

STATUS & SITUATIONAL QUESTIONS FOR ASSESSMENT

These are questions you are asking yourself and or the student directly, along with the observations you are making about Signs of Distress. Sometimes you are gathering data simultaneously (e.g. as you ask one question, their anxiety is showing, their behavior of concern is evident) other times separately.

Status questions are designed to give you descriptive as well as predictive information leading towards a decision(s) about management of the situation.

- 1. How are they handling daily tasks and responsibilities (you're looking for evidence; coping mechanisms) such as timeliness, interactions in group, feedback from others.**

- 2. What degree of adequate judgment is being exhibited (e.g. poor self-care, unsafe behavior; excessive use of alcohol)**

- 3. What degree of insight do they have into their own situation? (e.g. realistic or unrealistic; aware of impact or not, etc.) as you question/confront them on the evidence you see.**

- 4. What is the degree of impact on the trip of their behavior, need for care/management, interruption of others' experience?**

- 5. What is a realistic assessment of their degree of self-confidence and self-efficacy? (e.g. over-estimated in face of 'evidence' [signs of distress]; under estimated in face of 'evidence'; having trouble navigating even basic responsibilities but say they are doing 'fine')**

- 6. Do you have confidence in their self-control and ability to remain safe (or keep the group safe) without intervention, monitoring, etc.**
 - a. Does the student have ideas of self-harm, including self-injury (e.g. cutting)?**
 - b. Does the student have a plan for self-harm?**

- c. Have you done anything to hurt yourself? What was your intent ? (intent and lethality are related but different- e.g. I can intend to end my life (high) by taking 8 tylenol instead of the recommended 2 (low lethality) but think that it would be enough to accomplish what I want.
- d. Would you ever actually harm yourself? Why not, or what would keep you from doing that?

7. Other?

Situational Questions are designed to help you think about impact on the leaders, the rest of the group in addition to the needs of the student. Again, this is meant to work in conjunction with Signs of Distress and Status Questions as part of a Decision Paradigm regarding management.

1. Who else is being impacted by this situation/behavior/emotional state in terms of time, energy, worry, physical care?
2. What is the degree of impact on the current situation (phase of the trip)?
3. What is the degree of impact on the remainder of the trip if they stay? If they leave?
 - If they stay/go what are the chances that they will have a successful trip?
 - If they stay/go what are the chances that the group will have a successful trip?
4. Other:

Decision Paradigm relies on two fundamental issues: a) the burden of proof being with the student to demonstrate and convince the leader he/she is okay remain with the group, proceed with the remainder of the trips activities, etc. and b) a decision to remain with the group with only the amount of support and intervention that the leader(s) and the group can and are willing and able to provide without compromising the integrity of others or the goals of the trip itself.

1. After assessment, which is not necessarily a one-time activity, if you haven't gathered enough information, challenge the student with several practice scenarios to test judgment, coping skills, realistic self-appraisal, etc. You are the trip expert, you know the demands and the challenges of the trip.
 - a. What would you do if you got lost?
 - b. How would you handle your wallet/backpack being stolen?
 - c. If you missed connections in how would you find lodging and catch up with the trip?
 - d. Other?
2. Ask the student what their plan is to manage the situation and does that plan sound realistic and feasible?
3. Do you need to consult local resources? Hospital, physician?
4. Do you need to consult with resources back in MN to help make a decision? Or get suggestions with management? What will each of these offices provide?
 - a. IS Office: logistical support; communications, support (backing) for decision
 - b. Academic Affairs: support and backing for decision(s)
 - c. Student Life: consultation, communications and recommendations
 - d. Counseling Services: consultation with faculty and recommendations
5. Management on site: Would it help and can management in one or all of these areas keep the student in country and increase probability of a successful trip
 - i. Is Psychological/Medical support necessary?: e.g. rx for anxiety or sleep? ER evaluation for safety and possible hospitalization?
 - ii. Can social support in country be rearranged or shifted? E.g. change roommate or travel partner? Intervention with the group necessary (cliques, other dynamic, etc.)? is there a solution to a bad home stay problem?
 - iii. Will adjustments in learning/academic situation or environment help? E.g. some extra tutoring? Decrease anxiety by accommodation (not previously known), etc.

- iv. Will coaching help? Helping them not overlook the obvious need for help in a particular area: e.g. playing well with others; being a better traveler or guest in country; processing a bad relationship and or situation back home
6. What are you prepared to absorb? Handle? Manage if the situation continues, gets worse, blows up? i.e. do you know your tipping point?
 - a. If: a) reasonable plans and attempts to address, contain and ameliorate the situation are not workable or have been tried and judged inadequate OR b) what seems necessary is not within reasonable limits for you as the leader(s), the group or the integrity of the trip to ABSORB, then it seems reasonable that arrangements need to be made for the student to return home.

Options for the situation:

1. You as leader are convinced the situation is resolved or at least contained to your satisfaction, with minimal impact on you, the group and the integrity of the trip. You believe that the student will be able to manage themselves and the responsibilities inherent in self-management and the requirements of the trip.
2. You as leader are NOT convinced the situation is resolved or at least contained to your satisfaction as is, but with some adjustments and intervention (see above), the impact on you, the group and the integrity of the trip is minimized to reasonable limits.
3. You as leader come to the conclusion, with or without consultation from Bethel resources, that the situation cannot be resolved or contained without compromising your ability to lead, the group function and success and the integrity of the trip, unless the student returns home.
4. If the student is to return home, then consultation should be made with Bethel regarding the student's ability to travel home unaccompanied, or that someone from the trip, or someone from home, needs to escort the student home.
5. Logistical arrangements then need to be made with 'the home office' to ensure the safe conduct of the student back to MN.
6. There also needs to be some form of discussion or group processing after the students leaves to help clarify misunderstandings (while protecting privacy as much as possible), allow for discussion of the circumstances and in general help preserve the integrity of the rest of the trip.