

International Risk and Safety, The University of Texas at Dallas

International Travel Crisis / Emergency Management Guidelines for RUOs

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Defining a Crisis / Emergency

While UT Dallas is firmly committed to providing support during a crisis, the University cannot guarantee or assure the absolute safety of participants or eliminate all risks from the university group travel environment. Nor can we monitor students' choices and behaviors at all times, or prevent them from engaging in dangerous, unwise, or illegal activity. The University expects all participants to take responsibility for their own safety, security, and well-being, by taking informed precautions, making smart decisions, using common sense, being alert and aware of their surroundings at all times, traveling with a buddy, and never putting themselves in compromising positions with the use of drugs or alcohol.

Defining a Crisis/Emergency

In the context of university group travel, a crisis/emergency is defined as any event that harms or jeopardizes the health, safety, or security of UT Dallas students, faculty and/or staff, 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) to less critical incidents (e.g. a common street mugging).

Crises/Emergencies can be real or perceived. 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. Perceived crises/emergencies should not be ignored or deemed less important than real crises/emergencies.

The University considers a crisis/emergency (real or perceived) to be any circumstance that poses a genuine risk to, or that has already disturbed, the safety and well-being of program participants. Crises/emergencies include, though are not limited to, the following types of events and incidents:

Routine Emergencies can occur every day and are usually not as severe as disaster or crisis. These may include:
Minor sickness or injury (cold, flu, sprain, toothache, food poisoning, etc)
Lost passport
Minor theft (purse/wallet)
Family emergency back home (family member ill or sick)
Major emergencies are more severe than routine emergencies. Major emergencies include:
Student's behavior is an immediate threat to self and/or others.
Student's behavior threatens to disrupt authorized activities or damage properties.
The student has allegedly broken a law / been arrested.
The student is exhibiting unhealthy behavior, showing apparent impaired behavior, or not acting like her or himself.
The student has gone missing or is reported kidnapped.
The student has been hospitalized for any reason.
The student has been sexually assaulted.
The student has been mugged / assaulted / beaten.
The student has been arrested or is being questioned by the police or other security forces.
The student has sustained significant accident/injury or presents serious illness physical/emotional
Any legal action (lawsuit, deposition, trial, etc.) involving a student.
The group is in the immediate area affected by natural disaster / civil unrest / an act of terrorism.

Planning Ahead

Pre-departure orientation(s). Give your group participants at least one pre-departure orientation that goes through the topics listed below and also gives them a highlight of the destination's culture and laws. Prepare additional information for participants who may be vulnerable at the destination due to their gender, gender identity, race, ethnicity, or religion.

Prepare for Health Emergencies. Advise participants to, and do so yourself, talk with their doctors or with UT Dallas health services about their plans to travel abroad, to take the required and consider recommended vaccinations, and to create tailored plans to manage medications, chronic conditions, mental health conditions including substance use disorder, dietary needs, or other health needs that may impact their success abroad if not managed properly.

Review your benefits abroad. Students will be enrolled, through their trip registration in International SOS, in the UT System International Travel Insurance plan. Advise students to review their insurance benefits, fees, and coverage period. UTD employees participating in the trip should also review their benefits and ISOS coverage period. For more information visit: <http://www.utdallas.edu/rs/travel-insurance/>

Student International Travel Handbook. Share this handbook with your students. This PDF handbook provides UTD students traveling on behalf of the University with information on international travel requirements and risk mitigation resources. It includes a chronological checklist of recommended risk mitigation steps and travel authorization requirements to meet prior to departure; the Traveler Toolkit, Title IX rights and resources, and a fillable Personal Emergency Action Plan (PEAP) template. <http://www.utdallas.edu/rs/itguidelines/>

Risk assessment for the trip. Remember that your group participants may be in different places on their experience with traveling and being away from home. They may not be as aware of potential risks due to inexperience or lack of familiarity with the destination's language, laws, or culture. Or they may be vulnerable due to their gender, race, ethnicity, religion, or disabilities. Request a risk assessment for the trip and share it with participants. See how at: <http://www.utdallas.edu/rs/rspdo/>

Your group's institutional safety net must be set up prior to departure. As an RUO you are responsible to ensure your group participants have submitted all required documents for the group's International Travel Authorization (ITA) request, that the ITA has been submitted and all sections are authorized up to obtaining institutional authorization, and that each participant has registered all segments for their trip in International SOS.

- ITA process for students: <http://www.utdallas.edu/rs/student-authorization/>
- ITA process for employees: <http://www.utdallas.edu/rs/staff-authorization/>
- Trip registration: <http://www.utdallas.edu/rs/isos/>

Getting Assistance Abroad. Ensure that you and all your group participants while abroad know how to: reach you, contact their host institution or program provider, contact each other, and have the International SOS emergency number in their wallets and when possible, have this number as a fast dial on their phones or have downloaded the Assistance App to their phones. For the ISOS number and app download go to: <http://www.utdallas.edu/rs/isos/>

Guests. If a participant is accompanied by their spouse and / or child/ren read the Traveling Companion Guidelines carefully. <http://www.utdallas.edu/rs/itguidelines/>

RUO Response to a Crisis / Emergency

Step 1: Secure the safety of program participants

In a crisis your first responsibility is to preserve the safety and well-being of program participants. Do whatever is necessary to assure this, according to the situation: obtain prompt and appropriate medical attention, police protection or intervention, and/or US embassy involvement. **In a medical emergency, never leave an injured or sick student on his or her own.** Use the Pull Out Sheets and the Resources section to guide you.

Step 2: Account for the group. When applicable, locate and contact all program participants as quickly as possible to ascertain their well-being, and to coordinate an immediate response plan. Depending on the situation, the RUO may or may not gather the participants together in a group. Advise participants to inform their parents, guardians, or emergency contacts of their safety and whereabouts as soon as possible.

Step 3: Rumor control. In the case of a traveler's death, or other event impacting an individual traveler, advise program participants to respect the privacy of the affected individual by not speculating on the incident, spreading rumors, or sharing private information with friends or family. Ask them to not share any information with friends or family members until the affected individual's emergency contact has been notified by an official source (U.S. Embassy, Police, or University). This is to protect the family from learning from a social media message of such impactful news.

Step 4: Call appropriate assistance providers. Call International SOS. International SOS will provide you with assistance on the ground, assist you in notifying the University and work on the background with the UT System Employee and Student Insurance programs for international travel.

Contact as well your on-site partner and give them a detailed briefing on the situation so that they may initiate their emergency response plans. This may be the host school, program provider or event organizer.

Step 5: Continue to monitor the situation. Take immediate steps to gather more information about the problem and assess the situation utilizing all resources available such as: on-site partners, hospital administration and doctors, local authorities, etc.

Consult additionally with International SOS and other US enterprises in the area. If appropriate, contact the local US embassy or consulate regarding general, non-medical crises and follow whatever procedures they may require. Ask the embassy or consular officer to advise you on a regular basis about the evolution of the emergency and about how you should direct the University's on-site response.

Step 6: Maintain communication with the assigned University Emergency Contact. Keep the University informed on a regular basis through telephone or email. This is essential, as the University will be working closely with you throughout the emergency to develop a situation-specific response plan, including what, when and who can communicate as needed with the media, family, and friends of impacted participants. The assigned University Emergency Contact's responsibility is to consult with all appropriate UT Dallas offices in the development of that plan.

Step 7: Submit an Incident Report. It is important that after all emergencies (small or large) the appropriate Incident Report form or forms are completed and submitted.

- Discipline Referral Form: <https://eforms.utdallas.edu/dos-discipline-referral/>
- BAIT Referral Form: <https://eforms.utdallas.edu/dos-bait-referral/>
- Crime Incident Report Form: http://www.utdallas.edu/police/csa_reporting.html
- Title IX Incident Report Form: <http://www.utdallas.edu/oiec/files/OIEC-Incident-Reporting-Form.pdf> send to TitleIXCoordinator@utdallas.edu.



Emergency Contacts

In order to obtain effective University assistance in an emergency, it is essential that relevant information regarding the emergency be clearly conveyed. When contacting the resources listed below, it is important that you identify yourself as a UT Dallas faculty or staff, give your specific location (city, state, country), give your name and contact information, and describe the emergency.



International SOS will provide you with assistance on the ground and assist you in notifying the University. Assistance may include:

- a. **Contacting International Risk and Safety 24/7.** Depending on the severity of the situation this may include calling International Risk and Safety's 24/7 emergency phone number to initiate the University's emergency response.
- b. **Travel and Emergency assistance.** ISOS provides 24/7 advice through the assistance centers, on-the-ground support, help with common issues like theft, lost passports, disrupted travel. Expert advice from a doctor, referral to the best medical providers in the area, prescription arrangement, translation services, or logistical support.
- c. **Emergency Response and Evacuation.** In case of natural disaster, civil unrest or conflict, ISOS can coordinate emergency response on the ground or country evacuation.
- d. **Evacuation and Repatriation.** If necessary, ISOS can arrange for 'bed to bed' evacuation, repatriation and coordinate travel arrangements for family.
- e. **Remember, ISOS is not medical insurance.** However, ISOS will work on the background with the UT System Student International Travel Insurance Plan in which all UTD students participating in the trip are enrolled, and also with the UT System Employee Benefits program for faculty and staff participating in the trip who are enrolled in it.

Reporting student unusual behavior

RUOs can reach out to the following resources at any time to report unusual student behavior.

- **Student Counseling Center:** Call during office hours at 1(972) 883 2575. Call after hours at 1(972) UTD TALK
- **Referral to BAIT e-form:** <https://eforms.utdallas.edu/dos-bait-referral/f149112lae>
- **Discipline Referral to Dean of Students e-form:** <https://eforms.utdallas.edu/dos-discipline-referral/f152104taq>

UT Dallas Student Counseling Center. Call 1 (972) 883 2575. After Hours Crisis Line: 1 (972) UTD TALK

RUOs may consult with a counselor on how to assist and advise a student experiencing excessive stress, anxiety, or other difficulties.

International Risk and Safety: Call 24/7 at 1(214) 906 7640

This emergency phone is accessible 24/7 and is answered by the International Risk and Safety Authorized Person (AP) on-call. The AP is a liaison with International SOS and can engage the University International Travel Emergency Response Group.

Title IX. Sexual Misconduct

Rights, Responsibilities, and Resources for RUOs Abroad

The University's Prohibited Discrimination and Sexual Harassment Sexual Misconduct Policy (hereinafter the "Sexual Misconduct Policy"; (<https://policy.utdallas.edu/utdbp3102>) applies to all University administrators, faculty, staff, students, and third parties within the University's control, regardless of where conduct occurs, including while studying abroad as part of an Education Abroad program. Accordingly:

- Anyone who experiences sexual harassment, gender-based harassment, or sexual violence, including sexual assault, stalking, domestic violence, dating violence, or any other form of sexual misconduct while participating in a UTD program has the right to make a report to any of the UTD employees present or to the UTD Title IX Coordinator (TitleIXCoordinator@utdallas.edu).
- Complaints will be investigated in a prompt, impartial, and thorough manner to the greatest extent possible while abroad, and the investigation may continue upon return to the United States.
- Interim measures will be taken when appropriate, including "no contact" orders, changes in living arrangements or work or study placements, or any other measures necessary: for the safety and well-being of the complainant, to maintain an environment free from harassment, discrimination or retaliation, and to protect the safety and well-being of community members. In some cases, it may be necessary to remove an individual or individuals from the program. Such a determination will be made on a case-by-case assessment of the allegations, available evidence, and potential threat posed to the safety and wellbeing of the alleged victim and others in the community.
- Employees and students maintain the same rights under University policies regardless of where misconduct is alleged to have occurred, including, but not limited to, the right to assistance from an advisor and the right to a fair and impartial investigation and disciplinary process.
- As the accessibility of resources and applicable local laws and policies vary abroad, the University will work closely with a victim to create a safe environment and seek assistance as appropriate from local law enforcement and/or other agencies.
- Employees who travel abroad with students have mandatory reporting obligations under the Sexual Misconduct Policy (See Section 3.2 of the policy) as well as the Clery Act.

Guidelines for the Responsible Employee (Title IX)

What do I do if I become aware of an incident of sexual misconduct? You are obligated to report it to the Title IX Coordinator or Deputy Coordinator as soon as possible. Never promise to keep the information confidential. You may explain to the student or employee that while you will take every step to protect his or her privacy, you are required by law to pass on reports of sexual misconduct to the Title IX Coordinator. The Title IX Coordinator's office will ensure that the information will only be shared with others to the extent needed to comply with University policy and applicable law.

What if a student or employee is hesitant to discuss an incident due to concerns about privacy? The University has great respect for the privacy of the parties in a complaint. Under federal law, however, Responsible Employees who receive a report of sexual misconduct must share that information with the Title IX Coordinator or a Deputy Coordinator. Those individuals may need to act to maintain other students' safety and must determine whether to investigate further under Title IX, regardless of the complainant's request for confidentiality.

Who can an individual talk to in strict confidence, without the obligation to report? Individuals who want to discuss an incident in strict confidence may use the resources such as physical and mental health care professionals and pastoral counselors, who are prohibited by confidentiality laws from reporting any information about an incident to anyone, in any way that identifies the victim, without the victim's permission. Thus, students and employees may discuss an incident with those individuals without concern that the incident will be reported to the Title IX Coordinator.

Am I required to call the police? Title IX does not require reports to any authority other than the University's Title IX coordinator or designee. However, the traveler who has experienced sexual misconduct may choose to make a report to the local police where the sexual misconduct occurred. It is important to be aware that cultural and social attitudes to rape and sexual assault victims vary greatly in different countries. Consult with International SOS on possible differences.

What happens after I make a report to the Title IX Coordinator? The complainant will be contacted and informed of his or her rights and of available resources. Additionally, immediate and interim measures may be taken to assure the safety and well-being of the complainant, to maintain an environment free from harassment, discrimination or retaliation, and to protect the safety and well-being of others. An investigation of the incident is the responsibility of the Title IX Coordinator or appropriate designee.

How do I report an incident of gender-based misconduct? Fill out the Title IX Incident Report Form: <http://www.utdallas.edu/oiec/files/OIEC-Incident-Reporting-Form.pdf> and send it to TitleIXCoordinator@utdallas.edu. For further information, you may contact the UT Dallas Title IX Coordinator at TitleIXCoordinator@utdallas.edu or 972-883-2218.

Guidelines for the Campus Security Authority (Clery Act)

What do I do if I receive a report of a crime?

Under the Clery Act, a crime is "reported" when it is brought to the attention of a CSA. You must report immediately allegations of crime (attempted or completed), made in good faith. Crimes that should be reported are: murder, manslaughter, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, arson, hate crimes, domestic violence, stalking, dating violence, sexual assault and all liquor, drug or weapons law violations resulting in an arrest.

What if a student or employee is hesitant to discuss an incident due to concerns about privacy? The University has great respect for the privacy of the parties in a complaint. Crime reporting for Clery Act purposes in general only requires to report non-personally identifiable details. However, CSAs who receive a report of sexual misconduct must share that information with the Title IX Coordinator or a Deputy Coordinator. Those individuals may need to act to maintain other students' safety and must determine whether to investigate further under Title IX, regardless of the complainant's request for confidentiality (see [Title IX. Sexual Misconduct](#)).

Do I need to determine if a crime is Clery-reportable before reporting?

You are not required to evaluate whether a crime is Clery-reportable or not. You are only required to report the incident and pertinent facts as soon as possible. The incident will be evaluated by the Clery Coordinator, and others, as appropriate, to ascertain whether the incident is Clery-reportable and whether a Crime Alert should be issued.

Do I need to investigate to make sure a crime actually occurred?

You are not required to investigate if a crime actually occurred. You only are required to report the incident. An incident is reportable when it's brought to your attention.

What key facts must I gather to assist Clery compliance?

- **WHAT** happened (the type of crime or a description of the incident).
- **WHERE** it happened (necessary to determine if the crime falls into a Clery geographic area, this may include off-campus locations).
- **WHEN** it happened (helps prevent duplicates in the case of multiple reports from different sources).

How do I report a crime?

- **Crimes in progress or an incident requiring immediate police response.** Contact the local authorities.
- **Attempted or completed incidents.** Report at http://www.utdallas.edu/police/csa_reporting.html.

Pull Out Sheets

Medical Emergency

Assess, Respond, Communicate

Assess

- Has the traveler informed his emergency contacts?
- 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?
- Is the traveler receiving the highest quality medical care available?
- Are the traveler 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?

Respond

- Are actions being taken in the best interest of the traveler?
- Ensure individual in need is treated with compassion and empathy.
- Does the traveler have company in the hospital, if desired?
- Does the traveler require monitoring by a UT Dallas staff/faculty member?

Communicate

- Has UT Dallas been informed about this emergency? Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
- Are administrators at the host institution aware of the situation?
- Has the U.S. or appropriate Home Country Embassy been contacted?
- What information can be shared with others?
- Inform emergency contacts, with permission and if the traveler is unable.
- Has the traveler been reassured that UT Dallas will do everything possible to safeguard their health?
- What do program participants need to know about the crisis for their own safety? What information is confidential? What do they already know about the individual's condition?
- Advise program participants to respect the privacy of the affected individual by not speculating on the traveler's condition, spreading rumors, or sharing private information with friends or family.
- Are FERPA and HIPAA regulations being followed in all crisis communication?



Assess, Respond, Communicate

Assess

- Does the traveler display troubling, disrupting or threatening behavior?
- 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?
- Was the traveler treated for a mental health problem before departure? Has the traveler continued taking medication that was prescribed prior to departure?
- Does the traveler exhibit behavioral problems? Do behavioral problems warrant removal from the program?
- Is the traveler willing to utilize counseling services? Has the traveler refused counseling services for ethnic, religious, cultural, or any other reasons?
- Did the traveler sign a conduct code before beginning the program? Is he or she acting in violation of that code? Was the traveler warned of consequences of behavioral problems in orientation?
- Has the student's coursework been negatively affected by the mental health problem?
- Is the traveler's behavior affecting other program participants or disrupting academic activities for the group? Are they aware of the traveler's mental health problem?
- Has the traveler informed his/her 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?
- Is the traveler receiving the highest quality medical care available?
- Are the traveler and his/her emergency contact satisfied with the medical assessment from the health care professional abroad?
- Does ISOS need to recommend a specialist in the region?



Respond

- Can the situation be helped by following the steps of the Student Behavior or Mental Health Checklists?
- Are actions being taken in the best interest of the traveler?
- Ensure individual in need is treated with compassion and empathy
- The faculty leader or staff working with the traveler should not diagnose.
- Does the traveler have company in the hospital, if desired?
- Does the traveler require monitoring by a UT Dallas staff/faculty member?

Communicate

- Inform emergency contacts, with permission and if the traveler is unable.
- What information can be shared with others?
- Has UT Dallas been informed about this emergency? Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
- Has the U.S. or Home Country Embassy been contacted?
- Are administrators at the host institution aware of the situation?
- Has the traveler been reassured that UT Dallas will do everything possible to safeguard his health?
- What do program participants need to know about the crisis for their own safety? What information is confidential? What do they already know about the individual's condition?
- Advise program participants to respect the privacy of the affected individual by not speculating on the traveler's condition, spreading rumors, or sharing private information with friends or family.
- Are FERPA and HIPAA regulations being followed in all crisis communication?

Assess, Respond, Communicate

Assess

- Is the victim safe and feeling safe? Is the victim receiving emotional support? Does the traveler have company if desired?
- Does the victim appear emotionally or physically distressed?
- Has the victim been examined for injury? (Even if the traveler 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.)
- Has the traveler informed his or her 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?
- Is the traveler receiving the highest quality medical care available?
- Are the traveler and emergency contact satisfied with the medical assessment from the health care professional abroad?
- Does ISOS need to recommend a specialist in the region?
- Does the traveler wish to be evacuated from the country?

Respond

- Does the victim wish to utilize counseling services? If yes, are the services adequate for the situation and is the traveler comfortable with the services? If no, the traveler should be provided names and contact information for a local hospital, counselor, and other rape resources in case the traveler wants to access them later.
- Does the traveler wish to involve local police, or wish to pursue arrest and prosecution of the assailant? Is the traveler aware of cultural and legal impact for a rape victim in the host country? What are the recommendations from ISOS in pursuing legal action for sexual assault in the host country?
- Does the victim wish to be physically examined to collect forensic evidence? If so, discourage the traveler from showering, washing hands, brushing teeth, or changing clothes before the examination to preserve evidence.
- Is the traveler aware of the laws and procedures for criminal pursuit in the host country?
- Can the U.S. Consular Officer or International SOS recommend an attorney who speaks English (or the individual's native language) to represent the traveler in court? (UT Dallas should not provide legal counsel to the traveler.)
- Has International SOS been contacted to open a case file for treatment or counseling?
- Are actions being taken in the best interest of the traveler?
- Ensure individual in need is treated with compassion and empathy
- Does the traveler have company in the hospital, if desired?
- Does the traveler require monitoring by a UT Dallas staff/faculty member?

Communicate

- Inform emergency contacts, with permission and if the traveler is unable.
- What information can be shared with others?
- Has UT Dallas been informed about this emergency? Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu). Has the U.S. or Home Country Embassy been contacted?
- Are administrators at the host institution aware of the situation?
- Has the traveler been reassured that UT Dallas will do everything possible to safeguard his health?
- What do program participants need to know about the crisis for their own safety? What information is confidential? What do they already know about the individual's condition?
- Advise program participants to respect the privacy of the affected individual by not speculating on the traveler's condition, spreading rumors, or sharing private information with friends or family.
- Are FERPA and HIPAA regulations being followed in all crisis communication?



Assess, Respond, Communicate

Assess

- What is the nature of the traveler's substance use disorder?
- Is the traveler putting him/herself in life-threatening danger?
- What steps have been taken by the program leader in the past regarding the traveler's substance use disorder?
- Has the traveler denied the substance use disorder or behavioral problems?
- Did the traveler disclose or display signs of substance use disorder in a pre-departure medical review? Was the traveler treated for a substance use disorder problem before departure?
- Does the traveler exhibit behavioral problems? Does the substance use disorder or behavioral problems warrant removal from the program?
- Is the traveler willing to utilize counseling services? Has the traveler refused counseling services for ethnic, religious, cultural, or any other reasons?
- Did the traveler sign a conduct code before beginning the program? Is he or she acting in violation of that code? Was the traveler warned of consequences of behavioral problems in orientation?
- Is the traveler aware of the criminal repercussions of drug use in the country? (Foreign drug and alcohol laws are often harsher than American laws.)
- Has the traveler's coursework been negatively affected by the substance use disorder problem?
- Is the traveler's substance use disorder problem affecting other program participants or disrupting academic activities for the group? Are they aware of the student's substance use disorder?
- Has the traveler informed his or her 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/psychological treatment?
- Is the traveler receiving the highest quality medical care available?
- Are the traveler and emergency contact satisfied with the medical assessment from the health care professional abroad?
- Does ISOS need to recommend a specialist in the region?

Respond

- Can the situation be helped by following the steps of the Mental Health Checklists?
- Are actions being taken in the best interest of the traveler?
- Is the program leader refraining from diagnosing the traveler's condition and handling the situation in a non-judgmental manner?
- Does the traveler require monitoring by a UT Dallas staff/faculty member?
- Is Alcoholics Anonymous an option for the traveler in the current location? Can the traveler attend AA meetings online?

Communicate

- Inform emergency contacts, with permission and if the traveler is unable.
- What information can be shared with others?
- Has UT Dallas been informed about this emergency? Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
- Are administrators at the host institution aware of the situation?
- What do program participants need to know about the crisis for their own safety? What information is confidential? What do they already know about the individual's condition?
- Advise program participants to respect the privacy of the affected individual by not speculating on the traveler's condition, spreading rumors, or sharing private information with friends or family.
- Are FERPA and HIPAA regulations being followed in all crisis communication?



Assess, Respond, Communicate

Assess

- There is no absolute guideline on how soon to file a police report on a missing person. Trust your assessment of the situation and your instincts.
- Is the person normally on time? It is their habit to be late? Have more than 24 hours passed since the traveler was last seen? Was the traveler displaying concerning or unusual behavior when they were last seen?
- Has the traveler previously displayed behavior that merits concern (alcohol or drug use disorder problems, psychological disorder, risk-taking)? If so, file a police report immediately.
- 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 traveler is missing? Have they been advised to report any information to the local police?
- Is the program leader 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 traveler 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.
- Is International SOS's planning to communicate with captors and negotiate a ransom?

Respond

- Are actions being taken in the best interest of the traveler?
- Are people involved being treated with compassion and empathy?

Communicate

- Inform emergency contacts.
- What information can be shared with others?
- Has UT Dallas been informed about this emergency? Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
- Are administrators at the host institution aware of the situation?
- What do program participants need to know about the crisis for their own safety? What information is confidential? What do they already know about the individual's condition and situation? Can they give a statement to the police?
- Advise program participants to respect the privacy of the affected individual by not speculating on the traveler's situation, spreading rumors, or sharing private information with friends or family.
- Are FERPA and HIPAA regulations being followed in all crisis communication?



Assess, Respond, Communicate

Assess

- What are the consequences or maximum penalty for the crime the traveler is charged with?
- Has the U.S. or Home Country Embassy or Consulate been contacted?
- Has a consular officer visited the traveler?
- 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 traveler and program leader understand the laws of the host country?
- Do the arrested traveler and the program leader understand the capabilities and limitations of the consular officer? See Consular Office services
- Can the consular officer or International SOS recommend a lawyer who speaks English (or the individual's native language) to defend the traveler? (UT Dallas should not provide legal counsel to the traveler.)
- Did the traveler sign a conduct code before beginning the program? Is he or she acting in violation of that code? Was the traveler warned of consequences in orientation?
- Has the traveler informed his or her emergency contact?
- Should a family member travel to be with the traveler? If so, attempt to arrange for someone to meet the family at the airport.

Respond

- Are actions being taken in the best interest of the traveler?
- Is the program leader or a program participant allowed to take basic necessities to the incarcerated traveler (e.g., soap, toothbrush, paper and pen, reading material)?
- Are people involved being treated with compassion and empathy?

Communicate

- Inform emergency contacts, with permission and if the traveler is unable.
- What information can be shared with others?
- Has UT Dallas been informed about this emergency? Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
- Are administrators at the host institution aware of the situation?
- What do program participants need to know about the crisis for their own safety? What information is confidential? What do they already know about the individual's situation?
- Advise program participants to respect the privacy of the affected individual by not speculating on the traveler's situation, spreading rumors, or sharing private information with friends or family.
- Are FERPA and HIPAA regulations being followed in all crisis communication?



Assess, Respond, Communicate

Assess

- Does the traveler need to leave the program? If yes,
 - Can International SOS assist with logistics of travel?
 - Can the UT Dallas department arrange the student's travel?
 - Does the traveler need to pay for the return travel him or herself?
 - If one of the group leaders, can UT Dallas send someone to replace him/her?
- Does the traveler need to talk with a professional counselor?

Respond

- Are actions being taken in the best interest of the traveler?
- Ensure individual in need is treated with compassion and empathy.

Communicate

- What information can be shared with others?
- Has UT Dallas been informed about this emergency? Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
- Are administrators at the host institution aware of the situation?
- What do program participants need to know about the crisis? What information is confidential? What do they already know about the individual's life event?
- Advise program participants to respect the privacy of the affected individual by not speculating on the traveler's life event, spreading rumors, or sharing private information with friends or family.
- Are FERPA and HIPAA regulations being followed in all crisis communication?



Assess, Respond, Communicate

Assess

- Have the traveler emergency contacts been informed?
- 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 repatriation expenses?
- Has the U.S. Embassy or Consulate been informed? If the individual is not a U.S. Citizen, has their embassy of citizenship been notified?

Respond

- 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.
- Determine what information can be shared.
- Notify the traveler's emergency contact and offer support to family.
- Offer support to all affected parties: friends, roommates, housemates, host family, program participants, and the person who discovered the body.
- Assist family in arranging the details of transportation, accommodation, and meeting with the physician.
- Arrange for someone to meet the family at the airport.
- Inform administrators at the host institution.
- Ensure affected parties are treated with compassion.

Communicate

- Has UT Dallas been informed about this emergency? Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
- 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.)
- What do program participants need to know about the crisis? What information is confidential? What do they already know about the traveler's death?
- Advise program participants to respect the privacy of the affected individual by not speculating on the traveler's death, spreading rumors, or sharing private information with friends or family. Ask them to not share any information with friends or family members until the deceased individual's emergency contact has been notified.
- Review the Grief and Counseling Checklist to assist program participants.



Has UT Dallas been informed about this emergency? Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).

Behavioral, Mental Health, and Legal Resources

Behavioral Checklists

- Troubling Behavior (pg 17)
- Disruptive Behavior (pg 18)
- Threatening Behavior (pg 19)

Mental Health Checklists

- Depression (pg 20)
- Suicide (pg 21)
- Grief and Coping with Loss (pg 22)
- Managing Anxiety (pg 23)
- Eating Disorders (pg 24)
- Schizophrenia and Paranoia (pg 26)
- Attention Deficit Hyperactivity Disorder (AD/HD) (pg 28)
- Referring to Counseling (pg 30)

Arrest Checklist

- Arrest (pg 32)

Gather Information and Report

Gather the following information to assist you and the University determine actions to take.

1. What are the concerning *behaviors/actions* at issue (continuing or single incident)?
2. What are the consequences of *behavior/actions* to the program?
3. What discussions have occurred with the student about *behavior/actions*?
4. What is the feedback from others who have interacted with the student?
5. What are the warnings or sanctions *already/in consideration to be* imposed?
6. If already offered, what was the student response to voluntarily talk to a counseling professional?
7. What are the proposed logistics of a student exiting the program and transportation issues?

Report

- Call International SOS to request assistance as needed.
- Consider if other group participants or the host institution need to be alerted.
- Notify UT Dallas of the situation.
 - a. Talk about your concerns your supervisor, UTD Counseling Center, or the Dean of Students.
 - b. Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
- Keep an accurate and detailed written record of meetings and phone calls.
- Maintain UT Dallas up to date on the student status. Check with the student to find out how he or she is doing. Provide support as appropriate.
- You may also complete and submit:
 - **BAIT referral e-form:** <https://eforms.utdallas.edu/dos-bait-referral/f149112lae>
 - **Discipline Referral to Dean of Students e-form:** <https://eforms.utdallas.edu/dos-discipline-referral/f152104taq>

Troubling Behavior

Adapted from UTD Community Standards and Conduct: <https://www.utdallas.edu/conduct/manage-behavior/>

Troubling behavior often causes us to feel worried, upset or alarmed. Examples of troubling behavior include:

- A dramatic drop in interest for the activities of the program.
- Persistent difficulty eating or sleeping.
- Engages in self-destructive or risky behavior.
- Comments or jokes about killing themselves or someone else.
- Fragmented and disjointed writing, as if they cannot keep a logical thought sequence.
- Rambling and incoherent emails.
- Inexplicable emotional outbursts.
- Increased use of alcohol or other drugs.
- Extended conversations out loud while alone.

Interventions for Troubling Behavior

When you are concerned about a student, or if a student seeks you out:

- **Schedule time to talk to the student in private.**
- **Give the student your undivided attention.**
- **Express your concern.** Be direct. Talk non-judgmentally about the behavior that makes you concerned.
- **Use active listening.** Re-state what the student has told you in your own words. It may also be re-stated in terms of feelings, such as: "I understand that you feel angry or frustrated when..." Do not agree or disagree with what the student said, simply re-state. Ask the student to explain more until the student indicates that you have understood.
- **Refer.** Point out that help is available and that seeking help is a normal thing to do. International SOS can provide referrals to places to go for help. You may call ISOS beforehand to determine available services.
- **Gather the following information to assist you and the University determine actions to take.**
 - What are the concerning *behaviors/actions* at issue (continuing or single incident)?
 - What are the consequences of *behavior/actions* to the program?
 - What discussions have occurred with the student about *behavior/actions*?
 - What is the feedback from others who have interacted with the student?
 - What are the warnings or sanctions *already/in consideration to be* imposed?
 - If already offered, what was the student response to voluntarily talk to a counseling professional?
 - What are the proposed logistics of a student exiting the program and transportation issues?
- **Report**
 1. Call International SOS to request assistance as needed.
 2. Consider if other group participants or the host institution need to be alerted.
 3. Notify UT Dallas of the situation.
 - a. Talk about your concerns your supervisor, UTD Counseling Center, or the Dean of Students.
 - b. Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
 4. Keep an accurate and detailed written record of meetings and phone calls.
 5. Maintain UT Dallas up to date on the student status. Check with the student to find out how he or she is doing. Provide support as appropriate.
 6. You may also complete and submit:
 - BAIT referral e-form: <https://eforms.utdallas.edu/dos-bait-referral/f149112lae>
 - Discipline Referral to Dean of Students e-form: <https://eforms.utdallas.edu/dos-discipline-referral/f152104tag>



Disruptive Behavior

Adapted from UTD Community Standards and Conduct: <https://www.utdallas.edu/conduct/manage-behavior/>

Disruptive behavior is behavior that interrupts or interferes with daily functions of the program or purpose of the trip. Disruptive students may resist corrective action or intervention. Examples of disruptive behavior include:

- A student who verbally intimidates others.
- A student who is excessively demanding of faculty or staff.
- Interrupting activities by:
 - Making hostile remarks out of turn.
 - Aggressively taking over the activity.

Interventions for Disruptive Behavior

- **Request that the student stop the disruptive behavior.**
 - Speak with the student privately. If you are uncomfortable meeting with the student alone, ask a colleague to join you.
 - Apprise the student of the inappropriateness of the behavior.
 - Explain the consequences if the behavior does not change.
 - When indicated, provide the student with a written copy of the requirements and consequences.
 - **Refer.** Point out that help is available and that seeking help is a normal thing to do.
 - Call **ISOS** beforehand to determine available services near your location.
 - Inform the student that International SOS can provide referrals to places to go for help.
- **Gather the following information to assist you and the University determine actions to take.**
 - What are the concerning *behaviors/actions* at issue (continuing or single incident)?
 - What are the consequences of *behavior/actions* to the program?
 - What discussions have occurred with the student about *behavior/actions*?
 - What is the feedback from others who have interacted with the student?
 - What are the warnings or sanctions *already/in consideration to be* imposed?
 - If already offered, what was the student response to voluntarily talk to a counseling professional?
 - What are the proposed logistics of a student exiting the program and transportation issues?
- **Report**
 7. Call International SOS to request assistance as needed.
 8. Consider if other group participants or the host institution need to be alerted.
 9. Notify UT Dallas of the situation.
 - a. Talk about your concerns your supervisor, UTD Counseling Center, or the Dean of Students.
 - b. Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
 10. Keep an accurate and detailed written record of meetings and phone calls.
 11. Maintain UT Dallas up to date on the student status. Check with the student to find out how he or she is doing. Provide support as appropriate.
 12. You may also complete and submit:
 - BAIT referral e-form: <https://eforms.utdallas.edu/dos-bait-referral/f149112lae>
 - Discipline Referral to Dean of Students e-form: <https://eforms.utdallas.edu/dos-discipline-referral/f152104taq>



Threatening Behavior

Adapted from Best Practices in Addressing Mental Health Issues Affecting Education Abroad, NAFSA (2006)

At times a student's behavior can cause others to be concerned for their personal safety. Examples of threatening behavior include:

1. Direct threats to others or themselves.
2. Displaying a weapon or firearm.
3. Physically attacking someone.
4. Harassing or stalking faculty, a staff member or another student.
5. Threatening correspondence (letters, emails, text messages, etc.) to others.

Interventions for Threatening Behavior

Remain calm when dealing with students who show threatening behavior. Do not hesitate to call for help if the situation feels like an immediate danger. 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 Situation

1. Be aware of your own feelings.
2. Stay as calm as possible.
3. Show empathy and concern. The concerns the student has may feel very real for them.
4. Do not insist on being right, instead let the student know that the situation can be seen differently.
5. Be specific on your limits. Advise the student that they can be better helped if they calm down, lower their voice, or stop verbal abuse.

Level Two: Get Assistance from Others Nearby

1. Do not hesitate to interrupt the meeting to leave and get assistance.
2. Do not stay alone with the student.

Level Three: Go to a Safe Location

Gather the following information

1. What are the concerning *behaviors/actions* at issue (continuing or single incident)?
2. What are the consequences of *behavior/actions* to the program?
3. What discussions have occurred with the student about *behavior/actions*?
4. What is the feedback from others who have interacted with the student?
5. What are the warnings or sanctions *already/in consideration to be* imposed?
6. If already offered, what was the student response to voluntarily talk to a counseling professional?
7. What are the proposed logistics of a student exiting the program and transportation issues?



Report

1. Call International SOS to request assistance as needed.
2. Consider if other group participants or the host institution need to be alerted.
3. Notify UT Dallas of the situation.
 - a. Talk about your concerns your supervisor, UTD Counseling Center, or the Dean of Students.
 - b. Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
4. Keep an accurate and detailed written record of meetings and phone calls.
5. Maintain UT Dallas up to date on the student status. Check with the student to find out how he or she is doing. Provide support as appropriate.
6. You may also complete and submit a: **BAIT referral e-form** and / or a **Discipline Referral to Dean of Students e-form**.

Depression

Adapted from Best Practices in Addressing Mental Health Issues Affecting Education Abroad, NAFSA (2006)

Be on the lookout for the following symptoms of mental distress: Sadness or hopelessness, irritability or anger, frequent crying, withdrawal from group and activities, changes in sleeping and eating habits, loss of interest in activities, fatigue or lethargy, difficulty focusing, thoughts of suicide or death, substance use disorder (alcohol or drugs) can also be a sign of an underlying condition.

Below are some actions you can take to assist the student.

- **Connect Students to a Mental Health Professional.** Help the student find treatment and encourage the student to stay in treatment. Call International SOS to find local referrals.
- **Offer Emotional Support.** Show the student that you care. 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. Ask the student if they've had thought about it, or have plans? Ask without judgement and practice active listening. Persuade the student to get help. Call International SOS to find local referrals. If the student admits to considering suicide, do not wait, call International SOS to request arrangements are made for a mental health provider or other appropriate party to intervene. Do not leave the student alone.
- **Care for Yourself.** Helping a person who is depressed can be difficult. Make sure you have someone to talk with about how you are feeling. Be clear about your limits (skills, energy, emotional, time) and ask for assistance as needed.
- **Follow Up.** Check with the student regularly. Monitor their ability to continue with the program and their health.



Gather the following information to assist you and the University determine actions to take.

1. What are the concerning *behaviors/actions* at issue (continuing or single incident)?
2. What are the consequences of *behavior/actions* to the program?
3. What discussions have occurred with the student about *behavior/actions*?
4. What is the feedback from others who have interacted with the student?
5. What are the warnings or sanctions *already/in consideration to be* imposed?
6. If already offered, what was the student response to voluntarily talk to a counseling professional?
7. What are the proposed logistics of a student exiting the program and transportation issues?

Report

1. Call International SOS to request assistance as needed.
2. Consider if other group participants or the host institution need to be alerted.
3. Notify UT Dallas of the situation.
 - a. Talk about your concerns your supervisor, UTD Counseling Center, or the Dean of Students.
 - b. Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
4. Keep an accurate and detailed written record of meetings and phone calls.
5. Maintain UT Dallas up to date on the student status. Check with the student to find out how he or she is doing. Provide support as appropriate.
6. You may also complete and submit:
 - **BAIT referral e-form:** <https://eforms.utdallas.edu/dos-bait-referral/f149112lae>
 - **Discipline Referral to Dean of Students e-form:** <https://eforms.utdallas.edu/dos-discipline-referral/f152104taq>

Suicide

Adapted from Best Practices in Addressing Mental Health Issues Affecting Education Abroad, NAFSA (2006)

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.

Below are some actions you can take to assist the student.

- **Connect Students to a Mental Health Professional.** Help the student find treatment and encourage the student to stay in treatment. Call International SOS to find local referrals.
- **Take Suicidal Ideation Seriously.** If a student discusses or alludes to thoughts of suicide, take it seriously.
- **Be Direct.** Ask the student if they've had thought about it, or have plans? Ask without judgement and practice active listening. Persuade the student to get help. Call International SOS to find local referrals. If the student admits to considering suicide, do not wait, call International SOS to request arrangements are made for a mental health provider or other appropriate party to intervene. Do not leave the student alone.
- **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).
- **Do Not Leave the Person Alone.** If the student is in imminent danger, call International SOS and request help. Wait with the student until others arrive to help.
- **Do Not Be Sworn to Secrecy.** Never keep a suicide plan secret. Call International SOS for support. 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.



Gather the following information to assist you and the University determine actions to take.

1. What are the concerning *behaviors/actions* at issue (continuing or single incident)?
2. What are the consequences of *behavior/actions* to the program?
3. What discussions have occurred with the student about *behavior/actions*?
4. What is the feedback from others who have interacted with the student?
5. What are the warnings or sanctions *already/in consideration to be* imposed?
6. If already offered, what was the student response to voluntarily talk to a counseling professional?
7. What are the proposed logistics of a student exiting the program and transportation issues?

Report

1. Call International SOS to request assistance as needed.
2. Consider if other group participants or the host institution need to be alerted.
3. Notify UT Dallas of the situation.
 - a. Talk about your concerns your supervisor, UTD Counseling Center, or the Dean of Students.
 - b. Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
4. Keep an accurate and detailed written record of meetings and phone calls.
5. Maintain UT Dallas up to date on the student status. Check with the student to find out how he or she is doing. Provide support as appropriate.
6. You may also complete and submit a **BAIT referral e-form** and / or a **Discipline Referral to Dean of Students e-form**.

Grief and Coping with Loss

Adapted from Best Practices in Addressing Mental Health Issues Affecting Education Abroad, NAFSA (2006)

Adapted from HelpGuide.org. Coping with Grief and Loss: <https://www.helpguide.org/articles/grief/coping-with-grief-and-loss.htm>

While loss affects people in different ways, many of us experience the following symptoms when we're grieving. Just remember that almost anything that people experience in the early stages of grief is normal. Be on the lookout for the following symptoms of grief:

Emotional symptoms: Shock and disbelief, sadness, guilt, anger, fear.

Physical symptoms: Fatigue, nausea, lowered immunity, weight loss or gain, aches and pains, insomnia.

Below are some actions you can take to assist the student.

- **Acknowledge the loss and offer your support.**
- **Encourage the student to find support.** This can be done by talking with friends or family, connecting to their faith, joining a support group, or talking to a therapist or grief counselor, and to take breaks from the pain through social activities, sports, or cultural events.
- **Allow time** Grieving takes different time for different people. However, if the student's symptoms are getting worse, it may be a sign that a more serious problem has developed.
- **Academic impact.** Consider options for the student to withdraw, return home, or remain in the program. Have this information ready so you can discuss it with the student should it be needed.
- **Make a Referral when Symptoms are Severe.** Refer students to a mental health provider 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. Call International SOS to find local referrals.



Gather the following information to assist you and the University determine actions to take.

1. What are the concerning *behaviors/actions* at issue (continuing or single incident)?
2. What are the consequences of *behavior/actions* to the program?
3. What discussions have occurred with the student about *behavior/actions*?
4. What is the feedback from others who have interacted with the student?
5. What are the warnings or sanctions *already/in consideration to be* imposed?
6. If already offered, what was the student response to voluntarily talk to a counseling professional?
7. What are the proposed logistics of a student exiting the program and transportation issues?

Report

1. Call International SOS to request assistance as needed.
2. Consider if other group participants or the host institution need to be alerted.
3. Notify UT Dallas of the situation.
 - a. Talk about your concerns your supervisor, UTD Counseling Center, or the Dean of Students.
 - b. Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
4. Keep an accurate and detailed written record of meetings and phone calls.
5. Maintain UT Dallas up to date on the student status. Check with the student to find out how he or she is doing. Provide support as appropriate.
6. You may also complete and submit a **BAIT referral e-form** and / or a **Discipline Referral to Dean of Students e-form**.

Managing Anxiety

Adapted from Best Practices in Addressing Mental Health Issues Affecting Education Abroad, NAFSA (2006)

Adapted from WebMD.com. <https://www.webmd.com/anxiety-panic/guide/anxiety-disorders#1>

Everyone feels anxious now and then. It's a normal emotion. When anxiety and its symptoms disrupt normal, everyday functioning it is a sign that intervention may be needed, that anxiety may have turned into a 'disorder'. All anxiety disorders share some general symptoms: Panic, fear, and uneasiness; sleep problems; not being able to stay calm and still; cold, sweaty, numb or tingling hands or feet; shortness of breath; heart palpitations, chest pain; dry mouth; nausea; tense muscles; dizziness; headaches.

Talk with the student

- **Express your concern.** Be direct. Talk non-judgmentally about the behavior that makes you concerned.
- **Use active listening.** Re-state what the student has told you in your own words. It may also be re-stated in terms of feelings, such as: "I understand that you feel scared when..." Do not agree or disagree with what the student said, simply re-state. Ask the student to explain more until the student indicates that you have understood.

Present these suggestions and let students choose the ones they feel might work for them.

- **Encourage Self-Care.** Eating well, exercising regularly, and getting enough sleep are important self-care actions.
- **Recommend Limiting Mood-Altering Drugs** such as caffeine, tobacco, alcohol, or other mood-altering drugs.
- **Encourage Recreational/Relaxing Activities** such as scheduling time to go out with friends, walking, deep-breathing exercises, or yoga. Scheduling time to talk with family, practice their faith, or writing a gratitude journal.

Make a Referral. When you notice that the seriousness of the student's anxiety symptoms stops or hinders their ability to make progress or function in their program, connect with others, or interact with the world as usual, make a referral to a mental health professional. Call International SOS to find local referrals.

Gather the following information to assist you and the University determine actions to take.

1. What are the concerning *behaviors/actions* at issue (continuing or single incident)?
2. What are the consequences of *behavior/actions* to the program?
3. What discussions have occurred with the student about *behavior/actions*?
4. What is the feedback from others who have interacted with the student?
5. What are the warnings or sanctions *already/in consideration to be* imposed?
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7. What are the proposed logistics of a student exiting the program and transportation issues?

Report

1. Call International SOS to request assistance as needed.
2. Consider if other group participants or the host institution need to be alerted.
3. Notify UT Dallas of the situation.
 - a. Talk about your concerns your supervisor, UTD Counseling Center, or the Dean of Students.
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5. Maintain UT Dallas up to date on the student status. Check with the student to find out how he or she is doing. Provide support as appropriate.
6. You may also complete and submit a **BAIT referral e-form** and / or a **Discipline Referral to Dean of Students e-form**.



Eating Disorders

Adapted from Best Practices in Addressing Mental Health Issues Affecting Education Abroad, NAFSA (2006); GoAbroad.com Mental Health and Self-Care and NEDA.org. <https://www.nationaleatingdisorders.org/learn/general-information/warning-signs-and-symptoms>

The chance for recovery increases the earlier an eating disorder is detected. Therefore, it is important to be aware of some of the warning signs of an eating disorder. An individual with an eating disorder generally won't have all of these signs and symptoms at once, and warning signs and symptoms vary across eating disorders, so this isn't intended as a checklist. Rather, it is intended as a general overview of the types of behaviors that may indicate an eating disorder.

Emotional and behavioral signs of an eating disorder

In general, behaviors and attitudes indicate that weight, dieting, and control of food are becoming primary concerns; Dramatic weight loss; Dresses in layers or baggy clothes to hide weight loss or stay warm; Refuses to eat certain foods, progressing to restrictions against whole categories of food; Makes frequent comments about feeling "fat" or overweight despite weight loss; Complains of constipation, abdominal pain, cold intolerance, lethargy, and/or excess energy; Denies feeling hungry; Evidence of binge eating, including indication of disappearance of large amounts of food in short periods of time; Evidence of purging behaviors, including frequent trips to the bathroom after meals, signs and/or smells of vomiting, presence of wrappers or packages of laxatives or diuretics; Appears uncomfortable or fearful of eating around others; Develops food rituals (e.g. eats only a particular food or food group [e.g. condiments], excessive chewing, doesn't allow foods to touch); Skips meals or takes small portions of food at regular meals; Steals or hoards food in strange places; Drinks excessive amounts of water or non-caloric beverages; Uses excessive amounts of mouthwash, mints, and gum; Maintains excessive, rigid exercise regimen — despite weather, fatigue, illness, or injury; Withdraws from usual friends and activities; Frequent checking in the mirror for perceived flaws in appearance; Body weight is typically within the normal weight range; may be overweight; Extreme mood swings.

Physical signs of eating disorders

Looks bloated from fluid retention; Shows unusual swelling of the cheeks or jaw area. Swelling around area of salivary glands; Stomach cramps, other non-specific gastrointestinal complaints (constipation, acid reflux, etc.); Menstrual irregularities; Difficulties concentrating; Abnormal laboratory findings (anemia, low thyroid and hormone levels, low potassium, low white and red blood cell counts); Dizziness, especially upon standing; Fainting/syncope; Feeling cold all the time; Sleep problems; Cuts and calluses across the top of finger joints (a result of inducing vomiting); Dental problems, such as enamel erosion, cavities, and tooth sensitivity; Dry skin. Dry and brittle nails; Fine hair on body (lanugo); Thinning of hair on head, dry and brittle hair; Cavities, or discoloration of teeth, from vomiting; Muscle weakness; Cold, mottled hands and feet or swelling of feet; Poor wound healing; Impaired immune functioning.

Pre-departure

- **Stress the Seriousness of Eating Disorders.** Help to educate all students and those working with students about the seriousness of these disorders.
- **Students in Recovery.** If a student planning to study abroad has a history of an eating disorder, address this in advising prior to the student's departure. If the student is currently receiving treatment, discuss with the student how he or she plans to continue treatment abroad, including managing triggers and symptoms.
- **Behavioral Contracts.** Students with eating disorders often are able to study abroad successfully under 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. **Work with the Dean of Students beforehand if you will consider suggesting one to a student.**



- **Identify Local Resources.** Call International SOS to identify support structures in the host country. Even if the student is no longer receiving treatment, identify health professionals abroad that the student can visit if he or she “just needs to talk.”

Student manifests an eating disorder while abroad.

- **Express your concern.** Talk with the student in private. Be direct. Talk non-judgmentally about the behavior that makes you concerned. It is not unusual for a student to be upset initially and to deny your observations. Be patient and let the student know you are concerned.
- **Ask for information about the symptoms you notice.** Re-state what the student has told you in your own words. It may also be re-stated in terms of feelings, such as: “I understand that you feel stressed when...” Do not agree or disagree with what the student said, simply re-state. Ask the student to explain more until the student indicates that you have understood.
- **Make a referral.** Engage International SOS to identify local referrals and recommendations.

Gather the following information to assist you and the University determine actions to take.

1. What are the concerning *behaviors/actions* at issue (continuing or single incident)?
2. What are the consequences of *behavior/actions* to the program?
3. What discussions have occurred with the student about *behavior/actions*?
4. What is the feedback from others who have interacted with the student?
5. What are the warnings or sanctions *already/in consideration to be* imposed?
6. If already offered, what was the student response to voluntarily talk to a counseling professional?
7. What are the proposed logistics of a student exiting the program and transportation issues?

Report

1. Call International SOS to request assistance as needed.
2. Consider if other group participants or the host institution need to be alerted.
3. Notify UT Dallas of the situation.
 - a. Talk about your concerns your supervisor, UTD Counseling Center, or the Dean of Students.
 - b. Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
4. Keep an accurate and detailed written record of meetings and phone calls.
5. Maintain UT Dallas up to date on the student status. Check with the student to find out how he or she is doing. Provide support as appropriate.
6. You may also complete and submit:
 - **BAIT referral e-form:** <https://eforms.utdallas.edu/dos-bait-referral/f149112lae>
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Schizophrenia and Paranoia

Adapted from Best Practices in Addressing Mental Health Issues Affecting Education Abroad, NAFSA (2006)

Adapted from Medical News Today: <https://www.medicalnewstoday.com/articles/192621.php>

Adapted from HealthLine Newsletter: <https://www.healthline.com/health/psychosis#symptoms>

A person who has a condition on the schizophrenia spectrum may experience delusions and what is commonly known as paranoia. People with paranoia often have an extensive network of paranoid thoughts and ideas. This can result in a disproportionate amount of time spent thinking up ways for the individual to protect themselves.

Symptoms can include

- Hallucinations and delusions
- Disorganized thinking or difficulty concentrating
- Lack of motivation or lack interest in social activities
- Slow movement
- Changes in sleep patterns
- Lack of attention to hygiene
- Changes in body language and emotions
- Depression or Suicidal thoughts or actions
- Suspiciousness or Anxiety

Prior to departure

- **Stress the Importance of Mental Health.** Help educate all students and those working with students about the importance of mental health.
- **Students in treatment.** If a student has a prior diagnosis, address this in advising prior to the student's departure. If the student is currently receiving treatment, discuss with the student how he or she plans to continue treatment abroad, including keeping a schedule for medication, and managing triggers and symptoms.
- **Behavioral Contracts.** Students with mental health disorders often are able to study abroad successfully under 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. **Work with the Dean of Students beforehand if you will consider suggesting one to a student.**
- **Identify Local Resources.** Call International SOS to identify support structures in the host country. Even if the student is no longer receiving treatment, identify health professionals abroad that the student can visit if he or she "just needs to talk."

Student displays psychotic symptoms while traveling

- **Express your concern.** Talk with the student in private. Be direct. Talk non-judgmentally about the behavior that makes you concerned. It is not unusual for a student to be upset initially and to deny your observations. Be patient and let the student know you are concerned.
- **Ask for information about the symptoms you notice.** Re-state what the student has told you in your own words. It may also be re-stated in terms of feelings, such as: "I understand that you feel concerned when..." Do not agree or disagree with what the student said, simply re-state. Ask the student to explain more until the student indicates that you have understood.
- **Make a referral.** Dealing with students who display psychotic symptoms can be confusing, time consuming, and sometimes frightening. Always rely on mental health professionals to do the diagnosis and treatment planning. Engage International SOS to identify local referrals and recommendations.



Gather the following information to assist you and the University determine actions to take.

1. What are the concerning *behaviors/actions* at issue (continuing or single incident)?

2. What are the consequences of *behavior/actions* to the program?
3. What discussions have occurred with the student about *behavior/actions*?
4. What is the feedback from others who have interacted with the student?
5. What are the warnings or sanctions *already/in consideration to be* imposed?
6. If already offered, what was the student response to voluntarily talk to a counseling professional?
7. What are the proposed logistics of a student exiting the program and transportation issues?

Report

1. Call International SOS to request assistance as needed.
2. Consider if other group participants or the host institution need to be alerted.
3. Notify UT Dallas of the situation.
 - a. Talk about your concerns your supervisor, UTD Counseling Center, or the Dean of Students.
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Attention Deficit Hyperactivity Disorder (AD/HD)

Adapted from Best Practices in Addressing Mental Health Issues Affecting Education Abroad, NAFSA (2006)

Adapted from National Institute of Mental Health: <https://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml>

Attention-deficit/hyperactivity disorder (ADHD) is a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development. It is normal to have some inattention, unfocused motor activity and impulsivity, but for people with ADHD, these behaviors: are more severe, occur more often, interfere with or reduce the quality of how they functions socially, at school, or in a job.

People with symptoms of inattention may often:

- Have problems sustaining attention in tasks, including conversations, lectures, or lengthy reading
- Not seem to listen when spoken to directly
- Not follow through on instructions and fail to finish schoolwork, chores, or duties in the workplace or start tasks but quickly lose focus and get easily sidetracked
- Have problems organizing tasks and activities, such as what to do in sequence, keeping materials and belongings in order, having messy work and poor time management, and failing to meet deadlines
- Avoid or dislike tasks that require sustained mental effort, such as schoolwork or homework, preparing reports, completing forms or reviewing lengthy papers
- Lose things necessary for tasks or activities, such as wallets, keys, paperwork, eyeglasses, and cell phones
- Be easily distracted by unrelated thoughts or stimuli
- Be forgetful in daily activities, such as chores, errands, returning calls, and keeping appointments

People with symptoms of hyperactivity-impulsivity may often:

- Leave their seats in situations when staying seated is expected, such as in the classroom or in the office
- Run or dash around or climb in situations where it is inappropriate or, in teens and adults, often feel restless
- Be constantly in motion or “on the go,” or act as if “driven by a motor”
- Talk nonstop
- Blurt out an answer before a question has been completed, finish other people’s sentences, or speak without waiting for a turn in conversation
- Have trouble waiting his or her turn
- Interrupt or intrude on others, for example in conversations, games, or activities

Prior to departure

- **Stress the Importance of Mental Health.** Help educate all students and those working with students about the importance of mental health.
- **Students in treatment.** If a student has a prior diagnosis, address this in advising prior to the student’s departure. If the student is currently receiving treatment, discuss with the student how he or she plans to continue treatment abroad, including keeping a schedule for medication, and managing triggers and symptoms.
- **Behavioral Contracts.** Students with mental health disorders often are able to study abroad successfully under 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. **Work with the Dean of Students beforehand if you will consider suggesting one to a student.**
- **Identify Local Resources.** Call International SOS to identify support structures in the host country. Even if the student is no longer receiving treatment, identify health professionals abroad that the student can visit if he or she “just needs to talk.”

**Get 24/7
Emergency and
Travel Assistance**



**International SOS
+1-215-942-8059**

Student activities are negatively impacted by symptoms while traveling

- **Express your concern.** Talk with the student in private. Be direct. Talk non-judgmentally about the behavior that makes you concerned. It is not unusual for a student to be upset initially and to deny your observations. Be patient and let the student know you are concerned.
- **Ask for information about the symptoms you notice.** Re-state what the student has told you in your own words. It may also be re-stated in terms of feelings, such as: “I understand that you feel stressed when...” Do not agree or disagree with what the student said, simply re-state. Ask the student to explain more until the student indicates that you have understood.
- **Encourage Self-Care.** Eating well, exercising regularly, and getting enough sleep are important self-care actions.
- **Make a referral.** Do not diagnose the student. Always rely on mental health professionals to do the diagnosis and treatment planning. Engage International SOS to identify local referrals and recommendations.

Gather the following information to assist you and the University determine actions to take.

1. What are the concerning *behaviors/actions* at issue (continuing or single incident)?
2. What are the consequences of *behavior/actions* to the program?
3. What discussions have occurred with the student about *behavior/actions*?
4. What is the feedback from others who have interacted with the student?
5. What are the warnings or sanctions *already/in consideration to be* imposed?
6. If already offered, what was the student response to voluntarily talk to a counseling professional?
7. What are the proposed logistics of a student exiting the program and transportation issues?

Report

1. Call International SOS to request assistance as needed.
2. Consider if other group participants or the host institution need to be alerted.
3. Notify UT Dallas of the situation.
 - a. Talk about your concerns your supervisor, UTD Counseling Center, or the Dean of Students.
 - b. Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
4. Keep an accurate and detailed written record of meetings and phone calls.
5. Maintain UT Dallas up to date on the student status. Check with the student to find out how he or she is doing. Provide support as appropriate.
6. You may also complete and submit:
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When and How to Refer a Student to Counseling

Adapted from Best Practices in Addressing Mental Health Issues Affecting Education Abroad, NAFSA (2006)

Adapted from Brown University: <https://www.brown.edu/campus-life/support/counseling-and-psychological-services/tips-referring-student-counseling-and-psychological-services>

When to Refer to Counseling

Refer a student to professional counseling when:

- Symptoms or behaviors negatively impact the student's personal life, or ability to keep up with the program.
- 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.

Call International SOS before-hand to obtain information about

- Counseling Options. Get enough information to provide a brief description to the student, or the website.
- How counseling operates in the host country and how the student can be referred and assisted to make an appointment.
- Costs for the student. Coverage under the UT System Student International Travel Insurance Plan.

How to Suggest Counseling

- **Express your concern.** Talk with the student in private. Be direct. Talk non-judgmentally about the behavior that makes you concerned. It is not unusual for a student to be upset initially and to deny your observations. Be patient and let the student know you are concerned.
- **Ask for information about the symptoms you notice.** Re-state what the student has told you in your own words. It may also be re-stated in terms of feelings, such as: "I understand that you feel concerned when..." Do not agree or disagree with what the student said, simply re-state. Ask the student to explain more until the student indicates that you have understood.
- **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.

Addressing Concerns

- **Clarify Any Costs.** Contact International SOS for assistance.
- **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. Acknowledge these concerns, address them with the information you have about counseling options, and normalize the process of seeking help. If there are special requests for the type of counseling, such as a woman counselor or a counselor that speaks the student's mother language, call International SOS to determine if those options are available.



What to Do if the Student Refuses Help?

- Unless it is an emergency, the decision of whether to accept a referral to counseling rests with the student. Do not push. Leave the door open to discuss the issue at a later time.
- If it is an emergency or you have serious concerns about a student's safety call International SOS to request assistance immediately. Do not wait.

Gather the following information to assist you and the University determine actions to take.

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3. What discussions have occurred with the student about *behavior/actions*?
4. What is the feedback from others who have interacted with the student?
5. What are the warnings or sanctions *already/in consideration to be* imposed?
6. If already offered, what was the student response to voluntarily talk to a counseling professional?
7. What are the proposed logistics of a student exiting the program and transportation issues?

Report

1. Call International SOS to request assistance as needed.
2. Consider if other group participants or the host institution need to be alerted.
3. Notify UT Dallas of the situation.
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5. Maintain UT Dallas up to date on the student status. Check with the student to find out how he or she is doing. Provide support as appropriate.
6. You may also complete and submit:
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Arrest

U.S. Embassy or Consulate assistance for U.S. Citizens

<http://travel.state.gov/content/passports/english/emergencies/arrest.html>

One of the highest priorities of the Department of State and U.S. embassies and consulates abroad is to provide assistance to U.S. citizens incarcerated abroad. The Department of State is committed to ensuring fair and humane treatment for U.S. citizens imprisoned overseas, and stand ready to assist incarcerated citizens and their families within the limits of their authority in accordance with international law, domestic and foreign law.

Advise group participants to avoid getting arrested overseas by:

- Following the laws and regulations of the country you are visiting or living in.
- Learning about laws there which might be different from the laws in the United States. We provide some information for each country on our Country Specific pages. For further information on laws within the foreign country before you go, contact that country's nearest embassy or consulate within the United States.

If a participant in the group is arrested overseas:

- Notify the U.S. embassy or consulate

The U.S. Consular Assistance can:

- Provide a list of local attorneys who speak English and a general overview of the local criminal justice process.
- Contact family, friends, or employers of the detained U.S. citizen with their written permission.
- Visit the detained U.S. citizen regularly and provide reading materials and vitamin supplements, where appropriate.
- Help ensure that prison officials are providing appropriate medical care for the detained.
- Inform the detainee of local and U.S.-based resources to assist victims of crime that may be available to them.
- If they would like, ensuring that prison officials are permitting visits with a member of the clergy of the religion of your choice.
- Establish an OCS Trust so friends and family can transfer funds to imprisoned U.S. citizens, when permissible under prison regulations.

The U.S. Consular Assistance cannot:

- Get U.S. citizens out of jail overseas.
- State to a court that anyone is guilty or innocent.
- Provide legal advice or represent U.S. citizens in court overseas.
- Serve as official interpreters or translators.
- Pay legal, medical, or other fees for U.S. citizens overseas.

Assistance for Non-U.S. Citizens

- Contact the Home Country Embassy or Consulate of the international student and report the incident.
- Determine what assistance they can offer.

International SOS

International SOS can provide some of the following services:

- Provide a list of local attorneys who speak English.
- Provide a general overview of the local criminal justice process.

Gather the following information to assist you and the University determine actions to take.

1. What are the concerning *behaviors/actions* at issue (continuing or single incident)?
2. What are the consequences of *behavior/actions* to the program?
3. What discussions have occurred with the student about *behavior/actions*?

4. What is the feedback from others who have interacted with the student?
5. What are the warnings or sanctions *already/in consideration to be* imposed?
6. If already offered, and applicable, what was the student response to voluntarily talk to a counseling professional?

Report

1. Call International SOS to request assistance as needed.
2. Consider if other group participants or the host institution need to be alerted.
3. Notify UT Dallas of the situation.
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 - b. Include Education Abroad and International Risk and Safety in your communications (EducationAbroad@utdallas.edu, IRSO@utdallas.edu).
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