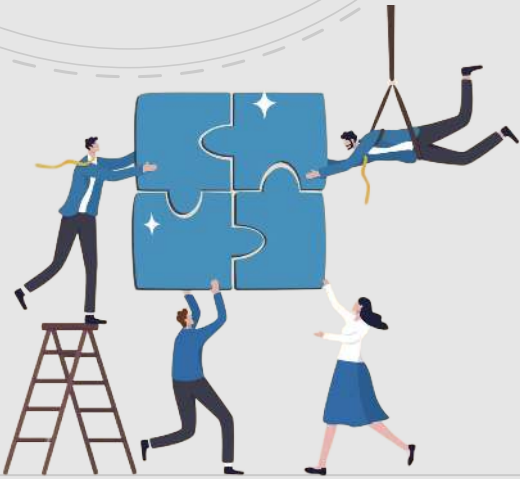


A Crisis Toolkit: Collaboration in Navigating International Student Crises



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Today's Presenter

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AGENDA

01

Why We're
Here

02

Defining
Crisis

03

The ISSS Role

04

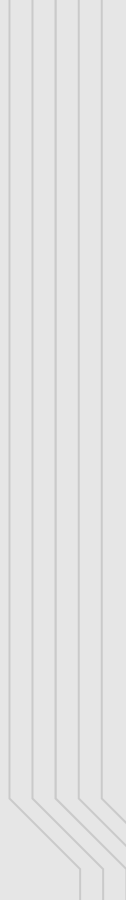
Collaborators
&
Stakeholders

05

Building Your
Own Toolkit

06

Case Study
Exercise





WHY WE 'RE HERE

Why are we invested in this topic?

Why did you come to this session today?

What perspectives do we bring to the table?

What comes to mind when you hear the word "crisis?"



WHAT DEFINES A CRISIS?

02

WHAT DEFINES A CRISIS?

DEATH ,

Injury, or Threat to People

DAMAGE

To environment, animals,
property, and/or data

DISRUPTION

Of operations, to the ability to
carry out mission, or to the
financial welfare and image of
the institution

Three basic elements of a crisis are: A **stressful** situation, **difficulty in coping**, and the **timing of intervention**.

WHAT DEFINES A CRISIS?

CAMPUS

Active shooter, hate crimes,
student death, policy changes

COMMUNITY

Natural disasters, local
shootings or large scale
violence, protests

INDIVIDUAL

Sexual assault, mental health,
financial changes, health
issues, crime, violence,
substance abuse



The ISSS Role

- Share your role with crisis on campus
- What's working?
- What would you change if you could?
- What are some of the positives?
- What are some of the challenges?





04

COLLABORATORS & STAKEHOLDERS





COLLABORATORS & STAKEHOLDERS

CAMPUS

These are individuals, departments, or policies/procedures on campus that are or could be involved in crisis response.

COMMUNITY

These are external individuals, organizations, locations, or companies that can provide additional resources in a crisis response.

LEGAL / GOVERNMENT

These are law offices or government officials, preferably trained in immigration law/immigration regulations, who can assist when needed in certain types of crises.

OTHER

This might include insurance, professional networks, student family members, national resources and hotlines, and other resources outside the immediate community.



05

BUILDING YOUR OWN TOOLKIT



BUILDING YOUR OWN TOOLKIT

<i>TOOLKIT</i>	Pre-Crisis/Prevention	During Crisis	Post-Crisis
ISSS			
Campus			
Community			
Legal/Government			
Other			

BUILDING YOUR OWN TOOLKIT

Step 1

Identify the current ISSS role in crisis management.

Consider your comfort level with this role.

What needs to change? What should stay the same?

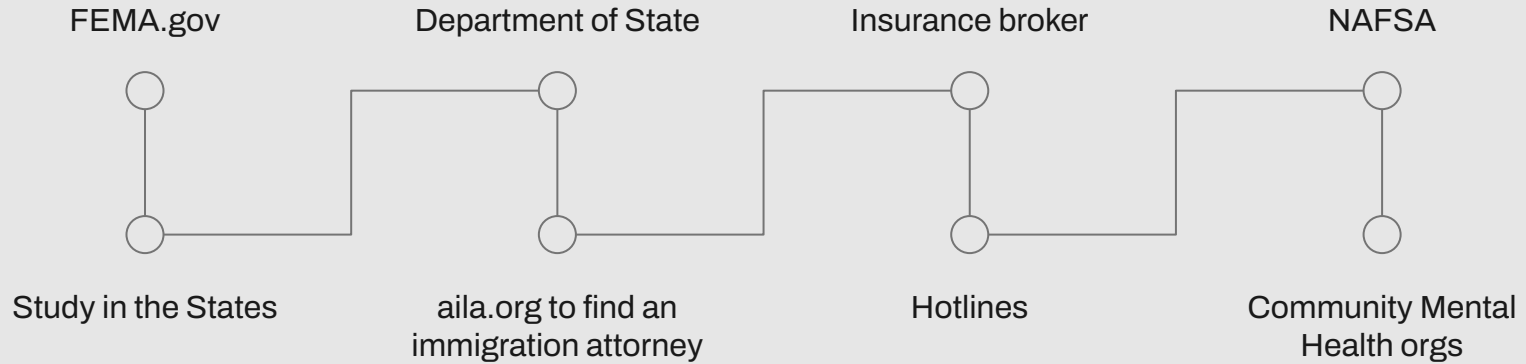
BUILDING YOUR OWN TOOLKIT

Step 2

Identify current stakeholders and collaborators in crisis management.

Are any missing? Are international students well supported by these collaborations?

BUILDING YOUR OWN TOOLKIT: Resources



BUILDING YOUR OWN TOOLKIT

<i>TOOLKIT</i>	Pre-Crisis/Prevention	During Crisis	Post-Crisis
ISSS			
Campus			
Community			
Legal/Government			
Other			

BUILDING YOUR OWN TOOLKIT

Step 3

Communicate the international student crisis plan to your staff, as well as to the institutional stakeholders.

Keep easy to follow instructions in everyone's office and implement in onboarding training.

CASE STUDY DISCUSSION

Each table will be given a case study to to discuss. Please read the case study and work with your partners to discuss the details of the case and who may need to be a part of the solution to the crisis provided.

Use the model we have discussed and think about how your particular university would respond. This exercise can help you in thinking about the various players and stakeholders that would be included in your toolbox.

CASE STUDY #1

An international student is arrested (along with their domestic student 'friend') for defacing a highway concrete wall by spray painting graffiti. Court dates are scheduled and he is seeking assistance and guidance from our office. He is worried about how this will affect F-1 status.

CASE STUDY #2

Four international students travel to Chicago over Thanksgiving Break. They are driving at night in a rented vehicle. The driver swerves off of the road to avoid a deer. Two students are banged up but are generally okay. One student is not wearing their seatbelt and is thrown from the car and dies. The student in the passenger seat is severely hurt and is in the ICU. She is in a hospital outside of Chicago when one of the students calls and tells you what has happened.

CASE STUDY #3

A student becomes manic after discontinuing medication for Bipolar Disorder. She stops attending class. Residence Life is notified after several manic incidents in the dorm. A decision is made by several campus offices that the student needs to return home to continue treatment and take a leave of absence from school. The student has an episode at the airport, refuses to board the plane and is put on a 72-hour psych hold at a facility.

Share your
thoughts

Thanks for being here!

