

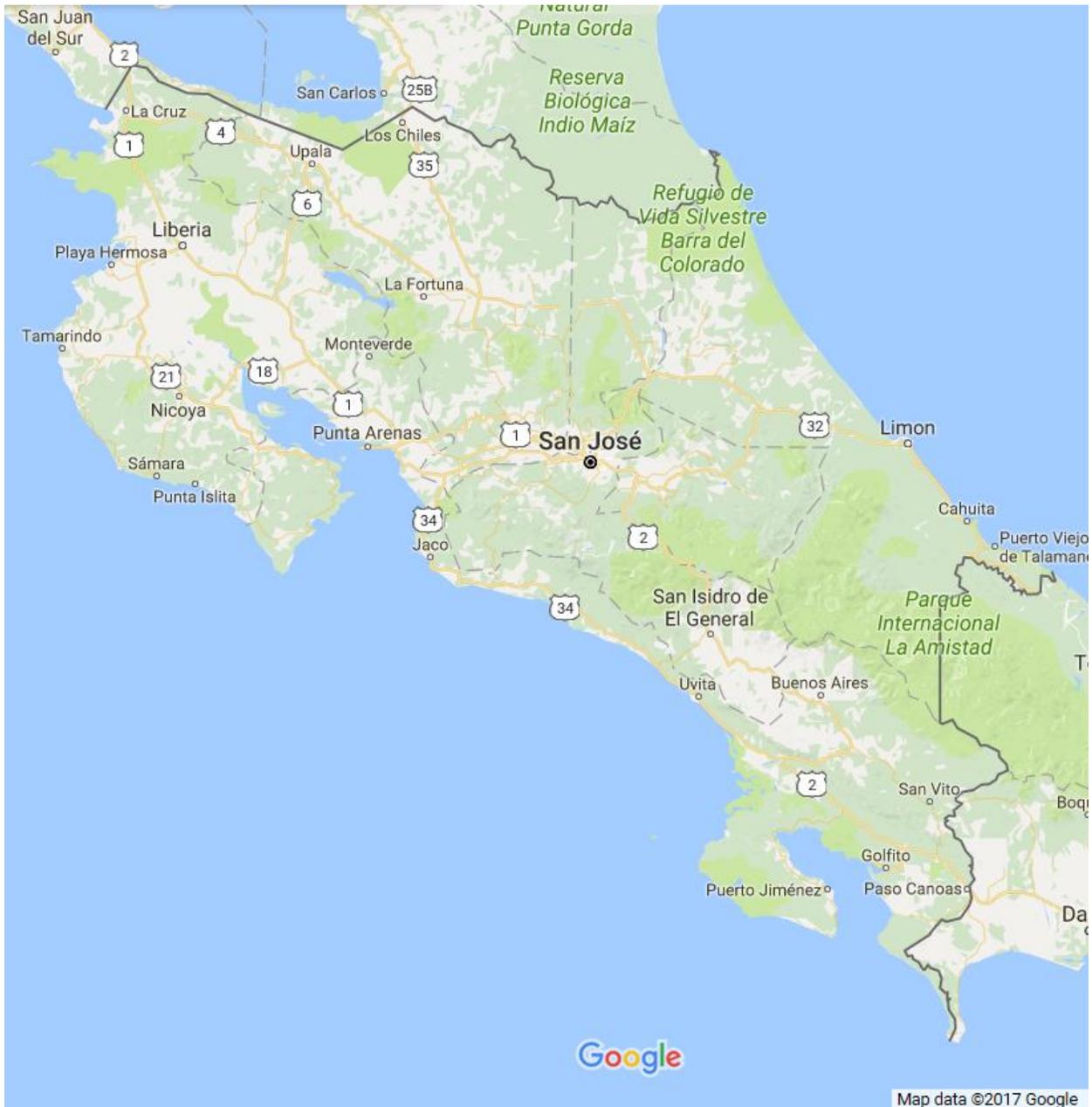
Pitzer College
Costa Rica Summer Health
Pre-Departure Orientation Handbook
2018



Centro de Salud de Monimbó 1987, César Gaitán

Health & Health Care in Costa Rica

MAP OF COSTA RICA



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PROGRAM OVERVIEW

COURSES AND CREDITS

Organized by Pitzer College in collaboration with the Institute for Central American Development Studies (ICADS), the Summer Health Program in Costa Rica takes place over six weeks. Through intensive Spanish language courses, a seminar on health and health care in Costa Rica, internships, field trips, site visits, and family stays, you will explore health care in a mid-income Central American country while furthering your Spanish language skills and gaining an understanding of the life and culture of Costa Rica. A study trip to Nicaragua will provide a comparative perspective on health problems and health services in Central America. One year of college-level Spanish is a prerequisite for the program.

As we have noted in our publicity, this is a **very structured, intensive program for students willing to work hard**; the rewards will be great and commensurate with your efforts. You earn two course credits in only six weeks, but more importantly, you will experience a very special opportunity to live with families, work in Costa Rican institutions, travel in a beautiful country, and meet people you'll never forget.

	Course Credits	Semester Units
Sociology of Health and Health Care in Costa Rica	1.0	4
Intensive Spanish Language	1.0	4
Total	2.0	8

Grades for this program will be recorded on a Pitzer College transcript and included in the Pitzer GPA. Students are required to participate fully in all program components and are not allowed to withdraw from individual courses. Students must take all courses for a letter grade.

Students who wish to receive credit towards their major for a particular course should consult their academic adviser for guidelines. At Pitzer College the field group decides which courses may be counted towards a major or minor graduation requirement. The Pitzer registrar in conjunction with various field groups decides which courses may be counted towards general graduation requirements. Some schools, field groups, or departments may wish to see a syllabus, samples of coursework, texts, or other program materials to make a determination. Check before you go.

Our Schedule

A pre-departure series of approximately ten class meetings and orientation sessions are held in Claremont during the spring semester. A syllabus for those meetings is provided in the following section.

On the first Monday of your program in Costa Rica, you will have an orientation and Spanish language assessment at ICADS. Regular classes will begin the next day. The course on Health and Health Care in Costa Rica will meet every morning. During the first week we will meet as a group from 8:00 am to noon for discussion of internships, lectures, and fieldtrips to health care sites. In the second through fifth week, you will typically have your internships Monday through Thursday mornings (some internships may begin as early as 7:00 am) and lectures and site visits on Fridays.

The afternoons will be dedicated to three and a half hours of Spanish class Monday through Thursday. Bilingual students' afternoon program will involve a tutorial that meets during the same hours; it emphasizes writing skills and involves a research-based independent study of a topic of interest to individual students. A couple of Friday afternoons will be free so you can get away on trips or to relax in San José. We also have two group field trips, described below.

Host Institution

Our host institution in Costa Rica is the **Institute for Central American Development Studies (ICADS)**, a center for study abroad, language training, and the study and analysis of Central American social and environmental issues. ICADS faculty and staff guide the curriculum, facilitate your host family stays, provide the meeting place for your lectures, arrange the internships and field trips, provide language instruction in classes with a maximum of four students, and work closely with you in all aspects of the program.

The Core Course: Sociology of Health and Health Care in Costa Rica

The course provides an overview of health and health care in Costa Rica along with the depth of understanding that comes from an internship in a health care setting. Lectures by program faculty and specialists from governmental and non-governmental organizations, site visits, and reading and writing assignments allow you to explore the epidemiology of Costa Rica and Central America, the structure and financing of the health care system in Costa Rica, women's health issues, and environmental health, with a case study of the banana and pineapple industries. The course begins in Claremont with an overview of demographic and epidemiological concepts, and of Costa Rica's social and economic history to aid you in understanding the context of health and health care in Costa Rica. An extended family stay for the duration of the program is an important part of the course, providing a human face to the ideas presented in readings and lectures. Two field trips allow you to deepen your understanding of topics covered in the course: A weekend field trip to a cloud forest complements our study of environmental health. A study trip to the Caribbean side of Costa Rica will allow you to compare regional health profiles, health services and disparities.

Internships

The intensive internship of 14-16 hours per week for three and a half to four weeks provides you with a focused exposure to the roles that particular agencies play in addressing health care issues in Costa Rica. You will gain first-hand experience with the models and assumptions on which an agency operates, the particular problem-solving strategies it utilizes, and the financial, intellectual and technological resources it brings to bear on these problems. A final reflective paper on your internship experience is a required part of the course. Past students have shadowed health outreach workers (ATAPS) on home visits, worked in a nutrition program for malnourished pre-school children, conducted field work with Costa Rica's national institute for health research, and worked in local clinics, community health posts, programs for children and adults with disabilities, San José's large public school for children with disabilities, a Catholic charity clinic, physician's offices, and other sites. We attempt, to the best of our ability, to find internships to meet special interests students may have, for example, working with a veterinarian or in a hospice.

Intensive Spanish Language

Intensive language instruction is offered to intermediate and advanced students in groups of no more than four. Bilingual and heritage speakers will have a special class focused on identified needs such as improving writing skills, expanding vocabulary and studying formal and technical language in depth.

Family Stays

The opportunity to stay with a host family for the duration of the program is an essential part of the educational model. Host families serve as co-educators on the program allowing you to deepen your language and culture learning as well as your knowledge of health and health care. ICADS will arrange your family stay in a home that should be no more than a 30 minute walk or bus ride from ICADS. You will be able to take a public bus if you want to arrive more quickly. Our policy is to have no more than one student in a home so that you can maximize your language learning and participate fully in family life. You and at least one other student in the program will generally be assigned homes close together so you will have someone with whom to share walks to ICADS, taxi rides at night, and so forth.

Study Trips

To deepen your understanding of topics covered in the core course, you will be offered several site visits in or near San José and two more major fieldtrips, which are tentatively scheduled (conditions permitting) to be the following:

- **San Gerardo de Dota (Savegre)** is a 400 hectare private biological reserve with excellent areas of primary forest and stunning biodiversity. Located on the Pacific watershed on the Savegre River, it is home to some 170 species of colorful birds, including toucans, tanagers, and quetzals, which you actually see! The trip generally includes the following: a guided tour to study ecosystems, bio-diversity, medicinal plants and birds; discussion on history and development of the area; horseback-riding or fishing for those who are interested; bird-watching; and hiking. Bring along a good book for some quiet time. You'll need warm clothing as well as raingear!
- The **Southern Caribbean Region** in the Province of Limon will be the focus of a study trip. We will learn about the social, labor, and health impacts of monocultures in the history of Costa Rica. We will visit local indigenous communities to hear about their culture and health practices, and we will also learn about the country's African Caribbean population. There will be visits to local health care facilities to help us understand specific health care challenges of the region. Finally, there will be time for recreational activities such as going to the beach and visiting Cahuita National Park. On this trip student will be spending the nights at small hotels owned by

residents of these communities. Prepare for hot humid weather and make sure to bring along sunscreen and insect repellent.

The tentative schedule of study trips is:

- Visit to an EBAIS and tertiary level hospital: first week of the program
- Trip to San Gerardo de Dota: second weekend of the program
- Visit to private sector hospital: third week of program
- Visit to an urban *precario*: fourth week of the program
- Trip to Caribbean region: fifth week of program

PRE-DEPARTURE SEMINAR SYLLABUS



IIS 101 PZ- Health and Health Care in Costa Rica
One Half Course Credit
Spring 2018
Meetings: Selected Thursdays, 5:00 –7:00, Broad Hall 207

Instructors:

Ann Stromberg, Ph.D, M.P.H.

Professor Emerita, Sociology

ann_stromberg@pitzer.edu

Broad Hall 212

Office hour: 7:00 p.m. Thursdays and by appointment (by email or, in emergencies, 909.518.0723)

Mike Donahue, M.A.

Director, Pitzer Programs and Intercultural Education

mike_donahue@pitzer.edu

909.621.8104, West Hall, Office of Study Abroad and International Programs

Office hour: 7:00 Thursdays and by appointment (by email or advising sign-up folder in office)

Gabriel Vargas, M.A.

ICADS Field Program Sociology Instructor and Program Coordinator for

Pitzer Summer Health Program

Guest speaker and internship consultant, pre-departure seminar

Learning Goals

During the spring semester of 2018, we will prepare for the **Summer Health and Health Care in Costa Rica Program** through a series of meetings organized to introduce you to:

- basic concepts employed in the study of health,
- important aspects of the history, economy, politics, environment and culture of Costa Rica,
- a model for becoming an engaged culture learner during your stay in Costa Rica, and
- strategies for succeeding in your stay in Costa Rica.

Grading Criteria, Attendance and Required Readings

The pre-departure seminar is designed to prepare you for your Costa Rica experience this coming summer. You are expected to actively participate in this preparatory course, which must be taken for a letter grade.

Grading Criteria

- **20% = Attendance and Informed Participation.** Your attendance is mandatory and will be taken at each class meeting. Grades for attendance will be assigned as follows:
 - A = No unjustified absence
 - B+ = 1 unjustified absence
 - B = 2 unjustified absences
 - C = 3 unjustified absences
 - F = 4 unjustified absences or more

Justified absences will be accepted only in extraordinary circumstances with appropriate documentation, which you should provide within a week of the absence and preferably before (e.g., a note from a physician, your coach for a mandatory varsity game). Oversleeping, conflicts that could have been foreseen, work for another class, etc., are not among justified causes of absence. **In all cases of absences, it is YOUR responsibility to get notes and information on sessions that you miss from one of your classmates in the course.**

You should complete the readings by the corresponding dates on the syllabus and **be prepared to participate in discussions** of what you have read. Getting the readings done here in Claremont, in a timely fashion, will not only allow you to benefit more fully from our discussions but **will also greatly reduce the work you need to do in Costa Rica**. Please be aware that you will have two exams during your time in Costa Rica: (1) an in-class exam in week two that will include readings assigned for this spring and a few new ones, and (2) a take-home exam in week six that will cover additional readings and topics that you will examine in Costa Rica. Once in San Jose, you will be very busy and grateful for every reading that you have completed here.

Out of respect for your colleagues and your professors,

- please arrive for class meetings **promptly at 5:00**. Chronic tardiness is not acceptable and will result in a lowered attendance grade.
 - Please turn off your smart phones and refrain from using during class. Lap tops for taking notes or other class-related work are OK, but please do not use them for email, Facebook or other activities that are not related to our class.
- **50% = Five short written assignments**, each of which constitutes 10% of your grade. **All are due at the beginning of our class meetings**. Four will be based on the readings assigned for the corresponding date (January 25, February 1, February 15, February 22). A fifth short assignment will be submitted one week after the relevant assigned readings and discussion (discussion on March 1, paper on March 8). Late assignments will not be accepted without a valid reason and explicit permission from both professors in advance of the class meeting. (You can communicate with us by email.)

Please type your papers **with a 12 point font, double-spaced, and 1" margins**. Please, **properly cite the sources that you use in your assignments, including page numbers when possible**, using a widely accepted style manual. If you do not properly cite sources **with footnotes and bibliography**, your grade will be lowered by two letter grades (e.g., an A paper becomes a C). You may raise that grade by one letter grade (e.g., the C may become a B) by resubmitting your paper with correctly done citations **within one week**. You must resubmit **both** the original and corrected copies. Greater penalties may apply if improper citing of sources recurs. Please identify each assignment as follows:

Pitzer College / IIS 101 PZ Pre-departure Seminar	MM/DD/2017
Stromberg/Donahue	Assignment # XX
[Your name here]	[Title]

As you prepare your paper, take time to carefully edit it, for spelling, grammar, sentence and paragraph composition. Nobody wants to receive a lower grade because she or he did not take a bit of additional time to add finishing touches.

In this class there will be opportunity for you to rewrite one paper from among assignments #1, #2, or #5 if you wish to improve your grade based on the quality of the paper—its substance/argument and editing. Resubmission must occur within one week of your receiving your graded paper, and it requires that you resubmit your original marked paper with the revised edition. Of course we encourage you to do a good job the first time you write a paper so that you do not need to do a rewrite.

You are most likely going to be able to prepare an on-time, thoughtful, carefully edited paper with proper citations if you start your paper days in advance of the submission date. If you begin your assignments early, you'll even have time to take them to Pitzer's writing center if you would like.

- **10% = Participation/Role-playing/Leadership as a Community Health Worker** with your team in a module on zika, dengue, and chikungunya prevention (February 8).

- **20% = Oral presentation with Background Paper.** Briefly, each student will participate in a small group of approximately four colleagues in an **oral presentation** about an important aspect of Costa Rican society—its politics, economics, land and resources, its people, culture, and institutions (12% of course grade). Each group’s oral presentation should be about 20-25 minutes in duration. Its quality will be reflected both in its content and professionalism of presentation. Before the oral presentations we will have a class discussion about the attributes of good oral presentations. You and your group will receive feedback from your professors and your peers on your presentation.

The presentation should be based on your own research, be well organized, use visual aids or handouts to present statistical and other data, maps, graphs, and so forth, and be lively in format. Consider using our textbooks and other assigned readings (see below) as a starting point for your research. Rehearse as a group in advance of your class presentation, with attention to the timing and flow of your presentation. Your oral presentation can be as creative as you wish as long as it communicates the crucial information. For example, a presentation on politics could take the form of a debate between the leading candidates in the last presidential election. The presentation on the land can include short segments of video that show us features of various ecological zones. Should you use PowerPoint, use it judiciously; please don’t write everything on the slides and take up space as a talking head.

Each group will also prepare a “background paper” (8% of course grade) to be presented as a handout for all class members **as you begin your oral presentation.** (We will assist you in making copies.) It may be a narrative; it might take the form of a well-developed outline or a list with bullet points of the essential information, facts and issues that your classmates should learn about your topic – 2 to 3 pages should suffice. If sections are prepared by different members of your team, save time to coordinate so the sections flow together in a unified style. The oral presentation and the “background paper” should not necessarily cover exactly the same material but should overlap substantially.

As is true with your short papers, the background paper must provide footnotes as appropriate (with page numbers for books and articles) and include a bibliography of all sources cited, using a conventional citation form (such as APA or MLA); it may also include a section of “additional recommended readings” that you identified but did not cite in your paper. In preparing your oral and written reports, you should consult at least four to five up-to-date sources on your topic, including an academic journal article or two. Please note that sources from the web and articles from more popular magazines need to be **substantial in scope and depth.** Costa Rican newspapers may be another excellent source.

Readings

Most of the required readings may be accessed through Sakai: simply log on to Sakai and you will see the class tag on the top (PZ IIS 101.I SP18). Some readings are available for downloading from the Web, while others will be provided to you by the Office of Study Abroad. You will need to order the textbook by Koutnik. Please place your order soon as you will need the book early in the semester. You can evaluate whether one or more of the additional recommended books would be ones you’d like to add to your library.

Required texts:

Koutnik, Jane (2012). *Culture Smart! Costa Rica*. Kuperard: London / Random House: New York.
As suggested above, you should order this textbook--soon-- from Amazon.com, BarnesandNoble.com, or a similar source.

Pitzer College Study Abroad Office, *Costa Rica Summer Health Pre-departure Orientation Handbook, 2018* with important sections on cultural immersion, cultural adjustment, language learning, and participation in the life of your Costa Rican host family. You should read these sections carefully as well as the other, more logistical sections of the *Handbook* on passports, immunizations, weather (**it will be raining almost every day!**), home stays, field trips, insurance, important courtesies (dos and don’ts), and many other significant matters. The Study Abroad office will provide this book.

Other recommended books and resources:

Booth, John A., Wade, Christine J., and Walker, Thomas W. (2015). *Understanding Central America: Global Forces, Rebellion, and Change*. 6th ed.: Boulder, CO: Westview Press.

Edelman, Marc (1999). *Peasants Against Globalization: Rural Social Movements in Costa Rica*. Stanford: Stanford University Press.

Molina, Ivan and Palmer, Steven (2007) *The History of Costa Rica*, Second ed. revised. San Jose: Editorial de la Universidad de Costa Rica.

Palmer, Steven (2003). *From Popular Medicine to Medical Populism: Doctors, Healers, and Public Power in Costa Rica, 1800-1940*. Duke University Press.

Palmer, Steven (2004). *The Costa Rica Reader: History, Culture, Politics*. Duke University Press.

Pan-American Health Organization/World Health Organization (2017). *Health in the Americas*. Washington, DC: PAHO/WHO. The country profiles on Costa Rica, Nicaragua and USA will be essential material for class discussion and assignments.

Ministry of Health of Costa Rica (<https://www.ministeriodesalud.go.cr>)

Costa Rican newspapers:

La Nacion (you must register but if you do you can download up to 15 articles a month)—perhaps the most important non-sensationalist paper in the country: <http://www.nacion.com/>

El Pais –an exclusively online journal that has serious coverage of important issues: <http://www.elpais.cr/>

Semanario Universidad –newspaper of the University of Costa Rica with in-depth analyses from progressive, left-oriented point of view: <http://semanariouniversidad.ucr.cr/>

Tico Times—English language weekly, occasional in-depth pieces. <http://www.ticotimes.net>

Students who want to learn about the U.S. health care system in more depth than we can offer in this seminar might consider: Bodenheimer, Thomas and Grumbach, Kevin (2016). *Understanding Health Policy: A Clinical Approach*. NY: McGraw Hill. This volume contains a chapter on models of health care in four other countries as well. Also see Goldstein, Raymond L., Goldstein Karen, and Goldstein, Benjamin Z. (2017). *Introduction to the U.S. Health Care System*. NY: Springer Publishing Co. Especially see ch. 1.

Additional comments

The official form of communication between faculty and students in the 5C Colleges is email. It is your responsibility to check your **college email account** frequently (we suggest daily).

If you run into problems during the semester that affect your attendance or coursework, be sure to let your instructors know – exceptions can always be made for illness and emergencies. However, it is very important to notify your instructors in advance if at all possible. Feel free to e-mail Professors Stromberg and Donahue at any time concerning such matters. Our phone numbers are listed above.

This syllabus is a contractual agreement between you, the student, and us, the instructors: we agree to fulfill our obligations as outlined here, or else announce any changes clearly and well in advance; you agree to do the same.

As your instructors we reserve the right to make any adjustments to this syllabus as necessary and decide any additional items not specifically addressed on these pages. The student's continued enrollment in this course indicates his/her agreement to the terms and conditions of this syllabus. ¡Bienvenidos! ¡Y qué tengamos un exitoso seminario de pre-partida y un verano mejor.

Meeting Schedule, Assignments and Readings

Part A – Introduction to Demography and the Study of Health

Before leaving for Costa Rica, you should gain an understanding of the basic concepts and measures of demography and epidemiology. You should be able to describe important determinants of health and to provide an overview of the health status of Costa Ricans and their health care system. This preparation will assist you in understanding the lectures and addressing issues that we will examine on health in Costa Rica.

Meeting 1 –January 18 / Organizational Meeting

Introductions, syllabus, rules, policies, and logistics, including information on internship selection and home stays. Starting a discussion about health and introduction to the population “system”

Short handouts used today will include the following, which you may use in your first assignment:

- Ratzan, Scott C., Filerman, Gary L., and LeSar, John W. (2000, March). *Attaining Global Health: Challenges and Opportunities*. Washington DC: Population Reference Bureau. Figure 5: Determinants of Health: 21st Century Field Model
- Dixon, Robyn (2017, January 8). A Family of 22, A Battle to Provide. *Los Angeles Times*, p. A3.
- Kaplan, Karen (2018, January 14)). Danger of Being Born in the U.S. *Los Angeles Times*. p. A9
http://enewspaper.latimes.com/infinity/article_popover_share.aspx?guid=fb388d5a-f83f-487a-beb1-2cdd855b5a36
- Associated Press (2017, December20). Soaring Overdose Deaths Cut U.S. Life Expectancy for Second Consecutive Year, CDC Says. *Los Angeles Times*.
<http://www.latimes.com/nation/nationnow/la-na-life-expectancy-20171220-story.html>

Assignments

- Data sheet to be handed out, for students to complete by the beginning of class, January 25, using 2017 *World Population Data Sheet*, from the Population Reference Bureau. See Assignment #1 on the following page.
- Over the next couple of weeks start reading the 2016 & 2017 Student Internship Reports. (Read on Sakai, (2016-Internships-Student– Reports, and 2017-Internships-Student-Reports.) Note: These reports are confidential, members-only documents; do not forward them to others or re-post elsewhere. In a few weeks you will be indicating your preferences for your summer internship.
- Begin filling out the Student Self Profile. This will be due on Monday, Feb. 5th.

Meeting 2 –January 25/ Introduction to the Study of Population and Health

Assignments to be completed for this meeting:

- Graff, Maura and Bremner, Jason (2014). *A Practical Guide to Population and Development* (Download this publication from Sakai, Resources, A Practical Guide.pdf or from the Population Reference Bureau web site, <http://www.prb.org>).
- Goldsteen, Raymond L., Goldsteen, Karen, and Goldsteen, Benjamin Z. (2017). *Jonas' Introduction to the U.S. Health Care System*. NY: Springer Publishing Co. Read pp 1-11 only. (Download this publication from Sakai, Resources, Introduction.pdf)
- Study the *World Population Data Sheet, 2017*. Skim the commentary on trends in the introductory pages. You will use the table to complete your assignment for this week. (Download from Sakai Resources, 2017 population-data-sheet.pdf) or from the Population Reference Bureau web site, <http://www.prb.org/Publications/Datasheets/2017/2017-world-population-data-sheet.aspx>

Assignment #1 due. Complete the partially filled out data sheet on health and social indicators distributed at the January 18 meeting (and available under *Assignments* on the course Sakai site). Use the *World Population Data Sheet, 2017* to fill in the blanks. If you'd like, you may work with a classmate on recording the data but do check each other's work for accuracy. Errors are your responsibility and may affect your grade. (An accurately filled-out data sheet will be 30% of the total grade for this assignment.)

The second part of the assignment is to be completed on your own. Examine the data that you recorded on the worksheet for interesting patterns and, on separate pages, describe three patterns that you observed in the data. **Link**

your observations to materials in the handouts and assigned readings (don't forget to cite sources!). Two pages should suffice for your discussion. (This part of the assignment will be worth 70% of the total grade.)

This assignment— both the completed data sheet and the discussion of your own observations regarding patterns that you discovered— is due as hard copy at the beginning of our class meeting. Be certain that your name is on all sheets.

- Come to class prepared to discuss these questions:
 - What are the three major processes that make a population change in size, composition, and distribution? What **is** population composition? Be able to explain what a population pyramid is, how it is constructed, what general shapes it can take.
 - What is the demographic transition? What is the epidemiological transition?
 - What factors contributed historically to these transitions in the now developed countries? How are the transitions in the developing countries different from the transitions from those in the industrialized Western nations? How do the contributing factors differ?
 - How do we measure the levels of mortality in a population? Fertility?
 - What factors contribute to the health of a population? Health care is NOT a sufficient answer! Refer to figure 5 from *Attaining Global Health and* Goldsteen, et al. reading.
 - What is the demographic divide in the world today? Discuss patterns of mortality and morbidity on each side of the divide. What social and economic issues do countries of both sides of the demographic divide face?
 - What are some health disparities in our own country?

Meeting 3 – February 1 / Introduction to Epidemiology

Assignments to be completed for this meeting:

- Rockett, Ian R.H (1999). *Population and Health: An Introduction to Epidemiology*. Washington DC: Population Reference Bureau. Read pp. 3-24 – you do not need to read the remaining pages (Download from Sakai, Resources, PopHealthEpidemiology. or from the PRB web site <http://www.prb.org>).
- PAHO/WHO (2017). *Costa Rica Country Profile*, pdf from *Health in the Americas, 2017*. For this week focus on the sections on **health, not the health care system**. If you can, also skim the country profiles for Nicaragua and the United States, for making comparisons if you'd like in Assignment 2 (Download individual country profiles from Sakai or access at <http://www.paho.org/salud-en-las-americanas-2017/>
- Huynh, Jasmin M. (2016, January 22). Binational Study Explores Why Costa Rica Outperforms the United States in Life Expectancy. University of Berkeley, School of Public Health, accessed at <http://sph.berkeley.edu/binational-study-explores-why-costa-rica-outperforms-united-states-life-expectancy>, on January 15, 2017. (Download from Sakai, Resources, Binational Study).
- Baldwin, Wendy, Kaneda, Toshiko, Amato, Lindsey, and Nolan, Laura (2013). *Noncommunicable Diseases and Youth: A Critical Window of Opportunity for Latin America and the Caribbean*, Policy Brief. Washington DC: Population Reference Bureau. (Download from Sakai, Resources, Diseases and Youth or from the PRB web site <http://www.prb.org>)
- *Costa Rica Summer Health Pre-departure Orientation Handbook, 2018*. Read the following sections: passports and visas; transportation; money matters; communications. **Bring the Handbook with you to class**. Come with any questions you have about these topics.
- **Assignment #2 due:** Come to class with a typed statement of no more than three pages that addresses the **health** of Costa Ricans as follows: Part A: give your overall assessment of the health of Costa Ricans. Use relevant data, including measures of mortality and morbidity, to support your arguments about Costa Ricans' health status. Consider making international comparisons. Part B: Employing readings from last and this week, discuss factors

that contribute to Costa Ricans' health outcomes. Consider the many determinants of health!!! "A good health care system" is NOT a good answer. Part C: If you were Costa Rica's Minister of Health, what trends and/or disparities in Costa Ricans' **health** (NOT health care system) would concern you and broadly what sorts of programs would you want to implement to enhance health outcomes in the next quarter century. Your short paper must use several readings assigned for this and last week. **Label parts A, B, and C** clearly please. Be sure to properly cite sources in footnotes and bibliography.

- Come to class prepared to discuss the following questions:
 - What is epidemiology?
 - Who are the founders of epidemiology and for what, briefly, is each noted?
 - How would you describe the following two epidemiological models and for what types of disease is each more appropriate: epidemiological triad and web of causation?
 - What are the major sources of data we need for numerators and denominators in measures of mortality? Where do we get data on morbidity?
 - What are the key measures we use for assessing mortality and morbidity? What are the major causes of mortality and morbidity in Costa Rica today?
 - Can epidemiological research offer useful interventions without a thorough understanding of etiological (causal) factors? Provide a couple of examples to support your answer.
 - Be able to compare key indicators of the health of Costa Rica with those of other countries in the developing world and with those of the U.S. and other developed nations. Where does Costa Rica "fit" in the demographic divide?
 - Overall, how do you assess the health status of Costa Ricans and on what grounds? What are the country's major challenges in lowering the toll of chronic illness? "Emerging" infectious diseases?

Before class concludes, you will be placed in one of three groups of community health workers who will, by our next class meeting on February 8, have developed a polished oral group presentation on prevention of Zika, dengue, and chikungunya. You will need to do the assigned reading for week 4 early in the week to organize your group with sufficient time to prepare your presentation. Teaching materials will be provided for your group.

Student Profile Due on Monday, Feb. 5th. Completed profiles must be submitted digitally (as word documents) either as an email attachment to the instructors or on the assignment page of our Sakai site.

Meeting 4 – February 8 / Practical Application of Epidemiological Concepts

Assignments to be completed for this meeting:

- Red Cross/Red Crescent Climate Centre (2016). *Zika, Dengue, and Chikungunya Prevention: Community Module*. The Hague. (Download from Sakai, Resources, Zika Community Module, pdf)
- Karlamangla, Soumya (2018, January 5. L.A. County officials confirm first case of sexually transmitted Zika virus. Los Angeles Times p. B4. <http://www.latimes.com/local/california/la-me-ln-zika-sexual-transmission-20180104-story.html>
- Healy, Melissa (2017, September 30). What Turned the Zika virus lethal. Los Angeles Times p. http://enewspaper.latimes.com/infinity/article_popover_share.aspx?guid=adadb31d-c920-481f-88fe-1f8a657d9681
- In addition to the Red Cross Community Module, you may also wish to consult other sources, e.g., for Costa Rica <http://www.ministeriodesalud.go.cr/index.php/vigilancia-de-la-salud/analisis-de-situacion-de-salud> For the US: <https://www.cdc.gov/zika/> and <https://www.cdc.gov/dengue/> and other updated materials provided by the instructors

- *Costa Rica Summer Health Pre-departure Orientation Handbook, 2017*. Read the following sections: health considerations; health insurance; safety and emergency preparedness, appendix A on sexual harassment and prevention
- **Assignment #3 due:** Unlike your earlier assignments, this does not involve a written paper. As discussed above, your group of community health workers will be presenting your assigned section of the Red Cross/Red Crescent module: Topic 1, Topic 2, or Topic 3. Your group is responsible for effectively communicating to others the important content of your Topic. Practice the timing and flow of your presentation, making certain that it flows seamlessly as you each participate. Make your presentation as clear and lively as possible. Groups 1 and 2: prepare your main presentation for your audience: community groups of teens and adults, in a Central American country such as Costa Rica or Nicaragua, who are literate but most without a high level of formal education. In addition, add a short section at the end of your main presentation that is addressed to Pitzer students who will be studying abroad in a country that has these three mosquito borne diseases. What should Pitzer students know before they go? Students covering Topic 3 on mapping will be given special instructions on mapping Pitzer College for risks. Your group's presentation should not exceed 15 minutes. Your colleagues and professors will provide feedback on your work. After the community health workers' presentations, you will be asked to participate in several scenarios pertaining to health and safety in Costa Rica.

Part B – Introduction to the Social History, Institutions, and Culture of Costa Rica

Before leaving for Costa Rica, you should gain a basic understanding of the history, economics, politics, institutions, culture, and peoples of Costa Rica. This broad knowledge will not only provide you a context for understanding health and health services in Costa Rica but it will also help you to more deeply appreciate your experience in Costa Rica.

Meeting 5 – February 15 / The Social & Economic History of Costa Rica: A Brief Overview

Guest speaker: Gabriel Vargas **Important Note: This meeting will take place from 5PM to 8 PM in order to take full advantage of Mr. Vargas' short time here at Pitzer. Dinner will be provided. Please try your best to adjust your schedule to be in class for the complete 3 hours.**

Assignments to be completed for this meeting:

- Koutnik's *Culture Smart! Costa Rica*, ch. 1's section on History, pp. 17-33,
- Booth, John A., Wade, Christine J., and Walker, Thomas W (2015). *The Common History*, Ch. 3 and *Costa Rica*, Ch. 4. *Understanding Central America: Global Forces, Rebellion, and Change*. 6th ed. Boulder, CO: Westview Press. (you can download these chapters from Sakai).
- *Costa Rica Summer Health Pre-departure Orientation Handbook, 2018*. Read the following sections: living with a Costa Rican family, Costa Rican cultural survival tips from ICADS, Additional tips from ICADS to enrich your experience, how to be a more successful language learner, ICADS house rules.
- **Assignment #4 due:** After you complete the assigned readings, prepare a typed, two-three page response to these questions: 1) Costa Rica is said by many to be different from other nearby Central American countries. In what ways and why? What key factors, events and important people in Costa Rican history have played important roles in setting Costa Rica apart from its neighboring countries? 2) In recent decades Costa Rica's social welfare state has declined (but not disappeared). What factors have caused this decline? Is it possible for Costa Rica to maintain a robust social welfare state today? Explain your reasons for the position that you take. Clearly label parts 1 and 2 of your answer. This assignment will be due at the start of class. If you wish to revise your paper based on Mr. Vargas' talk, you will have until Monday, Feb. 19th to do so, but you must submit your original paper at the beginning of class on Feb.15.
- Come to class prepared to discuss these questions:
 - What are the main highlights in the history of Costa Rica?
 - How has the Costa Rican economy evolved since colonial times? What have been the main sources of income?
 - What are some of the main trends, issues, and challenges facing Costa Rica?

Part of the class meeting will be dedicated to comments by Mr. Vargas about life in Costa Rica, the homestay experience, and challenges that you may have as visiting students. This will be a good opportunity for you to pose questions that you may have about the summer program.

Meeting 6 –February 22/ Health Care in Costa Rica: A Brief Overview

Assignments to be completed for this meeting:

- Review *Costa Rica Country Profile*, pdf from *Health in the Americas, 2017*. Concentrate on the sections on The Health System, and Leading Health Challenges. Read the same sections in the USA Country Profile. Optional: Skim the relevant sections on health care delivery in Nicaragua. (Download individual country profiles from Sakai or access at <http://www.paho.org/salud-en-las-americanas-2017/>)
- Saenz, Maria del Rocio, Bermudez, Juan Luis, and Acosta, Monica (2010). *Universal Coverage in a Middle Income Country: Costa Rica*. Background Paper 11 of World Health Organization. (Download from Sakai, Resources, Universal Coverage, or from WHO <http://www.who.int/healthsystems/topics/financing/healthreport/CostaRicaNo11.pdf>)
- *Costa Rica Summer Health Pre-departure Orientation Handbook, 2017*. Read the following section: what to bring
- RECOMMENDED: Goldsteen, Raymond L., Goldsteen, Karen, and Goldsteen, Benjamin Z. (2017). Ch. 1 Introduction. *Jonas' Introduction to the U.S. Health Care System*. NY: Springer Publishing Co. Study pp. Read the second section on U.S. Health Care System. (Download this publication from Sakai, Resources, Introduction.pdf)
- RECOMMENDED: Rudasill, Sarah E. (2015). Comparing Health Systems and Challenges in Costa Rica and the United States. *Inquiries Journal/Student Pulse*, 7(02). (Download from Sakai Resources, Comparing Health Systems.pdf)
- **Assignment #5 due:** Bring to class a short paper, not to exceed three pages, with four parts: A) Briefly, what are the components of the Costa Rican “ national health system” and the “health sector” including all attached bodies, and what are the basic functions of the entities in the health sector (e.g., CAJA, Ministerio de Salud)? B) What are the principles of Costa Rican health services. C) Describe the organization, including levels of care, and financing of the Costa Rican Social Security Fund or “CAJA”, which delivers health care services. D) Although you are not an expert (yet) on the health care systems, draw some comparisons between how health care is broadly viewed (is it a right?), organized and financed in the US and Costa Rica. Please label each part of your essay.
- Come to class prepared to discuss the following questions:
 - How would you briefly describe the health care system of Costa Rica? What institutions constitute this system?
 - How are the services provided by the government organized and financed?
 - What have been some of the recent “reforms” in health care in Costa Rica?
 - How would you begin to formulate an essay on the strengths and weaknesses of the national health services in Costa Rica? You will be continuing this analysis in Costa Rica.
 - Is health care a right or privilege in Costa Rica? In the United States?
 - What is the role of private health services in Costa Rica?

Meeting 7 – March 1/ Culture Learning Workshop

The workshop employs a series of on-line exercises in a related assignment. We will employ a culture-general approach designed to give you the knowledge and tools necessary to be an effective culture learner once you get to Costa Rica (or any other new culture), and to be better able to interact successfully and respectfully with members of the host culture.

Learning outcomes for this part of the course:

- Help you better appreciate the role of culture in your interactions with members of your host family, internship organization, host community and with program staff and faculty.
- Provide you with knowledge, strategies and tools for understanding your own culture and the culture of the host community, and in so doing, equip you to participate more fully, successfully and appropriately in the host culture.
- Give you a better appreciation and understanding of the role of culture in health care.
- Help you to become an autonomous culture learner, that is, to engage in culture learning outside of the classroom, on your own, in the host culture.

During class and in the subsequent on-line exercises and assignment (assignment #6), you will be encouraged to think about how specific examples presented in the course readings (e.g. Culture Smart Ch. 2) and the *Pre-departure Orientation Handbook* (e.g. Living with a Costa Rican Family, Costa Rican Culture Survival Tips) are related to concepts presented in the workshop. Once in Costa Rica, you will be encouraged to apply the concepts from the workshop to an ongoing process of culture learning that will, we hope, lead to an increased understanding and respect for our Costa Rican hosts, and a richer learning experience for yourself. Additionally, as part of your final internship paper in Costa Rica, you will be asked to discuss how various concepts covered in the culture workshop played out (or not) in your internship organization.

Assignments to be completed for this meeting:

- *Costa Rica Summer Health Pre-departure Orientation Handbook, 2017*. Read the following section: cultural immersion and adaptation
- Koutnik's *Culture Smart! Costa Rica*, ch. 2 on Values and Attitudes, ch. 8 on Business Briefing and ch.9 on Communicating.
- Students must complete the on-line exercises and submit the related assignment (#6) by our class meeting on March 8. (Specific instructions will be given out in class and posted on Sakai.)

Meeting 8 – March 8 / Clinic

Assignment #6 on culture learning is due.

Assignments to be completed for this meeting:

This class session will be dedicated to preparation of your group presentation, opportunity to practice the presentation, and review of the drafts of your background paper. Before this class meeting you should have researched your topic, met, exchanged outlines and responsibilities of the oral presentation/power point, and completed a draft of your group's background paper. Come to class with your research and drafts (power points, written background paper) and take advantage of class time to polish your oral and written group presentations. DO take time during the clinic to practice your oral presentation—timing, effectiveness of power point, speaking skills, etc

Meeting 9 –March 22/ Introduction to Recent Costa Rican Politics, and to the Economy of Costa Rica: Student Group Presentations

Reading assignment for all:

- Read Koutnik's *Culture Smart! Costa Rica*, ch. 1, on Land and People
- Review Booth, Wade, and Walker chapters from *Understanding Central America*.

Group 1: Contemporary Politics in Costa Rica: An Overview

Building on our earlier discussion of the social and political history of Costa Rica, presenters should address the *highlights* of Costa Rica's history (not a long list of dates) and trace the political development of the nation, describe Costa Rica's system of governance, note the results of the two most recent national elections, and underscore current political issues. Concentrate much **more on the present** than the past, noting ongoing discussions about the social welfare state in contemporary society.

Group 2: Costa Rica's Economy: An Overview

Presenters should trace key historical developments in Costa Rica's economy (e.g., coffee and bananas) and address the emerging industries and economic challenges that Costa Rica faces today. Be sure to elucidate the role of structural adjustment programs and implications for the economy and social services. Mention issues in the distribution of wealth. What are promising new directions for economic development?

Meeting 10 –March 29 / Costa Rica's Resources & Environmental Health, and Costa Rican Culture, People, and Institutions

Reading assignments for all:

- César Chelala (2007) *Pesticides: A Threat to Central America's Children and the Region's Future*. Population Reference Bureau. (Sakai, Resources, Chelala- A Threat to Central America's Children and the Region's Future - PRB.pdf or from the Population Reference Bureau web site, <http://www.prb.org>)
- Additional reading may be assigned by the instructors
- Read Koutnik's *Culture Smart! Costa Rica*, ch. 3, Customs and Traditions, and skim ch. 4, 6, 7 (note p. 132).

Group 3: Costa Rica: Its Land, Natural Resources, and Ecological Issues

Presenters should provide information on the biological life zones of the country, natural resources, deforestation and other current ecological issues, and national parks. A good map or two will be essential for your presentation. You may be able to find a great video that will convey the beauty of the various life zones of this small nation.

Group 4: Costa Rica's Peoples, Culture, and Institutions

Presenters should address the different indigenous groups as well as the Afro-Caribbean and European immigrant groups that have helped to shape Costa Rica's population today as well as contemporary patterns of social stratification. They should highlight aspects of Costa Rica culture, literature, and art, and briefly describe institutions such as family that are important in the lives of Costa Ricans.

Class materials you'll need in Costa Rica
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You may wish to take your copies of assigned pre-departure seminar readings, handouts, your data sheet, etc. Having copies with your own notations may make life easier for you in Costa Rica: virtually everything assigned during the spring seminar will be reviewed and pertinent to the exams and papers that you'll be writing during the summer program. You will continue to have access to our Sakai site.

Additional materials to take:

- **Spanish-English Dictionary**
- **Recommended textbook on spring pre-departure syllabus**
- **Pre-departure Handbook with your notations**

CULTURAL IMMERSION AND ADAPTATION

Cultural Immersion

Pitzer's study abroad programs emphasize learning through cultural immersion. They require adaptation. You must engage the local lifestyle, language and culture as fully as possible and begin to understand your hosts. Our programs provide ample opportunities for interaction as well as experienced cross-cultural guidance. You make the commitment to take those opportunities and follow that guidance when you participate in a Pitzer program.

We help you move beyond passive observation to active participation in the life of the host community. We ask you to meet the culture on its own terms and share the common experiences that make up the everyday lives of typical community members. You will accomplish this within the program structure of intensive language study, family stays, and cross-cultural exercises that require interaction with members of the host culture. Your achievements will be documented and expressed in writing assignments that require the integration of your personal experience in the culture with readings and lectures prepared by others. Finally, you must demonstrate your ability to work independently in the culture by completing an internship.

We expect you to limit your daily living options to those available to typical members of the host community. This may mean living with little privacy and few amenities, opting for local transportation, or making a call to the US from ICADS rather than using your Costa Rican home phone. This is hard work and requires a strong commitment on your part. We provide the structure and encouragement for cultural immersion, but you must choose between engaging the culture on its own terms or retreating to more convenient and familiar options.

Pitzer and ICADS' directors and program staff are charged with facilitating this process. Students often mistake their efforts, especially early in the program, as a lack of support. We hope you will understand that when our staff members insist you choose the hard option of normal participation in the culture over a more comfortable alternative, they are helping you to develop essential problem solving and coping skills. While you may not immediately appreciate their insistence, you will later. If you follow their advice, we believe you will leave the program with a well-rounded appreciation of a new culture and a more mature understanding of your place in the human community.

Cultural Appropriateness

To participate fully in a foreign lifestyle and culture, you must learn to interact, communicate and behave in ways that respect the cultural values of your hosts. This may mean you need to dress differently, eat new foods, or new quantities of food. You may need to change certain concepts of time, personal space and privacy. You will certainly need to develop a new set of non-verbal behaviors and to give up certain things you value. Most importantly, you will need to develop tolerance and respect for practices and ideas that you may not understand or cannot accept.

Committing yourself to cultural appropriateness is hard work, but the rewards are considerable and last a lifetime. The depth of your immersion experience and the character of the relationships you develop are dependent on your ability to make a serious attempt to understand and respect others. We believe the quality of your learning experience is directly related to these efforts.

Pitzer's educational goals for cultural appropriateness are reflected in the grading criteria of all of our programs. We believe that successful and appropriate participation in the local culture is just as much a demonstration of learning as a well-written paper or a top mark on an exam. If you want to do well, you need to understand and accept the cross-cultural challenges and responsibilities of participation in a Pitzer program.

A Higher Level of Cultural Sensitivity

Sensitivity to another culture requires more than mastering rules of etiquette. Of course, such rules are important, but they cannot be learned in isolation from actual experience. The best way to prepare for upcoming cross-cultural encounters is to imagine the type of person you will attempt to be during the program. Pitzer expects a sustained commitment to developing and maintaining a higher level of cultural sensitivity. What does that mean? Consider the following three characterizations:

- 1) The tourist level – represented by the sentiment: “I am oblivious to the effects my actions have on locals and never stop long enough to even question my behavior.”
- 2) The sojourner level – represented by the attitude: “How can I continue to live my life, interact and behave the way I always have without offending my hosts?”

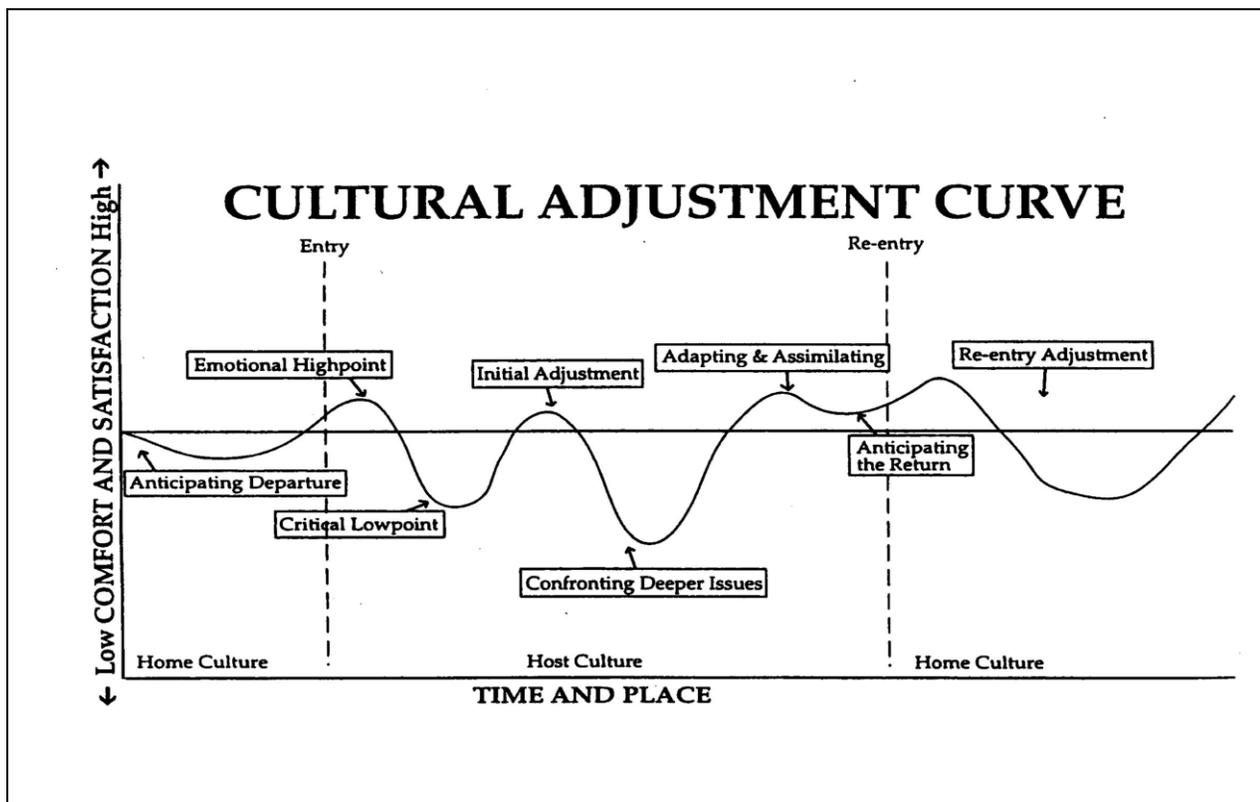
- 3) A higher level – represented by the question: “What must I change in order to show I respect the host culture’s values, facilitate meaningful relationships, and have a deeper more meaningful learning experience?”

When you are committed to being at the higher level of awareness, it shows. If you make an honest mistake, people will notice your respect for their culture and help you to learn from your cross-cultural blunders. Negotiating a new culture becomes easier and more enjoyable when you bring to every encounter the recognition that there will be uncomfortable moments of miscommunication and misunderstanding. Humility and the willingness to change are the hallmarks of a higher level of cultural sensitivity.

Sustaining that sensitivity will result in a more mature awareness of your own values and a stronger sense of self. Your willingness to change should lead you to sort through your own values. Respect for another culture will move you to struggle with better understanding your own. Persistent conscientious effort will enable you to eventually define a comfortable cultural boundary for yourself that neither compromises you nor offends those with whom you live and learn. It is vitally important to realize that you do not need to discard your own core values to appreciate and tolerate the existence of opposing values in others. You will need to examine your values from a new perspective and be open to modifying your behavior to accommodate host culture values, but Pitzer does not believe you should ever abandon who you really are. Our programs are journeys of self-discovery as much if not more than they are journeys into the lives and experiences of others.

Cultural Adjustment

What we are trying to describe is often referred to as cultural adjustment, or acculturation. One recognized model of the process is the U-curve developed by Lysgaard in 1955.



The curve depicts your emotional state as you adjust to contact with another culture. You feel uneasy leaving friends and family, and a little anxious about stepping forward into the unknown. Once you arrive, and become familiar with your new surroundings, anxiety gives way to a euphoric feeling of excitement supported by a natural fascination with the exotic and different. This is an accomplishment within reach of any earnest tourist. You, however, are more than a tourist, and must go deeper into the culture. Here is where the difficulties really begin.

The very differences that excited and attracted you slowly begin to confuse and frustrate your attempts to function in the new culture. You begin to experience what is often referred to as “culture shock”; a characterization that became popular in the 1960’s and is still used today to refer to periods of emotional discomfort that are depicted as low points on Lysgaard’s U-graph. The use of the word “shock” is a bit misleading since it lends itself to the suggestion that these

feelings are provoked by incidents that would not be so shocking with proper preparation. Consider the following hypothetical description taken from Craig Storti's *The Art of Crossing Cultures*:

Let's conjure up a typical morning in the life of an expatriate development worker in Tunisia, and, to load the equation, let's make her a woman. She enjoys a quiet breakfast in the sanctity of her home and then begins the drive to work. The streets are thronged with pedestrians, choked with donkey carts, and full of aggressive Tunisian drivers who take regular and prolonged solace in their car horns. She is alternately immobilized by all the confusion and driven to fits of frightening recklessness. She stops briefly at the post office, long enough to be intimidated by the throng of men pressed around the stamp seller's window, and leaves without mailing her letters. At ten o'clock she reports for an appointment at the Ministry of Health and sits down to wait for the man she has come to see, assured by his secretary that he is due any minute. After forty-five minutes and several more assurances from the secretary, she leaves (and learns later that the man was out of town for the day and, further, knew that he would be when she pressed for the appointment). On her way back to her office she stops to buy the International Herald Tribune and have a cup of coffee. The paper isn't available, though the vendor assured her the day before it would be (God's will, he shrugs), and she is harassed by several male customers as she tries to relax with her coffee.

From the safe and comfortable confines of wherever you are reading this booklet you are probably thinking that these kinds of incidents won't bother you. You are ready. But imagine waking up to the expectation of similar incidents every day you are abroad. Imagine facing these daily disappointments while suffering from the frequent intestinal and respiratory illnesses that often attend extended stays in foreign lands. Imagine not understanding most of the verbal and non-verbal communication attending these incidents, and the treatment of your illnesses. Imagine experiencing all these things alone, without the emotional support of family and friends. Are you really ready? Can you be? Can anyone?

Probably not, at least according to most interculturalists, who agree that culture shock is natural. It is a common experience for anyone making a serious attempt to adjust to another culture. Overt manifestations can range from mild irritability to deep psychological panic and crisis. It is often associated with feelings in the learner of resentment, estrangement, anger, hostility, indecision, frustration, sadness, loneliness, homesickness and even physical illness. The person undergoing culture shock often vacillates between feeling angry with others for their lack of understanding, and being filled with self-pity. It is much more than the simple shock of being confronted with unexpected behaviors.

Though it may seem like a liability, culture shock is actually beneficial. It presents an opportunity for one of the most meaningful types of learning. When you find yourself on the low point of the Lysgaard curve your instinctive fight or flight response will lead you to three well-documented coping strategies. You may withdraw from the host culture, seek out the company of other expatriates, or project your discomfort onto members of the host culture, and see them as the source of your pain and suffering. All of these responses end in failure. The way to overcome culture shock is both simple and challenging. You need to continue to participate in the host culture. Without continued participation your learning experience stops at the low point, and you fall off the curve altogether. Simple persistence will get you through to the next peak where you will be able to see your experiences differently. Over time the curve should flatten out and the emotional roller coaster should subside.

You may be hoping to avoid culture shock, but if you do you may not learn anything at all. Most experts believe that culture shock is a prerequisite for true cross-cultural effectiveness. Gary Weaver believes individuals who claim to have never experienced any form of culture shock probably did not have a genuine cross-cultural encounter.¹ Douglas Brown argues that failure here may affect language learning as well. His research suggests that adjustment through avoidance leads you through the low points with a psychology that weakens the drive for greater fluency. If you find a comfortable niche requiring minimal participation in the culture, the inevitable result is the acquisition of a stunted version of the language that meets minimal needs. Your speech remains grammatically fossilized and functionally inadequate.²

It is clear that the low points are the most critical moments of your experience abroad. You must choose to remain involved in the new culture and not to retreat into the expatriate, tourist or foreign student community lifestyle. Learning how to recognize and check this impulse to retreat is essential. Program staff will be able to help. It is their responsibility to keep you in the game. They will create opportunities for interaction and help you up when you fall. At the same time, however, they will insist you continue to confront your difficulties head on and not lead you around them. Remember that you cannot overcome culture shock by thinking about how the other culture is different or even

¹ Weaver, Gary. R. 1993. "Understanding and Coping with Cross-Cultural Adjustment Stress." In R. Michael Page (ed.), *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press.

² Brown, H. Douglas. 1991. *Principles of Language Learning and Teaching*. Englewood Cliffs, N.J.: Prentice-Hall.

by reading about the other culture. The only way to successfully acculturate is by trial and error. You must make mistakes, misunderstand, and suffer embarrassment. Only then can you gradually learn to read the underlying cultural conditioning in yourself, and in others. Eventually, with effort, you will be able to interact successfully and appropriately.

Immersion and Community Integration through Family Stays

Pitzer Study Abroad programs emphasize experiential learning through immersion into local cultures and communities, and an essential ingredient of this, wherever possible, is the family stay. Family stays are much more than just a convenient solution to the room and board problem. They are an important dimension of the academic program designed to give you an opportunity to understand something of what it means to live in the host culture and deal with a range of issues important to the local community and the country.

In fact, family stays often become the focal point of our commitment to cultural immersion and appropriateness. They allow for fuller participation in community life and integration into the local culture on as many fronts as possible. Living with a family allows you to develop meaningful relationships with family members and neighbors who will vary in age, gender, ethnicity, and educational background. This compels you to give a human face to ideas and theories presented in the core course lectures and readings. Indeed, family stays allow you to feel the pulse of a community, to test and verify the assumptions offered by community agencies and governing bodies, and to explore issues from a variety of perspectives. J. Daniel Hess, author of [The Whole World Guide to Culture Learning](#), has observed that one can learn more by living with a family for six weeks than living in a dorm or alone in an apartment for a year.

While family stays are one of the most effective tools for culture and language learning, they are also, without question, one of the most challenging dimensions of a Study Abroad program (for both you and the people who host you). You are expected to make a commitment to building a relationship with your host family, to participate as fully as possible in their lives and to respect their habits, lifestyle and values. This is hard work. It usually means making some significant changes in lifestyle and behavior for three to four months and forgoing much of the social life you may be accustomed to on your home campus. Nonetheless, most students who embrace this challenge realize that it results in an experience that would be impossible to have on campus (or even living alone, in an apartment in the community), and find it to be one of the most personally rewarding and academically valuable parts of the program.

ICADS TIPS, ADVICE AND RULES

Tips on Living with a Costa Rican Family From ICADS

Most of our families have been housing our students for over 3 years. In fact, many of them have worked for ICADS for more than 7 years! Students are never isolated from other classmates since host families are located in clusters, in urban neighborhoods around ICADS, within a 20 minute walk or bus ride.

Most of ICADS families are economically needy but they own the necessary basic things to live in a simple but relatively comfortable manner. They represent a vast majority of Costa Rican families. Many of them consist of single or divorced women who must look after their children and sometimes after other family members. Some of our families are just a one-member family, that is, women who are divorced or widows whose houses are generally more spacious. ICADS has chosen this type of families in order to make a contribution to very hard-working women. In any case, you will be living in a relatively small house but you will have a room for yourself and you will be the only foreign student living with the family. In most cases you must share the bathroom with the rest of the family members.

ICADS host families have been screened and are constantly being evaluated. You are safe there. Your family takes very seriously the responsibility to keep you safe, and they are required to be in touch with ICADS about any potential dangerous situation.

All of ICADS families are very sweet and in their own different ways, they are very welcoming and have a lot of experience supporting foreign students. They do their best to make you feel at ease and to help you learn more Spanish. They expect you to ask questions and to let them know what you like and dislike in a courteous and respectful manner.

We want you to enjoy the hospitality of your Costa Rican family. Observing the following general rules and customs will facilitate the process. Remember that each family is unique but all have been selected with great care. They will love you as you love them. Please keep in mind that each family has its own rules and you will be expected to follow them. Your initial attitude can really set the tone for family relationships. It may be natural for you to feel unsure or overwhelmed at first, but try not to let these feelings determine how you act. Courtesy, respect, honesty and responsibility are values that families expect from their students.

Utilities and Services

All houses have electricity, therefore they have access to basic appliances such as stoves, washing machines, ovens, TV sets, CD/DVD players and, in many cases, computers and Internet. Services such as electricity and phones are very expensive. You're expected to make very rational use of them.

1. The price of heating water is costly and if you sing or dream too long in the shower, it is very expensive for the family.
2. Please **do not use the phone without permission**. If you are given permission, please keep calls very short and use a local calling card at all times.
3. Internet access might be available in your house; however, its use is restricted. The family will establish the rules. Students are expected to interact with the family as much as possible and not to isolate themselves in front of a computer.
4. Showers have electrical heating devices that you must learn to operate/adjust in order to get warm water. Don't expect hot showers!

Hygiene and Manners

Costa Ricans tend to be very clean, therefore the houses can be very small but tidy! Some places are more humid or dusty than others therefore sweeping, mopping and dusting can be frequent activities in your house. Nonetheless, because of the tropical conditions of the country, there are bugs of different sorts and in different numbers mostly always everywhere. Ants, flies, small spiders, moths and roaches, even if unwelcome or undesirable, are somewhat popular... In general, Costa Ricans show their affection physically: they kiss and hug often. They are courteous and expect everyone to say "Buenos días" in the morning and "Buenas noches" when leaving or going to bed at night. When asking for something they always say "por favor". And "gracias" is always a must! If someone sneezes, normally

everyone around says “Salud!” Before starting to eat a meal in the company of others, as well as when approaching someone who is having a meal, Costa Ricans say “Buen provecho” or just “Provecho”.

5. Never keep food in your room! Try to be tidy! Your host mother will have to clean/sweep/dust your room often and change the sheets at least once a week.
6. Personal hygiene is a big issue here. Everyone, local or not, is expected to take at least one daily shower. Body odors can be interpreted as disrespectful or offensive.
7. Because of septic tank systems, most bathrooms will have a basket next to the toilet where you should be throwing toilet paper, sanitary napkins, tampons, etc. You’re expected not to flush any of these items ever.
8. Table manners can also be an issue but it shouldn’t be much different from being a guest anywhere: don’t burp on purpose, pick or blow your nose nor show the food you’re chewing!
9. Most of the families don’t like anyone walking around barefoot. It’s considered unhealthy!
10. Don’t put your feet up or sprawl all over the furniture.
11. Costa Ricans, in general, like to handle everything with care. Try not to slam doors (in the house and elsewhere) or throw things around.

Food, Meals and other Considerations

Your family will provide you with 2 daily meals: breakfast and dinner. Students are expected to try typical Costa Rican food, which at all times should be plenty and varied.

12. If your family sits you down alone to eat, don’t worry. It is because they do not want to bother you. If this happens, tell them that you would like to eat with them.
13. For Costa Ricans, feeding people well is a demonstration of affection. If they try to overfeed you, tell them that you usually do not eat that much (no como tanto). If you feel that you need help to deal with issues related to your eating habits, ask Machi, the host family coordinator, for help.
14. If you have to skip a meal, please let them know ahead of time. If you are not going to be home in time to have dinner with your family, please call them. Also let them know if you plan to be away for the weekend. Call them if you will not be returning on schedule.
15. The use of alcohol is a factor in the vast majority of incidents compromising students’ safety. Drinking can put you and others in danger, and will definitively create problems or tensions with the host family. Families expect students to be respectful of their homes avoiding the use of alcohol.
16. You may, if you wish, offer to do some work around the house as a way of integrating yourself into the household more quickly (help wash dishes, etc.); however, they do not expect you to do anything. You should never feel obligated to clean the house, babysit, etc.
17. Costa Ricans generally hand wash clothes with rather abrasive detergent, which takes its toll on your clothes. Bring sturdy clothes and consider leaving expensive clothes at home. Women may be expected to wash their own underwear; ask your host mother where the “pila” is. Your host mother will show you where to put your dirty clothes. She will do the laundry at least once a week.
18. Costa Ricans are very patient. If they speak too fast, you need only to tell them: “más despacio, por favor.” They will slow down and will be supportive. You have to insist that you need corrections with your Spanish. Many Costa Ricans think correcting people is rude.
19. Costa Ricans are often very conservative. They do not like conflict and are sometimes uncomfortable with intense discussions. It is best to discuss political and religious issues gently (especially Nicaragua) with your family.
20. Light sleepers should consider earplugs. Host family houses are located in urban neighborhoods, where street noises might be quite annoying.

Visitors

21. It is not permitted to invite guests home who are not part of the program. For safety reasons, families in Costa Rica worry about having total strangers in their homes.

22. If you wish/need to study with an ICADS classmate, always ask for permission. Stay outside of your bedroom or keep the door open. However, plan to eat your meals with your own host family. Never invite anyone to dinner unless your host mother has asked you to.

23. Overnight guests are definitively not allowed: never bring friends or dates home to spend the night. It makes the family extremely uncomfortable.

We hope that you have a wonderful homestay experience in Costa Rica and that you continue in close contact with your Costa Rican family once the program is over. Most of our families have been housing our students for over 3 years. In fact, many of them have worked for ICADS for more than 7 years! Students are never isolated from other classmates since host families are located in clusters, in urban neighborhoods around ICADS, within a 30 minute walk or bus ride.

Costa Rican Culture Survival Tips from ICADS

The Kissing Stuff: People greet one another by touching their right cheeks and kissing into the air. People seldom actually kiss one another on the cheek. Hint! Men do not kiss men. As a foreigner, you are forgiven for not doing this, but learning this and some of the other traditions will earn you respect.

At the doorway: When entering a home, it is customary to stand at the door and wait to be invited in, even if the people are good friends. When at the doorway, you might say “*Con Permiso*” (With your permission). Your host will then normally reply, “*Adelante*” or “*Pase*” which means come on in. This is a sign of respect and courtesy you are showing to your host.

Coming and going: When entering or leaving a party or gathering, greet or say goodbye to everyone in the room with the appropriate kiss. Of course, if it is a large party that may not be possible or necessary.

Bars on the windows: There are bars on the windows of many homes, but this may not mean that the neighborhood is unsafe or poor. This comes from tradition and from a different sense of private property than Anglo North American countries. However, petty theft is rampant and growing and one must be exceedingly careful of one’s home and property.

Business in Costa Rica: When doing business (not retail stores), it is considered good form to greet and “chat” with your customer or client before getting down to business. This can take the form of discussing the weather, the beach, an upcoming vacation or any other neutral subject.

“Watchingman”: When parking on the street there will almost always be someone who is guarding the cars. He is called a “*watchingman*” which is pronounced as one word. He or she is tipped about 200 colones (40 cents) for stays of more than half an hour. You can give less if it is a quick in-and-out trip.

Psst, Psst, ¡Macha! ¡Macha! It is customary for men to compliment women in public places. These catcalls are called *piropos* and are usually harmless and should not be considered offensive unless they are vulgar. Women are advised to ignore them. Acknowledgment, even with hostility, is often interpreted as an invitation for more of the same. *Macha* refers to someone with a light complexion and hair.

However did she get into those pants? Some women wear rather tight or revealing clothes. This does not mean that they are sexually promiscuous. You should generally dress rather conservatively during the day. Take some “fun” clothes too—for trips to the beach, an evening out for dancing, and other informal activities.

Be Professional: You MUST dress conservatively and professionally at your internships, in a manner befitting health care provision—no exceptions. Men should take along a couple of pairs of slacks, sports shirts, and a tie. Women should take a couple of pairs of slacks and/or skirts of appropriate length (no mini-skirts). All students should take a pair of closed toed shoes for their internship setting. Please never wear shorts or tank or low-cut tops to your internships. Tee shirts may not be appropriate either. You can make adjustments in your dress when you find out what the “work culture” is at your particular internship site. You will need a white lab coat if you are in a hospital, clinic, or EBALS setting. If you have one, take it with you. If not, we will provide one in Costa Rica.

Yes may not mean yes. Costa Ricans have an indirect communication style that is often misunderstood by outsiders. For a Costa Rican, it sounds harsh to come right out and say no. They will use qualified speech such as, “it is complicated” or it will be difficult” instead of saying no. Sometimes they will even say “yes” to acknowledge that they heard you, but “yes” doesn’t always mean an affirmative response.

Get off my back! Costa Ricans have a smaller bubble of “personal space” than Anglo North American and Western Europeans. They are quite comfortable standing closer to one another and touching more often. It is quite common that while standing in line at the bank that the person behind you will stand so close that you can feel his body heat. On a bus, you may be the only passenger, but when a *Tico* boards, he may sit next to you even when there is plenty of room elsewhere!

Making Memories - Photography: Be sensitive and respectful when taking pictures. Snap as many photos of scenery as you like but if you want pictures of people, first ask permission. Some may object to being photographed and you must respect their preferences. In your internship settings, you must respect the privacy of patients and participants: you

should not take photographs of patients and procedures nor discuss cases in ways that fail to honor privacy and confidentiality. In public settings, do not snap pictures of children without permission of parents or guardians; it's best to use authorization forms -- in Spanish, of course. Please read the statement on photography in the appendix entitled Overview of Ethical Practices of Research and Engagement in the Community.

Caring for One Another: Groups have the best time when all members take time to be courteous, thoughtful, and considerate of others. Be inclusive, lend a listening ear, and please be on time for group departures as well as to your internships and classes. Take the time and effort to make everyone feel that they are an integral and appreciated part of the program. Show a welcoming spirit to other groups at ICADS, and express your appreciation to your family and all the ICADS staff who will assist you in more ways than you can imagine.

Additional Tips from ICADS to Enrich your Experience

To make the most of your education abroad experience, please take a few minutes to look over the following list of tips. We understand that each program is different and that you each have individual goals for this experience abroad. Consider how this advice might apply to your situation and maybe even further enrich your time abroad. It will be over before you know it!

- **MAKE A FRIEND.** Keep in mind that socialization patterns are different across cultures and the way one goes about developing and nurturing a friendship can be quite different from home. If you have trouble making local friends, think about the intercultural nuances in your approach. (HINT: *Before you leave be sure to write down your new friends' contact information and not just their email addresses!*)
- **WRITE ONE STORY, AT LEAST ONE.** Consider writing a narrative about one memorable encounter, an event that stands out as an "Aha!" moment and submitting it, along with a photo, for publication. Blogs, personal web pages and chat rooms are a possibility as well as numerous quality publications for education abroad students, such as *Transitions Abroad*, *Glimpse* and *Abroad View*. By writing about day-to-day observations you can deepen your understanding of the underlying cultural system that gives sense to those events. (HINT: *Make a promise to yourself not to spend more than one or two hours a day on email to people back home!*)
- **TRAVEL, BUT NOT EVERY WEEKEND.** Explore the area, see the sights and try new things, but above all, get to know the people in your host community. How do they structure their lives? What concerns are they facing? What makes them happy? Try to interact with those you would normally not meet, such as the senior population, non-profit groups, minorities, etc. (HINT: *Never waste the opportunity to participate in volunteer community activities/service! Go to activities with your host family!*)
- **BREAK AWAY FROM THE FLOCK** (once in a while, but only when it is safe, never at night). Students in a foreign country tend to move about in groups. Generally, groups tend to be caught up in gripe sessions that focus on what's wrong with the host culture. It's not always easy to break away from the safety of the group, but occasionally, when it is safe to do so, give it a try. Form relationships within the host culture. (HINT: *Don't magnify the problems. Gripe sessions should never last beyond 5 minutes! , and move on!*)
- **LIVE LIKE A LOCAL STUDENT.** With time and experience students learn to live like local students. Shopping, eating and socializing with local students is surely the best way to control costs and to see and do things that you'd never have access to as a tourist. Avoid having an "American experience" in the vicinity of local events. (HINT: *If you're staying for an extended period of time, join a local club, gym or activity.*)
- **SHOW APPRECIATION ACROSS CULTURES.** Gift giving, thank you cards and kind words are all possible ways to express your appreciation. Using the language appropriately, observing societal norms and expectations and following established protocols can also demonstrate your appreciation. (HINT: *Classroom based instruction is an effective method to learning the language but it is only ONE method. Take advantage of all the other ways you can learn and practice Spanish.*)
- **INVOLVE YOUR PARENTS BUT DON'T RELY ON THEM.** If you're like most of our students, your family has been very involved and helpful to you throughout the process of getting everything ready for this important trip abroad. Our advice to you now is to view your family as advisors, mentors or consultants but refrain from using them as assistants, secretaries or trouble shooters. (HINT: *Explore the varied resources that are available at ICADS or elsewhere to be sure to understand and follow the appropriate protocols for handling new challenges.*)
- **CULTURE SHOCK IS NOT BAD.** Adjusting to a new culture certainly has its emotional ups and downs. As difficult as it can be, this is a time for you to consider your own values, assumptions and beliefs and to explore how they are being challenged by your new experiences. (HINT: *Find a cultural informant, a local person that can help you make sense of the new culture and the many ambiguous encounters you'll experience. Your host family members can be very helpful in this respect.*)
- **TAKE THE CULTURE AS SUBJECT OF ACADEMIC STUDY.** You can enjoy your time abroad by traveling, learning Spanish and pursuing social interests. But keep in mind that your academic courses are also a great way to pursue in-depth knowledge of your host culture. Try to become a specialist in some area of the culture! Concentrate on an interesting aspect of this new culture and learn as much as you can about it. (HINT:

Thinking about graduate school or possibly returning to Latin America to pursue your career goals? What can you do in Costa Rica to make sure that happens?)

- **USE YOUR THIRD EYE.** Quite often some of the most important things you need to know about a culture, no one ever tells you. However, through time, experience and keen observation you'll begin to discover the cultural knowledge people are using to organize their behavior. What values, attitudes and assumptions inform that behavior? Try to discover the worldviews of those in the host culture. Challenge your definitions of discrimination and prejudice. What significance do these issues have for those in the host culture? (HINT: *Be mindful of how your mere presence as an outsider may impact your encounters and interpretation of experiences.*)

We hope that you have as profound and enjoyable an experience abroad as possible. We hope that you will not forget the exceptional good fortune which enables you to have the support, resources and opportunity for such an experience at this stage of your life. And we hope that when the program comes to an end your Costa Rican hosts will be able to say about you, "This was a good (young) person. We're glad to have had this experience!"

Advice from ICADS on How to be a More Successful Language Learner

- Because most adults do not like to appear foolish, they often deny themselves the opportunity to practice for fear of making mistakes. This will get you nowhere! A person who uses every opportunity to talk with other people may be more successful because by initiating more contacts he or she has more occasions to hear and use the new language.
- Tolerance or Ambiguity: be willing to accept the fact that there are many shades of gray and that uncertainty and inconsistency must be accommodated. There are many inconsistencies in language rules that even native speakers cannot agree on. Learn to accept evasive answers such as: "Well, I suppose you could say it that way under certain circumstances."
- Ethnocentrism is closely related to reliance on stereotypes. It is the tendency to measure other people against one's own cultural yardstick. Almost invariably, we feel that our culture is superior simply because we feel more comfortable with it and because it gives us a sense of security. This may inhibit the formation of meaningful relationships that would allow you to learn the language and culture of others.
- Set realistic objectives that can be attained in the time available. Learning a language entails a series of stages of achievement from the simple to the more complex, and success at each stage requires a certain amount of practice in speaking, listening, reading and writing. By setting modest goals for yourself, you can keep up your interest and motivation and avoid getting too frustrated.
- It is observed that listening comprehension in most cases outstrips speaking ability at all levels of proficiency. Don't be surprised if you can understand more than you can say yourself.
- Many people mistakenly think that learning entails learning to translate word for word from the native to the new language. This misunderstanding will make it very difficult to learn a new language! We can say the same thing in many different ways, and it is important to remember that at the same time we share information about our knowledge or desires we also send vital social messages. The two occur inseparably in language. Communication is governed by rules that specify such things as who can participate, what the social relationships are, what subjects can be discussed, who initiates the conversation, etc. Word for word translation can be misleading and focusing only on referential meaning can cause to miss the real message of communication. Thus, finding the appropriate expression to use and paying attention to the way something is expressed are very important – usually more important than being grammatically correct. Appropriateness is linked to basic attitudes about how people should interact with one another.
- The Educational Testing Service, a publisher of standardized tests, uses the following system to measure speaking ability, regardless of how, where or for how long they have studied a foreign language:

Stage 1 – Survival: If you want to travel to another country and get by using that country's language, you need to be able to get a room in a hotel, tell a taxi driver where you want to go, order a meal in a restaurant, handle a simple shopping situation, ask for directions, and give basic information about yourself such as name, age, occupation, address etc. You should also be able to address people appropriately and thank them when necessary.

Stage 2 – Limited Working Proficiency: At this level, people still make mistakes and grope for words but are able to carry on limited conversations on a limited number of topics.

Stage 3 – Professional Proficiency: At this level, you have mastered most of the major grammatical features of the language and enough vocabulary to cover a large number of topics. Chances are that you will still make occasional mistakes or look for the right word or expression, but this should not affect your fluency too much. To attain this level, you will have to study the language for an extended period of time. Experience shows that this is usually the highest level of spoken proficiency attained by persons who have studied the language formally without having had the opportunity to live in a country or community where it is spoken.

Stage 4 – Distinguished Proficiency: To reach this level, you will need quite a few years and an extended stay in a country where the language is spoken. You are able to speak almost like a native speaker, with a great deal of fluency, grammatical accuracy and precision of vocabulary.

- Informal Settings: outside of the classroom, communication is not organized around your needs, i.e., simple and repetitive. Informal settings offer a great deal of information about the nature of interaction and appropriate ways

of speaking. In an informal setting, you are not particularly aware that you put your finger on what you have learned, but you are learning! Take advantage of all available informal opportunities to develop your skills, including speaking Spanish with your Pitzer colleagues.

ICADS House Rules

1. The front gate to the institute should always remain closed and locked. This is absolutely essential for security. There is a buzzer by the front door to release the lock. When you want to get in, just press the doorbell and the receptionist will hit the buzzer – the door will automatically open – enter and close it behind you. Please do not open the front gate for anyone other than your fellow students.
2. As a service to you, ICADS is happy to offer you a locker to place your money, passport, airline tickets and other valuables so that you don't have to carry them with you. You will need to bring your own lock, which should be small. These locks may be purchased at any local hardware store for approximately \$1.50 if you did not bring one. You of course, should take it with you when you leave. Please remember to clean out your locker before you leave. We can also store large items -- ask for details. We strongly recommend that you take advantage of this. Keep in mind that you will only have access to your locker during business hours (8am to 5pm – closed over the weekends and holidays), so please plan accordingly. If we have an early morning departure for a fieldtrip, please plan ahead, taking out money you need the day before.
3. ICADS office hours are from 7:45 am to 5:00 pm. Students will not be issued keys to the Institute. Please understand that the ICADS staff needs to go home at 5:00.
4. Have all the coffee you can drink, but **please be sure to clean up your messes. Take your coffee cups back into the kitchen and wash them after use**, etc. Use of the stove is not permitted, but you can use the microwave and refrigerator.
5. Local calls from ICADS are okay, but please respect that this is a shared resource. No international calls except credit card calls. **No international calls (not even credit card calls) on your family's telephone.** Short local calls can be made, with your family's permission, from your family's telephone, but please be sure to use a calling card. International calls can be made from communication centers in and around San José or any public telephone in the country (collect or calling card). If you call from ICADS you must limit each call to 10 minutes. You can buy calling cards at local stores.
6. ICADS' fax machine is for administrative use only. We would prefer that you not receive personal faxes through our fax as the paper and maintenance of this machine is extremely expensive in this part of the world. Students will be charged \$2.00 per page for any fax they receive. **The San Pedro post office has a fax service if you need it, with charges for receiving and sending.**
7. You are welcome to read any books from the open bookshelves at any time, but please return them when you are finished. Donations are great! Academic books are kept in the locked library. Please see the receptionist about these books and other library questions.
8. There are a limited number of computers with Internet services at ICADS. These are to be shared among all students at ICADS so be considerate: if others are waiting, limit the time you take so others will do the same for you. If you have a special need, speak with your program faculty or program assistant.
9. We have several recycling bins at ICADS. The boxes next to the mailboxes are for all types of paper. There is a bin in the kitchen for aluminum and plastic, as well as for composting organic waste.
10. For your information: The general schedule for non-Pitzer Students every day is as follows: Morning Spanish classes from 8:00-9:50, a short break, classes from 10:10 to 12:00. Afternoon activities will begin anywhere from 12:30 to 2:00 (please see activities schedule.) Afternoon classes begin at 1:30; have a break at 2:50 and resume from 3:10 to 5:00 pm. Activities begin at 8 or 9 in the morning.
11. **You must call us if you can't make it to class or to your internship.** Keep the ICADS card and phone number with you at all times. On the first day of your internship, secure your work site's and supervisor's phone numbers. If the office isn't open, the answering machine will be on.
12. **Independent Travel:** If you are contemplating an overnight weekend trip, you must get prior permission from the program coordinator. ICADS can advise you regarding weekend travel. We do have a variety of guidebooks that you are welcome to look at. **Before you leave on your trip, you must sign up on the Weekend List to let us know where you are going to be and your itinerary. Make sure to let your host family know as well. Plan your trip to return by**

sunset on Sunday for dinner with your host family. If you have a serious emergency and cannot return on time, be sure to call both ICADS and your host family. Otherwise, we'll all be very worried.

13. Last thing – please take the time to fill out the various evaluation forms, and give us your feedback on professors, families, and the program in general. We use these forms to improve our service to you. If you are unhappy with your classes, families, or anything in the program, please talk to us promptly so we can try to find a solution – we are always willing to listen and to try to make changes.

PREPARE TO GO

Any outstanding study abroad, financial, and academic issues must be resolved before the due dates listed in your **Acceptance Letter** for you to maintain your eligibility to study abroad.

It is your responsibility to contact your office of study abroad, student affairs, financial aid, housing, registrar's office and other departments to complete any pre-departure tasks and to find out what preparations you will need to make for a smooth return to campus after your time away. It is also your responsibility to stay in contact with your home institution while you are away so you receive important information and updates. Students are expected to check their email on a regular basis. Pitzer students will be contacted via their official Pitzer College email accounts.

The end of the semester is always a busy time with papers, exams and special events. You should plan ahead to get your passport, have a physical, have photos taken, get signatures and submit your documents now while you still have time to respond to any surprises that may arise. The following list is a guide only.

PRE-DEPARTURE CHECKLIST



- Complete, sign and return your **acceptance documents** to the Office of Study Abroad and International Programs.
- Email a scanned image or send a photocopy of your **passport** to the Office of Study Abroad and International Programs. Make copies to take with you.
- Arrange your **flight** through the designated travel agent.
- Apply for your **visa**, if required.
- Consult with your current **medical insurance** provider to ensure that your coverage is valid abroad and in the US for the duration of your program. If not, purchase additional coverage.
- Compile a list of names, phone numbers, postal and email addresses of faculty and staff on campus who you may need to **contact** while abroad.
- Provide a **forwarding address** to the Pitzer College mail room. Include start and stop dates.
- Update and clean out your **email account**. Change your password, unsubscribe to student lists, and set up folders for non-urgent email that will clutter your inbox and obscure important messages.
- Meet with your **financial aid** officer, if applicable, to make sure you have signed loan forms and promissory notes, to discuss how your aid will transfer to your study abroad program, and to learn about procedures for renewing your aid for the semester you return to campus.
- Meet with your **academic adviser** if you have questions about your academic plan and study abroad.
- Visit your doctor or public health clinic for your **physical** and **immunizations**. Visit your **dentist** before you study abroad.
- Register** with the **US Department of State** Smart Traveler Enrollment Program (STEP) at <https://step.state.gov/step/> before you depart the US. Review **travel warnings**, if applicable.
- Complete your **pre-departure reading** and coursework, if applicable.
- Discuss **emergency contact procedures** with your family and friends.
- Authorize trustworthy individual(s) in the US to access and make changes to your **bank accounts and credit cards** in the event your cards are lost or stolen. Notify your bank and credit card companies of your travel plans. Depending upon your circumstances you may wish to set up a **power of attorney**.
- Shop and **pack** lightly. Leave room for items you will acquire when abroad.

PASSPORTS

Anyone traveling between countries needs a passport. Check the expiration date. If you do not have a passport valid for six months after your planned return from study abroad, expedite the application or renewal process. Processing a new passport application or renewal may take several weeks.



How to Apply for or Renew a US Passport

For information on how to apply for or renew a US passport go to the US Department of State's website at <https://travel.state.gov/content/travel/en/passports.html> or call 877.487.2778.

Most countries require at least one blank page for their visa stamp. If your passport does not have blank pages remaining, please renew to get passport with plenty of blank pages.

If Your US Passport is Lost or Stolen

If your passport is lost or stolen while you are abroad, report the loss immediately to local police authorities and the nearest US embassy or consulate. In addition, you should report your passport lost or stolen by visiting the US Department of State's website for details: <http://travel.state.gov/content/passports/english/passports/lost-stolen.html>.

For assistance in replacing your passport, call the International Student Identity Card (ISIC) emergency number. See the *Insurance* section of this handbook for details. A copy will expedite the replacement process. It is wise to email a copy of your passport to yourself and keep a photocopy of your passport in your luggage or with your on-site program representatives.

In Costa Rica

When you get to ICADS, the staff will make a copy of relevant pages of your passport showing your picture and date of entrance into Costa Rica. Keep this copy on you at all times. Lock your passport in the safe at ICADS.

VISAS

It is not necessary for US citizens to obtain a visa for Costa Rica before you depart from the US. All you need is your valid passport, which must be valid for at least 6 months after your arrival date. Your passport must be in good condition, i.e. not water damaged, torn, etc. You will receive a tourist visa for Costa Rica at the airport in San Jose.

IF YOU ARE NOT A US CITIZEN

If you are not a US citizen and you do not have a US passport, please notify the Office of Study Abroad and International Programs as soon as possible. Depending on the country in which you have citizenship, you may have different requirements.

If you do not have a passport from your home country, or if it is expired, please start the process of acquiring or renewing your documents immediately. In some countries, this process can take months, so it is imperative that you start working on it as soon as possible.

Depending upon your immigration status, there may be special signatures or other procedures required to ensure that re-entry to the US will be permitted after your study abroad program. Speak with your international student adviser. Check before you go!

TRANSPORTATION

PROGRAM DATES



Your program runs from **Sunday, May 20, (arrival date) through Sunday, July 1, 2017 (departure date)**. You must arrive on Sunday to be ready for orientation on Monday and stay through the end of the program. Pitzer requires you to participate in the entire program. Late arrivals or early departures are unacceptable. Loss of credit or lowering of grades may result if you arrive late or depart early.

FLIGHT ARRANGEMENTS

Allow ample time to work with our travel agent to arrange your flight by the date in your acceptance letter. When you contact the travel agent, identify yourself as a student on the Pitzer in Costa Rica Summer Health program.

In order to receive your ticket, you are required to submit the Pitzer acceptance paperwork and complete orientation requirements by the dates listed in your acceptance letter. If you complete these requirements less than two weeks prior to your departure, you will be responsible for any charges incurred to expedite your ticket.

Pitzer's Designated Travel Agent

KIM RUDD at Corniche Travel

Email: pitzer@corniche.com

Phone: 951.698.0089 6:00 a.m. to 4:30 p.m.

Additional agents are available from 6:00 a.m. to 6:00 p.m., (Pacific time zone)

Phone: 310.854.6000 Monday through Friday, closed major holidays

Office: 8721 Sunset Boulevard, Suite 200, West Hollywood, CA 90069

www.corniche.com

For emergency after hours service, Please call 800.242.7274 within the US or call collect 203.787.6266 outside the US. Advise the agent of your executive code 6TAO (six tango alpha zero).

Kim Rudd has been providing flight services to Pitzer College students for several years and is very knowledgeable about airline travel. She has many clients, so it may be necessary to leave a message with a call back number.

Airfare Policy



Program participants are REQUIRED to work directly with the travel agent designated by Pitzer College to finalize their tickets by the date indicated in their acceptance letters. Tickets not purchased through the Pitzer designated travel agent will NOT be reimbursed or credited to student accounts. Frequent flier miles may NOT be used to book flights.

The maximum airfare Pitzer College will pay is based upon the cost of a round trip ticket from the closest major international airport to the student's permanent address city in the US to the designated international airport near the program site for the exact dates of the program. For international students, the maximum airfare is based upon the cost of a round trip ticket from Los Angeles International Airport (LAX). The travel agent will bill Pitzer for the approved ticket. Students will pay the travel agent directly for the additional costs of an itinerary that is more expensive than the approved flight. No refund or credit is given if the ticket costs less than the maximum.

The following items may increase the cost of a ticket. Students will only be charged for actual overages.

- Finalizing travel arrangements after the due date listed in the student's acceptance letter
- Travel dates that vary from the dates of the program, including going early or staying after the program ends
- Special requests for routing or stopovers through specific cities or countries
- Open return tickets - these are discouraged and may not be possible due to visa requirements
- Extra luggage charges - airlines may change luggage restrictions without notice.
- Changing the ticket after it is issued. These costs include change fees and any increase in airfare.
- Replacing lost tickets





If for any reason, you are not able to use an airline ticket, the **airline must be notified prior to the departure of the first flight** that you will be changing the ticket. **Unused tickets including E-tickets become worthless once the plane departs.** You are responsible for the replacement cost of an unused ticket.

Visa Considerations

Visa and immigration requirements often obligate you to have a round trip ticket for entrance into the country. You cannot buy a one-way ticket and plan to purchase the return portion later.



If your itinerary includes layovers or stops in other countries en route you may need a visa for those countries. Please check with your travel agent and the relevant embassy for information.

Travel Delays

Unforeseen circumstances (weather, missed flights, equipment problems, etc.) may result in unforeseen expenses due to the delay. Students should travel with emergency funds in the event of unavoidable delays in transit. Pitzer College is not responsible for these expenses. Your International Student Identity Card (ISIC) has some coverage for costs incurred due to travel delays or baggage delays. Should you have expenses related to such delays, be sure to keep your receipts in order to make a claim.

Arriving Early or Staying Past the End of the Program

Students who choose to arrive in-country before the beginning date of the program must contact the program staff well in advance of the beginning of the program to arrange a time and place to meet on the arrival date. Pitzer can take no responsibility for early arrivals. Students must make their own arrangements for ground transportation, room and board.

If you think you may want to stay on past the end of the program, please advise Pitzer's travel agent before you make the final confirmation of your ticket. Otherwise, you will be booked for departure from the program site on the program departure date, and any additional costs due to changes made after your ticket is issued will be your responsibility.

If you choose to stay past the program departure date, you cannot assume you will be able to stay with your host family. You are responsible for paying for your own room and board after the program ends. Please know that Pitzer can assume no responsibility for students who stay on past the departure date.

Flight Changes

If you choose to change the date of your return once you are in the host country, please know that this can be a frustrating, complicated, and costly procedure. You need to check with the airline and the travel agent of the regulations, required tickets, and fees associated with changing your flight. Pitzer and the travel agent will not be responsible for expenses incurred for changing your return dates and/or itinerary after you make your initial confirmation with the travel agent, especially once you are in the host country.

E-Tickets and Paper Tickets

Please verify with our designated travel agent whether your ticket is an E-ticket or a paper ticket. If your ticket is an E-ticket, please confirm with the travel agent and the airlines what you need to present for airport check-ins. Many international carriers and destinations treat E-tickets differently from the way they are treated in the US. If your ticket is a paper ticket please treat it like cash. If you lose your paper ticket or make a change in your itinerary and cannot present your original paper ticket at the airport check-in counter, you will most likely be charged full-price for a new ticket. This extra expense will be your responsibility.

ARRIVAL

Baggage Claim

In the unlikely event that your baggage is lost en route, you will most likely first realize this in your host country. File a claim with the airline before you depart the airport. Program staff will follow up by contacting the airline's office in the host country. Keep your baggage tags. Usually lost baggage is recovered in two to three days.

Customs

Please remember to have your passport easily accessible. You'll need it to check in at the airlines and when you go through customs upon arrival.

Where to Meet the Program Staff

You will be met by Don Fernando from ICADS immediately after you exit the airport. He will be holding a sign with your name on it and will have a welcome letter for you. He will take you to your host family. The next day, your host family will bring you to ICADS where you will meet the other students on the program and participate in orientation.

In the very unlikely event that you exit the airport doors to the outside and no one is there to meet you (e.g. your plane is extremely late, or the person meeting you has an auto breakdown on the way to the airport), you should call Gabriel Vargas, the Director of the Pitzer in Costa Rica program or Kat Peters, Assistant Director of ICADS. Kat Peters will be able to assist you if you can't reach Gabriel Vargas. Their contact numbers are inside the back cover of this handbook.

If you need to call and you don't have a working mobile phone yet, the easiest thing to do is to ask someone working in the airport to make the call for you on their mobile phone. If you end up calling from a public phone, be careful not to be distracted and keep an eye on your luggage. You should avoid accepting help from people outside the airport. There are always people that offer to help, and sometimes, instead of receiving help you can become confused or robbed.

DEPARTURE FROM SAN JOSE

You may need to confirm your return flight from several days before your departure back to the states. Failure to confirm return flights in may result in loss of your seat.

MONEY MATTERS

HOW MUCH TO BRING AND HOW TO BRING IT

You will probably want to have **at least five to seven hundred dollars (\$500-700) of your own money available in an ATM account** for your six weeks in Costa Rica to spend on personal items, special meals out, treating your Costa Rican family, gifts for your family at home, locally available calling cards, and emergency medical expenses if necessary. In terms of medical expenses, please remember that while Pitzer requires you to have medical insurance that will cover you both in Costa Rica and the US, you need to be prepared to pay cash up front for treatment in Costa Rica. A visit to a primary care doctor costs about \$60 US and to a specialist approximately \$100 or more. You'll then submit receipts for reimbursement to your health plan upon your return to the States.

Have at least \$20.00 accessible, in cash in small denominations (\$1, \$5 bills), upon arriving in San José. You will have an opportunity to exchange money in San José early in the week, following your arrival, with help from ICADS staff.

Pitzer will provide you with a per diem that is more than adequate for your lunches and bus fares to your internships. Your per diem allowance will be provided in colones in Costa Rica. **In addition, if you are ever in need of a taxi for safety reasons, please don't let financial considerations stop you from making a safe choice. We will reimburse you the fare – just make sure to get a receipt.**

ATMS and Credit cards



You should bring both a major credit card and a debit card for your ATM account. . Please do not routinely carry your credit/debit cards with you; you can keep them in the safe at ICADS, taking them out as you need them. **Travelers checks are very difficult to exchange in Costa Rica so we strongly recommend you do NOT bring them.**

ICADS has informed us that **“It is IMPERATIVE that you bring a major credit card** because normally one must present one to pay a deposit before admittance to any hospital in Costa Rica. Furthermore, credit cards are very widely accepted and allow cash advances in *colones*. Make sure that you call your bank and credit card company to find out what foreign transaction fees they may charge and to notify them that you will be in Costa Rica so that they don't deactivate your cards.” Be sure to leave your card number and the 'Lost or Stolen' 800-number at home. In the unlikely event that your credit card is lost or stolen while abroad, this information will help your parents or friends cancel your card quickly. Please note: only a person previously authorized to make changes on your account will be able to cancel a lost or stolen card.

We also recommend that you also take a small quantity of cash, preferably in smaller denominations (\$1, 5, 10 and 20s) for ease in cashing. However, do not take large quantities in cash, and keep cash that you have securely stored at ICADS, taking just what you need for the day with you. Get fresh, crisp bills from your bank. It can be difficult to change \$US bills that are folded, torn or just old.

How to Receive Funds from Home

The best ways to transfer additional funds from home to Costa Rica is to use an ATM card or draw a cash advance on your credit card. Western Union and American Express also provide wire transfer services, but these tend to be more expensive than standard ATM and cash advance fees. If you do not have an ATM or credit card, and you need to have money wired to you, you will need to obtain the latest details from the banks in San José and forward that information to your parents (or other benefactor).

WHAT YOUR PAYMENT FOR STUDY ABROAD WILL COVER

Housing

Housing covered by Pitzer College means accommodations that are typical for that particular program or country during the period that school or the program is in session. Please note that housing expenses before or after the program are the responsibility of the student and are not covered in the fees paid to Pitzer.

Meals

The program fee paid to Pitzer College covers all meals for the duration of the program. This usually means some combination of meals with host families (whenever possible), meals provided directly by the program, and a meal allowance given to students (if applicable), which together provide students with a diet and eating schedule that is typical for the host culture. Students will not be reimbursed for missed meals that are provided by the program or their host families. Meals before or after the program are the responsibility of the student and are not covered by the program fee paid to Pitzer.

Study Trips and domestic travel

All expenses – flights, hotel and food related to study trips (whether day trips or the study trips) will be covered by the program. When on study trips, students may stay in shared double rooms in hotels or lodges.

Additional Expenses

The items below are NOT COVERED in the summer study abroad fee and should be considered in your budget planning.

- Passport
- Photos required for applications and visas
- Cost of required immunizations
- Cost of the medical exam required prior to participation
- Comprehensive medical insurance coverage is required. (Fees for additional insurance, if required by the program or the host country, may be covered by Pitzer College. Ask the Office of Study Abroad and International Programs.)
- Additional costs incurred for airfare that costs more than the standard round-trip ticket (see Airfare Policy) or if arriving before or extending after the program dates, changing a ticket, or if participating on a domestic program
- Cost of housing and meals before or after the program or during school breaks (e.g. breaks between terms or semesters, spring break)
- Refundable deposits
- Expenses for items or services that are not typically provided on the program but to which students may be accustomed (e.g. email or internet access, access to computer labs, athletic facilities, etc.)
- Expenses for items or services that are not provided for in fees paid to Pitzer (e.g. personal entertainment, toiletries, independent travel during school breaks, field trips that are not a required part of a course, mobile phone charges, laundry charges, etc.)
- Clothing (e.g. winter jackets, boots, rain gear, formal attire, etc.) needed for climate conditions, cultural reasons or activities at the program site
- Course fees, lab fees and supplies
- Textbooks
- Expenses resulting from a difference in the cost of living. Expenses in your study abroad location may be the same, higher or lower than in Claremont.
- The exchange rate should be considered when planning your budget for international programs.

Exchange Rates

Exchange rates can change daily. A website for tracking these rates is <https://www.oanda.com/currency/converter/>.

BILLING

Pitzer College Students

Pitzer College students will be billed by the Student Accounts office for the comprehensive program fee in the same manner as students are billed for semester fees. Invoices will be sent to your permanent home address at the end of May. You will be billed for the cost of two courses at Pitzer College. Payment is due within 15 days.

Student Accounts

Charges for your program abroad will be available via CASHNet. **Students who will be abroad are strongly encouraged to provide authorization to parents or other parties to view and/or make payments on their account.** For further assistance or to report problems with the CASHNet site, please contact the Office of Student Accounts at 909.621.8191.

Financial Aid

Most financial aid (with the exception of work study) can be applied toward the fees of any approved program. Please consult the financial aid office for specific details on how your financial aid will be handled.

Visiting Students on Pitzer Programs

The handling of financial matters will vary depending on your home college or university. Some schools require that you pay fees directly to Pitzer College. Other schools have made special arrangements with Pitzer and require that students pay the home institution and the home institution then pays Pitzer on your behalf. Pitzer College does not offer financial aid for visiting students. Please contact our Office of Study Abroad and International Programs and/or your home institution's study abroad office for details.

All students

Withdrawal Fee

If a student withdraws after accepting a place on the program, Pitzer will bill the student's account for a withdrawal fee of \$350 plus any non-recoverable expenses paid on the student's behalf. Please refer to the *Conditions of Participation* for full information on when or if a refund is due to the student. Note that there may be other withdrawal charges assessed by the program and these fees are the responsibility of the student.

Transcripts for all students will be withheld until Pitzer College is paid in full. This includes the comprehensive program fee and any outstanding balances due to charges incurred on behalf of the program such as: library fines, charges for damages to homestay or school property, non-reimbursed medical expenses, etc.



COMMUNICATIONS

PHONE, EMAIL AND MAIL

Contact Information in Claremont

Pitzer College
Office of Study Abroad
and International Programs

Phone 909.621.8104
Email studyabroad@pitzer.edu

Mailing address

West Hall, Suite Q100
1050 North Mills Avenue
Claremont, CA 91711

Office hours

Monday through Friday
8 a.m. to noon and 1 p.m. to 5 p.m.
except holidays

Ways to Make Contact While Abroad

Email, mail, Skype, Facetime, Whatsapp, text, and mobile phone calls are all options for contacting the US from abroad or for family and friends to reach you.

Emergency phone numbers for students in Costa Rica - see inside back cover

In an emergency, students in Costa Rica should call the emergency numbers listed inside the back cover of this handbook. Students are advised to contact the program director as soon as possible. He or she is best able to render prompt assistance and advice in the event of an emergency. Calling home to speak with a family member first, though it may be instinctive or comforting, is not going to get you the immediate local help you need.

For privacy reasons emergency numbers will only appear in the student edition of this Handbook. Please contact the Office of Study Abroad and International Programs at the number below if you have questions.

In Case of an Emergency at Home - Family and Friends

In case of emergency, parents or friends should contact the Office of Study Abroad and International Programs at the numbers listed above. The Study Abroad staff in Claremont can usually contact students and staff quickly, even when they are away from the program base on field trips. If you call the office number and we are closed you will be directed to Campus Safety at 909.621.8170. Campus Safety has additional contact information on file. Please have them continue down the list until they are able to speak directly with a member of our staff.

Mobile Phones

We recommend you bring your smart phone and charger so that you can use Wifi when available and purchase a local SIM card once in Costa Rica. Make sure you unlock your phone before you depart the US or your home country. You will be responsible for keeping a working mobile phone (charged, paid up and ready to use in an emergency) on your person throughout the program.



Pitzer expects all students to use mobile phones in ways that are appropriate and responsible. In particular, mobile phones should be turned off (including texting) during classes, program discussion sessions and study trips when interacting with program staff, faculty or guest speakers. In addition, students need to learn and practice appropriate mobile phone use in their homestays. For some families it may be considered rude, for instance, to make or receive calls or text messages during a family meal or while engaged in conversation after dinner.

Mailing and Shipping to Costa Rica

Student Mailing Addresses

Family and friends may send mail to the following post office address:

Student Name
c/o ICADS
Apartado 300-2050
San Pedro de Montes de Oca
San Jose, Costa Rica
América Central

Packages are NOT recommended. They may be taxed heavily or lost. If you feel you must send a package include the phone number 011-506-2225-0508 on the UPS or US Mail Global Express label. Packages that arrive after students have departed will NOT be forwarded.



Usually, regular mail takes between seven to ten days to arrive. Occasionally, mail can be misplaced or lost by the postal service in Costa Rica, just as it can be lost by the postal service in the US.

If your family or friends need to send you a package urgently they should use either UPS or Global Express Mail offered through the US Postal Service. Please do NOT ship packages to Costa Rica with DHL or FedEx since they will not deliver packages to P.O. boxes.

Although you can ship almost anything to Costa Rica, please keep in mind that certain items may require a special tax in order to clear customs. Think twice before shipping expensive items, such as computers, electric gadgets or digital cameras, the exorbitant taxes will make it preferable to leave them in customs. Always make sure to write on the package "NO COMMERCIAL VALUE".

In lieu of sending a package (e.g. care package, birthday gift) , we recommend families and loved ones simply deposit something extra in your ATM account and send you a note with best wishes to enjoy a nice dinner out on the town with your friends or host family.

Internet and phone at ICADS

The Internet is available at ICADS for limited use. You should use your own account, e.g., Yahoo, Hotmail, AOL, etc. Students may also use an Internet café for personal emails. ICADS also offers computers for your use in writing your final paper.

ICADS has a phone you may use to make long distance calls with a calling card. Some host families are uncomfortable about long distance phone calls being made from their homes even though you have explained you will bill the calls to a calling card. However, they generally won't mind you receiving calls that are paid by the calling party.

STUDENT COMMUNICATION RESPONSIBILITIES

Read your Email

Before, during, and after your study abroad experience someone from the Office of Study Abroad and International Programs or another Pitzer College office may contact you with information about orientation, health, safety, academic, finances, or other matters. **For Pitzer students, the official means of contacting you will be your Pitzer College email account.** For non-Pitzer students we will use the email you provided in your application.

Due to the large number of messages on student-talk, Pitzer-talk, and other email lists, we advise students going abroad to unsubscribe to email lists while off campus. If you have a limited amount of time to check email or are paying for connection time at an internet café while abroad you don't want to miss important College information buried in your inbox. Investigate methods for labeling and filtering your messages before you go.



Students are responsible for managing their email accounts and reading their official school email on a regular basis before, during, and after studying abroad.

For Pitzer Students: the Pitzer password automatically expires every six months (180 days) from when you last reset your current password. Change your password before you leave to assure continuous access. If your password does expire, log on to www.pitzer.edu/pitpass or contact the Pitzer Helpdesk at help@pitzer.edu.

Keep your Student Contact and Emergency Information Current

We may also try to reach you via your mobile phone, home phone, personal email, or other means. In the event of an emergency, we may need to contact you or your parents or guardians via the information in the Pitzer College database or in your Study Abroad file. It is important that you notify the Office of Study Abroad and International Programs AND the Office of the Registrar at registrar@pitzer.edu (to update the College database) of any changes to your personal information.

WHAT TO BRING

ESSENTIAL DOCUMENTS AND ITEMS

- Your **passport** valid for **at least six months past the end of the program** and two photocopies carried separately from your passport in other suitcases or wallets. Leave an additional copy at home with your parent or guardian.
- Your Brazil **visa documents**
- Your **airline ticket**
- Credit and ATM cards**
- An official **immunization record** from your doctor or health clinic and a photocopy.
- International Student Identity Card (ISIC).**
- Your **medical insurance information.**
- Important **contact information** for your home institution.
- This **handbook** and any other pre-departure reading materials.



Clothing, Medicine and Miscellaneous

What you bring is an individual matter. It depends upon what you may want to buy in Costa Rica, how much you want to carry (the lighter the better), and what you plan to do during the program. Everything you might need is available in Costa Rica, but you may not have access to your favorite brands and some items may cost more than in the US. We suggest you come **as light as possible** and buy anything else you need in country. Traveling becomes much more enjoyable as the weight of your bags decrease. Whether you bring it with you or buy it, the following items are suggested:

Clothing

What you bring is really an individual matter. It depends upon how much luggage you want to carry (the lighter the better) and what you plan to do in Costa Rica and in independent travel after the program. Clothing in Costa Rica is expensive so try to take what you'll need. Modest, clean and casual but neat dress is recommended. Be sure to include professional attire appropriate for a health care setting. Take clothing that is easy to wash; avoid things that need dry-cleaning. Minimize white garments because they are harder to keep clean. San José can be cool, especially at night and during heavy rains, and you'll find cold weather on our field trip to the cloud forest. On the other hand, it will be hot during the study trip to the Caribbean coast. Our program takes place during the rainy season so be prepared with an umbrella and perhaps a poncho for hiking. Take clothing that you can layer, to add or take off as temperatures change.

- Two pairs of **pants** appropriate for professional settings or special occasions
- Jeans**
- Shirts**, including long-sleeved ones and tee-shirts (Avoid words/designs that could call attention to yourself as a foreigner). Bring some shirts or sports shirts with collars appropriate for your internship. No Low cut necklines or tank tops.
- Dresses or skirts** as appropriate. Longer skirts for internships please.
- A **tie** as appropriate if your internship requires it or for special events.

- Underwear**
- Socks**
- 1 pair of **closed-toed shoes** appropriate for internship
- 1 pair **walking shoes** appropriate for wet conditions
- Hiking boots** are handy in the cloud forest but a pair of heavier athletic shoes will suffice
- Sandals or shoes** for dancing
- Sweater and/or sweatshirt** or both
- Jacket** (with hood, if possible)
- light-weight poncho or rain coat**
- Shorts** for the beach
- Bathing suit**
- Slippers** to wear around your host family's home
- Robe**
- Flip flops** for the beach and for use in bathing areas (especially hotels) where foot fungus might be a problem
- Bandana**
- Warm **hat and gloves** for Savegre cloud forest trip

Toiletries

You will need items similar to those you would use in the US (e.g. soap, razors, nail clippers, Chap Stick, deodorant, feminine hygiene products, comb and brush, shampoo, etc.). Most items are available in Costa Rica, but tend to be more expensive and if you are attached to a particular brand of deodorant, for example, you should bring it with you. (Note: you should not pack razors or any other potential weapon-like accessories in carry-on luggage.)

Medicines

- Bring **prescription medicines** in their original containers and copies of your prescriptions. You may also wish to bring a physician's note explaining the need for the medication. We recommend bringing enough for the entire semester. Shipping may be unreliable and it is difficult to mail medication to Italy due to custom controls. Some medications may not be available even with a local physician's prescription. Be aware that some medicines are controlled substances and may be illegal in some countries. Refer to the section on Traveling with Medication.
- Over-the-counter medications:** Include medications you regularly take including drugs for allergies and colds. You may wish to bring a small quantity of anti-diarrhea meds, pain-relievers you use, and especially anti-nausea (motion sickness) medications for winding roads.
- Contact lens solution**
- Vitamins**

Miscellaneous Items

Essential

- Insect repellent** with 20% DEET (not the aerosol kind in your carry-on)
- Sunglasses**
- If you wear **glasses or contacts**, bring your **prescription** or extra pair of glasses in case yours get broken.

- Sunhat**
- Sunscreen**, rated at least 30 SPF
- Umbrella**
- Inexpensive watch**
- Mini flashlight or headlamp**
- Travel alarm clock or phone with alarm**
- Extra batteries**
- A small notebook and pen** for note-taking during lectures and observations; perhaps a personal journal
- One or two plastic **water bottles**
- Several plastic bags**: a couple of barf bags to keep with you on winding roads, and a few sealable ones for damp clothes, soap, shampoo, and other items that may spill
- This Handbook**
- Spanish-English dictionary**
- Small-sized lock for your locker at ICADS (key or combination)**
- Flashdrive** for assignments and photos
- Anti-bacterial hand wash or wipes**

Recommended

- Washcloth and small hand towel** (Costa Rican families and hotels generally do not provide washcloths, and you might like having an extra small hand towel)
- Photos of family and friends**, which are sometimes good icebreakers for conversations with people you meet
- A books** for bedtime reading and swapping
- Binoculars**
- Ear plugs**
- A small calculator or phone with this feature**
- Inexpensive laptop or notebook** – optional (see below)
- White lab coat** if you own one
- Hairdryer** if you use one

What NOT to Take

Do not take expensive cameras, valuable pieces of jewelry, or any personal items that you would consider irreplaceable.

What to Carry with You Almost Everywhere: A bag with the following:

- Toilet paper**
- Water** for drinking
- Anti-bacterial hand wash or wipes**
- Anti-nausea (motion sickness) pills** on trips
- A readily available **empty plastic bag (for upset stomach)**

- Small notebook and pen** for taking notes/making observations
- Insect repellent**
- Sunscreen**
- Small amount of cash** for an emergency, perhaps in a money belt
- Copy of your passport**

Baggage

Pack efficiently and in suitcases or bags that you can easily manage. **Each person must be able to carry his or her own luggage.** Please note: Airline carriers can alter baggage allowance policies without notice. You should check directly with your airline before departure for the most up-to-date information on these policies.

- 1 Suitcase** for checking onto the plane (We recommend something with wheels, or a back-pack for easy transport)
- Money belt** – for around the waist or neck
- One regulation size **carry-on bag**
- Day pack** or duffel bag (may also be used as a carry on) for toting small items in San Jose and on outings. (You may pack this in you suitcase.)



Check the Transportation Security Administration (TSA) website for current regulations about prohibited and permitted items for carry-on luggage and checked baggage.
<http://www.tsa.gov/traveler-information/prohibited-items>

Laptops: To Bring or Not to Bring?



We highly recommend that students in the Costa Rica Summer Health Program bring an inexpensive laptop or notebook as well as a flashdrive to complete assignments during the program. Students are also STRONGLY ENCOURAGED to leave the computer at their host family's home most of the time for security reasons. We would also encourage students to use laptops sparingly. Not only are laptops a security issue when they are carried around in backpacks, but they are also an unfortunate distraction from the kind of experience that we would hope students would have in Costa Rica.

If students choose to bring a laptop, they will be responsible for keeping it safe. ICADS and Pitzer cannot be responsible if something should happen to laptops (stolen, damaged, lost, etc.) even if ICADS allows students to store them. Therefore, students will need to carefully weigh the pros and cons. **Be sure to back up all your data on a hard drive before bringing a laptop to Costa Rica and then, once in Costa Rica, back up regularly on a flash drive.**

Having a flashdrive always on hand during class hours at ICADS will come in handy in order to download copies of lectures and presentations and to have assignments printed at ICADS. You will have access to reading assignments on Sakai.

As indicated earlier, there is a limited number of computers with internet services at ICADS. These are to be shared among all students at ICADS. There is no wireless access at ICADS; however, there are a few internet cables in the computer lab with which you can connect your laptop.

Voltage and outlets: like the US and Canada, Costa Rica runs on 110 volts and has type A and B plugs (parallel flat blades with or without round grounding pin); therefore, North Americans do NOT need adapters. Hair dryers are not a problem.

GIFTS

It's always nice to bring several small gifts from home for your host family members. However, please remember that giving too generously may make it difficult for future, perhaps less affluent, students who may live with your family. Something typical to your state, calendars, hats, etc. would also be nice. Boxes of candy or nuts are always welcome.



HEALTH CONSIDERATIONS

The **Center for Disease Control and Prevention (CDC)** and the **World Health Organization (WHO)** provide up-to-date health information on their websites at <http://wwwnc.cdc.gov/travel/destinations/list.htm> and <http://www.who.int/ith>.

Immunizations

Normally, Costa Rica does not require evidence of vaccinations for entry, but it is always a good idea to bring an official record of all your immunizations from your doctor or health clinic whenever you travel internationally. The one exception would be if you are traveling to Costa Rica from a country that has yellow fever, (generally, certain areas of Central and South America and Africa see:



<http://wwwnc.cdc.gov/travel/yellowbook/2014/chapter-3-infectious-diseases-related-to-travel/yellow-fever#1948>). In this case, you will need to show evidence of this immunization in order to enter into Costa Rica, and you should make sure to bring your **yellow fever certificate with you to present at the airport in San Jose. You may also need to show your yellow fever certificate in order to board your flight to Costa Rica if you are coming from a country where yellow fever is present.**

Once you have your immunization record in hand, you can determine, with your health care provider, which of the immunizations listed below you should get. Please make arrangements with **your doctor, a travel clinic, or at the CUC Student Health Services immediately** to set up a schedule for the immunizations you need. All of the immunizations recommended below afford partial or full protection against diseases that still occur in Costa Rica and Nicaragua. Without an up-to-date immunization, any of these diseases could have serious, potentially life threatening consequences. **Please take these recommendations very seriously.**

Typhoid

This vaccination, in either the oral or the injectable form is **highly recommended**; this is a serious and widespread disease in much of South America.

Hepatitis A

You probably received this as a child, but if not, please read the following: Infectious Hepatitis (Type A) is a viral disease of the liver that is transmitted primarily by the fecal-oral route via water or contaminated food. **The Hepatitis A vaccine (Havrix) is highly recommended for all students on the Costa Rica Summer Health program.** The first dose provides adequate protection beginning four weeks after it is administered and lasting six to 12 months. Another dose is recommended six to 12 months after the first to provide long-term protection that will last for at least four years and maybe (as research results come in) much longer. A simultaneous dose of immune globulin is necessary *only* if you travel to a high-risk area *less* than four weeks after your initial dose of the Hepatitis A vaccine, before it becomes completely effective. The best course of action is to get both doses of the Hepatitis A vaccine before you leave. If this is not possible, it makes sense to get your first dose exactly one month before you go abroad so as to assure adequate protection from the time you arrive until the end of your program, without having to take IG. For persons who are allergic to the Hepatitis vaccine or otherwise elect not to receive it, immune globulin (5cc's) is still a viable option. You should get 5cc's of immune globulin just a few days before you leave the US to assure maximum effectiveness and coverage for your entire trip (up to four months). There is some concern that taking immune globulin for Hepatitis A at the same time or too close to some of your other immunizations may reduce their effectiveness. For this reason, if you elect to get IG rather than the Hepatitis A vaccine, we suggest that you complete all of your other immunizations at least one month before the beginning of your program, and then take your immune globulin just a few days before departure.

Malaria

Malaria is a serious, potentially fatal disease that occurs throughout Central America. It is spread by the bite of an Anopheles mosquito infected with the parasite. Malaria carrying mosquitoes are usually found in hot, humid lowland areas and are nocturnal – coming out at dusk and disappearing once the sun comes up. There is no vaccine for malaria so drug prophylaxis and protective measures against mosquito bites are highly recommended for all students who will be in a malarial area during the evening, night or early morning hours.

Fortunately, the risk of malaria in San José and most other areas in Costa Rica where US travelers tend to go is considered extremely low or non-existent by the Centers for Disease Control and Prevention (CDC) and prophylaxis is not considered necessary. However, if you plan to travel to nearby countries either before or after the program, Pitzer strongly encourages you to carefully consider the malaria information provided by the Center for Disease control at <http://www.cdc.gov/malaria/travelers/index.html> and consult with your personal physician to develop a preventative plan that they are comfortable with. **Please note that when staying in an area that has significant risk for malaria,**

students should take an appropriate malaria prophylaxis as directed by their physician, and, just as importantly, sleep in well screened rooms or under a mosquito net, and make sure to wear protective clothing (long pants and sleeves) and use mosquito repellent with DEET, if they are out after sunset. (See Other Mosquito Borne Diseases for further details.)

Polio, Diphtheria-Tetanus, Measles, etc.

As a general precaution, **we highly recommend that you update these and any other childhood immunizations for which you haven't received a booster in the last five years.**

Yellow Fever

This is a viral infection, which, like Malaria, is transmitted to humans by mosquitoes. Symptoms range from fever, chills, headache, and vomiting to jaundice and kidney failure. There is no specific drug to treat an infection of yellow fever. Prevention, therefore, (including standard precautions for preventing exposure to mosquitos, and vaccination) is very important. According to the latest CDC information, (see <http://wwwnc.cdc.gov/travel/yellowbook/2012/chapter-3-infectious-diseases-related-to-travel/yellow-fever-and-malaria-information-by-country.htm#286> 7) Yellow fever is not present in Costa Rica and as such, Pitzer does not recommend this vaccination. However, if you plan to travel to other areas of Central America that are considered at risk for Yellow Fever transmission before or after the program, you should get the vaccination and carry proper certification with you. Costa Rican authorities will not let you enter the country if you are traveling from another country where Yellow Fever is present, unless you have evidence of vaccination. To meet international vaccination requirements, yellow fever vaccines must be manufactured under approval by the World Health Organization and administered at an approved yellow fever vaccination center. Authorized US vaccination centers can be identified by contacting state or local health departments or by visiting CDC's Travelers' Health website, where there is a listing of current authorized yellow fever vaccination providers in the United States. (Refer to the the CDC website.)

Hepatitis B

Again, chances are that you received this as a child. If not, please read the following: This type of hepatitis is transmitted through body fluids such as blood and semen and is a much more serious form of the disease than type A (above). While there are compelling cultural, health, and legal reasons for avoiding sexual contact or intravenous drug use in Costa Rica, the need for an emergency blood transfusion is possible for anyone and this vaccination is **highly recommended**. Three shots are necessary for full protection although partial immunity is acquired after the first two, which are administered one month apart. The third shot is given six months after the first shot. If you cannot complete the series before you leave, you may consider getting the first two shots before leaving and the third shot after your return to the US, or timing the series so that you can get your third shot while you are in Quito where it is available.

Meningitis

Meningococcal disease (bacterial meningitis) is a bacterial infection in the lining of the brain or spinal cord, which is transmitted through respiratory droplets when an infected person sneezes or coughs on you. There are occasional outbreaks of this disease among college students in the US. Pitzer continues to **highly recommend** a Meningococcal vaccine for students on any study abroad program. Good for one year. (See the CDC web site at <http://www.cdc.gov/meningitis/index.html> for additional information.)

Other Mosquito Borne Diseases Besides Malaria and Yellow Fever

Zika Virus

The Zika Virus has spread rapidly over the last year throughout many areas of South and Central America, including areas many areas of Costa Rica. In 2016, there were 1,649 locally acquired cases of Zika in Costa Rica, with five cases reported in the area of San Jose where we run the program during the first month (Curridabat), 14 other cases reported in a suburb of San Jose (Alajuelita), and the highest concentrations of Zika reported in the Cantones of Puntarenas (216 cases), Garabito (164 cases), along the Pacific coast, and 76 cases in Limon on the Caribbean coast where we conduct our study trip. Now that we are moving into the dry season, the number of cases in these areas has steadily been decreasing over the last few weeks which is a very good sign. (Ministerio de Salud, Costa Rica. Bulletin epidemiológico No. 42 – 2016. See link below.)

The Zika virus is transmitted primarily through the bite of an infected *Aedes* genus of mosquito (mainly *Aedes aegypti* and *Aedes albopictus*), the same mosquito that spreads dengue, chikungunya and yellow fever viruses. These

mosquitos are aggressive daytime biters and can also bite at night. Studies conducted in Mexico indicate that these mosquitoes probably cannot survive over 2,100m (6,890 ft.) in elevation, meaning most areas in Costa Rica, including the Central Valley where the capital, San Jose is situated, are subject to the virus. The virus can also be spread through sexual contact and blood. Sexual transmission is of particular concern for men who have been in a Zika area who might spread the virus to their pregnant partner or to a partner who may be planning to get pregnant in the near future.

The most common symptoms of Zika virus disease in adults are fever, rash, joint or muscle pain, weakness, headache and conjunctivitis (red eye). Usually these symptoms appear just a few days after being exposed to the virus, are mild, and last from several days to a week. Sometimes they are so mild that the person infected does not realize they may have contracted the disease. The effects of the virus on pregnant women and their fetus however, can be much more severe and there is conclusive evidence that the virus can cause microcephaly in the fetus and other poor pregnancy outcomes. There is also strong evidence that Zika is occasionally related to a rare nervous disorder called Guillain - Barre syndrome, which can cause paralysis or death.

The CDC is urging special precautions for pregnant women and women trying to become pregnant, including avoiding travel to Zika infected areas and postponing becoming pregnant after being in an area where the virus is present. Men are advised to practice safer sex or abstinence for six months after being in a Zika zone, whether they have experienced symptoms or not.

It is not yet conclusively known how long the virus stays in someone after they become infected, and therefore, how long an infected woman might be at risk for fetal abnormalities if she is pregnant or wants to become pregnant, and how long an infected man would be able to infect a partner through sexual contact. The WHO and CDC recommendations to take precautions for six months after possible exposure is, admittedly, based on limited evidence, but seems to be accepted by most of the medical and public health community. There is currently no evidence that there is risk beyond six months.

There is currently no vaccine or medicine for Zika so the best way to avoid the disease is to avoid areas where Zika is being actively spread, to take maximum precautions to avoid mosquito bites (see *Prevention of Mosquito Bites* below) and to avoid pregnancy and practice safer sex or abstinence (see *CDC Zika and Sexual Transmission* link below) while in the area and for six months thereafter.

Because the situation is changing so rapidly, it is difficult to know at this time how the Zika outbreak might affect the program in Costa Rica. Depending on how the epidemic progresses over the next few months, especially once the rainy season starts in late spring, early summer, we may have to limit travel to certain areas of the country where local transmission of Zika is occurring at a high rate, but at this point in time, we are planning to run all components of the program as planned. We may also ask you to sign a special waiver specific to Zika.

We are monitoring the situation closely and will keep you updated as new information comes in. We also encourage you to keep informed by monitoring the relevant CDC and WHO websites: <http://www.cdc.gov/zika/> and <http://www.who.int/csr/disease/zika/en/> and other reliable sources of information, such as:

Zika Virus Net - Updates on Zika from many sources including CDC, WHO, PAHO, and many others
<http://www.zikavirusnet.com/guidelines.html>

WHO Zika Fact Sheet - <http://www.who.int/mediacentre/factsheets/zika/en/>

CDC Zika and Sexual Transmission - <http://www.cdc.gov/zika/transmission/sexual-transmission.html>

CDC scientific studies on sexual transmission and how long Zika may stay in system after infection --
https://www.cdc.gov/mmwr/volumes/65/wr/mm6539e1.htm?s_cid=mm6539e1_w

CDC Zika Virus in Costa Rica - <http://wwwnc.cdc.gov/travel/notices/alert/zika-virus-costa-rica>

Costa Rica Ministry of Health - <https://www.ministeriodesalud.go.cr/index.php/vigilancia-de-la-salud/analisis-de-situacion-de-salud> Scroll down and click on the latest report for Zika.

Chikungunya and **Dengue Fever** are two other serious diseases spread by mosquitos that occur in Costa Rica. There are no vaccinations for these diseases and the best way to minimize the risk is to protect yourself from mosquito bites. The following advice on preventing mosquito bites is provided by the CDC and is important for the prevention of Zika, Chikungunya, Denge, and Malaria:

Preventing Mosquito Bites

The best way to reduce mosquitoes is to eliminate the places where the mosquito lays her eggs, like artificial containers that hold water in and around the home. Outdoors, clean water containers like pet and animal watering containers, flower planter dishes or cover water storage barrels. Look for standing water indoors such as in vases with fresh flowers and clean at least once a week.

The adult mosquitoes like to bite inside as well as around homes, during the day and at night when the lights are on. To protect yourself, use repellent on your skin while indoors or out. When possible, wear long sleeves and pants for additional protection. Also, make sure window and door screens are secure and without holes. If available, use air-conditioning.

If someone in your house is ill with Dengue, Zika or chikungunya, take extra precautions to prevent mosquitoes from biting the patient and going on to bite others in the household. Sleep under a mosquito bed net, eliminate mosquitoes you find indoors and wear repellent!

Preventing bites can be difficult, but it is important as you can get sick after just one bite. Follow these steps to reduce the chances that you will be bitten by mosquitoes during your trip:

- Cover exposed skin by wearing long-sleeved shirts, long pants, and hats.
- Use an appropriate insect repellent as directed.
- Higher percentages of active ingredient provide longer protection. Use products with the following active ingredients:
 - **DEET** (Products containing DEET include Off!, Cutter, Sawyer, and Ultrathon)
 - **Picaridin** (also known as KBR 3023, Bayrepel, and icaridin products containing picaridin include Cutter Advanced, Skin So Soft Bug Guard Plus, and Autan [outside the US])
 - **Oil of lemon eucalyptus (OLE)** or **PMD** (Products containing OLE include Repel and Off! Botanicals)
 - **IR3535** (Products containing IR3535 include Skin So Soft Bug Guard Plus Expedition and SkinSmart)
- Always follow product directions and reapply as directed:
- If you are also using sunscreen, apply sunscreen first and insect repellent second.
- Follow package directions when applying repellent on children. Avoid applying repellent to their hands, eyes, and mouth.
- Treated clothing remains protective after multiple washings. See the product information to find out how long the protection will last.
- If treating items yourself, follow the product instructions carefully.
- Do **not** use permethrin directly on skin.
- Use [permethrin-treated](#) clothing and gear (such as boots, pants, socks, and tents). You can buy pre-treated clothing and gear or treat them yourself:
- Stay and sleep in screened or air conditioned rooms.
- Use a bed net if the area where you are sleeping is exposed to the outdoors

List of repellent products approved by the EPA: <http://cfpub.epa.gov/oppref/insect/>

Preventing Gastro Intestinal Illness

Most of Costa Rica has very high standards of sanitation and potable water which means it is not necessary to take the same precautions to prevent gastro intestinal disease as you would want to take in other Central American countries. However, there may be a few isolated areas of Costa Rica where additional precautions are warranted. Your program director will alert you if this is the case. The following guidelines should be followed faithfully in areas of Central America where the risk for water and food-borne disease is significant.

Water

If there is any doubt about whether tap water is safe in a particular area:

- Drink only boiled or bottled water.
 - If boiled, make sure the water is poured into a clean container after boiling (not poured into a pitcher or glass that has been rinsed with tap water).
 - If bottled, make sure it is from a reputable company and comes in a properly sealed bottle.
- Besides your drinking water, avoid other sources of contaminated water including: ice cubes, fruit drinks mixed with water, any other food products or drinks that are mixed with water.
- Avoid wet plates, cups, glasses and utensils. Make sure your food and drink is served in clean and dry plates, cups, etc.
- Use boiled or bottled water for brushing teeth and try not to swallow water when you shower.
- When ordering a drink at a restaurant or bar, ask that the original bottle be brought to your table and opened in front of you. Then, you can pour it into a clean, dry glass, or (in the case of soft drinks or beers) drink straight from the bottle if necessary. This minimizes the chance that your drink might be poured into a glass that has just been rinsed in tap water. This also minimizes the chance that your drink can be tampered with (Ruffies, Micky Finns, etc.)
- Avoid mixed alcoholic drinks (often have juices, water, ice, raw herbs or other unsafe items mixed in) in favor of beer, wine and soft drinks.
- Avoid fruit drinks unless you are sure they come in a bottle or container from a reputable company, or have been made with well cleaned fruit and haven't had water or ice mixed in.

Unless you are 100% sure, assume all tap and well water to be contaminated. (CDC Recommendations)

Salads, Vegetables and Fruit

- Avoid salads, uncooked vegetables and raw fruit, especially in restaurants.
- You can eat smooth-skinned raw vegetables and fruits if you wash them carefully with soap and water and dry them thoroughly, and peel yourself. Items that are OK when cleaned and dried properly include thin-skinned fruits like guava, mango or papaya, and smooth vegetables like tomatoes, cucumbers, etc.
- Avoid lettuce; it is difficult to clean properly.
- Thick skinned fruits like bananas and oranges need not be cleaned, but if eaten without cleansing, care must be taken when peeling to not contaminate the inside fruit with fingers or knives that have come into contact with the outside skin. Even with thick-skinned fruits, washing with soap and water and then drying thoroughly is probably a good idea, especially with oranges.

Flies

- Avoid food that has been (or may have been) exposed to flies, especially in areas where you have doubts about hygiene and sanitation, or where there are lots of farm animals.

Hands

- Wash your hands thoroughly (usually for 15-20 seconds) with soap and water and dry completely, especially before eating and after going to the bathroom. If soap and water are not available, use an alcohol-based hand gel (with at least 60% alcohol) for 15 seconds, but soap and water is preferred.
- Try to eat in restaurants where food preparers and servers practice good hygiene.

Food

- Stick with freshly cooked food that is prepared when you order it and served hot.

- Avoid street food unless you are sure it is fresh, wholesome and cooked properly as you wait.
- As mentioned above, avoid salads.
- Make sure milk products are pasteurized.
- Make sure meat, fish and sea food is fresh and well cooked.
- Peel hard boiled eggs yourself. Don't eat raw or soft-cooked (runny) eggs.
- Don't eat "Bushmeat" (monkeys, bats, or other wild game).

What to do if you get sick

If you get sick while in Costa Rica please contact the program staff as soon as possible. Emergency phone numbers are provided on the last page of your handbook. Additional phone numbers will be provided once in Costa Rica.

PRECAUTIONARY MEASURES FOR STAYING HEALTHY

General health precautions for students in Costa Rica will be covered during the on-site orientation immediately after arrival in San José. The important thing is to be in control of your own health. Here are the key points to remember for staying healthy:

1. Have a complete physical examination before you go. Be aware of and prevent possible problems. **Let the Office of Study Abroad and International Programs and your program sponsor know if you are on any medications, have any allergies, or any other medical conditions that could possibly require accommodation while you are abroad.** Plan to take adequate supplies of medications and copies of medical prescriptions with you. See the section *Traveling with Medication*.
2. Make sure that your childhood immunizations are complete and up to date. Booster shots for tetanus are required every ten years; it may be time for another.
3. Visit your dentist and have a check-up to ensure that your teeth are in good shape before you leave.
4. Eat well over the break, exercise and get plenty of sleep so that you are rested and fit as you depart and your body can better fight off disease. Do not exhaust yourself with packing and preparations at the last minute. Plan ahead so that you can make your departure as stress free as possible.
5. On the long flight, bring along a bottle of water and drink plenty of fluids as you travel. Avoid alcoholic beverages. They lead to dehydration. Do isometric exercises in your seat and get up to walk up and down the aisle periodically to stretch your muscles. During flu and cold season, you may want to consider a breathing mask since the recycled air in planes can easily spread contagious diseases.
6. Follow all guidelines provided by your program about food and drink and personal hygiene. They are making these recommendations for a good reason.
7. Remember that AIDS/HIV infection rates in other regions of the world can be significantly higher than in the US. Practice safe sex, or better yet, abstinence.
8. Beware that use of recreational drugs is illegal in most places and is not permitted under Pitzer College policies. Additionally, the strength and content of drugs overseas are different than what you may find in the US and may be deadly.



Have complete physical and dental examinations before you go.

TRAVELING WITH MEDICATION

If you have a health condition that requires medication you will need to plan ahead for traveling. Usually it is necessary to take adequate supplies of medications and copies of prescriptions with you. Shipping may be unreliable and some medications may not be available even with a local physician's prescription. **Although many over-the-counter medicines may be carried internationally, some cannot. Medications prescribed in the US may be unlicensed or controlled substances not only in your destination country but in countries along your route.** Some medications have restrictions on the amount that can be carried through customs. For details of US regulations, consult the following web site: <https://www.cbp.gov/travel/us-citizens/know-before-you-go/prohibited-and-restricted-items>. You should also check with the consulate of your host country about any restrictions or special procedures required for transporting prescriptions into the country. Be sure to find out before you go. The following websites provide information to assist you in your research.

US Department of State - Your Health Abroad

<http://travel.state.gov/content/passports/english/go/health.html>

OSAC US Department of State Bureau of Diplomatic Security - Traveling with Medication

<https://www.osac.gov/Pages/ContentReportDetails.aspx?cid=17386>

US Centers for Disease Control and Prevention (CDC)

<http://wwwnc.cdc.gov/travel/yellowbook/2014/chapter-2-the-pre-travel-consultation/travel-health-kits>

Transportation Security Administration - TSA Cares Help Line

<http://www.tsa.gov/traveler-information/travelers-disabilities-and-medical-conditions>

Travelers may call TSA Cares toll free 866.289.9673 Monday through Friday 8 a.m. to 11 p.m. and Weekends and Holidays 9 a.m. to 8 p.m. Eastern Time.

INSURANCE

HEALTH INSURANCE

Each student is responsible for obtaining a policy that will provide comprehensive health coverage both in the US and abroad for the duration of their program. Students may need to return to the US unexpectedly. All students must also have emergency medical and accident coverage for the duration of their program.

Regardless of what type of insurance you have, you will almost always have to pay cash upfront at clinics and hospitals abroad, collect the receipts for all expenses and submit them to your insurance company for reimbursement.

The insurance policy available to you through your school may provide adequate coverage abroad, but it is your responsibility to call the company to discuss the specifics of your study abroad program to ensure that you will indeed be covered. When speaking to any insurance company, be sure to ask the following questions:

- Will the plan cover hospitalization for accidents and illnesses while I'm abroad for a period of 3-6 months or more?
- Will the plan cover doctor visits and medication prescribed abroad?
- Is there a deductible? If yes, how much?
- Is there a dollar limit to the amount of coverage provided?
- What are the procedures for filing a claim for medical expenses abroad? Do I need to pay for expenses up front and then submit receipts to the insurance company for reimbursement? Make sure that you get full information from your policy about how to arrange for routine treatment, medical emergency procedures, and what is required to pay for or be reimbursed for a claim. Many overseas health providers will not process American insurance claims and will expect payment at the time of treatment so students should have access to a minimum of \$400 (either by credit card or cash or ATM held in reserve for emergencies) in the event that medical treatment is required abroad. Be sure to obtain a receipt to submit with your insurance claim for reimbursement upon your return to the US.
- What if I don't have enough money to pay cash up front?
- When does the plan begin and end?
- What do I use as proof of international medical coverage if I need to use the insurance or if the host government requires documentation?
- If I am not a US citizen, will I be covered by your plan?

Pitzer Students

Pitzer College requires proof of insurance be provided to the College EACH year that you are an enrolled student. Pitzer students must either be enrolled in the Claremont Colleges' student insurance policy, which provides both domestic and international coverage or supply proof of another policy that provides comparable coverage. Proof of insurance through another policy must be submitted to the Student Affairs Office at Pitzer College prior to making your tuition and fee payment. Providing insurance information to the Office of Study Abroad and International Programs does NOT meet the annual notification requirement. If proof of insurance is not provided to Student Affairs, the student's account may be charged with the current annual Student Health Insurance Premium. Visit the Pitzer College website or contact the Pitzer College Office of Student Affairs for questions about the Pitzer College health insurance. Check with the Office of Student Affairs if you have questions about your insurance coverage over the summer.

Non-Pitzer Students

Non-Pitzer students should check the terms of any insurance policy through their home institution regarding medical and accident insurance while abroad during the summer.

Students who are not US Citizens

Many, if not most study abroad insurance policies do not provide coverage to students who are not US citizens. International students may need to obtain insurance from similar companies in their home countries.

TRAVEL INSURANCE PROVIDED BY PITZER COLLEGE



Students studying abroad through Pitzer will receive an **International Student Identity Card (ISIC)**, which, in addition to providing a form of identification and proof of your student status, supplies a range of emergency medical, legal and financial services. The insurance coverage is in effect whether or not the card is in your possession.

Each student is responsible for obtaining a policy that will provide comprehensive health coverage both in the US and abroad for the duration of their program. The ISIC is travel insurance NOT comprehensive medical insurance and will NOT be accepted in lieu of payment at medical facilities. This plan should be viewed as a supplement to your own medical health plan, not a replacement. ISIC does not provide comprehensive medical coverage for pre-existing or chronic medical conditions requiring ongoing care.

Travel Insurance Coverage

- Trip Interruption – Return Air Only \$1,500
- Trip Delay Minimum 12 Hours Delay \$200 per Day, Maximum of \$500
- Emergency Accident and Emergency Sickness Medical Expense \$100,000, No Deductible
- Emergency Dental Only \$500
- Emergency Medical Evacuation \$500,000
- Repatriation of Remains \$50,000
- Emergency Non-Medical Evacuation Due to Catastrophe \$50,000
- Security or Political Evacuation \$50,000
- Accidental Death and Dismemberment Principal Sum \$25,000
- Accidental Death and Dismemberment – Common Carrier (Air Only) Principal Sum \$100,000
- Baggage Delay Minimum 12 Hours Delay \$200 per Day, Maximum of \$200
- Baggage and Personal Effects Including Lost Passport or Visa Replacement Expense per Item: \$250, per category (e.g. electronics) \$500 for a total maximum of \$2000

Your Travel Insurance Coverage is effective upon enrollment and purchase of the International Student Identification Card. This insurance shall be governed by the Laws of the Bailiwick of Guernsey and subject to the exclusive Jurisdiction of the courts of the Bailiwick of Guernsey under **policy number TCRW-16711**.

If you are in need of emergency assistance during your trip, please contact Global Benefits Group GBG Assist 24 hours a day, 365 days a year at:

**In the United States and Canada:
(866) 914-5333**

**Worldwide Customer Call Collect:
(905) 669-4920.**

Customer Service : gbgassist@gbg.com

How to Make a Claim

1. Go to GBG.com and click on Forms under Our Solutions
2. Complete the Travel Claim Form under Claims Forms
3. Send completed form along with proof of travel to:
Online Claims Submission: www.gbg.com
Mail: 27422 Portola Parkway, Suite 110, Foothill Ranch, CA 92610 USA
Email: eclaims@gbg.com or
Fax: 949.271.2330

SAFETY AND EMERGENCY PREPAREDNESS

Pitzer College brings more than thirty years of experience managing international programs to our effort to insure student safety. Pitzer programs benefit from professional field staff, long-term relationships with the communities that host our programs, and living arrangements with host families that look after our students as if they were their own children.

Our program directors are dedicated to the care and education of our students. Their labors extend beyond the operation of our programs to on-going professional training in international education. That kind of commitment, rare in external studies programs, has allowed our staff to develop extensive expertise that can be critical in an emergency. On average our program directors have just over eight years' experience in their positions, which affords the benefit of having encountered a wide variety of different health and safety situations from geological events and political disturbances to car accidents and serious student illnesses. They work together with our staff in Claremont to resolve current emergencies and anticipate future needs.

Over the years Pitzer has developed an extensive network of personal and professional relationships that we can call upon in an emergency. Our program directors, in close consultation with our staff in Claremont, work together with both US and host country organizations to collect and evaluate information we can use to respond quickly and effectively to emerging health and safety situations. Among our key contacts are the families that take our students into their homes, feed them, teach them, and make them a part of their lives. Pitzer programs are an integral part of the communities that host our programs and the families that host our students are an active and involved component of our education programs and safety networks. The host fathers, mothers, sisters and brothers of Pitzer students are as committed to the wellbeing of our students as our field staff. Host families provide students with a low profile safe harbor during sensitive political events, careful immediate attention during a period of illness, and the practical and emotional support of a true home away from home.

OUR COMMITMENT TO SAFETY

Pitzer takes the following steps to make sure that participants in our programs are safe:

1. Pitzer regularly monitors US State Department announcements and travel warnings.
2. Pitzer works with staff at its foreign locations to develop site-specific security measures and emergency plans.
3. Pitzer provides information on health and safety for participants prior to the program and a more extensive orientation on site. This includes country-specific information on safety, health, legal, environmental, political, cultural, and religious conditions.
4. Pitzer communicates applicable conditions of participation and codes of conduct to participants and alerts them to the severe consequences of noncompliance.
5. Pitzer provides all students approved to participate in external study with the ISIC card, which, in addition to other non-safety related benefits, provides emergency medical evacuation insurance.
6. Pitzer tailors its safety programs to the conditions of countries where the College operates our own programs.
7. Pitzer continuously evaluates the safety of our programs. The College regularly consults with the US Embassy and host country government and community agencies about security concerns. Pitzer will relocate or adjust programs to avoid unsafe locations or conditions.
8. Pitzer maintains communication with parents, study abroad advisers and others who need to be informed in the event of serious health problems, injury or other related health and safety circumstances.
9. Students are instructed to avoid potential targets of anti-American activity such as US and British government offices, Peace Corps offices, US AID and US affiliated organizations as well as private restaurants, hotels, clubs, and internet cafes that are known as American hangouts.

10. Each student lives with a local homestay family who help us to advise students on local safety conditions and monitor his or her whereabouts. If a student does not return home on schedule, for any reason, the program director is notified. Families also inform the program director, when appropriate, about the state of the emotional and physical health of each student.
11. Students are asked to register with the US embassy or the embassy of their home country, before departure through the STEP program. Program staff maintains regular contact with the US embassy regarding safety concerns.
12. Students are advised how to proceed if an emergency develops when they are away from the program staff (e.g., with their rural experience families, during their internship, on independent travel, etc.)

LIMITATIONS

There are aspects of your experience abroad that are beyond our control. Please consider the following:

1. Pitzer cannot eliminate all risk from the external study environment. All foreign travel, including domestic travel within the US, entails risk.
2. Pitzer cannot monitor or control a student's daily personal decisions, choices and activities.
3. Pitzer cannot prevent students from engaging in illegal, dangerous or unwise activities.
4. Pitzer cannot assure that US standards of due process apply in overseas legal proceedings or provide for a legal representative.
5. Pitzer cannot assume responsibility for the actions of persons not employed or otherwise engaged by the program.
6. Pitzer cannot assume responsibility for events or activities that are not part of the program.
7. Pitzer cannot assume responsibility for situations that may arise due to the failure of a participant to disclose required or other pertinent information.
8. Pitzer cannot assure that home-country cultural values and norms will apply in the host country.

WHAT YOU CAN DO TO KEEP SAFE - GENERAL GUIDELINES

You can have a major impact on your own health and safety through the decisions you make before and during your external study experience. The most important assurance of your safety is the consistent application of informed judgment in your day-to-day choices and behaviors. Program staff will provide excellent guidance and accurate information.

You should:

1. Consider your health and other personal experiences when accepting a place in the program.
2. Make available to Pitzer College accurate and complete physical and mental health information and any other personal data that is necessary for planning a safe and healthy study abroad experience.
3. Assume responsibility for all the elements necessary for your personal preparation for the program and participate fully in all orientation.
4. Obtain and maintain appropriate insurance coverage and abide by any conditions imposed by the carriers.
5. Inform parents, guardians, families, and others who may need to know about your participation in the program. Provide them with emergency contact information and keep them informed.
6. Comply with the Conditions of Participation, codes of conduct, and emergency procedures of the program

7. Obey host-country laws.
8. Be aware of local conditions and customs that may present health or safety risks when making daily choices and decisions.
9. Express any health or safety concerns to the program staff.
10. Behave in a manner that is respectful of the rights and wellbeing of others. Encourage others to behave in a similar manner.
11. Accept responsibility for your own decisions and actions.
12. Become familiar with the procedures for obtaining emergency health and law enforcement services in the host country.
13. Keep program staff informed of your whereabouts and wellbeing.
14. You should always keep in mind that no matter how immersed you are in a local community you are still a foreigner. Your chances of being a victim of criminal activity may be greater than those for the average local person. Remember not to carry around a lot of cash, airplane tickets, or your passport, unless local laws require it. Do not carry anything else that you cannot afford to lose. Refrain from visiting establishments where Americans are widely known to hang out, abstain from protest groups, and avoid drawing unnecessary attention by dressing outrageously or conspicuously.

SAFETY GUIDELINES FOR COSTA RICA

- Be extremely careful walking along and crossing streets. Pedestrians do NOT have the right of way in Costa Rica.
- Reduce risk of robbery or assault by integrating into the local culture as much as possible: spend significant time with your host family; dress, behave and interact in ways that respect local cultural values and do not call attention to being American or a tourist.
- Do not carry valuables (passport, credit cards, laptops, large sums of money, etc.) with you when you walk around town. If you must carry valuables around with you for certain purposes, be discrete, travel with a group of friends, wear a money belt, take a taxi, etc.
- When you exchange at an ATM machine, use discretion. Do not, for instance, exchange money and walk away into a mall or street. That will make you a likely target. Try to go with friends and leave in a taxi.
- Do not traveling alone, especially after dark, in isolated areas of the city, such as parks, or when leaving clubs or bars.
- Do not hitch hike.
- If it's getting late at night, and the streets are getting deserted, take a taxi home, even if you are with friends. If taking a taxi is a financial burden, collect the receipt and Pitzer will reimburse you.
- If you are involved in a robbery, do not risk injury by trying to resist or fight off the perpetrator.
- Carry a list of emergency phone numbers with you at all times so that you can contact program staff at the office or at home in case of an emergency.
- Avoid areas of the country or your host community not considered safe. ICADS and your host family will provide valuable advice in this regard. Program staff will also provide guidelines on this during the Nicaragua trip.
- Avoid large crowds, demonstrations or political rallies. These gatherings can easily turn violent.

- If you do go to a club or bar, do so with a group of fellow students or Costa Rican friends. Keep an eye on each other. **Never**, ever accept a ride home with a stranger or someone you just met that evening, and **never** allow one of your friends to leave with a stranger or to stay behind alone when you depart.
- When ordering drinks, ask for the bottle to be brought to your table. Do not leave drinks unattended. These simple steps will minimize the chance that your drink can be tampered with (Ruffies, Micky Finns, etc.)
- Refrain from impairing your judgment, and risking assault, robbery or arrest, with the use of alcohol or illegal drugs.
- Stay in regular contact with program staff when you travel. You must receive permission from the program coordinator for independent (overnight) travel away from your host family. When traveling on an overnight trip or even outside of San Jose for a long day trip, provide your itinerary and contact information for your destination check in by mobile phone when you arrive or if your itinerary changes. Let your host families know of any plans for overnight travel and make a courtesy phone call to your host family once you safely arrive at your destination.
- If you go to the beach, be aware of dangerous currents and riptides, especially on the Pacific side. Follow ICADS guidelines for water safety – refrain from going into heavy surf unless you are an extremely experienced ocean swimmer or surfer. Always enter the water with a buddy and only swim or surf on beaches that have a life guard on duty.
- ICADS will provide additional safety guidelines for you during the on-site orientation. Understand and faithfully follow the program guidelines for health and safety, including guidelines for extreme sports and prohibited activities.

EXTREME SPORTS AND OTHER PROHIBITED ACTIVITIES

During the program (which includes all days between the program arrival date and the departure date, including weekends and breaks) students are NOT allowed to drive automobiles, ride motorcycles, fly aircraft or participate in extreme sports. Extreme sports include, but are not limited to, white water rafting, jet skiing, scuba diving, parachuting, hang gliding, parasailing, bungee jumping, rock climbing, and technical mountaineering. No hitch hiking, night buses. Additional details will be provided during your on-site orientation. Students who choose to participate in such activities during the program are subject to dismissal (see conditions of participation). Students who choose to participate in such activities before or after the program should be aware the International Student Identity Card and some private insurers do not cover injuries sustained in a number of the activities listed above.

EATING DISORDERS AND OTHER ADDICTIVE BEHAVIORS

We strongly urge students who have or suspect they may be challenged with anorexia, bulimia, bingeing or other forms of eating disorders or addictive behaviors to indicate this condition on the Declaration of Disability or Special Needs form. It is important for the staff of the programs abroad to be aware of the condition and to assist students with managing it so that they can take full advantage of the learning opportunities of the program.

Though it is the goal of the College to make reasonable accommodation for students with special needs abroad, it is difficult or, at times, impossible, for the College to provide support for the management and treatment of eating disorders in other countries. Disorder-related counseling is often not available or not available in English. Students with eating disorders often run a significantly greater risk of health problems while abroad if the disorder is not acknowledged or under treatment. Therefore, the Office of Study Abroad and International Programs asks the directors of Pitzer programs and strongly requests our contacts at exchange and non-Pitzer program sites to notify Pitzer College if they have evidence that a student has an eating disorder. The directors, in turn, ask host families or other staff members of the program to do the same. We ask the staff to discuss the situation with the student and ask that the student see a medical doctor to determine if they are maintaining their health. The program may also ask the student to undertake counseling or other steps of treatment, if available on site. If the College believes that the student is not taking responsibility for her or his health by refusing medical evaluation or treatment, it reserves the right to withdraw the student from the program for medical reasons.

SEXUAL HARASSMENT, ASSAULT AND RAPE

Note: The information below is directed towards all students.

You should be aware of your increased vulnerability as a foreigner in an unfamiliar location and culture. Gender relations and expectations will be covered in your on-site orientation. You may also want to discuss this with your roommate, host mom or siblings, language teacher, other students, your professors, etc. Some key questions you should answer within your first few days are:

- **What are gender relations like? How are women and men expected to interact in the family? As friends? When they go out together at night (if culturally appropriate)? In a bar? On public transportation? In the classroom? In the workplace?**
- **What can students do to prevent the risk of sexual harassment or assault?**
This would include knowing about dangerous locations, traveling in groups after dark if advisable, and culturally appropriate ways of dressing and behaving that may minimize risk.
- **If I am feeling unsafe, what should I do? Who can I ask for help?**
If a female student feels threatened and there are other, host culture women present, she should seek their assistance.
- **If I am sexually harassed, assaulted, or raped, what are my resources? What is the name and address of an OB-GYN? What are community organizations in this city that address issues of sexual violence? How can they help me?**
- **What are the laws surrounding these issues?**
- **How and to whom would I report such events?**
We urge you to confide in the program director and avail yourself of the support and resources she/he can provide, including medical, legal, or counseling services you may need. If you are uncomfortable reporting such an event to the program director, you should be aware of other resources that you can turn to; such as, fellow students, local sexual assault hotlines, counseling centers, physicians, etc.

If a sexual assault occurs Pitzer would like to be able to support you and may have important resources to offer. Please consider contacting us. See the Appendix in the back of this handbook for more information on sexual harassment and prevention.

IN CASE OF PROBLEMS IN THE HOST FAMILY

Although rare, problems of sexual harassment or abuse in the host family or home stay community are possible. Because of the nature of the host family experience, the close relationships students develop with family members, the special efforts students make to behave in culturally appropriate ways, and the potential for cross-cultural or language misunderstandings, this is a particularly delicate yet important area of concern. We have developed the following guidelines to help minimize the chances of this type of situation occurring and to help us best support you when concerns or questions regarding your host family arise.

1. During your on-site orientation, you will be given explicit guidelines on what types of host family behavior are appropriate and what behavior is cause for concern and should be reported to your director. You will also be briefed on common behaviors, which, while not inappropriate in the host culture, may lead to potential misunderstandings.
2. Host families are provided with training and orientation around these issues and the type of relationship Pitzer and ICADS expects between host family members and students. Host families will be given specific guidelines on the types of behavior (especially touching and cross-gender interactions) that will be considered inappropriate.
3. As you know, Pitzer programs expect a strong commitment to cultural immersion and cultural appropriateness but this does not require you to endure behavior you believe puts your safety, health or emotional wellbeing in jeopardy.
4. You have the right to ask a host family member to stop any physical contact or behavior of a sexual or romantic nature that makes you feel uncomfortable and we strongly encourage you to seek immediate clarification with

program staff regarding such behavior. Romantic or sexual behavior between a student and a host family member is never appropriate.

5. Coming forward with questions or concerns about your host family behavior will not affect your grades.
6. All Pitzer Study Abroad program directors are required to consult with Claremont if a student expresses concern that there may be inappropriate behavior going on in their host family, or if the directors suspect this based on their own observations. This will allow us to share resources and better respond to these types of incidents. Information regarding these situations will be regarded as confidential and treated with the utmost discretion.
7. Your program director will be receptive to any concerns you have, and is the best person to consult if you have any problems or concerns of this nature, but please know that you are welcome to call Pitzer staff in Claremont (home and work numbers are provided in the handbook) or your own study abroad director in situations where you might feel uncomfortable contacting the program staff directly. In addition, we have asked our directors to provide information on other local resources (counseling services, sexual assault hotlines, women's centers, etc.) that you may want to consult.
8. We encourage students to approach issues and concerns of this type with an open mind. While we want you to come forward immediately if you have a concern or question regarding your host family, we also ask you to reserve judgment until you have a chance to carefully consider, with the help of your program director, the many cross-cultural or language misunderstandings that might be at play.
9. Similarly, Pitzer staff has been instructed to approach such incidents with an open mind: while a student's concern may be due to a cross-cultural or linguistic misunderstanding that can easily be explained and cleared up, it may just as easily represent a serious situation that requires immediate intervention.

ICADS ON DRUGS AND ALCOHOL

Drugs

Possession or consumption of drugs is illegal in Costa Rica. Drug use by international students can and has led to deportation and/or jail. Be aware that you are on your own when you violate Costa Rican law. Neither the US consulate nor ICADS can intercede on your behalf. Costa Rican authorities are very tough on drug traffickers and users. It is not uncommon for them to make raids, stop people on the streets, and check public buses for drugs.

Alcohol

The legal age for drinking alcohol in Costa Rica is 18, and having an occasional drink when you go out for the evening is generally acceptable behavior, but be warned that your host family will not approve of repeated and excessive drinking. If at any point the director of ICADS feels that a student's alcohol consumption is affecting his/her ability to participate in the program, he reserves the right to dismiss that student from the program.

IN CASE OF EMERGENCY AT YOUR PROGRAM SITE

Contact the program staff as soon as possible. You will be given a list of emergency contact numbers during your on-site orientation. There is also emergency contact information inside the back cover of this handbook. While you are certainly free to contact your parents and families, program staff should be informed first in order to discuss your situation and our procedures for handling the emergency.

For ICADS Health and Safety guidelines please refer to the ICADS web-site at <https://icads.org/health-and-safety/>.

Pitzer provides the ISIC, which includes insurance to cover emergency medical evacuations. In the event of a political crisis or a natural disaster that would necessitate evacuation, the program staff will work closely with the US Embassy to facilitate your return home. The insurance included with the ISIC, does not cover non-medical emergencies and you should be prepared to incur additional costs.

IN CASE OF AN EMERGENCY AT HOME

Contact the Claremont office first. A list of emergency contact numbers has been provided in the section on *Communications* in this booklet. The Claremont office can usually contact students and staff quickly, even when they are away from the program base on field trips. In the case of a death in the family or of a close friend, we can often arrange for a private, supportive environment in which students can speak directly with loved ones. Program staff can offer considerable and sometimes vital support if they are involved early on in the process of sharing difficult news.

US DEPARTMENT OF STATE TRAVEL SAFETY INFORMATION

Students Abroad

<http://www.studentsabroad.state.gov/> contains information on travel documents, health, emergencies, embassies, voting, and security conditions all in one place. Students and parents may find this website very useful when preparing for a study abroad program.

SMART TRAVELER ENROLLMENT PROGRAM (STEP)

<https://travel.state.gov/content/travel/en/international-travel/before-you-go/step.html> is a free service provided by the US Government to US citizens who are traveling to, or living in, a foreign country. STEP allows you to enter information about your upcoming trip abroad so that the Department of State can better assist you in an emergency. STEP also allows Americans residing abroad to get routine information from the nearest US embassy or consulate. The physical addresses to use to register with STEP are listed inside the back cover of this handbook.



Students who are US citizens are required to register with the US State Department before leaving the US. Students who are citizens of other countries should check with their consulates for recommendations.

PREPARE TO RETURN HOME

Saying Goodbye

The bonds you form with people you meet when abroad go both ways. In most cases it would be impolite to just disappear. Customs vary from culture to culture, and how you say goodbye can be just as important as the proper greeting when you first met.

- Plan ahead if you have exams to take or papers and projects due at the end of the program. Give yourself a couple days to say goodbye, pack and visit your favorite places one last time.
- Find out what is expected of you before your last week in the host country. If you are expected to give parting gifts you may wish to purchase them during the semester as you explore and have more time to choose.
- Do not make promises lightly. If you invite someone to visit you at home, be prepared to be a gracious host. Be aware that customs restrictions, fees or shipping costs may make sending certain items from home impractical. If you promise to mail an item once you return, make every effort to do so. Keep in touch; send a note.

What to Bring Home

- Souvenir is the French word for memory. If you want to bring home small items for yourself or your family and friends you may want to purchase them during the program rather than in a rush at the end of the program. Check customs restrictions and duties before you buy: <https://www.cbp.gov/travel/>.
- If you cannot take something with you, take a photo. Include photos of your homestay or dorm room, your classrooms, local shops, people you meet (with their permission), local plants, animals, cultural items, monuments, foods, study trips, etc. Do you have a photograph for the cover of the next Pre-departure Orientation Handbook or the study abroad website?
- Collect names, addresses, email, phone numbers, host family information, etc. so that you can keep in touch with people you met while abroad. In addition, study abroad students undergoing background checks and security clearances years later have been asked to provide their home stay addresses. The Office of Study Abroad and International Programs does not have this information for prior years.
- Make notes on any research you may wish to continue or use for your thesis or a grant or fellowship application such as the Fulbright. Collect source data and the contact information for people and organizations.
- To get credit towards your major or another graduation requirement for work done abroad, be sure to bring home any syllabi, assignments, course catalogs or other information for faculty to make a determination.

Culture Learning Workshop - Preparing to Return Home and After you are Home

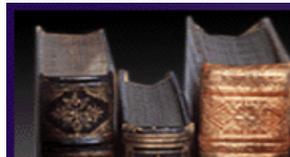
Your experiences abroad are now part of you and it is not unusual to experience reverse culture shock after your return home. Working through Module 2 - Welcome Back! Now What? of the on-line culture learning workshop (What's Up With Culture) a few weeks before the end of your program will help you prepare to say goodbye and better understand reverse culture shock. Modules include 2.1 - Preparing to Come Home; 2.2 - If you are Preparing to Return Home Soon; 2.3 - Back Home: Neither Here nor There; 2.4 - What Did You Learn Abroad? and 2.5 - Say No to Shoeboxing The on-line culture learning workshop may be found at <http://www2.pacific.edu/sis/culture/>. No written responses are required.

APPENDIX A: SEXUAL HARASSMENT AND PREVENTION

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SAFETI Clearinghouse



**SAFETI On-Line
Newsletter**

SAFETI On-Line Newsletter

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Sexual Harassment And Prevention In College Students Studying Abroad

By Nancy Newport, RN, LPC, Licensed Professional Counselor

Consultant to Peace Corps, Fairfax, Virginia, (703) 352-9005

<http://www.nancynewport.com>

NaNNewport@aol.com

Introduction

It has been my experience over the years as a Consultant to the US Peace Corps that the issue of sexual harassment for women can become a major stress factor that can greatly affect the entire overseas experience.

The information included in these pages comes directly from the work I have done with hundreds of inspiring and courageous Peace Corps Volunteer females as well as my own personal experience as a 22 year old Peace Corps Volunteer in Brasil many years ago. I have listened to and experienced the struggles, fears, frustrations, dilemmas, as well as joys of being a female in a developing culture. I have learned a great deal from the experience and from the incredible women with whom I have had the privilege of counseling. My life and my clinical work have been immeasurably enriched by the experiences we have shared together.

Cultural Sensitivity

We all want to be culturally sensitive, to get along, to be respectful, to fit in, to not offend. In training, cultural sensitivity is emphasized and highly valued. It can be the doorway through which a college student studying abroad gains entry to and acceptance with the community abroad.

It is very important that the cultural sensitivity training provided never requires that you submit to behaviors that invade your personal boundaries and that feel unsafe or even uncomfortable to you. If it feels inappropriate or makes you uneasy, get yourself out of the situation. Never sacrifice yourself or your sense of safety for the sake of cultural sensitivity.

Personal Boundaries

Personal boundaries are the personal space around us, physically and emotionally, that serves to preserve our physical and emotional integrity. When someone gets "too close", an alarm sounds inside. We need to listen for, respect, and respond to that alarm. We also need to respect the personal boundaries of each other. These areas can be very confusing for students for several reasons:

Reason One: The issue of personal boundaries tends to be confusing for people. Some of us were raised in families with broad rigid boundaries, lots of secrets, locked doors, distance from people, and perhaps even distance from our own emotions. Others of us were raised in families with loose boundaries, or inconsistent boundaries where people did not consistently allow personal respect or require privacy, where frequently no one knocked on bedroom doors before entering, where people shared common space and little personal space was available. And some of us (a very few) were raised with more of a balance of closeness, respect, and honoring of privacy and personal space.

Reason Two: Social conditioning in college has influenced boundary understandings by increasing tolerance for loose, fluid boundaries. Many college students have been acclimated to a very loose boundaried college culture. Students

may "crash" in each other's dorm or apartment...males and females may share sleeping space for convenience without sexual expectations. They may have become accustomed to, and therefore have a high tolerance for loose personal boundaries.

Reason Three: We "assume" every one has the same understanding about personal boundaries as we do. Now enter another country and find the whole issue of boundaries and personal space is highly influenced by cultural norms and very different from what you are accustomed to. And the amount of personal space has a certain meaning in one culture and a different meaning in another culture. Like learning a foreign language, customs and personal boundaries in a new culture are not to be "assumed" to be known, but must be learned for your safety.

The Ultimate Boundary – Your Body

In some cultures, allowing a man to enter your house is symbolic of letting him enter your body. Many men have told women that they "assumed" she wanted sex just because she allowed entry into her house. Staying outside on the porch is a safer way to receive male guests. Where is the best place to entertain men in a safe way without misunderstandings where you live in the US? Where will the best place be to entertain men in a safe way without misunderstandings where you live/study abroad?

Concept of Male Friendship – A Boundary Misunderstanding

American women are accustomed to the concept of male friendship. It has a meaning that may not translate in the new culture. Being seen with a man, talking with a man, going out with a man may have a different "meaning" in the culture than a female student may intend. What does it mean in the culture you are in? Is that your intention? If no, change your behaviors to send the message you intend.

Strokes – Finding Deeper Meaning in Communication

Strokes are the measure of the exchange of communication between people. When interacting with others, we are constantly exchanging numbers of strokes. When we are communicating with peers, we tend to exchange a comparable number of strokes, a balanced exchange. In communication with those in authority however, the exchange may tend to not be balanced. The employee, for example, may tend to deliver more strokes than they receive from the boss. With friends, coworkers, spouse, children, authority figures, parents, strangers, strokes are delivered in varying amounts of balance or imbalance. Notice how this plays out in your life. Normally we are not aware of this measure of exchange as it operates at an unconscious level.

So it is, that when someone is being approached by a stranger or unwelcome individual, the amount of strokes should be kept to a minimum. In Latin culture, for instance, a man may sit next to a female student on a bus and begin an uninvited conversation with "Oh, baby. I love you." There is a tendency on some women's part to give a lecture on love to that individual ("How can you love me? You don't know me.", etc.)—providing a lot of strokes. Remember it's the number of strokes that are important, not the quality or content (negative or positive). This woman is then surprised to discover that the man continues and even escalates the harassment rather than moving away.

It is more effective to:

- Ignore the harassment/pretend ignorance
- Feign confusion/lack of understanding
- Move away/remove yourself from the situation

Confrontations of any type serve to encourage harassers who want attention, even negative attention will do. It's important to know about the power of strokes. When people come at you with strokes that you don't want, don't give away any strokes in return. Don't offer explanations. Get up and move, say no, but do not equalize the number of strokes exchanged as it may only escalate into getting you into more trouble.

Notice how strokes play out in your life. Notice the relationships where strokes are not equal—where someone is giving you far more strokes than you are giving out, and notice how it feels inside. Does it make you uncomfortable? This is true in all kinds of relationships, and can be used to help identify predators.

Harassment behavior and language varies from one culture to another. How do men harass women in the culture in which you are visiting? How do national women in that culture deal with it? Notice their effectiveness and use their response as a model.

Assertiveness

Passive	Assertive	Aggressive
Passive <ul style="list-style-type: none">· "Too Nice"· Suck it up· Hold it in· Denial· Subtle manipulation· Guilt· Powerless· Latent Hostility· Weak Boundaries - not setting personal limits	Assertive <ul style="list-style-type: none">· "Firm"· Deliver messages clearly· "I" statements· "Broken record" technique (say "No, thank you" and then keep saying it over and over)· Good boundaries	Aggressive <ul style="list-style-type: none">· "Mean"· Blow it out· Explode· Expressed Hostility· Overt Manipulation· Threats/Ultimatums· Guilt· Powerless/Out of control· Rigid boundaries

Actions

Actions speak louder than words. Make sure your body language is congruent with your words. If you say no with a smile on your face or in a weak, unconvincing voice, the words lose their force and power. Say no firmly and swiftly and follow that up with removing yourself from the situation and getting assistance if needed to back you up.

Persistent People

Use the broken record technique when faced with a situation when someone will not take no for an answer. Do not be coerced into backing down from your position by the persistence of the person insisting. Just because they did not accept your "no" does not mean you now need to come up with another reason or excuse. Keep saying the same answer over and over again, without developing a new reason or excuse each time the other person doesn't accept it. You don't have to be creative. Stick to your answer and just don't budge.

Example:

"Would you like to go to the movies with me?"

"No, thank you. I can't go."

"Oh, come on. It's just a movie."

"No, thank you. I can't go."

"I'll get you home early. I'll be a perfect gentleman."

"No, thank you. I can't go."

"Oh, you're too good for me, is that it?"

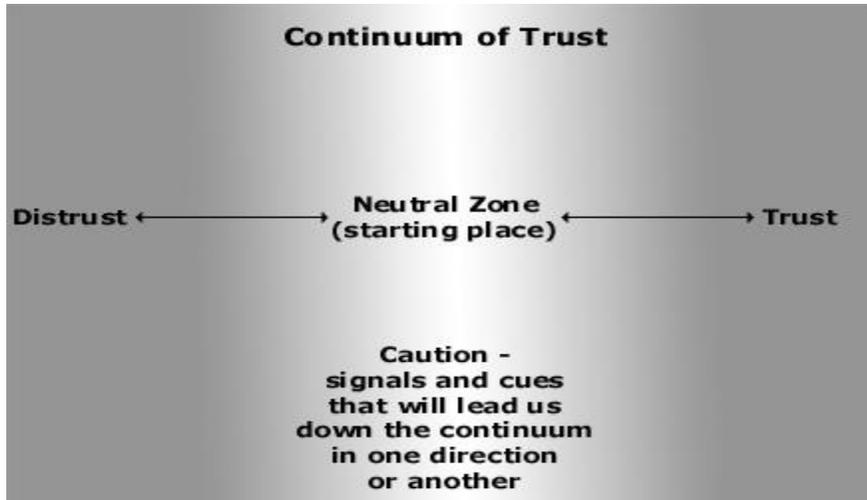
"No, thank you. I can't go."

"Oh, you can't go?"

"No, thank you. I can't go."

"Oh."

Trust



Trust needs to be earned. Many people have the mistaken notion that people should be trusted until proven otherwise. Actually, it is prudent to stay in a neutral position about a person, neither trusting nor distrusting them at first. Gather information from this person that will help you determine the trustworthiness of the person. In a new culture, watch for clues and cues from people who know the person and figure out how trusted they are by the community.

Harassment Burn Out

Harassing behavior is annoying at best and threatening and dangerous at worst. All students should seek assistance if harassment towards them becomes out of control and /or causes increased anxiety and anger. Many students reach a point, after which time they can no longer tolerate the catcalls on the street with the same humor they had when they arrived in country. For some, the irritation escalates to anger and retaliation. Some students have acted out toward men on the street (yelling at them, insulting them, throwing things, hitting them) out of exasperation. This aggressive behavior is dangerous. It is a warning sign that needs to be addressed for your protection. It is very understandable that the harassment has "gotten to you," but exhibiting aggressive behavior back can put you at risk. This "burn out" is a signal that it's time to take a break. Get out of town. Take a vacation. Go talk to your teachers, staff, and/or counselor. Do some stress relieving exercises that work for you. Talk to someone. Do something different!

Predators/Prey

In the wild, when an animal is either separated from the herd, is weak, young, injured, or otherwise vulnerable, it is likely that a predator will spot the animal, consider it prey and attack.

It is essential to your safety that you never allow yourself to be vulnerable to attack, that you avoid behaviors that can make you prey. You may have the right to walk down the beach at 2:00 in the morning, but if you do, you are making yourself prey to a waiting predator.

You may want to go to a bar or a party and have some fun, let off some steam, kick back and have a good time but if you drink alcohol or use any mood altering substance, you are now potential prey. It's as if you said to the strangers/acquaintances around you, "I'm going to relinquish control of myself/my body now. I put myself in your hands." Being at the effect of substances of any kind sets us up to be vulnerable to the attack of a predator.

It's not fair. Of course, it's not. But it's true—and staying in control of yourself can save your life. Being awake and aware allows you to pick up on warning signs that alert you that something is wrong. In the book, *The Gift of Fear*, Gavin deBecker describes the "gut feeling", the intuitive sense, that something is not right—that some danger may be present—as the gift of fear. Fear alerts us if we are awake and aware and respectful of the feelings we get. We must not override our sense of fear by saying to ourselves, "I don't know what I'm worried about, I'm sure nothing's wrong here", instead of paying attention to that little voice in our gut that says, "I don't know what's going on here, but something's up". It is really, really important to pay attention to our intuition, that little sense of knowing that something is amiss here, and not to dismiss it or deny it.

In his book, deBecker describes seven (7) ways that predators manipulate people to become prey. Learn all of these strategies so that you will not fall prey to them yourself. The tactics are:

- Forced teaming: intentional and directed manipulation to establish premature trust, example: "we're in this together"—a form of false rapport
- Charm and niceness: manipulative, deceptive, for self-gain
- Too many details: a tactic used when people are lying
- Typecasting: a slight insult designed to manipulate a woman to feel compelled to prove its inaccuracy
- Loan sharking: unsolicited giving designed to create a feeling of indebtedness
- The unsolicited promise: false promises
- Discounting the word "no": when someone refuses to accept "no" for an answer

More about these tactics can be learned from reading the book, *The Gift of Fear*. It is a highly recommended resource for anyone wanting to be more savvy about ways to protect themselves.

Potential Predator Behavior—Progressive Intrusive Invasion of Boundaries

If in a situation there is someone giving you more attention that you want, or is finding excuses to touch you, this can be potentially dangerous to your safety. For example, a guy comes up to a woman and gently brushes his shoulder up against her, flipping her hair off her shoulder, grazing her hand. She's thinking, "This is creeping me out, but I'm sure I'm overreacting, I'm sure he doesn't mean anything." This is where danger begins. He is thinking, "How much will she tolerate and allow? How long can I get away with this without her calling me on it? How far can I go?"

Touch:

- Uninvited, seemingly "unintentional" touching (brushing up against a woman's leg or arm, touching her hair)

Escalated touch:

- If not acknowledged and objected to, the touch will escalate (hand on thigh, hand on arm, sitting very close)

Forced sense of indebtedness:

- Creating a sense of indebtedness (buying an unsolicited drink or meal for example) and then expecting her attention in return (a dance, to walk her home, to spend time with her)

Conclusion

While some men are harassed, women experience the majority of sexual harassment and sexual assault. If you are a female student, this reality undoubtedly frustrates and angers you to have to be so very aware of your safety. If you are a male student, it likely dismays and angers you that women are ever treated disrespectfully.

There are steps to take to minimize risk in while traveling abroad and maximize fun and a rich cultural experience. It is important for women to:

- Integrate into their community
- Make friends with the women of the village
- Learn from the women about self protection and practice what you learn
- Dress according to local customs
- Interact with men according to the local customs
- Behave according to the local customs
- Stay in control; staying sober and alert keeps your senses in place to protect you
- Have a buddy system: having at least one other person with you that you trust can help you in regular circumstances as well as in problematic situations (what if someone spikes your drink). It is generally a good idea to travel in groups
- Pay attention and respond to any inner signal (intuition) that "something isn't right" and remove yourself from the situation

Do not try to behave like you would in the States. You are here to experience a different way of life, one that allows you to assimilate into your village, to "join" the community, to have a full, rich cultural experience. Enjoy it. You are not giving up yourself—you, indeed, are expanding on your choices as a female. This article has been created as an invitation to you to be awake and aware and to acknowledge the realities of potential safety issues around you. To live your life as if this isn't so is to deny yourself adequate protection. Treat yourself well.

Nancy Newport is a psychotherapist in private practice in Fairfax, Virginia. She has been a counseling consultant to the Peace Corps since 1992 and has a specialty in treating trauma, especially sexual and physical assault. Ms. Newport conducts the Peace Corps Medical Officer Training on sexual harassment and assault treatment. She is certified in

Clinical Hypnotherapy, NLP and EMDR and uses these modalities extensively in her trauma work. Ms. Newport is a Returned Peace Corps Volunteer (Brasil). Her website is: <http://www.nancynewport.com>.



Safety Abroad First-
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Student Study Abroad
Safety Handbook

World Wide Colleges
and Universities

Study Abroad Research
Online

Resources for Study
Abroad

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APPENDIX B: OVERVIEW OF ETHICAL PRACTICES OF RESEARCH AND ENGAGEMENT IN COMMUNITY

1. Informed Consent

RESEARCH

When conducting an interview or using a conversation for research data collection, you must have informed consent from the individual. This means you must inform the individual of your research intentions and who might possibly view your data before interviewing that individual. You must accept any refusal or declination to be interviewed.

PHOTOGRAPHY

Please consult with your program director regarding cultural and legal issues involved in photographing of members of the host culture. Please ask each individual you intend to photograph before taking any pictures. Be specific about the intended use of the photo. If appropriate, given the norms of the culture in which you are conducting research, get a signed release form. Please do not take pictures for public use unless given permission by the individual in the photograph and the director of your program.

Photographing children – Again, consult with your program director. In many countries, you may not do this without the approval of the parents/legal guardian. In general it is best to take photos only when the parents are present and give their approval. Again, if appropriate, use an authorization form in their first language and never assume they know what it says.

2. Compensation

Before offering compensation for participation in a research project to any individual, discuss your plans with the faculty supervisor of your project and the director of your program. Never loan money to anyone in the organization in which you are working or any individual involved in your project.

3. Questions

Be critical of the types of questions you include in everyday conversation, surveys, and/or interviews. Avoid questions that may frighten or intimidate the people you are interviewing. Be respectful of their privacy and ask only questions that have a clear purpose. Always explain your intentions. Assure confidentiality. For example, if working with a mostly undocumented population, you must always be aware of issues of privacy and law. Whenever possible, review and refine your research questions with your program director and faculty advisor before beginning your field research.

4. Confidentiality

If you are discussing sensitive topics that make the individual uneasy, always assure confidentiality and always keep your promise. Never use real names or any other information that can lead to an individual's identity in your data, field book, research notes or final paper. Keep a private key to the names for your own private use, but do not release those names. Always ask the individual if you can use his/her real name before doing so. In some cases you may want to use a pseudonym for your research location (village, community, organization) to add another level of confidentiality. Discuss this with your program director and faculty advisor.

5. Culture and Reality

Always be aware of the specific reality of your particular site. This reality may be different from what you would expect, what you are accustomed to, or what you commonly understand. Or it may be very similar to what you would expect. Whatever the situation, there are some general guidelines to follow in order to retain professionalism in a community environment. For example, dress code can become an issue in many environments. It is important to dress in a manner that affirms you as a student with an academic and community-based purpose. Otherwise, you may attract attention that may be perceived negatively or be misunderstood.

Also, age and gender play roles in forming relationships. For example, if you are working with older participants, they may expect you to demonstrate clear respect for them because of their long and often complex histories, yet they may feel they have to be deferential to you because you are college-educated and therefore have a high social/economic

position. These relationships of power and respect are sometimes difficult to manage, but you should always be sensitive to another individual's life experiences. Everyone is a teacher, and everyone is a student. Keep lines of communication open. Assume good will.

6. Safety

If there is any question about safety (e.g. the neighbourhood where your internship or research site is located), try to go to your site with a partner – especially at night. Consider going with a fellow student, a member of your host family, or a trusted member of the organization where you are working. Always have the organization supervisor or a staff member present at your site when you are there. Never go to your site alone when confronting a conflict or problem. Ask your program director to accompany you under such a circumstance.

7. Phone numbers

Never give out your phone number or the address or phone number of your host family. You can use the number of your program office if you absolutely must give contact information.

8. Sexuality and Gender Considerations

Cultural norms in this area vary greatly. In general, the guidelines you receive for culturally appropriate behaviour in the community and with your host families should apply for your internship or research. Check with your program director on any special considerations you need to be aware of in your particular situation. While cultural norms may vary, certain behaviours are not acceptable. Sexual harassment will not be permitted in any form (although the understanding/definition of sexual harassment will vary from culture to culture, and you need to be sensitive to this). This means that within the context of your host culture, you should refrain from any type of behaviour that gives the appearance of sexual harassment. By the same token, we will not permit any type of sexual harassment to be perpetrated on you. At the first sign of a problem please contact your program director so that you can work together to resolve the situation.

Keep in mind that any romantic or sexual relationships you form with people involved in your research or internship (clients, participants, supervisors, interviewees, etc.) may be unethical and/or culturally inappropriate, could negatively affect your ability to conduct your project, and might have negative consequences for the person you are involved with. Please consult with your program director for clarification in this regard if this is likely to become an issue.

9. Working with Children

Consult with your program director regarding cultural, ethical and legal concerns you need to understand when working with children. In general, if you witness any type of physical abuse, neglect, sexual abuse, emotional maltreatment of a child you should report to your program director. You are not permitted to transport children.

10. First Aid

You should learn and follow your organization's procedures for medical emergencies and the administration of first aid. You should wear protective gloves when coming in contact with blood or any type of wound. Take special care around needles or other medical instruments if you are working in a health care situation. It is always best, whenever possible, to allow a school nurse, local health professional, or member of your organization to handle medical and first aid situations.

11. Punctuality and Follow-through

It is important to remember that some of those with whom you may be working (e.g. children, adolescents, abused girls and women) may have abandonment issues. You may trigger negative emotions if you are late or fail to show up when you are scheduled. It is imperative that you prove to them that they can count on you for doing as you promise. In addition, you are a role model, and they will see no reason to follow through with their promises if you do not follow through with yours.

Note: This document was adapted from a document produced by the Pitzer College Community Engagement Center (formerly California Center for Cultural and Social Issues). These guidelines may be modified to fit the cultural and legal realities of your particular program site.

Pitzer College: Study Abroad
Declaration to Adhere to Ethical Practices of Research and Engagement in Community

Read the document. Place your name, date and signature at the bottom.

1. I will always obtain consent from the participants for any interview/questionnaire/research/evaluation I conduct with them. I will inform them of the purpose of the task. I will respect their decision and not treat them unfairly if they decline to participate.
2. When I ask questions of the participants – whether for research or everyday conversation – I will refrain from asking any questions which might be construed as intimidating or frightening. I will always explain my intentions and assure confidentiality.
3. I will always obtain consent for photographing, audio taping, or videotaping the individuals. If appropriate, I will get a signed release form - even if the collection of this information is for my personal use. When photographing, audio taping, interviewing, or videotaping children/minors, I will always go to the parents or legal guardian for consent.
4. If these individuals are clients of or participants in a particular organization with which I am working, I will always get permission from the director of the organization before I take any action related to my research.
5. If I keep field notes or other written records of my interactions, I will refrain from using real names. I may choose to create a key to the names, which I will keep confidential.
6. I will arrive at the organization or research site at the time I am scheduled. If there is preparatory work to be done for the meeting, I will complete that work before the meeting or arrive early enough before the meeting to make necessary preparations.
7. I will dress in a manner appropriate for the program, organization, or community with which I am working. In addition, I will be sensitive with regard to dress and attitude to not in any way demonstrate disrespect to its members, clients, or collaborators of that organization.
8. I will always use respectful language at my site and in my research interactions.
9. I will follow all safety guidelines given to me by the program director and organization supervisor, including precautions related to travel to and from my site.
10. I will ask for and follow safety, first aid, and other emergency procedures from my site.
11. If it is necessary to give a contact number to others in relation to this project, I will provide the number or email of the program office. I will not give out my personal contact information or that of my host family.
12. If I feel I am the recipient of any form of harassment in the organization with which I am working or I am confused about any behaviour or language that is directed at me, I will consult with the program director and organization supervisor immediately.
13. If I witness any type of abuse or harassment, or behaviour that I am not sure about, I will consult with my program director immediately in order to better understand the situation, and if necessary, resolve or report a problem.

I have read, understood, and agree to follow these ethical practices of research and engaging in the community.

Signature _____ Date _____

Print Name _____

Note: This document has been adapted from the original produced by the Pitzer College Community Engagement Center (formerly the Center for California Cultural and Social Issues).



Study Abroad and International Programs
1050 North Mills Avenue, Claremont, CA 91711
www.pitzer.edu/studyabroad • 909.621.8104
Email: studyabroad@pitzer.edu