



# OTIS CENTER FOR INTERNATIONAL EDUCATION

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## Leader Guide & Safety Guide

**Last Updated on 01/19/2017**

The purpose of this guidebook is to communicate standard practices for all Travel Study program activities.

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**SECTION I**  
**LEADER GUIDE**

# I. OTIS TRAVEL STUDY OVERVIEW

**Note:** Otis faculty and/or staff members facilitating Otis Travel Study courses will be referred to as Leader(s) throughout this guide. A Program Provider refers to the third party assisting Otis in arranging/facilitating Travel Study programs.

Safety, Quality, and Sustainability are the core pillars of Otis Travel Study programs. These three pillars are the framework for which all Travel Study programs are built on. As Leaders, it is expected that you run your programs and guide your students using these core pillars.

## A. SAFETY

The purpose of this guidebook is to communicate standard practices for all travel study program activities.

Risk management is an active process. Safety decisions vary according to circumstance and plans constantly change to meet current realities. In collaboration with your Program Provider, it is expected that leaders will use their judgment when applying guidelines and that the guidelines will be modified if the situation warrants it. Responsibilities include, but are not limited to:

1. **Pre-Course Work:** By the time a travel study program has departed, the Center for International Education has been managing risk for months. Together we are pro-actively managing risk through your intentional travel study program design and pre-course work, including making arrangements with the Program Provider and communicating with students.
2. **Tone Setting:** Creating boundaries and a culture of respect will build a tight container in which students can take appropriate risks while minimizing harm. Particularly essential to construction of a tight container are:
  - **Effective 48-72 hour planning and**
  - **Proper briefing and debriefing for all activities.**
  - **Development & Distribution of Contact Cards**
  - **Develop/ Provide Student Roles & Responsibilities**
3. **Effective Communication:** Clear and timely communication is perhaps the single most proactive method for managing risk. The Leader and Program Provider must have excellent communication internally, with their student group, and with the Center for International Education.
  - **Daily Check-ins:** A daily ritual of communication is paramount.
  - **Feedback:** A culture of “openness” is crucial. Students and leaders must feel safe to express their concerns, goals, etc.
  - **Emergency Communication:** Know the system and available resources
4. **Student Medical History:** Leaders need to review student medical history.
5. **Skill Building:** Students need to know/ what do they need to be above to do to participate safely and get the most out of the day.
6. **Supervision:**
  - **Daily Student Check-ins:** What is the physical and emotional health of your group
  - **Curfew:** A clearly established student curfew should be established prior to departure
  - **Daily Leader/ Provider Check-ins:** Each day, it is essential that you put the next day’s plan under the microscope to make sure that you have addressed these major logistical concerns
  - **Time-Off:** Give each other time to refresh and rejuvenate.

7. **Documentation:**
  - **Travel Study Course Log**
  - **Incident Reports**
8. **Judgment & Decision Making:** Otis expects Leaders to demonstrate sound judgment and decision making skills.
9. **Knowledge of Materials and Resources:**
  - **Leader Guide & Safety Guide:** know what is in the materials
  - **Travel Study Guidelines:** Tone set properly

## B. QUALITY

The Center for International Education envisions a consistent and transparent use of our personal connections, experiences, and passion for the transformative process of Travel Study in order to, create a space in which our students can explore the United States, Abroad, and themselves, while also seeking greater strands of multicultural relations and gaining experiential knowledge of real-world issues.

We hope that our programs will inspire participants to return home with the confidence and the desire to become active members of their community. Following are the critical components of all Otis travel study programs:

1. **Intimate cultural experiences**
2. **Travel Logistics:** With your Program Provider, brief your students on what to expect/pack/how to prepare. Course flows well.
3. **Rituals and Ceremonies:** As tried and tested throughout human history, rituals and ceremonies provide a necessary anchor amidst seeming chaos.
4. **Global Citizenship**
5. **Promote student ownership, responsibility, and initiative:** Safely and effectively get the students to lead themselves if they are ready.
6. **Creative, new, and inspiring ways to each:** Tweak the schedule to accommodate spontaneous learning adventures.
7. **Student reflective exercises:** As often as possible....
8. **Student-led discussions:** In line with your curriculum goals and according to student interest/motivation.

## C. SUSTAINABILITY

Each travel study program is supported by the Center for International Education, whose job it is to ensure the sustainability of the program. Leaders should understand the network of relationships and work to both maintain and develop them. The Center for International Education will guide this process, but for the success of future programs in your program area, as well as the success of Otis as an institution, Leaders should attend to this important aspect of Otis programming and leadership.

1. **Keeping the Course Log:** The course log is an important tool that allows you to keep track of contacts, lessons and briefing/ debriefing sessions, activities, health and safety issues, etc. The course log is a tool for the Center for International Education, ensuring that we have an accurate story of how the course was run, so that we can share this information with future Leaders and ensure a sustainability of the program.
2. **In-country Relationships:** Otis programming relies on healthy relationships worldwide. Leaders should maintain excellent in-country relationships.
3. **Documentation:** New contacts and updated information should be documented in the Course Log.

## II. PROGRAM DELIVERABLES

### A. STUDENT DEPARTURE PREPARATION

1. **Time:** How much time do you have? When do your students arrive to meet you at the airport? What will you do with students while you are waiting (see below)? By what time do you need to be at the airport to check-in? Do you have a plan for students who come late? Do you have a meeting point at the airport?
2. **Prepare welcome materials for your students:** This small token will help calm their nerves and get them excited. Some things you may want to prepare/include:
  - A map
  - Inspirational quotes
  - A copy of the itinerary/ First 48 Hours
  - Materials for a letter/picture to self
  - A questionnaire for the plane ride that addresses location specific topics.
1. **Timelines:** Do your students know when their flight is departing? When do all students need to be ready to leave?
2. **Group Management:** What are you going to do if you unexpectedly find some spare time on your hands (due to delay, etc.)? Ideas: Map and itinerary overview, lesson, etc.
3. **Personal Needs:** Have you adequately tended to your own personal needs? Are you ready to devote all of your energies to your students and running a Travel Study course?

### B. WELCOMING STUDENTS

1. **Have all pre-course work completed:**

They'll be nervous, but much less so if you are calm and in control; even if you have unfinished business, stop when your students arrive and take time to be present with them.
2. **Designate a meeting space for your group:**

Do you look organized, calm and prepared? Do you have a nice space that's out of the way so that your students feel like they can get comfortable?
3. **Take a group photo and post it on our blog:**

While you're at it, write a quick note letting everyone know that the group is doing good and ready for the adventure ahead.
4. **Keep them busy!**
  - Have them sketch, personal journal exercise; identify one or more interesting things about the places they'll be visiting.

### C. FIRST 48 HOURS

Leaders need to have a detailed plan for their students' arrival, with an agenda that fills just about every minute of the first 48 hours. If given too much unstructured time, students will immediately go to the behavior patterns that they are most familiar. A tight agenda will instill confidence among the group, and assuage students "What am I doing here?" insecurities.

## D. SAFETY BRIEFINGS

Although we use Program Providers to help ensure safety on our courses, the below safety points should be conveyed to our students. The goal of a safety briefing is to inform participants of the risks involved in an activity and help them to manage them on their own. It is important for each participant to understand these risks, and to accept responsibility for her or his choice to become involved.

### A Safety Briefing Should Include:

- An introduction to the activity and how it fits into Otis' goals for the program.
- An explanation or description of scheduled activity and time considerations.
- Anticipated hazards involved.
- Explain any extra precaution that needs to be taken and/or extra concerns.
- Who will be involved and their role(s). Be explicit about the role of others involved.
- An opportunity for participants to ask questions and discuss concerns.
- Clear communication regarding Leader and Program Provider expectations.
- Individual and group expectations of participation.

## E. DAILY GROUP MEETINGS

### 1. Daily Routines

Daily routines are a crucial element to a successful program. The more intention and thought you put into your days, weeks, and months, the more students will get, understand, and make meaning out of their experiences. Meeting to map out the coming day, week, and month will enhance your course tremendously.

### 2. Briefing: Start the Day Together

Choose a specific time that does not allow students to flake. Start with a group check-in. Create a space for students to express how they're doing physically and emotionally. This will help you feel like you've got your finger on the pulse of the group's energy and enthusiasm. You may need to model what this entails by going first, making the students feel comfortable about communicating openly.

- Brief students by communicating a clear and detailed schedule for the day:
  - What will they need for the day (full water bottle, sketchbook, journal, and hat)?
  - Are there specific goals for the day?
  - Why have you decided to facilitate certain activities?

### 3. Sample Meeting Structure

Daily Reading, Emotional Check-in, Health Scale, Logistics, Announcements

### 4. Debriefing: End the Day Together

Remember that your students are going through a lot, and they need a platform to speak...especially in the first 48-72 hours. As often as possible, and preferably each day, debrief with your students and allow them the space to question things they've seen, talk about issues they are grappling with, and discuss group dynamics issues. As the course progresses, group meetings are a good activity for students to take over, perhaps a student leader of the day reads a quote, poses questions, frames the days/s itinerary, etc.

## F. TRAVEL STUDY COURSE LOG

### The function of the Course Log is:

1. To serve as a record of events on our courses.
2. To serve as a place for Leaders to note, process, or document information that they want to remember or share.
3. To communicate important information to the Director of the Center for International Education, Provost, and Dean of Student Affairs.
4. To serve as a resource for future courses.

## G. MID-COURSE REFLECTION

Schedule your mid-course reflection process into your course itinerary. Set the tone and make sure students understand how valuable their input is and that by taking this step they can begin to take ownership of their course and create the experience they are seeking.

- Create a safe and comfortable space that is conducive to meditation and communication.
- Structure group time/activities to share memories, assess goals, and brainstorm strategies for improvement.
- Celebrate your achievements and make this a positive event. Encouragement, positive reinforcement, celebratory dinner, etc.

## H. DE-ORIENTATION

For many students, the program end is really the beginning of an extensive journey of personal transformation. As a Leader, it is essential to be available to students during this stage. Students may be experiencing intense feelings of anxiety and/or excitement as they look forward to their journeys home and as they ponder their new roles in that environment.

- On one of your final program days, gather your students together for a closing ceremony. You may like to include your students in the planning for this activity. Students often contribute in poignant ways that would have been deemed “cheesy” if prepared by an instructor.

## I. END-OF-COURSE FEEDBACK

### 1. **Students:**

All students must complete the following forms electronically before course termination. They will be reviewed by the Center for International Education.

- Travel Study Student Survey

### 2. **Leaders:**

All leaders are required to submit...

- Program Debrief (**SPRING/ FALL - Submit No Later Than: With-in two weeks upon return**)

## J. RETURNING ITEMS TO CENTER FOR INTERNATIONAL EDUCATION

Return the following materials to the Center for International Education **within two weeks** upon your return:

- **Course Log**
- **Trip Binder**
- **Leader Guide & Safety Guide**
- **Travel Expense forms**
- **Photos/Videos**

We need images of students and leaders in action! This is important. Recruitment consumes a massive amount of the Travel Study workload, and stellar pictures and video are a valuable resource.

## SECTION II

### Safety Guide

# I. ACTIVITY GUIDELINES

## **A. GENERAL GUIDELINES – FOR ALL ACTIVITIES** (The Hoot, Campus Safety & Security pg. 64)

1. When possible, Leader and/or Program Provider will make students aware of laws, Center for International Education and local “rules” that apply to activities (e.g. penalties for drug possession, when to offer “tips,” etc.). Complying with foreign laws often requires detailed advanced planning.
2. When possible, leaders and/or Program Provider will inform students of local customs and discuss culturally appropriate behavior—in general, at the start of the program (dress, eye contact, taking photos, etc.), and on a need to know basis specific to certain activities (swimming, home-stay, etc.).
3. Participants are discouraged from involvement in political demonstrations, protest, riots, rallies, or other political gatherings.
4. Solo hitch-hiking is not encouraged.
5. Solo water (i.e. swimming or boating alone) activities are discouraged.
6. When possible, leaders and/or Program Provider will make participants aware of how to manage health and safety risks (e.g. contaminated food and water, malaria, rocky or slippery trail, dehydration, etc.) and discuss precautions before and during the course, and before any specific activity.
7. Adequate water should be carried on all outings, including day-hikes or day- courses.
8. Leader in collaboration with the Program Provider has the overall responsibility of managing all aspects of group travel at all times.
9. Faculty and/or Program Provider should make every effort not to depart from the itinerary or explore unfamiliar terrain while on course.
10. Participants should always carry with them the name and location of where they are staying, with directions and in the local language, if possible. Contact number of Leader, and/or Program Provider should also appear on the contact card.
11. Leader and the Program Provider should work together to make decisions concerning the program and the group.
12. Debriefings of activities and events are encouraged. These can be included in nightly or weekly meetings, and can include discussions of significant learning, application of learning, problems that occurred, and ideas for improvement relevant to the activity or event.

## **B. LOCAL OPERATOR GUIDELINES**

Leader and/ or Program Provider will work with local operators to assist them in understanding Otis expectations around Travel Study policy and roles and behavior expected of the operator.

## **C. SMALL GROUP/ SOLO TRAVEL GUIDELINES**

“Small Group” or “Solo Travel” refers to time when students may be given time off, or specific assignments where a Leader or Program Provider may not be present.

1. Leader in collaboration with the Program Provider must explicitly approve any unsupervised small group or solo travel that exceeds 8 hours or anytime students are further than 3 hours from a Leader or Program Provider, and may not exceed 24 hours. An “Intent to Divert from Course form must be

completed by both student and Leader. **Forms are found in your Leader Binder.**

2. No international borders will be crossed without prior approval from the Center for International Education.

#### **D. TIME OFF GUIDELINES**

To maintain energy and enthusiasm of participants and Leader, “time off” or “down time” for both Leader and students, with appropriate considerations, is encouraged.

Expectations of both the Leader and Program Provider should be made absolutely clear to students early on in the program, emphasizing personal and group safety, to avoid the possibility of an accident or misunderstanding based on “we didn’t know...”

There should always be a check-in time set for daytime activities (dinner, for instance) even if students have a free afternoon and a free evening. If students are going out at after dark, they should be in groups of at least two, and agree to adhere to a clearly set curfew.

1. Leader and/ or Program Provider should make clear to students regarding their expectations and supporting rationale for student “time-off.”
  - **This briefing will include:**
    - Clear explanations of where participants may and may not go.
    - Clear explanations of unacceptable activity.
    - A clear system of keeping track where participants are going and what they are doing.
    - Whether or not it is acceptable or advisable to travel alone, and/or required size of travel groups.
    - Time and place for group/ individual to reunite.
2. Leader teams in coordination with their Program Provider will have a clear plan for who is off and who is on ensuring that students are appropriately supervised at all times.

#### **E. HOUSING GUIDELINES**

Before housing begins, a briefing, which includes a discussion of potential safety issues and cultural guidelines, should be given by the Program Provider and/or Leader.

#### **F. COMMUNITY-BASED INSTRUCTION GUIDELINES**

1. Leader and/ or Program Provider should inform participants on physical demands and hazards involved with the community project.
2. Leader and/ or the Program Provider will have previous knowledge of the area and will brief students on appropriate behavior, Hazards and expectations.
3. There will be a sound educational reason for the visit which can be communicated.

#### **G. MOTORIZED TRAVEL GUIDELINES**

1. Leader and/ or Program Provider should discuss with participants on hazards involved with different modes of motorized travel.
2. Participants are discouraged to drive or ride on motorcycles, scooters or mopeds.
3. If the group is to be divided amongst different vehicles, a clear plan and place to reunite will be established.
4. When available, seatbelts are required.

## **H. CYCLING GUIDELINES**

1. When available, helmets should be worn for any activity involving bicycling.
2. Partnership systems may be used with established checkpoints.
3. Pre-arranged checkpoints should be used to re-establish group unification.
4. When traveling in traffic, room should be made available in the group's spacing to allow cars to pass safely.
5. When traveling long distances considerations should be given to: extra clothing, rain gear, high energy food, a minimum of two quarts of water per cyclist, fire starting device, shelter, headlamp, sun protection, personal first-aid items, patch kit, basic tools, and map.

## **I. SWIMMING GUIDELINES**

1. Flat-water (ocean, bay, lake, and calm eddies) swimming:
  - Leader and/ or the Program Provider should ensure that all students are physically able to swim before participating in water activities. A deep water swim test can be performed simply by carefully watching each participant tread water. If a participant touches the bottom, seems to be struggling, is scared, or refuses to participate in the test, then she or he will use a flotation device and/or swim under direct supervision when participating in swimming or boating activities.
2. A safety briefing prior to swimming will be given and will include:
  - Bottom conditions: where are deep-water drop offs etc.
  - Current directions and dynamics
  - Flora and fauna hazards: sting rays, jellyfish, urchins, leeches, etc.
  - Water temperature considerations.
3. No Diving

## **J. SNORKELING GUIDELINES**

1. Snorkeling will take place in flat-water conditions only.
2. Guidelines for "Swimming" apply to snorkeling.
3. Students will be instructed on proper use of equipment before snorkeling.

## **K. BOATING GUIDELINES**

1. Students will be briefed on proper equipment use and related safety considerations prior to launch.
2. No solo water activities are allowed.
3. With the exception of sea-kayaking, there will be one qualified boat operator per boat to pilot.

## **L. SEA KAYAKING GUIDELINES**

The following policies and guidelines revolve around varying conditions. Sound judgment needs to be used when considering currents, tides, wind, weather, local and environmental hazards, as well as the morale, fitness and skill level of the group.

### **A safety briefing will be given before sea kayaking and will include:**

- Emergency and evacuation access and communication points.
- Potential hazards.
- Environmental hazards.
- Swimming and snorkeling guidelines.
- Basic lifesaving techniques.

## II. TRAVEL STUDY OPERATIONAL POLICIES

### **A. NON-DISCRIMINATION POLICY**

Otis is committed to providing and promoting an environment free of racially discriminatory conduct and each member of the College community shares in the responsibility of this commitment and the promotion of these values. Otis policy prohibits students, faculty, staff, and Otis agents from discrimination against, and abuse or harassment of, any person because of his or her race, color, or national origin. This prohibition against discrimination includes engaging in behavior that may:

- Threaten the physical safety of any member of the community;
- Create an educational environment hostile to any member;
- Discriminate against another person or persons;
- Inflict physical, emotional, or mental injury to, or provoke a violent response from, a reasonable person.

This policy applies to all members of the College, including students, faculty, and staff, as well as guests, visitors, and those functioning in relation to or as agents of Otis.

### **B. PROGRAM PROVIDER POLICY** (The Hoot, Campus Safety & Security pg. 63)

In addition to following the policy and procedures set forth by Otis College of Art and Design, participants must also adhere to the policies and procedures set forth by Program Providers.

### **C. GENERAL BEHAVIOR** (The Hoot, Campus Safety & Security pg. 63)

As members of the Otis College community, students are expected to behave responsibly at all times. The College expects and trusts its students to be honest in their studio, classroom, and community endeavors. Students are expected to assist in maintaining an environment that supports effective teaching and learning, and a culture of civility and respect for others. Therefore, any behavior that disrupts or interferes with the functioning of a classroom, studio, or College-sponsored off-campus venue may result in students being asked to leave the class. In addition, students may be subject to disciplinary action as per the Student Code of Conduct and/or have their grade lowered in the course.

### **D. ALCOHOL POLICY** (The Hoot, Campus Safety & Security pg. 63)

1. All travel study participants and faculty shall comply with host country laws regarding alcohol consumption.
2. Participants of legal drinking age in the host country may consume alcohol only during “time off” periods, (including end-of-the-day group dinners) when there are no scheduled Otis activities, and only in a drinking establishment, not a hotel room, apartment housing, etc. They assume full responsibility for their own actions at that time. Alcohol shall not be consumed in a remote field setting (more than one hour from a reliable and open medical facility).
3. Leader(s) is/are not permitted to consume alcohol in the presence of students or at any activity where students are present, regardless of “time-off.” Leaders must drink responsibly, with a consideration for the serious role they play on travel study programs.

### **E. DRUG POLICY** (The Hoot, Campus Safety & Security pg. 63)

Otis is a drug-free environment and the College will not tolerate the manufacture, distribution, dispensation, sale, purchase, possession, offer to sell, and/or use of any illegal drugs (as defined by the statutes of the state of California) in any Otis facility or at any Otis function. Any student found to have violated this policy will be subject to arrest and disciplinary action in accordance with the Code of Conduct Policy.

**F. BODY PIERCING AND TATTOOS** (The Hoot, Campus Safety & Security pg. 64)

Due to varying sanitation standards in international locales, getting a body piercing (navel, nose, lip, tongue, ear, etc.) and tattoos while on a Travel Study program is not permitted.

**G. WEAPONS**

The threatened use or possession of any weapon is prohibited, including any tool or item that may be used to intimidate or threaten another person.

**H. SEXUAL HARASSMENT POLICY** (The Hoot, Campus Safety & Security pg. 100)

For the purposes of this policy, the following are considered sexual harassment: unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the workplace or educational setting

Any complaints or inquiries regarding sexual harassment should be brought to the immediate attention of the Director of Human Resources, the Dean of Student Affairs, a Department Chair, the Provost, or any Vice President of the College. If harassment is established, the College will discipline the offender. Disciplinary action for violations of this policy can range from verbal or written warnings up to and including immediate termination from employment or dismissal from the College.

**I. RELATIONSHIPS BETWEEN FACULTY/STAFF AND STUDENTS**

The College prohibits all faculty and staff, including Travel Study Leaders, others involved in teaching activities, and Program Providers, from engaging in or pursuing dating, sexual, or intimate relationships with students. This policy includes consensual relationships. Violation of the policy will lead to disciplinary action, up to and including termination.

**J. TRAVEL STUDY COMPANION POLICY** (The Hoot, Campus Safety & Security pg. 64)

Otis has adopted the following guidelines regarding prospective companions on Otis Travel Study programs:

- Minors (under the age of 18) are not permitted on Otis Travel Study programs, either as participants or as companions.
- In general, student participants may not bring companions on Otis Travel Study programs.
- With the prior approval of the International Education Steering Committee, faculty/staff participants may bring adult companions on the program.
- Individuals not directly connected with an Otis Travel Study program may not accompany the program (e.g., an Otis employee who has no role in the program may not travel with it).
- All companions must be approved by the International Education Steering Committee in advance.
- All companions will be required to pay an administrative fee to Otis for travel arrangements, purchase travel insurance, and sign a special liability waiver.

**K. TRAVEL STUDY REMOVAL POLICY** (The Hoot, Campus Safety & Security pg. 64)

Disregard of/ or noncompliance with Travel Study policies or the Student Code of Conduct will result in the trip departure of students or faculty from Otis travel study programs. Any program participant who appears to disregard or be in noncompliance with Otis Travel Study policies or the Student Code of Conduct will be subject to immediate removal from the Travel Study program and must return to Los Angeles at the expense of the student, which includes the travel expense of an accompanying Leader and/or Program Provider to the point of departure. Upon returning to Otis, the Assistant Dean of Students will investigate all incidents and allegations and, with the Conduct Committee, determine appropriate sanctions.

### III. BEHAVIORAL MANAGEMENT

Our goal is to work with each individual student to provide transformative experiences. To do this we maintain a baseline of expectations. These expectations set boundaries that enable program participants to take risks without compromising their emotional and physical safety. If a situation arises, the Center for International Education will work with Leaders, Program providers, and students to do what is best for the student, the group, and Otis. “Behavioral Contracts” are found in the [Travel Study Course Log](#). ([The Hoot, Campus Safety & Security pg. 62](#))

#### **A. Student Expectations:**

1. Full participation in all activities
2. Develop cultural awareness and cultural sensitivity
3. Engages with the Course Curriculum
4. Considers the effect of their actions on the entire group and local context
5. Complies to Otis College of Art and Design Policies

#### **B. Faculty Expectations:**

1. **Transparency:** Faculty ensures that students clearly understand our expectations.
2. **Student Buy-in:** The student and Faculty Team will work together to define expectations.
3. **Collaboration:** Student, Faculty Team, Otis and Program Provider are involved at various stages.

#### **C. Managing Behavioral Issues:**

##### **Step One: Informal Verbal Intervention:**

- Student will receive open and clear feedback from Leader regarding expectations for participation.

##### **Step Two: Formal Verbal Intervention:**

- Once the student has received clear communication that their behavior is not in line with our expectations (**Step One**), there will be a Formal Verbal Intervention. The Leader will meet with the student for a 1-on-1 check in. The student will be informed that if their behavior continues to not meet expectations, the next step is a **Written Intervention** and Otis will be contacted.
- The Center for International Education is informed of the problematic behavior at this stage (Step Two).

##### **Step Three: Written Intervention: Commitment to Improve:**

- The Leader will submit the intended “Commitment to Improve” contract to the Center for International Education for review and approval.
- The Leader will formally meet with the student to complete the written **Commitment to Improve** contract. The student is informed that if the behavioral expectations are unmet, the next step is a **Final Intervention**, which becomes grounds for trip departure. Leaders will work with the student to ensure that all expectations are clear.
- Return the agreed contract to the CIE.
- The Center for International Education will notify the Dean of Student Affairs and share with them the written commitment. An opportunity to talk to the Dean of Student Affairs is available to the student as he/she moves to the next stage of consequence.

##### **Step Four: Written Intervention: Final**

- The final Intervention will outline to the student EXACTLY what behavior is expected, and that noncompliance will lead to trip departure at the student’s expense. If a student breaks their **Final Intervention** contract, The Center for International Education will be contacted. If approved, OTIS will work with the Travel Agency/Program Provider, and emergency contact to change flights and arrange transport home. Students will be invoiced for cost that is incurred from this change in travel plan.

## IV. HEALTH

Because a majority of our programs take place in urban areas, medical facilities and personnel are readily available. Furthermore, HTH Insurance and/ or your Program Provider are a valuable resource who is trained to assist you and students should a medical issue arise. For medical emergencies, contact your Program Provider and/ or HTH (if relevant) immediately. See “Emergency Flow Chart” on p. 20

### **A. HTH WORLDWIDE HEALTH INSURANCE**

1. Otis College of Art and Design uses HTH Insurance for students and Leader participants on all Travel Study trips (unless covered by the Program Provider).
2. For a complete list of Doctors, Hospitals and Pharmacies; Health and Security information; List of Benefits; Access to Translation Guides; and Featured Articles and News log onto [www.hthstudents.com](http://www.hthstudents.com)
3. Please be sure to review the HTH webpage and locate local hospitals and pharmacies before your departure.

### **B. PROGRAM PROVIDER**

1. Contact your program manager and inform them that a hospital visit will occur. Your provider will be able to provide you with a list of local hospitals. In addition, refer to the Student Travel Preparation Manual and/or Program Provider Manual to view a list of local area hospitals.
2. The student will need to complete a claims form, and provide receipts to the program provider.

### **C. MEDICAL VISIT AND HOSPITALIZATION CHECKLIST** (The Hoot, Campus Safety & Security pg. 62)

**Note:** For students in need of medical treatment you or your Program Provider should accompany the student to the medical facility. Program Providers oftentimes will only accompany the student to the hospital if a request is made to do so by the student or Leader. Whenever possible, female students seeking medical attention should be accompanied by a female Leader or Program Provider staff.

- Has HTH and/ or the Program Provider been consulted/ contacted.
- Has a Leader or Program Provider been with the patient while the patient has received treatment?
- If HTH and/ or the Program Provider is recommending treatment at a cost that they don’t cover and/ or is asking you to authorize pre-payment for medical or other services (by HTH) have you communicated this to Otis?
- Have you collected and copied all appropriate medical paperwork, test reports, etc., and have you taken down the name and contact information of the treating physician/medical provider? This information may be needed for health claims
- Has an Otis incident report been filled out, and a **Yellow** or **Red** call been placed?
- If the emergency is serious and requires evacuation, has the U.S. Embassy been notified?
- If the student is spending the night in the hospital, is anyone staying with them?

### **D. MEDICAL PAYMENT INFORMATION**

All Leaders should familiarize themselves with the terms of our arrangement with students, Program Providers, and insurance companies, as articulated in our release forms. When we use HTH, benefits can be found online at [www.hthstudents.com](http://www.hthstudents.com), and a paper copy can be found in your “Leader Binder.”

- Students are obligated to cover their own medical expenses while on an Otis program. Oftentimes, this will mean that students who are in need of purchasing over the counter medications, at the request of an HTH doctor, will need to fill out a “Claim Form” This form is located on the HTH webpage.
- It is not Otis’ responsibility to front money for medical care, but we will do so to ensure proper and timely care and then follow up for reimbursement. If Otis pays for medical care, it is the responsibility of the student to reimburse Otis first and process their bills or claims with their insurance afterwards.

## **E. ILLNESS PREVENTION/ HEALTH TIPS**

**Note:** The following information is based on the Center for Disease Control’s website at [www.cdc.gov/travel](http://www.cdc.gov/travel).

1. Maintain a regular sleep routine
2. Pay attention to good nutrition
3. Fit in exercise
4. Seek support
5. Journal or express yourself in some way
6. Set up regular times to talk with friends/family without depending on them too much or too little
7. Don’t abuse alcohol or drugs
8. Expect to feel sad, frustrated, or angry at times
9. Eat only thoroughly cooked food or fruits and vegetables you have peeled yourself.
10. Remember: boil it, cook it, peel it, or forget it.
11. Avoid eating undercooked ground beef and poultry, raw eggs, and unpasteurized dairy products. Raw shellfish is particularly dangerous to persons who have liver disease or compromised immune systems.
12. It is encouraged that participants drink only bottled or boiled water, or carbonated (bubbly) drinks in cans or bottles in non-developed countries.
13. In non-developed countries avoid, if possible, tap water, fountain drinks, and ice cubes. If this is not possible, make water safer by either filtering through an “absolute 1-micron or less” filter, adding iodine or iodine tablets, using a UV treatment pen, chlorine, or by boiling water.
14. Avoid sharing needles with anyone. When possible observe doctors and nurses unwrap needles.
15. Wash hands often with soap and water or anti-bacterial gel, and always after using the toilet.

## **F. GERM PROTECTION**

1. The best way to prevent the infections that germs cause is by protecting yourself. Washing your hands often is absolutely the best way to stop germs from getting into your body. When should you wash? After using the bathroom, after blowing your nose or coughing, after touching any pets or animals, after gardening, or before and after visiting a sick relative or friend. And of course you should wash your hands before eating or cooking. There’s a right way to wash hands, too — you need to soap up well using warm water and plenty of soap, then rub your hands vigorously together for 15 seconds (away from the water). Rinse your hands and finish by drying them thoroughly on a clean towel.

2. If you spend any time in the kitchen, you'll have many opportunities to get rid of germs. Be sure to use proper food-handling techniques, like using separate cutting boards, utensils, and towels for preparing uncooked meat and poultry. Things to remember – talk with home stay families about buying fresh food and meat, thoroughly cooking ALL food, asking them to serve raw/unpeeled fruit or veggies. Remember when eating as a large group in a restaurant – the staff may use older food and not thoroughly cook it. Watch out for wet plates and utensils that may have been washed but that are contaminated.

## **G. MENTAL HEALTH**

### **Be on the lookout for the following symptoms of a student in crisis:**

- Depressed mood most of the day.
- Markedly diminished interest in almost all activities.
- Significant weight loss when not dieting, weight gain, or decrease or increase in appetite.
- Insomnia or increased sleeping.
- Restlessness or slowing down of body movements.
- Fatigue or loss of energy.
- Feelings of worthlessness or excessive or inappropriate guilt.
- Diminished ability to think or concentrate, or indecisiveness.
- Recurrent thoughts of death (not just fear of dying), recurrent thoughts of suicide, or a suicide attempt.
- Substance abuse (alcohol or drug or both) can also be a sign of an underlying condition as students try to alter or mask symptoms they have detected but have not addressed with a counselor.

### **If you decide to help, then do it with H.E.A.R.T.**

#### **HEAR**

- Stop what you're doing and really listen to what the student is saying.
- Reflect back what the person is saying and try using their own words.
- Validate their experience and avoid the temptation to problem solve.

#### **EMPATHIZE**

- Acknowledge what you have heard and let the student know you understand.
- Express concern and interest.
- Avoid criticizing or sounding judgmental.
- Remember, even if the problem does not seem real to you, it may be very important to the student.

#### **ASSESS**

- Ask the student, "What have you thought about doing?"
- Discuss the pros and cons of different courses of action.
- Don't expect to have all the answers.

#### **REFER**

- Be honest about your concerns and limitations.
- The student may need professional help.
- Do not agree to be secretive about his or her problem.
- Help the student find appropriate resources.
- Offer to go with him or her to talk with a professional.

#### **TELL**

- Do not ignore comments about suicide, violence, or harm to others.
- Seek professional assistance.

## **Taking Care of Yourself:**

### **There Really are Limits of What You Can and Can't Do**

In dealing with a distressed person, personal safety and wellbeing are just as important as that of the person in distress. It is important to recognize the limits of what can be done to help someone in distress.

#### **What can be helpful:**

- Be genuinely concerned and supportive
- Be honest about the time and effort you can afford to spend in helping
- Be aware of personal needs and limitations
- Maintain and respect healthy boundaries

#### **What isn't helpful:**

- Trying to control how another person is going to respond
- Attempting to force another person to change
- Forcing someone to take action to help themselves

[\*Adapted from USF Students of Concern Assistance Team]

## V. SAFETY

### **A. IF A STUDENT EXPERIENCES SEXUAL VIOLENCE OR HARASSMENT ABROAD**

1. **Get to a safe place**, any place away from the person(s) harming you. Contact the in-country point person (e.g. onsite director, staff, etc.) if you are in danger or need immediate help or emergency services.
2. **Access campus and local in-country services** to receive care, support, and assistance.
3. **Preserve evidence in instances of sexual violence.** Put each item of clothing you were wearing at the time in a separate paper bag, and do not shower, bath, douche wash, or clean any part of your body, including brushing your teeth, until you have had a medical exam. Do not clean the scene or move anything.
4. **Consider filing a report about what happened.** You may file a report with the onsite staff and or with the local in-country police. You may also file a report with the Title XI coordinator if the incident occurs between yourself and another American Student.
5. **Consider Cultural Differences.** United States Cultural values, social norms, and customs may not apply in the host country. Laws regarding sexual and gender violence crimes may vary substantially from country to country. Local law and jurisdiction will be dictated by the host country.

### **B. HOST COUNTRY RESOURCES**

#### **The American Embassy**

International Phone: 1.202.501.4444

Register yourself with the Department of State's STEP program prior to registration. You should then be able to contact the US Embassy should an emergency arise.

#### **U.S. Department of State**

Citizen Service-Emergency Center, Washington D.C.

24-Hour hotline: 1.202.647.4000 or 1.888.407.4747

Ask to speak with the overseas citizen duty officer.

#### **In- Country Emergency**

You should find out the phone number for the local official in your host country. This will vary by country.

### **C. CONSIDER TELLING SOMEONE IN YOUR HOST COUNTRY WHAT HAPPENED**

#### **You set the Pace**

When you tell someone what happened, you do not have to decide at that time what you want to do, nor do you have to even know how to label what happened. Deciding how you want to proceed can be a process that unfolds over time, at your pace.

#### **Confidential Resources**

These individuals will keep your information confidential, and will not discuss or release what you tell them to anyone with your consent. They can provide you with resources and information and link you to services.

Please note when you discuss the matter with a confidential resources, the Otis may be limited in its ability to full respond without knowing the identities of the individuals involved.

## **D. NOTIFICATION PROCEDURE FROM WITHIN YOUR HOST COUNTRY**

You may report instances of sexual harassment and sexual assault to the on-site director or staff in person, by phone, in writing, or by email.

You should be aware of whether the discussion is confidential when deciding to report your crime.

You may also call the 24 hour campus safety emergency number that will get in touch with the Center for International Education. CIE will contact the Otis Emergency response team including:

**Darren Grosch, Director of the Center for International Education Program**

Office: 310.665.6994 [dgrosch@otis.edu](mailto:dgrosch@otis.edu)

**Dr. Laura Kiralla, V.P. of Student Success and Dean of Student Services**

Office: 310.665.6961 [lkiralla@otis.edu](mailto:lkiralla@otis.edu)

**Dr. Carol Branch, Director of the Student Resource Center, and Title IX Coordinator**

Office: 310.846.2554 [ananse@otis.edu](mailto:ananse@otis.edu)

### **Anonymous Reporting**

Otis provides an online incident reporting form which you can opt to be anonymous on page 2. This form may be accessed and used while abroad.

The link to the form may be found at [www.otis.edu/forms/students/student-incident-report/](http://www.otis.edu/forms/students/student-incident-report/)

## **E. REPORTING RESOURCES BACK TO OTIS**

You may report instances of sexual assault and sexual harassment to any Otis staff, administrator, or faculty, by phone, in writing, by email or by text (when texting you must include your name).

When you report an incident of sexual harassment or sexual assault to one of these individuals, they will make the Title IX Coordinator aware of what happened to you. The Title IX Coordinator will reach out to you to offer you measures and services the College has available to support you (before and after your return), as well as the steps the college can take to address the situation.

### **A Note on Privacy**

Your information and information pertaining to the complaint will be kept private when reporting to Otis. It will only be made available to individuals who have a direct need to know in order to address the matter and bring about its resolution.

## **F. OTIS REPORTING OPTIONS**

**Dr. Carol Branch, Director of the Student Resource Center, and Title IX Coordinator**

Office: 310.846.2554 [ananse@otis.edu](mailto:ananse@otis.edu)

**Dr. Laura Kiralla, V.P. of Student Success and Dean of Student Services**

Office: 310.665.6961 [lkiralla@otis.edu](mailto:lkiralla@otis.edu)

**Rick Gonzalez, Campus Safety & Security**

**Office:** 424 207-3727 **Email:** [rgonzalez@otis.edu](mailto:rgonzalez@otis.edu)

**Director of the Center for International Education Program**

Office: 310.665.6994

## **F. CONFIDENTIAL RESOURCES**

### **Rainn**

<https://www.rainn.org/get-help/national-sexual-assault-hotline>

800.656.HOPE (4673)

### **Peace Over Violence**

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

626.793.3385

310.392.8381

213.626.3393

### **Jamie Turner**

Psychologist/Therapist

310.665.6968

<mailto:jturner@otis.edu>

### **Carol D. Branch, Ph.D.**

Director, Student Resources Center and Title IX Coordinator

310.846.2554

[cbranch@otis.edu](mailto:cbranch@otis.edu)

**SECTION III**  
**EMERGENCY & COMMUNICATION INFORMATION**

# I. EMERGENCY FLOW CHART

## For Incidents Requiring Consultation or Evacuation

**Notify the Center for International Education (CIE) ASAP (follow guidelines on Call Guide).**

Is there reliable medical care nearby?

YES

Contact HTH/ Program Provider. Proceed to medical facility.

NO

Call Program Provider (PP) &/ or HTH

Consult HTH Doctors/PP regarding the incident: is the issue treatable in the field? Is evacuation recommended?

TREATABLE

If HTH Dr. / Provider advises medication, contact CIE.  
See Call Guide.

SHOULD EVACUATE

Does Leader support PP &/ or HTH' advice? The decision to evacuate MUST be made jointly between PP/ HTH, the faculty AND CIE.

DECISION IS NO

Alternate action to be determined via conversation with CIE

DECISION IS YES

Is this an IMMEDIATE evacuation?

Can the evac. Be self-supported (can it be arranged on your own with assistance from PP or in coordination with CIE)?

-OR-

Do we need to mobilize HTH?  
Approved by CIE

SELF/ Provider

Proceed to evacuate without HTH. Send all medication, medical information, passport and air tickets with student. Student should be accompanied by self/and or PP.

HTH

Coordinate with HTH/ Program Provider for appropriate evacuation. Send all medication, medical information, passport & air tickets with student and accompanying Leader/ Program Provider

### Notify CIE!

If the student insists on calling their emergency contact first, make sure to properly "bookend" the call. Please notify CIE about details of the conversation ASAP and let us know how/ if you think we should follow up.

## II. COMMUNICATION PROCEDURES

### A. REGULAR COMMUNICATION WITH THE CENTER FOR INTERNATIONAL EDUCATION

It is important that the Center for International Education (CIE) is aware of a group's whereabouts and activities. For this reason, substantial itinerary changes should be reported as soon as possible. In the event that the Center for International Education needs to contact a participant, CIE must know the projected itinerary of each program, as well as the next possible time and location of communication.

#### **CONTACT the CENTER FOR INTERNATIONAL EDUCATION WHEN ... ..**

- 1. Arrival into Country:** As soon as you arrive in-country, call or email the Center for International Education to give us a status report, [international@otis.edu](mailto:international@otis.edu). Please provide your in-country phone number and general contact information.
- 2. Contact Number Updates** Whenever your team changes phone numbers or has additional contact numbers such as hotel numbers send those to Otis. We keep an updated database for each course.
- 3. An Incident occurs and/ or Report has been submitted to Human Resources**
- 4. Change in Itinerary:** All **significant** changes in itinerary should be reported to the Center for International Education via fax, phone call, or email as soon as possible (e.g., weather delays, changes due to group health, etc.).
- 5. Contact with Media:** ALL media should be referred to the Provost Office.
  - Leader, Program Provider, or participants definitely should not:
    - Release the nature of an injury or illness
    - Release the names of victims
    - Announce a death prior to notification of next of kin.

### B. EMERGENCIES, INCIDENTS, ACCIDENTS AND EVACUATIONS: GREEN, YELLOW & RED CALLS

- Follow your Call Guide Instructions
- Leaders/ Program Providers must notify the Center for International Education and provide details ANYTIME a student goes to a medical facility or sees/ speaks with a Doctor. An Incident Report must be filled out.
- **Work with your Program Provider/ HTH Insurance**

#### **Red Call**

An immediate threat to life or limb and/or information that the office needs to know immediately and/or information that must be given to parents right away in order for them to make decisions (ex. student has been hit by a motorcycle, appendicitis, etc.)

#### **Yellow Call**

Not immediate threat to life or limb, but possibility of other immediate and serious repercussions to students, instructors or the organization. Often there are still many unknowns, but there is no immediate threat to life or limb. There may be a possibility of lack of supervision (ex: lost students, taken off the train from Brussels to Amsterdam by authorities, or student gets arrested by the Chinese police, sexual assault in housing).

Response to yellow calls is to proceed more carefully until we have good information and have made a plan of action, unless phone calls have been placed to parents already from the field.

Most student conduct violations are actually **YELLOW CALLS!!**

## **Green Call**

Calls can be made during normal daylight/ business hours in California. Information that can be left on a voicemail or in an e-mail: No immediate threats to life or limb and does not require immediate attention. Information and updates about student welfare, changes in itineraries, and logistical, educational or budget questions are green calls.

### **C. INFORMATION THE CIE NEEDS:**

#### **Green, Yellow or Red Calls/ E-mails and Voicemails**

1. Who is calling?
2. What program?
3. Student or Leader involved?
4. DETAILED objective info about what happened?
5. Subjective Assessment
6. What is the plan from here?
7. What you need from us?
8. When/ How you will check in again?
9. A return phone call number?

#### **Additionally for Hospital Visits**

1. DETAILED objective info about what happened?
2. Subjective Assessment
3. What Leader/ Program Provider was present at the hospital?
4. What Hospital?
5. Who is the Doctor?
6. What drugs/ medications were administered?
7. What the student's mental/ emotional state is?
8. What the result/ diagnosis/ treatment was?
9. What is the plan for managing it?
10. Have parents been notified?
11. How has payment been handled?

### **D. MISSING PERSON(S) – YELLOW CALL**

A student is considered "lost" if they are missing for greater than three hours.

1. Who is missing?
2. How long has person been missing?
3. Physical description of missing person(s). What were they wearing?
4. Exact location of last sighting (map info, if applicable).
5. What were they doing when last seen? Where were they going? What was the circumstance or activity?
6. What resources does the missing person have? Contact Info Card?

7. What has been done? Any form of a search? Involvement of other resources?
8. What assistance is needed?
9. Where are other students on course? How are they? (exact location if possible)
10. Arrange meeting or communication time for any assistance requested

#### **E. COMMUNICATION WITH HTH or PROGRAM PROVIDER**

- When NOT using an insurance carrier through a Program Provider, Otis College of Art & Design uses HTH Travel Insurance. Through HTH or your Program Provider, Leaders and students have medical staff on-call 24 hours a day seven days a week during the Travel Study program.
- When HTH or your Program Provider has contact with the field or initiates an evacuation, you must write an incident report. **If HTH or the Program Provider wants to initiate an evacuation, you MUST get in contact with the Center for International Education for approval.**
- Whenever you are speaking with HTH Travel Insurance or your Program Provider write down notes from the conversation and read them when talking to, or send them to, the Center for International Education office (fax, e-mails, etc.).

#### **F. INCIDENT REPORTS**

##### **When an incident occurs:**

1. Submit an online incident report with-in 24 hours, and notify the Center for International Education using your “Call Guide Flow Chart.”
2. Incident Reports must be submitted within 24 hours of the incident, and emailed to:  
[http://www.otis.edu/life\\_otis/staff\\_life/human\\_resources/incident\\_injury\\_report.html](http://www.otis.edu/life_otis/staff_life/human_resources/incident_injury_report.html).
3. Can't submit an Incident Report ASAP? Use the Incident Report template found in your Travel Study Course Log to keep detailed notes until you are able to submit a formal incident report.

##### **A report MUST be written when:**

1. A behavior issue, injury, theft, or illness causes the person to miss or delay some part of the trip
2. A person needs to be transported to a medical facility for examination and/ or treatment.
3. The issue is one that Otis needs to know about, and will be reported to Student Affairs.

### III. CALL GUIDE FLOW CHART

#### **GREEN** CALL/ EMAIL:

Green Calls/ Emails offer updates that the Center for International Education needs to know, but does not need to act on immediately.

Write a detailed email to [international@otis.edu](mailto:international@otis.edu): Subject Line: "GREEN: Program Name, Student Name", or call the Center for International Education and leave a detailed message on EXT. 6994 if there is no answer.

#### **YELLOW** CALL

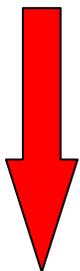
A Yellow Call is a serious situation, but no threat to life or limb or potential for emotional trauma, but could devolve to a serious or critical incident, and requires immediate attention from OTIS administration. Behavior Code violations are yellow calls.

#### **RED** CALL

Immediate or potential threats to life or limb and/ or severe emotional trauma.

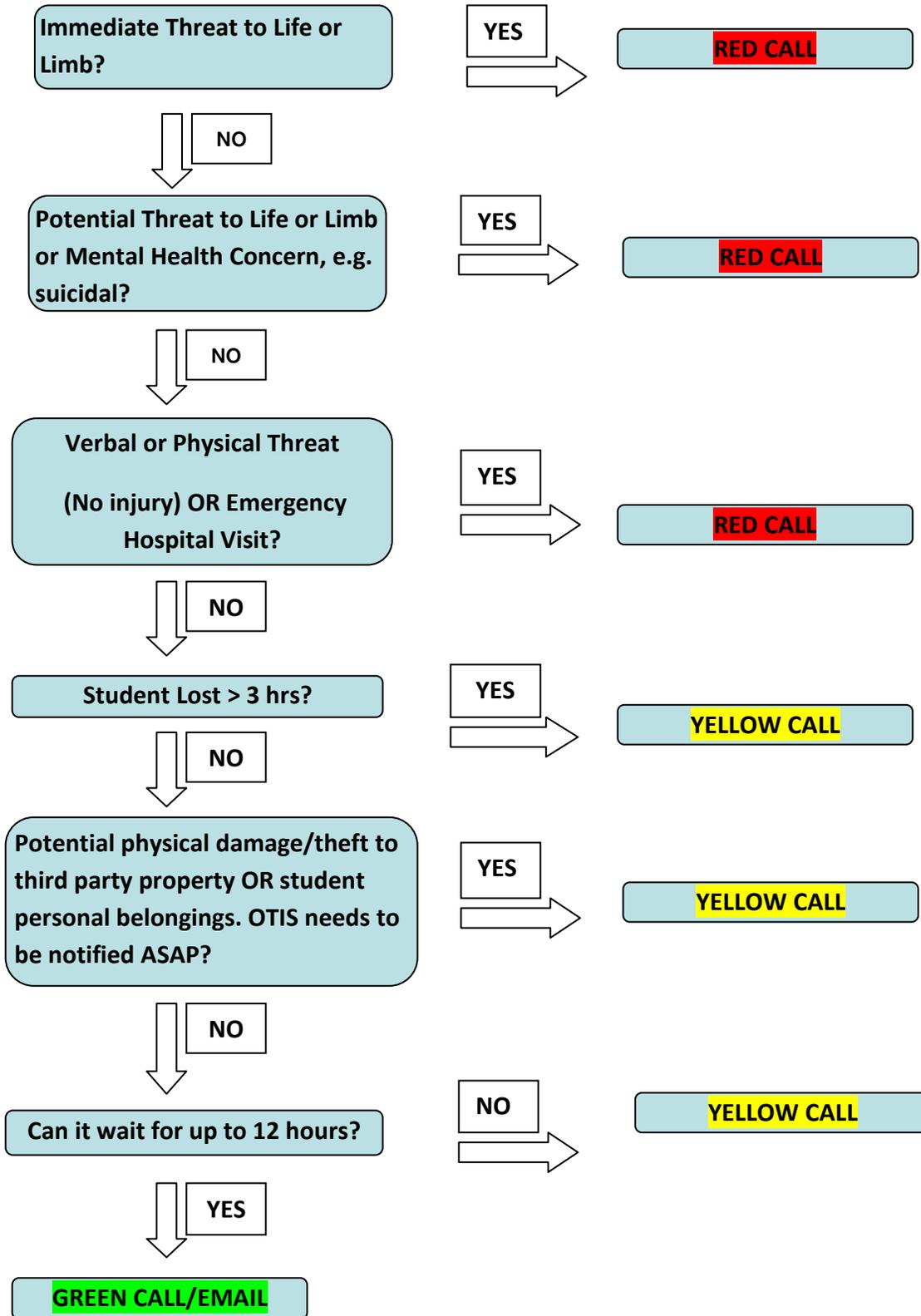
For **Yellow** & **Red** Calls, your **FIRST CALL** is to the Center for International Education: **310-665-6994**

- 1) Be prepared to immediately give your callback #.
- 2) If no-one picks up, leave a detailed message with your callback # and **continue down the Call Guide until you reach a person.**



1. **Hot Phone:** 424-625-9989 (available **24/ 7**)
2. Otis Main Line: **310-665-6800**
3. To Contact **HTH** Health Insurance for medical emergencies, questions, or evacuations **24/ 7:** 1.888.243.2358 or +1.610.254.8741

## FLOW CHART CONTINUED...



## A. HOW TO CALL THE U.S.

The United States country code is: **1**. Dial this country code when calling from outside the U.S. When dialing the U.S. country code you will often times need to place **00** in front of **1**. This will be followed by the area code, and then the number. For a complete list of country codes please refer to:

<http://www.howtocallabroad.com/usa/>

**Green, Yellow, or Red** Calls should be directed first to the Center for International Education:

+1-310-665-6994

**Green** Emails should be sent to:

[international@otis.edu](mailto:international@otis.edu).

**Formal Incident Reports** should be sent to:

[http://www.otis.edu/life\\_otis/staff\\_life/human\\_resources/incident\\_injury\\_report.html](http://www.otis.edu/life_otis/staff_life/human_resources/incident_injury_report.html)

## B. IMPORTANT PHONE NUMBERS & WEB RESOURCES

### 1. U.S. State Department:

a. Website: [www.state.gov/](http://www.state.gov/)

### 2. Emergency Assistance to U.S. Citizens

a. Phone Number: Outside the U.S. +1-202-501-4444

b. Website: [http://travel.state.gov/travel/tips/emergencies/emergencies\\_1212.html](http://travel.state.gov/travel/tips/emergencies/emergencies_1212.html)

### 3. Passport Services

a. Website: Outside the U.S. <http://www.usembassy.gov/>

b. Phone Number: Inside the U.S. 1-877-487-2778

### 4. HTH Insurance

a. Website: [www.hthstudent.com](http://www.hthstudent.com)

b. Phone Number: Outside the U.S. +1-610-254-8741

c. Phone Number: Inside the U.S. 1-888-243-2358

### 5. European Travel

a. Website: [www.myeuropeantravel.com](http://www.myeuropeantravel.com)

b. Phone: 818-842-7500

### 6. Otis College of Art and Design

a. Address: 9045 Lincoln Boulevard, Los Angeles, CA 90045

b. Website: [www.otis.edu](http://www.otis.edu)

c. Phone: 310-665-6800

## C. OTIS REPORTING OPTIONS

**Dr. Carol Branch, Director of the Student Resource Center, and Title IX Coordinator**

Office: 310.846.2554 [ananse@otis.edu](mailto:ananse@otis.edu)

**Dr. Laura Kiralla, V.P. of Student Success and Dean of Student Services**

Office: 310.665.6961 [lkiralla@otis.edu](mailto:lkiralla@otis.edu)

**Rick Gonzalez, Campus Safety & Security**  
**Office:** 424 207-3727 **Email:** [rgonzalez@otis.edu](mailto:rgonzalez@otis.edu)

**Director of the Center for International Education Program**  
Office: 310.665.6994

## **D. TRAVEL EMERGENCY ACTION PLAN - TEA Plan (Travel Emergency Action Plan) 2016-17**

### **Emergency Contacts for Student**

In the event of an emergency during travel study, the student's first points of contact (FPC) are:

- The Otis On-site Faculty Leader
- The Program Service Provider On-site Manager
- The Center for International Education at Otis College of Art and Design
- The International Office at the Host Institution
- The Closest US Consulate or Embassy in the Host Country

Prior to their departures, all travel study participants are required to:

- A)** Review their Travel Preparation Manual;
- B)** Attend at least two faculty led pre-departure meetings;
- C)** And attend an orientation hosted by the Center for International Education during which this chain of communication is explained, consular information is provided, and health, safety and security issues are addressed.

Depending on the travel study program, contact details for the Lead Faculty, Program Provider or International Office are provided by Otis, host university or program service provider. In an emergency situation, the faculty leader, host university or program provider will contact the Center for International Education (CIE) as soon as it is possible to do so.

### **Anonymous Reporting**

Otis provides an online incident reporting form which you can opt to be anonymous on page 2. This form may be accessed and used while abroad.

The link to the form may be found at [www.otis.edu/forms/students/student-incident-report/](http://www.otis.edu/forms/students/student-incident-report/)

If the student cannot make contact with in-country support, FPC, or if additional assistance is required, s/he should contact Security Services directly using the protocol described in the section: "Emergency Contacts for Parents."

### **Field Trips (non-travel study programs)**

In the event of an emergency during a field trip, the student's first points of contact (FPC) are:

- The Otis On-site Faculty Leader
- The Program Service Provider On-site Manager
- Otis Department of Safety & Security
- The Safety Office at the Host Institution

### **Working Rule:**

Travel Study - Always refer to your Travel Preparation Manual.

Field Trips – Review field trip policies with lead faculty, and online at [www.otis.edu/local-regional-field-trip-policy](http://www.otis.edu/local-regional-field-trip-policy)

### **Emergency Contacts for Faculty Leaders on Travel Study**

While on program in the event of an emergency, and once you have contacted your program provider your first call is to:

- **Primary:** CIE (Director) – **Office:** 310-665-6994 **Cell:** 310-981-6264  
**Email:**
- **Secondary:** Rick Gonzalez (Campus Safety & Security) – **Office:** 424 207-3727  
**Email:** [rgonzalez@otis.edu](mailto:rgonzalez@otis.edu)
- **Back up:** Dr. Laura Kiralla (V.P. Student Success) – **Office:** 310-665-6961  
**Email:** [lkiralla@otis.edu](mailto:lkiralla@otis.edu)

### **Emergency Contacts for Faculty Leading Field Trips**

- **Primary:** Rick Gonzalez (Chief of Campus Safety & Security) – **Office:** 424 207-3727  
**Email:** [rgonzalez@otis.edu](mailto:rgonzalez@otis.edu)
- **Secondary:** Dr. Laura Kiralla (V.P. Student Success) – **Office:** 310-665-6961 **Cell:** 310-309-7109  
**Email:** [lkiralla@otis.edu](mailto:lkiralla@otis.edu)

### **Incident Reporting**

Submit an online incident report with-in 24 hours Otis provides an online incident reporting form.

The link to the form may be found at [www.otis.edu/forms/students/student-incident-report/](http://www.otis.edu/forms/students/student-incident-report/)

### **Working Rule:**

Faculty, while on travel study or leading a field trip, is considered campus security authorities (CSA) per the Clery Act.

### **Emergency Contacts for Parents**

The Otis Department of Safety & Security is the primary US-based contact for all emergencies involving Otis students, faculty and staff participating in or working in support of travel study programs or field trips.

If an emergency situation occurs abroad, Rick Gonzalez (Chief of Campus Safety & Security) should be contacted as soon as possible at **424-207-3727**, [rgonzalez@otis.edu](mailto:rgonzalez@otis.edu). In response, Otis Department of Safety & Security will contact appropriate Crisis Management Team Members to assist you.

The Otis Department of Safety & Security receives calls 24-hours per day, seven days per week.

### **Crisis Management Team**

Otis maintains a Crisis Management Team to address critical issues involving Otis students, faculty and staff on travel study programs. In the event of an emergency, some or all of these units will be mobilized to assess and respond to the emergency.

- Center for International Education: Darren Grosch, 310-665-6994
- V.P. of Student Success and Dean of Student Services: Dr. Laura Kiralla, 310-665-6961
- Campus Safety & Security: Rick Gonzalez, 424-207-3727
- Office of the Provost: Randy Lavender, 310-665-6963
- Other Otis and outside resources, as needed

### **Decisions regarding student health, safety, security and response are made in consultation with various agencies:**

- On-site program staff
- Program Provider
- US Embassy officials in-country
- University officials at partner university
- US State Department's Overseas Security Advisory Council (OSAC)
- Center for Disease Control and World Health Organization
- Other officials from US agencies and/or NGOs
- Otis faculty with expertise in the area in question

### **Local Contingency Plans**

Each Otis Travel Study program and Field Trip has a contingency plan which will be activated in case there is a known local condition that requires **(a)** extra caution, **(b)** removal of the program to a different site in the same city, same country or a nearby country, or **(c)** suspension of a program and evacuation of participants.

Travel study or Field Trip programs that exist outside of Otis' immediate control maintain their own emergency protocols. Interested parties should contact these institutions or program providers directly for details in addition to consulting with Otis officials.

### **Working Rules:**

**A) Travel Programs:** For faculty-led programs always consult your Leader/Safety Guide.

**B) Field Trips:** Faculty should refer to the Local & Regional Field Trip Policy page online, <http://www.otis.edu/local-regional-field-trip-policy>

**C) Incident Report:** Submit an online incident report with-in 24 hours Otis provides an online incident reporting form. The link to the form may be found at [www.otis.edu/forms/students/student-incident-report/](http://www.otis.edu/forms/students/student-incident-report/)

**In the Event of a Local Emergency – Red Call**

- The Lead Faculty (in cooperation with the Program Provider Manger) contacts participants to ascertain participants' well-being and to provide information, instructions, and advice.
- The Lead Faculty reports the situation to Otis as soon as contact can be made.
- The Lead Faculty (in cooperation with the Program Provider Manger) contacts the local U.S. embassy, consulate and confers with other U.S. enterprises in the area.
- Depending on the situation, the Faculty Leader may or may not gather the participants together in a group.
- Participants are advised to contact their parents, guardians, or emergency contacts as soon as possible.
- Depending on the severity of the situation, Otis may also report to participants' emergency contacts.
- If the students are in the program city, the lead faculty will gather the students at a pre-determined secure location as soon as is practical.
- If the students are on an organized excursion outside of the program city and there is a civil emergency, the lead faculty/on-site program manager in charge of the excursion shall take the students to a secure location and contact Otis for instructions.
- If the students are traveling independently, an effort will be made to contact them according to the contact information and itineraries they have left with the program staff. The student will be advised as to the proper course of action.
- After the lead faculty notifies Otis that the group is safe and accounted for, the program provider will arrange for air transportation of program participants to the US, if possible, or to another safe destination. Otis will communicate with the students' emergency contacts to inform them that this process is underway. In the event that students cannot fly out as a group, they will depart as seats become available. In the event that air transportation is interrupted or deemed unsafe, the practicality and safety of other transportation modes and exit routes will be assessed and, as appropriate, utilized.

**Criteria for Suspending or Canceling a Program: – Red Call**

- Recommendation of suspension or cancellation by the on-site program staff
- Travel warning and/or specific directive by the US State Department and/or US Embassy
- Travel warning and/or specific directive by the World Health Organization and/or Center for Disease Control
- Outbreak of hostilities between the US and the host country
- Significant terrorist activity and/or a declaration of martial law in the program city;
- Civil unrest or violence that affects student safety;
- Declaration of war by a third country against the country of the program's location;
- Protracted or indefinite closure of the host University
- Inability of the site director or staff to organize and carry out the academic program at the host University or alternative location;
- Disruption of public utilities and/or services.

**Serious Illness or Injury – Red Call**

- On-site personnel (faculty leader, student, program provider) contact the appropriate local authorities (police, embassy, medical personnel) to begin the local action necessary to handle the situation.
- On-site personnel contact the Center for International Education (travel study) or Department of Campus Safety & Security (field trip) to report the situation.
- The Center for International Education will contact the appropriate persons from the Crisis Management Team, who will call the on-site personnel.
- Otis may contact other personnel for assistance, such as the program provider, etc.
- Otis will phone the emergency contacts of the persons involved in the crisis to apprise them of the situation, if they have not already been contacted. FERPA rights should be waived for emergency contact situations.
- Necessary action will be taken, such as provision for medical care in country, medical evacuation, etc.

### **Death of a Student or Program Staff – Red Call**

- On-site personnel contact the appropriate local authorities (police, U.S. Embassy, medical personnel) to begin the local action necessary to handle the situation.
- On-site personnel contact the Center for International Education (**travel study**) or Department of Campus Safety & Security (**field trip**) to inform of the event.
- The Center for International Education or Department of Campus Safety & Security will contact members of the Crisis Management Team, who will ensure that Otis' protocol is followed.

### **Emotional or Psychological Problems – Red Call**

- On-site personnel contact the appropriate local authorities (police, medical personnel, US Embassy) to begin the local action necessary to handle the situation.
- On-site personnel contact the Center for International Education (**travel study**) or Department of Campus Safety & Security (**field trip**).
- Otis will contact on-campus counseling personnel. Counselors will be in touch with student and on-site personnel to assess the situation and make recommendations.
- Otis will contact the emergency contact of the student or staff, if appropriate.

### **Victim of a Crime/ Sexual Assault – Red Call**

- On-site personnel contact the local authorities (police, U.S. Embassy, medical personnel) to begin the local action needed.
- On-site personnel contact the Department of Campus Safety & Security to inform of the event.
- Department of Campus Safety & Security will contact the appropriate members of the Crisis Management Team.
- Student-to-Student Incident: Associate Dean of Student Services
- Staff-Student Incident: V.P. of Student Success and Enrollment Services
- Staff/Student & Outside Party: Refer to the legal requirements of the host country and the wishes of the victim.
- **Working Rule:** Otis should contact legal counsel as appropriate.

### **Accused of a Crime – Red Call**

- On-site personnel contact the local authorities (police, U.S. Embassy, medical personnel) to begin the local action needed.
- On-site personnel contact the Department of Campus Safety & Security to inform of the event.
- Department of Campus Safety & Security will contact the appropriate members of the Crisis Management Team.
- Staff/Student & Outside Party: Refer to the legal requirements of the host country and the wishes of the victim.
- Otis will contact legal counsel for appropriate advice on the situation.
- Otis will contact the emergency contacts of the student or staff, if desired by the accused.

### **Missing Person – Red Call**

- On-site personnel (faculty leader, student, program provider) contact the appropriate local authorities (police, embassy, medical personnel) to begin the local action necessary to handle the situation.
- On-site personnel contact the Center for International Education (travel study) or Department of Campus Safety & Security (field trip) to report the situation.
- The Center for International Education or Department of Campus Safety & Security will contact members of the Crisis Management Team, who will ensure that Otis' protocol is followed.

### **Financial Emergencies**

**Emergency Stipends** will be dispersed by the Business Office to the lead faculty once a Travel Authorization form has been submitted. Stipends will be in the amount of \$1,000 - \$2,000 depending on the duration of travel.

In most instances program providers will be able to front funding for large scale emergencies such as air travel rebooking, temporary lodging, etc.

**SECTION IV**  
**RISK MGMT RESOURCRES**

# I. RISK MANAGEMENT RESOURCES

## A. UNDERSTANDING RISK AND DECISION MAKING

We have all had to make decision on a daily basis as to whether something is safe or not. During that process we are weighing the “**Risks vs. the Benefits**” in order to make a good decision so we can continue to enjoy ourselves while traveling. This decision-making process can be conscious but is most often sub conscious.

**Risk Management:** reducing the probability and/or consequence of accidents and injuries in risky activities through the conscious and careful design, planning and running of activities.

### PERCEIVED RISK VS. ACTUAL RISK

Some risks are “**Actual**”, while others are “**Perceived**.” A classic example of this can be found in rock climbing. A novice rock climber’s “**Perceived Risk**” is often of falling and landing. A seasoned rock climbing guide manages and minimizes the potential of a fall, creating a “**Perceived Risk**” for the novice. This allows a guide to focus more on actual risk such as rock fall, deteriorating weather, exposure, etc. Often times, participants do not have enough experience to be aware of “**Actual Risks**”. A good Leader capitalizes on “perceived risk” while managing and minimizing exposure to “**Actual Risks**”.

Experience does lead to good judgment in many cases, but we must remember, at all times, that our students have no experience and thus cannot exercise good judgment at all times.

### RISK VS. BENEFIT

When conducting activities where hazards are involved, a simple question can be asked: “Is the risk outweighed by the benefit?” Actual “risk” may be due to environmental or human conditions, while possible “benefits” may be a positive learning experience, physical accomplishment, group or individual feelings of success, adherence to a schedule, etc.

## B. JOHARI’S WINDOW MODEL FOR RISK ASSESSMENT AND DECISION MAKING

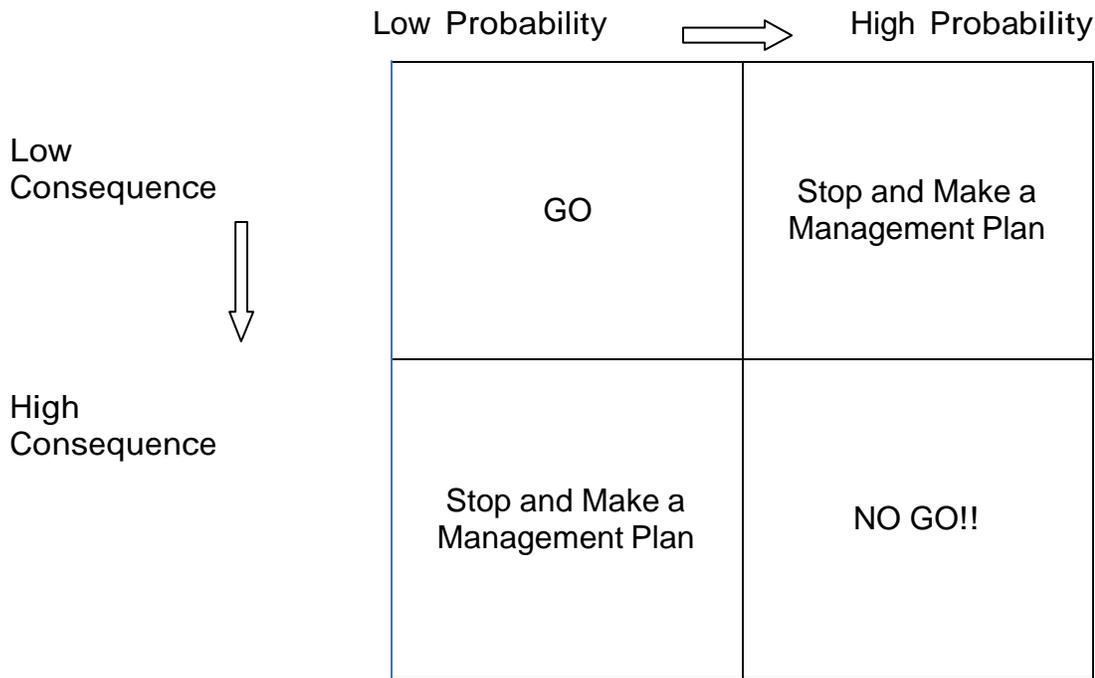
Most decisions around risk and safety are not simply “is it safe or not” or “do we go or not.” The model below gives you a simple way of understanding when greater management is necessary. Most activities will not be a straightforward solution as in the “GO” or “NO GO” categories. After realizing this, your work can be directed into identifying ways you can either reduce the probability of an accident happening or of the severity of the consequences-

- Probability represents the likelihood of something going wrong or an accident happening, or the amount of unknowns in an activity. The greater the number of unknowns the higher the probability. “How likely is it for something to go wrong?” or “If we do this long enough, and in this same way – what accident will occur?” It is important to look at the scene realistically and play out any scenario to its logical end. It takes a lot of thought to be able to accurately assess the probability and it is certainly not sufficient to conclude that “it won’t happen”. The law of statistics states that it is simply a matter of time before a serious accident or situation does occur for any given activity. Train yourself to carefully assess the probability.
- Consequence represents the seriousness or degree of injury, accident, delay, or other problems including death. “How hurt would I be if something did go wrong?” or “What is the worst thing that could happen?”

You always have the option of: **A)** Continuing, **B)** Stopping what you are doing and doing something else, and **C)** Making a plan to reduce either the probability or the consequences or BOTH. For most of our day to day decisions on a course we are operating in the realm where it is not a clear stop or go situation.

**Ways we can reduce Probability and/ or Consequence:**

1. Training of students in skills and in judgment
2. Careful assessment and choosing appropriate activities
3. Plan your response so if things don't go according to plan you know what to do to avoid further problems.
4. Make sure you are all on your "A" game: well rested, fed, hydrated, thinking clearly, etc.
5. Appropriate equipment
6. Appropriate supervision
7. Good, clear communication
8. Better information: reduce the "unknowns"
9. Time management: rushing and haste can lead to mistakes



Some additional factors in your assessment of whether to proceed with an activity or not would be:

1. Educational Value to the course
2. Educational Objectives that you want to achieve
3. Is this integral to the course you want to provide?
4. What probability and consequence factors can we control? Which factors are outside our control?
5. What are the alternatives?
6. What are my reasons for wanting to do this?
7. Quality of student experience?
8. How would an accident affect the students' experience?
9. Is time and convenience a factor?