

Standards DO Exist for International Programs

An Introduction to the Standards of Good Practice for Education Abroad: Focus on Health, Safety, Security and Risk Management

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Vice President for Member Services and Training
The Forum on Education Abroad

Outline

- Overview of the Forum and Field
- Introduction to the Standards
- Focus on Standard 8: Health, Safety, Security and Risk Management
- Case studies
- Resources available

The Forum on Education Abroad

- Not-for-profit association, founded 2001
- Recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for education abroad
- Members are committed to the Forum's Standards of Good Practice for Education Abroad

Goals of The Forum

1. Establish Standards of Good Practice
2. Conduct research to assess outcomes of education abroad and collect useful data
3. Promote excellence in curriculum design
4. Advocate for education abroad at all levels

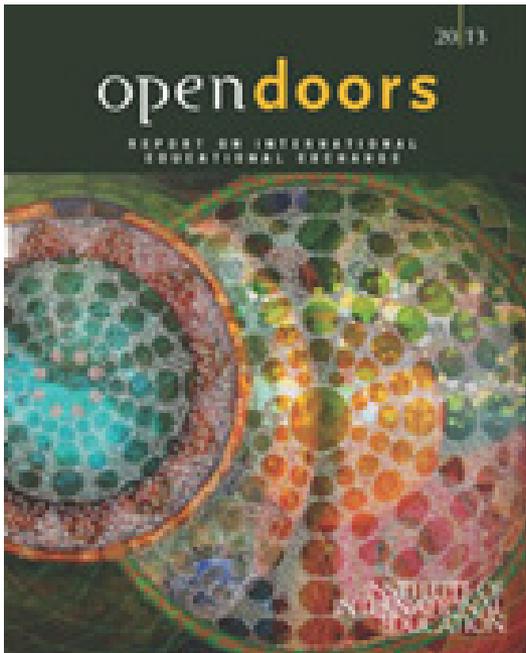
Membership

- Over 700 institutional members that collectively represent over 90% of U.S. students that study abroad
- Members are primarily U.S. colleges and universities, program provider organizations, overseas host institutions and programs, and affiliates that provide services to the field
- Members enjoy a wide range of benefits and services that help them to meet the Forum's Standards of Good Practice for Education Abroad

Overview of the Field

Open Doors 2013

Report on International Educational Exchange



U.S. students studying abroad

The *Open Doors* U.S. Study Abroad Survey

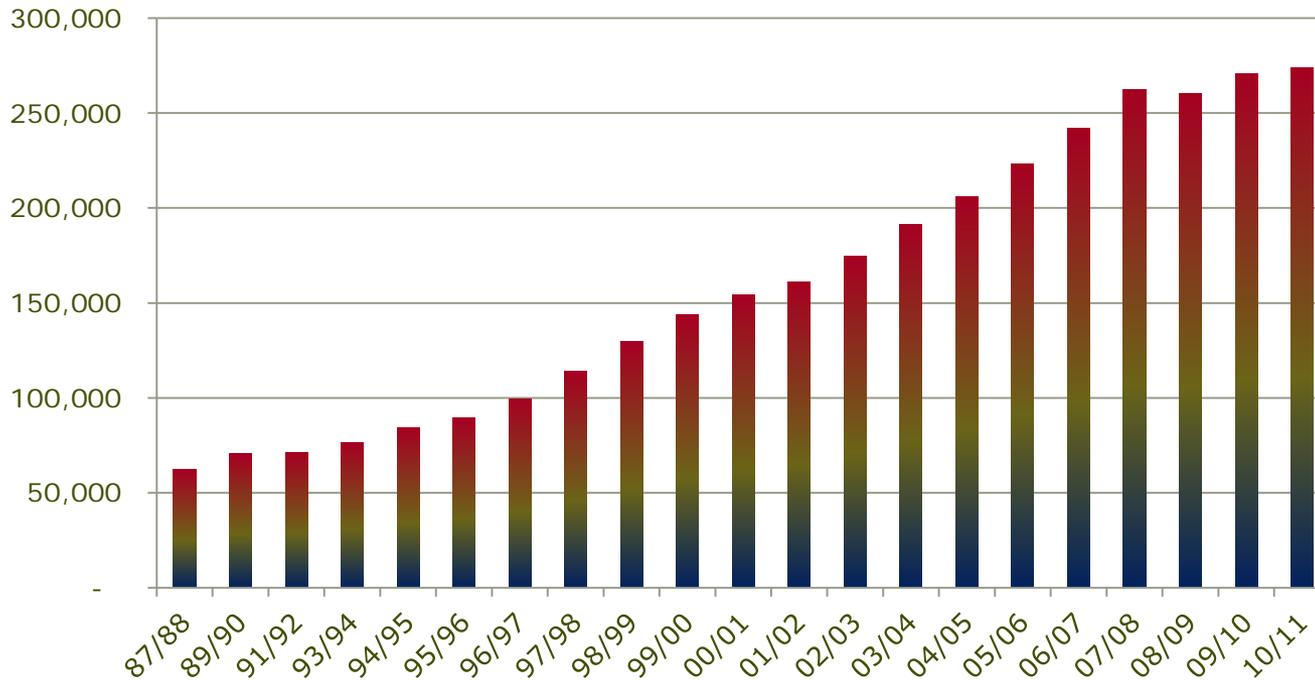
- **Who is counted?** U.S. citizens and permanent residents who received academic credit at their home institutions for study abroad
- **Respondents:** 880 Accredited U.S. higher education institutions awarding credit for study abroad
- **History:** Since 1985 (annually since 1993/94)
- **Timeframe:** study abroad during the 2011/12 academic year, including summer 2012, with credit awarded upon return to campus

Institute of International Education. (2013). *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/opendoors>

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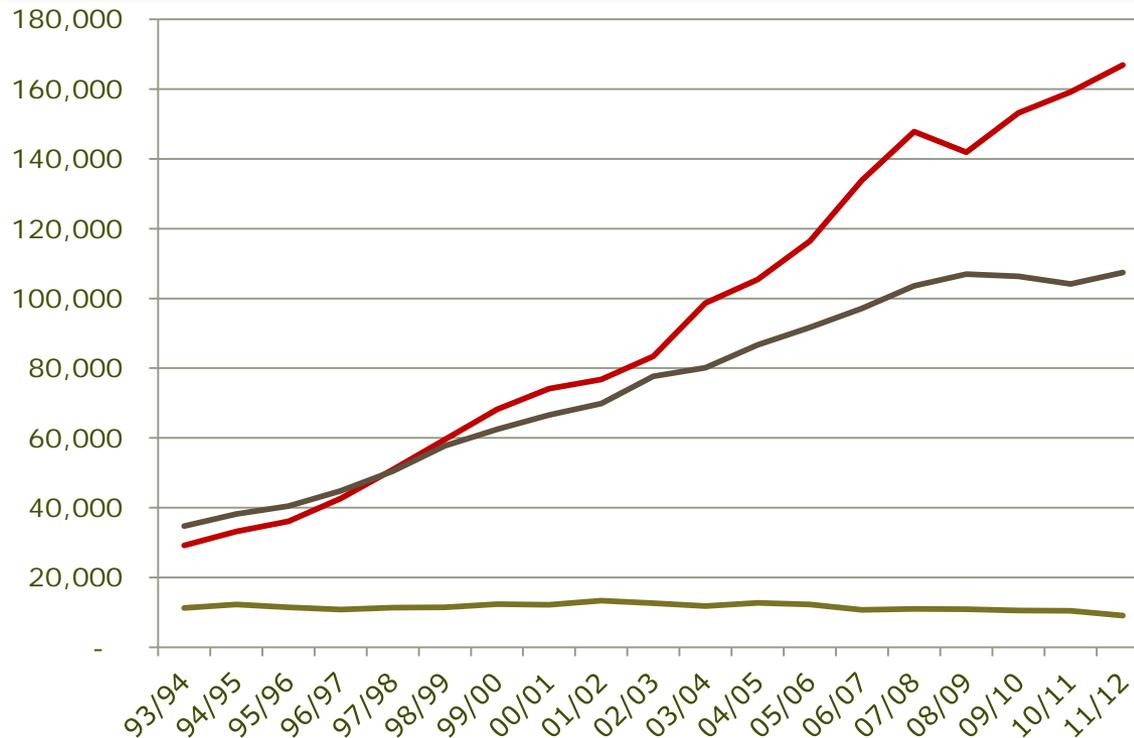
U.S. Study Abroad, 2011/12



283,332 U.S. students received academic credit for study abroad in 2011/12, up slightly (3%) over the prior year.

Institute of International Education. (2013). *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/opendoors>

Duration of Study Abroad, 1993/94- 2011/12



Short-term (summer, January term or 8 weeks or less during the school year)

Mid-length (one quarter, two quarters or one semester)

Long-term (academic or calendar year)

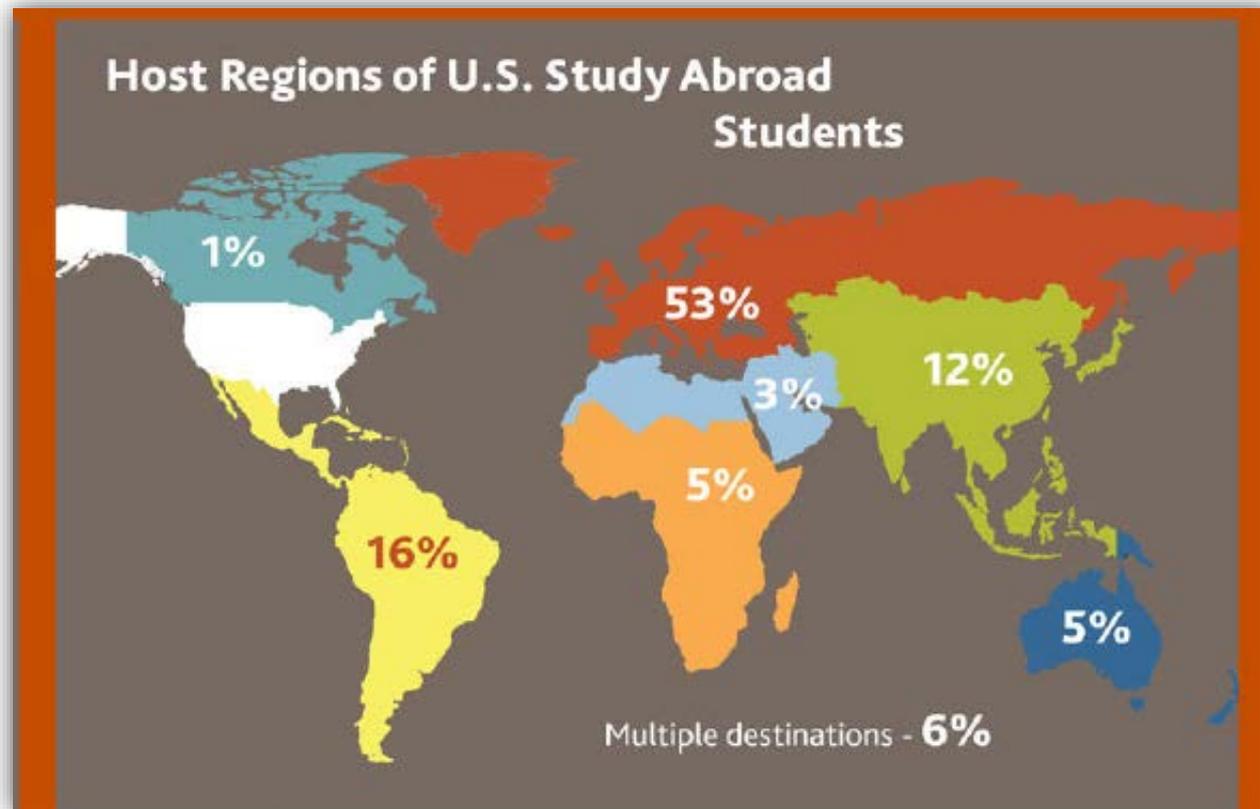
Institute of International Education. (2013). *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/opendoors>

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Education Abroad Destinations, 2011/12

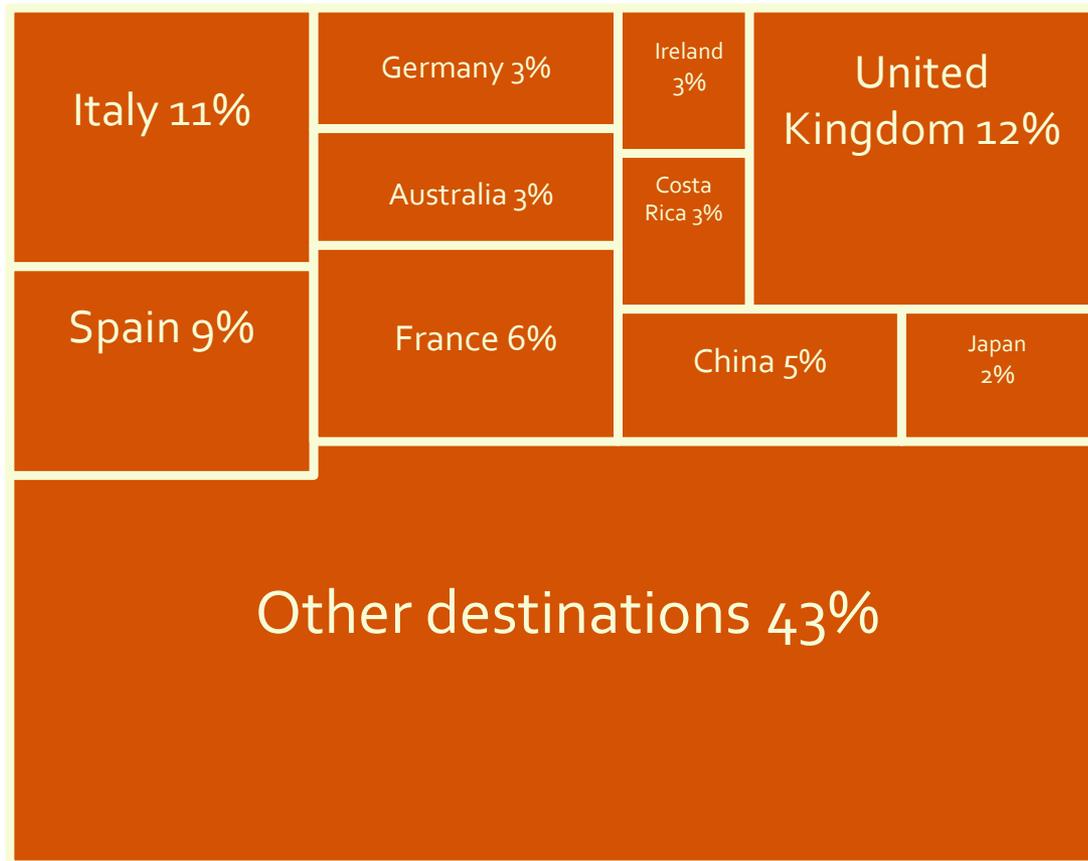


Institute of International Education. (2013). *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad>

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Leading Host Countries 2011/2012



The United Kingdom, Italy and Spain host **32%** of US students.

Institute of International Education.
(2013). *Open Doors Report on International Educational Exchange*.
Retrieved from
<http://www.iie.org/Research-and-Publications/Open-Doors/Data/US-Study-Abroad>

THE STANDARDS OF GOOD PRACTICE FOR EDUCATION ABROAD

1. MISSION
2. STUDENT LEARNING & DEVELOPMENT
3. ACADEMIC FRAMEWORK
4. STUDENT PREPARATION FOR THE LEARNING ENVIRONMENT
ABROAD & RETURNING STUDENT SUPPORT
5. STUDENT SELECTION & CODE OF CONDUCT
6. POLICIES AND PROCEDURES
7. ORGANIZATIONAL & PROGRAM RESOURCES
8. HEALTH, SAFETY, SECURITY & RISK MANAGEMENT
9. ETHICS & INTEGRITY

Student's death puts focus on studying abroad

Story Comments Print Font Size



Posted: Sunday, July 7, 2013 12:00 am

Bloomberg News

NEW YORK The recent death of a student studying abroad in New Zealand has put a challenge for study programs, particularly those in the United States.

The number of U.S. students studying in foreign countries has increased in recent years.

FSU student dies while on study program in China

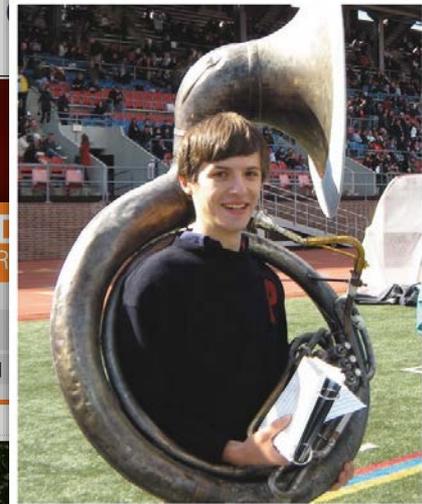
Authorities in China are still investigating a

Boston University mourns death of students in New Zealand van

Engineering junior dies while studying abroad

Oliver Pacchiana died in a rock climbing accident in Namibia

By WILL MARBLE · April 1, 2013, 6:14 pm



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CAMPUS RESOURCES Counseling and Psychological Services 215-898-7021, 215-349-5490 (Nights and weekends)

University Chaplain's Office 215-898-8456

Student Health Service 215-746-3535

Office of the Vice Provost for University Life 215-898-6681

St. Paul student dies after crash in Bolivia following study abroad term

132 people recommend this.

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Posted: Jan 07, 2013 9:40 PM EST Updated: Feb 04, 2013 9:40 PM EST

by Maury Glover - bio | email



U.S. student Austin Bice's body found

By Edecio Martinez Topics Daily Blotter

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PLAY CBS NEWS VIDEO

Friends said Bice was last seen outside Riviera concert venue of Feb. 26. The family he was staying with laid a plate for the alarm when they realized he was not in his bedroom.

Friend Maria Garcia said Bice and his friends had been drunk to the club. A doorman suggested he rest a while before going

Bates College student found dead in Italy

By Evan Allen, Dan Adams and Jeremy C. Fox | GLOBE STAFF AND GLOBE CORRESPONDENTS FEBRUARY 29, 2014

ARTICLE COMMENTS SUBSCRIBE

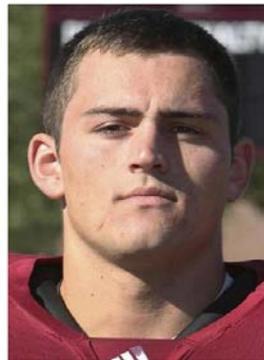
PRINT REPRINTS EMAIL SHARE

RYE, N.H. — Just like his older brother, John Durkin played middle linebacker on his high school football team. Ted went to Bates College and played football; John went to Bates College and played football. Ted studied abroad in Rome, and so, when John got the opportunity to travel for a semester, he knew just where he would go.

"He always wanted to do what his older brother was doing," said John Durkin's best friend since childhood, John Hebert.

Durkin, a 21-year-old Bates College junior from Rye Beach, N.H., was found dead by Italian police after he went missing from a Rome bar popular with Americans, according to a family member and Bates College.

Statements by the family and college did not divulge the circumstances of Durkin's death, but Italian Railway Police posted a statement online saying a 21-year-old US citizen, who had been reported missing by a college official, had been struck and killed by a train. Officers discovered the body in a tunnel between St. Peter's and Trastevere stations and are investigating the death, the statement said, adding that family members had identified the body. The statement did not name the victim.



AP PHOTO/ BATES COLLEGE

NEWS ADMISSIONS

News



Engineering junior Oliver Pacchiana died Sunday in a rock climbing accident in Namibia. He was on spring break during his study abroad program in South Africa.

Oliver Pacchiana, an Engineering junior, died over the weekend while studying abroad at the University of Cape Town in South Africa. He was 20 years old.



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A Rape Response Gone Wrong

February 13, 2014 By Elizabeth Redden

RELATED ARTICLES Study finds increased risk of sexual assault on study abroad

Faculty study abroad leader comes under fire

It is a Sunday afternoon, the Sunday after Thanksgiving, and Fran Lindau gets a call. A student on the semester-long study abroad program she directs in Monteverde, Costa Rica, has been raped during a weekend trip to the beach. A friend

Search:

News

\$41.7 Million Verdict Against Hotchkiss School in China Trip Case; Appeal Planned

Published: [unclear] March 27, 2013

By KATHRYN BOUGHTON
kboughton@ctcentral.com
[@thelct](#) on Twitter

A federal jury on Wednesday awarded \$41.75 million to a New York City woman who suffered a life-altering disease while on a **Hotchkiss School**-sponsored trip to China in 2007.

Orson Munn III and Christine Munn brought the suit on behalf of their daughter, Cara, who was 15 at the time she contracted viral encephalitis in China.

The disease resulted in "catastrophic personal injuries" to the girl, according to the complaint, which alleges that the



The library at Hotchkiss School in Lakeville in a photo from the school's website.

Focus on Standard 8: Health, Safety, Security and Risk Management

The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff, from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training.

Standard 8: Health, Safety, Security and Risk Management

The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff, from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training.

- a. Health, safety, security and risk management in program development
- b. Health issues for program students, faculty and staff
- c. Safety of students, faculty and staff at all locations
- d. On going risk-management review
- e. Adherence to applicable laws and regulations
- f. Risk assessments are conducted throughout

a. The organization considers *health, safety, security and risk management* in program development.

- i. What are the organization's *procedures for considering the safety*?
- ii. What role does the *evaluation of risk, ...?*
- iii. How does program development include *evaluations of the experience and competence of staff* in relation to ...?
- iv. How does the organization consider *legal and ethical issues ...?*
- v. How does the program determine *participant/staff ratio ...? What protocols are in place ...?*
- vi. How does program development include a vetting of *all home-stay families?*

Pages 22 – 23

Case studies

- Read your entire case study.
- Focusing on the section assigned to your group, review Standard 8 (pages 22 – 25).
- Identify any queries that should have been addressed to avoid the situation or that would be helpful in managing the situation.
- Report out.

Case Studies – Belize (1, 2, 3, 4)

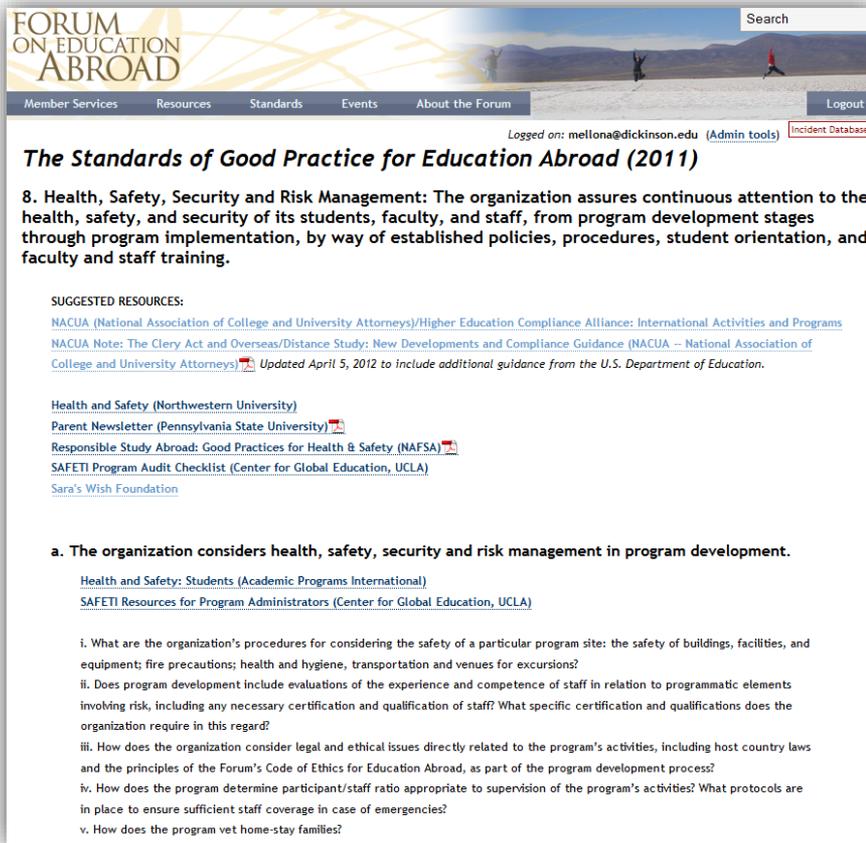


Case Studies – Chile (A, B, C, D)



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The Standards Toolbox



FORUM ON EDUCATION ABROAD

Member Services Resources Standards Events About the Forum Logout

Logged on: mellona@dickinson.edu (Admin tools) Incident Database

The Standards of Good Practice for Education Abroad (2011)

8. Health, Safety, Security and Risk Management: The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff, from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training.

SUGGESTED RESOURCES:

[NACUA \(National Association of College and University Attorneys\)/Higher Education Compliance Alliance: International Activities and Programs](#)

[NACUA Note: The Clery Act and Overseas/Distance Study: New Developments and Compliance Guidance \(NACUA -- National Association of College and University Attorneys\)](#) Updated April 5, 2012 to include additional guidance from the U.S. Department of Education.

[Health and Safety \(Northwestern University\)](#)

[Parent Newsletter \(Pennsylvania State University\)](#)

[Responsible Study Abroad: Good Practices for Health & Safety \(NAFSA\)](#)

[SAFETI Program Audit Checklist \(Center for Global Education, UCLA\)](#)

[Sara's Wish Foundation](#)

a. The organization considers health, safety, security and risk management in program development.

[Health and Safety: Students \(Academic Programs International\)](#)

[SAFETI Resources for Program Administrators \(Center for Global Education, UCLA\)](#)

- What are the organization's procedures for considering the safety of a particular program site: the safety of buildings, facilities, and equipment; fire precautions; health and hygiene, transportation and venues for excursions?
- Does program development include evaluations of the experience and competence of staff in relation to programmatic elements involving risk, including any necessary certification and qualification of staff? What specific certification and qualifications does the organization require in this regard?
- How does the organization consider legal and ethical issues directly related to the program's activities, including host country laws and the principles of the Forum's Code of Ethics for Education Abroad, as part of the program development process?
- How does the program determine participant/staff ratio appropriate to supervision of the program's activities? What protocols are in place to ensure sufficient staff coverage in case of emergencies?
- How does the program vet home-stay families?

iii. What are the mechanisms for providing training to all staff and faculty regarding awareness of and response to suspected mental health problems and substance abuse?

[Recognizing Students Who May Need Professional Support \(Northwestern University\)](#)

iv. What are the mechanisms for collecting, storing and accessing all pertinent health information for all parties on site (students, faculty and staff), as permitted by local, state, and federal regulations, and by institutional/organizational policy?

[Medical Report \(Villanova University -- see Appendix 12\)](#)

v. What contacts have been established with appropriate health and mental health care providers on site and how are students made aware of how to contact health resources on their own?

- How is contact information for these providers disseminated to students, faculty and staff and updated as necessary? How often is such information disseminated?
- How are health care providers at the education abroad site assessed by the program? How often are such providers assessed?
- How does the program inform students about accessing local health and mental health resources on their own?

vi. What are the established protocols for the regular reporting of health incidents to the home campus?

[Analysis of the 2014 Campus Accountability and Safety Act \(SUNY Office of the General Counsel\)](#)

[Incident Report \(Worcester Polytechnic Institute\)](#)

[Policy and Programming Changes Pursuant to the Campus SaVE Provisions of the Violence Against Women Act \(SUNY Office of the General Counsel\)](#)

[Title IX Coordinator \(State University of New York at New Paltz\)](#)

- How are faculty and staff trained in how to complete incident reports?
- How are incident reports shared with program partners, as appropriate?

c. The organization ensures continuous attention to the safety of students, faculty and staff at all locations, with particular attention to safety issues in more dangerous locations.

[EAP Travel Guidelines \(University of California Education Abroad Program\)](#)

[Health and Safety: Students \(Academic Programs International\)](#)

[ISEP Guidelines for Health and Safety Abroad \(ISEP -- International Student Exchange Programs\)](#)

[Policy on Study Abroad in Countries under Travel Warning \(Indiana University\)](#)

[SAFETI Personal Safety and Awareness Workbook \(Center for Global Education, UCLA\)](#)

i. What are the organization's written emergency and crisis management plans? How fully do they consider preparedness, prevention, and response to a range of situations and emergency actions, and do they include each of the following elements:

[Crisis Management \(Villanova University -- see p. 14-16\)](#)

[Crisis Management Handbook \(Center for Global Education, UCLA\)](#)

[Crisis Management Workbook \(Center for Global Education, UCLA\)](#)

[Crisis Response Plan: International Winter Term \(Oberlin College\)](#)

[Rape Response Handbook \(Center for Global Education, UCLA\)](#)

[Title IX Coordinator \(State University of New York at New Paltz\)](#)



The Forum's Critical Incident Database

- Available at no cost to Forum members
- Program identity is protected
- Annual reports will be generated (in the aggregate)
 - You can compare your data to the complete data
- Clery categories identified with clearly identifiable tag **clery**

CONTRIBUTES TO RESEARCH IN THE FIELD

The screenshot shows the 'Incident Database' interface. At the top, there is a navigation bar with links for 'Member Services', 'Resources', 'Standards', 'Events', and 'About the Forum'. A search bar is located in the top right corner. Below the navigation bar, the user is logged in as 'mellona@dickinson.edu' with an 'Admin tools' link. The main content area features four buttons: 'Report New Incident', 'Manage Field Staff', 'View Incident Statistics', and 'Search Incidents'. Below these buttons is a table titled 'Incidents' with the following columns: 'Incident Date Report Date', 'Location', 'Individuals Involved', 'Disciplinary Referral?', 'Add Note', and 'View/Print'. The table contains several rows of incident data.

Incident Date Report Date	Location	Individuals Involved	Disciplinary Referral?	Add Note	View/Print
06-May-2013 (UTC 0)	Accra, Ghana	Individual student			
06-May-2013					
06-May-2013 (UTC 0)	Accra, Ghana	Individual student			
06-May-2013					
23-Apr-2013 (UTC -6)	Puebla, Mexico	Individual student			
26-Apr-2013					
17-Apr-2013 (UTC +1)	Hamburg, Germany	Individual student			
26-Apr-2013					
06-Apr-2013 (UTC -6)	Tamarindo, Costa Rica	More than one student (2)			
10-Apr-2013					
06-Apr-2013 (UTC +4)	Dakar, Senegal	More than one student (2)			
08-Apr-2013					

WILDERNESS RISK MANAGEMENT
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2014

The Forum's Annual Conference

The Forum's Eleventh Annual Conference
*It Takes a Campus and More:
The Faces of Education Abroad*
March 25-27, 2015
New Orleans, LA

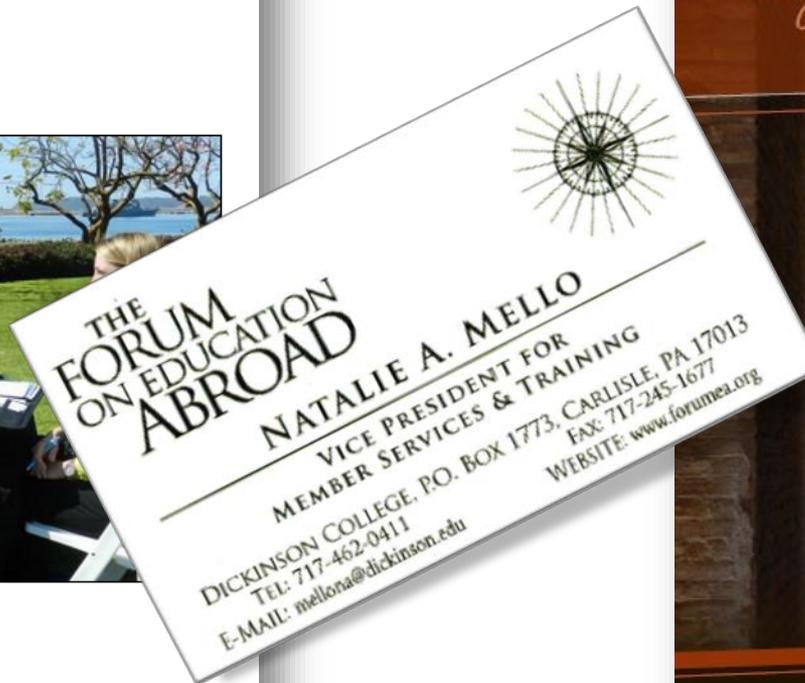
Learn more by visiting the [Annual Conference home page](#)»

- [Hotel Information](#)
- [Registration](#)
- [Schedule at a Glance](#)
- [Sponsorship and Exhibitor Information](#)
- [Ron Koehn Conference Grant Award](#)
- [Travel Grant Award](#)



Future Annual Conferences:

- April 6-8, 2016, Atlanta, GA
- March 29-31, 2017, Seattle, WA
- March 13-15, 2018, Boston, MA



Thank you!

