**RISK MANAGEMENT Plan Template**

INSTRUCTIONS:

* This form must be completed within the first week of the semester.
* Once completed this form must be sent to the Off-Campus Programs Office.
* Please review this plan with students during your in-country orientation.
* If you have any questions, please contact the director of off-campus programs.
* Please attach a list of student phone numbers to this plan.
* If students live with host family please include a list of where students are living
* Include a copy of this on-site risk management orientation in your final report.

Contact information:

1. Director’s Phone Numbers:
2. Who is your emergency contact in-country? What is their contact info? Who are your contacts at our University Partner? What is their contact info?

Name • Position • Phone • email

1. U.S. Embassy Local Phone Number and address:
2. Local Police emergency numbers:
3. What is the nearest hospital for students? Please include contact information:
4. Name two or three local doctors that students could see in case of illness. Please include contact info. Does the doctor speak English?

Names • Phone • email (if possible) • Do they speak English?

1. Name of two or three local counselors (that speak English) that students can see in case of mental health emergency or traumatic incident (e.g. sexual assault). One source of this info may be the nearest U.S. embassy.

Names • Phone • email (if possible) • Do they speak English?

COUNTRY SPECIFIC RISK MANAGEMENT PROTOCOLS:

1. Identify one or two alternate trip leaders (could be one or two more mature students on the experience, or a spouse, or a host country partner). This is especially important where only one Calvin Faculty or Staff Member is leading the experience. Make sure these leaders understand how to respond in cases of emergency, when the program director is not available. Review this form and the risk management protocols with these individuals. Who are these individuals?

Name • Position • Phone • email

1. Are there any unique local laws that students need to know, for example, the ramifications of public intoxication or drug use. Please list below.
2. Read the U.S. State Department section on country specific information regarding safety and security. From this report what are your top two or three concerns for students? List them below, in addition, please identify how you will respond to each of these concerns. For example, is it crime, is it political unrest, is it natural disaster, terrorism, or all of the above? If natural disaster, what is the most likely natural disaster (e.g. hurricane, earthquake, tornado)?

Issue #1:

* Principle 1 in responding
* Principle 2 in responding
* Principle 3 in responding

Issue #2:

* Principle 1 in responding
* Principle 2 in responding
* Principle 3 in responding

1. Read the World Health Organization’s (WHO) overview for your country. From this report what are your top two or three concerns? List them below, in addition, please identify how you will respond to each of these concerns.

Issue #1:

* Principle 1 in responding
* Principle 2 in responding
* Principle 3 in responding

Issue #2:

* Principle 1 in responding
* Principle 2 in responding
* Principle 3 in responding

1. In the case of a natural disaster or terrorist attack where will be your group’s rallying point be (a place where students gather)? Pick a central place that students can get to, preferably outdoors but close to cover. At what point should students use the rallying point? What are some alternative rallying points (e.g. U.S. embassy or emergency shelter)?
2. POLICY: In case of a terrorist attack within 100 miles, student must check in with the director immediately. This is especially important if students are traveling independently.

ON-SITE ORIENTATION:

1. Complete the attached on-site orientation template (template is attached at the end of this file). Use the the information in this RM plan to supplement the info shared in the orientation.

Reminders/tips:

1. Remember to take the following with you:
   * + - Emergency contact card that includes all Calvin emergency contact numbers (available for OCP office). Students will receive this card upon departure.
       - Emergency contact master list for your students (available from the OCP office).
       - Print out a reference card for their travel insurance (including supplemental health insurance). Card can be found at: OCP Webpage > Forms and Resources > Insurance > Reference Card. Encourage students to do the same.
2. Remember that there is a copy of the following student documents in Horizons:
   * + - * Passports (if the student loaded it).
         * Health forms
         * Mental health forms
         * Emergency contacts

**On-Site Orientation Template**

In the first day of your interim or the first week of your semester please take the time to do an on-site orientation. This is the time when you will likely have the full attention of the group. Include a wide range of activities from group bonding exercises, to cultural orientations, to sharing risk management information. Information to share and tasks to be completed include the following.

Information to be included in this initial orientation:

* Discuss region-specific health information such as the nature, prevention, and treatment of region-specific diseases; required and recommended vaccinations, water and food risks; and, descriptions of persistent and epidemic diseases.
* Give general instruction for emergency medical situations – contacting emergency response personnel, medical services available, etc.
* Share and discuss various local laws and customs that students must understand comply. Brief students on any specific trip rules, policies, and subsequent consequences if these rules and policies are broken.
* Discuss risk management and the need of students to be a partner in helping keep everyone safe. How can students practice situational awareness? Specifically, make sure that students understand the risk management plan in case of a natural disaster or traumatic world events (e.g. terrorist attack). Please review the Dealing with Traumatic World Events protocols with students.
* Review tips for travel safety to minimize the possibility of being a victim of crime.
* If possible, schedule a security/safety briefing from the U.S. Embassy or Consulate about local customs/culture as well as security and safety issues within the country.
* Discuss the need for students to inform you if they are planning to do any independent travel during the semester.
* Introduce the idea of cultural shock and how students might be impacted. Useful handout can be found under Curriculum Resources on the Director Resource page of the Off-Campus Semester website.
* If given permission by student(s) with potential medical conditions and/or taking medications, determine if others in the group need to know this information for the safety and well-being of the group.

Tasks to be included in this initial orientation:

* Make sure students know where the American embassy is and how to contact in case of emergencies.
* Make sure students know where the nearest hospital is and to get there in an emergency.
* Have students investigate and practice how to make a 911 call in their host country and if the call will include all emergency services such as police, ambulance, and fire department. Make sure all students know how to initiate emergency response services in your host country. Emergency numbers around the globe: <http://www.clearcausefoundation.org/#!emergency-numbers/c1xic>
* Complete several Table Talk exercises to think through what students should do in case of an emergency. Table Talk exercise include:
  + Missing student
  + Pickpocket (Lost Passport)
  + Independent travel
  + Earthquake
* Complete the participant observer worksheet about gender roles within your host country.
  + Have students complete an Independent Travel Form.
* Complete a walking tour/orientation to the city to help students feel comfortable in their surroundings. Make it a challenge by breaking students into small groups of four and do a photo scavenger hunt (traveling on mass transit), asking students to provide pictures of the group at the following locations:
  + The local hospital
  + The United States Embassy or Consulate
  + The local market
  + Mass transit station
  + Student resources at the university
  + The Police station
* Have some fun together: Go for a hike, have dinner together, do a city tour, etc! Help build a strong internal group identity – you don’t have to become best friends but students must learn to look out for one another, care for one another, and hold each other accountable. Building a sense of community is very important the first few days or weeks of the program and you can set the tone.
* Have students share their life stories. Use an exercise like describing a *RIVERTOOTH* in your life.
* Developed some shared expectations with the group and discuss how students can support each other and hold each other accountable throughout the experience. One possible exercise that you could adapt can be found under creating a group covenant under the orientation resources on the Director Resource page of the Off-Campus Semester website.
* Have students program the following numbers into their phones:
  + U.S. embassy in country
  + Program Directors cell number
  + Director of Off-Campus Programs.
  + Calvin 24/7 line