

GEO Crisis and Emergency Response Handbook 2022

Global Education Oregon

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Emergency Response Quick Reference

When taking an emergency call, be certain to get:

- The caller's name, program and current contact information.
- The nature of the emergency – make sure they are currently safe.
- The names and a status report on any affected students.
- The name and phone number of anyone assisting them (physician, etc.)
- Contact info for any hospital that may be assisting with the situation.
- Whether the insurance company has been contacted about the incident.
- Tell the caller when you will next be in contact with them, e.g., that you'll call back in a half hour, follow up with an email, etc.

Next Steps:

1. Confirm student status in STAB; check any relevant information including home institution, itinerary and their health form for self-disclosed conditions that may play a role in the situation.
2. Contact Tier 2 on-call person and discuss:
 - a. Summary of what's known and any steps you have taken.
 - b. Preliminary plan of action, including whether to include the Tier 3 person.
3. Next steps to take based on your discussion, using Emergency Handbook protocols as a guide.

Large Scale Events – Terror Attacks, Natural Disasters via News Reports, etc.

1. Run a Locator Search in STAB to check for students in the vicinity (under the Applicants dropdown menu)
 - a. Set search variables to 1 week before and 1 week after current date; select country of incident; check box to include program locations and dates.
 - b. If GEO students are found in the area of the event, contact Tier 2 and Tier 3 backup to inform them of the incident by phone.
 - c. During holidays, weekends and program breaks, students might be travelling and more likely to be outside of their program city. Take this into consideration when determining whether the safety of all students in the region of an incident should be confirmed or only those directly in the city.
2. Determine communication strategy to reach out to students in effected areas. This can be through contact with a GEO site director, faculty leader, direct email to students, WhatsApp or texts, or communication with their host institution or provider.
3. Keep Tiers 2 and 3 up to date on student responses via phone or text messages.
4. Inform Tiers 2 and 3 when all students are accounted for; email all GEO staff when all students have been accounted for.

Tips for All Situations:

- Email discussions of event or incident must follow a single thread of responses.
- Keep notes on steps taken, people consulted and times of interactions.
- Complete an Emergency Incident Report Form and send it to the Health, Safety and Risk Manager: P:\GEO\Emergency-Management\Incident Report Forms

GEO Staff Contact Information

Name	Title	Office Number	Mobile Number	Email
Lori O'Hollaren	AVP and Director GSI	541-342-2712	541-342-2712	loholl@uoregon.edu
Will Johnson	Asst VP Ops and Innovation	541-346-4713	402-730-6875	williamj@uoregon.edu
Luis Ruiz	Asst Dir Analytics& Stud Succ	541-346-1128	415-652-7288	Lruiz1@uoregon.edu
Ben Callaway	Asst Director for Advising	541-346-1209	617-331-6412	callaway@uoregon.edu
Michael Price	Health, Safety and Risk Mgr	541-346-6692	541-908-0414	michaelp@uoregon.edu
Alyssa Cervenka	Global Engagement Program Coordinator	541-346-1427	630-723-7321	cervenka@uoregon.edu
Patrick McMurdo	Global Engagement Program Coordinator	541-346-1204	206-714-1655	pmemurdo@uoregon.edu
Quinne Hauth	Study Abroad Advisor/GEPC	541-346-1310	503-679-9621	qhauth@uoregon.edu
Elizabeth Abbasi	Global Engagement Program Coordinator	541-346-5640	541-231-9752	abbasi@uoregon.edu
Jenn Kuan	Global Engagement Program Coordinator	541-346-5826	949-945-8178	jennk@uoregon.edu
Bernice Ofori-Parku	Global Engagement Program Coordinator	541-346-0909	541-870-9474	berniceo@uoregon.edu
Emma Rinaldi	Global Engagement Program Coordinator	541-346-5468	775-750-5494	erinaldi@uoregon.edu
Dana Elliott	Institutional Relations Rep - NW	541-346-1682	208-816-6287	danaell@uoregon.edu

Useful Contacts and Information

GEO Emergency Phone direct number	541-844-6421
UO Staff Confidential Resource phone number	541-346-1200
Dean of Students on-call phone (not for distribution)	541-972-2857
UO Title IX on-call number (not for distribution)	541-972-2242
UO 24 hr Crisis Support Hotline	541-346-7233
UO Safety and Risk Services on-call phone	541-603-8970
Medical Teleconsultation	AXA Assistance phone number

Insurance Information:

AXA Assistance: 888-287-4741 (US toll-free); +515-365-3990 (direct or collect from outside the US)

Insurance policy number: GLM N18157263

UO Employee Title IX Reporting

[Student Directed Employee reporting responsibilities](#) (GEPCs)

[Student Directed Employee Worksheet](#)

[Designated Reporter responsibilities](#) (GEO Leadership)

[Mandatory reporting responsibilities](#) (all UO employees)

[Sexual Violence Support & Crisis Assistance Resources for Students](#)

Staff Confidential Resource:

Crisis Intervention and Sexual Violence Support Services

24 Hour Crisis Hotline: (001) 541-346-7233

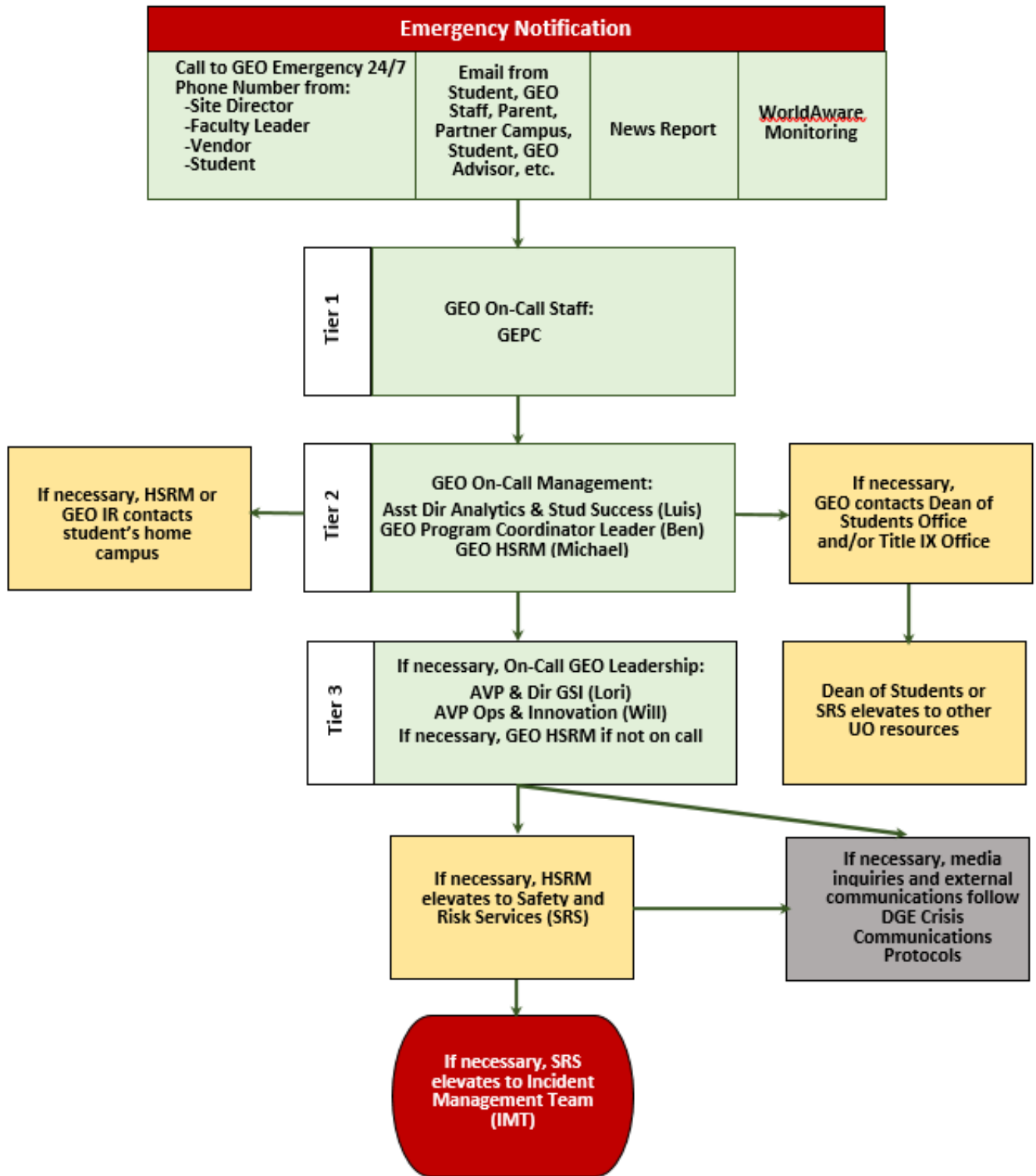
Student Crisis Resources

- UO Counseling Center 24-Hour Crisis Line: (001) 541-346-3227 (confidential resource)
- UO Crisis Intervention and Sexual Violence Support Services: (001) 541-346-7233 (confidential resource)
- UO Teletherapy Counselling Service: +44 20 8987-6588 (from outside of US)
- Text-based suicide hotline support: 741-741
- Callisto: <https://investigations.uoregon.edu/what-callisto>
This online resource is a way for students to record securely and privately what happened to them, and to document the experience in a way that can help preserve important information should a student later wish to make an official report.

GEO Incident Response Matrix

Response Level	Examples	Response	Support Involved	Follow up
Non-Emergency, Non-Urgent Call not related to an active program or student abroad.	Call on emergency line about student missing a deadline, parent or student inquiry about insurance, etc.	Do not elevate. - Can be addressed during business hours - Talk to caller, let them know their issue will be addressed the following business day	Appropriate staff member to address issue.	- Email appropriate advisor or other GEO staff with summary of issue with caller contact info. - Email GEO staff in response to email from answering service, informing them that the issue has been addressed.
Level 1 Incident which does not include a significant threat to student health and safety; Has the potential to escalate to a more serious (Level 2) issue.	Loss of passport, flight delay, minor injury or illness not requiring hospitalization, minor theft, student conduct concerns, etc.	Notify Tier 2 on-call support. - Requires assistance of faculty leader, site director or GEO staff; - Follow Emergency Handbook protocols for situation. - If situation is readily resolved, no reason to notify Tier 3 support.	Tier 1, Tier 2 GEPC Prgrm Mgr Faculty Leader Site Director On-Site coordinator	- Maintain contact with appropriate on-site program support person; continue communication until situation resolved. - Document activities - Email GEO staff in response to email from answering service, informing them that the issue has been addressed. - If report involves a crime, report incident to Clery officer. - Complete GEO incident report form and send to HSRM
Level 2 Incident where student health and safety has been impacted or are at clear risk; requires consultation with GEO Eugene staff.	Mental health issues (suicide ideation or attempt; concerning behavior; self-harm); repeated and ongoing or egregious student conduct issues; threats of or violence towards other students; student or faculty hospitalization; student fails to report at expected time; terrorism or catastrophic event in vicinity of program, etc.	Notify Tier 2 on-call support and DGE Leadership as necessary. - Requires assistance of faculty leader, site director or GEO staff; - Follow Emergency Handbook protocols for situation. - Involve other units on campus (Office of Student Life, Conduct Officer, Counseling Ctr, General Counsel) as necessary	Tier 1, Tier 2 GEPC Prgrm Mgr DGE Leadership as necessary Faculty Leader Site Director On-Site coordinator Appropriate campus support resources	- Maintain contact with appropriate on-site program support person; continue communication until situation resolved. - Document activities - Email GEO staff in response to email from answering service, informing them that the issue has been addressed. - Contact student's home campus if necessary and not a GEO student - If report is of a theft or other crime, report incident to Clery officer. - Complete GEO incident report form and send to HSRM
Level 3 Incident which poses a direct threat to student or faculty life, or an incident which jeopardizes the continuation of the program.	Catastrophic event directly impacting students and faculty such as earthquake, civil unrest, bombing, etc.; hostage or kidnapping; life threatening injuries; participant death; arrest of student; student missing more than 24 hrs; evacuation of student or group, etc.	Notify Tier 2 on-call support and DGE Leadership. - Notify SRS emergency phone - Requires assistance of faculty leader, site director or GEO staff; - Follow Emergency Handbook protocols for situation. - Involve other units on campus (Office of Student Life, Counseling Ctr, General Counsel) as necessary - Activate IMT as necessary - Work with in-country or state department resources as necessary	Tier 1, Tier 2 GEPC Prgrm Mgr DGE Leadership Faculty Leader Site Director On-Site coordinator SRS; IMT as necessary Appropriate campus support resources GEO Comms as necessary	- Maintain contact appropriate on-site program support person; continue communication until situation resolved. - Document activities - Email GEO staff in response to email from answering service, informing them that the issue has been addressed. - Contact student's home campus if necessary and not a GEO student - Continue collaboration with internal UO and external resources as needed, including Comms. - If report is of a theft or other crime, report incident to Clery officer. - Complete GEO incident report form and send to HSRM

GEO Emergency Response Flowchart



Expectations of On-Call Staff

Being on-call for GEO means you will:

- Be available 24/7 to be contacted by site directors, faculty leaders, or GEO staff to respond to an incident that may have been reported. (This may include being within cell phone range or inform GEO program coordinator or supervisor ahead of time to arrange an alternate coverage plan should you not be in cell range).
- Not be intoxicated.
- Follow the GEO Crisis/Emergency Response Structure and protocols outlines in the Emergency Handbook.
- Document the incident and communication surrounding the incident.
- Prioritize emergency response until issue is resolved or responsibility is passed to someone else.

Note: It is important to understand that ongoing emergency or crisis situations may interfere with completing regular and ongoing work.

Roles of GEO Crisis/Emergency Response Staff

GEO's program management and leadership team serves as the primary coordinating body for supporting and managing emergencies, crises, or incidents that arise during a UO GEO-sponsored program. Within GEO and at the University of Oregon, emergency response roles are spread across a number of positions. Below is a summary of the role of various GEO positions and other UO units. Key players on GEO staff and at the University of Oregon when responding to crises are as follows:

Global Education Program Coordinator(s) (GEPC)

The program-specific GEPC works with the HSRM to execute the GEO response to program-specific and individual student crises; provides available background information on program itineraries, logistics and specific students in the case of individual student crises. In most cases, the GEPC will continue working on a crisis through to completion, communicating with on-site personnel and students as needed, with the guidance of the GEO management team and the GEO HSRM. GEPCs fulfill the responsibilities of Tier 1 responders when on-call.

GEO Management Team

The Management Team will need to be informed of any incident in which the health and safety of students and faculty are at risk. Make final decisions regarding program suspensions, based on recommendation of the GEPC, Health Safety and Risk Manager, Faculty Leader, and available information from relevant sources. The Management Team coordinates updates to the Vice Provost for Global Engagement. The GEO Management Team fulfills the responsibilities of Tier3 responders.

Health, Safety and Risk Manager (HSRM)

Responsible for providing guidance on action steps, communication messaging and protocols; acts as the liaison between the Program Coordinator(s), UO Safety and Risk Services (SRS) and GEO Management Team. Coordinates information flow between GEO and site staff, students, faculty leaders, external UO units (Dean of Students, SRS), State Department, U.S. offices of other study abroad programs, etc.

Faculty Leader (FL) and/or Site Director (SD)

During actual emergencies or crises, the Site Director or Faculty Leader of affected locations/program(s) manages all on-site aspects of the crisis in coordination with the GEPC. If a vendor is being used for your program, their on-site support staff will also provide assistance as well, especially with contacting and interacting with local resources.

University of Oregon Safety and Risk Services (SRS)/Incident Management Team (IMT)

UO SRS is included in situation response and decision making when an emergency or crisis necessitates the removal of an individual or multiple students and staff, providing communication support with the appropriate campus resources. The IMT is activated when incident response surpasses the capacity of GEO or has broad potential impact on the UO.

All of these roles are outlined in the GEO Faculty Handbook as well.

Additional health, safety and security monitoring and resources

Information Resources

1. GEO Program Coordinators are encouraged to register with the Overseas Security Advisory Council (OSAC) website (osac.gov) and subscribe to their news email list and to receive other updates and reports via email. The Academic Working Group listserv run by OSAC also provides pertinent information and discussion on international security issues that affect academic institutions.
2. Familiarize yourself with international events and regularly follow international news resources. International events such as natural disasters and terror attacks are reported on very quickly after occurring. On-call staff should notify other on-call staff of any events potentially impacting GEO students, initiate a response plan together and inform GEO leadership and GEO staff of the event. GEO staff who are not on-call but see an early report of an event that may impact GEO students should text the Emergency Phone with a link to news reports about the event.

Department of State's Overseas Citizen Services

Overseas Citizens Services (OCS) in the State Department's Bureau of Consular Affairs is responsible for the welfare and whereabouts of U.S. citizens or non-citizen nationals traveling and residing abroad, including: death, arrest/detention, robbery, citizens missing abroad, and crises abroad.

1-888-407-4747 toll-free (from the U.S. or Canada)

+1 202-501-4444 (from Overseas)

Consular Registration of Students (U.S. Citizens and U.S. Non-Citizen Nationals)

GEO encourages students to register in the U.S. Department of State's Smart Traveler Enrollment Program (STEP). STEP provides information about safety conditions in the country of travel, may be able to contact students or the student's emergency contact, and assist with putting students in touch with their families.

Checklists for Emergencies

OVERVIEW

The attached checklists may be useful in typical emergency situations, and it's recommended that the appropriate checklist be consulted when first formulating a response plan to an incident. Using the checklists as a guide for responding can be grounding when things are moving quickly and in flux, and will also make the likelihood of missing important steps during a response less likely. It is not expected that you memorize these response protocols, but you should familiarize yourself with them.

Taking Care of Yourself

There will be times when you will be required to put aside regular and ongoing work to respond to an ongoing emergency or crisis, which in some cases may last several days, and may take up time outside of normal work hours.

In the case of an emergency involving students, particularly a very serious emergency such as life-threatening illness or injury, the death of a student, or a large-scale natural disaster, there may be high demands placed on staff responding to the situation. This can create stress, exhaustion and emotional distress. It is important in such situations to take care of yourself, ask for help from your colleagues on site and in Eugene, get rest when possible, and try to find time to express your own grief and distress in your own way to your personal support network of friends, family, or colleagues. You should make time for yourself to avoid burnout during these times, and to delegate responsibilities when needed.

COVID-19 Response Protocols: If a Student Reports Symptoms - GEO Center and Fac Led Programs

In All Cases: Local health authority guidelines and requirements supersede the measures listed here if different.

- Confirm symptoms with the student and note for your records.
- Remove the student from the group; tell the student to remain in their bedroom/lodging and avoid contact with others.
 - If the student is sharing a bedroom with another student, remove the symptomatic student from the room and move them to a hotel.
 - If the student is sharing common areas such as a kitchen or bathroom with others, they must sanitize surfaces they touch after each use.
 - If they cannot avoid going into areas shared by others, they must maintain a distance of at least 6 feet from others and wear a mask at all times when not in their private bedroom.
 - If they are sharing a room, both students must isolate and be tested.
- Have the student contact the Site Director or Vendor to arrange for testing. Antigen/rapid test is acceptable; confirm results if positive with a PCR test.

- Student should take a taxi or rideshare and not use public transportation to get to the testing location; a mask must be worn at all times.
 - Do not accompany the student in a closed vehicle.
 - If there is access to a rapid home test, have the student test at home.
- Inform the GEO Health, Safety and Risk Manager that the student has been isolated and is being tested.
 - Have the student monitor their symptoms while in isolation, including taking twice daily temperature checks and keeping a record of the time and temperature of each check.
 - Assist the student in arranging for meal delivery while they are in isolation.
 - If a negative test result is returned, students can end isolation.
 - If the student tests positive using a rapid antigen test, confirm results with a PCR test. Have the student remain in isolation until the results are returned.

COVID-19: If an Exchange or Direct Enroll Student Tests Positive for COVID-19 or Becomes Ill

Examples: Student is experiencing symptoms that could be related to COVID-19; student is tested for COVID-19 and is either asymptomatic or experiencing symptoms of COVID-19 and receives a positive test result; Student is hospitalized with a positive diagnosis of COVID-19.

Context: GEO Global Education Program Coordinator (GEPC) or Health, Safety and Risk Manager (HSRM) is informed by the partner university contact person, a student, or a student's parent that the student has tested positive for COVID-19 or has been hospitalized due to COVID-19.

Note: Students sign a medical treatment authorization and release to discuss emergency medical issues with their emergency contact during the enrollment process.

After an initial report is received by GEO, the GEO HSRM will handle communications and contacts with all parties involved.

If the student informs GEO of a positive test result:

- If GEPC is contacted, notify the GEO HSRM and discuss next steps and formulate a response plan.
- Contact the student and find out what, if any, symptoms they are experiencing. Confirm cell phone contact information and their location.
- Advise the student to contact their family if they have not already done so.
- Ascertain whether the student has contacted the international student office at their host university. Advise to do so if they have not done so already.
- Contact the host university international office representative to confirm they are aware that the student has tested positive or is receiving medical treatment for COVID-19.

If the host university informs GEO of a positive test result or student illness from COVID-19

- If GEPC is contacted, notify the GEO HSRM and discuss next steps and formulate a response plan.

- Ascertain from the host university where the student is located and their current health status. Review the host institution's protocols for responding to a student with COVID and the support systems they have in place.
- Contact the student as soon as possible to confirm their health status and discuss their plan to isolate. Determine if they are missing anything they need, such as books or medications, that may need to be brought to them.

If a parent informs GEO of a student's positive test result or illness from COVID-19

- If GEPC is contacted, notify the GEO HSRM and discuss next steps and formulate a response plan.
- Use the Studio Abroad Locator Search to confirm student's enrollment on the program and parental/emergency contact information.
- Upon talking with the parent, confirm the student's in-country telephone contact information and the student's current location.
- Let the parents know that we will be in contact with the student and host university to confirm student status and the host university's support plan, and that we will monitor the student's health status.
- Confirm parent's contact information, discuss when you will next be in contact with them with an update. Follow up according to agreed upon plan whether there is news to report or not.
- Contact the host university international office representative to confirm they are aware that the student has tested positive or is receiving medical treatment for COVID-19.

Follow Up in All Scenarios

- Notify UO SRS via the travelsafe@uoregon.edu email of the student's status as an FYI once their status and health condition has been confirmed.
- Notify the UO Case Management Team at careteam@uoregon.edu of the student's status as an FYI once their status and health condition has been confirmed.
- Begin a written log; keep basic notes regarding circumstances, outcome of any discussions with host university contacts, conversations with GEO staff, family, physicians, etc. Update as necessary.
- Confirm student's status in Studio Abroad and review their health evaluation form for indications that they may be at high risk.
- If student is from a partner campus (non-UO), HSRM notifies student's home institution and maintains communication with home institution contact as situation evolves.
- With the student's consent, and in coordination with the home campus if possible, HSRM arranges to notify their emergency contact. If consent cannot be obtained or if significant health and/or safety concerns (for example the student is unconscious), GEO will contact the student's emergency contact as listed on the GEO application.
- Review the host university's protocols for a student with COVID-19 with the host university contact. These should include:
 - Student isolates either in their residence or designated quarantine lodging.
 - Support plan is in place for the student to receive meals and other necessities.

- Daily wellness checks.
 - Contact information has been provided to the student of COVID emergency support services.
 - Confirm the length of the student's required isolation.
- Develop a communication plan with the host university with regularly scheduled updates; confirm that the host university representative has the GEO 24/7 emergency phone number and that they can call it at any time. GEO should be notified in the event of student hospitalization or development of symptoms of concern.
 - Confirm with the host university representative whether the student can continue taking courses remotely when in isolation.
 - Contact the student to confirm their health status and develop a daily check-in schedule. Confirm with them the host university's support plan.
 - Establish a regular check-in schedule and encourage the student to be in contact with GEO as well as the host university if symptoms develop or progress.
 - Discuss with the student how they are monitoring their health while in isolation. If the host university is not providing twice daily temperature checks, discuss the need to do this and how the student will log their self-monitoring.
 - Confirm with the student that they have contact information for local COVID emergency services, the host university contact person as well as the GEO 24/7 emergency phone number. Provide this if they do not have it.
 - Confirm AXA Travel Assistance contact information with the student. Suggest that they open a case with the insurance company in event of needing medical attention. Review process for doing so.
 - Provide UO SRS with a weekly update on the student's status and progress.

If a Student Is Hospitalized Due to COVID-19

- Confirm with the host university contact/student/parent the name of the hospital where the student has been taken to and the name of the attending physician if known.
- Gather as much information as possible about the student's condition, including symptoms, whether they have been admitted to the ICU, etc.
- Contact AXA Travel Assistance to open a case for the student and arrange direct billing if necessary. Provide them with the hospital name where the student has been taken and the name of the attending doctor if known.
- Establish a daily check-in schedule with the host university contact and, if possible, with the student.
- If the student is in serious condition or must be hospitalized for a prolonged period, family may be able to travel to the host country to provide bedside support through AXA's Emergency Reunion Benefit. The determination whether this is advised or allowed will be made by the insurance company and attending physician.
- Continue to monitor the situation until the student is released from the hospital and recovered.

Additional Steps

- If medical evacuation is determined to be necessary by the attending physician and insurance company, the GEO HSRSM will coordinate with the insurer for the student's return to the United States. The travel assistance company will coordinate arrangements if a medical evacuation is determined to be necessary or return home recommended. The GEO HSRSM will work with the travel assistance company to coordinate follow up communication with family, embassy or consulate, local authorities, and others as needed and instructed.
 - The HSRM will work with the host university representative to arrange for student departure, including gathering and shipping of the student's belongings.
 - NOTE: the travel assistance company must make all arrangements for the medical evacuation benefit, if evacuation is recommended by attending physician; otherwise, benefits through the insurance policy will not be paid. The travel assistance company makes the final determination, based on the treating physician and consulting physicians' evaluations, as to whether a medical evacuation is necessary and when it will be implemented (i.e. when the patient is stable enough for transport).
- The GEO HSRM, in consultation with the treating physician and/or host university representative, monitors the student's treatment and updates relevant parties as needed.
- In event of a prolonged hospitalization, GEO insurance provides an Emergency Reunion Benefit for family members to travel to the hospitalized person's bedside. The GEO HSRM will work with the insurance company and family to make these arrangements if determined to be beneficial or necessary.
- In the event of media inquiries, the GEO communications specialist, in consultation with GEO leadership, will formulate responses in consultation with the UO Case Management communications manager (Jennifer Linsey, University Communications Chief of Staff and Assistant Vice President). Communications protocols as outlined in the GEO Emergency Handbook should be consulted.

COVID-19: If a Faculty Led or GEO Center Student Tests Positive for COVID-19 for or Becomes Ill

In All Cases: Local health authority guidelines and requirements supersede the measures listed here if different.

- Inform the GEO Health, Safety and Risk Manager and your program coordinator of the positive test result as soon as possible via email. Include the following information:
 - any symptoms the student is experiencing;
 - actions being taken to isolate the student;
 - others who may have been exposed to the student while infected;
 - any follow up being taken with others who have been exposed.
- Develop a communication plan with the Faculty Leader or Site Director Manager for regular check-ins on student status.
- Advise the student to contact their family if they have not already done so.

- Continue with isolation protocols outlined in the previous section, with the student following the self-monitoring routine described.
 - If the student is staying in a homestay, make arrangements for them to be moved to a hotel where they can isolate without potentially exposing others to the virus.
- Arrange with the student for daily check-ins by phone to see if their symptoms are worsening. This can be done by the faculty leader or local program staff.
- Instruct the student to be in contact with local staff if symptoms develop or progress.
- Advise the student to open a case with the AXA travel assistance provider in case of worsening symptoms requiring a clinic visit or hospital stay.
- Arrange for the student to continue attending lectures remotely via Zoom, and work with them to account for any other activities they may not be able to attend due to being in isolation.
- Confirm with the student that they have contact information for local COVID emergency services, local staff and the GEO 24/7 emergency phone number. Provide this if they do not have it.
- Follow any local requirements requiring reporting, contact tracing, etc.

Returning to the group

- People who are symptomatic and test positive may be around others:
 - at least 10 days since symptoms first appeared AND
 - at least 24 hours with no fever without fever-reducing medications AND
 - other symptoms of COVID-19 (cough, shortness of breath and diarrhea) are improving.
- People who test positive but are not experiencing symptoms can be around others 10 days after testing positive.

If a student's symptoms are getting worse and include high temperature (103F/39C) or trouble breathing, take the student to receive medical attention as soon as possible.

COVID-19: If a Student Is Hospitalized

- Gather as much information as possible about the student's condition, including symptoms, whether they have been admitted to the ICU, etc.
- Report hospitalization as soon as possible to GEO via the 24/7 emergency telephone number.
 - Provide GEO with the name of the hospital where the student has been taken to and the name of the attending physician if known.
- Establish a daily check-in schedule with the student.
- If the student is in serious condition or must be hospitalized for a prolonged period, family may be able to travel to the host country to provide bedside support through AXA's Emergency Reunion Benefit. The determination whether this is advised or allowed will be made by the insurance company and attending physician.
- Continue to monitor the situation until the student is released from the hospital and recovered, providing agreed upon updates to GEO.

Additional Information

- If medical evacuation is determined to be necessary by the attending physician and insurance company, the GEO HSRSM will coordinate with the insurer for the student's return to the United States. The travel assistance company will coordinate arrangements if a medical evacuation is determined to be necessary or return home recommended. The GEO HSRSM will work with the travel assistance company to coordinate follow up communication with family, embassy or consulate, local authorities, and others as needed and instructed.
 - The HSRM will work with the host university representative to arrange for student departure, including gathering and shipping of the student's belongings.
 - NOTE: the travel assistance company must make all arrangements for the medical evacuation benefit, if evacuation is recommended by attending physician; otherwise, benefits through the insurance policy will not be paid. The travel assistance company makes the final determination, based on the treating physician and consulting physicians' evaluations, as to whether a medical evacuation is necessary and when it will be implemented (i.e. when the patient is stable enough for transport).
- The GEO HSRM, in consultation with the treating physician and/or host university representative, monitors the student's treatment and updates university staff as needed.
- Refer any inquiries from concerned parents or family to the GEO Health, Safety and Risk Manager.
 - Let students know that if their parents or family have questions that they should contact the GEO Health, Safety and Risk Manager.
- In event of a prolonged hospitalization, GEO insurance provides an Emergency Reunion Benefit for family members to travel to the hospitalized person's bedside. The GEO HSRM will work with the insurance company and family to make these arrangements if determined to be beneficial or necessary.
- In the event of media inquiries, the GEO communications specialist, in consultation with GEO leadership, will formulate responses in consultation with the UO Case Management communications manager (Jennifer Linsey, University Communications Chief of Staff and Assistant Vice President). Communications protocols as outlined in the GEO Emergency Handbook should be consulted. All inquiries must be directed to the GEO Health, Safety and Risk Manager with no additional comments.

Managing the Group

- If a symptomatic student is living in shared accommodations, inform the others that they are in isolation and are undergoing testing.
- Have flatmates sanitize all surfaces the student may have come in contact with using gloves, including kitchen counters and fixtures, and all bathroom surfaces and fixtures.
- Re-emphasize the importance of self-monitoring and reporting of symptoms to all members of the group.

Vaccinated Students

Inform your Site Director or other local program staff if you learn of a student having close contact with a person who has been confirmed to have COVID-19. Local measures and requirements will need to be followed in these cases, which will vary from country to country.

In these cases, close contact means:

- They were within 6 feet of someone who has COVID-19 for a total of 15 minutes or more
- They provided care at home to someone who is sick with COVID-19
- They had direct physical contact with the person (hugged or kissed them)
- They shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you

The CDC does not require or recommend that vaccinated people who are exposed to a confirmed case of COVID-19 quarantine or be tested. However, in this event, alert students to possible exposure and remind them to self-monitor for symptoms.

If a Student Does Not Arrive On-Site As Expected

Example: A student does not arrive at the planned meeting place when they are scheduled to begin their program.

- Site Director, Faculty Leader or GEO Coordinator attempts to contact the student by cell phone, text, email, social media, etc to request that they inform GEO staff and site director of their location and confirm if they are safe.
- Check with airlines/other transportation to determine if student may have been delayed in transit.
- If applicable, check other possible meeting points the student may have mistakenly gone to (i.e. did the student go to the GEO office, or directly to a homestay/apartment assignment rather than the orientation location or vice versa, without checking in with staff).
- Site Director or Faculty Leader contacts the Program Coordinator as soon as feasible to report: assessment of situation, discussion of next steps, determination of whether to/who will notify family, home campus, etc.
- GEPC and on-site staff establish a clear plan for staying in contact and updating each other as the situation evolves.
- SD or FL initiates a written report to the GEPC as soon as possible, if initial discussions are by phone.
- Begin keeping a written log; keep notes regarding circumstances, actions, times, etc. Update the written log as necessary.

Additional Steps:

- Once all reasonable steps have been taken to determine if there is an explanation (delayed transportation, student went to an alternate GEO location rather than the designated pickup point, etc.) for the student's failure to check in, if no explanation can be determined and the student has

still not been in contact, GEPC notifies student's home institution if not a UO student and maintains communication with home institution contact as situation evolves.

- GEPC arranges to notify his/her emergency contact, in coordination with the student's home campus if applicable.
- If the student is not located/in communication within 12 hours, follow protocols for "If a Student Is Reported Missing".

If a Student Is Reported Missing

Level 1 Incident Escalating to Level 3 Incident

Example: Roommates report a student has not returned from going out the previous night and the student is not present in class.

Initial response:

- Try to obtain additional information to make sure that the missing student report is accurate: Have on-site staff contact roommates, host family, friends, professors, etc. Ask to be contacted immediately if the student returns.
- Try to contact the student via telephone, text and social media using information the student uploaded into Studio Abroad.
- Try to determine when the student was last seen; have on-site staff check with other students in the group, check with housing staff and homestay hosts if applicable.
- Check the student's social media accounts to see if there have been recent updates that may indicate their location.
- Determine whether the student may have exhibited any unusual behavior recently; have on-site staff check with their classmates.
- Clearly establish together with on-site staff your plan for staying in contact with and updating each other as the situation evolves.
- Have on-site staff (Faculty Leader, Site Director, Provider, etc.) provide a written summary of the situation as soon as possible, if initial discussions are by phone.
- Begin keeping a written log; keep basic notes regarding circumstances, actions, etc. Update the written log as necessary.

Additional Steps If Student Is Unaccounted For After 12 Hours (Level 2 to Level 3):

- Coordinate with on-site staff to notify local police and file a missing person's report in accordance with local procedures. Ask them to check clinic and hospital admissions and coroner services.
- Direct on-site staff to notify the nearest U.S. Embassy or consulate that the student is missing (if student is not a U.S. citizen or permanent resident, notify embassy or consulate of citizenship).
- Direct on-site staff to provide information and reassurance to other program participants as appropriate.

Additional Steps If Student Is Unaccounted For After 24 Hours (Level 3):

- Alert the UO Dean of Students office that the student has been missing for 24 hours and make plans to notify the student's emergency contacts.
- If on-site staff (Faculty Leader, Site Director, Provider, etc.) is contacted by the media, refer the inquiry to GEO and inform the PC of the media inquiry. Do not give the student's name or speak on behalf of GEO.

When the student is located:

- On-site staff to notify everyone involved locally, including other students and local officials if they had been notified.
- Direct local staff to interview the student and ascertain their well-being.
- If the student is injured, physically or mentally ill, etc., see the appropriate checklist for additional steps.
- On-site staff is to complete a GEO "Safety and Incident Report" and send to the GEPC.
- Depending on the severity of the incident, on-site staff and GEO Eugene staff schedule a long-distance debriefing.
- As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first "lessons learned" meeting.

Student Physical Injury or Illness

Possible Level 1, 2 or 3 incident with potential to escalate, depending on severity.

Examples: car accident, other serious injury, serious physical illness, drug overdose

- On-site staff must immediately assist student in locating medical care.
- When contacted by on-site staff, GEPC must gain an assessment of the situation, discuss next steps, determine whether family, home campus, etc. should be notified, depending on seriousness of incident, and open an insurance claim if not done so already.
- Clearly establish together with on-site staff your plan for staying in contact with and updating each other as the situation evolves.
- Request that on-site staff initiate a written report to the GEPC as soon as possible, if initial discussions were by phone.
- Instruct on-site staff to determine the extent of accident/illness through consultation with treating doctor.
- Begin an email chain copying all concerned parties, including GEO, UO and on-site staff, and maintain a consistent email thread with all communications.
- Keep notes regarding circumstances, outcome of any discussions with physicians, conversations with on-site staff, etc. Update as crisis progresses.

Additional steps:

- If medical evacuation is necessary or return home anticipated, the GEO Coordinator in conjunction with HSRM will coordinate with the insurance company and their medical board. The travel assistance company (AXA) will coordinate arrangements if a medical evacuation is necessary or return home recommended, follow up communication with family, embassy or consulate, local authorities, and others as needed and instructed.
 NOTE: the travel assistance company must make all arrangements for the medical evacuation benefit, if evacuation is recommended by attending physician; otherwise, benefits through the insurance policy will not be paid. The travel assistance company makes the final determination, based on the treating physician and consulting physicians' evaluations, as to whether a medical evacuation is necessary and when it will be implemented (i.e. when the patient is stable enough for transport).
- On-site staff monitors the student's treatment, in consultation with the treating physician, and updates relevant parties as needed.
- On-site staff notifies the student's on-site academic department(s)/professor(s) as necessary. If injury or illness took place in host university-owned residence or on campus, notify host institution authorities.
- If student is from a partner institute, the GEPC works with the GEO Institutional Relations Representative to notify the student's home institution and maintains communication with home institution contact as situation evolves.
- With the student's consent, and in coordination with the home campus if possible, GEPC arranges to notify his/her emergency contact. If consent cannot be obtained or if significant health and/or safety concerns (for example the student is unconscious), GEO will contact the student's emergency contact as listed on the GEO application.
- On-site staff brief other students on the program as appropriate on a need to know basis, bearing in mind the need to respect the student's privacy; focus on the broad outlines of the situation (e.g., John is in the hospital and we are working with his family and the doctors to make sure he has everything he needs), but do not share details about the student's condition.
- On-site staff, with the assistance of GEO Eugene staff as necessary, arranges for access to counseling services if needed for friends/roommates/other students (especially in cases where other students may have been involved but not injured).
- If student will be medically evacuated, SD arranges for safely securing, packing, and shipping the student's belongings to the home address in consultation with the family and/or student.
- On-site staff completes and emails a GEO "Safety and Incident Report" to the GEPC, conducts meetings with staff to review lessons learned from the experience.
- On-site staff evaluates the adequacy of crisis and safety planning based on lessons learned and makes modifications as necessary. Updates the Program Coordinator and suggests changes.
- Depending on the severity of the incident, on-site staff and GEPC schedule a long-distance debriefing.
- As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first "lessons learned" meeting.

Mental Health Emergencies

Examples: Student exhibits severe disruptive behavior that appears to be mental health related; student appears to be severely depressed; student exhibits symptoms of eating disorder; student engages in severe alcohol or drug abuse; student's peers report concerning behavior.

Focus on behaviors, observations, and performance issues; do not speculate on a diagnosis or make assumptions about a student's mental state.

Initial response:

- Have on-site staff conduct an in-person, and if safe, one-on-one check-in to share their observations. Have them evaluate the student's situation personally and in private.
NOTE: This must only be a description of a student's behavior and state and must not include any attempt to diagnose a condition.
- If you have initiated the contact, express your concern in behavioral, nonjudgmental terms (e.g. "I've noticed you've been absent from class lately and I'm concerned").
- In your interactions with the student, remain calm and talk slowly. Let the student know you are aware that she/he seems to be (depending on the student's behavior) unhappy/upset, stressed, or exhibiting behaviors that concern you, and that you would like to help. Whether or not you know how to fix the problem, genuine concern can provide a human connection at a critical moment. Sometimes a student may only need someone to listen for a short time in order to clarify concerns and validate feelings.
- Assume control over the situation in a soothing manner. Focus on the relevant information and specific behavior that you have witnessed or that have been reported to you by others. Respectfully help the student focus on items that can be addressed. Speak in an explicit, concrete and concise manner.
- Remind students about local, university, travel assistance, and counseling resources.
- Set a specific time and date for another check-in meeting and depending on the situation.
- Contact the Program Coordinator as soon as feasible to report: assessment of situation, discussion of next steps, determination of whether/who will notify family, home campus, etc.
- Clearly establish together with the GEPC your plan for staying in contact with and updating each other as the situation evolves.
- Initiate written report to the GEPC as soon as possible, if initial discussions are by phone.
- Begin keeping a written log; keep basic notes regarding circumstances, outcome of any discussions with physicians, conversations with GEO, family, etc. Note information on the actual behavior exhibited and the history of the problem. Do not include personal comments. Update as crisis progresses.

Additional Steps:

- Assess the student's support network (friends, roommates, etc.).
- Determine whether or not the student will voluntarily seek help and encourage the student to do so.
- Provide a list of professionals that the student can contact and offer to take the student to a professional if you are concerned that he or she may not follow through.
- SD completes and emails a GEO "Safety and Incident Report" to the GEPC, conducts meetings with staff to review lessons learned from the experience.
- SD evaluates the adequacy of crisis and safety planning based on lessons learned, and makes modifications as necessary. Updates the Program Coordinator and suggests changes.
- Depending on the severity of the incident, SD and GEPC schedule a long-distance debriefing.
- As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first "lessons learned" meeting.
- If needed, and after GEO staff assess the situation, GEPC notifies student's home institution and maintains communication with home institution contact as situation evolves.

If the student agrees to seek help:

Initial response:

_____ Open an insurance claim and coordinate with on-site staff for student to see a counseling professional immediately. If you need assistance locating a professional with the necessary specialization or language abilities, the travel assistance company (AXA) or the U.S. Embassy can provide referrals. If possible, arrange to have the student escorted to the designated location of the appointment by a supportive and mature friend, a staff person, etc.

_____ If necessary, assist with arrangements for hospitalization and treatment

Additional Steps:

_____ If medical evacuation is necessary or return home anticipated, the GEO in conjunction with ERS will coordinate with the insurer. The travel assistance company will coordinate arrangements if a medical evacuation is necessary or return home recommended, follow up communication with family, embassy or consulate, local authorities, and others as needed and instructed. NOTE: the travel assistance company must make all arrangements for the medical evacuation benefit, if evacuation is recommended by attending physician; otherwise, benefits through the insurance policy will not be paid. The travel assistance company makes the final determination, based on the treating physician and consulting physicians' evaluations, as to whether a medical evacuation is necessary and when it will be implemented (i.e. when the patient is stable enough for transport).

_____ HSRM or GEPC coordinates with institutional representative to notify the student's home institution and maintains communication with home institution contact as situation evolves.

_____ With the student's consent, and in coordination with the home campus if possible, the HSRM or GEPC arranges to notify the emergency contact. If consent cannot be obtained (for example the student is unconscious) or the student refuses consent, GEO will contact the student's emergency contact as listed on the GEO application if there is reason to believe that the student's health or safety is in jeopardy or the student may be a danger to others.

_____ If the student is to be medically evacuated, on-site staff arranges for safely securing, packing, and shipping the student's belongings to the home address in consultation with the family and/or student.

_____ On-site staff notifies host/local institution authorities as necessary and appropriate.

_____ On-site staff monitors the situation carefully and frequently; follows up with the student.

_____ On-site staff completes and mail a GEO "Safety and Incident Report" to the GEPC, conducts meetings with staff to review lessons learned from the experience.

_____ On-site staff evaluates the adequacy of crisis and safety planning based on lessons learned and makes modifications as necessary. Updates the Program Coordinator and suggests changes.

_____ Depending on the severity of the incident, On-site staff and GEO Eugene staff involved in the incident schedule a long-distance debriefing.

_____ As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first "lessons learned" meeting.

If the student will not agree to seek help, and appears to be a danger to him or herself and/or others:

_____ On-site staff calls local authorities to provide assistance.

_____ On-site staff continues to keep a written log.

_____ On-site staff and PC assess who might be called upon to persuade the student to seek help, (friend, roommate, therapist – both on-site and at home) and work with them, maintaining the student's confidentiality to the extent possible given that safety is the primary concern.

_____ HSRM or GEPC contacts the Institutional Representative to notify the student's home institution and maintains communication with home institution contact as situation evolves.

_____ With the student's consent if possible, and in coordination with the home campus if possible, HSRM or GEPC arranges to notify his/her emergency contact. If consent cannot be obtained (for example the student is unconscious) or the student refuses consent, GEO will contact the student's

emergency contact as listed on the GEO application if there is reason to believe that the student's health or safety is in jeopardy or the student may pose a danger to others.

_____ On-site staff continues to encourage the student to seek help.

_____ On-site staff consults local resources (psychiatric services, drug counseling services, police or other authorities etc.) regarding involuntary commitment options or how to persuade the student to seek help. A brief consultation may help you sort out the relevant issues and explore alternative approaches.

_____ GEPC and On-site staff continue to consult on appropriate measures, including involuntary withdrawal/dismissal from GEO, notification of host institution authorities, etc.

If the student is non-responsive and cannot make decisions him or herself:

_____ If student must be hospitalized, GEPC checks the student's file for important medical information that may help an attending physician and provides relevant information to on-site staff.

_____ GEPC notifies the travel assistance company of situation and provide hospital contact information.

_____ GEPC notifies student's home institution and maintains communication with home institution contact as situation evolves.

_____ In coordination with the home campus if possible, HSRM or GEPC arranges to notify his/her emergency contact.

_____ On-site staff completes and emails the GEO "Safety and Incident Report" to the GEPC, conducts meetings with staff to review lessons learned from the experience.

_____ On-site staff evaluates the adequacy of crisis and safety planning based on lessons learned and makes modifications as necessary. Updates the HSRM and GEPC of suggested changes.

_____ Depending on the severity of the incident, on-site staff and involved GEO Eugene staff schedule a long-distance debriefing.

_____ As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first "lessons learned" meeting.

If the student will not agree to seek help and does not appear to be a danger to self and/or others:

It is important to be prepared for potential obstacles when helping a student in distress. Some students will refuse help. If a student refuses the recommendation to speak to a counselor, there are still some things that can be done. on-site staff and HSRM and/or GEPC should consider the following options after the student's safety is established:

_____ Assess who might be called upon to persuade the student to seek help, without violating the student's privacy (for example friend or roommate who is already aware of the problem).

_____ Call the UO Dean of Students 24 hour contact phone number to ask for advice. If on-site staff do not have access to a professional in the appropriate specialty locally, the U.S. Embassy may be able to provide referrals and/or the PC can contact the travel assistance company or UO counseling for referrals.

_____ Continue to encourage the student to seek help.

_____ If possible, establish behavioral limits and enforce them to the extent possible under the Student Agreement on Behavior, and monitor if this is compromising the educational goals of the program or other participants.

_____ Monitor the situation carefully and frequently; follow up with the student.

_____ If disruptive and/or potentially dangerous behavior persists and/or appears to be increasing, on-site staff and GEPC should continue to consult on appropriate measures, including involuntary withdrawal/dismissal from GEO.

Violent and/or Verbally Aggressive Student

See Appendix for additional resources

SD initial response:

- _____ Maintain a poised posture; ready to move quickly but not fearful.
- _____ Avoid physical contact or use only in a defensive manner.
- _____ Maintain a voice quality that is matter of fact, monotone.
- _____ Use clear, assertive statements of consequences; repeat as necessary.
- _____ Use eye contact sparingly - only to emphasize a point.
- _____ Avoid gestures if possible, as they may be interpreted as signs of weakness. Increase your advantage by placing yourself behind a table or chair near an exit.
- _____ If possible, leave an unobstructed exit for the perpetrator.
- _____ Do not ignore warning signs (body language, clenched fists).
- _____ Do not get into an argument or shouting match.
- _____ Do not become hostile or punitive yourself.
- _____ Do not press for explanations for behavior.
- _____ Do not make threats or dares.
- _____ For your own well-being, take any threat seriously and be prepared to act accordingly.

Additional steps:

- _____ Consider the student's behavior from the perspective of the campus conduct code and behavior and liability agreements.
- _____ SD contacts the PC as soon as feasible to report: assessment of situation, discussion of next steps, determination of whether/who will notify family, home campus, etc.
- _____ Clearly establish together with the PC your plan for staying in contact with and updating each other as the situation evolves.
- _____ Initiate written report to the PC as soon as possible, if initial discussions are by phone.
- _____ SD follows up with PC in writing as soon as possible after the initial report.
- _____ SD begins keeping a written log; keeps basic notes regarding circumstances, outcome of any discussions with physicians, conversations with GEO, family, etc. Note information on the actual behavior exhibited and the history of the problem. Do not include personal comments.
- _____ PC notifies student's home institution and maintains communication with home institution contact as situation evolves.
- _____ Determine whether or not the student will voluntarily seek help. Encourage the student to seek professional help.
- _____ SD and PC consult regarding appropriate disciplinary measures, including involuntary withdrawal/dismissal from GEO.
- _____ SD completes and emails a GEO "Safety and Incident Report" to the PC, conducts meetings with staff to review lessons learned from the experience.
- _____ SD evaluates the adequacy of crisis and safety planning based on lessons learned and makes modifications as necessary. Updates the Program Coordinator and suggests changes.
- _____ Depending on the severity of the incident, SD and PC schedule a long-distance debriefing.
- _____ As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first "lessons learned" meeting.

Threatened or Attempted Suicide

See Appendix for additional resources

Few responsibilities are so heavy and intimidating as carefully assessing and responding to a students' suicidal risk. The need for attending to this lethal potential is always pressing, as suicide is the second-leading cause of death among U.S. college-age students (accidents is the first). It is important to remember that GEO staff in Eugene and on site are usually not trained medical/psychological professionals so we must immediately identify, and consult with, a trained specialist. While not all depressed people are suicidal, most suicidal people are depressed. Contrary to popular belief, suicide is not "triggered" by merely mentioning the possibility to a depressed person, nor is it an impulsive act but the result of a process. This process typically involves a previous history of depression and possibly of attempted suicide, that can be compounded by problems associated with adolescence; finally, a precipitating event, often a death, the end of a meaningful relationship, or other profound event triggers the suicide.

Common indicators of suicidal feelings include when the student
(some signs are subtle; others are more direct.)

- Talks or jokes about committing suicide;
- Engages in self-destructive or risky behavior;
- Makes statements that seem hopeless;
- Has persistent difficulty eating (losing weight, etc.) or sleeping (insomnia, etc.);
- 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; and
- Makes a will or other final arrangements.

If the student has not attempted suicide but you have heard a report is that he/she is threatened or mentioned committing suicide:

___ Call a professional counselor with experience in suicide prevention to ask for advice

___ Try to discuss suicide openly without judgment or shock. Remember, mentioning the possibility will not "trigger" suicide in a person.

- ___ Allow the student to express difficult emotions. Often a suicidal person feels angry, helpless, hopeless, worthless, and out of control. Trying to dissuade a student from having these feelings can be perceived as an unwillingness to talk or listen.
- ___ Avoid any promise to keep the student's thoughts of suicide secret.
- ___ Don't belittle or criticize what they are saying.
- ___ Encourage the student to see a professional counselor. If the student agrees, arrange for student to see a counseling professional immediately. If you need assistance locating a professional with the necessary specialization or language abilities, the travel assistance company or the U.S. Embassy can provide referrals. If possible, arrange to have the student escorted to the designated location of the appointment by a supportive and mature friend, a staff person, etc.

SD initial response to attempted suicide:

- _____ **TIME IS ALWAYS OF THE ESSENCE WITH ANY REPORT OF ATTEMPTED SUICIDE.** Take any report very seriously (do not second guess) and respond expeditiously.
- _____ Call local ambulance/police.
- _____ Establish a way for you to personally see the student as fast as possible, and if it is safe for you to do so.
- _____ Once you have seen the student, remain with him or her until police and/or health officials have taken the student into care or released the student
- _____ Initiate a claim or notify GEO to initiate a claim.

Additional steps, once immediate danger to student has passed:

- _____ Begin keeping a written log; keep basic notes regarding circumstances, actions, etc. Update as situation progresses.
- _____ Contact the Program Coordinator as soon as feasible to report: assessment of situation, discussion of next steps, determination of whether/who will notify home campus, etc. Follow up with PC in writing as soon as possible after the initial report.*
- _____ Clearly establish together with the PC your plan for staying in contact with and updating each other as the situation evolves.
- _____ Initiate written report to the PC as soon as possible, if initial discussions are by phone.

_____ PC notifies student's home institution and maintains communication with home institution contact as situation evolves.

_____ The PC notifies the student's emergency contact, in coordination with the home campus if possible, and maintains communication with the emergency contact as situation evolves.

_____ If medical evacuation is necessary, the PC will contact the travel assistance company immediately to start a case file. The PC acts as the GEO case manager with the travel assistance company. The travel assistance company will coordinate arrangements if a medical evacuation is necessary, follow up communication with family, embassy or consulate, local authorities, and others as needed and instructed. NOTE: the travel assistance company must make all arrangements for the medical evacuation benefit, if evacuation is recommended by attending physician; otherwise, benefits through the GEO policy will not be paid. The travel assistance company makes the final determination, based on the treating physician and consulting physicians' evaluations, as to whether a medical evacuation is necessary and when it will be implemented (i.e. when the patient is stable enough for transport).

_____ If family members travel to the site to be with the student, SD and PC assist as possible and needed with arrangements for the family of the student – travel to the site, accommodations, arranging for meetings with treating physicians, packing of student's belongings, etc. The GEO insurance provides a "family reunion" benefit, to cover the transportation costs to and from the hospital or other medical facility where the student is confined for at least six days. The travel assistance company will reserve the right to determine the benefit payable, including reductions, if it is not reasonably possible to contact the travel assistance company in advance.

_____ All circumstances around the incident should be kept confidential

_____ If student is in hospital, SD makes sure that the student's belongings are safely stored and kept confidential.

_____ Students, faculty, and staff may require both short-term and long-term counseling. SD arranges for counseling services to be available/accessible as soon as possible.

_____ SD completes and emails a GEO "Safety and Incident Report" to the PC, conducts meetings with staff to review lessons learned from the experience.

_____ SD evaluates the adequacy of crisis and safety planning based on lessons learned and makes modifications as necessary. Updates the Program Coordinator and suggests changes.

_____ Depending on the severity of the incident, SD and PC schedule a long-distance debriefing.

_____ As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first “lessons learned” meeting.

Student Fatality

Initial response:

- _____ SD verifies the identity of the student, gathers as much information as initially possible about the circumstances surrounding the student’s death.
- _____ SD begins keeping a written log; keeps basic notes regarding circumstances, actions, etc. Update as situation progresses.
- _____ SD contacts the Program Coordinator and Executive Director as soon as feasible to report: assessment of situation, discussion of next steps, determination of whether/who will notify family, home campus, etc.
- _____ GEO notifies Enterprise Risk Services as soon as possible to active IMT as needed for UO response.
- _____ Clearly establish together with the PC your plan for staying in contact with and updating each other as the situation evolves.
- _____ Initiate written report to the PC as soon as possible, if initial discussions are by phone.
- _____ PC notifies student’s home institution and maintains communication with home institution contact as situation evolves.
- _____ Notify the U.S. Embassy or Consulate (if student is not a U.S. citizen or permanent resident, notify embassy or consulate of citizenship) and the local police as soon as possible. The Overseas Citizens Services (OCS) in the State Department’s Bureau of Consular Affairs is responsible for the welfare and whereabouts of U.S. citizens traveling and residing abroad. Staff are trained and experienced to coordinate insurance and other aspects of the death of a student and will typically work closely with appropriate individuals/organizations connected with the student (ex., the SD and PC). By U.S. State Department policy, the consular officer is responsible for obtaining the death certificate and other necessary documents for preparing a report of death in a timely fashion. Usually the consular officer obtains these directly from the local authorities or from the local funeral home handling the funeral arrangements.
- _____ After consultation with PC, SD, and home campus, ED will ensure that the family is/has been notified and personally contact the family.

NOTE: The Department of State has the statutory obligation to make notifications of death. Notification of the family by the ED will not relieve the Department of the responsibility of officially informing the closest relative to ensure that all proper notification has been made and that all available information has been disseminated. The consular officer must ascertain that the proper person is notified and that the wishes of the next of kin for the disposition of the remains are carried out.

Additional steps:

- _____ The PC will contact the travel assistance company immediately to start a case file for repatriation. The PC acts as the GEO case manager with the travel assistance company. The travel assistance company will coordinate arrangements, follow up communication with family, embassy or consulate, local authorities, and others as needed and instructed. **NOTE:** the travel assistance company must make all arrangements for the repatriation benefit; otherwise, benefits through the GEO policy will not be paid.
- _____ SD and PC assist as possible and needed with arrangements for the family of the student – travel to the site, accommodations, arranging for meetings with treating physicians, packing of student’s belongings, etc.
- _____ SD notifies host institution authorities. All circumstances around the death should be confidential until the local police complete an official investigation.
- _____ SD ensures that the student’s belongings are safely stored and kept confidential. All possessions should be inventoried (a simple list of the possessions and where they are being stored is sufficient).
- _____ Confirm and assist with all known information and belongings are transferred to the emergency contact/next of kin (this includes bank account, etc.)
- _____ Students, faculty, and staff may require both short-term and long-term counseling. SD arranges for counseling services to be available/accessible as soon as possible. If other students were with the deceased student at the time of death or discovered the body, arrange appropriate support. Focus should be on those directly involved in the incident if any; however, it is also important to recognize that others may sometimes be more traumatized. See Appendix Grief and Loss.
- _____ SD notifies the student’s roommates, close friends, and other involved individuals. All circumstances around the death should be confidential until the local police complete an official investigation.

NOTE: All circumstances around the death should be kept private until the local police complete an official investigation. Legal privacy restrictions such as FERPA do not necessarily protect records pertaining to deceased individuals. However, next-of-kin may have a “common law” privacy interest in not having information about the

deceased released, e.g., if it could embarrass, endanger or cause emotional distress to them. It is best for GEO staff to err on the side of caution when releasing information to individuals outside of GEO staff, the home institution, and the immediate family regarding a student death; keep to general information and do not engage in discussion of details regarding the circumstances or cause of the student's death.

- _____ Presumed death: In some situations, the death of a student will be presumed by the local authorities without actually being proven. In these cases, the student is "reported missing and presumed dead." If this happens, the source of the information on which the presumption is based must be clearly indicated.
- _____ SD notifies the rest of the students; ensures that group discussion, individual counseling, and on-call access to staff is available to the extent possible.
- _____ SD provides a supportive environment for all students, faculty and staff to discuss ways of coping with the loss, to grieve and to process emotions or blocked communication.
- _____ SD provides places and times for members of peer groups to meet and counsel each other. If needed and appropriate, designate space for "safe rooms" or spaces where at any time students, teachers, and staff can receive comfort and counseling and talk about events during the crisis.
- _____ Depending on the cause of death, SD and site staff should be alert for students at risk. For example, bereavement after suicide is a profoundly difficult experience. The stigma of suicide, as well as the painful emotions it engenders, often leaves the survivors feeling isolated at a time in their lives when they are most in need of support. Be especially watchful about suicide contagion. Be alert to any warning signs (e.g., verbalizations about committing suicide, mood changes such as becoming despondent) that a survivor himself/herself is experiencing suicidal ideation or intent. Such persons should be referred to a qualified health professional in suicide prevention (see checklist for threatened or attempted suicide).
- _____ SD and PC coordinate with families and/or students who are planning memorials and activities.
- _____ The Executive Director will write a letter of condolence to the family on behalf of GEO; the Site director and staff are encouraged to write personal letters of condolence as well
- _____ SD completes and emails a GEO "Safety and Incident Report" to the PC, conducts meetings with staff to review lessons learned from the experience.

- _____ SD evaluates the adequacy of crisis and safety planning based on lessons learned, and makes modifications as necessary. Updates the Program Coordinator and suggests changes.
- _____ A critical incident debriefing session will take place including SD, PC, and other appropriate Eugene and site staff. The PC and SD will coordinate this meeting.

Robbery or Mugging of a Student

SD initial response:

- _____ If the student was physically attacked or threatened, try to persuade the student to receive medical and psychological assessment/attention, even if no physical injuries are obvious, and assist the student in accessing this service.
- _____ If there is an ongoing danger or risk, then discuss with PC about informing other students on the program (“campus crime alert”) keeping the identity of the student anonymous. Consideration for protecting the student’s identity should be taken into account.
- _____ Contact the Program Coordinator as soon as feasible to report: assessment of situation, discussion of next steps, determination of whether/who will notify family, home campus, etc. Follow up with PC in writing as soon as possible after the initial report.
- _____ Initiate written report to the PC as soon as possible, if initial discussions are by phone.
- _____ Begin a written log; keep basic notes regarding circumstances, outcome of any discussions with law enforcement officials, conversations with GEO, family, etc.

Additional steps:

- _____ SD encourages the student to file a police report or report to the local authorities. Assist the student in doing so, if willing. If passport, green card or other documents were stolen assist the student in reporting the theft to the U.S. embassy or consulate (and/or home country embassy/consulate if the student is not a U.S. citizen).
- _____ If the incident took place in host university-owned residence or on campus, SD notifies host institution authorities.
 - _____ PC notifies student’s home institution and maintains communication with home institution contact as situation evolves.

- _____ SD provides information and reassurance to other program participants as appropriate.
- _____ If the student is physically injured, see the “Physical Injury” checklist above for additional steps.
- _____ SD completes and emails a GEO “Safety and Incident Report” to the PC, conducts meetings with staff to review lessons learned from the experience.
- _____ SD evaluates the adequacy of crisis and safety planning based on lessons learned and makes modifications as necessary. Updates the Program Coordinator and suggests changes.
- _____ Depending on the severity of the incident, SD and PC schedule a long-distance debriefing.
- _____ As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first “lessons learned” meeting.

Sexual Harassment of a Student

GEO will respond promptly and effectively to reports of sexual harassment and will take appropriate action to prevent, to correct and, if necessary and possible, to discipline this behavior. Sexual harassment is considered any sexual advance, any request for sexual favors, or other verbal or physical conduct of a sexual nature when submission to such advances, requests, or conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic experience; or such conduct is unwelcome and sufficiently severe or pervasive that it interferes with work or academic performance. In the interest of preventing and addressing sexual harassment, GEO will respond to reports of any such conduct by its students, staff, or faculty. Provide Title IX resources, information about reporting responsibilities, etc.

Sexual harassment and sexual assault are forms of gender discrimination. The University of Oregon prohibits all forms of gender discrimination, including sexual harassment, sexual assault, intimate partner/relationship violence, and gender-based stalking and bullying. Policy and other information regarding each of these forms of gender discrimination can be accessed on the [Investigations and Civil Rights Compliance website](#).

SD initial response: UO protocol:

- _____ Respond expeditiously. Try to make the student feel safe and protected from further harassment. Listen with empathy and care. Explain to the student that as mandatory

reporters, faculty and staff are required to report incidents of sexual harassment and sexual assault to the university for further investigation.

- _____ Respond in a nonjudgmental way and reassure the student that such reactions as fear, rage, guilt, and concerns about safety, are not uncommon. Encourage the student to contact family/friends for support.
- _____ Contact the Program Coordinator as soon as feasible to report: assessment of situation, discussion of next steps, determination of whether/who will notify family, home campus, etc.
- _____ Clearly establish together with the PC your plan for staying in contact with and updating each other as the situation evolves.
- _____ Initiate written report to the PC as soon as possible, if initial discussions are by phone.
- _____ Begin a written log; keep basic notes regarding circumstances, outcome of any discussions with law enforcement officials, conversations with GEO, family, etc.

Additional steps:

- _____ If the alleged harasser is a fellow GEO student, follow the procedures outlined in the Agreement Regarding Student Behavior as appropriate.
- _____ If the alleged harasser is a GEO or host institution staff person, faculty member, or host institution student, the SD, PC, DGE, ED, and ERS will consult regarding next steps.
- _____ SD informs the student of their options, rights, and resources.
- _____ SD informs the student of their options, rights, and resources.
- _____ PC notifies student's home institution and maintains communication with home institution contact as situation evolves.
- _____ SD monitors the student's well-being.
- _____ SD completes and emails a GEO "Safety and Incident Report" to the PC, conducts meetings with staff to review lessons learned from the experience.
- _____ SD evaluates the adequacy of crisis and safety planning based on lessons learned and makes modifications as necessary. Updates the Program Coordinator and suggests changes.
- _____ Depending on the severity of the incident, SD and PC schedule a long-distance debriefing.

_____ As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first “lessons learned” meeting.

Sexual Assault of a Student

Example: Student is a victim attempted rape or rape, or other alleged sexual assault.

Rape is generally defined in the US legal context as forced or nonconsensual sexual intercourse. Sexual assault is generally used in the US legal context to describe a broader range of sexual offenses that involve touching or penetration of an intimate part of a person’s body without consent. Sexual assault includes rape, forced sodomy, forced oral copulation, and sexual battery (the unwanted touching of an intimate part of another person for the purpose of sexual arousal or sexual gratification). Most sexual assaults in the US are committed by someone the victim knows.

Background for SDs/GEPCs:

_____ The trauma of sexual assault often results in delayed reporting to authorities and requests for assistance.

_____ Become familiar with local laws related to rape and sexual assault and how these may differ from the general legal context that US students are familiar with at home, as described above.

_____ Gather information about the procedures used in such cases by law enforcement and prosecutors in investigating and prosecuting sexual assaults. Also determine whether forensic examinations are routinely done and by whom.

_____ Develop a list of local resources, including medical facilities and medical care and mental health providers such as doctors, nurse examiners and counselors, who have training in examining and treating rape or sexual assault victims. If resources are not readily available through local medical facilities, local women’s rights organizations may be able to help identify resources.

SD initial response:

_____ Respond expeditiously. Try to make the student feel safe and protected from further harassment. Listen with empathy and care. Explain to the student that as mandatory reporters, faculty and staff are required to report incidents of sexual harassment and sexual assault to the university for further investigation.

_____ Even if there are no obvious physical injuries, make sure that the student receives medical and psychological assessment/attention; determine if specialized services such as rape crisis counseling and medical/forensic examination are available and

assist student in accessing them. Work with local service providers to identify and address the medical needs of the student.

Notify ERS and coordinate opening a claim.

- _____ Determine the student's concerns and assist in dealing with immediate practical consequences of the crime.
- _____ SD assists with providing information to the student about their options, rights, and resources.
- _____ Encourage the student to file a police report. Assist the student in doing so if willing, and in having a forensic examination as soon as possible, if willing.
- _____ Encourage the student to visit a rape crisis center (if available locally). If the student agrees, escort him or her or arrange for transportation.
- _____ If no rape crisis center is available, encourage the student to seek counseling of some kind and assist him or her in obtaining counseling services. If no counselor specializing in this area is available locally, you may be able to obtain referrals through the travel assistance company, the local U.S. Embassy, or to arrange counseling by telephone or email from the student's home campus rape crisis services (contact the PC to facilitate).
- _____ Contact the Program Coordinator as soon as feasible to report: assessment of situation, discussion of next steps, determination of whether/who will notify family, home campus, etc.
- _____ Clearly establish together with the PC your plan for staying in contact with and updating each other as the situation evolves.
- _____ Initiate written report to the PC as soon as possible, if initial discussions are by phone.
- _____ Begin a written log; keep basic notes regarding circumstances, outcome of any discussions with law enforcement officials, conversations with GEO, family, etc. It is important to handle and report these cases sensitively and with discretion. Report enough detail to convey the gravity of the incident without including sensational or graphic details that would be particularly painful or personal for the victim. While you must take reports of sexual assault very seriously, do not include conjecture or speculation.

If the student declines assistance:

SD initial response:

- _____ Escort or arrange for transport to the student to home or to other safe location (friend's residence etc.).
- _____ Let student know that you will contact him or her later to see if assistance is needed.
- _____ Ensure that the student has contact information for local hospital, counseling, rape crisis resources (as available), and law enforcement.
- _____ Contact a local counselor specializing in this area and seek advice on next steps. If no counselor specializing in this area is available locally, you may be able to obtain referrals through the travel assistance company, the local U.S. Embassy, or to seek advice by telephone or email from the student's home campus rape crisis services (contact PC to facilitate).

Additional steps:

- _____ If the incident took place in host university-owned residence or on campus, SD notifies host institution authorities
- _____ If the student wishes, the SD should continue to talk with the student about the incident; the student may need to tell his/her story over and over again. Acknowledge his/her traumatic reactions and provide emotional support.
 - _____ PC notifies student's home institution and maintains communication with home institution contact as situation evolves.
- _____ SD helps the student anticipate and prepare for the range of feelings he/she may experience such as anxiety, preoccupation with the traumatic event, concerns about personal safety, or flashbacks when they experience reminders of the crime, such as seeing someone who looks like the assailant. Provide reassurance that the above reactions are common and help the student anticipate them.
- _____ SD completes and mail an GEO "Safety and Incident Report" to the PC, conducts meetings with staff to review lessons learned from the experience.
- _____ SD evaluates the adequacy of crisis and safety planning based on lessons learned and makes modifications as necessary. Update the Program Coordinator and suggest changes.
- _____ Depending on the severity of the incident, SD and PC schedule a long-distance debriefing.

_____ As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first “lessons learned” meeting.

Arrest of a Student

Example: Student is arrested for theft, assault, drug possession

SD initial steps:

- _____ Begin obtaining as much detail as possible. If you have a valid reason to believe that a student has been arrested or charged unjustly for political, monetary or other reasons, you should let the U.S. Consular officer know.
- _____ Contact the Program Coordinator as soon as feasible to report: assessment of situation, discussion of next steps, determination of whether/who will notify family, home campus, etc.
- _____ Clearly establish together with the PC your plan for staying in contact with and updating each other as the situation evolves.
- _____ Initiate written report to the PC as soon as possible, if initial discussions are by phone.
- _____ Begin keeping a written log; keep basic notes regarding circumstances, conversations with Eugene, etc. Update as crisis progresses.
- _____ Contact the U.S. Embassy Consular Officer. Request names of local lawyers who can assist the student, if necessary. If the student is not a U.S. citizen or permanent resident, contact the embassy of citizenship regarding legal assistance options. Neither arrest nor conviction deprives a U.S. citizen of the right to the consular officer’s best efforts in protecting the citizen’s legal and human rights.
- _____ If safe to do so, visit the student as soon as possible, provide him or her with legal contacts, and explain any legal procedures, especially those that may be different from those in the U.S.; determine if the student wishes his or her family to be notified.
- _____ If local circumstances necessitate, and if allowed, consider putting some necessities in a clear plastic bag to give to the student on your first visit. This could include:
 - Soap
 - Deodorant/antiperspirant
 - Toothbrush and toothpaste
 - Writing paper, pen or pencil
 - Comb
 - Magazine or other reading material

Additional steps:

- _____ SD remains in contact with the U.S. Embassy Officer assigned to the student, and monitors the situation.
- _____ If the incident and/or arrest took place in host university-owned residence or on campus, SD notifies host institution authorities
 - _____ PC notifies student's home institution and maintains communication with home institution contact as situation evolves.
 - _____ Notify the student's emergency contact as listed on the GEO application.
- _____ SD completes and emails a GEO "Safety and Incident Report" to the PC, conducts meetings with staff to review lessons learned from the experience.
- _____ SD evaluates the adequacy of crisis and safety planning based on lessons learned, and makes modifications as necessary. Updates the Program Coordinator and suggests changes.
- _____ Depending on the severity of the incident, SD and PC schedule a long-distance debriefing.

Consider if opening a claim with insurer is appropriate?

- _____ As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first "lessons learned" meeting.

See Appendix for more information about U.S. Department of State assistance to U.S. students abroad.

Bomb Threat

Initial response:

- _____ Any person who receives a telephone bomb threat of any nature should carefully record the circumstances and notify immediate supervisor, the local police, and the U.S. Embassy.
- _____ The individual receiving the call should stay calm and try to obtain as much information as possible (See Appendix).
- _____ The objective is to keep the caller on the phone and develop as much information as possible. Obviously, at some point the caller will hang up and at that point, the person who received the call should notify their immediate supervisor.

_____ In the event of an explosion in the building, remain in your area. Under no circumstances should anyone look out their window or proceed to the site of the explosion. Wait for further instructions from local police.

_____ Contact the Program Coordinator as soon as feasible to report: assessment of situation, discussion of next steps, determination of whether/who will notify family, home campus, etc.

_____ Clearly establish together with the PC your plan for staying in contact with and updating each other as the situation evolves.

_____ Initiate written report to the PC as soon as possible, if initial discussions are by phone.

Additional steps:

_____ SD completes and emails a GEO “Safety and Incident Report” to the PC, conducts meetings with staff to review lessons learned from the experience.

_____ SD evaluates the adequacy of crisis and safety planning based on lessons learned, and makes modifications as necessary. Updates the Program Coordinator and suggests changes.

_____ Depending on the severity of the incident, SD and PC schedule a long-distance debriefing.

_____ As needed, hold at least one follow-up session with staff (Eugene and site) to address unresolved concerns and any new issues that arose since the first “lessons learned” meeting.

