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Developing a Pre-Departure and Re-Entry Orientation for Study Abroad Students at The Univerisidad Católica De La Santísima Concepción

Jennifer Ramos
SIT Graduate Institute

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DEVELOPING A PRE-DEPARTURE AND RE-ENTRY ORIENTATION FOR STUDY
ABROAD STUDENTS AT THE *UNIVERISIDAD CATÓLICA DE LA SANTÍSIMA
CONCEPCIÓN*

Jennifer Ramos

PIM 70

A Capstone Paper submitted in partial fulfillment of the requirements for a Masters of
International Education at SIT Graduate Institute in Brattleboro, Vermont, USA.

January 17, 2013

Adviser: Sora Friedman, Ph.D.
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Student name: Jennifer Ramos

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Abstract

Due to the Chilean government’s recent realization of the importance of international education, the concept of studying abroad is gradually becoming a more realistic opportunity for students pursuing undergraduate degrees in Chilean tertiary education than before. However, although the opportunities have increased, the support services/guidance offered to the students has remained at an extremely limited standstill. The Universidad Católica de la Santísima Concepción (UCSC) is a small private university located in Chile’s second largest city, Concepción. The majority of the students attending the UCSC are from the lower half of the socioeconomic scale in Chile as well as first-generation university students. This capstone paper is a proposal for an innovative pre-departure and re-entry orientation for the UCSC Office of International Affairs. Through questionnaires and one-on-one interviews with the staff of the Office of International Affairs as well as past participants the findings of this research have shown there is a real need for assistance pre-, during, and post-study abroad. The intention of this pre-departure and re-entry orientation is to increase the support and guidance currently given to UCSC students and their guardians as they embark on and return from their study abroad sojourn.

Keywords: pre-departure, re-entry, first generation students, Chilean culture, intercultural communication, reverse culture shock, culture shock, cross-cultural transition
Introduction

Tertiary education in Chile is facing a record high in student enrollment partly due to superior access along with the increasing importance given to it; as it is viewed as a vital part of improving the country’s standing in the global society. For centuries, the geopolitical location of Chile practically isolated the nation before the use of technology boomed in the early 1990s. However, in this day and age, Chile boasts a stable economy with an impressive economic growth and a high quality reputation of postsecondary education system throughout Latin America.

Since the nation returned to a democracy in 1990 after 17 years of dictatorship, many political, cultural, and economic changes have occurred. Education too, has been through various changes. In fact, there has been a massive growth in the number of private universities such as the Universidad Católica de la Santísima Concepcion (UCSC) among others. As a result, universities have permitted more students to pursue a post-secondary education. Statistics show that the amount of Chileans studying abroad has doubled in a decade from 5,346 to over 10,000 students (Cabrera, 2012). In recent years, policy changes and implementations as well as increased support from the government have led to study abroad opportunities that were once limited to the upper-class in Chile. In addition, partnerships with foreign institutions create access that in the past was only available to students admitted to the top national universities or who applied directly to an institution abroad.
The previously mentioned changes and increasing accessibility bring new responsibilities from Chilean universities sending students abroad. Currently, there is a lack of support in place to prepare students as they depart for and return from their education abroad sojourns. Despite best efforts, most times the Office of International Affairs or counterpart allocated with the responsibility of education abroad at the university level is understaffed and underfunded. Precisely stated by de Wit et al, “Although many institutions in Chile underline the importance of internationalization, few have effective plans for introducing this process” (2005, p. 188). Unfortunately, it is not viewed as an institutional priority.

This capstone paper is a proposal for an innovative pre-departure and re-entry orientation for the Office of International Affairs at the Universidad Católica de la Santísima de Concepción (UCSC) located in Concepción, Chile. The uniquely designed orientations will provide necessary guided support to Chilean students and guardians.

Institutional Background
A young university, Universidad Católica de la Santísima Concepción, (UCSC) was established in 1991 in Concepción, Chile (Appendix A). Unrelated to the second oldest university in Chile, Pontifica Universidad Católica de Chile, UCSC is located approximately 520 kilometers or 320 miles south of the capital, Santiago and mainly attracts students from the local community and the greater Bío Bío Region. In addition,
there are three branch campuses outside of the main campus of Concepción in the smaller cities of Chillán, Los Angeles, and Cañete, which are all located within the Bío Bío Region. The university’s mission, following orders of the Roman Catholic Church, is “to lead research, teaching, and community service, in accordance with the ethical principles of Christian faith” (UCSC/Mission, 2009). Currently, there are seven faculties: Law, Science, Engineering, Education, Medicine, Business Management, and Communication, History, and Social Sciences; along with an institute of Theology and a technological institute.

The larger metropolitan area, Greater Concepción, is well-known for its forestry, fishing, and industrial manufacturing sectors. According to the Organisation for Economic Co-operation and Development (OECD), the city has a privileged location as it has “an extended net of transport connections with the rest of the country and the world, by air, sea, and land” (p.6, 2009). UCSC was primarily established to contribute to further regional economic and industrial development. Several of these industries operate at the international level; therefore the capability to work successfully in international contexts is increasingly important.

**The Office of International Affairs**

The International Affairs Office (OIA) is described as the department that “oversees the internationalization of the university, is responsible for all aspects of
student exchange, both incoming and outgoing” with the aim “to increase the number of UCSC students who study abroad and to increase the number of foreign students who come to the UCSC” (p.14, Exchange Student Guidebook, 2011). The office’s mission translates into English as:

To fulfill the requirements of the higher education authorities and all involved academic units in the activities aimed to strengthen the following areas: the liaisons between the university with different organizations, higher education institutions, alumni, faculty, and staff with the objective to increase the relations within university in both national and international levels of research, education and culture. (M. Hayes, personal communication, October 20, 2011)

Continuing with the national trend, UCSC has also seen a significant augmentation in the number of students studying abroad, beginning with four outbound students in 2005 to 34 students during the 2012 academic school year. Given the rise in the overall number of education abroad students and upholding the Office of International Affair’s mission statement, the formerly one-person office transformed to a team of four. In 2008, an additional staff member was hired and most recently two positions were created and filled within the last year, for a current total of four (Appendix B). Agreements have been established by the UCSC with foreign institutions
and universities in the areas of research, teaching, and academic exchange in Europe, the America’s, Asia, and Oceania.

Consisting of mostly first generation students, the majority of the student population receives full-tuition scholarships or some form of significant financial aid due to economic need. First generation students may face potential barriers as the idea of studying abroad is often a daunting and foreign idea for many. Recognizing this challenge, the UCSC Office of International Affairs (OIA) is currently exploring and analyzing how to better serve the needs of their students who have the desire to pursue education abroad opportunities. Currently, the university does not offer a comprehensive and formal pre-departure and re-entry orientation for study abroad students. Implementing such programming goes hand-in-hand with the OIA’s mission and it is an imperative part of building a foundation of support for students pursuing education abroad opportunities.

**Program Rationale**

As the number of students UCSC sends abroad increases, it becomes more crucial to have a structure in place to support these students, both before and after their sojourn. There is an apparent lack of support for UCSC students pursuing study abroad opportunities. The OIA has a responsibility to give adequate support to participants. Furthermore, the need for a well-designed pre-departure and re-entry orientation has
been expressed by the UCSC Office of International Affairs. In July 2012, UCSC addressed this concern by conducting its first pre-departure orientation. Currently, UCSC does not have a re-entry orientation. It is essential to recognize that “well-designed pre-departure and re-entry programs assist students in the development of adjustment skills and intercultural competencies and therefore may make a difference between the success and the failure of a sojourner’s education abroad experience” (2012, Theobodo and Marx, p.293).

**Literature Review**

In order to understand and support students pursuing study abroad opportunities at the *Universidad Católica de la Santísima Concepción*, an analysis of the available literature on pre-departure and re-entry orientation in Chile is vital. However, the researcher found that there is a severe lack of literature available on Chilean students studying abroad. As a result, the literature review will focus on the topic of pre-departure and re-entry orientations in general. Nevertheless, it is noteworthy that many of the best practices lack a non-U.S. American view. Therefore cultural considerations have been acknowledged and addressed with a review of literature on Chilean culture as well as first-generation students to best meet the needs of UCSC students.
Pre-departure Orientation

A fundamental part of commencing an educational abroad opportunity lies in ensuring a quality pre-departure orientation. Unfortunately, many institutions around the world do not devote sufficient time and efforts to the educational dimension of study abroad (Fantini, 2004). As a result, learning outcomes are jeopardized and the quality of intercultural education programs varies. The benefits of pre-departure orientations are supported in scholarly publications. La Brack notes that “it has been proven that properly designed and conducted orientation programs do assist participants to achieve positive cultural adjustments” (Hoff and Kapplar, 2005, p. 194). Multiple sources make powerful arguments for the importance of pre-departure orientations, including Smith, Miller, and Bermeo (2005), and others.

Best practices include providing students with a broad overview of logistics such as health and safety as well as other relevant information. Moreover, during this process, students realize what they still need to do before they depart. Thus, this initiative is focused on supporting students in their own growth. Specifically research has shown that students deal better with cultural adjustments when they are familiar with challenges they may encounter abroad as it sets expectations. Therefore, providing useful coping mechanisms and tools for cultural adjustment strategies is a key part of a well-developed pre-departure orientation.
NAFSA’s Guide to Education Abroad for Advisors and Administrators provides a short list of major goals for pre-departure orientation, which includes:

- provide essential, practical information;
- motivate student sojourners with the process of cross-cultural adjustment (including re-entry) and the concept of culture, cross-cultural adaptability skills, and developing intercultural understanding;
- help student sojourners gain a better comprehension of world issues and their role as global citizens; and
- assist in reviewing each student’s overall objectives and how the overseas experience fits into his or her long-term personal, professional, and academic goals (Thebodo and Marx, 294).

Responsibility of implementing a culturally appropriate pre-departure orientation is an essential role in education abroad. Assisting students in preparing for their sojourn abroad is one approach to attempt to maximize participant learning (Fatini, 2004). Overall, experts agree that ensuring proper preparation is key as “for those who do study abroad, effective orientation is critical for students’ success” (Rhodes and Hong, IIE Networker, p. 39, 2005).
Re-entry Orientation

As a result of living, studying, and learning in a different culture, students begin to have experiences which commonly serve as a catalyst which results in questioning their own culture and way of thinking. Scholars have found that indeed these new experiences are followed by reflection about characteristics of one’s culture, which were previously taken for granted as well as one’s realization of their identity, beliefs, personal upbringing, and reanalyzing themselves as an individual after influential changes in their life (Fantini, 2004). By seeing their own culture from a different perspective, it is common for students to go through an emotional readjustment phase in their home culture after living abroad. Condon and Yousef addressed the latter and stated, “Nothing so sensitizes us to our own culture as living outside it and then trying to return. One can’t go home again. To try reveals a new home, and a new self-seeing it for the first time” (1975a, p. 271).

NAFSA’s Guide to Education Abroad for Advisors and Administrators offers a few goals and objectives for on-campus reentry programs and include the following:

- To assist the students in their readjustment to the home culture and to college or university life after studying abroad
- To help students learn to reflect on and articulate what they learned from their education abroad experience.
• To facilitate opportunities for students to incorporate their international experiences into their lives at home, both academically and personally.

• To help students identify ways they may use and market their international experience in the future (Thebodo and Marx, 2005, p.305).

Storti notes four stages of re-entry culture shock: leave taking, the honeymoon, reverse culture shock, and readjustment (1997). Research has found that there is significant variability across phases during the reverse culture shock upon re-entry as relating factors vary, such as if the culture is profoundly different than their own, among others (La Brack, 2003). Students seldom realize how much they have assimilated from a new culture until they are home again. Although not always emphasized or valued re-entry culture shock is often described as more challenging than initial culture shock in their host culture.

IES Abroad Think Tank on Diversity Abroad published a monograph which focuses on the lack of diversity among study abroad students and includes a summary of the discussion and recommendations. This research as well as other publications agreed that underrepresented students, such as Latinos as well as first generation and low-income students “need strong support systems when they are abroad and when they return to their home campuses; these systems will have a major impact on the extent in which these students succeed in their international programs” (IES Abroad, p.21, 2009). Storti also examined support systems in The Art of Coming Home, as underlines that role
family and friends play in the re-entry period and makes the point that they “treat you as if you were the same person who went overseas those many months ago- and they can’t help doing so because they haven’t been a part of your experience “(p. 141, 1997).

All in all, various experts have found that being familiar and informed about the re-entry stages, likewise being able to anticipate them; can minimize some of the challenges commonly associated with the period of returning to one’s homeland.

**Chilean Culture**

Chilean culture, as all cultures, is unique, and it exhibits some characteristics which distinguish it from among Latin American cultures. Compared to other Latin Americans, Chileans are generally more conservative, traditional, and regarded as workaholics. Their distinctive Spanish dialect, which is extremely difficult for other native Spanish speakers to understand initially, is a characteristic that not only sets them apart from other Latin Americans, but also unites them as a nation. “If tropical Latin American nations have been “banana republics,” 20th-century Chile was a “copper republic,” and mining remains its major foreign exchange earner” (p.618, Bernhardson, 2009). As a matter of fact, the long and narrowly shaped nation has always been isolated from the rest of South America by the Andean mountain range, the second highest in the world. Likewise the country’s geopolitical location led to further isolation, which basically closed Chile from the world. Consequently, few educational exchanges occurred during the 1973-1990 dictatorship. More than 20 years have passed
and Chile is a modern and open society, not to mention it was the first Latin American nation to pursue neo-liberal economic policies beginning in the 1970s (Stephenson, 1999, p.5). However, the historical influence of the nation’s past is still reflected in its people.

In spite of differences Chile has with other Latin American countries, there are also quite a few resemblances as well. Chile, like the majority of Latin America, is considered a collectivistic society as well as a previous Spanish colony, thus sharing the same language and religion for the majority of the population. Similar to other South American nations, Chile is a high context culture with a communication style that does not rely exclusively on spoken words but also through gestures, expressions, and voice tones. In addition, the atmosphere or environment where the conversation is being held also plays a key role. Unlike low context cultures, high context cultures are not as straightforward. Furthermore, in a high context culture such as Chile strong emphasis is put on “being” as individuals should focus on living in the present instead of the “doing” in low-context cultures (Kluckhohn and Strodtbeck, 1961).

One of the most powerful institutions in Chile is the Roman Catholic Church. Historically and presently a predominantly Catholic country, the influence that “the Catholic Church has had in shaping values in contemporary Chile should not be overlooked” (Stephenson, 1999, p. 5). The majority of national holidays in Chile are Catholic holidays and until the early 2000s Catholicism classes were mandatory in
public schools. Divorce was recently legalized in 2004, while abortion is still illegal.

Heavily influenced by the country’s dominant religious body, Chilean society is conservative and family-oriented with Catholic principles holding a social and historical prestige.

In contrast to many other Latin American nations, Chile is a relatively homogenous nation of European immigrants with a small percentage of indigenous peoples, the original inhabitants of southern Chile and Argentina, the Mapuches. Chileans often refer themselves as “The English of Latin America” which can be traced back to their manners and to the fact that they are generally more reserved than other Latin American cultures. Due to the large influence of Europe and the United States by what many refer to as “globalization” combined with the growing and stable economy Chile is portrayed as a modern society in Latin America. However, the aforementioned traditional Chilean culture that is deeply embedded in the society despite unseen cultural values from the outside should not be disregarded. Although Chilean society, like the majority of societies around the world, is changing due to external factors such as “globalization” there still remains a strong sense of traditional Chilean culture in the majority of Chileans.

Deeply embedded in Chilean society is the importance of intermediate and extended family. In fact, it is not uncommon to find adult children living with their
parents or extended family for lengthy periods of time, often until they are married. Children are raised to treat their cousins, first and second, similar to siblings and call close adult acquaintances aunt or uncle. Therefore, when someone in the family studies abroad, the family dynamic is altered. Bearing in mind Chileans’ collectivist values as well as the family-oriented culture, distance during study abroad and lack of accustomed support from family is grave. An integral aspect of Chilean culture is the emotional attachment to family as well as the proximity to family.

**First Generation Students**

First generation students face a number of cultural and personal obstacles throughout their process of studying abroad; pre, during, and post. As a result, they comprise a disproportionately low number of students studying abroad. Pressure from family members as well as preoccupation regarding credit and graduating on time are common barriers faced by students, and as a result, are common themes discussed in published research on first generation students. A study conducted by Smith, Miller, and Bermeo explore that one of these impediments is the lack of social or cultural capital such as networks or connections through family or friends, and resources that would provide possible assistance, familiarity, and guidance to study abroad opportunities (p. 11, 2009). Another study The *IES Abroad Think Tank on Diversity* concurs that indeed inexperience of their families and friends abroad is another cause for this “underrepresentation [which] lies within the experience of students” (p. 15,
Students are frequently first-time international travelers and may have the fear of the unknown due to factors such as lack of experience and guidance from family and friends. Martinez, Ranjeet, and Marx concluded that “most families of first-generation college students do not sit around the dinner table discussing study abroad experiences nor do they talk about global citizenship as an educational goal” (2009, p.533).

Often neither parents of first generation students or the students themselves “readily perceive a connection between education abroad and the future, both in terms of employment and in terms of general life satisfaction”, especially important in today’s international economy (IES Abroad, p.15, 2009). In contrast, studies conducted by Martinez, Ranjeet, and Marx (2009) and Lebold et al. (2005) argued study abroad is perceived as a frivolous luxury. IES Abroad’s study has revealed parents’ attitudes toward education abroad to be “unwelcome” and an “unnecessary interruption to college study”, which may be regarded as a “frivolous pastime that has no relevance to future employment goals and is beyond their economic reach, both because of actual cost of the study abroad program and the loss of any income a time away from campus may represent” (p.15, 2009). Therefore, one can conclude that the encouragement first generation students receive from family to pursue such education abroad opportunities may be extremely limited or non-existent. For Chilean students, the discontentment or disapproval of family is a heavy weight to endure.
More recently, research directed at first generation students studying abroad has increased, yet it is still limited. In brief, these aforementioned cultural characteristics about Chileans, in addition to first generation students must be carefully intertwined into the pre-departure and re-entry orientations as they directly impact study abroad students’ experiences.

**Theoretical Foundations**

Theories of identity as well as student learning are two essential pillars in the development of a pre-departure and re-entry orientation. Therefore it is crucial to underline both respective theories as they relate to the student’s pre- and post-study abroad experience.

**Identity**

Whether one is consciously aware of it or not, people communicate their identities to others on a daily basis. Facets of identity and the ways that they are problematic in intercultural communication are crucial in international education (Martin, p. 142, 2004). How identity is formed during the college years plays a significant role in the student, particularly through transformational experiences such as studying abroad (Torres, p. 187, 2010). Students learn about different perspectives regarding their identity they might not have otherwise explored while pursuing education abroad. In fact, “conflicts may arise when there are sharp differences between who we think we are and who others think we are” (Martin, p.111, 2004).
Identity is a complex variable, among fundamental beliefs and central concepts, which may be diverse for each student even if they are from the same culture.

**Student Learning**

King and Baxter Magolda (2011) observed the following:

Student learning in postsecondary education involves more than the acquisition of knowledge and skills; it also includes developing a frame of mind that allows students to put their knowledge in perspective; to understand the sources of their beliefs and values; and to establish a sense of self that enables them to participate effectively in a variety of personal, occupational, and community contexts. (p.207)

The role of educators is critical in students’ learning, development, and overall experience. Baxter Magolda (2001) explained the relationship between educator and learner by using a tandem bicycle metaphor, “suggesting that the learner take the front captain’s seat and the educator take the back seat to provide support and guidance, while allowing the learner to direct the journey” (King and Baxter Magolda, 2011, p.217). Together, the educator and learner develop a partnership and throughout many different contexts the promise of learning is evident (King and Baxter Magolda, 2011, p.217). It has been found that by “creating a safe environment and validating learners’ capacity to learn” as well as clear articulation of development goals, learning outcomes,
and faculty/staff expectations, learners begin to identify a developmental journey towards self-authorship (King and Baxter Magolda, p.219, 2011). As a result, linking theory and research to practice shows the importance of setting goals and objectives that are designed and sequenced appropriately to students’ needs.

**Goals and Objectives (program and participant)**

Both the pre-departure and re-entry orientations commence a new, yet distinct phase in the student’s study abroad experience. The orientations will provide students with valuable recommendations as they embark on and return from their time abroad. Moreover, the content addressed during each respective orientation is geared at facilitating the overall experience to be as successful as possible both during the time abroad as well as the transition period once back in Chile.

The pre-departure orientation aims to prepare students by:

- Discussing issues of culture shock and cultural differences they may face while in their host country
- Providing them with useful coping mechanisms and tools for cultural adjustment strategies
- Addressing all logistical arrangements, including safety and health
- Discussing stereotypes, one’s own identity, and tolerance
- Building rapport between UCSC Office of International Affairs staff and students
• Beginning the process of reflection and experiential learning

The re-entry orientation aims to support students by:

• Offering a safe environment to share cultural experiences and observations with fellow students

• Providing tools to explore their cultural identities

• Supporting returnees by reflecting on their experience and how they can implement their new knowledge and experience in their personal and professional life

• Discussing the re-entry process and different coping strategies

**Needs Assessment**

A qualitative case study was conducted with returned UCSC study abroad students as well as the Office of International Affairs Director and staff. The aim of this study was to gain a better understanding of UCSC students’ needs by inquiring about their perspectives and past experiences as study abroad students. In addition, another essential part of this study was to explore and analyze how the OIA can prepare students to make the most out of their international experience. This study consisted of three parts:
1. A questionnaire (Appendix E) was given to past study abroad participants about their experiences abroad as well as with the OIA. The questionnaire consisted of the following sections:
   a. Section 1: Demographics and Background Information
   b. Section 2: Pre-Study Abroad
   c. Section 3: Post-Study Abroad

2. One-on-one interviews with willing survey respondents were conducted in-person in order to get greater insight on the topics covered in the questionnaire (Appendix G).

3. Face-to-face interviews were conducted with the staff at the OIA to gather their perspectives of student’s needs and better understanding of how the office functions (Appendix K).

   The questionnaire solicited responses with mostly open-ended questions. It was designed to elicit basic information from participants while also providing room for explanation by allowing the participants to express themselves openly. In addition to the incorporated open-ended questions, the questionnaire included a statement inviting participants to contact the researcher should they like to expound on their initial responses via a one-on-one in-person interview. All of the interview questions were open-ended questions in order to provide more holistic and explanatory responses.
Through the study, the researcher strived to get a deep understanding of participants’ experiences; pre-, during, and post-study abroad, as well as how the OIA can best meet the students’ needs. As a result, of the 35 individuals who received the online questionnaire, 11 were completed, yielding a 31 percent response rate. Out of the 11 past participants who completed the questionnaire, six volunteered to participate in one-on-one interviews and their responses allowed the researcher to gain greater insight on the questionnaire responses. Additionally, the interviews from the OIA included all four members of the staff. Interviews were conducted in the language the interviewee indicated he or she felt the most comfortable, Spanish or English. The researcher recognized that a small number of randomly selected participants do not necessarily reflect the population at large and was mindful not to make hasty generalizations in the evaluation of data collected.

**Student Questionnaire**

The first section of the questionnaire inquired about demographics and background information, which indicated that 100 percent of the respondents were Chileans ranging between the ages of 21 and 26. Interestingly enough, gender was almost equal with six females (55 percent) and five males (45 percent). Of the 11 students, 45 percent studied abroad for a semester, 27 percent for a year, and 28 percent for less than a semester in the following countries: Peru (two students), United States
(two students), Germany (three students), Brazil (two students), and Australia (one student). In addition, one student participated in a two-month long program to the United States, Spain, Belgium, and England. When asked if they were the first person in their family to attend university, 27 percent said yes and 73 percent said no. Likewise when asked if they were the first person in their family to study abroad 64 percent said yes while 34 percent said no. Similarly, then they were asked if anyone in their family has traveled abroad, 55 participants stated yes, while 45 percent no. It is important to note that the majority (73 percent) of the students who said yes commented that they were abroad for less than two weeks for family vacation to Argentina, Peru, Bolivia, or Uruguay. However, participated in longer-term programs, one in a work and travel program in the United States for three months, another said he traveled to the United States for pleasure for three weeks, and the third lived in Argentina for four years as a teenager.

The second section of the questionnaire included a series of ten questions focusing on the students’ pre-study abroad experience. The first question intended to get participants to share how they prepared for their education abroad experience and asked to respond with one or more of the following: researched online, read articles or blogs, read a book, spoke to others who have studied abroad and other. One-hundred percent of the respondents stated they researched online and spoke to others who have studied abroad, 45 percent read articles or blogs, 36 percent read a book and one
student (nine percent) mentioned she took an English course at the local British institute. The remaining nine questions were open-ended. By asking how the students felt before leaving Chile, the following emotions were described: anxious to live in another country, fear of the unknown, excited to live in another culture, nostalgia, sad to leave family, nervous, anguish, happiness, and curiosity. The majority of the respondents (73 percent) remarked sadness leaving their family, being nervous, anxiety, and fear of the unknown. Out of the eleven students asked who they talked with before departing six said family, three said friends, five said professors, and four said returnees.

To gain better insight from students, the next open-ended question asked them what they wish they had known before departing. One student said more information about my host city; three students said information about host university’s policies, visa procedures, and immunizations; one student said host university’s education system, how to secure a place to study there for a postgraduate degree; two students stated what I received was sufficient; one student said information and advice about expenses and medical insurance; one student said cost of living in my host country; one student said foreign language assistance; and two students said financial options and tips and advice on how to face situations abroad as an exchange student. Inquiring further into the reasons why they decided to study abroad, five students mentioned travel, culture, increase tolerance, global viewpoint; four students said increase job opportunities; and
one student mentioned, “to challenge myself to see if I could live abroad alone, foreign language skills, and a scholarship opportunity.”

The following question addressed what most influenced students’ desire to study abroad. Students responded to the opened-ended question with the following: personal desire; learn about other academic fields related to my major; tools for future career; compliment professional formation with personal goals; language, culture, and academic reasons; personal motivation; perfect foreign language skills; learn about and get to know a new culture; learn a new language; be immersed in a new culture that doesn’t speak Spanish; learn about new cultures and multiculturalism.

The next three questions inquired about assistance received from the OIA. Respondents stated that they were assisted in the following ways: financial aid (100 percent); received support after arriving to Chile through emails (nine percent); visa (27 percent); paperwork assistance (nine percent); was assisted by German Academic Exchange Service (DAAD) (nine percent); assistance applying directly to the host university (nine percent); academic and personal advice (27 percent); and health insurance (nine percent). One student (nine percent) stated it was unknown if the OIA directly assisted students, but her professors were very helpful during the entire application process. The majority (82 percent) said they received information from the OIA, while the remaining 18 percent listed assistance from professors. Lastly, the questionnaire inquired about what additional assistance would have been helpful. The
open-ended responses were: “help from my faculty and their authorities” (18 percent); “direct contact with the host university” (nine percent); “some form of contact and communication from OIA once I was abroad” (nine percent); “nothing, the support from DAAD was great” (nine percent); transferring my credits once back in Chile (18 percent); “nothing it was sufficient” (27 percent); “information about the cost of living in different countries” (nine percent). Finally, the fourth and last open-ended question in this section asked about the challenges students faced abroad. Students mentioned the following: language (36 percent); academically different and challenging (27 percent); cultural differences (27 percent); climate (nine percent); culture shock (nine percent); adaptation in the new environment in a personally and academically sense (nine percent); slow internet impeded difficulties communicating with family in Chile (nine percent).

Lastly, the third section entailed a series of seven questions regarding post-study abroad, which intended to elicit reflections about this stage of their experience. The first question asked the students to describe their feelings when they returned home. Forty-five percent expressed symptoms of reverse culture shock such as sadness, boredom, and anguish, whereas 36 percent mentioned personal and professional growth as well as having new priorities. Interestingly enough when asked if they thought a re-entry orientation would have been helpful 54 percent said no. One respondent elaborated, “Since I had earned all of the necessary credits for my major, I knew that upon my
arrival to the UCSC, I should start the paperwork and process to defend my thesis. I didn’t need a re-entry orientation.” However, 36 percent strongly expressed a need for a re-entry orientation. The next question asked how life at their foreign university differed from life at UCSC. Forty-five percent stated their university abroad was equipped with state of the art technology in contrast to what they are used to at the UCSC. Eighteen percent mentioned diversity in the classroom, 27 percent said there was no bureaucracy, and 27 percent highlighted outstanding student support, which according to the respondents is not common in Chile. Furthermore, students stated they considered relationships with diverse groups of people (36 percent); personal growth (27 percent); language (18 percent); and network of contacts acquired (18 percent) as the most important results of their study abroad experience. In inquiring about what recommendations past participants have for future UCSC students who want to study abroad the majority (72 percent) said take advantage of the agreements the UCSC has with other foreign universities and to take the risk to study abroad. When asked what support students received from the UCSC when they returned to Chile, the majority (63 percent) responded “nothing”. On the contrary, 18 percent stated that their faculties were helpful when they returned by securing them internships and another 18 percent mentioned the OIA. One student noted, “I received support from the OIA to promote the scholarship that I participated in, so that more students could have the same opportunity I had.” While another said, “the welcome I received from the Director of
Twenty-seven percent said they had a life-changing experience that changed their future plans whereas nine percent expressed the desire to have more funds available for the OIA. Furthermore, nine percent said, “It is important that the university does a better job at motivating and providing information for students to study abroad and that they are constantly collaborating with other universities to increase national and international exchange agreements.”

**Student Interviews**

As previously mentioned, six out of the 11 past participants who completed the questionnaire volunteered to participate in follow-up one-on-one interviews. In order to improve the support currently given to students, the first of eight questions in the interview asked students about their largest fears and concerns about studying abroad, and if and how they were addressed before departing Chile. Thirty-three percent of respondents stated that language, family, and funding were their main concerns. Interestingly enough, five out of the six of respondents (83 percent) stated that they did not address these fears and concerns before departing Chile. However, one student (17 percent) said he sought psychological assistance and bought a small pocket bilingual dictionary.

The second question inquired about the importance of a pre-departure orientation and what should be included. All of the participants strongly agreed that a
pre-departure orientation is an essential part of studying abroad and that some type of contact and informal gathering with international students and past returnees should be included. In addition, five out of the six respondents underlined the importance of including topics on how to deal with culture shock and cultural differences. The third interview question inquired about the importance of a re-entry orientation and what should be included. Once again students recognized the necessity of such orientation and suggested it include the following: gatherings with international students and past participants, reverse culture shock and re-entry transition support and guidance, and assistance in transferring credits.

Furthermore, questions four and five asked students about advantages and disadvantages of studying abroad. Fifty percent of the students stated they were at a disadvantage regarding the predominant language spoken in their host country. Another common theme is precisely summarized by the following participant’s response, “one disadvantage is that one returns with a vision much more critical of their country, which could also be an advantage, it really depends on the situation.” The majority of the students underscored advantages such as increased job opportunities, independence, responsibility, tolerance for other cultures, and proactivity. Another participant responded, “I learned a lot about other cultures and met people from many countries. I could improve my ability to be more opened minded and more tolerant. It helped me a lot to understand more people, their behavior and culture.”
When asked if they would recommend students to participate in study abroad, all six respondents said yes. Five out of the six respondents emphasized learning about oneself and new cultures, gaining responsibility and maturity. In particular one student’s comment stood out:

There are many opportunities and many things that you are not going to accomplish in Chile. It’s even very difficult to do an exchange in Peru or Argentina. We don’t know our neighbors very well due to geographical barriers. It’s very difficult to open your mind here, there is always a limit; the only way you can get out is by going to another culture. The problem is in South America there is limited mobility between countries due to the Andes. Borders here are very marked.

As mentioned above, the follow-up interview questions intended to increase support and guidance currently offered to students. The subsequent question asked participants to describe their adjustment experience when they returned to Chile. One-hundred percent of the respondents indicated difficulty returning home including various symptoms of reverse culture shock. A number of reasons were given such as: no desire to return, boredom, criticism towards their culture, difficulty readjusting, and depression.
Finally, a question was included for respondents to note any other comments about their education abroad experience. None of the students mentioned new insights that were not already stated in the interview.

Staff Interviews

As previously stated, one-on-one interviews were also conducted with the staff at the OIA to gather their perspectives of student’s needs and better understanding of how the office functions. The first question inquired about the current protocol for students after they are approved to study abroad. All mentioned that there is not a formal policy but the following steps must be taken: meeting with their department head to discuss transferring credits, attending two counseling sessions with a psychologist, and applying for financial aid.

The second question asked the staff to describe in detail their first pre-departure orientation held in July. One responded that she was on a leave of absence. The remaining three stated the following in their description of the pre-departure orientation: it was not mandatory; all but one student and their guardians attended; it was held on a weeknight from 7:30 to 9:00 p.m.; a brief presentation from director about the OIA, host universities, and general information regarding the overall process was given; and an additional presentation was given by a staff member about culture shock.
One staff member concluded his response by stating, “There is a lack of information, especially for guardians.”

The interviews revealed the main concerns of students before they leave were: funding, accommodations abroad, traveling alone, and transferring credits. Likewise when they returned their concerns were: financial aid, course approval, transferring credits, and re-entry transition adjustment. Moreover, one staff member explained, “money is usually their main issue, in fact when they come to talk to me it’s the first thing they ask me, they don’t even ask me about study abroad programs, they ask me about study abroad scholarships.” When asked what common challenges students face abroad, all four staff members agreed on the following: self-sufficiency (noting that they very dependent on their family in Chile), funding, accommodations, and language.

The fourth question asked how the OIA prepares and/or supports study abroad students. All respondents stated monetary resources such as financial aid and scholarships as the primary support. In addition, one staff member elaborated on trying to convince faculties to support student mobility and increase the current financial aid, while another respondent stated printing materials and usage of the phone.

Finally, two questions asked if the staff thought the pre-departure and re-entry orientations would improve students’ study abroad experience and if yes, what should be included in both. Not surprisingly all four staff members agreed on the essentiality
of a pre-departure orientation. However, everyone acknowledged that this year was the first year they had a pre-departure orientation, which certainly requires considerable improvement. The following were their responses to the previous question: getting to know the OIA; information about the host universities; travel logistics such as packing and airport advice; accommodation; financial aid; budgeting; opening a Chilean bank account; wiring money; information about the host country; addressing the foreign and daunting concept of studying abroad to guardians as the majority have no experience in the area; personal motivation to study a foreign language; culture shock; proactivity in the academic and personal sense; the importance of integrating into the culture by making friends with locals and limiting socialization with Spanish speakers; and what to do in case of an emergency. One staff member stated:

It is very necessary and I don’t think we have realized it; the students need a lot of help and even more than the students are their families. They are also a part of this initiative and we need to integrate the family into the experience. It’s important to role they have to take on and so it’s important to motivate them.

Regarding the same inquiry for a re-entry orientation 100 percent of the respondents said yes, although at the moment they do not have a re-entry orientation in place. The following concepts were mentioned as important parts to include in such orientation: re-entry transition, reverse culture shock, advice for guardians, and possible counseling
sessions on how to continue the international experience in Concepción. Particularly interesting was the following response by the director:

Yes, I think so. Now, I couldn’t tell you what would be the focus of the orientation. I think that the most urgent priority is for the students to get ready for the next semester, making sure that they have everything in order and getting their credits transferred.

In conclusion, the participants’ responses in the needs assessment demonstrated that additional guidance is welcomed from the OIA. It was noted that there is a need for further support than what is currently offered at the OIA through the findings from the student questionnaire, one-on-one student interviews, and the individual staff interviews. Opinions and experiences of the students as well as the OIA staff were taken into consideration and played an influential role while designing the pre-departure and re-entry orientations and respective informal gatherings.

**Program Description**

**Program Scope**

The mandatory pre-departure and re-entry orientations will be comprised of one session as well as one informal gathering for each orientation with respective international students, past participants of UCSC study abroad, UCSC study abroad
students, and international or local community members who have significant experience in the student’s destination. All activities will be organized by the OIA staff and were created to meet the needs of first-generation students and their guardians in order to improve their overall education abroad experience. Both orientations can be adjusted and replicated from year to year according to the needs of the students and the OIA.

**Timeline for Delivery**

The first pre-departure orientation session will be held at least seven weeks before students depart and the informal gathering will follow two weeks later, occurring more than a month before students depart. The first re-entry orientation session will be held at least three weeks after the students have returned to Chile and the informal gathering will follow two weeks after.

**Curriculum**

**Pre-departure Orientation**

Focusing on several necessary logistics including health and safety, academic advice, culture shock, and budgeting, among other important topics, the pre-departure orientation strives to prepare students for their upcoming sojourn. It is imperative to note that the following topics will be excluded in the pre-departure orientation:
purchasing tickets; arranging for visas; choosing health insurance; protocols for course approvals and transferring credits. The researcher recognizes the importance of these essential topics, however, due to UCSC policies each topic will have been addressed by the time the pre-departure orientation is in session. Since the amount of students who study abroad on a semester and/or yearly basis is relatively small the OIA prefers to deal with visas, flights, and health insurance on an individual case-to-case basis. Each student will have been previously advised by a staff member of the OIA regarding aforementioned topics. Course approvals and transferring credits will have been addressed and handled by the Office of Academic Affairs and the student’s department head as these established policies do not include collaboration with the OIA. Therefore, the staff at the pre-departure orientation will only remind participants that if they have not already done so to speak with and direct any concerns to the Office of Academic Affairs and their department head regarding their courses abroad. For more details please refer to Appendix M for the pre-departure orientation information packet and Appendix N for the detailed agenda.

Recognizing the influential role family plays in Chilean society, the pre-departure orientation will also include the students’ guardians. In a separate room, yet during the same time as the student pre-departure orientation, the director of the OIA will give a brief presentation about the OIA, the students’ host universities, and culture shock followed by a brief talk by past participants guardians. In addition, guardians
will be provided with a handout including tips for pre-, during, and post-study abroad and OIA contact information, which will be discussed after the director’s presentation. A copy of the handout is found in Appendix O and the agenda is in Appendix N.

In addition, two weeks after the pre-departure orientation, an informal pre-departure gathering will be held for the students giving them the opportunity to meet past participants of UCSC study abroad, UCSC international students, and international or local community members who have significant experience in the student’s destination. The gathering will include a handful of brief five to ten minute talks held by previous students highlighting their experience, what they wish they would have known before they went abroad, and concluding with pieces of advice for the students. Also, small tables will be set up organized by the students’ destinations where the respective volunteers will gather and students may approach them with questions or concerns. The goal of this informal gathering is to give participants time to talk with other students and community members about their upcoming sojourn as well as gain new knowledge from previous participants and other volunteers before they depart. For more details, please refer to the agenda in Appendix N.

Re-entry Orientation

Striving to continue to support students when they return, the re-entry orientation will serve as a general guide allowing them to reflect on, synthesize, and
integrate learning accumulated abroad. Therefore, the following topics will be covered: reverse culture shock, cultural reflections, responsibilities, moving forward, and reentry resources. Students will discuss the letters they wrote to themselves prior to departure in a group, which will be facilitated by the OIA staff. The goal of the re-entry orientation is to support the students during this often difficult re-entry transition. For more details please refer to Appendix P for the re-entry orientation information and Appendix Q for the detailed agenda.

Similar to the structure of the pre-departure orientation, the re-entry orientation will also include a session for the students’ guardians. The guardian re-entry orientation will occur during the same time as the student re-entry orientation, but in a separate room. The director of the OIA will give a brief presentation about reverse culture shock and reentry challenges students may face. In addition, guardians will be provided with a handout including regarding re-entry information and advice from a former parent of a student who studied abroad, which will be discussed after the director’s presentation. The re-entry orientation will conclude with a brief presentation by parents of a student who returned the previous year. A copy of the handout is found in Appendix R and the agenda is in Appendix Q.

Two weeks after the re-entry orientation, an informal re-entry gathering will be held for the returned students where they will meet UCSC international students, other
past participants of UCSC study abroad, and international or local community members who have significant experience where the student studied. The gathering will include a handful of brief five to ten minute talks held by previous students highlighting their experience, what they wish they would have known when they returned, and concluding with pieces of advice for the students. Also, small groups will be arranged in order of the student’s destinations where the respective volunteers and students will gather to talk about their experience and discuss any questions or concerns. The goal of this informal gathering is to give participants time to talk with other students and community members about their past sojourn as well as gain new knowledge from previous participants and other volunteers during the re-entry transition.

**Staffing Plan**

All four staff members of the OIA will be necessary for both orientations. Together as a team, they will collaborate with various volunteers ranging from study abroad returnees, local community members, international students, faculty, and foreigners living in Concepción. The volunteers will be primarily returned UCSC study abroad students as well as current UCSC international students. Most importantly, the OIA will conduct and oversee the orientations, including all aspects of involvement with the volunteers. The informal gathering in the final pre-departure orientation session will consist of international students as well as study abroad returnees. If there is a student going to a certain destination in which neither an international student is
from nor where a study returnee has gone, all efforts will be made to invite a local
foreigner of that country living in Concepción or a local who has expertise in that
country. The same will be done for the re-entry orientation sessions.

**Budget and Budget Notes**

The pre-departure and re-entry orientation budget is based on an estimation that
20 students will study abroad in 2013 (Appendix S). There are two outright expenses
for the orientations. The extra material that the OIA must print for the orientation,
which will be distributed to all participants (students and guardians) as well as a coffee
break for each guardian pre-departure orientation and re-entry orientation and the
informal gathering for the students to conclude both orientations. Therefore there will
be a total of four coffee breaks which consist of coffee/tea, a sandwich, and cookies.

**Evaluation Plan**

After each of the respective pre-departure and re-entry orientations are
conducted, the OIA will collect follow-up data in several ways. Immediately following
each orientation, students and guardians alike will be asked to complete a short
anonymous survey to evaluate the orientation as a whole and to see if it meets their
expectations. For the respective evaluation surveys, see Appendix T. In addition, during
the re-entry orientation, there will be a feedback session, in which participants will be
able to reflect on their own experiences, discuss what hindered helped their learning,
and discuss successes and challenges. These suggestions will be used as references regarding how in general re-entry and pre-departure orientations and OIA might improve for the future.

**Conclusion and Implications**

The questionnaire and interview responses from both the past participants and the staff in this study provide precursory evidence that a pre-departure and re-entry orientation is necessary to support students and their guardians throughout the pre-, during, and post-study abroad experience. However, further research is required and it would be valuable to collaborate and compare results from several diverse colleges and universities in Chile. Introducing an innovative pre-departure and re-entry orientation and informal gatherings marks a starting point for additional support and guidance received from the Office of International Affairs. Having this support system with pre-departure and re-entry guidance put in place to prepare students before they depart and support students when they return, the researcher believes participants will be more likely to have a better understanding of their overall education abroad experience. Moreover, it is the researcher’s hope that this support system can serve as a model for other Chilean universities to increase the student services currently given to study abroad participants.
Bibliography


Appendix A: Map of Chile

Source: (http://www.greenwhichmeantime.com/time-zone/south-america/chile/map-chile/index.htm)
Appendix B: UCSC Office of International Affairs Staff

<table>
<thead>
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<th>UCSC Staff</th>
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<th>Nationality</th>
<th>Position at UCSC</th>
<th>Date Hired</th>
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<td>Networks &amp; Projects Manager</td>
<td>March 2012</td>
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<tr>
<td>2</td>
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<td>Assistant</td>
<td>October 2011</td>
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<td>Academic Exchange Manager</td>
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<td>4</td>
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<td>Director</td>
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</table>
Appendix C: Informed Consent Form for Participation from the Universidad Católica de la Santísima Concepción (UCSC) Study Abroad Returnees

This research is being conducted by Jennifer Ramos, a graduate student living in Concepción, pursuing a Masters of Arts in International Education at SIT Graduate Institute located in the United States. You have been selected as a potential participant of this study as you have been identified as a Universidad Católica de la Santísima Concepción student that has studied abroad. The aim of this survey and research is to inquire about your experience and how the UCSC Office of International Affairs can expand on their current services, specifically in the form of a formal pre-departure and re-entry orientation.

Consenting participants are asked to complete this 15-20 minute survey, with the possibility of being contacted to be interviewed virtually or in person. Those who choose to participate will not be rewarded, and participation is completely voluntary. Participation can be terminated at any point should the participant choose to withdraw. This includes the right to refuse to answer any questions in which participants feel uncomfortable about in an interview or questionnaire. The participant is encouraged to ask any questions at any point of the study. As the researcher, Jennifer Ramos, will see the participants’ names, she vows to keep all names confidential. Only the responses of the participants will be used in the final study. Thank you for your time and cooperation.

I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older.

Name:________________________________________________________________________

Signature : ___________________________________ Date: _______________
Esta investigación está siendo realizada por Jennifer Ramos, alumna de post grado, viviendo en Concepción, cursando un magíster en Educación Internacional en SIT Graduate Institute ubicado en los Estados Unidos. Has sido elegido como un participante potencial de este estudio debido a que eres un alumno/a de la Universidad Católica de la Santísima Concepción. El objetivo de esta encuesta e investigación, es inquirir sobre tu experiencia y en como la oficina de Relaciones Institucionales de la UCSC podría ampliar sus servicios actuales, específicamente en la implementación de una orientación previa a la partida formal (pre-departure orientation) y una orientación de reingreso (re-entry orientation).

Los alumnos que acepten estos términos, tendrán que llenar esta encuesta con un tiempo de entre 15 a 20 minutos, con la posibilidad de ser contactados posteriormente, para una entrevista virtual o en persona. Los que acepten participar, no serán recompensados y su participación será completamente voluntaria. La participación podrá ser interrumpida en cualquier minuto durante el proceso si el/la participante decide retirarse. Esto incluye el derecho a negarse a contestar cualquier pregunta que los haga sentir incómodos, tanto de la encuesta como de la entrevista. El/la participante puede realizar cualquier pregunta durante el proceso del estudio. Como la investigadora, Jennifer Ramos, verá los nombres de los participantes, ella se compromete a mantener todos los nombres confidenciales. Solo las respuestas de los participantes serán usadas en el estudio final. Desde ya muchas gracias por tu tiempo y cooperación.

He leído lo de arriba, entiendo sus contenidos y estoy de acuerdo a participar en el estudio. Reconzco que tengo 18 o más años.

Nombre:..................................................................................................................

Firma : ................................................................................................. Fecha: ______________
Appendix E: Participant Questionnaire for the Universidad Católica de la Santísima Concepción (UCSC) Study Abroad Returnees

Section 1: Demographics and Background Information

1. How old were you when you studied abroad?

2. Nationality
   □ Chilean
   □ Other (please specify):

3. Gender
   □ Female
   □ Male

4. How long did you study abroad?
   □ A semester
   □ A year
   □ Other (please specify):

5. Where did you study abroad? (please specify the country)

6. Are you the first person in your family to attend university?

7. Are you the first person in your family to study abroad?

8. Has anyone in your family traveled abroad?
   □ Yes (please specify the location, duration, and purpose)
   □ No

9. If you have been abroad, please list your international experience prior to your study abroad experience as a UCSC student. Use the form, “Country, Duration, Reason” (e.g. 1. Argentina, 5 years, born and lived there until the age of 5; 2. United States, 3 months, work and travel; 3. Bolivia, 2 weeks, personal travel; etc.)

Section 2: Pre-Study Abroad
11. How did you prepare for your study abroad experience? (Please check all that apply.)
   □ Researched online
   □ Read articles or blogs
   □ Read a book
   □ Spoke to others who have studied abroad
   □ Other (please specify):

12. How did you feel before you left Chile? Describe your emotions.

13. Who did you talk to about studying abroad before you left Chile?

14. What do you wish you had known before you studied abroad?

15. Why did you decide to study abroad?

16. What most influenced your desire to study abroad?

17. How did the Office of International Affairs at UCSC assist you in preparation for your time abroad?

18. What information did you receive and by whom? Please be as detailed as possible.

19. In your opinion, what additional assistance from UCSC would have been helpful?

20. What was challenging for you once abroad? Why?

Section 3: Post-Study Abroad

21. When you returned home, how did you feel? Did you encounter adjustment difficulties or stress you were not expecting? Please explain.

22. Do you think a re-entry orientation would have been helpful?

23. How did your life at your host-university abroad differ from life at UCSC?

24. What do you consider was the most important result of your study abroad experience?
25. What recommendations do you have for future UCSC students who want to study abroad?

26. What support did you receive from UCSC when you returned to Chile?

27. Please indicate any additional comments here:
Appendix F: Participant Questionnaire for the Universidad Católica de la Santísima Concepción (UCSC) Study Abroad Returnees (Spanish Translation)

Sección 1: Demográficos y Antecedentes

1. ¿Cuánto años tenías cuando estudiaste en el extranjero?

2. Nacionalidad
   □ Chileno
   □ Otro (Específica por favor):

3. Género
   □ Femenino
   □ Masculino

4. ¿Por cuánto tiempo estudiaste en el extranjero?
   □ Un semestre
   □ Un año
   □ Otro (Específica por favor):

5. ¿Dónde estudiaste? (Especifica el país)

6. ¿Eres la primera persona en tu familia en estudiar en la Universidad?

7. ¿Eres la primera persona en tu familiar en estudiar en el extranjero?

8. ¿Hay alguien en tu familia que ha estado en el extranjero?

9. Si has estado en el extranjero, por favor enumera tu experiencia internacional antes de tu estadía en el extranjero como alumno/a de la UCSC. Anota de la siguiente manera, “País, Duración, Motivo” (ej. 1. Argentina, 5 años, nace ahí y vive ahí hasta los 5 años; 2. Estados Unidos, 3 meses, trabajé y viajé; 3. Bolivia, 2 semanas, viaje personal; etc.)

Section 2: Pre-Study Abroad Sección 2: Pre-Estudiar en el Extranjero

11. ¿Cómo te preparaste para estudiar en el extranjero? (ej. Investigué en la red, leí artículos, blogs o libros, hablé con otros que han estudiado en el extranjero)
12. ¿Qué sentiste antes de salir de Chile? Describe tus emociones.

13. ¿Con quién hablaste sobre estudiar en el extranjero antes de salir de Chile?

14. ¿Qué información hubieses deseado tener antes de salir a estudiar al extranjero?

15. ¿Por qué decidiste a estudiar en el extranjero?

16. ¿Cuál fue el factor más influyente en tu decisión para estudiar en el extranjero?

17. ¿Cuál fue el apoyo recibido por la Dirección de Relaciones Internacionales para preparar tu estadía en el extranjero?

18. ¿Qué información recibiste y de quién? Por favor sea los más específico posible.

19. En tu opinión, que ayuda adicional de UCSC hubiera sido primordial poseer?

20. ¿Cuáles fueron tus desafíos en el extranjero? ¿Por qué?

Sección 3: Post-Study Abroad Estudios en el extranjero

21. Cuando regresaste a Chile, ¿cómo te sentiste?

22. ¿Crees que un re-entry orientation hubiera sido útil? (¿Crees que una orientación o reintegración hubiese sido útil a tu regreso a Chile? Explica)

23. ¿Qué diferencias encontraste entre tu estadía en la Universidad de acogida y la que tenías en la UCSC?

24. ¿Cuál consideras que fue el resultado más importante de tu experiencia en el extranjero?

25. ¿Qué recomendaciones le darías a los futuros alumnos de la UCSC que desean estudiar en el extranjero?

26. ¿Qué apoyo recibiste de la UCSC cuando regresaste a Chile?

27. Por favor, indica cualquier comentario adicional aquí:
Appendix G: Follow-Up Interview Questions for the *Universidad Católica de la Santísima Concepción* (UCSC) Study Abroad Returnees

1. What were your largest fears and concerns about studying abroad? Were they addressed before you departed Chile? If yes, what did you do? If no, why didn’t you address them?

2. Do you think a pre-departure orientation is important? Why or why not? If yes, what do you think should be included in a pre-departure orientation?

3. Do you think a re-entry orientation is important? Why or why not? If yes, what do you think should be included in a re-entry orientation?

4. Tell me about the advantages and disadvantages of studying abroad as a UCSC student? (personal and professional)

5. As a UCSC student, what advantages/benefits did your study abroad experience provide you with?

6. Would you recommend that future UCSC students participate in study abroad? Why or why not?

7. When you returned to Chile, how would you describe your adjustment experience?

8. Do you have any additional comments about your study abroad experience that you feel are relevant to this study?
Appendix H: Follow-Up Interview Questions for the *Universidad Católica de la Santísima Concepción* (UCSC) Study Abroad Returnees (Spanish Translation)

1. ¿Cuáles fueron tus mayores temores y preocupaciones acerca de estudiar en el extranjero? Los resolviste antes de salir de Chile? En caso de ser afirmativo, ¿qué hiciste? Si no, ¿por qué no lo resolviste?

2. ¿Tú crees que una orientación previa a la partida hubiese sido necesaria? En caso de ser afirmativo, ¿qué crees que debe incluir esa orientación?, de lo contrario, explica las razones por la que no debería ser necesaria.

3. ¿Crees que una orientación de reingreso es importante? ¿Por qué? En caso de ser afirmativo, ¿qué crees que se debe incluir en dicha orientación?

4. ¿Cuéntame sobre las ventajas y desventajas, tanto personales como profesionales, de estudiar en el extranjero como un alumno/a de la UCSC?

5. ¿Como alumno(a) de la UCSC qué ventajas/beneficios, tu experiencia en el extranjero te proporcionó?

6. ¿Recomendarías a los futuros alumnos de UCSC estudiar en el extranjero?

7. Cuando regresaste a Chile, ¿como describirías tu experiencia en relación con el ajuste?

8. ¿Tienes comentarios adicionales sobre tu experiencia en el extranjero que crees que son relevantes para este estudio?
Appendix I: Informed Consent Form for Participation from the Office of International Affairs Staff at the Universidad Católica de la Santísima Concepción (UCSC)

This research is being conducted by Jennifer Ramos, a graduate student living in Concepción, pursuing a Masters of Arts in International Education at SIT Graduate Institute located in the United States. You have been selected as a participant of this study as you have been identified as an employee in the Office of International Affairs at the Universidad Católica de la Santísima Concepción. The aim of this survey and research is to inquire about your professional experience at UCSC and how the Office of International Affairs can expand on their current services, specifically in the form of a formal pre-departure and re-entry orientation.

Consenting participants are asked to participate in this approximately 20 minute interview process. Those who choose to participate will not be rewarded, and participation is completely voluntary. Participation can be terminated at any point should the participant choose to withdraw. This includes the right to refuse to answer any questions in which participants feel uncomfortable about in an interview or questionnaire. The participant is encouraged to ask any questions at any point of the study. The researcher, Jennifer Ramos, may use the participants’ names in the final study and each participant will receive a summary of the results. Thank you for your time and cooperation.

I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older.

Name:________________________________________________________________________

Signature : _____________________________________________Date: __________________
Appendix J: Informed Consent Form for Participation from the Office of International Affairs Staff at the Universidad Católica de la Santísima Concepción (UCSC) (Spanish Translation)

Esta investigación está siendo realizada por Jennifer Ramos, alumna de post grado, viviendo en Concepción, cursando un magíster en Educación Internacional en SIT Graduate Institute ubicado en los Estados Unidos. Has sido elegido como un participante potencial de este estudio debido a que eres un empleado/a en la Dirección de Relaciones Institucionales de la Universidad Católica de la Santísima Concepción. El objetivo de esta encuesta e investigación, es inquirir sobre tu experiencia profesional en la UCSC y en como la Dirección de Relaciones Institucionales de la UCSC podría ampliar sus servicios actuales, específicamente en la implementación de una orientación previa a la partida formal (pre-departure orientation) y una orientación de reingreso (re-entry orientation).

Los participantes que acepten estos términos, tendrán que tomar esta entrevista con un tiempo aproximado de 20 minutos. Los que acepten participar, no serán recompensados y su participación será completamente voluntaria. La participación podrá ser interrumpida en cualquier minuto durante el proceso si el/la participante decide retirarse. Esto incluye el derecho a negarse a contestar cualquier pregunta que los haga sentir incómodos, tanto de la encuesta como de la entrevista. El/la participante puede realizar cualquier pregunta durante el proceso del estudio. La investigadora, Jennifer Ramos, puede usar los nombres de los participantes en el estudio final y cada participante recibirá un resumen de los resultados. Desde ya muchas gracias por tu tiempo y cooperación.

He leído lo de arriba, entiendo sus contenidos y estoy de acuerdo a participar en el estudio. Reconzco que tengo 18 o más años.

Nombre: __________________________________________________________________________

Firma : ____ ________________________________  Fecha: _________________
Appendix K: Interview Questions for the Office of International Affairs Staff at the Universidad Católica de la Santísima Concepción (UCSC)

1. What is the current protocol for students after they are approved to study abroad? (In other words, what steps must the student take after they are approved to study abroad until the day of departure?)

2. Tell me about your first pre-departure orientation that was held in July. Logistically speaking, how was it structured? ; What contents were included? ; How long did it last? ; Who conducted it? ; Was it mandatory? ; If the students did not come participate, how did they receive the information?

3. In your experience at UCSC, what have been the main concerns of the students before they leave? Likewise, what have been the main concerns of the students when they return?

4. How does the UCSC Office of International Affairs prepare and/or support students who decide to study abroad?

5. What resources are provided to accepted students?

6. Do you think a pre-departure orientation would improve the student’s study abroad experience? Why or why not? If yes, what would you like to see included in the pre-departure orientation that is not already included?

7. What common challenges do UCSC students face abroad?

8. Do you think a re-entry orientation would improve the student’s study abroad experience? Why or why not? If yes, what would you like to see included in the re-entry orientation?

9. Do you have any additional comments that you feel are relevant to this study?
Appendix L: Interview Questions for the Office of International Affairs
Staff at the Universidad Católica de la Santísima Concepción (UCSC)
(Spanish Translation)

1. ¿Cuál es el protocolo actual para los alumnos después de haber sido aprobados para estudiar en el extranjero? (En otras palabras, ¿qué medidas debe tomar el alumno/a hasta el día de salida?)

2. Cuéntame sobre la orientación previa a la partida (pre-departure orientation) que realizó en julio. Logísticamente hablando, ¿cómo se estructuran?, ¿Qué contenidos se incluyen?, ¿Cuánto tiempo durará?, ¿Quién lo realiza?, ¿Era obligatorio? Si los alumnos no participaron, ¿cómo recibir la información?

3. En tu experiencia en la UCSC, ¿cualés han sido las principales preocupaciones de los alumnos antes de su partida? Así mismo, ¿cualés han sido las principales preocupaciones de los alumnos cuando regresan?

4. ¿Cómo la UCSC prepara y/o apoya a los alumnos que deciden estudiar en el extranjero?

5. ¿Proporciona la UCSC algún tipo de recursos (cuáles) a los alumnos que deciden estudiar en el extranjero?

6. ¿Crees que una orientación previa a la partida hubiese sido necesaria? En caso de ser afirmativo, ¿qué crees que debe incluir esa orientación?, de lo contrario, explica las razones por la que no debería ser necesaria.

7. ¿Cuáles son los desafíos más comunes que enfrentan los alumnos de la UCSC en el extranjero?

8. ¿Crees que una orientación de reingreso (re-entry orientation) es importante? ¿Por qué? En caso de ser afirmativo, ¿qué crees que se debe incluir en dicha orientación?

9. ¿Tienes comentarios adicionales que consideres relevantes para éste estudio?
Appendix M: Pre-departure Orientation Information

Pre-departure Orientation Information

2013 Academic School Year

“Muere lentamente quien no viaja, quien no lee, quien no escucha música, quien no halla encanto en si mismo”

Pablo Neruda

The Office of International Affairs
Casa Central
Caupolicán 491
Concepción, Chile CP 4070129
Telephone: (56-41) 234 50 00
Fax: (56-41) 234 50 01
www.dri.ucsc.cl/alumnos/

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PART I: Are You Ready?
Congratulations on your decision to study abroad! To make the most of your study abroad experience, please read carefully this information packet and pay attention during the pre-departure orientations.

First, take the following survey:

What Do You Need to Know and Do Before You Go?

This exercise is intended to spur you to think about all of the things that you need to do to prepare yourself to study abroad. It is not a comprehensive checklist or to-do list, but it might give you some ideas for making your own list. Have fun!

Check yes if a statement is true, no if it’s not...yet. Count up your responses.

How many responses did you get?

20 or more  You are a regular Marco Polo! Have a great adventure studying abroad!
15-19      Almost ready! You just need to polish a few globes before you go.
10-14      You have more than just packing to do before departure...
Less than 10 Are you sure you know where you are going? Use the time before you go wisely!

<table>
<thead>
<tr>
<th>Is this true of you?</th>
<th>YES, of course!</th>
<th>UH, No, not yet</th>
</tr>
</thead>
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<tr>
<td>I have a passport and have made four copies: two to leave at home and two to take with me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have scanned my passport, emailed it to myself, the UCSC, and my family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have read about cultural norms and taboos in my host country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the immigration requirements to my host country for persons of my nationality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have spoken with a native of my host country or a student who has studied there</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what electric current is standard in my host country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have read a newspaper or a book from my host country in the last 3 to 6 months</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the predominant religion of my host country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part II: Make Your Safety and Health a Priority

Your safety and health are the most important priorities. Here are some important pieces of advice to keep in mind while you are abroad.

*** HEALTH RECOMMENDATIONS***

<table>
<thead>
<tr>
<th>Advice</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>I have searched the Web, viewed television, or listened to a radio broadcast from my host country in the last 3 months</td>
<td></td>
</tr>
<tr>
<td>I know the type of government in my host country</td>
<td></td>
</tr>
<tr>
<td>I know how to greet someone from my host country</td>
<td></td>
</tr>
<tr>
<td>I know the time difference between my home town and my study site</td>
<td></td>
</tr>
<tr>
<td>I have checked the exchange rate for my host country in the past month and have practice converting amounts in my head</td>
<td></td>
</tr>
<tr>
<td>I know how I’m going to take money overseas, and know how I will get emergency funds if necessary</td>
<td></td>
</tr>
<tr>
<td>I have opened a checking account in Concepcion</td>
<td></td>
</tr>
<tr>
<td>I am receiving financial aid and I have confirmed with the UCSC that arrangements are in place</td>
<td></td>
</tr>
<tr>
<td>All payments and forms for study abroad are in and up to date</td>
<td></td>
</tr>
<tr>
<td>I am ready to get out of my comfort zone, learn about other cultures, and try new things</td>
<td></td>
</tr>
</tbody>
</table>

(Kinsella, Smith, Tuma 2007, p.129)
• **Food and Drink** – As a visitor, your body may take a few days to get used to the tap water. In some areas the water may not be safe to drink, ask your local coordinator at the university. Make sure the fruits and vegetables are washed well. Be easy on your stomach and give it a few days to get used to your new diet. For example, it’s not a good idea to eat fried bugs or other local delicacies on the street during your first week.

• **Taking Care of Yourself** – You might feel more tired than usual during the beginning of your sojourn and that is normal. You are adjusting to a new environment and possibly a new foreign language. It is draining at times, so take care of your mind and body. Maintain a healthy diet and lifestyle.

• **Dealing with Diarrhea** – it can cause or be caused by dehydration, so be sure to drink plenty of fluids such as water and/or tea. To settle digestion, it’s necessary to eat bland- not high fat or spicy- foods at first. Then return to a normal diet when symptoms ease within 24-48 hours. It’s also good to eat bananas, rice, and grains when you have diarrhea.

• **Adjusting to the Heat/Cold**- Keep in mind the climate in Conce is relatively mild year round. When it’s summer in the southern hemisphere, it’s winter in the northern hemisphere and vice versa. Be prepared with proper clothing. Remember for any weather it is best to bring layers as you can always take them off and put another one on.

• **Coping with Jet Lag** - We know you are probably excited, nervous, and anxious to go abroad, but try to relax during your long flight. Jet lag is a physical and psychological phenomenon that affects almost all travelers in the same way. Since your body has been accustomed to functioning in accordance with a physiological clock based on a particular daily cycle for years and that habit changes when you travel across time zones, it is common to feel fatigued during the first few days. We recommend you to
  - avoid alcohol, caffeine, and heavy foods 24 hours before and during your flight
  - change your watch when you get on the plane to your new time zone
  - wear comfortable clothing on your flight
  - try to sleep on the plane
  - bring an eye mask and earplugs
  - move around on the flight, periodically, get up, walk, and stretch
• give your mind and body time to adjust when you arrive to your destination
• avoid sleeping if you arrive during the day in your new time zone, even if it’s difficult try to stay awake until it is dark outside and vice versa.

The sooner you get your mind and body accustomed to your new time zone, the better you will feel.

*** SAFETY TIPS ***

• Before you go –
  o Learn about the local laws and customs
  o Register with the Chilean embassy by contacting them and letting them know the dates you will be in the country. Ask them if there is any information you need to know to please contact you.

• Going out – use your common sense; never leave your drink unattended, foreigners are often easy targets and it could be spiked

• What to do if you have an emergency-
  o Passport – If you lose your passport contact the nearest Chilean consulate at www.chileabroad.gov.cl
  o Police – Phone number and address of the nearest station
  o Hospital –Phone number and address of the nearest hospital

Don’t Forget to Bring/Do Checklist!

☐ Prescription Drugs – if you do take any bring a supply with you and a copy or original of the prescription medications. Make sure you have enough for your stay
☐ Over-the-counter medications you use for headaches and/or colds. They may be difficult to find abroad without knowing the correct names.
☐ Glasses and Contact Lens Wearers – bring extra or sufficient amount in case they break
☐ Laminated wallet-size card with the following emergency information: (your full name and address in host country, local university coordinator’s full name, phone, and address)
☐ An emergency contact list with the following information
☐ Scan your passport and email it to yourself, the UCSC, and your family

UCSC Contacts

Sr. Gonzalo Bordagaray Bellolio, Director de Relaciones Institucionales, gbordagaray@ucsc.cl, fono: (56-41) 234 5022

Sra. Mary Hayes, Jefe Unidad de Movilidad Académica, mary@ucsc.cl, fono: (56-41) 234 5021, Fax: (52-41) 234 5040

Sra. Caitlin Jurgensen, Jefe Unidad Redes y Proyectos, cjurgensen@ucsc.cl, fono: (56-41) 234 5067

Sr. Gonzalo Núñez, Asistente, gnunez@ucsc.cl, fono: (56-41) 234 5021

Add your family and any additional emergency contact information:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Scavenger Hunt

Explore your new environment online and familiarize yourself with your host university’s website Trust us this information will come in handy and you can thank us later ☺

Directions: Check your local university’s website and if necessary other local sites to answer the following questions. You will have to dig to find some answers, so don’t be lazy! Keep looking and good luck!

1. Who do you call in case of an emergency?
   • Police Phone Number: _________________________________
   • Firefighters Phone Number: _______________________________
   • Nearest Hospital: _________________________________
   • University Emergency Contact: _______________________________
   • Nearest Chilean Embassy or Consulate (include address): _________________________________

2. List the name and address of nearest hospital and police station:
3. What’s the weather going to be like when you are there? (average temperature, climate conditions)

______________________________________________________________________________  
______________________________________________________________________________

4. What’s the exchange rate? How much is a "luca" worth in the current currency?

______________________________________________________________________________

5. What’s my host country’s code? ______________

6. What’s Chile’s country code? (hint: it’s two digits) __________

7. How can I call home? Write the number that you must dial:

______________________________________________________________________________

8. How can someone from Chile call me? Write the number that they must dial:

______________________________________________________________________________

9. What’s Skype? How can I buy Skype credit?

______________________________________________________________________________

10. Does your university have any of the following services? If yes, list the address, website, and telephone number.

    • University Health Center: ____________________________________________________
    • International Student Office: _________________________________________________
    • Writing Center: _____________________________________________________________
    • Gym: _____________________________________________________________________
    • Transportation (such as a bus or a shuttle): _________________________________
    • Student Center or Student Union: ___________________________________________
    • Library: __________________________________________________________________
    • Career Center: _____________________________________________________________
    • Other interesting and important information you found online that you don’t want to forget. Write it down here:

______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________  
______________________________________________________________________________
Part III: Academic Advice

- The educational system overseas could be completely or just a little different from what you are used to at the UCSC. For example, things such as attendance, homework, evaluations, and syllabi will be different than what you are used to.
- You will have to develop new study skills, modify expectations and class behavior, and make a concerted effort to balance work and play.
- Ask professors and classmates what you need to do to be successful in class. Make sure you know what is expected of you.
- Get to know local students. Instead of asking other exchange students like yourself, ask the veterans. Local university students will likely know the ropes and easiest and best ways to do something. In the process, you could even gain a new friend!
- Plagiarism and cheating is a serious offense in other countries. Be aware of its consequences.
- Grades might be a private manner in other countries and therefore are not posted.
- Remember discipline and respect in the classroom may be very different than what you are used to in Chile.
- Don't wait until the last minute to do something!
- Have a great time but please don't forget the main reason why you are going abroad is to STUDY!
**Part IV: Culture Shock**

**STAGES OF CULTURE SHOCK**

1. **Initial Euphoria:** Everything is new and the student arrives to the country with enthusiasm, curiosity, excitement to start a new adventure. This stage is also known as the honeymoon stage.

2. **Irritation and Hostility (Culture Shock):** The honeymoon stage comes to an end and it’s common to start to have feelings of irritability, loneliness, and hostility. Now, everything that is new starts to become bothersome. For some it’s particularly difficult to get used to a new culture that is unfamiliar. Yearning to have one’s native customs and norms is a normal part of this stage as well as...
feelings that one is not in the appropriate place, rejecting everything that previously provoked enthusiasm. Instead one suffers from disintegration and loneliness.

3. **Gradual Adjustment:** Little by little one is getting used to the culture and controlling those negative feelings, regaining their self-confidence and bearings, returning to be able to relate with others, and learn to be self-sufficient.

4. **Adaptation and Biculturalism:** Finally the student accepts the new culture and realizes that it has good things and bad things. Complete adaptation is reached and he/she feels comfortable in the new culture and his/her new life.

5. **Reverse Culture Shock:** Once back home and back to reality in his/her country the student may feel some readjustment difficulties to their culture. These are manifested in feelings of sadness, insecurity, disorientation, and homesickness. Life went on and he/she was not there. Perhaps there were personal and family changes. Certainly, the student has changed during his/her time abroad and sees his/her country differently.

6. **Readjustment and Adaptation:** Little by little one gets used to the host culture and is able to control those negative feelings. Eventually one is able to find a nice combination of the person they were before they went abroad and the person they are now by being able to see there are advantages and disadvantages of each country.

Source: (www.formacionsve.es/salida/3_2_4_fases_choque.php#inicio)

***SYMPTOMS OF CULTURE SHOCK***

- Anxiety
- Depression
- Lack of confidence
- Nostalgia
- Boredom
- Tiredness
- Physical pains such as sore muscles
***WITHDRAWAL SYMPTOMS***

✓ Physical or psychological withdrawals
✓ Insomnia, desire to sleep too much or too little
✓ Lack of attention
✓ Decreased productivity
✓ Inability to work effectively
✓

***AGGRESSIVE SYMPTOMS***

✓ Compulsory eating or drinking
✓ Irriability
✓ Stereotyping
✓ Hostility towards host country nationals

***HOW TO OVERCOME CULTURE SHOCK – TOP 10***

10. Stay busy and active

9. Establish friendships with people from the host country

8. Make a list of positive things related to the culture and read it when you are frustrated with cultural customs and norms in your host country

7. Recognize that all who go abroad experience and go through some form of culture shock

6. Be an avid learner about the country. Try to learn all you can.

5. Try to pinpoint each strange action and its underlying causes.

4. Find another foreigner in your host country that has been there longer than you. Use that person to gain some insight.

3. Avoid foreigners who complain about the host culture. Avoid criticizing the host culture.

2. Maintain a healthy sense of humor. Be prepared to laugh at yourself.

1. When talking about experiences, focus on your feelings rather than the causes.
Part V: Your Identity

***Personal and Cultural Identity***

Each of us is a unique cultural being. Take some time to reflect on who you are as a cultural being by answering the following questions. Then discuss.

1. What’s your religious background? How important is it to you? What values do you have from it?
2. What’s your cultural/ethnic background? How important is it to you? What values do you have from it?
3. What rituals or traditions do you celebrate as a part of your culture or your family? Describe what is important to you about these tradition or customs, and why?
4. Do you have strong feelings about politically issues?
5. What values do you have that you think are a part of Chilean history and culture? How strongly do you feel about these values? What do you do when these values are attacked?
6. In your opinion, what ways do you think your lifestyle is typically Chilean?
7. Have you ever experienced prejudice against who you are or against a group to which you belong?
8. In your opinion what are some stereotypes of Chileans?
Adapted from (Kinsella, Smith-Simonet, Tuma 2007, p.196).

Part VI: Money Matters

Unfortunately, the Office of International Affairs cannot financially assist you once you are abroad due to budget restrictions. Remember no means no. Please keep this in mind!

*BUDGETING TIPS & ADVICE*

- **COOKING** – Go to the local market and or grocery store and cook at home. If you must go out to eat, stay away from tourist traps (restaurants that have menus in English). Find places where the local students frequent for cheap meals
and pay attention to discounts. They could be at certain times of the day. For example, in Chile usually the *menú del día* is the cheapest and most filling option.

- **STUDENT DISCOUNT** – You will be surprised, often you can use your student discount for many things in another country. Always ask, it never hurts to ask!

- **ASK LOCALS** – Ask the locals where they shop for food, toiletries, and day-to-day necessities. Locals give the best advice. Once again, it never hurts to ask!

- **ENTERTAINMENT** – Don’t always seek entertainment! Instead get settled into your new home. The supermarket is one of the most fascinating places abroad with new products and smells, not to mention free. Explore city parks, squares, museums, different neighborhoods, and other free sites your new town or city has to offer. Wonder, get lost, people watch, window shop, and walk around the city to explore and observe the culture.

- **FREE** – Have you ever heard the expression, *The Best Things in Life are Free*? Think about it, try it out, and see what you can find…

- **INTERNET**- Take advantage of technology and google your destination with “Things that are free in…” i.e. “Things that are free in Lima”

- **ACCOMODATION** – when traveling check out youth hostels, some popular websites are: www.hostalbookers.com , www.hostalworld.com and www.hihostals.com

- **PRIORTIZE** – be conscious of what you spend your money on and keep track how much you can spend each month. Don’t say we didn’t warn you 😊

- **BOTTOM LINE** – Get the BEST advice on how to spend from locals!

---

**BANKING ABROAD TIPS & ADVICE**

Do everything possible before you leave Chile to get a checking account! Why? It’s the easiest and cheapest way for your family in Chile to get you money, for you to withdrawal it, and it gives you the best exchange rate abroad. If you don’t have one yet, ask one of the staff members of the DRI for help. It’s not too late!

If you have a checking account in Chile, withdrawing money abroad is very easy. However, there are a few precautions to consider before arriving.

1) Contact your bank in Chile to ensure that withdrawals will be approved abroad and ask if there are any restrictions.
2) Note: there is often a limit on how much you can withdraw from your account each day and a transaction fee every time you withdraw cash. Ask your local bank about their policies.

3) Inform the bank that issued the ATM card you plan on using abroad that you will be traveling. To be on the safe side, mention every country (even dates of travel) you plan on visiting while studying abroad. The same holds true for credit cards. In addition, contact your credit card issuer in advance to notify them of any large purchases (trips, flights, etc.) Get the bank’s direct phone number and name of person you spoke with at the bank that way you can contact them abroad if there are any problems.

CREDIT CARD- If you have a credit card or want to get one before you go abroad, make sure it is in your name. Visa and Mastercard are accepted in most places around the world. A process of payment for credit card bills must be established before your departure from Chile. Before you leave Chile, notify your credit card company that you will be using the card abroad. You should also obtain your credit card company emergency phone number to use while overseas. If your card is lost or stolen, you will be able to call toll-free to have an immediate stop put on its use.

WIRING MONEY- If you don’t have a checking account, your family can wire you money from Chile. Wiring money with Western Union is fairly easy, but it’s expensive. Western Union Concepción is located on Anibal Pinto between O’Higgins and San Martin. Make sure you have a government ID and have the full name, address and telephone number of the person you are wiring money to. The same information is required when you pick up the money: passport, telephone number, and full address in the host country. See, westernunion.com for more details.

EXCHANGING MONEY-We recommend you exchange $50,000 mil pesos to your local host country’s currency before you leave Conce. There are a few casas de cambio downtown on Caupolicán Street and O’Higgins. If they don’t have the local currency you need, ask if they can order it. If not, exchange $50,000 mil pesos for USD dollars. This will come in handy for any emergencies or if you need cash as soon as you arrive. If you want to exchange Chilean pesos abroad, remember the airport generally has the worst (most expensive) exchange rates. Ask your local coordinator at your host university for a good alternative.
Part VII: Packing

**TIPS AND ADVICE**

Here are some general suggestions that apply to travel anywhere in the world. Since you will be carrying your own luggage during the trip, often for long stretches in airports, bus and trains stations, and from the station to your residence hall or apartment or host family’s house, **you must pack sensibly!**

**Tip:** Before you pack carefully read the rules and regulations of the airline on their website to avoid any problems (weight restrictions, federal laws, etc.) Read carefully the rules about your carry-on luggage (i.e. no liquids, sharp objects, lighters, etc.)

**Tip:** Pack what you plan to take, then walk around the block two or three times and go up and down stairs. If you can’t make it, you’ve over packed! **The lighter your bags, the better!** Chile has a high cost of living and usually you can find things you need abroad cheaper than in Chile. Besides, you should expect to purchase a few items while overseas. You’ll also probably purchase a souvenir or two (or more!).

**CHECKED LUGGAGE & CARRY-ON BAGS**

- Label your luggage on both the outside and inside with your name, address, and destination. If you do not know your overseas address, give the university address.
- You CANNOT lock your bags with a lock. Your bags could be searched by airport security agents at any time. Once you arrive in your destination then you may use your lock.
- Never pack important documents, medicine, or anything you cannot get through immigration in checked luggage. Put them in your carry-on bag.
- In your carry-on bag pack only your essentials (such as prescriptions, personal hygiene items, passport and any other necessary paperwork for immigration) and valuable items (tickets, passport, computer, camera, important documents). Keep a folder of all of your paperwork from your host university and any other important documents with you on your carry-on bag.
We encourage you to bring a few pictures of your family, home, hometown, pets, etc.

ELECTRONICS – don’t forget to bring the volt transformer with you if necessary. However, many upper end electronics (camera battery chargers and laptop power supplies) automatically adjust for voltage so you may only need an adapter.

- **Cell Phone**– If you want a phone, we recommend you to buy a simple inexpensive pre-pay phone abroad as it is helpful to communicate with other classmates, friends, and school/family when needed. Ask the local international student coordinator for more information.

- **Camera**- don’t forget to bring your charger, USB cord to download photos, and any necessary adapters.

TOLIETRIES – unless you have allergies and must buy a special kind, these can be purchased abroad (soap, shampoo, deodorant, face wash, etc.)

REMEDIES – If you have a prescription or a favorite brand, it’s best to stock up and bring an ample supply from home. (Cold/cough medicine, headache, stomachache, etc.)

CLOTHING –

- **We recommend you bring**: a swimsuit, socks, underwear, a few pairs of pants, a few tops, a jacket or a coat, depending on your study site’s weather (remember to layer and check your destination’s climate), a few pairs of shoes, a lock, 1 set of earplugs, an eye mask, a small headlamp/flashlight, sanitary napkins and tampons, a pair of flip flops (shower shoes in hostals), a travel alarm (battery operated), even better just use a wristwatch with a built-in alarm, a small notebook with a pen (you never know when you will want to write down new vocabulary, an email, directions, etc.), sunglasses, and a hat.

- **Plastic Bags**: Very useful to have to keep things dry such as your wallet, pair of underwear, technology, shoes, and anything else you don’t want to get wet.

- **Don’t bring**: towels, shampoo, hairdryer, curling iron, hair straightener (too heavy, take up too much room, and you can buy one there, not to mention the electronics have a different voltage)

  - **Anything you cannot live without or do not want to lose.** For example something of sentimental value such as a ring or a necklace from your grandmother.
Part VIII: Communicating and Sharing your Overseas Experience

CELL PHONES: See previous section and additional tips below.

- Know the country codes! (hint, Chile is 56)
- Be sure your family and friends know how to dial from Chile to call you overseas.
- At the same time, know how you can make overseas calls from your host country.
- The cheapest way to call is using Voice over Internet Protocol (VoIP) such as Skype (skype.com) and Google Talk (google.com/talk).

EMAILING – Try creating a mass email list so you can update a group of people in less time. If you do have to send mass email updates, ask your family to save the messages for you. When you return home and are ready to assemble your photo album, your email updates can provide narratives for the photos you took or the memories you collected. It is also a great way to reflect on your experience and personal development.

TIP: This may strike you as a strange suggestion, but try not to email (this includes using facebook and all other social media) or call home too often because that can really slow down the adjustment process. Set up a time a communication schedule: a specific time of the week when family and friends can call you. It is best to talk with friends and family back home no more than once a week. Instead of using this time to explore your host country or make friends with locals, you are spending this valuable time emailing people. If you are in a country where Spanish is not the native language, it’s obviously better if you are not communicating extensively in Spanish by email when you are trying to improve your fluency by immersion in a foreign language. So send email updates occasionally, but don’t feel compelled to chat with family and friends every day.

KEEPING A JOURNAL-

- You will visit many places and see wonderful things, but most certainly, the greatest journey takes place inside of you. Therefore, we strongly suggest that you keep a journal, either in book or electronic form.
- You may think you have a good memory, but many of the things that you experience abroad will only be kept in short-term memory storage. A few weeks after the event you will forget many of the details unless you jot down a sentence or two in a journal, in a mass email, on a blog, or alternatively, in the photos you take.

- Keeping a journal gives records of events, activities, and thoughts. It engages in your personal experience abroad by thinking, interpreting, reflecting, and analyzing cross-cultural situations and communication.

- Get into the journaling habit (you decide if want to write daily, weekly or whenever the urge hits you)

- Keep a journal in which the emphasis is less on the chronological details and more on your impressions, feelings, vivid descriptions, and ideas. Certainly, jot down names and places, and include narratives as much as you can. However, if you don’t have time, even short descriptions and key words will ensure that you have some way of remembering the amazing people, places, and events that you will encounter during your time overseas.

- If you prefer to journal online, you can set up an account with blog sites like facebook.com, wordpress.com, blogger.com, or home.services.spaces.live.com/

***Journal Reflection Questions for Topics and Ideas to Explore***

As you begin your new adventure, learning and living abroad, please use the following questions and “prompts” to guide your journal reflections. These are not meant to dictate what you will write in your journal, but should be used as a way to focus your thoughts and reflections about your experience abroad as it is happening. Remember, this is your journal and these questions are provided as a way to keep your journal focused on what you are learning and experiencing. If you would like, these ideas can also be used in your blog. It’s up to you. Enjoy this opportunity abroad, explore, experience and learn!

1) Now that you have arrived, you should begin to observe your reactions to, and feelings about your living situation, your classes, the school you are attending and your classmates (both other UCSC students, if there are any, and other students, both local and international). In this first journal assignment, write about one thing that surprised you and one thing that you expected about your:
   1. Living situation
   2. Classes
3. Host city
4. Classmates
What other things about your new environment have been particularly confusing, frustrating or otherwise uncomfortable? Explain in detail and using as many examples as possible.

2) By the second week should have some sort of daily routine established. What are you doing every day? Have you noticed any times that you feel the need to be alone? What do you do during those times? Are you spending time with other Chilean students on a regular basis? If so, explain the context. Have you made any local friends?
   Have you gone on any trips? Have you visited (or made plans to visit) any places of interest to you? If so, describe your experiences there. What other activities are you doing to achieve your personal learning goals? Do you feel that you are adapting to your new environment well? What makes you feel this?

3) Write in your journal about your classes. How are they contributing to your overall experience? Explain. Describe any confusing or different ways that courses are handled in your host society that you have encountered. If you are finding your classes difficult, consider how they are a manifestation of a particular aspect of society. Find a local student who can help you understand your teachers. Describe your conversations with this person.

4) Go to a typical “tourist” attraction or event in your host city. Describe where you went, what you saw, and how you felt during your visit. How was the event or the site presented to you as a tourist? Take pictures and incorporate them into your journal. Try to imagine what the people who designed the site think this event will communicate about this place. Who do they think you- as a tourist/member of an audience-are?

5) Write one paragraph about each of your classes. Each description should include a) a list of the books/articles you’re reading, b) the main ideas or concepts the course is examining, and c) your reflections about the readings and the concepts

6) Describe the three closest contacts you have made to date with people from the host society. These might include members of your homestay family, teachers, other students, or members of your family who live abroad. Describe one or two situations in which you spent significant time with these people, how you felt about the interaction and (if appropriate) what you discussed. What other activities, classes or events help you understand how these people act and think?

7) At this point in your time abroad you should have made significant contact with local people. Describe three interactions that you have had in which “Chilean culture” was discussed. What did your contacts say about Chileans? What did you say/how did you react? How did these conversations make you feel?
are you learning in your classes that help you understand the perceptions of Chileans by local people?

8) Describe something totally new or unexpected that you have learned about your host society. How did you learn about this? Is there anything that you could have done prior to departure that might have prepared you for this? Does anything you’ve learned in class discussions or through reading explain these differences?

9) Reflect on the learning goals you set prior to your departure (remember those learning goals?). Are those goals appropriate for your experience to date? What have you been doing to achieve these goals? Are there any goals that you wish to modify, add, or remove? Are your classes helping you achieve your goals?

10) Describe the first time you left your host city for more than two nights. Where did you go? What did you do? How did you feel when you returned? What did these feelings teach you about your sense of security and feelings of “home”?

11) What has changed most significantly about your perception and attitudes toward the host society since your arrival? Look back at your journal entries you wrote prior to your departure. What has surprised you? What did you anticipate? Explain. Do you feel that you are being accepted by your hosts (at school, at home, and on the street)? What make you feel this way?

12) By now you should be familiar with local issues and events (political, social issues, natural disasters and concerns, etc.) that have become important during your stay. Use newspaper articles, magazine stories and other information sources, write in your journal about these issues, and how understanding it helps you better understand your hosts and their values, beliefs, etc.

13) As you prepare to return to Chile, what kinds of feelings are you experiencing? Is there anything you did not do that you wish you could have done earlier (place to visit, people to see)? What is your proudest accomplishment? What do you wish you had done better?

Taken from (Kinsella, Smith-Simonet, Tuma, 2007, p. 193)

BLOGGING – Remember per the agreement you signed with the Office of International Affairs: all UCSC students are required to blog at least once every two weeks on the new UCSC blog at http://ucscdri.wordpress.com/ Please see the Blog Topics handout for ideas to explore in your post.

***BLOG TIPS ***
Keep it short: make your blog posts less than 300-400 words.

Think of a creative title

Don’t worry about writing the perfect blog post. The only way you’ll write better blog posts is if you simply write a lot of them. So accept where you are right now and love yourself for being beautifully imperfect.

Think about attaching one photo for each blog post.
Attach a link if you think it’s interesting and related to your post.
After you finish writing, reread your post, and make any necessary edits before you hit submit for the world to see!
Reflect, learn, and have fun!

**BLOG QUESTIONS AND IDEAS**

The following are guides to help you as you explore history, culture, class, identity, and communication in your host country. Please choose questions to address in your blog. Order does not matter. Choose what looks most interesting, fascinating, and/or intriguing. Use the questions as a means of engaging with your host country and with local residents. Enjoy!

1. It is important to know your host families/roommates. Get the full name and age of each family member living in the home, and indicate any nicknames or other informal names that they prefer. Indicate whether non-family members live in your house: who are they and why do they live there? Characterize each person living in your home, use 4-6 adjectives describing personality, appearance, behavior.

2. What do you pick up about the role of food in your host country’s society? Who eats what and when? Who serves food and who cleans up, either in the home or out in a restaurant? What do you notice about the value or symbolism of food? Be sure to check in with at least one local person about your experiences and their interpretation.

3. What can you see/hear/learn about spirituality and religion in your host country? Look for evidence of this today. Make note of 3-5 examples that reflect this statement, describe the examples in your journal, and talk to at least one local individual about your observations. What do you learn from your conversation with them?

4. One way to become familiar with a new culture is to learn how to read its systems of signs. Today, you will focus on reading cultural signs. Locate places where you find constant or heavy use of printed signs. Where are these? What is the content of these
signs? What forms do the signs take (e.g. printed notice, drawing...)? How do these
signs compare with signs of the same general function in the Chile? Indicate similarities
and differences. What do the signs tell you about your host country’s culture?

5. Choose a cultural behavior to observe today. Examples include: playing, cooking,
dancing, celebrating, giving gifts, greeting other people, working, studying,
worshipping, adorning, etc. Talk to a local person about the behavior (e.g. who, what,
when where, how, why questions) to identify similarities and differences between these
behaviors in your culture and your host country’s culture. Try to identify 3-5
assumptions that go along with the cultural behavior you chose to observe.

6. Go on your own personal field trip today. This does not have to be a “major” outing.
It may be a walk down to the main road, or a visit to a local supermarket. It is up to
you. Write a narrative of your adventure. Identify at least one indicator or observation
that is related to your host country’s culture or society.

7. Today you are to observe relationships between locals and people of different races.
What are your observations about the numbers of people of different races/ethnicities?
In what ways do they interact with each other? If so, what is the nature of the
interactions? Identify one question you have about this subject and pose it to a local
individual.

8. Shopping is a mode of entry into a culture. The way people shop, the goods available,
the attitude toward customers and service can all tell you about the values of a society.
Whether you go to a self-contained shop or you wind up in a major market, focus on the
cultural aspects of shopping. In order to reflect on this, you will probably need to talk to
a local person. Possible questions to consider: does the day make a difference in what is
sold, when things are bought, when business is done? Are there certain days when
shopping cannot occur? What do “shops” look like? What merchandise do they
contain? Who are the patrons? Do they interact with each other? Do you observe
patterns of who buys what? As you study what is available in the “shops,” what can
you conclude about the economics of your host country?

9. Today’s focus will be on behaviors, activities, actions, etc. that are associated with
gender in your host country. Choose one gender, and make observations about them.
Do any of the observations seem to vary by age, status, location? What is the cultural
significance of what you have observed?
10. What can you learn about education in your host country? How is it different from the Chilean education system? What have you noticed about the professors, students, administration, classroom, university campus environment? How do the local students study? How are students evaluated? That is your task today. Observe and ask questions.

11. How do local females and males relate to each other? Your focus today is observing female-male interaction. Describe what you see, where you see it. How are these relationships influenced by setting, age, etc.? What are the assumptions that you make about sex role expectations from your observations? Check these out with a local individual, and then reflect upon where you were on target, where you were mistaken.

12. Analyze a local daily newspaper. Indicate what kind of features, stories, advertisements are included. What are the most prominent subjects featured? What does the newspaper say about culture, spirituality and psychology and/or healing? How does this newspaper compare to Chilean dailies?

13. Money, money, money, MONEY! Today you will be learning about your host country by learning about its money; however you choose to do that.

14. How do local nationalities of your host country recreate, have leisure? Or do they? Are there differences in leisure based on income level (as far as you can tell), gender, age, etc.?

15. Write your own guide and explore it. Be sure to talk to local people as you do whatever it is.

Taken from SIT Guide Questions (Gobbo, 2012)

Part IX: At the Airport

TIPS AND ADVICE

- **Arrive 3 hours** before your international flight departs in Santiago.
- Bring chewing gum (it helps with the pressure when taking off and landing)
- Be aware that immigration and customs in Chile is different from other countries. Don’t feel attacked or discriminated against if you are asked to step aside in security or go through security again. Tighten security is common nowadays around the world.
o Be prepared to take off your coat, hat, shoes, belt, jewelry, and empty your pockets in security checkpoints at the airports.

o Keep the stickers the airline staff puts on your boarding pass papers when you check in. These match your luggage and if your luggage gets lost will be the only way to track them.

o Santiago’s airport is very small in comparison to many airports around the world. For example it is common for large airports to have an internal public transportation system such as buses and trains to get passengers to other terminals, which can be overwhelming at first. In these large airports, it can over a half an hour or more to get to other terminals. In addition, the lines (check-in, security, immigration, and customs) can take a while too. Give yourself enough time when traveling.

COMPLETING FLIGHT PAPERWORK – En route to your final destination, you may be asked to complete an immigration card. One of the sections of this card might ask you to state the purpose of your visit. In this section you should write that the purpose of your visit is as a student, ideally in the native language of your host country.

RECIPROCITY ENTRANCE AND EXIT TAXES – Each country varies, you must check if your host country has either one of these and be prepared to pay in cash at the airport.

Part X: Additional Travel Resources

Here are 11 travel sites to help you find the lowest airfare. (Remember to check bus and train options too and when in doubt, ask the locals! Often it is less expensive to travel by bus than by train, but not always. Check for deals and ask your fellow classmates.)

- www.airasia.com and www.tigerairways.com (Asia)
- www.airninja.com and www.sidestep.com
- www.cheaptickets.com and www.despegar.com
- www.clickair.com and www.flylc.com/directall-es.asp (Europe)
Appendix N: Pre-departure Orientation (Students and Guardians) and Informal Gathering Agenda

Pre-departure Orientation Agenda

- As guardians are arriving, sign in at the welcome table with their name, address, e-mail address, and two emergency contact numbers. Students must sign in too.
- Welcome and introduction from the Office of International Affairs (10 minutes)
- Introductions (15 minutes)
  - Students: Get in a circle and each participant will answer the following questions: What’s your name? Where are you going to study? What are you excited and nervous about? Discussion will be facilitated by two staff members.
  - Guardians: Get in a separate circle in another room and each participant will answer the following questions: What’s your name? Where is your student going to study? What are you excited and nervous about? Discussion will be facilitated by the director and one staff member.
- Guardians proceed in the same room; the director gives a detailed presentation about his visits abroad to each study site explaining to the guardians about the host universities and showing them where the students live. A question and answer session follows. (30 minutes)
  - Guardians of a past study abroad participant give a brief talk about their experience with a question and answer session. Guardians are given a handout with advice and emergency contact information (20 minutes)
  - Coffee Break for guardians and then the guardian portion of the orientation concludes. (20 minutes)
- Continuation Student Pre-departure Orientation Are you ready?
- On the back of the handout students set two goals for the orientation and three goals for their time abroad (10 minutes)
- Brainstorm questions to be answered in the orientation (5 minutes)
- Complete Part I: Are you Ready checklist (5 minutes)
  - Discuss (5 minutes)
- Discuss Part II: Making your Safety and Health a Priority
  - Health Recommendations (10 minutes)
  - Safety Tips (5 minutes)
  - Don’t forget to Bring/Do Checklist (5 minutes)
  - Assign Scavenger Hunt as homework
• Discuss Part III: Academic Advice (10 minutes)
• Coffee Break (20 minutes)
• Discuss Part IV: Culture Shock (30 minutes)
• Discuss Part V: Your Identity (30 minutes)
  o Divide in small groups of approximately five students
• Discuss Part VI: Money Matters
  o Budgeting Tips & Advice (10 minutes)
  o Banking Abroad Tips and Advice (10 minutes)
• Discuss Part VII: Packing (15 minutes)
• Discuss Part VIII: Communicating and Sharing your Overseas Experience (15 minutes)
• Discuss Part IX: At the Airport (10 minutes)
• Students write a short letter to themselves. Write about: hopes, goals, expectations, and fears for the year ahead. Explain feelings and emotions as much as possible. Remember no one will read this. What are your plans? How will you face these fears? (15 minutes)
• Closing, address any additional questions (10 minutes)
• Evaluation Survey (5 minutes)

Pre-departure Informal Gathering Agenda

• Welcome and introduction from the Office of International Affairs staff (5 minutes)
• Past participant UCSC student talks highlighting their experience, what they wish they would have known before they went abroad, and concluding with advice for the departing students (30 minutes)
  o Student 1
  o Student 2
  o Student 3
• Room will be divided into small tables according to student’s destinations (60 minutes)
  o Respective volunteers will gather and students are encouraged approach them with questions or concerns
  o Discuss cultural differences. Address the following question: How will these differences create challenges and how can you best deal/cope/understand the new culture?
• Closing from the Office of International Affairs staff and answering any questions (5 minutes)
Appendix O: Pre-departure Orientation Guardian Handout

Pre-departure Information and Advice for Guardians

Before your Student goes abroad...

- Make sure your student makes a photocopy of his/her passport (including the pages with the visa, photo, and any other important pages) and send a scanned copy to his/her email as well as yours; that way if there are any problems you have direct access to his/her passport. Also it’s important to do the same for important documents (credit cards, national ID, etc.)
- Encourage your student to read and refer to the Study Abroad Pre-departure Orientation Information Packet he or she received during the Pre-departure Orientation.

While Abroad...

- Maintain communication with reasonable frequency but not on a daily basis. We recommend you to find a schedule that permits you to speak once a week (for many past participants Sunday was a good day to communicate with their family)
- When your student arrives to his/her host university, ask for them to send you a copy of the academic calendar and keep it in mind throughout their stay. Remember if you haven’t heard from your student, it may be because he or she is on a program excursion or traveling during a break.
- Encourage your student to refer to the Study Abroad Pre-Departure Orientation Information Packet. Remember there is also an electronic copy in your email and the student’s email.
- Stay in touch with the DRI concerning security precautions and conditions abroad.
- Monitor online information, watch the national and international news, and pay attention to those that refer to your student’s host country.
- Contact the DRI should you or your student need assistance.
- Keep a journal of events and celebrations that occur during the semester or year to share with your student when he or she returns home.
- If your student has not communicated with you, send them an email. Past participants have told us that sometimes they get so caught up in the moment they forget to get in touch with their families.
- Your students are required to write two individual blogs twice a month at http://ucscdri.wordpress.com/ Do your best to follow them, it’s a great way to
stay updated on their sojourn. Encourage them to pursue their goals and dreams and support them along the way!

When They Return...

- Expect your son or daughter to have a period of transition upon return, sometimes as long as the period he or she was abroad or longer. Previous students have told us that the transition period can be very difficult depending on many factors. They’ve also told us that it is important for the family to support them and to be positive and patient during this time as it's normal for a person who has lived abroad for a significant time to face difficulties adjusting in their country.
- Encourage your student to resolve any remaining course approvals to prevent delay in the posting of academic credit.
- Don’t open transcripts received from abroad - these may have been inadvertently sent to your son or daughter rather than the Office of International Affairs - check with your student first to determine if he or she requested a copy.
- Continue your enthusiasm for your student’s experience in the months after he or she returns home - show interest in the photos, stories and memories to help keep the experience alive.
- Many past students have told us they have altered or changed their career goals and plans when they study abroad. Many are interested in pursuing a postgraduate degree or employment abroad. Encourage them to pursue their goals and dreams and support them along the way!

Adapted from: http://www.butler.edu/global-education/study-abroad/information-for-parents/

***Contacts in the OIA (Office of International Affairs)***

- Mr. Gonzalo Bordagaray Bellolio, Director of the Office of International Affairs, gbordagaray@ucsc.cl, phone: (56-41) 234 5022
- Mrs. Mary Hayes, Academic Exchange Manager, mary@ucsc.cl, phone: (56-41) 234 5021, Fax: (52-41) 234 5040
- Mrs. Caitlin Jurgensen, Networks and Projects Manager, cjurgensen@ucsc.cl, phone: (56-41) 234 5067
- Mr. Gonzalo Núñez, Assistant, gnunez@ucsc.cl, phone: (56-41) 234 5021
- The address is:
  Casa Central, DRI
  Caupolicán 491
  Concepción. Chile CP 407012
  www.dri.ucsc.cl/alumnos/
Appendix P: Re-entry Orientation Information

Re-entry Orientation Information 2013
Academic School Year

“Muere lentamente quien no viaja, quien no lee, quien no escucha música, quien no halla encanto en si mismo”

Pablo Neruda

The Office of International Affairs
Casa Central
Caupolicán 491
Concepción, Chile CP 4070129
Telephone: (56-41) 234 50 00
Fax: (56-41) 234 50 01
www.dri.ucsc.cl/alumnos/

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Part I: Welcome Back!
Welcome back to Concepción! Congratulations on a successful academic experience abroad! You may feel like you are on a roller coaster – one minute excited to be close to family and friends to share all that you’ve learned, and the next frustrated or bored and feeling out of sync with those people who have always been the closest to you. You will have good days and bad days, but relax – this too will pass with time. Laugh at yourself remembering how difficult it was to adjust to the new culture abroad. These re-entry orientation sessions are aimed at helping you reflect, analyze, and process your experience as you settle in to your life pre-study abroad with a potentially altered mindset. What can you do with your study abroad experience? Read on.

Part II: Reverse Culture Shock

### STAGES OF REVERSE CULTURE SHOCK

#### REENTRY “WORM”

**Initial Excitement:**
Enjoy being at home

**Judgmental Stage:**
Nothing at home seems good; finding fault.

**Realization Stage:**
Noticing significant changes at home and in oneself.

**Balanced Re-adaptation:**
Integrating the experience abroad with living at home or finding other ways to cope with reentry.

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© Margaret D. Pusch, 1997

*** Reverse Culture Shock ***

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After their sojourn abroad and once back home students it is normal for students to encounter some problems readjusting to their culture. Often these are manifested in feelings including sadness, insecurity, disorientation and nostalgia. In this phase family, friends, and the UCSC play an important role by giving the student adequate support, encouraging him/her to reflect on what they have learned and guide them on how they can use it in their environment. Therefore, the intercultural communication skills that the students have learned, perhaps without realizing it, are particularly important and useful during this transition.

Obviously, in sojourns of very short duration the student gets stuck in the honeymoon phase at the beginning or during the beginning of the first symptoms of culture shock. However, students who are abroad for a longer period of time experience all phases and eventually adjust, adapt, and integrate socially and culturally in the host country. This all depends on the motivation of the student to learn a language, make new friends in the local community, etc.

**Note:** The severity and duration of culture shock depends upon the individual and on the type of immersion he/she had abroad, among other influential factors. Generally those who have adapted best to their new life abroad tend to have the most difficulty reentering their home culture. Reverse culture shock is not terminal, but there is no cure.

Adapted from: www.formacionsve.es/salida/3_2_4_fases_choque.php#inicio

Read and discuss the following handouts:

- *Top Ten Immediate Reentry Challenges*
- *Ten Quick Tips for Dealing with Your Return*
Top Ten Immediate Reentry Challenges

Professor Bruce La Brack from the University of the Pacific has been a leading proponent and observer of students in study abroad for nearly 20 years. Based on his experience he has compiled the following list. We are grateful for Dr. La Brack’s consent to use his suggestions with our students.

1. **Boredom.**
After all the newness and stimulation of your time abroad, a return to family, friends, and old routines (however nice and comforting) can seem very dull. It is natural to miss the excitement and challenges which characterize study in a foreign country, but it is up to you to find ways to overcome such negative reactions.

2. **"No One Wants to Hear"**
One thing you can count on upon your return: no one will be as interested in hearing about your adventures and triumphs as you will be in sharing those experiences. This is not a rejection of you or your achievements, but simply the fact that once they have heard the highlights, any further interest on your audiences’ part is probably unlikely. Be realistic in your expectations of how fascinating your journey is going to be for everyone else. Be brief.

Cartoon by Sebastian Maharg-Bravo
3. **You Can’t Explain**
   Even when given a chance to explain all the sights you saw and feelings you had while studying abroad, it is likely to be at least a bit frustrating to relay them coherently. It is very difficult to convey this kind of experience to people who do not have similar frames of reference or travel backgrounds, no matter how sympathetic they are as listeners. You can tell people about your trip, but you may fail to make them understand exactly how or why you felt a particular way. It’s okay.

4. **Reverse "Homesickness"**
   Just as you probably missed home for a time after going abroad, it is just as natural to experience some "reverse" homesickness for the people, places, and things that you grew accustomed to as a student overseas. To an extent it can be reduced by writing letters, telephoning, and generally keeping in contact, but feelings of loss are an integral part of international sojourns and must be anticipated and accepted as a natural result of study abroad.

5. **Relationships Have Changed**
   It is inevitable that when you return you will notice that some relationships with friends and family will have changed. Just as you have altered some of your ideas and attitudes while abroad, the people at home are likely to have experienced some changes. These changes may be positive or negative, but expecting that no change will have occurred is unrealistic. The best preparation is flexibility, openness, minimal preconceptions, and tempered optimism.

6. **People See the "Wrong" Changes**
   Sometimes people may concentrate on small alterations in your behavior or ideas and seem threatened or upset by them. Others may ascribe any "bad" traits to the influence of your time abroad. These incidents may be motivated by jealousy, fear, or feelings of superiority or inferiority. To avoid or minimize them it is necessary to monitor yourself and be aware of the reactions of those around you, especially in the first few weeks following your return. This phase normally passes quickly if you do nothing to confirm their stereotypes.

7. **People Misunderstand**
   A few people will misinterpret your words or actions in such a way that communication is difficult. For example, what you may have come to think of as humor (particularly sarcasm, banter, etc.) and ways to show affection or establish conversation may not be seen as wit, but aggression or "showing off." Offers of help in the kitchen can be seen as criticism of food preparation, new clothing styles as provocative or inappropriate, references to your host country or use of a foreign language as boasting. Be aware of how you may look to others and how your behavior is likely to be interpreted.

8. **Feelings of Alienation/Critical Eyes**
   Sometimes the reality of being back "home" is not as natural or enjoyable as the place you had constructed as your mental image. When real daily life is less enjoyable or more demanding than you had remembered, it is natural to feel some alienation, see faults in the society you never noticed before or even become quite critical of everyone and everything for a time. This is no different than when you first left home. Mental comparisons are fine, but keep them to yourself until you regain both your cultural balance and a balanced perspective.
9. **Inability to Apply New Knowledge and Skills**
   Many returnees are frustrated by the lack of opportunity to apply newly gained social, linguistic, and practical coping skills that appear to be unnecessary or irrelevant. To avoid ongoing annoyance: adjust to reality as necessary, change what is possible, be creative, be patient, and above all use all the cross-cultural adjustment skills you acquired abroad to assist your own reentry.

10. **Loss/Compartmentalization of**
    Experience Being home, coupled with the pressures of school, family, and friends, often combine to make returnees worried that somehow they will "lose" the experience; somehow becoming compartmentalized like souvenirs or photo albums kept in a box and only occasionally taken out and looked at. You do not have to let that happen. Maintain your contacts. Talk to people who have experiences similar to yours. Practice your skills. Remember and honor both your hard work and the fun you had while abroad.
Ten Quick Tips for Dealing with Your Return

To address these reentry challenges, Bruce La Brack further recommends the following tips for preparing to return home.

1. **Prepare for the adjustment process**
   The more you consider your alternatives, think about what is to come, and know about how returning home is both similar to and different from going abroad, the easier the transition will be. Anticipating is useful. As one psychologist put it, "Worrying helps."

2. **Allow yourself time**
   Reentry is a process that will take time, just like adjusting to a new foreign culture. Give yourself time to relax and reflect upon what is going on around you, how you are reacting to it, and what you might like to change. Give yourself permission to ease into the transition.

3. **Understand that the familiar will seem different**
   You will have changed, home has changed, and you will be seeing familiar people, places, and behaviors from new perspectives. Some things will seem strange, perhaps even unsettling. Expect to have some new emotional and psychological reactions to being home. Everyone does.

4. **There will be much "cultural catching-up" to do**
   Some linguistic, social, political, economic, entertainment and current event topics will be unfamiliar to you as new programs, slang, and even governmental forms may have emerged since you left. You may have some learning to do about your own culture. (Note: most returnees report that major insights into themselves and their home countries occur during reentry).

5. **Reserve judgments**
   Just as you had to keep an open mind when first encountering the culture of a new foreign country, try to resist the natural impulse to make snap decisions and judgments about people and behaviors once back home. Mood swings are common at first and your most valuable and valid analysis of events is likely to take place after allowing some time for thorough reflection.

6. **Respond thoughtfully and slowly**
   Quick answers and impulsive reactions often characterize returnees. Frustration, disorientation, and boredom in the returnee can lead to behavior which is incomprehensible to family and friends. Take some time to rehearse what you want to say and how you will respond to predictable questions and situations: prepare to greet those which are less predictable with a calm, thoughtful approach.

7. **Cultivate sensitivity**
   Showing an interest in what others have been doing while you have been on your adventure overseas is the surest way to reestablish rapport. Much frustration in returnees stems from what is perceived as disinterest by others in their experience and lack of opportunity to express their feelings and tell their stories. Being as good a listener as a talker is a key ingredient in mutual sharing.
8. **Beware of comparisons**
Making comparisons between cultures and nations is natural, particularly after residence abroad; however, a person must be careful not to be seen as too critical of home or too lavish in praise of things foreign. A balance of good and bad features is probably more accurate and certainly less threatening to others. The tendency to be an "instant expert" is to be avoided at all costs.

9. ** Remain flexible**
Keeping as many options open as possible is an essential aspect of a successful return home. Attempting to re-socialize totally into old patterns and networks can be difficult, but remaining aloof is isolating and counterproductive. What you want to achieve is a balance between maintaining earlier patterns and enhancing your social and intellectual life with new friends and interests.

10. **Seek support networks**
There are lots of people back home who have gone through their own reentry and understand a returnee’s concerns—academic faculty, exchange students, international development staff, diplomatic corps, military personnel, church officials, and businessmen and women. University study-abroad and foreign student offices are just a few of the places where returnees can seek others who can offer support and country-specific advice.
PART III: Cultural Reflections

In an iceberg, only about 10% of the iceberg is visible above water. The majority of the iceberg is hidden beneath the surface. Hall (1976) proposed that culture was similar to an iceberg by suggesting that culture has two components, which of only about 10% of culture (external, or surface culture) is visible. In fact, the majority or 90% of culture (internal or deep culture) is hidden below the surface. Therefore, when one enters a new culture for the first time, one usually only sees the tip of the iceberg or the top 10%. The remaining 90%, deep cultural values and beliefs are harder to see, and sometimes people make unfair assumptions or judgments without really understanding the culture. Read and discuss the following Cultural Iceberg handout is taken from www.afs.com
Reflection

- Read your letter that you wrote to yourself during the pre-departure orientation. What surprises you the most about it? What do you notice about yourself? How have you changed as an individual? Discuss.
- Own your own at home, take a look at your journal and blog entries. Ask yourself the same questions above from the letter? Sometimes it’s helpful to continue writing by reflecting on your experience. If you need ideas, look over the journal and blog ideas from the pre-departure orientation information for inspiration.

Part IV: Responsibilities

As a UCSC returned study abroad student, it’s your responsibility to share your experience with the greater UCSC community and anyone else who is interested.

- Each student must speak with their department head to arrange at least two class presentations and commitment to volunteer at the UCSC International Day. Remember per the agreement you signed with the Office of International Affairs this is a mandatory requirement for all returning UCSC students.
  - You can:
    - Create a slideshow or prezi (prezi.com) portraying your experience
    - Create a video on youtube.com highlighting your experience
    - Give a short talk and conduct a question and answer session
    - Be creative, there are lots of ways you can share your experience to your classmates
- One way to share with the world is submitting your story here at www.studyabroadspotlight.com.
  - Want to submit but not sure about your English or you need help with translating? Submit it in English and Spanish. If you don’t feel comfortable sending it in English, submit it to The Office of International Affairs in Spanish and it will be translated for free.
- Sharing your story with others will help you process your experience and inspire others to study abroad. They don’t only have to be students; children and adults can study abroad too!
Part V: What to do Now? Moving Forward

Your study abroad experience does not have to stop when you board the plane for Chile. Keep exploring and using the knowledge you learned abroad right here in your backyard.

Here are some ways you can get involved:

- Join the new UCSC online re-entry forum
- Enter the UCSC study abroad photo contest
- Volunteer to share your story with prospective study abroad students at International Day
- Encourage your family and friends to study abroad
- Talk with others who have studied abroad
- Continue blogging
- Create a video or a slideshow highlighting your experience abroad to share with the UCSC community
- Ask the Office of International Affairs how you can get involved
- Talk about your experience to clubs and groups at UCSC and your community. They don’t have to be college students; include children and adults
- Introduce yourself to the international students on campus
- Continue your foreign language training, check out: www.poligloton.com to see where you can meet up in Conce to practice
- Take courses with an international focus
- Ask your professors about any opportunities abroad in your field
- Continue learning more about your host country by reading international papers, viewing films and videos, writing research papers, etc.
- Start thinking about when and how you’ll return to your host country. Some students apply for postgraduate scholarships, others search for employment opportunities, or have just saved money to return and visit their friends

Part VI: Re-entry Resources

Do you miss your host country and the international atmosphere? Although Concepción is not the same as your host city abroad, there are more cultural events than you have probably realized. You just have to get out there and find them!
Explore Conce after returning from abroad with a new perspective. Here are some ideas:

**Cultural Venues in Concepción**
- Biblioteca Municipal: [www.bibliotecamunicipaldeconcepcion.cl](http://www.bibliotecamunicipaldeconcepcion.cl)
- Instituto Chileno-Alemán de Cultura, Centro Goethe Concepción: [www.goethe.de/ins/cl/coc/esindex.htm](http://www.goethe.de/ins/cl/coc/esindex.htm)

*And there are many more to look up online or check out below on Facebook!*

**Facebook Groups**
1) Academia Salsa Concepción (Oficial)
2) Agenda Cultural EL Diario de Concepción
3) Alianza Francesa Concepción
4) Artistas del Acero
5) Biblioteconomía y Documentación – UCSC
6) Biblioteca Viva Trébol
7) Centro Artístico Cultural Comunal de Concepción
8) Centro de Cultura Tradicional Curarrehue
9) Consejo Cultura Bío Bío
10) Consejo Nacional de la Cultura y las Artes – Oficial
11) Cultura UCSC
12) Del Aire Artería
13) Education USA
14) Escuela de Música Corporación Sinfónica de Concepción
15) Espacio Mal Augurio Diseño
16) Guay Tienda
17) I love Chile
18) Instituto Chileno Norteameicano Concepción
19) Martes Cinematográficos
20) Museo de Historia Natural de Concepción
21) Orquesta Sinfónica Universidad de Concepción
22) Pinacoteca UdeC
23) Relaciones Institucionales Ucsc
24) Rukalihuen
25) Soyconcepcion.cl
26) TodoenConce Concepción
27) Universidad del Bío Bío
28) Universidad de Concepción
29) USM Cultura
30) Study in the States

Websites about events in Concepción

- www.agendaconce.cl
- www.granconcepcion.com
- www.poligloton.com
- www.turismoconcepcion.com/category/turismo-en-concepcion/
- www.viveconce.cl

Movies

See this website: [www.afs.org/blog/icl/?page_id=75](http://www.afs.org/blog/icl/?page_id=75) for list of movies (including fiction and non-fiction) related to intercultural learning. We encourage you to check it out as you might find interesting and relate to from your own experience abroad. Enjoy!

*If you have any other recommendations or suggestions to add please let us know at the Office of International Affairs so we can share with all of the returned study abroad students!*

Scholarship Information

Want to go study abroad again? Check out the UCSC website for the most current postgraduate scholarship information. For now, here are some ideas to get you started. When in doubt, ask the Office of International Affairs about new opportunities that might not be online yet!

- Becas Chile: www.becaschile.cl
- Becas en el extranjero y en Chile: www.altillo.com/becas/chile.asp
• Becas Sin Fronteras: www.becas-sin-fronteras.com
• Canadian International Scholarship Opportunities: http://www.scholarships-bourses.gc.ca/scholarships-bourses/non_can/opportunities-opportunites.aspx?lang=eng&view=d
• CONICYT: www.conicyt.cl
• DAAD: El Servicio Alemán de Intercambio Académico: http://www.daad.de/miniwebs/icsantiagodechile/es/
• Education USA: www.educationusa.cl
• Fulbright: www.fulbrightchile.cl
• Latino Australia Education: www.latinoaustralia.com
• Ministerio de Educación: www.mineduc.cl
• Rotary:
  http://www.rotary.org/es/StudentsAndYouth/EducationalPrograms/ RotaryCentersForInternationalStudies/Pages/HowToApply.aspx
• SOFOFA: http://www.sofofainnova.cl/becas-para-chilenos/
• Study in Australia: www.studyinaustralia.gov.au/Chile/Home
• Study in the United States: http://exchanges.state.gov/non-us

**Working Abroad**

*Have you thought about working abroad? There are opportunities available for Chileans to pursue, especially those under 30. This is not a comprehensive list by any means, but some ideas to get you started. The world is at your fingertips, take advantage of all it has to offer. Research, research, research!*

• Au-Pair: http://www.contactchile.cl/es/au-pair-postulacion.php
• Australia: http://www.workingholiday.cl/tag/Australia and http://horizonteaustralia.com/work-and-holiday.html
• Canada:
  o http://www.workingholiday.cl/tag/Canada

• Lonely Planet’s Thorn Tree Forum: www.lonelyplanet.com/thorntree/index.jspa
• Trabajar en el Extranjero: http://internacional.universia.net/verano/trabajar/
• United States: http://chile.usembassy.gov/gwe.html
• WOOFING: www.wwoof.org
Appendix Q: Re-entry Orientation (Students and Guardians) and Informal Gathering Agenda

Re-entry Orientation Agenda

- Welcome and introduction from the Office of International Affairs (5 minutes)
- Introductions (15 minutes)
  - Students: Get in a circle and each participant will answer the following questions: What’s your name? Where did you study? Mention a highlight of your experience abroad. What has been a challenge now that you are back in Concepción? *Discussion will be facilitated by two staff members.*
  - Guardians: Get in a separate circle in another room and each participant will answer the following questions: What’s your name? Where did your child study? Mention a highlight of your experience while your child was abroad. What has been a challenge now for you that your child is back in Concepción? *Discussion will be facilitated by the director and one staff member.*
- Guardians proceed in the same room; the director gives a detailed but brief presentation about the adjustment phase for the students. A question and answer session follows. (30 minutes)
  - Handout with Re-entry information and advice is distributed to parents and briefly discussed (15 minutes)
  - Parents of a past study abroad participant give a brief talk about their experience with a question and answer session. (20 minutes)
  - Coffee Break for parents and then the parent portion of the orientation concludes. (20 – 60 minutes)
- Continuation of Student Orientation
  - Discuss Part I: Welcome Back (5 minutes)
  - Discuss Part II: Reverse Culture Shock (50 minutes)
    - Each student reflects on their particular experience, their current feelings, and what they think they can do to help make their re-entry less stressful
  - Discuss Part III: Cultural Reflections (40 minutes)
    - Divide in groups according to students’ destinations
    - Make a list of what students’ believe is underwater in their host culture and discuss relevant experiences abroad
    - Each student receives their letter they wrote during the pre-departure orientation and reflects the following questions: What surprises you the most about it? What do you notice about yourself? How have you changed as an individual? Discuss in small groups of 5
Discuss Part IV: Responsibilities (10 minutes)
Discuss Part V: What to do now? Moving Forward (10 minutes)
Discuss Part VI: Re-entry Resources: (5 minutes)
Closing from the Office of International Affairs and address any questions (5 minutes)
Evaluation Survey: (5 minutes)

Re-entry Informal Gathering
- Welcome and introduction from the Office of International Affairs staff (5 minutes)
- Past participant UCSC student talks highlighting their re-entry experience, what they wish they would have known when they returned, and concluding with advice for the returning students (30 minutes)
  - Student 1
  - Student 2
  - Student 3
- Room will be divided into small tables according to student’s destinations (40 minutes)
  - Respective volunteers will gather and students are encouraged approach them with questions or concerns and discuss their experience.
  - Discuss re-entry transition. Address the following question: How have you changed as a person? Reflecting on differences, what challenges do you think you will face (or have already faced) in Chile?
- Closing from the Office of International Affairs staff and answering any questions (5 minutes)
Appendix R: Re-entry Orientation Guardian Handout

Re-entry Information and Advice for Guardians

What can we do, as parents? What do our children need from us to help them through this unexpectedly difficult time?

PATIENCE

Readjustment is a very individual process, and no one pattern holds true for everyone. Your child might not feel ready to meet lots of family members or friends – even a visit to the supermarket can seem overwhelming. For the first few days, a light schedule is probably better than a heavily packed one. Even though physically they are there with you, emotionally and psychologically they have not completely arrived home yet. They need time to reacquaint themselves with what they previously accepted as “normal” life.

It is not uncommon for students to go through a stage of being critical of what is around them, including what they see at home. Complaints range from producing too much garbage, driving instead of walking or taking the bus, littering and not recycling, unawareness of what is going on overseas, and so on. Patience. Their indignation will settle down and hopefully transform itself into the willingness to work towards productive goals. Some students feel the need to make specific -- occasionally radical -- changes in their lives. Some have sold or given away their possessions, found fellowships to go back overseas, switched majors, chosen new careers, even changed schools. Although this can be quite upsetting for parents, patience and dialogue can go a long way in allowing a deeper understanding of just what changes each son or daughter has experienced. Students sincerely appreciate the effort their parents make in trying to comprehend how the world of their children has broadened. This attention allows them to feel that the results of their study abroad experience are both valued and respected.

“My parents realized that I was going to be changed by my experience and they saw that as positive.”

“Be proud of me and all that I’ve accomplished in a few months!”

“Accept that I have changed, don’t put pressure on me to act the same as I had before. Be accommodating in my changes in habits and help me incorporate this amazing experience into my life.”

LISTEN
Another request often heard from students going through the process of readjustment is for their parents to be open and willing to listen to them. Since most parents are already curious and eager to hear what their children have to tell them, why is this an issue? The problem seems to be that each situation is different. Some returning students what to talk non-stop from the moment they arrive, others need a little time before they can share their stories.

“Ask questions! Show an interest and let me talk when I need to, ask to see my pictures, be positive and sympathize with me, ask who or what I miss the most!”

“Be supportive but not smothering – give your child space and be patient with him/her but be sure you are available and always ready and willing to listen and offer support.”

“Be genuinely interested in the story behind every picture – don’t rush me, let me talk in my own time. Ask specific questions, listen and be excited!”

SUPPORT

A final request from students is for their parents to support them in finding ways to keep their experience real and vital in their lives. Although students have concerns about their ability to adequately communicate the impact their time abroad had on their lives, they are even more apprehensive that they will forget what they have learned, that they will allow themselves to fall back into complacency and unawareness.

Unfortunately, if students do not focus on this issue, there is indeed a very real possibility of having the learning and changes of the previous months fade into a somewhat hazy dream. Current reality can easily become more important than the past. Although this is necessary at some level, it is also important for the student to not lose the many benefits acquired abroad including language skills, cultural awareness, global understanding. This would be a waste of time and money and a true disservice to the people who accepted the student into their lives. It would also greatly diminish the validity and importance of the overseas experience.

A part of the UCSC Office of International Affairs re-entry orientation includes discussing with their students different ways they can keep their experience alive once they have returned home. To help in this, guardians can help their students investigate areas in their communities where they can get involved. They can arrange for their children to give talks and presentations to local schools or groups of interested individuals. They can provide information on local radio and TV stations that might cater to the language or cultural needs of the people of the student’s host country. They can encourage their students to take classes relevant to their overseas experience and to get involved in campus activities that are important to them, such as tutoring foreign students, volunteering on ecological projects, presenting a radio program with host country music, increasing political awareness, organizing fundraisers. Simply encouraging your child to cook a meal for the family using the ingredients of their host country can provide an enjoyable and positive experience for all involved.
“The toughest part for me was sinking back into the lifestyle – the bubble – and not feeling that I was abandoning something.”

“I needed to find connections to my former host country in my home community, even just a restaurant. This would have helped me relax, given me a taste of the culture that had become so familiar to me.”

CONCLUSION

Have patience, be ready to listen, and be willing to support them. It sounds simple, once you know. Looking back, as a parent, I realize that I simply did not have any idea what my daughter really needed from me. I tried to do my best. I ran out of patience. I got tired of listening. I didn’t know how to be supportive. At the same time, I was genuinely delighted my daughter was home, and I did what I could to show her, by surrounding her with love and affection. I realize now, in retrospect, that I never expected her readjustment process to last so long, nor that it would be so hard on all of us. A few days, maybe. Not weeks and weeks. However, we did survive! Her time abroad truly had a major impact, a positive and long-lasting impact on her and on all of our family.

“It is difficult to describe how my semester abroad totally transformed my life.”

“The worse thing my parents could have done was to fail to realize the importance of that time in my life and how hard/sad it was for me to return.”

“My parents were incredible during this process. Even though they didn’t understand me, they accepted that I had changed. It is such an individual process that one must own and struggle with in order to make the improvements.”

Taken from: https://www.scu.edu/studyabroad/parents/upload/SIT-Parent-Rentry-Handbook.pdf

***Contacts in the OIA (Office of International Affairs)***

- Mr. Gonzalo Bordagaray Bellolio, Director of the Office of International Affairs, gbordagaray@ucsc.cl, phone: (56-41) 234 5022
- Mrs. Mary Hayes, Academic Exchange Manager, mary@ucsc.cl, phone: (56-41) 234 5021, Fax: (52-41) 234 5040
- Mrs. Caitlin Jurgensen, Networks and Projects Manager, cjurgensen@ucsc.cl, phone: (56-41) 234 5067
- Mr. Gonzalo Núñez, Assistant, gnunez@ucsc.cl, phone: (56-41) 234 5021

Casa Central, DRI
Caupolicán 491, Concepción
ww.dri.ucsc.cl/alumnos/
## Appendix S: Budget and Budget Notes

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### Budget Notes

The expenses have been calculated with an estimation of 20 students and 40 guardians participating in both orientations. The following exchange rate $1 US Dollar = 478 Chilean Pesos was taken from www.oanda.com. The printing and paper comes to a total of 130 pesos for each student participating in the pre-departure orientation and the re-entry orientation; and 100 pesos for each guardian participating in the respective orientations. In addition one coffee break will be held for the both orientations, which costs $2.000 per person. All prices are in Chilean pesos.

*p stands for pesos
Appendix T: Pre-departure and Re-entry Orientation Evaluation Forms

Pre-departure Orientation Student Evaluation

Part I: Pre-departure Orientation

Please read the following statements and rate the pre-departure orientation.

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<tr>
<td>information in the pre-departure information packet was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>information regarding your host culture was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>discussion of culture shock and cultural differences one may face while in their host country was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>coping mechanisms and tools for cultural adjustment strategies discussed were</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>discussion of all logistical arrangements, including safety and health was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>discussion of stereotypes, one’s own cultural identity, tolerance was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>process of reflection and experiential learning was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>support from the Office of International Affairs was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Part II: The Office of the International Affairs Staff

Please read the following statements and rate the staff at the pre-departure orientation.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Helpful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Supportive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>effectively conducted the pre-departure orientation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>the presentations given by the past participants were</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>knowledgeable about the host culture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Part III: Additional Comments
1. Did the pre-departure orientation help you feel more prepared and/or comfortable to study abroad? If yes, why? If not, why not? Please explain.
2. What suggestions or changes would you like to see in the pre-departure orientation?
3. What pre-departure advice do you have for future UCSC students who study abroad?
4. What additional comments would you like to make regarding the pre-departure orientation?

**Pre-departure Orientation Guardian Evaluation**

**Part I: Pre-departure Orientation**

Please read the following statements and rate the pre-departure orientation.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>pre-departure orientation session was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>information provided from the director’s presentation was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>information provided from the guardian’s talk was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>informal set-up to speak with other guardians whose student is also studying abroad was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>availability of information concerning travel arrangements and accommodations were</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Part II: The Office of International Affairs Staff**

Please read the following statements and rate the staff at the pre-departure orientation.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Excellent</th>
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<th>Fair</th>
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<td>3</td>
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<tr>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Supportive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>effectively conducted the pre-departure orientation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>knowledgeable about the host culture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>perceptive of students’ needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>perceptive of guardians’ needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>director’s presentation was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Part III: Additional Comments
1. Did the pre-departure orientation help you feel more prepared and/or comfortable as a guardian for your student to study abroad? If yes, why? If not, why not? Please explain.
2. What suggestions or changes would you like to see in the pre-departure orientation?
3. What pre-departure advice do you have for future guardians of UCSC students who study abroad?
4. What additional comments would you like to make regarding the pre-departure orientation?

Re-entry Orientation Student Evaluation

Part I: Re-entry Orientation

Please read the following statements and rate the re-entry orientation.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>overall the re-entry orientation session was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>overall content in the re-entry orientation was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>helpful in your re-entry transition</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>discussion and sharing cultural experiences and observations with fellow students was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>exploration of your cultural identity was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>support received by reflecting on your experience and how you can implement your new knowledge and experience in your personal and professional life was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>discussion of the re-entry process and different coping strategies was</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Part II: The Office of International Affairs Staff

Please read the following statements and rate the staff at the re-entry orientation.

<table>
<thead>
<tr>
<th>Accessible</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpful</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>effectively conducted the re-entry orientation</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledgeable about students’ needs</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledgeable about the re-entry transition</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part III: Additional Comments

1. Did the re-entry orientation help you feel more prepared and/or comfortable with the adjustment/transition phase? If yes, why? If not, why not? Please explain.
2. What suggestions or changes would you like to see in the re-entry orientation?
3. What re-entry advice do you have for future UCSC students who study abroad?
4. What additional comments would you like to make regarding the re-entry orientation?

Re-entry Orientation Guardian Evaluation

Part I: Re-entry Orientation

Please read the following statements and rate the re-entry orientation.

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<thead>
<tr>
<th>overall the re-entry orientation was</th>
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<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>information provided in the director’s presentation was</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>guardians’ talk was</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tips and advice provided</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quality of your experience in the re-entry orientation</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning from the re-entry orientation</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sense of feeling prepared was</td>
<td>1 2 3 4</td>
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</table>
Part II: The Office of the International Affairs Staff

Please read the following statements and rate the staff at the re-entry orientation.

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<td>effectively conducted the re-entry orientation</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>knowledgeable about the re-entry transition</td>
<td>1</td>
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<tr>
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<tr>
<td>perceptive of guardians’ needs</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>director’s presentation was</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Part III: Additional Comments

1. Did the re-entry orientation help you feel more prepared and/or comfortable as a guardian to help your child deal with the adjustment/transition phase? If yes, why? If not, why not? Please explain.
2. What suggestions or changes would you like to see in the re-entry orientation?
3. What re-entry advice do you have for future guardians of UCSC students who study abroad?
4. What additional comments would you like to make regarding the re-entry orientation?