

CRISIS MANAGEMENT GUIDEBOOK FOR INTERNATIONAL TRAVEL



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SECTION 1: A CRISIS MANAGEMENT PHILOSOPHY

Introduction

This document is designed with the express intent to provide a framework for managing crises involving UT-Austin travelers abroad. It is written primarily with the needs of students in mind, but may be adapted to address the needs of any UT-Austin traveler.

Crises are often unpredictable and present themselves in myriad ways. Therefore, no document should be expected to provide exhaustive advice for approaching each emergency scenario that might arise. Therefore, this guidebook is designed to take a flexible, all-hazards approach to crisis management. It has been developed with certain critical scenarios in mind (e.g., evacuations and acute medical emergencies); however, the advice herein may be adapted to respond to crises of all magnitudes. When appropriate, crisis-specific “pull sheets” are provided as an additional resource for the crisis manager overseeing the University’s response.

This guidebook is an internal document and not intended for distribution beyond UT-Austin. The principal user of this guidebook is the UT-Austin International Risk Analyst. It may also be referenced by the International Crisis Advisory Team (ICAT) and shared with International Office staff asked to help manage a crisis, as well as any other UT-Austin or UT System personnel deemed necessary by the International Risk Analyst, the Vice Provost for International Programs, or ICAT members. All crisis responders should follow the steps and recommendations of this guidebook when assisting in the management of a crisis, adapting the recommendations to the situation as appropriate.

During a crisis abroad this guide should be used to determine the best course of action. It takes the crisis manager through the initial stage of gathering information about the traveler’s health and safety; addresses ongoing concerns of crisis communication and assessment; and concludes with the final stage of considering follow-up concerns, such as the financial or academic implications of the event.

Throughout this document, the terms *traveler* and *personnel*, along with *students, faculty, and staff*, are at times used interchangeably to refer to any individual associated with UT-Austin requiring assistance in a time of crisis. The terms *crisis management*, *crisis response*, and *emergency response* are also used interchangeably to refer to the handling of crises by UT-Austin staff.

A crisis is considered resolved only once the immediate health and safety needs of travelers have been secured, and other considerations secondary to health and safety (e.g., financial and academic concerns) have been adequately addressed.

Defining a Crisis

For the purposes of this guidebook, a crisis is defined as any event that harms or jeopardizes the health, safety, or security of UT-Austin personnel in a foreign country, necessitating immediate involvement and/or action by the University. The term crisis may refer to a range of incidents, from those with widespread impact on the University (e.g., the death of a student abroad) to less critical incidents (e.g., a common street mugging).

Crises can be real or perceived. Perceived crises may be based on rumor, sensationalized media reporting, or communication from a concerned colleague or family member. Oftentimes, these situations do not threaten the health, safety, or security of the traveler(s) in the immediate term. Although perceived crises may arise from actual events (e.g., a natural disaster or civil unrest) it is important to assess all available data thoroughly before taking the next step in responding (i.e., events isolated to a particular area with no immediate effect on

other regions). Real crises are those that impact the health, safety, and security of UT-Austin travelers. Assessment of the situation reveals that immediate attention from the University is needed, oftentimes requiring the involvement of various offices to formulate an appropriate response.

Although UT-Austin’s crisis management strategy is designed with real crises in mind, it is important to note that perceived crises should not be ignored or deemed less important than real crises. All cases should be handled with sensitivity and good judgment, reflecting the University’s promise to care for the well-being of all its travelers abroad.

Additionally, this crisis management guidebook categorizes crises into two broad types: situational and environmental (James & Gilliland, 2001). Situational crises are often the result of an accident, illness, or crime. These cases typically affect a small number of people and do not have far-reaching implications for the University. Oftentimes, situational crises are resolved with the assistance of a single crisis manager and do not require the engagement of a full crisis management team. Environmental crises, however, typically affect or endanger all travelers in a particular region. These events demand quick decision-making and response from multiple branches of the University, potentially requiring emergency evacuation to a safe haven. The following list offers examples of environmental and situational crises that institutional travelers may face abroad.

TYPES OF CRISES	
Environmental	Situational
Civil or political unrest	Substance abuse
Man-made disaster	Criminal arrest
Natural disaster	Medical emergency
Pandemic	Mental health incident
Large-Scale Event at Home	Kidnapping/missing person
Terrorist attack	Physical/sexual assault
Widespread violence	Suicide attempt
War	Traveler’s Personal Life Event
	Death

The University’s Responsibility

The primary responsibility of the University during a crisis is always to safeguard the health, safety and security of its travelers. However, an ancillary consideration is the need to protect the University from a liability claim resulting from negligent action. In addition to a moral obligation, the University has a legal responsibility to protect its travelers from unforeseen harm, including during crisis situations.

Having a crisis management plan in place provides the crisis manager with resources designed to prevent the University from making hasty decisions that may fail to meet all the needs of traveler(s). While no university can prevent lawsuits entirely, maintaining a detailed guide for crisis management provides the resources necessary to adequately care for personnel, as well as providing a strong defense against claims of negligence.

Finally, the University must act reasonably and in good faith not only to avoid harm to travelers and lawsuits, but also to prevent diminished public opinion, damaged relationships with key partners, and negative financial repercussions. Therefore, it is critical for a thorough crisis response strategy to consider how UT-Austin's decision-making may involve, influence, or affect its relationship with stakeholders. Whenever possible, the University should anticipate the implications of decisions from the point-of-view of each of its involved stakeholders, including:

- Family and friends
- Host institutions
- Faculty and program sponsors
- UT Board of Regents and the Chancellor
- Legal counsel
- Financial offices
- Grant sponsors
- Home and host country governments
- State and regional governments
- Insurance and emergency response agencies
- Travel agents and transportation firms
- Politicians

A Strategic Approach

The UT-Austin International Office bases its crisis management approach on four key principles of emergency management: **prevention-mitigation, preparedness, response, and recovery**. The International Office addresses risk mitigation and emergency preparation of Study Abroad participants, faculty program leaders, and individual travelers through a variety of techniques, including pre-departure orientations, workshops, trainings, and online resources. Furthermore, the Study Abroad Office and other campus offices (e.g., Travel Management Services, Dean of Students, etc.) are instrumental in assisting with critical response and ongoing recovery efforts once a crisis has been resolved. One of the critical priorities of this crisis management plan is to aid in uniting these existing structures for prevention and preparedness with those utilized for response and recovery to create an effective, integrated crisis management strategy.

This guidebook provides a framework to assist the crisis manager and/or crisis management team in developing strategies and establishing procedures for appropriate emergency response. The significance of this guidebook lies in realizing the goals listed below. It is because crises cannot always be avoided that the University must strive to manage them as effectively and appropriately as possible. UT-Austin's strategic approach to international crisis management is designed around meeting five primary objectives in order to mitigate risk and successfully protect the University and all UT-Austin travelers abroad.

The primary goals of this crisis management guidebook are as follows:

1. To safeguard the health, safety, and security of all UT-Austin personnel involved in crisis situations abroad
2. To minimize the University's liability for international travel through adequate preparation and planning
3. To establish the immediate steps of crisis response
4. To guide the University in addressing all facets of crisis management as quickly, thoroughly, and prudently as possible
5. To aid the University in addressing post-crisis concerns, including the development of best practices

SECTION 2: RISK AWARENESS AND EMERGENCY PLANNING

To protect the health, safety, and security of UT-Austin travelers abroad, risk mitigation and emergency preparedness have been identified as critical components of the University's approach to crisis management. The guidebook identifies four steps to emergency preparedness: Pre-departure awareness, emergency action plans, practicing emergency action plans, and tracking travelers.

The University understands that students must be educated on their responsibilities to conduct safe travel. Similarly, program leaders must create prudent travel plans and itineraries to mitigate risks to students. They must have specific plans for reacting to a crisis, and they must be able to enact those plans at a moment's notice. In addition, the Study Abroad Office and the Office of Travel Management Services must track the travel itineraries of students and faculty/staff travelers, respectively.

Pre-departure Awareness

Travelers play the most important role in determining their safety abroad. The importance of pre-departure knowledge of health and safety concerns is communicated to student participants and program leaders via orientations, workshops, and training sessions. These sessions are designed to alert travelers to safe, mindful travel practices and may go a long way toward minimizing the occurrence of crises. NAFSA: Association of International Educators has developed a thorough list of responsibilities that must be addressed with students before they travel:

- Assume responsibility for all the elements necessary for their personal preparation for the program and participate fully in orientations.
- Read and carefully consider all materials issued by UT-Austin or the program sponsor that relate to safety, health, legal, environmental, political, cultural, and religious conditions in the host countries.
- Conduct their own research on the countries they plan to visit with particular emphasis on health and safety concerns, as well as the social, cultural, and political situations.
- Consider their physical and mental health, and other personal circumstances when applying for or accepting a place in a program, and make available to the sponsor accurate and complete physical and mental health information and any other personal data that is necessary in planning for a safe and healthy study abroad experience.
- Obtain appropriate CISI insurance coverage and abide by any conditions imposed by the carrier.
- Inform parents/guardians/families and any others who may need to know about their participation in the study abroad program, provide them with emergency contact information, and keep them informed of their whereabouts and activities.
- Understand and comply with the terms of participation, codes of conduct, and emergency procedures of the program.
- Be aware of local conditions and customs that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the program staff or other appropriate individuals before and/or during the program.
- Accept responsibility for their own decisions and actions.
- Obey host-country laws.
- Behave in a manner that is respectful of the rights and well-being of others, and encourage others to behave in a similar manner.

- Avoid illegal drugs and excessive or irresponsible consumption of alcohol.
- Follow the program policies for keeping program staff informed of their whereabouts and well-being.
- Become familiar with the procedures for obtaining emergency health and legal system services in the host country.

(NAFSA, 2002)

Faculty and Study Abroad leaders have responsibilities in developing and offering programs as well. They are charged with providing programs and activities that do not inherently place participants at risk. They must establish codes of conduct for program participants, and allow students and their families to make informed decisions on the safety of the program. NAFSA has established guidelines for program leaders as well:

- Conduct periodic assessments of health and safety conditions for their programs, and develop and maintain emergency preparedness processes and a crisis response plan.
- 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.
- Provide information concerning aspects of home campus services and conditions that cannot be replicated at overseas locations.
- 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.
- Consider health and safety issues in evaluating the appropriateness of an individual's participation in a study abroad program.
- Determine criteria for an individual's removal from an overseas program, taking into account participant behavior, health, and safety factors.
- Require that participants be insured through CISI student travel insurance and protected with International SOS.
- Conduct inquiries regarding the potential health, safety, and security risks of the local environment of the program, including program-sponsored accommodation, events, excursions, and other activities, prior to the program. Monitor possible changes in country conditions. Provide information about changes, and advise participants and their parents/guardians/families as needed.
- Hire vendors and contractors (e.g., travel and tour agents) that have provided reputable services in the country in which the program takes place. Advise such vendors and contractors of the program sponsor's expectations with respect to their role in the health and safety of participants.
- Conduct appropriate inquiry regarding available medical and professional services. Provide information about these services for participants and their parents/guardians/families, and help participants obtain the services they may need.
- Develop and provide health and safety training for program directors and staff, including guidelines with respect to intervention and referral that take into account the nature and location of the study abroad program.
- Develop codes of conduct for their programs; communicate codes of conduct and the consequences of noncompliance to participants. Take appropriate action when aware that participants are in violation.
- In cases of serious health problems, injury, or other significant health and safety circumstances, maintain good communication among all program sponsors and others who need to know.

- In the participant screening process, consider factors such as disciplinary history that may impact on the safety of the individual or the group.
- Provide information for participants and their parents/guardians/families regarding when and where the sponsor's responsibility ends and the range of aspects of participants' overseas experiences that are beyond the sponsor's control.

In particular, UT-Austin program leaders generally:

- Cannot guarantee or assure the safety and/or security of participants or eliminate all risks from the study abroad environments.
- Cannot monitor or control all of the daily personal decisions, choices, and activities of participants.
- Cannot prevent participants from engaging in illegal, dangerous, or unwise activities.
- Cannot assure that U.S. standards of due process apply in overseas legal proceedings, or provide or pay for legal representation for participants.
- Cannot assume responsibility for actions or for events that are not part of the program, nor for those that are beyond their control, or for situations that may arise due to the failure of a participant to disclose pertinent information.
- Cannot assure that U.S. cultural values and norms will apply in the host country.

(NAFSA, 2002)

Emergency Action Plans

During the pre-departure training and workshops, both students and faculty leaders should be instructed to create Emergency Action Plans (EAPs) for themselves or their programs. Many UT-Austin travelers will experience minor crises abroad, such as illness, petty theft, or loss of their passport. They must be prepared to handle these situations, even through the communication and cultural barriers common to travel abroad. Additionally, though the majority of travelers will not face the major crises laid out in this guidebook, or require assistance from the University, they must take responsibility for their safety in those situations as well. Emergency Action Plans (EAPs) are designed to prepare travelers to react in a crisis by gathering information in advance for all potential resources they may rely on for assistance during an emergency.

The Center for Global Education provides a comprehensive Personal Emergency Action Plan (Appendix F) designed for students traveling abroad. It guides students through gathering information for emergency contacts, such as the program leader, a nearby hospital, a lawyer, and the Red Cross. The EAP also encourages students to brainstorm alternate methods of communication if phones are unavailable, create a back-up emergency plan, and prepare a first aid kit and emergency cash reserves. The EAP also lists documents that students should attach to the EAP, such as copies of their passport, visa, insurance card, allergy and other medical information, and area maps. In addition, students should be instructed to carry, at minimum, an Emergency Card (Appendix F) listing contact numbers and personal health information.

Like the EAPs of individual student travelers, the program leader must have access to contact information for the program site, a UT or U.S.-based emergency contact, an emergency contact in-country, the nearest hospital, and more. This information should all be contained in the program's Emergency Action Plan (Appendix G). Faculty program leaders have additional considerations for emergency response. They must be written specific to the culture, customs, and current state of affairs at the program site. They must also plan for numerous other issues, such as behavioral problems in program participants, using a University credit card for emergency purposes, and designating an alternate faculty director should the primary leader become incapacitated during the program. These concerns and many others are addressed throughout the [Study Abroad Faculty Handbook for Developing and Directing Study Abroad Programs](#).

Faculty leaders are also reminded that they are not alone in managing a crisis; the University will help coordinate a crisis response. The Faculty Handbook lays out seven general steps to crisis response for a program leader. These broad steps, combined with the program-specific details in the EAP, enable the program leader to have confidence in his or her ability to manage emergencies. The seven steps are:

- Secure the safety of program participants.
- Account for the group.
- Contact local emergency support.
- Contact UT-Austin.
- Continue to monitor the situation.
- Maintain communication with the UT-Austin.

Practicing Emergency Action Plans

It is not sufficient for students and faculty to compile EAPs and file them away in a wallet or folder. Meaningful training and practice, in the form of regular review of the plans, verbal rehearsal of emergency drills, and participation in problem-solving exercises, empowers program leaders and individual travelers to enact their EAPs at a moment's notice. This training should occur during pre-departure orientations, during the on-site orientation upon arrival and routinely throughout the duration of the program.

For students, this task of engaging in meaningful practice can be rather challenging. Many young students who have not previously traveled abroad cannot imagine themselves in a foreign country, let alone how they might react to a troubling situation abroad. In addition, many program leaders may perceive the risk of crisis to be so minimal as to ignore or deny the possibility. They may also run the risk of developing an EAP only to forget it exists or forget how to enact it in a high stress situation. The primary purposes to practice Emergency Action Plans are:

- Maintain an appropriate level of safety/security awareness
- Familiarize students and leaders with the plan
- Make sure everyone understand their part in the plan (roles and responsibilities)
- Become familiar with the mechanics, equipment and procedures necessary to implement the plan
- Convert an abstract plan into concrete actions
- Provide an opportunity for questions and concerns

At the end of training, participants should know:

- Whom to contact and how
- What to do
- Where to go
- What is expected of them

A few key practices should be employed to provide reassurance that the purposes of the training are met:

- Make sure you have their attention (avoid distractions)
- Repeat key concepts (repetition is the key to retention)
- Make it relevant (indicate how EAP affects them personally)
- Translate abstract concepts into concrete actions (use simulations, role play)
- Participatory learning is more effective than passive learning
- Review the EAP after critical incidents when interest and motivation are high (timing is crucial)
- Use senior staff as trainers (the best way to learn something is to teach it)

(SAFETI Adaptation of Peace Corps Resources)

Tracking Travelers

Finally, the University's approach to crisis planning is to maintain an effective system of tracking global travelers. This provides the University with the essential contact and logistical details in the event of an emergency, and enables crisis managers to quickly locate and respond to UT-Austin personnel worldwide when they may be affected by a crisis.

Tracking UT-Austin travelers is a crucial piece of risk mitigation that must occur before the traveler departs the U.S. The International Risk Analyst, Director of Travel Management Services, and other crisis responders do not wish to waste valuable time during the initial stages of the crisis accounting for travelers who may or may not be at the site of the crisis, simply because they do not have access to travelers' itineraries. That valuable time lost may jeopardize the safety of those travelers, as well as any others involved in the crisis.

Many student travelers (traditional Study Abroad and Independent Study and Research students) are automatically tracked through the MySAO online registry system. Students enter their travel and contact information before departure, and International Office staff are able to access that data as needed in a crisis. The Study Abroad Office employs a [Student Travel Policy for International Locations](#) (Appendix N of the UT-Austin General Information catalog, page 273) for students whose travel does not fall into Study Abroad or Independent Study and Research. This policy states that all students who travel internationally for university-sponsored events or activities must enter their travel itinerary into the International Travel Registry.

Faculty and staff may use one of four university travel agencies to arrange their travel. If they opt to arrange their own travel, they must submit a Request for Travel Authorization before departure. These parallel processes allow the Office of Travel Management Services to track faculty and staff travel itineraries.

SECTION 3: CRISIS RESPONSE

Crises, by definition, occur abruptly and often with little or no warning. That is why the core of a strong crisis management strategy is a thoughtfully-developed response plan. A crisis response plan must be action-based – not reactionary – including the immediate steps to be taken when a crisis arises, as well as secondary aspects to be considered, appropriate communication strategies, and important follow-up concerns to address.

The first priority when responding to a crisis is to stabilize the situation and gather the critical information needed to immediately assist the individual(s) in need. Once that initial sense of panic has been removed and a preliminary plan of action is in place, the crisis manager (or team) must collect the data needed to make informed decisions as the situation progresses.

Additionally, a communication strategy that keeps relevant parties abreast of developments is crucial. Whether emergency contacts, insurance companies, host institutions, or the UT-Austin President, certain stakeholders must be informed and/or involved at varying stages of the response process. Poor communication not only affects the University's ability to provide excellent service, but may also create a sense of distrust between the University and its constituents, and ultimately reflects negatively on UT-Austin.

The final stage of crisis response involves focusing on the effect that the crisis may have on the individual(s), colleagues, the University, and other relevant stakeholders. Crises may have broad implications involving financial, academic, contractual, or relational matters. As the crisis manager continues to monitor the health and safety of those in need, these additional elements should be taken into consideration and addressed in a timely fashion.

This crisis response plan is divided into two parts, situational and environmental, to reflect the differing response procedures required of each type. Situational crises are typically smaller in scale and may be handled solely by the International Risk Analyst (or other designated crisis manager). Environmental crises, on the other hand, often necessitate the involvement of a skilled crisis response team, such as the UT-Austin International Crisis Advisory Team (ICAT). Crisis response *pull sheets*, detailing specific actions to take and questions to ask for the most common situational and environmental crises, are provided to supplement the response procedures below.

Part 1: Responding to Situational Crises

Responding to situational crises occurs in three phases. While these phases may overlap or intersect, this approach lays a structure for the crisis manager that is designed to prevent proceeding too hastily or overlooking a critical step.

PHASE 1: STABILIZE THE CRISIS AND GATHER INFORMATION

During this phase, the crisis manager will compile the essential information needed to provide immediate assistance, as well as gather the facts required to formulate and enact an appropriate plan of action. It is important to document all communication and actions taken (including dates/times) for future reference. The initial Phase 1 steps include the following:

- Collect critical information, such as the name and contact details of the person(s) in need of assistance and others directly involved.
- Define the emergency by determining the nature of the incident, the condition of the traveler, the extent of the crisis, and the current risks involved. Be sure the information is reliable and trustworthy.
- Gather additional details relevant to the specific case in question. This may include information such as medical treatment history, contact details of physicians/hospitals, police reports, statements from colleagues/friends, etc.
- Define which individuals are currently involved or who needs to be included in the emergency response. This may include emergency contacts, treating counselors/physicians, host university staff, a program leader, etc. Always collect contact information for all parties involved.
- Engage International SOS (ISOS) or other assistance providers, if necessary.

PHASE 2: ASSESS, RESPOND, AND COMMUNICATE

During this stage of crisis response, the crisis manager will continue to ask questions and assess the demands of the situation, as well as focus on effectively communicating with relevant parties. As always, continue to document all communication and actions taken. Phase 2 steps include the following:

- Assess what actions have been taken and consider the best course of action for moving forward. This often includes addressing issues such as logistics, insurance and/or ISOS involvement, quality of care, and other special considerations.
- Respond to the changing needs of the individual being assisted. Ensure the traveler is receiving the necessary care and treatment.
- Communicate, communicate, communicate. Consider who should be informed of the situation, what information is appropriate to share, how to relay that information, etc.
- Document all communication and all action taken, including the time and date.

PHASE 3: MONITOR AND FOLLOW-UP

As the situation steadies, the crisis manager will transition into Phase 3. Although the crisis manager is continuing to monitor the situation, the focus typically shifts from attending to immediate health and safety concerns to addressing the broader implications of the crisis. Phase 3 steps include the following:

- Evaluate how crisis communication has occurred thus far. Ensure that the appropriate administrators have been informed and that those involved on the ground have communicated the situation appropriately with relevant parties.
- Consider the needs of other travelers who may be affected by the incident.
- What additional factors should be taken into consideration?
 - Medical concerns
 - Mental health resources
 - Academic impact
 - Financial implications
 - Legal concerns
- Examine the physical and mental health needs of the affected traveler by ensuring that pre-existing conditions are being cared for, medications are available to them, and they have access to counseling services.
- Engage colleagues from around campus to assess the legal and financial implications of the crisis for both the student and the University. Help students understand possible academic repercussions if they cannot complete their program coursework. Also ensure that the program leader monitors the affected student's mental health state during the remainder of the program, and the Counseling and Mental Health Center and Office of the Dean of Students reach out to the affected student after he or she returns to UT-Austin.

The following Crisis Pull Sheets will direct the crisis manager through all three phases of each type of situational crisis. The Pull Sheets can be found in Appendix H.

Situational Crisis Pull Sheets
Medical emergency
Mental health incident
Physical/sexual assault
Substance abuse
Kidnapping/missing person
Criminal arrest
Traveler's personal life event
Death of a traveler

Part 2: Responding to Environmental Crises

The scale and urgency of environmental crises usually require the assistance of the International Crisis Advisory Team (ICAT). The ICAT consists of eight UT-Austin faculty and staff from across campus, representing broad perspectives, including faculty, legal, health, travel, and more. Membership is comprised of the following positions:

- Vice Provost for International Programs
- International Risk Analyst (Chair)
- Deputy to the President
- Director, Travel Management Services
- Director, Study Abroad Office
- Representative, College of Liberal Arts
- Representative, University Health Services
- Representative, Office of the Vice President for Legal Affairs

Current membership and contact information can be found in Appendix C.

The role of the ICAT members is to examine the critical decisions of a crisis, but final authority for decisions affecting the crisis response is retained by the Vice Provost for International Programs. ICAT members will also help in crisis response by managing aspects of the crisis that pertain to their field of expertise. The guidebook may also be used by members of the International Oversight Committee (IOC) or other crisis response delegates as needed.

The crisis response will be led and coordinated by the chair of the ICAT, the International Risk Analyst. In the International Risk Analyst's absence, another individual will be designated by the Vice Provost for International Programs to fill the role. In most cases this will be a representative from the Study Abroad Office or Travel Management Services.

Upon receiving notification of a crisis abroad involving UT-Austin travelers, the crisis manager will gather information from multiple reliable sources, assess the immediate situation, and gather the ICAT to discuss the appropriate course of action. In critical cases, when the need to evacuate or otherwise respond is urgent, the Vice Provost has the authority to make an immediate, unilateral decision. The crisis manager will call on the ICAT as needed throughout the crisis for support. The following page offers further explanation for calling the ICAT to action.

ENGAGING THE INTERNATIONAL CRISIS ADVISORY TEAM (ICAT)

- Initiate the ICAT's involvement by sending a text message to all members. Follow up with an email providing additional information or directing team members to specific actions. Additional information on the steps of involvement can be found in the UT Crisis Response Plan for ICAT (Appendix I).
- Establish a crisis communication schedule for the ICAT. Set regular meeting times and locations for ICAT update sessions for the duration of the crisis. Assign and distribute a conference call number to the ICAT members in case schedule conflicts preclude their attendance. Meetings may be cancelled by the International Risk Analyst if a formal update is not warranted by the events of the previous day.
 - Members unable to attend in person or via conference call should designate a replacement from their office.
 - In the absence of other arrangements, by default the debriefing sessions will occur at 8:30 am, Monday through Friday, for the duration of the crisis. The meetings will take place in the Africa Conference Room of the International Office.
- Create a new Blackboard ICAT blog to document the crisis and encourage ICAT members to post information, recommendations, and updates to the website.

PHASE 1: STABILIZE THE CRISIS AND GATHER INFORMATION

During this phase, the crisis manager will compile the essential information needed to provide immediate assistance, as well as gather the facts required to formulate and enact an appropriate plan of action. It is important to document all communication and actions taken (including dates/times) for future reference. The initial Phase 1 steps include the following:

- Collect critical information, such as the name and contact details of the person(s) in need of assistance and others directly involved.
- Define the emergency by determining the nature of the incident, the condition of the traveler, the extent of the crisis, and the current risks involved. Be sure the information is reliable and trustworthy.
- Gather additional details relevant to the specific case in question. This may include information such as medical treatment history, contact details of physicians/hospitals, police reports, statements from colleagues/friends, etc.
- Define which individuals are currently involved or who needs to be included in the emergency response. This may include emergency contacts, treating counselors/physicians, host university staff, a program leader, etc. Always collect contact information for all parties involved.
- Engage International SOS (ISOS) or other assistance providers, if necessary.

PHASE 2: ASSESS, RESPOND, AND COMMUNICATE

During this stage of crisis response, the crisis manager will continue to ask questions and assess the demands of the situation, as well as focus on effectively communicating with relevant parties. As always, continue to document all communication and actions taken. Phase 2 steps include the following:

- Assess what actions have been taken and consider the best course of action for moving forward. This often includes addressing issues such as logistics, insurance and/or ISOS involvement, quality of care, and other special considerations.
- Respond to the changing needs of the individual being assisted. Ensure the traveler is receiving the necessary care and treatment.
- Communicate, communicate, communicate. Consider who should be informed of the situation, what information is appropriate to share, how to relay that information, etc.
- Document all communication and all action taken, including the time and date.

PHASE 3: MONITOR AND FOLLOW-UP

As the situation steadies, the crisis manager will transition into Phase 3. Although the crisis manager is continuing to monitor the situation, the focus typically shifts from attending to immediate health and safety concerns to addressing the broader implications of the crisis. Phase 3 steps include the following:

- Evaluate how crisis communication has occurred thus far. Ensure that the appropriate administrators have been informed and that those involved on the ground have communicated the situation appropriately with relevant parties.
- Consider the needs of other travelers who may be affected by the incident.
- What additional factors should be taken into consideration?
 - Medical concerns
 - Mental health resources
 - Academic impact
 - Financial implications
 - Legal concerns
- Examine the physical and mental health needs of the affected traveler by ensuring that pre-existing conditions are being cared for, medications are available to them, and they have access to counseling services.
- Engage colleagues from around campus to assess the legal and financial implications of the crisis for both the student and the University. Help students understand possible academic repercussions if they cannot complete their program coursework. Also ensure that the program leader monitors the affected student’s mental health state during the remainder of the program, and the Counseling and Mental Health Center and Office of the Dean of Students reach out to the affected student after he or she returns to UT-Austin.

The following Crisis Pull Sheets will direct the crisis manager through all three phases of each type of environmental crisis. The Pull Sheets can be found in Appendix H.

Environmental Crisis Pull Sheets
Civil Unrest or Terrorism
Natural or Man-made Disaster
Pandemic
Evacuation
Large-Scale Event at UT or in U.S.

SECTION 4: POST-CRISIS WRAP-UP

The University's responsibility does not end when a crisis has been resolved. In fact, the documentation, evaluation, and development of best practices are critical components of any effective crisis management strategy.

Documentation allows for appropriate follow-up to the crisis response, is indispensable in the event of a lawsuit, and contributes to developing a University history of crisis management. Debriefing and evaluation of crisis response help the University determine if the crisis response met the needs of the travelers. The guidebook will be tested in each crisis situation. Therefore, the strength and continuing viability of this crisis management guidebook lies in the revision process following each crisis, allowing for improvements in future crisis response. The International Risk Analyst will be responsible for ensuring that best practices are incorporated into the guidebook in a timely manner.

Documentation and Reporting

Formal documentation and reporting of the crisis response will take place after the crisis has been resolved. These processes organize the crisis communication for subsequent debriefing and help establish the history of crisis response.

SITUATIONAL CRISES

Formal documentation during a situational crisis will be done via detailed note-taking by the crisis manager. Upon completion of crisis response, he or she will compile notes, emails, news articles, and all other crisis communication to draft an Incident Report for the Study Abroad Office, to be included in year-end reporting.

ENVIRONMENTAL CRISES

The primary method of documentation during an environmental crisis will be the ICAT Blackboard page. At the outset of any crisis involving the International Crisis Advisory Team (ICAT), the International Risk Analyst will create a new blog. ICAT members will access the ICAT Blackboard site to post updates, information, and recommendations for all ICAT members to view. Additional users may be added as needed during the crisis.

The purpose of the blog format is to reduce the chain of email correspondence that may lead to miscommunication or missing information. ICAT members should check the blog regularly throughout a crisis for the most up-to-date information on actions being taken. All communication meant to be shared with the entire ICAT should be posted on this blog.

At the completion of the crisis response, all notes on the progress of the crisis, communication from ICAT members and other colleagues consulted, media reports, messages to travelers, and other crisis correspondence should be compiled and catalogued for future reference. The ICAT crisis response blog and any other communication can then be archived on the International Oversight Committee (IOC) Blackboard website.

Debrief and Evaluation

It is most important to create an institutional habit of debriefing after each crisis response, especially those that encountered difficulties, miscommunication, or abandonment of established crisis management procedures. If the ICAT is concerned about legal repercussions or that the University did not meet its duty of care to travelers, the team may want to consult Legal Affairs before conducting an official debriefing.

SITUATIONAL CRISES

Situational crises handled primarily by the International Risk Analyst oftentimes will not require a formal debriefing with any other crisis responders. However, in instances when there is significant Study Abroad Office or departmental involvement, the relevant crisis responders should meet to debrief shortly following the conclusion of the crisis response (ideally within two weeks).

During the meeting, the crisis manager should address the following questions. These questions may be modified as needed.

- Were the needs of the affected travelers met?
- What was managed well? How could crisis management have been improved?
- How did the communication flow between UT-Austin staff during the crisis (e.g., from the International Risk Analyst to the Study Abroad Office)?
- Did CISI provide service to meet the needs of the situation?
- Did ISOS provide services to meet the needs of the situation?
- Were any aspects of the crisis response not attended to in a timely manner?
- What specific lessons were learned from this crisis situation?
- Should the guidebook be revised in accordance with these lessons learned?

A summary of the debriefing session should be included with all other crisis communication documentation. If the debrief results in revisions to the crisis management guidebook, this information should be reflected in the Records of Changes table (Appendix N).

If a program leader or other staff abroad contributed to the crisis response, encourage him or her to write a summary of the incident (or complete the Study Abroad Incident Report Form), to be included with crisis communication documentation.

ENVIRONMENTAL CRISES

Environmental crises involving the ICAT always warrant a formal debrief and evaluation session to discuss how the crisis situation was managed. Although follow-up procedures involving the University and affected individuals may continue for several weeks or months after the crisis has been resolved, the ICAT should aim to debrief within six weeks of the conclusion of crisis response.

During the meeting, ICAT members should address the following questions. These questions may be modified as needed.

- Were the needs of travelers met?
- What was managed well? How could crisis management have been improved?
- How did the communication among ICAT members flow during the crisis?
- How was crisis communication received by the affected travelers? How could UT-Austin improve?
- Did CISI provide service to meet the needs of the situation?
- Did ISOS provide services to meet the needs of the situation?
- Were any aspects of the crisis response not attended to in a timely manner?
- Were Crisis Management Guidebook procedures followed? If not, why?
- What specific lessons were learned from this crisis situation?
- Should the guidebook be revised in accordance with lessons learned in this crisis?

A summary of the debriefing session should be inserted into the History of UT-Austin Crisis Response (Appendix L) of this guidebook to develop a University history for crisis management. It should also be included with all other crisis communication documentation.

The purpose of the debriefing for the IOC should be to determine if travel policy changes are needed and how they should be implemented. This debriefing meeting should focus on the big-picture issues associated with the crisis and any problems that resulted from the management of the crisis.

Developing Best Practices

It is the International Office's responsibility to ensure this document remains up-to-date and viable. Adopting a best practices approach allows UT-Austin crisis responders to identify the challenges of past crisis response and put the lessons learned from one crisis into practice in the future.

REVISIONS

The guidebook will be revisited regularly each year to update links and to ensure the procedures align with any personnel or policy adjustments. In addition, the guidebook may be updated as needed in accordance with new lessons learned during crisis situations. The date, description of change, and who authorized the change should be documented in the Record of Changes table (Appendix N).

During the annual revision processes, the International Risk Analyst and the ICAT should examine any preceding crises from a holistic perspective. The unique responses to discrete crises may be compared and contrasted to determine which types of crises require attention or practice. In assessing the crises and determining revisions, the International Risk Analyst and the ICAT should also examine the crises from the perspective of UT-Austin's numerous assets: students, faculty, and staff; reputation, and relationships abroad.

PRACTICING CRISIS MANAGEMENT STRATEGIES

Practice through simulated crisis situations will allow the crisis response team to troubleshoot the response plans and ensure the team members are able to fill their roles as needed during a crisis.

The crisis manager will plan and stage practice sessions regularly throughout the year to test the procedures and viability of the guidebook. Practicing crisis response strategies is crucial to developing the ability to make quick decisions during emergencies. Simulations of crises may be based upon prior events or manufactured to model those with greater potential for occurrence. Likewise, a simulation can test routine procedures (e.g., notification systems) or uncommon ones (e.g., use of alternate communications, when cell phones or internet are not functioning). The scenarios should involve numerous UT-Austin offices (e.g., Financial Aid, the Division of Housing and Food Service, the Registrar, and University Health Services), as well as outside agencies (e.g., International SOS, CISI student travel insurance, and Anthony Travel agency). Practicing crisis response allows crisis response team members to rehearse and become comfortable in their established roles.

Through these regular practice sessions, the team may develop a standard schedule for crisis proceedings and gain an understanding of how long certain phases or actions take. The team may also acquire an understanding of stakeholders' needs. This can be a beneficial development, as their needs are not a primary concern in the midst of a crisis but they do merit consideration in the strategy.

It is important for all crisis simulation participants to enter the practice session with the proper mindset. Team members must take the simulation seriously and treat it as a real crisis situation in order to realize any gains or improvements in crisis response. Participants should react as they would in a real emergency, consult with colleagues and counterparts across campus, and document their actions.

Following the practice session, the simulation should be evaluated in an informal, unrecorded discussion (Nudell, 1988, p. 119). The following questions will guide the evaluation:

- What problems arose during the exercise?
- Were resources and personnel adequate for the situation?
- Were participants comfortable in their roles and responsibilities?
- Was the crisis response team able to liaise effectively with other campus offices and companies?

APPENDICES

- A. Additional Resources
- B. Sources Consulted
- C. International Crisis Advisory Team (ICAT) Contact Information
- D. Additional Contact Information
- E. Media Response Guide
- F. Personal Emergency Response Plans
- G. Program-Specific Emergency Response Plans
- H. Crisis Pull Sheets
- I. ICAT Crisis Response Guide
- J. Template Emails
- K. Mental Health Resources
- L. History of UT-Austin Crisis Response
- M. Acknowledgements
- N. Record of Changes

APPENDIX A - ADDITIONAL RESOURCES

HEALTH AND SAFETY

American College Health Association

Campus Response to Novel Influenza H1N1.

http://www.acha.org/Publications/Guidelines_WhitePapers.cfm

Association for Safe International Road Travel

<http://asirt.org/>

Center for Disease Control

<http://www.cdc.gov/>

Coping with a Traumatic Event

<http://www.bt.cdc.gov/masscasualties/copingpub.asp>

Health Information for International Travel Yellow Book 2012

<http://wwwnc.cdc.gov/travel/page/yellowbook-2012-home.htm>

<http://wwwnc.cdc.gov/travel/yellowbook/2012/table-of-contents.htm>

Your Survival Guide to Safe and Healthy Travel

<http://wwwnc.cdc.gov/travel/page/survival-guide.htm>

Seasonal Flu Website

<http://www.cdc.gov/flu/>

The Flu: What To Do If You Get Sick

<http://cdc.gov/flu/takingcare.htm>

U.S. Department of Health & Human Services

<http://www.flu.gov/>

World Health Organization

<http://www.who.int/en/>

NATURAL DISASTERS

United States Geological Survey

<http://earthquake.usgs.gov/earthquakes/>

National Weather Service National Hurricane Center

<http://www.nhc.noaa.gov/>

Canadian Hurricane Center

<http://www.ec.gc.ca/ouragans-hurricanes/>

National Oceanic and Atmospheric Administration Tsunami

<http://www.tsunami.noaa.gov/>

PRIVACY REGULATIONS

FERPA (Family Educational Rights and Privacy Act)

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

HIPAA (the Health Insurance Portability and Accountability Act)

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/consumers/index.html>

MENTAL HEALTH AND SUBSTANCE ABUSE

Alcoholics Anonymous

<http://aa.org/>

International General Services Offices

http://www.aa.org/lang/en/aa_international.cfm?origpage=31

Online Intergroup - AA meetings online

<http://aa-intergroup.org/>

American College Health Association

<http://www.acha.org/Topics/mentalth.cfm>

CDC – Coping with a Traumatic Event

<http://www.bt.cdc.gov/masscasualties/copingpub.asp>

International Critical Incident Stress Foundation - Critical Incident Stress Management

<http://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd/index.shtml>

National Institute of Mental Health

<http://www.nimh.nih.gov/index.shtml>

Suicide Help

<http://www.nimh.nih.gov/health/topics/suicide-prevention/if-you-are-in-crisis-and-need-immediate-help.shtml>

Locating Services

<http://www.nimh.nih.gov/health/topics/getting-help-locate-services/index.shtml>

Post Traumatic Stress Disorder

<http://www.nimh.nih.gov/health/topics/post-traumatic-stress-disorder-ptsd/index.shtml>

SAFETI Adaptation of Peace Corps Resources - Critical Incident Stress Debriefing

http://gloaled.us/peacecorps/after_crisis_normal.asp#4.1

Substance Abuse and Mental Health Services Administration

<http://www.samhsa.gov/>

University of Wisconsin - Eau Claire Counseling Services Critical Incident Stress Information Sheet

<http://www.uwec.edu/counsel/pubs/criticalincident.htm>

U.S. GOVERNMENT

Bureau of Consular Affairs

<http://travel.state.gov/>

Office of Overseas Citizens Services

http://travel.state.gov/law/citizenship/citizenship_775.html

Arrest or Detention of an American Citizen Abroad

http://travel.state.gov/travel/tips/emergencies/arrest/arrest_3879.html

Death or Injury of an American Citizen Abroad

http://travel.state.gov/travel/tips/emergencies/death/death_3878.html

Return of Remains of Deceased Americans

http://travel.state.gov/travel/tips/emergencies/death/death_1191.html

Websites of U.S. Embassies, Consulates, and Diplomatic Missions

<http://www.usembassy.gov/>

Federal Bureau of Investigation: What Happens When an American is Harmed Overseas

http://www.fbi.gov/news/stories/2008/june/international_060308

SEXUAL ASSAULT AND VICTIMS OF CRIME

National Association of Crime Victim Compensation Boards

<http://www.nacvcb.org/>

National Organization for Victim Assistance

<http://www.trynova.org/>

Rape Abuse and Incest National Network

<http://www.rainn.org>

U.S. Dept. of Justice Office for Victims of Crime

<http://www.ovc.gov/help/index.html>

APPENDIX B - SOURCES CONSULTED

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- National Organization for Victim Assistance. (2010). *An introduction to crisis intervention protocols*. Retrieved from <http://www.trynova.org/victiminfo/readings/CrisisIntervention.pdf>
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- U.S. Department of Education. (n.d.). *Family Educational Rights and Privacy Act (FERPA)*. Retrieved from <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health and Human Services. (n.d.). *Health Information Privacy*. Retrieved from <http://www.hhs.gov/ocr/privacy/>
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APPENDIX C - ICAT CONTACT INFORMATION

NAME	POSITION TITLE
Janet Ellzey, Ph.D. jellzey@mail.utexas.edu Office Phone: 471 7020	Vice Provost for International Programs Executive Vice President & Provost
Erin Wolf, MA (Chair) erinwolf@austin.utexas.edu Office Phone: 471 0341	International Risk Analyst International Office
Heather Barclay-Hamir, Ph.D. barclayh@austin.utexas.edu Office Phone: 471 6490	Director, Study Abroad Office International Office
Lee Loden, BSW lee.loden@austin.utexas.edu Office Phone: 471 6641	Director, Travel Management Services Travel Management Services
Theresa Spalding, MD t.spalding@uhs.utexas.edu Office Phone: 475 8349	Associate Director of University Health Services University Health Services
Patricia Ohlendorf, JD pohlendorf@austin.utexas.edu Office Phone: 471 1241	Vice President for Legal Affairs Office of the Vice President for Legal Affairs
Richard Flores, Ph.D. rrflores@austin.utexas.edu Office Phone: 471 9209	Associate Dean for Academic Affairs College of Liberal Arts
Charles Roeckle, Ph.D. c.roeckle@mail.utexas.edu Office Phone: 471 1232	Deputy to the President Office of the President

Membership current as of 1 September 2011

APPENDIX D - CONTACT INFORMATION FOR OUTSIDE RESOURCES

ORGANIZATION	WEBSITE
International SOS Phone (Philadelphia): +1 215 942 8226 Phone (London): +44 20 8762 8008	http://www.internationalsos.com/
CISI Health Insurance River Plaza 9 West Broad Street Stamford, CT 06902 Phone: +1 800 303 8120 Fax: +1 203 399 5596	http://www.culturalinsurance.com/
U.S. Department of State 2201 C Street NW Washington, DC 20520 Hotline: +1 888 407 4747 Phone: +1 202 647 4000	http://www.state.gov/travel/
Overseas Security Advisory Council Washington, DC 20522 Telephone: 571 345 2223 Fax +1 571 345 2238	https://www.osac.gov/
Overseas Citizens Services 2201 C Street NW SA-29, 4th Floor Washington, DC 20520 Phone: +1 888 407 4747 +1 202 501 4444 Fax: +1 202 736 9133	http://answers.usa.gov/

Contact information current as of 1 September 2011

APPENDIX E - MEDIA RESPONSE GUIDE

Designate a Media Representative

The International Risk Analyst will serve as the designated media representative for most crises, requesting assistance from the Office of Public Affairs as needed. The ICAT and all other UT-Austin administrators or program staff abroad should refer all media requests to the International Risk Analyst.

The media representative will want to follow several steps before speaking with the media or releasing information to the public.

- Gather background information on the history of the program and its relationship to the university, the program site, maps, and goals and purposes of the program. The media representative may also use the opportunity to educate the public on broader issues surrounding the crisis and to clear up misconceptions about events leading up to the crisis, as well as how UT-Austin prevents, prepares for, and mitigates other crises.
- Verify current facts and determine which facts can be released to the public and which must remain confidential. Keep in mind confidentiality laws such as FERPA (the Family Educational Rights and Privacy Act) and respect for the traveler's or family's wishes.
- Do not speculate about potential costs of the crisis, impact, blame, duration of the crisis, or judicial processes.
- Use the UT-Austin website to the greatest extent possible to disseminate information. Updates may be posted on the home page, the IO website, the site for the College offering the international program (if not a Study Abroad program), and individual program websites.
- Log media requests for information.
- If media response becomes too demanding for one media representative, the ICAT, with the assistance of the Office of Public Affairs, may want to establish a media response center. The most recent facts and information should be disseminated to a core media response team who has been trained on appropriate management of the media.
- "No comment" is not usually a sufficient response to media requests for information and may be detrimental to perception of the crisis.

Develop a Media Strategy

The designated media representative will work with the ICAT to develop a crisis communication strategy.

- Define and frame the key issues.
- Communicate mutual goals and concerns.
- Decide together the appropriate information to release and how to communicate it to various audiences.
- Consider all your constituencies – both internal and external.
- Identify one spokesperson as the immediate contact.
- Make sure everyone in the institution (not just the ICAT members) knows who the designated spokesperson is, and make sure everyone refers all media requests to that person.
- Don't assume that anything will stay confidential for long. Although there is a distinction between internal and external communication, the line is faint. Assume that everything you say internally will eventually find its way to the outside audience.
- Avoid defamatory words and excessive legalistic prose.
- Anticipate follow-up interests.

The guidelines for developing a media strategy were adapted from *Managing Liability and Overseas Programs* (Weeks, 1999).

Maintain Control of the Media Response

The media representative may want to familiarize herself with the following guidelines for responding to the media.

- Take control; don't answer questions until you're ready.
- Note the reporter's name, affiliation, and phone number.
- Ask what the story is about.
- Find out the reporter's deadline.
- Define the role you'll play in the story.
- Suggest other sources.
- Set ground rules for the interview: subject area, time, place, duration.
- Pick an interview site that is convenient and comfortable for you.
- Call your university news service for assistance.
- Regard the interview as an opportunity to tell your story or to make your points.
- Remember your audience is the public, not the reporter.
- Decide what you want the public to understand about the subject.
- Pick one or two points you want to make.
- Keep your language simple, as through you were explaining to a neighbor.
- Avoid jargon.
- Prepare relevant examples and analogies.
- Make notes for easy reference.
- Prepare a list of probable questions and short, concise answers.
- Collect material that will help the reporter understand the story.
- Rehearse with someone you trust.
- If possible, tape the interview so you can catch your own errors before they're part of the permanent print or broadcast record.
- Review your tape; if you misspoke, call the reporter with corrections or clarifications.
- If a reporter asks you to comment off the record, decline. Assume everything you say in an interview will appear in the story.
- Don't wait for a reporter to ask the "right question." Make your main point early and often.
- Be concise; you will be less likely to be quoted out of context if you are clear and concise.
- Make sure you understand each question.
- If a question contains erroneous information, don't let it slide. Correct it.
- Don't evade questions. If you don't know the answer, say so.
- Never lie.
- Beware of hypothetical questions; don't be pressured into speculating.
- Don't ask or expect to approve the story before it is printed or broadcast.
- Be available for follow up; encourage the reporter to call back with other questions or for clarifications.
- Ask others what they thought of the story.
- If the story has major errors, don't let anger or embarrassment rule your response.
- Call the reporter to correct errors in the story; uncorrected errors get repeated as fact in follow up stories.
- If other reporters call you, use the new contact as an opportunity to correct any errors or misperceptions.

The guidelines for media response were obtained from "When a Reporter Calls," *International Educator*, July/August 2006.

APPENDIX F – PERSONAL EMERGENCY ACTION PLANS

APPENDIX G – PROGRAM-SPECIFIC EMERGENCY ACTION PLANS

APPENDIX H – CRISIS PULL SHEETS

SITUATIONAL CRISIS PULL SHEETS

- Medical emergency
- Mental health incident
- Physical/sexual abuse
- Substance abuse
- Kidnapping/missing person
- Criminal arrest
- Traveler's personal life event
- Death of a traveler

ENVIRONMENTAL CRISIS PULL SHEETS

- Civil unrest or terrorism
- Natural or man-made disaster
- Pandemic
- Evacuation

MEDICAL EMERGENCY PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	ASSESS, RESPOND, & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number in case call is dropped ▪ Name and EID of individual in need of assistance ▪ Name and EID of caller ▪ Traveler’s current location <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ The precise nature of the medical emergency ▪ Date/time of incident and how it has progressed ▪ The current physical/psychological condition of the traveler ▪ The imminent risk to traveler if they remain where they are <p>Collect Treatment Info</p> <ul style="list-style-type: none"> ▪ What medical treatment has the traveler received? ▪ The names, addresses, telephone/fax numbers of attending physicians/clinic and other health professionals involved <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ Is the program leader or local staff in contact with traveler? ▪ Gather details for the traveler’s U.S. emergency contact ▪ Define the point of contact in-country ▪ Gather details for the program leader abroad and departmental point of contact at UT-Austin <p>Engage International SOS</p> <ul style="list-style-type: none"> ▪ Provide International SOS with necessary information gathered above. If evacuation is necessary, be prepared to provide the following: <ul style="list-style-type: none"> · Traveler’s name, age, citizenship · All known medical history · If medical equipment is needed in transport · If medical personnel are needed in transport · Preferred location to which traveler should be evacuated · Whether someone will be accompanying the traveler 	<p>Assess</p> <ul style="list-style-type: none"> ▪ Has the traveler informed his emergency contact? ▪ Should a family member travel to the hospital abroad? If so, attempt to arrange for someone to meet the family at the airport. ▪ Does ISOS require authorization to pay for medical treatment? ▪ Has CISI (or other health insurance) been contacted? ▪ Is the student receiving the highest quality medical care available? ▪ Are the student and his emergency contact satisfied with the medical assessment from the health care professional abroad? ▪ Does ISOS need to recommend a specialist in the region? <p>Respond</p> <ul style="list-style-type: none"> ▪ Is the program leader acting in the best interest of the student? ▪ Ensure individual in need is treated with compassion and empathy ▪ Does the student have company in the hospital, if desired? ▪ Does the student require monitoring by a UT staff member? <p>Communicate</p> <ul style="list-style-type: none"> ▪ Inform emergency contacts, with permission ▪ What information can be shared with others? ▪ Are administrators at the host institution aware of the situation? ▪ Has the traveler been reassured that UT will do everything possible to safeguard his health? ▪ Inform students in the program (if appropriate). What do they already know about the individual’s medical condition? ▪ Advise students to respect the privacy of the affected individual by not speculating on the student’s condition, spreading rumors, or sharing private information with friends or family. ▪ Are FERPA and HIPAA regulations being followed in all crisis communication?

MEDICAL EMERGENCY PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication

- If necessary, has the University been informed of the incident?
- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?

Medical Concerns

- Does UHS have confidence in the medical care the traveler is receiving?
- Do modern Western health treatments exist locally for the student's injury or affliction? Can the student obtain necessary medications in-country? Can they be shipped to the student from the U.S.? Are medications legal to possess or use?
- Did the student undergo a health review before departure?
- Does UHS have health records for the student?
- If the student is able to complete the program, will he require medical accommodations? Is UT able to meet those needs? Is insurance?
- Will physical therapy or other on-going treatment be necessary after the student is released from the hospital?

Mental Health

- What psychological/emotional support can the program leader or staff abroad extend to the student?
- What support can UT extend the individual or others involved?
- How will the traveler's mental/emotional concerns be addressed for the remainder of the program?
- Is the program leader able to manage his own stress?

Other Travelers

- What do program participants need to know about the crisis for their own safety? What information is confidential?
- If the emergency was the result of a preventable accident, should students be advised to change their actions or activities accordingly?
- Are rumors or speculation circulating? How can rumors be invalidated if information is scarce?
- What emotional/psychological problems should program leaders anticipate as a result of this crisis?
- Can the Counseling and Mental Health Center offer services to other participants?
- Who is responsible for other students while the program leader or other staff are responding to the crisis?

Academic

- Does the student wish to remain in the program after being treated/released?
- If the student chooses to complete the program, will he require academic/learning accommodations? Is the university able to meet those accommodations?
- If the student is medically evacuated or chooses to leave the program, can he receive credit for any work completed thus far? How will this affect future coursework?
- How will the student's academic timeline be affected if he does not complete the program?

Financial

- What are potential costs to the student if he is medically evacuated or chooses to leave the program?
- Has the student received a grant or scholarship to study abroad? Must the grant or scholarship be repaid if the student does not complete the coursework?
- How might the student's financial aid be affected if he does not complete the program?

Legal

- Has the student acted negligently? Could actions be seen as negligent?
- Have others involved acted negligently? Could their actions be seen as negligent?
- What services can the Office of Legal Services provide to the student or the program abroad?

Upon the Student's Return

(Upon medical evacuation or opting to leave the program)

- Has the student been sent the template email about the Counseling and Mental Health Center's services?
- Has the Office of the Dean of Students engaged the student to discuss his experience?
- Have living arrangements been made? Does the student need housing in a campus residence hall?
- If the student was unable to gather belongings before evacuation, have arrangements been made to have them shipped?

MENTAL HEALTH INCIDENT PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	ASSESS, RESPOND, & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number in case call is dropped ▪ Name and EID of individual in need of assistance ▪ Name and EID of caller ▪ Traveler’s current location <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ The precise nature of the medical emergency ▪ Date/time of incident and how it progressed ▪ The current physical/psychological condition of the traveler ▪ The imminent risk to the traveler and others if they remain where they are <p>Collect Treatment Info</p> <ul style="list-style-type: none"> ▪ What medical or psychological treatment has the traveler received? ▪ The names, addresses, telephone/fax numbers of counselor(s), attending physicians/clinic and other health professionals involved <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ Is program leader or local staff in contact with traveler? ▪ Gather details for the traveler’s U.S. emergency contact ▪ Define the point of contact in-country ▪ Gather details for the program leader abroad and departmental point of contact at UT-Austin <p>Engage International SOS</p> <ul style="list-style-type: none"> ▪ Provide International SOS with necessary information gathered above. If medical evacuation is necessary, be prepared to provide the following: <ul style="list-style-type: none"> · Traveler’s name, age, citizenship · All known medical history · If medical equipment is needed in transport · If medical personnel are needed in transport · Preferred location to which traveler should be evacuated · Whether someone will be accompanying the traveler <p>If the crisis requires medical evacuation of the student, see the Medical Emergency Pull Sheet for additional information.</p>	<p>Assess</p> <ul style="list-style-type: none"> ▪ Does the student display any of the following signs of a mental health problem? ▪ Does the student talk about suicide, in passing or in a joking manner? ▪ If the traveler might be admitted to a mental health institution abroad, what are the conditions like? Do they meet U.S. human rights standards? ▪ What steps have been taken by the program leader in the past regarding the student’s mental health state? ▪ Has the student denied psychological or behavioral problems? ▪ Did the student disclose or display signs of a mental health problem in a pre-departure medical review? Was the student treated for a mental health problem before departure? Has the student continued taking medication that was prescribed prior to departure? ▪ Does the student exhibit behavioral problems? Do behavioral problems warrant removal from the program? ▪ Is the student willing to utilize counseling services? Has the student refused counseling services for ethnic, religious, cultural, or any other reasons? ▪ Did the student sign a conduct code before beginning the program? Is he or she acting in violation of that code? Was the student warned of consequences of behavioral problems in orientation? ▪ Has the student’s coursework been negatively affected by the mental health problem? ▪ Is the student’s behavior affecting other program participants or disrupting academic activities for the group? Are they aware of the student’s mental health problem? ▪ Should a family member travel to the hospital abroad? If so, attempt to arrange for someone to meet the family at the airport. ▪ Does ISOS require authorization to pay for psychological evaluation or medical treatment? ▪ Has CISI (or other health insurance) been contacted? ▪ Is the student receiving the highest quality medical care available? ▪ Are the student and her emergency contact satisfied with the assessment from the mental health care professional abroad? ▪ Does ISOS need to recommend a specialist in the region? <p>Respond</p> <ul style="list-style-type: none"> ▪ Can the situation be helped by following the steps of the mental health checklists in Appendix K? ▪ Is the program leader refraining from diagnosing the student’s condition and handling the situation in a non-judgmental manner? ▪ Does the student require monitoring by a UT staff member? ▪ Is the program leader acting in the best interest of the student? <p>Communicate</p> <ul style="list-style-type: none"> ▪ Inform emergency contacts, with permission ▪ What information can be shared with others? ▪ Are administrators at the host institution aware of the situation? ▪ Inform students in the program (if appropriate). What do they already know about the individual’s mental health state? ▪ Advise students to respect the privacy of the affected individual by not speculating on the student’s condition, spreading rumors, or sharing private information with friends or family. ▪ Are FERPA and HIPAA regulations being followed in all crisis communication?

MENTAL HEALTH INCIDENT PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication

- If necessary, has the University been informed of the incident?
- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?

Mental Health

- Will on-going mental health treatment be necessary after this crisis is resolved? Is this possible at the program site or locally?
- Do Western mental health treatment practices exist locally? Can the student obtain necessary medications in-country? Can they be shipped to the student from the U.S.? Are medications legal to possess or use?
- Does UHS have confidence in the mental health care the traveler is receiving?
- If the student completes the program, will she require accommodations? Is UT able to meet those needs? Is insurance?
- If the crisis is due to behavioral problems, can the program leader issue a Behavioral Contract to the student to manage his/ her actions going forward?
- Is the program leader able to manage her own stress?
- What support can UT extend to others involved?

Medical Concerns

- Did the student undergo a health review before departure?
- Does UHS have health records for the student?

Other Travelers

- What do program participants need to know about the crisis for their own safety? What information is confidential?
- Are rumors or speculation circulating? How can rumors be invalidated if information is scarce?
- What emotional/psychological problems should program leaders anticipate as a result of this crisis?
- Can the Counseling and Mental Health Center offer services to other participants?
- Who is responsible for other students while the program leader or other staff are responding to the crisis?

Academic

- Does the student wish to remain in the program after this crisis is resolved? Can the student be allowed to remain?
- If the student is allowed to complete the program, will she require academic/learning accommodations? Is the university able to meet those accommodations?
- If the student is medically evacuated or chooses to leave the program, can she receive credit for any work completed thus far? How will this affect future coursework?
- How will the student's academic timeline be affected if she does not complete the program?

Financial

- What are potential costs to the student if she is medically evacuated or chooses to leave the program to address the mental health issues?
- Has the student received a grant or scholarship to study abroad? Must the grant or scholarship be repaid if the student does not complete the coursework?
- How might the student's financial aid be affected if she does not complete the program?

Legal

- Has the student acted negligently? Could actions be seen as negligent?
- Have others involved acted negligently? Could their actions be seen as negligent?
- What services can the Office of Legal Services provide to the student or the program abroad?

Upon the Student's Return

(Upon medical evacuation or opting to leave the program)

- Has the Office of the Dean of Students engaged the student to discuss her experience?
- Have arrangements been made for treatment of the mental health condition?
- Have living arrangements been made? Does the student need housing in a campus residence hall?

ADDITIONAL RESOURCES

NAFSA – Best Practices in Addressing Mental Health Issues Affecting Education Abroad Participants

<http://www.nafsa.org/mentalhealth>

National Institute of Mental Health

<http://www.nimh.nih.gov/index.shtml>

Locating Services

<http://www.nimh.nih.gov/health/topics/getting-help-locate-services/index.shtml>

PHYSICAL/SEXUAL ASSAULT PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	ASSESS, RESPOND, & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number in case call is dropped ▪ Name and EID of individual in need of assistance ▪ Name and EID of caller ▪ Traveler's current location <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ The precise nature of the crisis ▪ Date/time of the incident and how it has progressed ▪ The current physical/psychological condition of the traveler ▪ The imminent risk to traveler if they remain where they are <p>Collect Treatment Info</p> <ul style="list-style-type: none"> ▪ What medical treatment has the traveler received? ▪ The names, addresses, telephone/fax numbers of attending physicians/clinic and other health professionals involved <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ Is the program leader or local staff in contact with traveler? ▪ Gather details for the traveler's U.S. emergency contact ▪ Define the point of contact in-country ▪ Gather details for the program leader abroad and departmental point of contact at UT-Austin <p>Engage International SOS</p> <ul style="list-style-type: none"> ▪ Provide International SOS with necessary information gathered above. If medical evacuation is necessary, be prepared to provide the following: <ul style="list-style-type: none"> · Traveler's name, age, citizenship · All known medical history · If medical equipment is needed in transport · If medical personnel are needed in transport · Preferred location to which traveler should be evacuated · Whether someone will be accompanying the traveler 	<p>Assess</p> <ul style="list-style-type: none"> ▪ Has the traveler informed her emergency contact? ▪ Is the victim safe and feeling safe? Is the victim receiving emotional support? Does the student have company if desired? ▪ Does the victim appear emotionally or physically distressed? ▪ Has the victim been examined for injury? (Even if the student does not appear injured, the program leader may want to encourage him or her to be examined by a doctor, with the individual's consent.) ▪ Is the student receiving the highest quality medical care available? ▪ Should a family member travel abroad to offer support and reassurance? If so, attempt to arrange for someone to meet the family at the airport. ▪ Does ISOS require authorization to pay for medical treatment? ▪ Has CISI (or other health insurance) been contacted? ▪ Are the student and her emergency contact satisfied with the medical assessment and treatment from health care professionals? ▪ Does ISOS need to recommend a specialist in the region? ▪ Does the student wish to be evacuated from the country? <p>Respond</p> <ul style="list-style-type: none"> ▪ Does the victim wish to utilize counseling services? If yes, are the counseling services adequate for the situation and is the student comfortable with the services? If no, the student should be provided names and contact information for a local hospital, counselor, and other rape resources in case she changes her mind. ▪ Does the student wish to involve local police? Does she wish to pursue arrest and prosecution of the assailant? ▪ Does the victim wish to be physically examined to collect forensic evidence? If so, discourage her from showering, washing hands, brushing teeth, or changing clothes before the examination to preserve evidence. ▪ Is the student aware of the laws and procedures for criminal pursuit in the host country? ▪ Can the U.S. Consular Officer recommend an attorney who speaks English (or the individual's native language) to represent the student in court? (UT-Austin should not provide legal counsel to the student.) ▪ Has CISI been contacted to open a case file for treatment or counseling? ▪ Is the program leader acting in the best interest of the student? ▪ Does the student require monitoring by a UT staff member? ▪ Ensure the student is being treated with compassion. <p>Communicate</p> <ul style="list-style-type: none"> ▪ Inform emergency contacts, with permission and if the victim is unable. ▪ Has the traveler been reassured that UT will do everything possible to safeguard her health? ▪ What information can be shared with others? ▪ Are administrators at the host institution aware of the situation? ▪ Inform students in the program (if appropriate). What do they already know about the situation? Can they give statements to police? ▪ Advise students to respect the privacy of the affected individual by not speculating on the student's condition, spreading rumors, or sharing private information with friends or family. ▪ Are FERPA and HIPAA regulations being followed in all crisis communication?

PHYSICAL/SEXUAL ASSAULT PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication

- If necessary, has the University been informed of the incident?
- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?

Medical Concerns

- Did the student undergo a health review before departure?
- Does UHS have health records for the student?
- Does UHS have confidence in the medical care the traveler is receiving?
- If the student is able to complete the program, will she require medical accommodations? Is UT able to meet those needs? Is insurance?
- Will on-going treatment be necessary after the student is released from the hospital?

Mental Health

- What psychological/emotional support can the program leader or staff abroad extend to the student?
- What support can UT extend the individual or others involved?
- How will the traveler's mental/emotional concerns be addressed for remainder of the program?
- Is the program leader able to manage his or her own stress?

Other Travelers

- What do program participants need to know about the assault for their own safety? What information is confidential?
- Are additional assaults a concern for the program leader or other staff abroad? Should other program participants be informed of the situation to prevent additional assaults? Should students be advised to change their habits, routes, or places they visit to minimize the risk of assault?
- Should security around the campus be improved? What are security issues for the victim or the program if the victim chooses to prosecute?
- Are rumors or speculation circulating? How can rumors be invalidated if information is scarce?
- What emotional/psychological problems should program leaders anticipate as a result of this crisis?
- Can the Counseling and Mental Health Center offer services to other participants?
- Who is responsible for other students while the program leader or other staff are responding to the crisis?

Academic

- Does the student wish to remain in the program?
- If the student chooses to complete the program, will she require academic/learning accommodations? Is the university able to meet those accommodations?
- If the student is medically evacuated or chooses to leave the program, can she receive credit for any work completed thus far? How will this affect future coursework?
- How will the student's academic timeline be affected if she does not complete the program?

Financial

- What are potential costs to the student if she is medically evacuated or chooses to leave the program?
- Does the student wish to return to provide testimony? Who will pay for this return trip?
- Has the student received a grant or scholarship to study abroad? Must the grant or scholarship be repaid if the student does not complete the coursework?
- How might the student's financial aid be affected if she does not complete the program?

Legal

- Have others involved acted negligently? Could their actions be seen as negligent?
- What services can the Office of Legal Services provide to the student or the program abroad?

Upon Student's Return

(Upon medical evacuation or opting to leave the program)

- Has the student been sent the template email about the Counseling and Mental Health Center's services?
- Has the Office of the Dean of Students engaged the student to discuss his or her experience?
- Have living arrangements been made? Does the student need housing in a campus residence hall?

Media and Public Affairs

- See Media Response Guide (Appendix E).
- Who will field and log media requests for information?
- Does the level of media interest warrant help from the Office of Public Affairs? Does it warrant a media team?
- What background information on the program can be gathered? Who can supply that information and who will organize it?
- Is the media portraying the death accurately? If not, can someone correct inaccuracies or misperceptions?
- Should information to the public be released in a language other than English?

ADDITIONAL RESOURCES

SAFETI - Adaptation of Peace Corps Resources Rape Response Handbook
<http://globaled.us/peacecorps/rape-response-handbook.asp>

National Association of Victim Assistance - How To Get Help After A Victimization

<http://www.trynova.org/victiminfo/victimizationhelp>
[An Introduction to Crisis Intervention Protocols](#) (an excellent source for program leaders and staff)

National Association of Crime Victim Compensation

Resources to cope with the financial cost of victimization. (About half of all U.S. States will offer compensation for individuals who are victims of crimes committed in foreign countries.)
<http://www.nacvcb.org/>

SUBSTANCE ABUSE PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	ASSESS, RESPOND, & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number in case call is dropped ▪ Name and EID of individual in need of assistance ▪ Name and EID of caller ▪ Traveler's current location <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ The precise nature of the emergency ▪ Date/time of incident and how it has progressed ▪ The current physical/psychological condition of the traveler ▪ The imminent risk to traveler if they remain where they are <p>Collect Treatment Info</p> <ul style="list-style-type: none"> ▪ What medical or psychological treatment has the traveler received? ▪ The names, addresses, telephone/fax numbers of attending physicians/clinic and other health professionals involved <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ Is program leader or local staff in contact with traveler? ▪ Gather details for the traveler's U.S. emergency contact ▪ Define the point of contact in-country ▪ Gather details for the program leader abroad and departmental point of contact at UT-Austin <p>Engage International SOS</p> <ul style="list-style-type: none"> ▪ Provide International SOS with necessary information gathered above. If medical evacuation is necessary, be prepared to provide the following: <ul style="list-style-type: none"> · Traveler's name, age, citizenship · All known medical history · If medical equipment is needed in transport · If medical personnel are needed in transport · Preferred location to which traveler should be evacuated · Whether someone will be accompanying the traveler 	<p>Assess</p> <ul style="list-style-type: none"> ▪ What is the nature of the student's substance abuse? ▪ Is the student putting himself in life-threatening danger by continuing drug or alcohol use? ▪ What steps have been taken by the program leader in the past regarding the student's substance abuse? ▪ Has the student denied substance abuse or behavioral problems? ▪ Did the student disclose or display signs of substance abuse in a pre-departure medical review? Was the student treated for a substance abuse problem before departure? ▪ Does the student exhibit behavioral problems? Does the addiction or behavioral problems warrant removal from the program? ▪ Is the student willing to utilize counseling services? Has the student refused counseling services for ethnic, religious, cultural, or any other reasons? ▪ Did the student sign a conduct code before beginning the program? Is he or she acting in violation of that code? Was the student warned of consequences of behavioral problems in orientation? ▪ Is the student aware of the criminal repercussions of drug use in the country? (Foreign drug and alcohol laws are often harsher than American laws.) ▪ Has the student's coursework been negatively affected by the mental health problem? ▪ Is the student's addiction affecting other program participants or disrupting academic activities for the group? Are they aware of the student's substance abuse? ▪ Could the substance abuse problem mask depression or be caused by depression (or another mental health disorder)? ▪ Will a family member travel to be with the student? If so, attempt to arrange for someone to meet the family at the airport. ▪ Does ISOS require authorization to pay for psychological evaluation or medical treatment? ▪ Has CISI (or other health insurance) been contacted? ▪ Is the student receiving the highest quality medical care available? ▪ Does ISOS need to recommend a specialist in the region? <p>Respond</p> <ul style="list-style-type: none"> ▪ Can the situation be helped by following the steps of the mental health checklists in Appendix K? ▪ Is the program leader acting in the best interest of the student? ▪ Is the program leader refraining from diagnosing the student's condition and handling the situation in a non-judgmental manner? ▪ Does the student require monitoring by a UT staff member? ▪ Is Alcoholics Anonymous an option for the student in the current location? Can the student attend AA meetings online? <p>Communicate</p> <ul style="list-style-type: none"> ▪ Inform emergency contacts, with permission ▪ What information can be shared with others? ▪ Are administrators at the host institution aware of the situation? ▪ Inform students in the program (if appropriate). What do they already know about the individual's mental health state? ▪ Advise students to respect the privacy of the affected individual by not speculating on the student's condition, spreading rumors, or sharing private information with friends or family. ▪ Are FERPA and HIPAA regulations being followed in all crisis communication?

SUBSTANCE ABUSE PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication

- If necessary, has the University been informed of the incident?
- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?

Medical Concerns

- Will on-going substance abuse treatment be necessary after this crisis is resolved? Is this possible at the program site or locally?
- Did the student undergo a health review before departure?
- Does UHS have health records for the student?
- Does UHS have confidence in the medical care the traveler is receiving?
- If the student is able to complete the program, will he require medical accommodations? Is UT able to meet those needs? Is insurance?

Mental Health

- Does UHS have confidence in the care the traveler is receiving?
- If the crisis is due to behavioral problems, can the program leader issue a Behavioral Contract to the student to manage his/ her actions going forward?
- What psychological/emotional support can the program leader or staff abroad extend to the student?
- What support can UT extend the individual or others involved?
- How will the traveler's mental/emotional concerns be addressed for the remainder of the program?
- Is the program leader able to manage his own stress?

Other Travelers

- What do program participants need to know about the crisis for their own safety? What information is confidential?
- Are rumors or speculation circulating? How can rumors be invalidated if information is scarce?
- What emotional/psychological problems should program leaders anticipate as a result of this crisis?
- Can the Counseling and Mental Health Center offer services to other participants?
- Who is responsible for other students while the program leader or other staff are responding to the crisis?

Academic

- Does the student wish to remain in the program after receiving treatment or ending the substance abuse?
- If the student chooses to complete the program, will he require academic/learning accommodations? Is the university able to meet those accommodations?
- If the student is expelled, medically evacuated, or chooses to leave the program, can he receive credit for any work completed thus far? How will this affect future coursework?
- How will the student's academic timeline be affected if he does not complete the program?

Financial

- What are potential costs to the student if he is expelled, medically evacuated, or chooses to leave the program?
- Has the student received a grant or scholarship to study abroad? Must the grant or scholarship be repaid if the student does not complete the coursework?
- How might the student's financial aid be affected if he does not complete the program?

Legal

- Has the student violated a program contract with the University?
- Has the student acted negligently? Could actions be seen as negligent?
- Have others involved acted negligently? Could their actions be seen as negligent?
- What services can the Office of Legal Services provide to the student or the program abroad?

Upon Student's Return

(Upon medical evacuation or opting to leave the program)

- Has the student been sent the template email about the Counseling and Mental Health Center's services?
- Has the Office of the Dean of Students engaged the student to discuss his or her experience?
- Have living arrangements been made? Does student need housing in a campus residence hall?

ADDITIONAL RESOURCES

Alcoholics Anonymous

<http://aa.org/>

International General Services Offices

http://www.aa.org/lang/en/aa_international.cfm?origpage=31

Online Intergroup - AA meetings online

<http://aa-intergroup.org/>

MISSING PERSON/KIDNAPPING PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	ASSESS, RESPOND, & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number in case call is dropped ▪ Name and EID of individual in need of assistance ▪ Name and EID of caller <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ The precise nature of the crisis ▪ When the traveler was last seen and how the crisis situation has progressed ▪ The physical/psychological condition of the traveler leading up to the disappearance <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ When was the program leader or local staff last in contact with traveler? ▪ Gather details for the traveler's U.S. emergency contact ▪ Define the point of contact in-country ▪ Gather details for the program leader abroad and departmental point of contact at UT-Austin <p>Engage International SOS</p> <ul style="list-style-type: none"> ▪ Provide International SOS with necessary information gathered above. If medical evacuation becomes necessary, be prepared to provide the following: <ul style="list-style-type: none"> · Traveler's name, age, citizenship · All known medical history · If medical equipment is needed in transport · If medical personnel are needed in transport · Preferred location to which traveler should be evacuated · Whether someone will be accompanying the traveler 	<p>Assess</p> <ul style="list-style-type: none"> ▪ Have more than 24 hours passed since the student was last seen? If so, instruct the program leader to file a police report. ▪ Has the student previously displayed behavior that merits concern (alcohol or drug abuse problems, psychological disorder, risk-taking)? If so, instruct the program leader to immediately file a missing person report with the local police. ▪ Was the student exhibiting unusual behavior when he or she was last seen? ▪ Have local clinic and hospital admissions and city records been checked? ▪ Are roommates, host family, landlord, other program participants, neighbors, and other acquaintances aware that the student is missing? Have they been advised to report any information to the local police, the program leader, or the International Risk Analyst? ▪ Is the program leader or staff abroad following the directives of local authorities? ▪ Should a family member travel abroad to assist with the search? If so, attempt to arrange for someone to meet the family at the airport. ▪ Has the student been kidnapped? If so, immediately notify the U.S. Embassy, who will involve the FBI. (With permission of the host country, the FBI can assist in investigation.) ▪ Was there a phone call or other notification to alert of the kidnapping? If so, instruct the person who received the notification to take detailed notes on their memory of the conversation and supply all information to local authorities or the FBI. ▪ What is International SOS's plan to communicate with captors and negotiate a ransom? <p>Respond</p> <ul style="list-style-type: none"> ▪ Has CISI (or other health insurance) been contacted? ▪ Is the program leader acting in the best interest of the student? ▪ Ensure the program leader and others involved are treating affected parties with compassion and empathy <p>Communicate</p> <ul style="list-style-type: none"> ▪ Inform emergency contacts ▪ What information can be shared with others? ▪ Are administrators at the host institution aware of the situation? ▪ Inform students in the program (if appropriate). What do they already know about the situation? Can they give a statement to police? ▪ Advise students to respect the privacy of the affected individual by not speculating on the student's whereabouts, spreading rumors, or sharing private information with friends or family. ▪ Are FERPA and HIPAA regulations being followed in all crisis communication?

MISSING PERSON/KIDNAPPING PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication

- Has the University been informed of the incident?
- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?

Medical Concerns

- Did the student undergo a health review before departure?
- Does UHS have health records for the student?
- Does the student have pre-existing medical conditions that may be exacerbated without treatment or in a high-stress situation?

Mental Health

- What psychological/emotional support can the program leader or staff abroad extend to the student?
- What support can UT extend the individual or others involved?
- How will the traveler's mental/emotional concerns be addressed for remainder of the program?
- Is the program leader able to manage her own stress?

Media and Public Affairs

- See Media Response Guide (Appendix E).
- Who will field and log media requests for information?
- Is the media interest significant enough to warrant assistance from the Office of Public Affairs? Does it warrant a media team?
- What background information on the program can be gathered? Who can supply that information and who will organize it?
- Is the media portraying the crisis accurately? If not, can someone correct inaccuracies or misperceptions?

Notification of Campus Community

- Have the UT-Austin President, Provost, and the Dean of Students been notified first?
- Can the Office of Public Affairs provide a template press release? Can prior communication be adapted to this crisis?
- Should information to the public be released in a language other than English?

Other Travelers

- What do program participants need to know about the crisis for their own safety? What information is confidential?
- Should other participants change their routines, places they visit, or routes they travel to prevent additional kidnappings?
- Are rumors or speculation circulating? How can rumors be invalidated if information is scarce?
- What emotional/psychological problems should program leaders anticipate as a result of this crisis?
- Can the Counseling and Mental Health Center offer services to other participants?
- Who is responsible for other students while the program leader or other staff are responding to the crisis?

Academic

- Does the student wish to remain in the program after being found?
- If the student chooses to complete the program, will she require academic/learning accommodations? Is the university able to meet those accommodations?
- If the student is medically evacuated or chooses to leave the program, can she receive credit for any work completed thus far? How will this affect future coursework?
- How will the student's academic timeline be affected if she does not complete the program?

Financial

- If a ransom is demanded, who will pay?
- What are potential costs to the student if she is medically evacuated or chooses to leave the program?
- Has the student received a grant or scholarship to study abroad? Must the grant or scholarship be repaid if the student does not complete the coursework?
- How might the student's financial aid be affected if she does not complete the program?

Legal

- Did the student disobey program rules by not notifying the leader or staff of travel plans?
- Has the student acted negligently? Could actions be seen as negligent?
- Have others involved acted negligently? Could their actions be seen as negligent?
- What services can the Office of Legal Services provide to the student, the student's family, or the program abroad?

Upon the Student's Return

(Upon medical evacuation or opting to leave the program)

- Has the student been sent the template email about the Counseling and Mental Health Center's services?
- Has the Office of the Dean of Students engaged the student to discuss his or her experience?
- Have living arrangements been made? Does student need housing in a campus residence hall?

ARREST OF A TRAVELER PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	ASSESS, RESPOND, & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number in case call is dropped ▪ Name and EID of individual in need of assistance ▪ Name and EID of caller ▪ Traveler’s current location <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ The precise nature of the arrest ▪ Date/time of arrest and how it has progressed ▪ The current physical/psychological condition of the traveler ▪ The imminent risk to traveler if he remains incarcerated <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ Is the program leader or local staff in contact with traveler? ▪ Gather details for the traveler’s U.S. emergency contact ▪ Define the point of contact in-country ▪ Gather details for the program leader abroad and departmental point of contact at UT-Austin 	<p>Assess</p> <ul style="list-style-type: none"> ▪ What are the consequences or maximum penalty for the crime the student is charged with? ▪ Has the U.S. Embassy or Consulate been contacted? Has the consular officer visited the student? ▪ Is the traveler being treated humanely? ▪ Is the traveler receiving treatment for injuries, illness, or pre-existing conditions? ▪ Does the traveler have an adequate supply of medications? ▪ Do the arrested student and program leader understand the laws of the host country? ▪ Do the arrested student and the program leader understand the capabilities and limitations of the consular officer? (The consular officer cannot secure release of the student or more favorable treatment than host country citizens would receive. The consular officer can only do his or her best to ensure that the individual in custody is being treated no worse than citizens of the host country are treated.) ▪ Can the consular officer recommend a lawyer who speaks English (or the individual’s native language) to defend the student? (UT-Austin should not provide legal counsel to the student.) <p>Respond</p> <ul style="list-style-type: none"> ▪ Is the program leader or a program participant allowed to take basic necessities to the incarcerated student (e.g., soap, toothbrush, paper and pen, reading material)? ▪ Will a family member travel abroad to assist the incarcerated student? If so, attempt to arrange for someone to meet the family at the airport. ▪ Is the program leader acting in the best interest of the student? <p>Communicate</p> <ul style="list-style-type: none"> ▪ Inform emergency contacts if the traveler is unable. ▪ What information can be shared with others? ▪ Are administrators at the host institution aware of the situation? ▪ Inform students in the program (if appropriate). What do they already know about the situation? ▪ Advise students to respect the privacy of the affected individual by not speculating on the student’s condition, spreading rumors, or sharing private information with friends or family. ▪ Has the traveler been reassured that UT will attempt to help safeguard his health and safety? ▪ Are FERPA and HIPAA regulations being followed in all crisis communication?

ARREST OF A TRAVELER PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication

- If necessary, has the University been informed of the incident?
- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?

Medical Concerns

- Did the student undergo a health review before departure?
- Does UHS have health records for the student?
- Does the traveler have pre-existing medical conditions that may be exacerbated without treatment or in a high-stress situation?
- Did the traveler sustain injuries during the arrest or while in jail?

Mental Health

- What psychological /emotional support can the program leader or staff abroad extend to the student?
- What support can UT extend the individual or others involved?
- If the traveler is released or acquitted, how will his mental/emotional concerns be addressed for the remainder of the program?
- Is the program leader able to manage his own stress?

Other Travelers

- What do program participants need to know about the arrest for their own safety? What information is confidential?
- Have students been fully educated on the laws of the host country?
- Are/were other students participating in behavior similar to the arrested student?
- Are rumors or speculation circulating? How can rumors be invalidated if information is scarce?
- What emotional/psychological problems should program leaders anticipate as a result of this crisis?
- Can the Counseling and Mental Health Center offer services to other participants?
- Who is responsible for other students while the program leader or other staff are responding to the crisis?

Academic

- If the student is released or acquitted, will he be allowed to remain in the program?
- If the student is expelled from the program, can he receive credit for any work completed thus far? How will this affect future coursework?
- How will the student's academic timeline be affected if he does not complete the program?

Financial

- What are potential costs to UT or the program abroad of expelling (or not expelling) the student from the program?
- What are potential costs to the student if expelled from the program?
- Has the student received a grant or scholarship to study abroad? How might the grant or scholarship committee perceive the situation? Could this jeopardize future grants or scholarships? Must the grant or scholarship be repaid if the student does not complete the coursework?
- How might the student's financial aid be affected if expelled from the program?

Legal

- Has the student retained legal representation? Does the student understand his rights?
- What are legal implications of expelling (or not expelling) the student from the program?
- Has the student acted negligently? Could actions be seen as negligent?
- Have others involved acted negligently? Could their actions be seen as negligent?
- What services can the Office of Legal Services provide to the student or the program abroad?

Upon the Student's Return

(If the student is released, expelled from the program, and returns to UT-Austin)

- Will the student face disciplinary action at UT-Austin for behavior abroad?
- Has the student been sent the template email about the Counseling and Mental Health Center's services?
- Has the Office of the Dean of Students engaged the student to discuss his or her experience?
- Have living arrangements been made? Does the student need housing in a campus residence hall?

Media and Public Affairs

- See Media Response Guide (Appendix E).
- Who will field and log media requests for information?
- Does the level of media interest warrant help from the Office of Public Affairs? Does it warrant a media team?
- What background information on the program can be gathered? Who can supply that information and who will organize it?
- Is the media portraying the arrest accurately? If not, can someone correct inaccuracies or misperceptions?
- Should information to the public be released in a language other than English?

ADDITIONAL RESOURCES

Department of State – American citizens arrested abroad

http://travel.state.gov/travel/tips/emergencies/arrest/arrest_3879.html

TRAVELER'S PERSONAL LIFE EVENT PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	RESPOND & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number in case call is dropped ▪ Name and EID of affected individual ▪ Name and EID of caller <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ Details about the student's life event ▪ How the student wishes to respond <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ Gather details for the traveler's U.S. emergency contact ▪ Define the point of contact in-country (if needed) ▪ Gather details for the program leader abroad and departmental point of contact at UT-Austin 	<p>Assess</p> <ul style="list-style-type: none"> ▪ How can ISOS assist? ▪ Can Travel Management Services arrange the student's travel? <p>Respond</p> <ul style="list-style-type: none"> ▪ Maintain an accurate log of all information gathered and all communication. ▪ Determine who will liaise with the student and his or her family. ▪ Coordinate a plan to offer support to all affected parties associated with UT: friends, roommates, housemates, host family, and program participants. Then begin to inform the affected parties. ▪ Work with the student and program leader abroad to assist in arranging the details of travel home to the U.S. if necessary. ▪ Ensure affected parties are treated with compassion. <p>Communicate</p> <ul style="list-style-type: none"> ▪ Determine what information can and should be shared with others. ▪ Ensure that HIPAA and FERPA regulations are being followed in all crisis communication. ▪ Inform administrators at the host institution of the situation. ▪ Inform students in the program (if appropriate). What do they already know about the situation? ▪ If other travelers are aware of the death, advise them to be considerate of the privacy of the affected individual and his or her family. Ask students to not share any information with friends or family members. ▪ Send the Grief and Counseling Checklist (See Appendix K) to the program leader.

TRAVELER'S PERSONAL LIFE EVENT PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication

- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?

Mental Health

- Can a mental health practitioner be brought to the host institution for on-site access to counseling?
- What support can UT extend to other program participants?
- How will other travelers' mental/emotional concerns be addressed for the remainder of the program? Program leaders' and staff's mental/emotional concerns?
- Is the program leader able to manage her own stress?

Other Travelers

- What, if anything, do program participants need to know about the situation?
- Are rumors or speculation circulating? How can rumors be invalidated if information is scarce?
- What emotional/psychological problems should program leaders anticipate as a result of this crisis?

Campus Support Services

- How will the Office of the Dean of Students respond to the student's situation? What role does the Office of the Dean of Students wish to take in the crisis?
- When is it appropriate for the Office of the Dean of Students or the International Office to engage campus ministry, spiritual organizations, and other campus communities favored by the affected student?
- Should the program leader abroad, the study abroad director, the Dean of Students, or others write letters of condolence to the student?

Academic

- Does the student wish to remain in the program after this crisis is resolved?
- If the student chooses to complete the program, will she require accommodations? Is the university able to meet those accommodations?
- If the student chooses to leave the program, can she complete unfinished coursework at UT? Can she receive credit for any work completed thus far? How will this affect future coursework?
- How will the student's academic timeline be affected if she does not complete the program?
- How will the student's academic timeline be affected if she does not complete the program?

Financial

- Has the student received grants or scholarships to study abroad? Must the grants or scholarships be repaid if the student does not complete the coursework?
- How might the student's financial aid be affected if she does not complete the program?

Upon the Student's Return

(Upon opting to leave the program)

- Has the student been sent the template email about the Counseling and Mental Health Center's services?
- Has the Office of the Dean of Students engaged the student to discuss her experience?
- Have living arrangements been made? Does the student need housing in a campus residence hall?
- If the student was unable to gather belongings before leaving, have arrangements been made to have them shipped?

DEATH OF A TRAVELER PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	RESPOND & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number in case call is dropped ▪ Name and EID of individual ▪ Name and EID of caller <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ Details about the death of the traveler ▪ Who reported the death ▪ Location of the body ▪ Precise date and time of death, if known <p>Collect Treatment Info</p> <ul style="list-style-type: none"> ▪ What medical treatment did the traveler receive? ▪ The names, addresses, telephone/fax numbers of physicians/clinic and other health professionals involved <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ Gather details for the traveler's U.S. emergency contact ▪ Define the point of contact in-country ▪ Gather details for the program leader abroad and departmental point of contact at UT-Austin 	<p>Respond</p> <ul style="list-style-type: none"> ▪ Maintain an accurate log of all information gathered and all communication. ▪ Determine who will notify the student's emergency contact and offer support to family. ▪ Inform the U.S. Embassy or Consulate (if the individual is not a U.S. Citizen, notify their embassy of citizenship). Work with the Embassy, Overseas Citizen Services, or International SOS to prepare for repatriation of remains, assist in obtaining a death certificate, and help with any other arrangements. ▪ Coordinate a plan to offer support to all affected parties: friends, roommates, housemates, host family, program participants, and the person who discovered the body. Then begin to inform the affected parties. ▪ Work with the program leader abroad to assist family in arranging the details of transportation, accommodation, and meeting with the physician. Arrange for someone to meet the family at the airport. ▪ Ensure affected parties are treated with compassion. <p>Communicate</p> <ul style="list-style-type: none"> ▪ Determine what information can be shared with others. ▪ Ensure that HIPAA regulations are being followed in all crisis communication. (FERPA privacy rights do not extend after death, but the University should protect the deceased individual's rights, and those of her family, to the greatest extent possible.) ▪ Inform administrators at the host institution of the situation. ▪ Inform students in the program (if appropriate). What do they already know about the situation? ▪ If other travelers are aware of the death, advise them to be considerate of the privacy of the deceased individual and his or her family. Ask students to not share any information with friends or family members until the deceased individual's emergency contact has been notified. ▪ Send the Grief and Counseling Checklist (Appendix K) to the program leader.

DEATH OF A TRAVELER PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication

- Has the University been informed of the incident?
- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?

Mental Health

- Can a mental health practitioner be brought to the host institution for on-site access to counseling?
- What support can UT extend to other program participants?
- How will other travelers' mental/emotional concerns be addressed for the remainder of the program? Program leaders' and staff's mental/emotional concerns?
- Is the program leader able to manage her own stress?

Other Travelers

- What do program participants need to know about the death for their own safety?
- If the death was the result of a preventable accident, should students be advised to change their actions or activities accordingly?
- If the death was a result of crime, should other participants change their routines, places they visit, or routes they travel to prevent additional crimes?
- Are rumors or speculation circulating? How can rumors be invalidated if information is scarce?
- What emotional/psychological problems should program leaders anticipate as a result of this crisis?
- Who is responsible for other students while the program leader or other staff are responding to the crisis?

Media and Public Affairs

- See Media Response Guide (Appendix E).
- Who will field and log media requests for information?
- Does the level of media interest warrant help from the Office of Public Affairs? Does it warrant a media team?
- What background information on the program can be gathered? Who can supply that information and who will organize it?
- Is the media portraying the death accurately? If not, can someone correct inaccuracies or misperceptions?
- Should information to the public be released in a language other than English?

Notification of Campus Community

- Have the UT-Austin President, Provost, and the Dean of Students been notified first?
- Can the Office of the Dean of Students supply a template email to notify the UT community?
- What role does the Office of the Dean of Students wish to take in notifying the community?
- Should information to the public be released in a language other than English?

Campus Support Services

- How will the Office of the Dean of Students respond to the death? Will a remembrance ceremony take place?
- When is it appropriate for the Office of the Dean of Students or the International Office to engage campus ministry, spiritual organizations, and other campus communities favored by the deceased student?
- What role does the Office of the Dean of Students wish to take in the crisis?
- Will the host university hold a memorial service or other ceremony?
- The UT-Austin President will write a letter of condolence to the family. Should the program leader abroad, the study abroad director, the Dean of Students, or others also write letters of condolence to the family (as deemed appropriate)?

Legal

- Is the death being reported as an accident? A crime? What does it mean for the University, the study abroad program, or the program leader?
- Did the student act negligently? Could his or her actions be seen as negligent?
- Did the program abroad, the program leader, or other proximate individuals act negligently? Could their actions be seen as negligent?
- What services can the Office of Legal Services provide to the student's family or the program abroad?

Registrar (and others)

- Who will ensure the deceased individual's name is removed from university mailing and other lists, such as the Registrar's record of students?

ADDITIONAL RESOURCES

U.S. Bureau of Consular Affairs – The death of an American citizen abroad
http://travel.state.gov/travel/tips/emergencies/death/death_3878.html

U.S. Bureau of Consular Affairs – The return of remains of deceased Americans
http://travel.state.gov/travel/tips/emergencies/death/death_1191.html

Center for Disease Control – Death during travel
<http://wwwnc.cdc.gov/travel/yellowbook/2012/chapter-6-conveyance-and-transportation-issues/death-during-travel.htm>

TERRORISM/CIVIL UNREST PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	ASSESS, RESPOND, & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number of caller in case call is dropped ▪ Name and EID of individuals in need of assistance ▪ Name and EID of caller ▪ Travelers' current locations ▪ Telephone numbers (cell and landline) and email addresses of travelers <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ The precise nature of the attack or unrest ▪ Date/time of crisis and how it has progressed ▪ Whether travelers have sustained injuries ▪ Whether any travelers are unaccounted for ▪ The current physical/psychological condition of travelers ▪ The imminent risk to travelers if they remain where they are <p>Collect Treatment Info</p> <ul style="list-style-type: none"> ▪ What medical treatment have travelers received? ▪ The names, addresses, telephone/fax numbers of attending physicians/clinic and other health professionals involved <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ Is the program leader or local staff in contact with travelers? ▪ Gather details for travelers' U.S. emergency contacts ▪ Define the point of contact in-country ▪ Gather details for the program leader abroad & departmental point of contact at UT-Austin 	<p>Assess</p> <ul style="list-style-type: none"> ▪ What is the severity of the unrest? ▪ Who are the intended targets of the unrest? ▪ What was the impact of the terrorist attack? ▪ Are more attacks or uprisings imminent or predicted? ▪ Are communications (cell phones, internet, SMS) down due to the unrest/attack? Are they likely to be down for several days or more? What are alternate methods of communication? Can the ICAT communicate via the U.S. Embassy or the host country government? Via media? Via broadcast or short wave radio? ▪ Has the host institution sustained damages in the disaster? ▪ Have travelers' names been made public at home or in the host country? Have they achieved notoriety in their community? If yes, could this jeopardize their safety? ▪ Are highways or other transportation routes impassable due to roadblocks, damage, etc.? How might this affect a possible evacuation? ▪ What national/international media attention is the disaster receiving? ▪ How is the host country government responding? Is attending to host country nationals a priority for the host government? ▪ Is it likely that the host government will maintain control of the situation? ▪ Is it safe to seek assistance from military and police personnel? ▪ What is the potential for the unrest to grow or continue for days or weeks? ▪ Could commerce and government services come to a halt as a result of the disaster? ▪ How are host institution staff reacting to the crisis? Are they consumed with attending to their own families, helping with recovery efforts, or participating in demonstrations? ▪ Does evacuation appear necessary or imminent? If so, refer to the Evacuation Pull Sheet. <p>Respond</p> <ul style="list-style-type: none"> ▪ Is the program leader acting in the best interest of the students? ▪ How are travelers reacting to the terror attack/unrest? Are counseling resources available to help travelers cope with the stress and emotions of the situation? <p>Communicate</p> <ul style="list-style-type: none"> ▪ Have travelers been informed that the International Office will be in contact with their families (if appropriate)? ▪ Have travelers been reassured that UT will do everything possible to safeguard their security? ▪ Are administrators at the host institution aware of the situation? ▪ Are all methods of communication being utilized to locate travelers? (Cell phone, SMS, landline, email, friends, family, housemates at UT-Austin and abroad, Facebook, Twitter, cell phone records, etc.) ▪ Have travelers been advised to keep a low profile (dress conservatively, avoid places where Westerners congregate)? ▪ Have travelers been advised to stay in familiar territory? ▪ Is it necessary for the host university and student housing to remove any signs or objects that might draw attention to them?

TERRORISM/CIVIL UNREST PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication (*Intl. Risk Analyst*)

- If necessary, has the University been informed of the situation?
- Is the ICAT adequately utilizing the point-of-contact in-country to disseminate information?
- Is the ICAT communicating with Study Abroad Office staff as needed?
- Does program staff abroad concur with the ICAT's assessment of the situation?
- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?
- Is communication from the ICAT being received well by program leaders and participants? If not, how can communication be improved?

Medical Concerns (*Director, UHS*)

- Do safety and security reports appear reliable at this time?
- Do media reports in the U.S. concur with media reports in-country?
- Is the infrastructure in-country adequate to treat injuries or illness?
- Are pre-existing conditions able to be addressed as needed?
- Do travelers have an adequate supply of medications?
- Does UHS have health records for students?

Mental Health (*Director, Study Abroad*)

- What emotional/psychological problems can program leaders anticipate as a result of this crisis? What psychological/emotional support can the program leader or staff extend to students?
- Are counseling services available and being utilized by travelers?
- What support can UT extend to travelers or others involved?
- Do travelers appear to be using positive (or negative) coping methods? (See Appendix K)
- Are travelers displaying signs of critical incident stress reactions? (See Appendix K)
- How will travelers' mental/emotional concerns be addressed for remainder of the program?
- Is the program leader able to manage his or her own stress?

Media and Public Affairs (*Intl. Risk Analyst*)

- See Media Response Guide (Appendix E).
- Who will field and log media requests for information?
- Does the level of media interest warrant help from the Office of Public Affairs? Does it warrant a media team?
- What background information on the program can be gathered? Who can supply that information and who will organize it?
- Is the media portraying the crisis accurately? If not, can someone correct inaccuracies or misperceptions?
- Have travelers been recommended not to talk to media until heated emotions have had time to subside?

Notification of Campus Community (*Intl. Risk Analyst*)

- Have the UT-Austin President, Provost, and the Dean of Students been notified first?
- Can the Office of Public Affairs provide a template press release? Can prior communication be adapted to this crisis?
- Should information to the public be released in a language other than English?
- Which office hosts the program's website? Can the website be updated as the crisis progresses?

Academic (*Director, Study Abroad*)

- If the program sustained damages in the attack/unrest, will rebuilding disrupt the learning environment?
- If the program must be evacuated, can it be relocated to a region or country nearby that is unaffected by the disaster?

Financial (*Director, Study Abroad*)

- Does the host institution need to close to repair damages?
- How will the host institution be financially affected by an evacuation? How will this affect future program fees for UT?
- Is the International Office obligated by contract to pay program fees? Housing costs?
- Has the program received grant funding? Could the grant be lost due to evacuation and program suspension?
- Have students received grants or scholarships to study abroad? Must the grants or scholarships be repaid if the students do not complete the coursework?
- How might students' financial aid be affected if they do not complete the program?

Legal (*Rep., Legal Services*)

- What are legal implications of evacuating (or not evacuating)?
- What is UT-Austin's relationship to the program? Does UT have contractual obligations?
- What are the legal implications if a student chooses not to evacuate and is later harmed as a result of staying?

Relationship with Host Institution (*Director, Study Abroad*)

- Are UT and the ICAT speaking regularly with host university administrators?
- How can UT-Austin foster a positive relationship during this period of crisis?
- Are UT-Austin crisis responders keeping in mind the emotions and experiences of host university staff and administrators as they experience their country in turmoil?

NATURAL/MAN-MADE DISASTER PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	ASSESS, RESPOND, & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number of caller in case call is dropped ▪ Name and EID of individuals in need of assistance ▪ Name and EID of caller ▪ Travelers' current locations ▪ Telephone numbers (cell and landline) and email addresses of travelers <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ The precise nature of the disaster ▪ Date/time of disaster and how it progressed ▪ Whether travelers have sustained injuries ▪ Whether any travelers are unaccounted for ▪ The current physical/psychological condition of travelers ▪ The imminent risk to travelers if they remain where they are <p>Collect Treatment Info</p> <ul style="list-style-type: none"> ▪ What medical treatment have travelers received? ▪ The names, addresses, telephone/fax numbers of attending physicians/clinic and other health professionals involved <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ Is the program leader or local staff in contact with travelers? ▪ Gather details for the travelers' U.S. emergency contacts ▪ Define the point of contact in-country ▪ Gather details for the program leader abroad and departmental point of contact at UT-Austin 	<p>Assess</p> <ul style="list-style-type: none"> ▪ What is the severity of the disaster? ▪ What is the potential for compounding disasters (fires, hazardous material leak, aftershocks, tsunami, etc.)? ▪ Are communications (cell phones, internet, SMS) down due to the disaster? Are they likely to be down for several days or more? What are alternate methods of communication? Can the ICAT communicate via the U.S. Embassy or the host country government? Via media? Via broadcast or short wave radio? ▪ Has the host institution sustained damages in the disaster? ▪ Are highways or other transportation routes impassable due to the disaster? How might this affect a possible evacuation? ▪ What national/international media attention is the disaster receiving? ▪ How is the host country government responding? Is attending to host country nationals a priority for the host government? ▪ Is it likely that the host government will maintain control of the situation? ▪ How does the host country culture or economic state affect the disaster response? How does the host country's history of disasters affect the response? ▪ Is it safe to seek assistance from military and police personnel? ▪ Could commerce and government services come to a halt as a result of the disaster? Could food staples become scarce as a result of transportation impasse? ▪ Are host country nationals likely to become restive or even violent as the crisis is prolonged? ▪ How are host institution staff reacting to the crisis? Are they consumed with attending to their own families, homes, or communities? ▪ Does evacuation appear necessary or imminent? If so, refer to the Evacuation Pull Sheet. <p>Respond</p> <ul style="list-style-type: none"> ▪ Is the program leader acting in the best interest of the students? ▪ How are travelers reacting to the disaster? Are counseling resources available to help travelers cope with the stress and emotions of the situation? <p>Communicate</p> <ul style="list-style-type: none"> ▪ Have travelers been informed that the International Office will be in contact with their families (if appropriate)? ▪ Have travelers been reassured that UT will do everything possible to safeguard their health and safety? ▪ Are administrators at the host institution aware of the situation? ▪ Are all methods of communication being utilized to locate travelers? (Cell phone, SMS, landline, email, friends, family, housemates at UT-Austin and abroad, Facebook, Twitter, cell phone records, etc.) ▪ Have travelers been advised to stay in familiar territory? ▪ Is it necessary for the host university and student housing to remove any signs or objects that might draw attention to them?

NATURAL/MAN-MADE DISASTER PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication (*Intl. Risk Analyst*)

- If necessary, has the University been informed of the situation?
- Is the ICAT adequately utilizing the point-of-contact in-country to disseminate information?
- Is the ICAT communicating with Study Abroad Office staff as needed?
- Does program staff abroad concur with the ICAT's assessment of the situation?
- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?
- Is communication from the Intl. Risk Analyst and the ICAT being received well by program leaders and participants? If not, how can communication be improved?

Medical Concerns (*Director, UHS*)

- Do health and safety reports appear reliable at this time?
- Do media reports in the U.S. concur with media reports in-country?
- Is the infrastructure in-country adequate to treat injuries or illness?
- Are pre-existing conditions able to be addressed as needed?
- Do travelers have an adequate supply of medications?
- Does UHS have health records for the student?

Mental Health (*Director, Study Abroad*)

- What emotional/psychological problems can program leaders anticipate as a result of this crisis? What psychological/emotional support can the program leader or staff extend to students?
- Are counseling services available and being utilized by travelers?
- What support can UT extend to travelers or others involved?
- Do travelers appear to be using positive (or negative) coping methods? (See Appendix K)
- Are travelers displaying signs of a critical incident stress reaction? (See Appendix K)
- How will travelers' mental/emotional concerns be addressed for remainder of the program?
- Is the program leader able to manage his or her own stress?

Media and Public Affairs (*Intl. Risk Analyst*)

- See Media Response Guide (Appendix E)
- Who will field and log media requests for information?
- Does the level of media interest warrant help from the Office of Public Affairs? Does it warrant a media team?
- What background information on the program can be gathered? Who can supply that information and who will organize it?
- Is the media portraying the crisis accurately? If not, can someone correct inaccuracies or misperceptions?
- Have travelers been recommended not to talk to media until heated emotions have had time to subside?

Notification of Campus Community (*Intl. Risk Analyst*)

- Have the UT-Austin President, Provost, and the Dean of Students been notified first?
- Can the Office of Public Affairs provide a template press release? Can prior communication be adapted to this crisis?
- Should information to the public be released in a language other than English?
- Which office hosts the program's website? Can the website be updated as the crisis progresses?

Academic (*Director, Study Abroad*)

- If the program sustained damages in the disaster, will rebuilding disrupt the learning environment?
- If the program must be evacuated, can it be relocated to a region or country nearby that is unaffected by the disaster?

Financial (*Director, Study Abroad*)

- Does the host institution need to close to repair damages?
- How will the host institution be financially affected by an evacuation? How will this affect future program fees for UT?
- Is the International Office obligated by contract to pay program fees? Housing costs?
- Has the program received grant funding? Could the grant be lost due to evacuation and program suspension?
- Have students received grants or scholarships to study abroad? Must the grants or scholarships be repaid if the students do not complete the coursework?
- How might students' financial aid be affected if they do not complete the program?

Legal (*Rep., Legal Services*)

- What are legal implications of evacuating (or not evacuating)?
- What is UT-Austin's relationship to the program? Does UT have contractual obligations to the program?
- What are the legal implications if a student chooses not to evacuate and is later harmed as a result of staying?

Relationship with Host Institution (*Director, Study Abroad*)

- Are UT and the ICAT speaking regularly with host university administrators?
- How can UT-Austin foster a positive relationship during this period of crisis?
- Are UT-Austin crisis responders keeping in mind the emotions and experiences of host university staff and administrators as they experience their country in turmoil?

PANDEMIC OR OUTBREAK OF DISEASE PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	ASSESS, RESPOND, & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number of caller in case call is dropped ▪ Name and EID of individuals in need of assistance ▪ Travelers' current locations ▪ Telephone numbers (cell and landline) and email addresses of travelers <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ The precise cause of the outbreak or pandemic ▪ How the outbreak has progressed ▪ Whether any travelers are unaccounted for ▪ The current physical/psychological condition of travelers ▪ The imminent risk to travelers if they remain where they are <p>Collect Treatment Info</p> <ul style="list-style-type: none"> ▪ What medical treatment have travelers received? ▪ The names, addresses, telephone/fax numbers of attending physicians/clinic and other health professionals involved <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ Is program leader or local staff in contact with travelers? ▪ Gather details for the travelers' U.S. emergency contacts ▪ Define the point of contact in-country ▪ Gather details for the program leader abroad and departmental point of contact at UT-Austin 	<p>Assess</p> <ul style="list-style-type: none"> ▪ What is the severity of the outbreak or pandemic? What percentage of students, faculty, and staff are affected? What percentage of host country nationals are affected? ▪ Is a vaccine widely available? Are there side effects? ▪ How is the host country government responding? Is attending to host country nationals a priority for the host government? ▪ Is it likely that the host government will maintain control of the situation? ▪ How does the host country culture or economic state affect the disaster response? How does the host country's history of outbreaks affect the response? ▪ Could commerce and government services come to a halt as a result of the outbreak? ▪ What national/international media attention is the pandemic receiving? ▪ Are students taking the threat of the outbreak seriously? Are they protecting themselves properly? ▪ How are host institution staff reacting to the crisis? Are they consumed with attending to their own families or communities? ▪ Does program closure or evacuation appear necessary or imminent? If so, refer to the Evacuation Pull Sheet. <p>Respond</p> <ul style="list-style-type: none"> ▪ How are travelers reacting to the crisis? Are counseling resources available to help travelers cope with the stress and emotions of the situation? ▪ Have administrators at the host university discussed cancelling classes (or other events) to prevent spread of the illness? ▪ Is the program leader acting in the best interest of the students? <p>Communicate</p> <ul style="list-style-type: none"> ▪ Have travelers been informed that the International Office will be in contact with their families (if appropriate)? ▪ Have travelers been informed of their responsibilities for their own health during the outbreak? ▪ Has a public awareness campaign been implemented at the host university? ▪ Have travelers been reassured that UT will do everything possible to safeguard their health? ▪ Have travelers been advised to stay in familiar territory? ▪ Are FERPA and HIPAA regulations being followed in all crisis communication?

PANDEMIC OR OUTBREAK OF DISEASE PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication (*Intl. Risk Analyst*)

- If necessary, has the University been informed of the situation?
- Is the ICAT adequately utilizing the point-of-contact in-country to disseminate information?
- Is the ICAT communicating with Study Abroad Office staff as needed?
- Does program staff abroad concur with the ICAT's assessment of the situation?
- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?
- Is communication from the Intl. Risk Analyst and the ICAT being received well by program leaders and participants? If not, how can communication be improved?

Medical Concerns (*Director, UHS*)

- Do students need education on the illness or advice on managing their health care in a foreign country?
- Are familiar OTC medications available to treat flu or other illness symptoms?
- Do students understand when symptoms require professional health care?
- Do health reports appear reliable at this time?
- Do media reports in the U.S. concur with media reports in-country?
- Is the infrastructure in-country adequate to treat injuries or illness?
- Are pre-existing conditions able to be addressed as needed?
- Do travelers have an adequate supply of medications?
- If travelers are evacuated or return from a country suffering an outbreak, must they be quarantined before returning to campus? How can this be handled or enforced?
- Does UHS have health records for students?

Mental Health (*Director, Study Abroad*)

- What emotional/psychological problems can program leaders anticipate as a result of this crisis? What psychological/emotional support can the program leader or staff extend to students?
- Are counseling services available and being utilized by travelers?
- What support can UT extend to travelers or others involved?
- Do travelers appear to be using positive (or negative) coping methods? (See Appendix K)
- Are travelers displaying signs of critical incident stress reactions? (See Appendix K)
- How will travelers' mental/emotional concerns be addressed for the remainder of the program?
- Is the program leader able to manage his or her own stress?

Media and Public Affairs (*Intl. Risk Analyst*)

- See Media Response Guide (Appendix E)
- Who will field and log media requests for information?
- Does the level of media interest warrant help from the Office of Public Affairs? Does it warrant a media team?
- What background information on the program can be gathered? Who can supply that information and who will organize it?
- Is the media portraying the outbreak or pandemic accurately? If not, can someone correct inaccuracies or misperceptions?
- Have travelers been recommended not to talk to media until heated emotions have had time to subside?

Notification of Campus Community (*Intl. Risk Analyst*)

- Have the UT-Austin President, Provost, and the Dean of Students been notified first?
- Does the UT Campus Safety & Security Office need to respond to the outbreak or pandemic?
- Can the Office of Public Affairs provide a template press release? Can prior communication be adapted to this crisis?
- Should information to the public be released in a language other than English?
- Which office hosts the program's website? Can the website be updated as the crisis progresses?

Academic (*Director, Study Abroad*)

- Is the illness affecting enough students, faculty, or staff to warrant cancellation of classes? For how long can classes be cancelled before closing the program?
- If students remain healthy but faculty and staff are absent, should the program be closed? Can the students continue with coursework while faculty are out ill? Can some courses be conducted online?
- If the program must be closed or cancelled, can it be relocated to a region or country nearby that is unaffected by the outbreak?
- Can students receive credit for any work completed thus far? How will this affect future coursework?
- If only a small number of students experience extended absences, how is their coursework affected? Can they complete unfinished coursework at a later time or at UT?

Financial (*Director, Study Abroad*)

- How is the host institution financially affected by the outbreak? How will this affect future program fees for UT?
- If a large group of students is immunized, who will pay for the vaccinations?
- Is the International Office obligated by contract to pay program fees? Housing costs?
- Has the program received grant funding? Could the grant be lost due to program closure?
- Have students received grants or scholarships to study abroad? Must the grants or scholarships be repaid if the students do not complete the coursework?
- How might students' financial aid be affected if they do not complete the program?

Legal (*Rep., Legal Services*)

- What are legal implications of closing (or not closing) the program?
- What is UT-Austin's relationship to the program? Does UT have contractual obligations?

Relationship with Host Institution (*Director, Study Abroad*)

- Are UT and the ICAT speaking regularly with host university administrators?
- How can UT-Austin foster a positive relationship during this period of crisis?
- Are UT-Austin crisis responders keeping in mind the emotions and experiences of host university staff and administrators as they experience their country in turmoil?

EVACUATION AND PROGRAM CLOSURE PULL SHEET

Phase 1	Phase 2
STABILIZE THE CRISIS & GATHER INFO <i>(Initial actions)</i>	ASSESS, RESPOND, & COMMUNICATE <i>(Primary considerations)</i>
<p>Collect Critical Info</p> <ul style="list-style-type: none"> ▪ Telephone number in case call is dropped ▪ Name and EID of individuals in need of assistance ▪ Name and EID of caller ▪ Passport number, place and date of passport issuance for affected travelers ▪ Travelers' current locations <p>Define the Emergency</p> <ul style="list-style-type: none"> ▪ The precise location of travelers ▪ Whether travelers have injuries or medical conditions warranting medical evacuation ▪ Whether any travelers are unaccounted for ▪ The current physical and psychological condition of the travelers <p>Collect Treatment Info</p> <ul style="list-style-type: none"> ▪ What medical treatment have the travelers received? ▪ The names, addresses, telephone/fax numbers of attending physicians/clinic and other health professionals involved <p>Define Others Involved</p> <ul style="list-style-type: none"> ▪ Is the program leader or local staff in contact with travelers? ▪ Gather details for travelers' U.S. emergency contacts ▪ Define the point of contact in-country ▪ Gather details for the program leader abroad and departmental point of contact at UT-Austin <p>Engage International SOS</p> <ul style="list-style-type: none"> ▪ Provide International SOS with necessary information gathered above. If medical evacuation is necessary, be prepared to provide the following: <ul style="list-style-type: none"> · Traveler's name, age, citizenship · All known medical history · If medical equipment is needed in transport · If medical personnel are needed in transport · Preferred location to which traveler should be evacuated · Whether someone will be accompanying the traveler 	<p>Assess</p> <ul style="list-style-type: none"> ▪ What is International SOS's plan for evacuation? ▪ How is the U.S. Embassy evacuating other U.S. citizens? ▪ What is the level of security at the airport or other site of departure? Could it be safer for travelers to wait until security measures can be improved? ▪ How may unforeseen road closures affect the evacuation? ▪ Are contingency plans in place before commencing evacuation? ▪ Are travelers able to converge for evacuation? Is it safer for travelers to split into small groups for evacuation? ▪ Have travelers been encouraged to suspend all unnecessary movement around the city or village while they wait for evacuation updates? <p>Respond</p> <ul style="list-style-type: none"> ▪ Has the decision to evacuate been discussed with host university administrators? With the program leader? ▪ Do the assessments by the program leader and host university staff concur with the assessment of the ICAT? ▪ Who is the most appropriate person to liaise between UT-Austin and program participants? Do students know and trust this person? ▪ Is the program leader acting in the best interest of the students? ▪ Is it necessary for the host university and student housing to remove any signs or objects that might draw attention to them? ▪ Should the host university be advised to lock buildings, secure sensitive information, and otherwise safeguard the campus for short- or long-term vacancy? <p>Communicate</p> <ul style="list-style-type: none"> ▪ Have travelers been informed that the International Office will be in contact with their families (if appropriate)? ▪ Have travelers been advised to keep a low profile (dress conservatively, avoid places where Westerners congregate)? ▪ Have travelers been informed of their responsibilities in the evacuation? ▪ Have travelers been provided with the evacuation plan? Is it safe for travelers to be aware of the evacuation plan before it is about to be enacted? ▪ Have travelers been advised to bring a supply of food and water to last 24 hours? ▪ If the evacuation flight is not direct to the U.S., can someone meet the travelers in the intermediate country to help arrange lodging, food, counseling, and other necessities? ▪ Have travelers opened foreign bank accounts? If so, they should attempt to transfer money to a U.S. account before leaving. ▪ Have travelers been reassured that UT will do everything possible to safeguard their security? ▪ Are FERPA and HIPAA regulations being followed in all crisis communication?

EVACUATION AND PROGRAM CLOSURE PULL SHEET

Phase 3

MONITOR & FOLLOW-UP (Secondary considerations)

Crisis Communication (*Intl. Risk Analyst*)

- If necessary, has the University been informed of the evacuation?
- Is the ICAT adequately utilizing the point-of-contact in-country to disseminate information?
- Is the ICAT communicating decisions with Study Abroad Office staff?
- How is the program leader responding to the crisis and cooperating with the UT-Austin, the U.S. Embassy, and any other parties to resolve the issue?
- Is communication from the ICAT being received well by program leaders and participants? If not, how can communication be improved?
- Can template evacuation notices be used to communicate with travelers? Can prior communication be adapted to this crisis?

Travel Arrangements (*Travel Mgt. Services*)

- Can Travel Management Services/Anthony Travel arrange for travelers' return flights?
- Will there be fees or other financial implications for travelers? Can they be reimbursed by the International Office or another source? Has this been communicated to travelers?

Medical Concerns (*Director, UHS*)

- Are pre-existing conditions able to be addressed during the evacuation?
- Do travelers have an adequate supply of medications for 24-48 hours?
- Does UHS have health records for injured students?

Mental Health (*Director, Study Abroad*)

- What psychological/emotional support can the program leader or staff abroad extend to the student?
- What support can UT extend to travelers or others involved?
- Do travelers appear to be using positive (or negative) coping methods? (See Appendix K)
- Are travelers displaying signs of critical incident stress reactions? (See Appendix K)
- Is the program leader able to manage his or her own stress?

Media and Public Affairs (*Intl. Risk Analyst*)

- See Media Response Guide (Appendix E)
- Who will field and log media requests for information?
- Does the level of media interest warrant help from the Office of Public Affairs? Does it warrant a media team?
- What background information on the program can be gathered? Who can supply that information and who will organize it?
- Is the media portraying the crisis accurately? If not, can someone correct inaccuracies or misperceptions?
- Have travelers been recommended not to talk to media until heated emotions have had time to subside?

Notification of Campus Community (*Intl. Risk Analyst*)

- Have the UT-Austin President, Provost, and the Dean of Students been notified first?
- Can the Office of Public Affairs provide a template press release? Can prior communication be adapted to this crisis?
- Should information to the public be released in a language other than English?
- Which office hosts the program's website? Can the website be updated as the crisis progresses?

Academic (*Director, Study Abroad*)

- If the program must be evacuated, can it be relocated to a region or country nearby that is unaffected by the unrest/attack?
- Can students complete unfinished coursework at UT?
- Can students receive credit for any work completed thus far? How will this affect future coursework?
- How will the students' academic timeline be affected if they do not complete the program?

Financial (*Director, Study Abroad*)

- How will the host institution be financially affected by an evacuation? How will this affect future program fees for UT?
- Is the International Office obligated by contract to pay program fees? Housing costs?
- Has the program received grant funding? Could the grant be lost due to evacuation and program suspension?
- Have students received grants or scholarships to study abroad? Must the grants or scholarships be repaid if the students do not complete the coursework?
- How might students' financial aid be affected if they do not complete the program?

Legal (*Rep., Legal Services*)

- What are legal implications of evacuating?
- What is UT-Austin's relationship to the program? Does UT have contractual obligations?
- If students are non-compliant with evacuation, have they been contacted by Legal Services to ensure they understand the risks of staying and UT's inability to assist after ties have been cut?

Relationship with Host Institution (*Director, Study Abroad*)

- Are UT and the ICAT speaking regularly with host university administrators?
- How can UT-Austin foster a positive relationship during this period of crisis?
- Are UT-Austin crisis responders keeping in mind the emotions and experiences of host university staff and administrators as they experience their country in turmoil?

Upon the Students' Return (*Director, Study Abroad*)

- Have the students been sent the template email about the Counseling and Mental Health Center's services?
- Has the Office of the Dean of Students engaged the students to discuss their experience?
- Have living arrangements been made? Does student need housing in a campus residence hall?
- Should students contact their renter's/homeowners insurance? The student should be advised immediately to make a record of any belongings lost in the evacuation.

APPENDIX I – ICAT CRISIS RESPONSE GUIDE

Trigger: Natural Disaster, Civil or Political Unrest

International Risk Analyst (IRA)

- Seek guidance from State Department & ISOS
- Engage Travel Mgmt & SAO
- Request risk assessments from COLA, UHS and Legal Affairs
- Compile assessments of safety & security risks

Travel Mgmt & Study Abroad Office

- Identify & locate UT personnel
- Assess their immediate needs
- Provide update to IRA

Liberal Arts

- Obtain written risk assessment from faculty expert(s)

University Health Services

- Provide written assessment of health risks

Legal Affairs

- Provide written assessment of liability risks

Catastrophe

IRA/VPI

IRA/VPI make recommendation to CAT

CAT feedback to VPI on evacuation decision

NO

YES

VPI approves & IRA proceeds with evacuation

APPENDIX J - TEMPLATE EMAILS

Evacuation Template Emails

INTRODUCTION EMAIL FROM THE PROGRAM COORDINATOR

Dear [Program Participant(s)],

I am writing because the current events in [Country] have caught my attention, and I want you to know that I am monitoring the situation closely in case your program site becomes unsafe.

Helping me in this task is Erin Wolf, UT-Austin's International Risk Analyst (copied on this email). I want to introduce her to you because you may be receiving communication from her in the near future, depending on how the situation unfolds. Please watch for her emails and respond with information as needed. I appreciate your cooperation with this.

I also want you to know that I, or another Study Abroad Program Coordinator in the International Office, may be in touch with your emergency contact(s) to update them on the changing events and the IO's decisions on how to proceed. Please consider calling them or emailing them yourself to let them know of your current whereabouts if you haven't already done so. Even though the situation in [Country] may not be affecting you, they may be anxious for you, and a phone call can do a lot to ease their worry!

Stay safe, and please ask if you have questions about the [current situation].

Best regards,

[Program Coordinator]

INTRODUCTION EMAIL FROM THE INTERNATIONAL RISK ANALYST

Dear [Program Participant(s)],

Hello, I hope this email finds you well. My name is Erin Wolf; I work as the International Risk Analyst for the UT-Austin International Office. My job is to help all UT travelers have safe, successful trips abroad. Part of the job involves monitoring events going on throughout the world, especially in locations where UT offers study abroad or other academic programs.

I am writing now to let you know that I am watching the ever-changing safety situation in [Country]. Over the course of the next few hours, days, or weeks, I will work with the International Oversight Committee, which is comprised of senior UT administrators representing Student Affairs, University Health Services, academics, and the President, to determine if the situation merits evacuation. The IOC will also consult faculty experts at UT on [Country], who will utilize their contacts in the region to get the most accurate, up-to-date information possible. I want to assure you, we will not take this decision lightly. We will only opt for evacuation if we feel there is no way to arrange the program to protect your safety.

At this time, I would like to ask for your future cooperation with any decisions the IOC makes. Please be sure to check your email regularly as the situation progresses, make sure your program leader has your current cell phone

number, and keep others informed of your whereabouts. If you haven't spoken to your family recently, you may want to call or email them to let them know you're safe. You may also want to prepare a small bag (less than 50 lb/23 kg) and have necessary documents ready in case evacuation does become necessary.

I will provide email updates as the situation changes. Thank you in advance for your patience and cooperation during this difficult time.

Best regards,

Erin Wolf

NOTICE TO EVACUATE EMAIL

Dear [Program Participant(s)],

You may remember from my last email that the International Oversight Committee was monitoring the safety situation in [Country] and would work with faculty experts on the region to determine if evacuation of UT travelers was the best choice for the situation. The IOC has made the decision to evacuate all students involved in [Program]. We know this may not be welcome news for you and may affect you academically, financially, and personally, but your safety is our #1 priority right now.

Please be assured that UT-Austin has experience with evacuations, and we are working around-the-clock to make this proceed as smoothly as possible for you.

The rest of this email instructs on the next steps for you to take. Please read and follow them closely, as this will make the evacuation proceed much easier for you.

1. Please relay your intent to evacuate, using one of the following methods:
 - Call International SOS: +1 215-942-8226
 - Call the UT Emergency Phone: +1 512-669-8488
 - Reply to this email

Have the following information ready, or make sure to provide it in the email.

- a. Local cell phone number
 - b. Physical address
 - c. Full name (as written in passport)
 - d. Passport number
 - e. Passport expiration
 - f. Date of birth
 - g. Nationality
 - h. Final destination city
2. Pack your belongings. Due to space and weight constraints during this emergency, you will only be able to bring 1 50-lb (23-kg) bag and a small personal item on the flight. If there is time, you may wish to pack other luggage and leave with a mailing label attached. You may also wish to take inventory of and record all belongings you cannot take with you at this time.
 3. Make arrangements for someone to take care of your pet, if necessary.
 4. Contact your parents, other family, or emergency contact to let them know you are safe and will be evacuated.

5. If you have a bank account in [Country], you may want to transfer funds to a U.S.-based account as soon as possible.
6. Please do not worry about financial or academic implications at this time. Academic details are being attended to by the appropriate faculty and department leaders, and financial assistance may be available if you incur burdensome expenses as a result of this evacuation. Your personal safety should be your greatest concern right now.

UT cannot require that you evacuate, but the program is closing, and we ask that you please heed this request. If you choose to stay, UT and International SOS will do our best to help you if you change your mind in the near future. However, once program ties have been cut, UT and ISOS can no longer assist you in evacuating. Please do not hesitate to ask me or ISOS if you have any questions or concerns for your safety during this evacuation.

For additional safety or security information, you may contact International SOS 24/7. ISOS is UT's emergency assistance provider. Call them (collect where available) for medical or security advice or assistance. Their website is www.internationalsos.com (member ID: 11BSGC000037), and the phone number is +1 215-942-8226.

Best,

Erin Wolf

DETAILS OF EVACUATION EMAIL

Dear [Program Participant(s)],

A flight has been arranged for your evacuation from [Country]. It will depart [insert details]. Please meet at [insert details] at [insert time] local time. Please allow yourself plenty of time to reach the [meeting location] in case unforeseen complications arise. Neither ISOS nor the U.S. Embassy can help with transportation to the airport at this time.

Be sure to bring your passport (other IDs and photocopies are not acceptable to board the flight). Pets and luggage over 50 lbs (23 kg) will not be allowed. Don't forget prescription medication (in the original containers with the prescription, if possible) and all other valuables. You may also want to bring food and water to last the next 24 hours, in case the flight cannot take off as scheduled.

International SOS is available to assist with hotel accommodations and onward travel after the evacuation flight. However the cost of accommodations and onward flights are outside the ISOS service contract and will be your financial responsibility. You may also coordinate your own onward travel.

I personally want to thank you for your cooperation. We wish you safe travels out of [Country]. Please contact me before or after you return with any questions.

Best,

Erin Wolf

OFFER OF MENTAL HEALTH RESOURCES AFTER EVACUATION

Dear [Traveler],

On behalf of University Health Services (UHS), welcome back to Austin. We're so glad that you have arrived safely back in the United States.

Your evacuation from your host country and the accompanying circumstances were very unfortunate. It is common for events like this to be traumatic for the people involved. Some people feel the stress of a traumatic event immediately, while for others, effects may appear later. On-campus resources are available for students who would like assistance. Signs like these are a normal reaction to the stress of events like the one that you have experienced:

- Feelings: anxiety, irritability, fear, moodiness, embarrassment.
- Thoughts: self-criticism, difficulty concentrating or making decisions, forgetfulness, preoccupation with the future, reliving the event.
- Behaviors: crying, increased or decreased appetite, "snapping" at friends, acting impulsively, alcohol or other drug use (including smoking), nervous laughter, teeth grinding or jaw clenching, stuttering or other speech difficulties, being more accident-prone.
- Physical: sleep disturbances, tight muscles, headaches, fatigue, cold or sweaty hands, back or neck problems, stomach distress, more colds and infections, rapid breathing, pounding heart, trembling, dry mouth.

You can come to UHS for any medical needs, including stress that has become difficult to manage. Our professional medical staff is complemented by licensed counselors who work with students in the UHS clinics. The Counseling and Mental Health Center (CMHC) helps students who want to address a mental or emotional concern with individual and group counseling, psychiatric consultation, and other services. If you're not sure where to start, that's ok. We're both here to help, so don't hesitate to call either one. We can work closely together to match individual students with the most appropriate services.

University Health Services

Appointments and Information 512 471-4955
Free 24-Hour Nurse Advice Line 512 475-6877 (NURS)
www.healthyhorns.utexas.edu

UT Counseling and Mental Health Center

Appointments and Information 512 471-3515
Free 24-Hour Telephone Counseling 512-471-CALL (2255)
www.cmhc.utexas.edu

Respectfully yours,
Theresa Spalding, M.D.
Medical Director
University Health Services

Mental Health Resources While Abroad Template Email

Dear [Traveler],

We at University Health Services (UHS) understand you may be facing emotional or stressful events during your travels, and we encourage you to use our services even while you are traveling abroad.

Your experience [insert brief summary] was very unfortunate. It is common for events like this to be traumatic for the people involved. Some people feel the stress of a traumatic event immediately, while for others, effects may appear later. UT resources are available for students who would like assistance. Signs like these are a normal reaction to the stress of events like the one that you have experienced:

- Feelings: anxiety, irritability, fear, moodiness, embarrassment.
- Thoughts: self-criticism, difficulty concentrating or making decisions, forgetfulness, preoccupation with the future, reliving the event.
- Behaviors: crying, increased or decreased appetite, "snapping" at friends, acting impulsively, alcohol or other drug use (including smoking), nervous laughter, teeth grinding or jaw clenching, stuttering or other speech difficulties, being more accident-prone.
- Physical: sleep disturbances, tight muscles, headaches, fatigue, cold or sweaty hands, back or neck problems, stomach distress, more colds and infections, rapid breathing, pounding heart, trembling, dry mouth.

You can call the UHS Free 24-Hour Telephone Counseling line to reach the Counseling and Mental Health Center. Telephone Counseling is a confidential service of the CMHC that offers an opportunity for UT students to talk with trained counselors about their problems and concerns. Telephone Counseling is staffed by counselors who are supervised and specifically trained to deal with the variety of concerns that are experienced by university students.

UT Counseling and Mental Health Center
Free 24-Hour Telephone Counseling +1 512-471-CALL (2255)
www.cmhc.utexas.edu

You may also call the International SOS emergency service provider, who will help you locate counseling services in your community abroad.

International SOS
Free 24-Hour Medical or security advice or assistance +1 215-942-8226
www.internationalsos.com

Respectfully yours,
Theresa Spalding, M.D.
Medical Director
University Health Services

APPENDIX K - MENTAL HEALTH RESOURCES

Stress and coping methods

MANIFESTATION OF STRESS

Many emotions and reactions are to be expected when you are stressed. Some common manifestations are:

- Irritability over small things
- Difficulty concentrating
- Difficulty falling asleep or staying asleep
- Queasy stomach
- Desire to run away
- Constant feeling of tiredness
- Psychosomatic illness
- Excessive criticism of others
- Poor work performance
- Difficulty making decisions
- Being unusually introspective
- Feelings of guilt, worry and anxiety

COPING CHOICES STUDENTS MAKE

Poor coping choices

When a student is in a low mood, he or she is vulnerable, and thus more likely to make poor choice for coping.

Examples of poor coping choices include:

- Resorting to heavy alcohol use
- Staying in bed 12-14 hours a day
- Staying in your living quarters all day
- Eating excessively
- Avoiding friends and neighbors
- Escaping into sexual relationships

Better coping choices

The more coping strategies a student has identified and thought about before his/her struggles begin, the more likely he/she is to make good choices. Based on feedback from numerous students, the following six basic techniques are especially helpful in dealing with the stresses and strains of adjustment:

- Immerse yourself in study/reading that is satisfying
- Find a local person with whom you can talk regularly
- Practice your faith through prayer, meditation, reading, etc.
- Write letters/e-mails (or make audiotapes) to family and friends
- Visit fellow students
- Meet with Resident Director/Faculty to talk about the stress

(SAFETI Adaptation of Peace Corps Resources)

Signs of a critical incident stress reaction

SIGNS AND SIGNALS OF A STRESS REACTION			
Physical	Cognitive	Emotional	Behavioral
Fatigue	Blaming someone	Anxiety	Change in activity
Nausea	Confusion	Guilt	Change in speech patterns
Muscle tremors	Poor attention	Grief	Withdrawal
Twitches	Poor decisions	Denial	Emotional outburst
Chest pain*	Heightened or lowered alertness	Severe panic (rare)	Suspiciousness
Difficulty breathing*	Poor concentration	Emotional shock	Change in usual communications
Elevated blood pressure	Memory problems	Fear	Loss or increase of appetite
Rapid heart rate	Hyper-vigilance	Uncertainty	Alcohol consumption
Thirst headaches	Difficulty identifying familiar objects or people	Loss of emotional control	Inability to rest
Visual difficulties	Increased or decreased awareness of surroundings	Depression	Antisocial acts
Vomiting	Poor problem solving	Inappropriate emotional response	Nonspecific bodily complaints
Grinding of teeth	Poor abstract thinking	Apprehension	Hyper alert to environment
Weakness	Loss of time, place or person orientation	Feeling overwhelmed	Startle reflex intensified
Dizziness	Disturbed thinking	Intense anger	Pacing
Profuse sweating	Nightmares	Irritability	Erratic movements
Chills	Intrusive images	Agitation	Change in sexual functioning
Shock symptoms*	Etc.	Etc.	Etc.
Fainting			

* Indicate the need for medical evaluation.

Source: University of Wisconsin - Eau Claire Counseling Services <http://www.uwec.edu/counsel/pubs/criticalincident.htm>

Mental health checklists for education abroad professionals

DEPRESSION

Connect students to a mental health professional The best thing you can do for a depressed student, whatever the form of depression, is help the student find treatment and encourage the student to stay in treatment.

Offer emotional support You can play a vital role in helping the student by offering your understanding, patience, and encouragement. This shows the student that you care and helps reduce the student's isolation. Do not take on the sole responsibility for helping. Gently insist that professional help also is needed.

Encourage activity Engage the student in conversations and social activities; encourage exercise and physical activity.

Take suicidal ideation seriously If a student discusses or alludes to thoughts of suicide, take it seriously. As the student directly, "Are you thinking about killing yourself?" This can be a hard question to ask because it may seem far too personal. However, the stakes are high enough to warrant this level of seeming intrusiveness. People who are coping with depression often have thoughts of suicide. Even if they have no intent of harming themselves, they can feel a great sense of relief when someone is willing to listen to them discuss these thoughts. Most importantly, if the student admits to considering suicide, keep the student safe by immediately reporting this to others so that arrangements can be made for a mental health provider or police to intervene.

Follow up Check back with the student from time to time to see how things are progressing. Offer to be available to listen, and encourage the student to practice skills he or she is learning in treatment.

Care for yourself Helping a person who is depressed can be emotionally difficult for anyone. Make sure you have someone to talk with about how you are feeling. Consult others for help with resources and any questions you might have. And remember your own limits – offer support, but suggest other options when support is not enough. Do not become more involved than your time and skills permit.

SUICIDE

Suicide is the second-leading cause of death among college-age students (accidents is the first). 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
- Makes a will or other final arrangements

➔ **Take It Seriously** Voice your concern by asking what is troubling the person. Be willing to listen. This helps reduce the student's isolation and provides some immediate relief. If you are uncomfortable with entering such a direct discussion, arrange for someone else to do this.

- **Be Direct about the Issue—Ask** Question directly if the student has considered killing him- or herself and if he or she has a specific plan. Try not to act surprised or shocked by what the student might say. If the student is considering suicide, help him or her find professional assistance immediately.
- **Remove the Means for Committing Suicide** If it will not put you in any danger, remove the means available to the student (knives, guns, or pills). Students most likely will feel relieved that you are helping them stay safe.
- **Do Not Leave the Person Alone** If the student is in imminent danger, call the police and wait with the student until others arrive to help.
- **Do Not be Sworn to Secrecy** Never keep a suicide plan secret. Seek support by consulting with others. Do not assume the situation will take care of itself.
- **Never Call the Person 's Bluff** Do not challenge or dare the student to act; or debate moral issues.

GRIEF AND COPING WITH LOSS

- **Acknowledge the Loss** Offer your support.
- **Encourage the Student to Experience and Deal with the Grief** This can be done by talking with someone the student is close to, connecting to religious communities, journal writings, art work, music, or through work with a trained counselor.
- **Allow Time** Grieving often takes more time than most people first realize. The loss is never completely resolved, particularly when it involves someone significant. Help the student recognize that grieving is a long process, but that with work, the intensity of the pain will lessen and recurring periods of pain will become shorter and less frequent. Also, remind the student not to expect to resume full academic productivity right away. Some students need reassurance that getting extensions is not using death as “an excuse.”
- **Discourage Isolation** Encourage the student to connect with friends and to remember to take breaks from the pain through social activities, sports, or cultural events.
- **Make a Referral when Symptoms are Severe** Refer students to a mental health provider when symptoms last for more than two months or when symptoms are extreme, such as the development of a pattern of substance abuse, persistent loss of appetite, thoughts of suicide, or prolonged impairment in ability to manage academic demands.
- **You Cannot Fix It** Remember that you do not have to say or do the “right thing.” You cannot eliminate the student’s distress, nor should you. Your presence and caring alone will be helpful.

MANAGING ANXIETY

The following is a list of anxiety reduction techniques. Keep in mind that not all techniques will work for every student. Some may even increase anxiety for certain people. Present these suggestions and let students choose the ones they feel might work for them.

- **Encourage Good Self Care** The most important goal for students who are prone to anxiety is to keep stress levels as low as possible. This begins with good self care. Eating well, exercising regularly, and getting enough sleep are especially important, even though these may be difficult objectives to achieve in many student environments.
- **Limit Stress-Inducing Chemicals** Caffeine, tobacco, alcohol, marijuana, cocaine, and other drugs can worsen symptoms of anxiety.
- **Increase Recreational/Relaxing Activities** Encourage the student to schedule recreational time with friends so that it is certain to happen, despite tight academic schedules and deadlines. It is also important to set aside time for quiet and relaxation. Deep-breathing exercises, yoga, and listening to relaxing music can slow down physical symptoms of anxiety.

- **Encourage Time Out** Reinforce how productive it is to take breaks from studying; encourage students to build into their weekly schedules blocks of time away from academic pressures and deadlines.
- **Monitor Stress-Inducing Thoughts** Encourage the student to begin tracking what he or she is thinking when feeling anxious. When the student notices negative, worrisome patterns, he or she can try to stop and refocus on more positive aspects of situations. This will disrupt the “automatic” negative trains of thought that exacerbate stress.
- **Encourage Engagement in Meaningful Activities** Having a positive outlook and recognizing what we cannot control are keys to managing stress. Encourage the student to seek out activities and connections with other individuals and communities that can help bolster a sense of inner strength and satisfaction with life.
- **Make a Referral When You Suspect Signs of a Disorder** When you notice that the seriousness of the student’s anxiety symptoms approaches the level described among the disorders above, make a referral to a mental health professional. Remind the student of the high success rate with these disorders once treatment has begun.

EATING DISORDERS

- **Pre-departure Advising and Behavioral Contracts** If a student planning to study abroad has a history of an eating disorder, address this in advising prior to the student’s departure for study abroad. If the student is currently receiving treatment, discuss with the student how he or she plans to continue treatment abroad, talk about why it may be more difficult to manage an eating disorder abroad, and work in partnership with overseas colleagues to identify support structures in the host country. Even if the student is no longer receiving treatment, make sure to identify health professionals abroad that the student can visit if he or she “just needs to talk.” Students with eating disorders often are able to study abroad successfully under the auspices of a behavioral contract that specifies the exact behavior to which the student must adhere while abroad. This contract specifies consequences, such as dismissal from the education abroad program and returning home at the student’s expense, for violations.
- **Talk Openly and Ask Direct Questions** If a student manifests an eating disorder while abroad, talk with the student directly in a caring and nonjudgmental way about your concern, and ask for information about the symptoms you notice. Offer to listen and treat the symptoms seriously. Refer the student to a professional evaluation—a medical practitioner or nutritionist may be a good place to start. It is not unusual for a student to be upset initially and to deny your observations. Consult with a health care professional or an eating disorder specialist about next steps. Be patient and let the student know you are concerned.
- **Stress the Seriousness of Eating Disorders** Help to educate all students and those working with students about the seriousness of these disorders. Roommates and friends are often in the best position to notice the signs early and to help arrange an effective referral.
- **Identify Local Resources** Eating disorders can be treated, but individuals need appropriately qualified health care professionals. Treatment usually involves a team approach and includes physicians, psychologists, nurses, and nutritionists.

SCHIZOPHRENIA AND PARANOIA

- **Help the Student Arrange Medical Care**
 - If the student has a prior diagnosis, it is critical that he or she have access to affordable, ongoing psychiatric care—both medical management and psychotherapy—while he or she is abroad. U.S. and overseas education abroad professionals need to work in partnership to identify local resources prior to the student departure for study abroad.

- **Ensure Safety** Regardless of whether a student has a prior diagnosis, if he or she begins to exhibit psychotic symptoms, contact a mental health professional for assistance. Do not leave the person alone if he or she is in an extreme state of disorientation.
- **Encourage Compliance with Treatment** Above all, encourage a student who manifests psychotic symptoms abroad to get professional help. Significant problems can surface when students discontinue prescribed medication or refuse treatment altogether. Get advice from a mental health professional on steps that should be taken if the student is unwilling to comply.
- **Ask a Mental Health Professional for Assistance** Dealing with students who display psychotic symptoms can be confusing, time consuming, and sometimes frightening. For the safety of the student and staff, always rely on mental health professionals to do the diagnosis and treatment planning.

ATTENTION DEFICIT HYPERACTIVITY DISORDER (AD/HD)

- **Rely on a Professional Diagnosis** Diagnosing AD/HD is not a simple or exact process; it requires a trained professional to conduct a lengthy assessment and to collect a wide range of historical data. An accurate diagnosis also involves differentiating AD/HD from other mental health diagnoses, such as depression and anxiety—both of which include similar symptoms.
- **Encourage Students to Learn about AD/HD** There are a number of books and educational materials that can help a student understand AD/HD and manage his/her symptoms. In addition, students can gain much information and support from sharing experiences with other students who have been diagnosed with AD/HD.
- **Refer Student to Counseling** Through confidential sessions with a counselor, a student can learn to set goals, manage time, and cope more successfully with everyday college demands.
- **Encourage Good Self Care** By maintaining the proper balance of exercise, rest, and a good diet, students will be more in control of their AD/HD.

(NAFSA, 2006)

When and how to refer a student to counseling

Education abroad professionals in and outside of the United States may come into contact with a distressed student or first identify a student who seems overwhelmed by stress. These professionals are in a unique position to help and guide the student. The following information provides some specific options for intervention and for referral to local resources.

WHEN TO REFER TO COUNSELING

It can be overwhelming, frightening, and/or tiring to serve as the main source of support for a troubled student. It is important to know one's own limitations. Consult with mental health professionals sooner rather than later, when it may be more difficult to treat a condition.

Refer a student to professional counseling when:

- Signs of emotional distress seem to be impairing the student's personal life, happiness, or work.
- There are concerns about the student's or others' safety.
- The problem is more serious than staff feel comfortable handling.
- The student's problem is beyond staff's level of understanding or training.
- The student admits a problem but does not want to talk to anyone else about it.

HOW TO SUGGEST COUNSELING

- Set aside a private time to talk with the student so that the concern can be discussed in a caring and honest way.
- Share concerns. Concentrate on instances of concrete behavior. For example, say: “I heard that you have been missing a lot of classes lately.”
- Ask the student to explore these concerns. Explain to the student that many students experience some difficulty during undergraduate/graduate school, and that counseling is a safe place where they can talk openly about their concerns with a professional counselor.
- Avoid power struggles/battles of the wills. If the student is resistant about obtaining counseling, restate your feelings and concerns.
- Avoid being judgmental and/or analyzing a student’s problems. State your concern in a nonjudgmental manner. Instead of saying, “You’re not taking your academic work seriously,” it’s better to say: “I understand you are having difficulty getting your assignments done and I’m concerned about you.”
- Bring up the idea of counseling. For example: “You seem very upset; perhaps it might be useful to speak to someone. There are counselors available who can help you with this. Have you thought about talking with a counselor?”

HOW TO MAKE A REFERRAL

Overseas and U.S. education abroad professionals need to be knowledgeable—or become knowledgeable—about counseling services that are available to students abroad and learn how students can access them.

The more specific the staff can be in describing these services to students, the more likely students will be to trust the referrals. It is helpful if the education abroad professionals know and can recommend local therapists based on the students’ needs. If there are no English-speaking counselors (or any counselors at all) available in the host country, look into remote counseling options (e.g., counseling over the telephone) or fellow students who may have peer-counseling training. Make sure to address Web sites that can provide psycho-educational materials (including self-screening tools that students can access directly) in pre-departure information and abroad. Include these links on the education abroad office’s Web site.

If the concern is urgent or the student seems unsure or anxious, walk the student to the counseling appointment or advise the overseas staff to do so. Inform the student that counseling is confidential and that he or she will see a therapist in a private office.

WHAT TO DO WHEN A STUDENT IS RELUCTANT TO SEEK COUNSELING

Students often have a number of concerns about counseling. It is best to acknowledge and discuss a student’s fears about seeking help.

Normalize the Process of Seeking Help. Remind a student that successful students seek support and use resources to help them succeed; problems need not reach crisis proportions in order to require counseling. Suggest that it is easier to make progress on a problem before it gets too big.

- **Clarify Any Costs.** Help the student assess his/her insurance plan’s coverage for treatment of mental health concerns and/or substance abuse. Given the complexities of U.S. insurance plans, U.S. and overseas education abroad professionals may need to work together to determine how best to meet the students’ needs within the constraints of the students’ insurance coverage. Some education abroad programs require that students purchase insurance for study abroad that includes coverage for psychological care. In either case, provide information that details the student’s benefits and any related costs.

- **Remind the Student of Confidentiality.** Students can be relieved to hear that any contact and information shared by the student is kept strictly confidential and will not be disclosed to parents, faculty abroad, or other university personnel except with the student's written permission or in life-threatening circumstances.
- **Describe the options.** Tell the student what is known about the referral person or service that is being recommended, providing a brochure or Web site if possible.
- **Look for leverage.** Students at times will not seek counseling for personal issues but will consider making an appointment for career, academic, or health-related issues.

STUDENT MULTICULTURAL CONSIDERATIONS IN MAKING A REFERRAL

A student's personal and cultural background affects her/his attitude toward professional counseling. Some factors that may make it difficult to seek counseling include stigma, lack of information about counseling, fears of family members finding out, and/or fear of being misunderstood.

Consider the following:

- Acknowledge family or cultural norms that might make it difficult for the student to share personal information with a stranger, and stress the value that can be gained from doing so
- Discuss what counseling involves and how this service operates in the host country
- Describe safeguards and limits of confidentiality and address any concerns about privacy
- Help the student find a counselor who speaks his/her native language

WHAT TO DO IF THE STUDENT REFUSES HELP?

It is not unusual for a student to be upset initially and to deny on-site staff's observations. If the student continues to deny there is a problem, consult with a mental health care professional about next steps to take. Be patient and let the student know that you are concerned.

If the student refuses a referral, unless it is a life or death situation, it is best not to push the issue or get into an argument that could jeopardize your relationship with the student.

- If a student appears to be an immediate suicide risk, it always should be considered a high-risk situation. Act immediately. Many U.S. institutions have written protocols on this topic, including recommendations for immediate intervention by campus counseling services staff and police for involuntary hospitalization of a student who is a danger to him- or herself or others. If practicable, U.S. and overseas education abroad professionals should confer and develop a course of action that is in line with student's home campus policies. However, the student's safety takes precedence over all other concerns.
- Some students may need time to think over the decision to seek counseling. Education abroad staff might want to leave the door open to discuss the issue again at a later date.
- Remember to obtain consultation at once whenever there are serious concerns about someone's safety.
- Document all actions taken.
- The education abroad office crisis management team should meet after the student has been stabilized to debrief the handling of the situation and review current crisis management protocols. This meeting should include a discussion of what went well, what could have been done better, and, if necessary, revision of current protocols to better address future crises.

(NAFSA, 2006)

Dealing with a Student Who Seems Dangerous

Increasingly, staff and faculty on college campuses are confronted with students who are verbally aggressive, threatening, and potentially violent. It is helpful to be prepared to encounter such students and to have an action plan in place. Students who seem hostile, suspicious, or threatening can be frightening. Nevertheless, it is important to remain calm when confronting students in these situations. Take a few deep breaths and relax in order to try to respond calmly. Remember to always call for help if the situation feels like an immediate danger. Never put yourself in a position that feels dangerous – always call on the resources that you need, including staff members and police.

Consider the following three levels of response. Trust your intuition; when a situation feels potentially violent, consider higher levels of intervention.

LEVEL ONE: ATTEMPT TO DEFUSE THE SITUATION

- Be aware of your own feelings.
- Stay as calm as possible.
- Show empathy and concern (e.g., try saying something like, “I can see you are frustrated and I’m frustrated too. Unfortunately, the rules are…”).
- Do not insist on being right or contradict the student. Instead, let the person know that the situation can be seen differently.
- If someone is threatening or verbally abusive, advise that he or she can be better helped if he or she calms down, lowers his or her voice, and stops verbally attacking the staff. Set limits and do not tolerate abuse.
- Call appropriate campus staff to inform them about the situation (i.e., alert others in the office or in other offices likely to encounter the student).
- Keep an accurate and detailed written record of meetings and phone calls.

LEVEL TWO: GET ASSISTANCE FROM OTHERS NEARBY

- Tell the student: “Let me see if I can find someone who can help.”
- Talk about your concerns with other staff and/or call a mental health consultant.
- Have a policy in place for obtaining help from others in the office when such threatening situations arise. Agree on a word (or code of some sort) that would discreetly alert colleagues that help is needed. For example: “I need the green file” could mean, “Come to my office, I have a threatening student here.”
- Consider installing panic buttons in your office.
- There is safety in numbers; do not stay alone with the student.
- Call appropriate staff immediately to inform them about the situation. Consult the local mental health professionals.
- Keep an accurate and detailed written record of meetings and phone calls.

LEVEL THREE: GO TO A SAFE LOCATION

- Call the police or ask someone else to do so.
- Retreat to a locked office or other safe space while waiting.
- Call appropriate staff immediately to inform them about the situation.
- Keep an accurate and detailed written record of meetings and phone calls.

(NAFSA, 2006)

During the creation of the Crisis Management Guidebook, the International Office Intern, Andrea Wagner, met with IOC members to gather their insight on lessons learned during prior crises, and to hear suggestions for future crisis management practices. Ms. Wagner also spoke with two undergraduate students who were evacuated from Egypt during spring 2011, to gather their contrasting perspectives of crisis management.

The following summaries of each those meetings contribute to UT-Austin's history of international crisis management.

Dr. Janet Ellzey – Vice Provost for International Programs

When political tensions in Egypt began to rise, Dr. Ellzey and Erin quickly contacted study abroad students and helped arrange for them to leave the country. For several days, they thought the situation was under control, until they realized they might be responsible for the CASA Cairo program as well. CASA (Center for Arabic Studies Abroad) was not a UT-Austin program (many students in the program were not UT students), but it was administratively housed at UT, leaving room for discrepancy over final decision-making between the program leader and the International Office (IO). Dr. Ellzey and the Provost, Dr. Leslie, decided that UT-Austin had a responsibility for both the students and the program and determined that the University needed to evacuate all students in Egypt who were affiliated with UT. At this point, the CASA students were receiving conflicting messages from their program leader (who did not find the situation to be as serious as UT-Austin did), and Erin and Dr. Ellzey. Many students opted not to heed the evacuation request of UT, and re-enrolled in programs elsewhere in Egypt. This led to the realization that a crisis manager must initiate a relationship with students prior to instructing evacuation, or work with an advisor or program leader who already has developed a relationship with the students.

The evacuation of students from Egypt may have progressed more smoothly for Dr. Ellzey had she been involved in the crisis sooner. In future evacuations, she should become involved earlier if the decision may be controversial among students or faculty. There is a great deal of persuasion that must take place in these situations. However, Dr. Ellzey hopes she will not need to be as involved as she was in the recent evacuations. She would like the ICAT to function as an advisory group to gather information and evidence, then discuss and offer input, from which Dr. Ellzey will work to offer a decision to the Provost. The evacuation would then be carried out primarily by the Study Abroad Office, with assistance from the International Risk Analyst.

Like Egypt, the Japan evacuation was controversial, but for different reasons. Input from nuclear radiation and health experts persuaded Dr. Ellzey to decide to evacuate and temporarily suspend programs throughout Japan. In this case, the issue was not with political or social infrastructure (as in Egypt) but rather health concerns. Still, there was significant discussion and dispute among IOC members.

The Syria evacuation proceeded smoothly and with little controversy, but the University learned a valuable lesson from this crisis as well. Students were instructed early in the week to evacuate before the upcoming Friday demonstrations, but many students opted to wait until Saturday to save several hundred dollars on the return flight. This demonstrated that students often place other considerations above their immediate safety during an evacuation. Because of this, in the future the University will arrange students' return tickets for them in an evacuation, and cover the cost of any upcharges or fees for the flight changes. This will be done in conjunction with Travel Management Services and Anthony Travel agency.

The events of past evacuations indicate that the University may have to examine how to truly mandate an evacuation. Presently, there are no consequences for non-compliance with evacuation, but academic penalties may be explored if the need becomes more apparent.

Dr. Ellzey believes there will likely be a continued rise in these international crises due to the open-mindedness of the IO and the University in study destinations. Unlike past student travelers, many now do not have sufficient cultural sophistication or language abilities for their destination, meaning they have less capability than students of the past to manage crises on their own. The IO will need to be involved in assisting these students when they find themselves in emergency situations.

In addition, the University will need to place heavy focus on students' emotional needs when they return to campus after a negative travel experience. When students are evacuated, they often face emotional consequences, loss of relationships, lack of closure, and crushed dreams. University Health Services will need to reach out to students when they return to UT-Austin after a crisis to help mitigate some of those detrimental emotional responses.

Dr. Richard Flores – Associate Dean for Academic Affairs

One of the most important considerations for the University in crisis response going forward should be to develop procedures to address coursework and financial aid repercussions as evacuations are being considered. Dr. Flores is attempting to address these issues by holding meetings with the Registrar and Financial Aid offices and other faculty leaders. The University should be able to answer students' questions even as they are being presented with evacuation plans. Financial aid is restricted by federal regulations, but deans and department chairs have some discretion for academic credit awarded to students who may not have completed an entire course due to an evacuation or leaving a program for any other reason. However, the faculty must ensure that the students who are given credit for an uncompleted course have not missed important class content that is the basis for future coursework in their discipline. In addition, individual colleges may be able to offer students a scholarship to offset lost financial aid from an evacuation.

The ICAT and IOC must establish priorities for crisis situations. In cases when the risk presented to students' health and safety is not extreme, the committees may have to determine which issues take precedence. At times they may need to gather more information on the situation before decisions are made, to ensure that priority is placed correctly.

In addition, the IOC or ICAT should consider the context of any given situation before making decisions. Sometimes, a situation that presents a safety risk may also present an excellent setting for research. In addition, the varied constituents of UT should be taken into consideration in crisis management and travel policies. Exchange students, faculty-led programs, and graduate students conducting research will all have different needs in a crisis and the implications for each of those groups should be considered before a crisis arises.

Finally, the input of faculty experts might be better utilized in crises. They should be consulted very early in a crisis because their perspective is unique from the State Department or International SOS. Based on their historical knowledge, they may offer a very different sense of the situation than the media or government organizations.

Dr. Jeanette Herman – Assistant Dean, School of Undergraduate Studies

Dr. Herman has had little involvement in crisis management for international travelers. Her role on the IOC is to offer input for policy-making. She also contributes when students wish to travel to Restricted Regions, such as undergraduates who requested to travel to Japan during the nuclear crisis. Dr. Herman also sees herself as the voice for balance between giving undergraduate students academic opportunities for international travel with making sure that students are not traveling to destinations for which they are not adequately prepared.

Dr. Herman also wants to make sure the crisis management plan accounts for students' academic timelines and possible financial repercussions while making evacuation decisions. To the extent possible, students' academics

should not be greatly affected by situations that are beyond their control. Mechanisms should be developed in the University for granting credit for work students have already done or determining how students can finish coursework if they must leave a program before its completion. This often weighs into students' decisions to evacuate or not, possibly to the detriment of their safety.

Dr. Latoya Hill – Assistant Dean of Students

From the standpoint of the Office of the Dean of Students (DoS), the University must take a holistic look at the impact of a crisis on students – from the academic and financial perspective, for example, while also taking into consideration other factors such as the age of the student, the trauma he or she is experiencing, and whether he or she is native to the country where the crisis is taking place. Each student will experience a given crisis differently. The DoS also helps facilitate a smooth transition back to life in the U.S. and at UT-Austin by assisting with arranging housing and food and offering counseling services.

Parents' and the public's expectations of the University often shape the DoS protocols in crisis situations. All crisis response staff must be transparent in their actions, know what the Office can and cannot do for students, and communicate clearly and regularly with the media and the public.

It is crucial for the University to consider the status of a student's mental health throughout a crisis. The International Office (IO), in conjunction with the DoS, must determine if the student is receiving emotional support (via debriefing and counseling abroad) and to determine what he or she needs from the University. Though it is common for the University to assume what students need, it is more helpful to actually ask students what they need during a crisis.

The DoS should be very involved in managing mental health incidents abroad, and does attempt to minimize those issues so students can remain abroad instead of being brought home. It's also important to have an action plan for follow-up when the students are brought home. This includes arranging for an escort home, planning for someone (usually the student's emergency contact) to meet him or her at the airport, and active engagement when he or she returns to campus, as well as being engaged by judicial services to address possible behavioral issues abroad.

Into the future, mental health issues are likely to consistently be an issue for study abroad programs and other travel involving students. Symptoms of mental health disorders often first appear in young adults aged 18-24, and students may travel abroad with undiagnosed illnesses, or they may be unprepared to deal with diagnosed disorders. In addition, stressful situations, such as international travel, may exacerbate previously mild symptoms.

The working relationship between the IO and the DoS is strong and complementary. Before being accepted to study abroad, the DoS works with the Study Abroad Office to perform background checks on students' on-campus history with judicial services, and after a crisis, the DoS can place students in campus housing and offer emergency funding when they incur burdensome expenses from the crisis. The DoS can also assist the IO through communication with students and transparency with the media, parents, and the greater campus community by updating websites and establishing a 1-800 number to answer questions about the crisis.

Lee Loden – Director, Travel Management Services

As the "finder of people," Ms. Loden focuses on tracking down phone numbers and email addresses of travelers (her duty is primarily to faculty and staff) when an environmental crisis (such as civil unrest or a natural disaster) arises. This task is relatively easy if the traveler has registered their trip with International SOS and completed a Request for Travel Authorization (RTA). It becomes more complicated when travelers leave before they register their travel or if their contact information is incomplete. This occurred during the crisis in Egypt during late January/early February 2011.

Ms. Loden and Ms. Wolf had been monitoring the rising civil unrest in Egypt and accounted for all travelers they were aware of during the week of January 24. This week led up to what were at that time the largest organized protests after Friday prayers. Ms. Loden contacted all faculty and staff travelers who were scheduled to depart for Egypt and convinced them to change their plans upon hearing about the existing situation and travel dangers. Then, on that Friday, Ms. Loden received an RTA for a retired faculty member and his wife traveling to Cairo. The faculty member had not registered his travel with International SOS, and his cell phone and email address were useless in contacting him because cell and internet services were blocked by the Egyptian government at that time. To ensure the couple was safe in Egypt, Ms. Loden began to attempt to track down accommodation information for the travelers. The department chair thought they had decided not to travel (as they had decided the day before), but the RTA suggested they had. No one else in the department at UT knew their travel plans, but Ms. Loden finally obtained the phone number for the faculty member's mother-in-law, who was able to provide the hotel information. It took 9 hours for Ms. Loden to track down this information. Ms. Loden called the hotel's landline phone and spoke with the couple, who decided soon thereafter to leave Egypt and spend time in Europe instead. This situation was frustrating for Ms. Loden because if the traveler had submitted the RTA sooner, Ms. Loden could have encouraged them to reconsider travel to Egypt at that time. In addition, even as Ms. Loden was searching for the travelers' itinerary, she wasn't certain that the couple had actually landed in Egypt. She knew they planned to depart, but had no way to confirm that they actually traveled. It was possible that Ms. Loden was spending valuable time searching for travelers who were not even in the country because they changed their travel plans at the last minute.

From this incident, Ms. Loden realized that the landline phone number for accommodations should be required on the RTA. Ms. Loden has implemented this solution. A second problem with the existing RTA procedures is that there is no way to know when a traveler is in a specific destination if the itinerary includes multiple destinations. This change may be incorporated into upcoming revisions to the RTA format.

As a result of the Syria evacuation, it was determined that Travel Management Services should be responsible for changing students' tickets when an evacuation is planned. (See the summary of the meeting with Dr. Ellzey in this section.) Ms. Loden knows this may be a large task in the event of an evacuation of an entire study abroad program, but eventually she hopes that Anthony Travel agency will work directly with the International Risk Analyst and the Study Abroad Office to take care of those details.

Many faculty and staff are still unaware of the Restricted Regions policy, and for that reason do not follow the proper protocols. Ms. Loden must follow up with those travelers to alert them of the policy and the requirements. Ms. Loden would like the RTA to trigger an alert when a Restricted Region destination is entered into the form. This alert would contain a link to the International Office website explaining the Restricted Regions policy.

A challenge Ms. Loden faces regularly is that many faculty and staff state that they do not want to be "found" during a crisis; they feel they will not need or want help or that there will not be a crisis that warrants assistance. In addition, many argumentative faculty or staff insist that New York City, Los Angeles, or even Sixth Street in Austin are as unsafe as any destination abroad, including those on the Restricted Regions List. However, those who do wind up needing Lee's assistance are very appreciative. Many people express that they could not have anticipated experiencing what they did.

Paul Pousson – Associate Director, Risk Management for UT System

The involvement of the Office of Risk Management in UT-Austin's evacuations of spring 2011 was minimal. Risk Management and Mr. Pousson did regularly liaise with International SOS, however, to be sure that the UT System institutions were receiving the services they needed to respond.

During the last several years, crisis response has taken a new form as the University formalizes the processes (including those for on-campus crisis response). The general practices for crisis management that UT-Austin and

the UT System had previously is transitioning into discussions, policies, and specific protocols, conceivably leading to faster and more efficient decision-making in the future.

There have been more international crises necessitating action by the University in the last 16 months than numerous years prior. In addition, there are high expectations for duty of care by the University. Meeting some of those expectations has become a priority of the System and institutional leaders, which in turn makes them a priority for the individual offices within each institution.

Because UT-Austin espouses a very risk-tolerant culture, University administrators or the Office of Risk Management rarely say ‘no’ to students or faculty wishing to travel abroad, but often ask for risk and safety stipulations for travel. The challenges of any given travel must be well thought-out in advance. It is possible for all UT students to travel abroad with minimal risk, and the universities are graduating more well-rounded students now than several decades ago in part due to the increase in international travel among students.

There is risk in crisis response; for example, the crisis manager may elect to evacuate students, damaging relationships with host institutions, breaking contracts, and affecting students’ academic paths. There is also a risk of non-compliance by students in evacuations. For this reason, it may be necessary for all students traveling abroad to sign a statement before departing the U.S. that they will comply with a UT directive to evacuate.

Tracking travelers is a critical component of crisis management. The University must be able to accurately report the number of travelers in any given location at any time. This has not always been possible in the past. Risk assessment of travel and program sites is also important. Physical and operational risk assessment is critical (e.g., assessing modes of travel to the destination and within the destination country, safety of accommodations, and university-sponsored or personal excursions) to developing programs that are reasonably free from recognized hazards. This might not be happening with all programs currently.

In the past, the UT-Austin International Office has taken too long to make the call to evacuate personnel, but once the decision was made to act, the evacuations progressed quickly and efficiently. As a result of the lessons learned in 2011, the call to evacuate will likely be made sooner in the future. It may be helpful to seek additional input from individuals or offices that are able to look at the situation more objectively or from the institutional perspective.

Heather Thompson – Assistant Director, Study Abroad

Heather Thompson, Assistant Director of Study Abroad, filled in for Heather Barclay-Hamir as the IOC representative of the Study Abroad Office.

Ms. Thompson and the Study Abroad Office (SAO) will take a crisis off the hands of the International Risk Analyst after the safety and security needs of the student is stabilized, especially when the crisis involves a study abroad student. It is then that the SAO typically begins to contact the Office of Student Financial Services to assess financial aid implications, the Office of the Registrar to examine effects on coursework, the dean of the student’s college, and other campus offices to begin to sort through the innumerable repercussions of a crisis.

Through her experience in crisis management, Ms. Thompson understands the importance of strong communication throughout a crisis. The crisis management team must know who is in charge in each crisis, who will act as that person’s back up, and who has the final authority for decisions in a particular crisis. This can be extended to faculty program leaders as well. Often, a faculty leader may believe he or she has final decision-making authority for a program, when, in fact, it typically resides with the Provost. It is important to diplomatically address this with faculty before a crisis occurs, via the faculty handbook for international programs administered through the International Office.

Ms. Thompson also stressed the importance of documentation. Very clear documentation, including dates, helps significantly when attempting to reinstate a suspended program abroad, as well as in handling financial aid and other issues with the federal government. Documenting the rationale behind all decisions made during crises and the outcomes of those decisions, is also important for follow-up. This will assist the ICAT in developing a historical basis for future decisions and will also allow the team to reflect on the small differences between similar crises that may necessitate an alternate solution.

Alongside medical, mental health, or drug abuse crises, student behavioral problems can rise to crisis level and be immensely destructive to a program, simply because they are so volatile. The crisis manager and even the crisis management team may be called on assist with such individual issues.

In the event of a 9/11-type terrorist attack on the United States, the International Office, in conjunction with the Office of the Dean of Students, must email all students abroad a mental health services notice, to ensure they are aware of services available to them (such as the Counseling and Mental Health Center 24-hour telephone line).

Erin Wolf – International Risk Analyst

As the International Risk Analyst, Ms. Wolf was intimately involved in the proceedings of the evacuations from Egypt, Japan, and Syria during spring semester 2011. She served as the IO liaison to students in these crises. Most of the troubles she encountered were grounded in miscommunication and overwrought emotions.

EGYPT

From the outset, Ms. Wolf and Dr. Ellzey were criticized for taking action in Egypt too late. Though they had been monitoring the escalating protests and violence in Cairo since mid- January and were discussing the best course of action, they had not yet taken action when a representative of UT Legal Services asked why an IOC meeting had not been called to discuss the rapidly-deteriorating situation.

Many of the concerning students for the International Office at the time were participants of CASA (Center for Arabic Study Abroad), a program funded primarily by the U.S. Department of Education and hosted administratively at the University of Texas. When UT opted to terminate the program and strongly advise students to evacuate Egypt, the Department of Education questioned UT's authority to take such action. UT felt confident in making the unilateral decision because of its role as administrative host.

Communication with the numerous stakeholders (students, their family members, program directors, and faculty) was the greatest source of trouble during the evacuation. Ms. Wolf's first email to students was met with alarm, anger, and frustration, and subsequent attempts at communication were rebuffed. Additionally, Ms. Wolf's attempts to communicate with UT's stateside director of CASA, Martha Schulte-Nafeh, were met with a stubborn lack of cooperation. She subverted Ms. Wolf's further attempts to communicate with students by following Ms. Wolf's emails with contradictory messages. The conflict was alleviated by a conversation between the Provost, Dr. Leslie, and Dr. Schulte-Nafeh.

Ms. Wolf mentioned repeatedly that it is crucial to remember that all stakeholders during evacuations may be highly emotional and looking for an outlet to vent their frustration, fear, anger, uncertainty, disappointment, or myriad other emotions.

JAPAN

During the aftermath of the earthquake and tsunami, it was very difficult for or anyone in the U.S. to gather concrete, substantiated information regarding the threat posed by leaked radiation and the state of the failing

nuclear reactors. Not even the international organizations responsible for disseminating prognoses in these areas were able to provide a stance on the safety conditions.

In a bid to involve UT faculty in the decision-making process early on (a lesson learned during the Egypt evacuation), Ms. Wolf consulted a UT faculty expert in nuclear radiation. At that time he was unable to say there was no risk to students in Japan, and the Director of UHS concurred. For that reason, the IOC determined it was prudent to evacuate all students in Japan and to cancel the programs set to begin in one month.

Ms. Wolf enlisted the help of Yoko Sasaki, the study abroad coordinator for Japan programs, to facilitate communication between the UT IO and the students affected by the evacuation and program cancellation. The students were then interacting with an individual they already knew and trusted, and this greatly eased the communication problems Ms. Wolf faced during the Egypt crisis.

During the course of the month following the evacuation and cancellation, the Study Abroad Office was inundated with students whose college careers were adversely affected by the cancellation of the programs in Japan. For some, their graduation dates are likely delayed, and others may have previously accepted financial aid and thus incurred unnecessary debt. The SAO worked tirelessly, consuming significant manpower, to accommodate students and find alternative study programs in Southeast Asia. Several UT students withdrew from the university, enrolled directly in their Japanese program, and intend to transfer the credit upon reenrollment at a later time. While Ms. Wolf does not condone this course of action, Provost Leslie maintains a strict stance that the university will accept all transferrable credits.

About one week before the start of the Japanese university semester, the IO allowed students to petition the IOC to reinstate their enrollment in their Japanese universities. This caused intense workload for SAO staff, as they helped students frantically write petitions worthy of approval.

The lesson learned in the Japan crisis is to consider the academic and financial fallout of program cancellation before a decision is made. Though these considerations should not affect the decision outright, the prior deliberation may allow the SAO time to put in place alternatives for students. In addition, in a future situation that resembles this one, the SAO may allow one or more universities, in the country of concern but far from the epicenter of the crisis, to present to UT their existing safety measures, how they intend to mitigate future risk, and in general how they are addressing the health and safety situation at their university. If the information provides reassurance that UT personnel will be reasonably safe, this would enable a continuing partnership with at least one program in-country. It may be useful for the IO to develop a checklist for compliance with minimal safety standards for use in such situations.

SYRIA

As a result of lessons learned during the termination of CASA in Cairo, the evacuation of students from Syria proceeded more smoothly. Ms. Wolf had been monitoring the situation in Syria for about a month prior, after a University of Damascus student was killed in a protest at the university. All students in Syria were participants of the CASA program in Damascus, and several students previously evacuated from Cairo had transferred to Damascus.

The communication between Ms. Wolf and Dr. Schulte-Nafeh and the students was met with less resentment and frustration, due in large part to Ms. Wolf's effort to engage Dr. Schulte-Nafeh at the outset of concern for the situation in Syria. Ms. Wolf asked for Dr. Schulte-Nafeh's opinion about the situation and what she was hearing from students in Damascus. For at least a week prior to the evacuations, the two were in regular contact, and Dr. Schulte-Nafeh relayed important information to the students.

Through this communication with Dr. Schulte-Nafeh, Ms. Wolf learned that several students felt fearful for their safety and were opting to leave on their own. At this point, Ms. Wolf encouraged the other students to evacuate, but the program was not yet terminated. Shortly after, however, the Department of Education made the decision

to terminate the CASA program in Damascus. The students had purchased their own round-trip airline tickets to Syria (travel was not arranged through Travel Management Services), so the students were responsible for changing the departure dates of their tickets. Ms. Wolf and the IOC strongly urged the students to depart before mid-day Friday (typically the peak time of protest), but several students chose to depart on Saturday instead because they saved several hundred dollars in change fees and ticket differences.

The lesson from Syria is that UT Travel Management Services should arrange return/evacuation flights or other transportation for students in crisis situations. UT will cover the cost of change fees and differences in ticket prices. Left to prioritize the situation on their own, students in crisis situations may not put their health and safety needs above other concerns. The duty of the International Risk Analyst and the IOC is to offer objective insight on health and safety for UT students when their involvement in the crisis situation precludes objectivity.

“Jamie” – Undergraduate student evacuated from Egypt

This undergraduate student was evacuated from the American University in Cairo. Her identity is not significant for this summary, and her pseudonym throughout will be Jamie.

Jamie traveled to Egypt during spring semester 2011 to fulfill a study abroad requirement for her major. She arrived in mid-January and was beginning to make friends and figure out the city when the revolution occurred.

Before leaving Egypt, Jamie had several opportunities to witness protests. One evening, before the large-scale protests were organized, she stood among protesters in a public square. The following day, she knew it was unsafe to stand in the Square, so she joined classmates on the roof of a hotel overlooking Tahir Square and experienced wafts of tear gas in her face. She knew that there were risks associated with both actions, but she was willing to accept those risks because of her desire to witness what she knew would become an important part of Egypt’s history. She witnessed Egyptians force their way through police lines to enter Tahir Square and people who were bloodied from violent protest. She described the experience as “amazing,” in the sense of witnessing events that most people never will. For her major and personal interests, she would not change any part of her experience.

Jamie first realized that she may not be able to complete her semester when she heard of students from other U.S. universities being called back to the States. Simultaneously, communication within Egypt was being cut off (limited internet access, for example). Shortly thereafter, her roommate (also a UT student) received a phone call from her parents saying they were being asked to return to Texas. Jamie briefly contemplated staying (as several other American University students were doing), but she knew that she needed to stay on track with her degree program and didn’t want to face possible consequences with UT. She also couldn’t predict how the situation in Egypt would play out and how her personal safety might be affected. In addition, American University had postponed classes for two weeks, and she did not want to spend two weeks in Egypt with nothing to occupy her time. She was extremely upset about having to leave and cried when she first heard the news. But she and her roommate packed their bags that night, and the following morning they traveled to the airport on a bus arranged by American University.

Once at the airport, Jamie and her roommate waited in line eight hours to get on a U.S. Department of State flight out of Cairo. The State Department provided food and drinks while they waited. There was a 50-pound weight limit on their luggage, so Jamie discarded several belongings. After several hours of waiting in line, Jamie overheard other American travelers discussing International SOS (ISOS) as an evacuation option. It was then that Jamie remembered that UT provides ISOS services, and she called ISOS. After a lot of confusion, eventually it was determined that they would not be able to get Jamie and her roommate on a separate flight out of Egypt. Despite this, Jamie said overall the evacuation was “perfect.”

Afterward, Jamie remembered her study abroad adviser, Lia Haisley, handing her the ISOS contact card with instructions to contact the company if she had any problems. But she put it in her wallet and didn't think about it again until midway through the evacuation.

American University was very helpful to Jamie during the evacuation. They communicated with her about the evacuation. She received little direct information from UT-Austin because email access was limited or nonexistent (due to the revolution), and her cell phone worked only sporadically. Her parents relayed information from UT when they could. She also acknowledged that UT did not have her Egyptian cell phone number because she neglected to provide it after purchasing the phone when she arrived in Cairo. She did not have specific reasons for not providing the cell phone number, but in the future she knows she will do so. On the other hand, American University did have her local cell phone number.

Jamie returned to Texas on the day before the add/drop deadline for courses. She drove to Austin, registered for classes, and returned to her parents' to sleep after the exhaustion of several days of travel. In the future, she recommends an easier process for students to enroll in classes for situations like this, as it was very stressful for her to travel to Austin after such extensive and exhausting travel. She was also fortunate to find last-minute housing at the Arabic Co-op.

Throughout the rest of spring semester, Jamie was very depressed. Leaving Egypt and having to take classes at UT-Austin that semester was the low point of her college career, but she did not realize at the time how much the events affected her. In hindsight, Jamie acknowledges she should have utilized university counseling services to deal with her emotions. She recommends counseling to future students in similar situations.

In all, Jamie felt that the evacuation was handled extremely well by UT, American University, and the Department of State. Though she was upset about having to leave, she made the best of the situation and will return to Cairo during fall semester 2011 to fulfill her study abroad requirement.

“Jenny” – Undergraduate student evacuated from Egypt

This undergraduate student was evacuated from the Arabic Flagship Program in Alexandria, which is administered by American Councils in Washington, D.C. Her identity is not significant for this summary, and her pseudonym here will be Jenny.

Jenny had been studying in Alexandria for about eight months before being evacuated. She arrived in June and was scheduled to stay until the end of May. She was immersed in the culture, had native Egyptian friends, and lived with a host family. When she was notified of the evacuation, she was very upset. She wanted to stay, and wished the program administrators at American Councils would give the situation more time to unfold before deciding to evacuate.

Prior to the revolution, the Resident Director (RD) for the program in Alexandria did not take the threat of an uprising seriously and did not have emergency plans in place. Even after students requested a designated meeting location in the event of an emergency, he told the students there was nothing to worry about and that Egyptians were not capable of organizing a revolution. As a consequence, the days leading up to the evacuation were met with some confusion.

On Friday, January 28, the day of the first large-scale organized protests in Egypt, Jenny's host mom instructed her to stay in the apartment for her safety. A professor at the institution (who had no personal responsibility for the American students' safety but was genuinely interested in their well-being) notified her that the Flagship students would be grouped at the RD's apartment so the program could know the whereabouts of the students at all times. The professor, though he had his own family to look after, used his personal vehicle to gather the students from throughout Alexandria and drop them at the RD's apartment. At this point, no one expected the students to be

evacuated, so Jenny did not bring her passport or pack a bag for more than a couple nights. When it became apparent that the students would return to the U.S., another Egyptian employee of the school in Alexandria drove her to her apartment so she could gather her passport and belongings.

The students trusted their Egyptian professors and administrators, who helped them extensively to get to the airport. The students boarded one of the last commercial flights from Alexandria, and three or four flight changes later arrived in D.C. Jenny expected that American Councils staff would meet with them to debrief on the evacuation and revolution, but they were handling a great deal of stress themselves and instructed the students to fly to their homes.

During the days before the evacuation, administrators at American Councils and UT-Austin were sending emails to Jenny about the situation, but internet services was down due to the revolution and she was unable to receive the emails. American Councils staff were able to make contact via landlines (first at Jenny's host mother's apartment, then at the RD's) so they knew the students were secure. American Councils staff were also occasionally giving inaccurate reports about the situation in Alexandria, such as news that the water in all of Alexandria was shut off. The students knew this to be untrue, causing them to doubt the awareness of the situation by the staff in Washington, D.C.

Throughout the evacuation, Jenny had very little contact with UT-Austin, in part because she was not able to access her email throughout the ordeal. In addition, because the program was administered by American Councils, they were responsible for her safety and evacuation.

Upon returning to Austin, Jenny met with faculty in the Arabic program at UT and arranged a TA position for the time she would be in Austin. She was even able to work with a professor she had known in Alexandria the previous fall to continue speaking the Egyptian dialect.

During the following weeks, Jenny received very little communication from American Councils. After three or four weeks, the students were notified they would finish the program at a school in northern Morocco. They were told that their Egyptian professors would teach them in Morocco and that they would be able to stay with host families. Jenny researched the program site and was concerned because the school enrolled mostly elite, wealthy Moroccan students who spoke primarily French and English (which was a very different experience from Alexandria, where students were immersed in the culture with people of all social classes). She emailed American Councils with her concerns, but did not receive a response. She did finish the program in Morocco, but for the duration of her studies there (approximately 3 months), American Councils acted unprofessionally and were not respectful to the American students and Egyptian faculty. Jenny stated that she felt the actual evacuation progressed as smoothly as she would have expected, but the follow-up action taken by American Councils created an overall negative experience for her.

APPENDIX M - ACKNOWLEDGEMENTS

The following individuals and committees were instrumental in the initial development of the UT-Austin Crisis Management Guidebook for International Travel. Their expertise, insight, guidance, resources, and suggestions were critical to the formation of this approach to international crisis management. These individuals include: Erin Wolf, Dr. Janet Ellzey, the members of the International Oversight Committee and the Advisory Council, Andrea Wagner, Julie Friend (Michigan State University), Joseph Brockington (Kalamazoo College), and Ines DeRomaña (University of California).

APPENDIX C

Interview Questions for Student Participants

These questions are meant to serve as an overview of the type of information I am pursuing. I will adapt the questions as needed to gather information on how to best implement a crisis management plan to meet students' needs.

1. Tell me a little about what you were doing in [Egypt, Japan, Syria] in the time leading up to the evacuation. Where were you staying? What was your purpose for being there? Were you meeting your goals and enjoying your time there?
2. How were you notified of the impending evacuation (via what medium)? Who notified you?
3. How long did the evacuation process take, from the time you were notified to the time you left [Egypt, Japan, Syria]?
4. What were your immediate thoughts upon being notified?
5. What were the first steps of action you took after being notified? How did you know what to do?
6. What guidance did you receive from anyone associated with UT Austin during the evacuation process?
7. How did UT Austin assist you in dealing with the crisis?
8. How did UT Austin affiliates (International SOS, CISI, etc.) assist you in dealing with the crisis?
9. How did your parents (or other family members) respond to the evacuation process? Did they rely on UT Austin for updates, information, or guidance during the crisis? Were they given the information they needed?
10. How have UT Austin and its affiliates responded in the aftermath of the crisis? What assistance have you needed, and how have they responded?
11. In hindsight, what could you have done differently to make the process safer or easier?