centralized Support, Consistent Policies & Procedures
  - Comprehensive Insurance & Emergency Assistance
  - Staff Member with Responsibility for Safety Assistance
  - Connect & Collaborate with Colleagues in the Americas
  - Campuswide Crisis Management Team: US & Abroad
  - Conduct Risk/Safety Assessments with Regular Updates
  - Maintain Incident Data & Disseminate (Clery Act)
  - Identify Risks, Either No Program or Manage Risks
  - Inform Faculty, Staff, Students & Parents of Known Risks/Incidents
  - Require Faculty/Staff Training
  - Require Student Training
Keys to Progress

- Cooperation
- Sharing Quality Practices
  - Institutions
    - Across Campus
      - Student Affairs
      - Risk Management/Legal Counsel
      - Study Abroad Office
    - US and International Colleagues
    - Higher Ed Org.s
      - NAFSA, The Forum, EAIE, etc...
      - Collaboration in North America and Worldwide
  - Government Org.s
    - US - Dept. of State (OSAC, CA), CDC
    - Across the Americas

Change Will Require Collaboration!

- Gary Rhodes, Ph.D., Director
  Center for Global Education (www.GlobalEd.us)
  SAFETI Clearinghouse (www.GlobalEd.us/SAFETI)
  Study Abroad Handbooks (www.StudentsAbroad.com)
  Online Courses Study Abroad (www.GlobalScholar.us)
  Online Courses Students to US (www.uStudy.us)
  Any Student Anywhere (www.iStudent101.com)
  Diversity Outreach (www.AllAbroad.us)
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  E-Mail: rhodes@gseis.ucla.edu
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