

# Experiential Learning Pre-Departure

Preparing for a Safe and Healthy Experiential Learning Opportunity

TEMPLATE SLIDE DECK (Last updated December 16, 2024)

## Note for INSTRUCTORS: How to use these slides

The following slides have been designed as a tool to support instructors and program coordinators who are facilitating experiential learning opportunities off campus and/or with a host organization.

These slides are meant to be shared with students via class presentations or posted to virtual learning spaces such as onQ.

***Before sharing with students***, instructors/program coordinators should review the slide deck and delete any slides or content that is not applicable to the EL opportunity and/or customize where appropriate (see content highlighted yellow, including this slide).

If you have any questions or concerns about the content in these slides, please contact the Experiential Learning Hub ([el.hub@queensu.ca](mailto:el.hub@queensu.ca)) and the Department of Environmental Health and Safety ([safety@queensu.ca](mailto:safety@queensu.ca)) and include 'EL Pre-Departure Slides' in the subject heading.

Please note that these slides are meant to raise student awareness of environmental health and safety during the EL opportunity; they are designed to *complement* existing EL Risk Management processes facilitated through the EL Risk Management questionnaire and subsequent agreements, documents, and trainings embedded within the OCASP policy where applicable. For more information see the [EL Hub Risk Management webpage](#).

# Personal Health and Wellness

# Potential Stressors in the EL Environment

Experiential Learning opportunities will introduce you to new working and learning environments. We know that everyone has stressors in their lives, and that these vary from one individual to another, and may vary from day to day for each person. It's important to think about how a new EL experience may expose you to new stressors such as:

- A change in your schedule; possibly including travel times to the EL location
- Exposure to new organizational cultures at the EL setting and figuring out how to integrate into the new setting
- Working with marginalized populations
- Decision-making in new or unfamiliar contexts
- Exposure to challenging situations (either as an observer or active participant)
- Misalignment of expectations for the experience
- Miscommunications
- Academic or host organization deadlines



# Taking Care of Yourself During the EL Experience

There is no 'one-size fits all'; what works for one person and/or situation, may not work for another

✓ Start by **reflecting** – what has helped you to counter-balance stressors in the past?

There are many approaches you can use to address stress including:

- Basic Needs – prioritizing things like sleeping well, moving more and/or eating better and changing your mindset that "this can be productive too"
- Emotional Management – finding things that allow you to process uncomfortable emotions so you can move forward (e.g., deep breathing, grounding exercises, practicing gratitude, journaling, etc.)
- Problem Solving - knowing your role & who to go to with questions or concerns (e.g., protocols, workplace communication channels, etc.)



# Importance of Debrief

If you've experienced a stressful situation/incident, it can be helpful to debrief

Important things to consider:

- Identify who you can debrief with after the situation/incident - supervisor/instructor, peer/colleague, mental health professional, etc.
- Confidentiality – can you explain the situation/incident without details that would break confidentiality (unless you are concerned for the safety of someone in which case it is important to be discreet and only tell/involve the people who can provide direct support/help to the person)



# Student Wellness Services

**Medical Services:** Appointments with doctors and nurses for illnesses, vaccines and injuries. Referrals to specialists.

**Mental Health Services:** 1-on-1 appointments and therapy groups aim to meet diverse student mental health needs. Self-directed tools, crisis support & referrals to long-term support.

**Accessibility Services (QSAS):** Accommodations and supports for students experiencing barriers related to a disability.

**Health Promotion:** Wellness coaching appointments, volunteer & work opportunities, peer-led initiatives and outreach.



Mitchell Hall  
69 Union Street

<https://www.queensu.ca/studentwellness/>

# Resources

## Self-Directed Online Mental Health Workbooks/Modules

- [Improving your Mood](#)
- [Managing your Anxiety](#)
- [The Practice of Self-Care and Compassion](#)

## 24/7/365 Mental Health Supports

- Good2Talk (for post-secondary students living in Ontario) - call or text GOOD2TALKON to 686868
- Empower Me (for Queen's students) - set-up an account online ([www.studentcare.ca/dialogue](http://www.studentcare.ca/dialogue)) or through the Dialogue mobile app
- Suicide Crisis Hotline (for anyone living in Canada) - call or text 9-8-8





# Health and Safety

# Health and Safety



Queen's University is committed to ensuring that all off-campus activities are conducted in as safe an environment as possible, with all persons involved being fully aware of their duties and responsibilities with regards to health and safety due diligence.

As students preparing for an Experiential Learning opportunity, you should:

- Complete all required documents before beginning the opportunity (e.g. – where applicable, Student Declaration, OCASP, Vulnerable Screening checks)
- Understand the health and safety policies and procedures of the host organization by completing all Health and Safety trainings provided / required by your host organization
- Be familiar with the hazards of the EL environment and feel prepared to mitigate those risks
- Make sure you have access to Personal Protective Equipment when necessary
- Know you have the right to refuse unsafe work
- Know who to contact at the host organization if you have any questions or concerns about the safety of the EL environment

# Injuries on the Job



**Unpaid Placements:** The Government of Ontario, through the Ministry of Colleges and Universities (MCU), provides insurance coverage for students who participate in an unpaid work placement as part of a MCU approved academic program. Students who are required, in order to receive course credit, to participate in unpaid work placements with an external employer are eligible for coverage should they suffer a work-related accident or illness. \*This coverage applies to all domestic and international settings and students **except** those where the Placement takes place in the country of primary residence of an international student.

**Paid Placements / Internships:** A student on a placement who receives payment or wages from the Placement Employer is considered to be a worker and would typically be covered by the workplace insurance program the Placement Employer has in place for their workers.

**Accident/Incident Reporting:** The student must immediately notify their Placement Employer and their University Placement Coordinator/Instructor. The Placement Coordinator/Instructor will advise the employer and student of steps to take, after consulting with the Department of Environmental Health and Safety.

For more information, visit the Department of Environmental Health and Safety's' [Student Placements webpage](#)

# Human Rights and Discrimination Policies

# Harassment in the Workplace

“Harassment is a form of discrimination. It involves any unwanted physical or verbal behaviour that offends or humiliates you. Generally, harassment is a behaviour that persists over time. Serious one-time incidents can also sometimes be considered harassment.” (<https://www.chrc-ccdp.gc.ca/en/about-human-rights/what-harassment>)

Harassment may include, but is not limited to:

- Demeaning remarks about a particular group
- Disrespectful, dismissive, or degrading jokes or comments
- Hate letters or graffiti
- Racist comments or insults
- Offensive or intimidating phone calls
- Unnecessary touching
- Leering or suggestive remarks
- Reprisal for rejection of sexual advances
- Sexually explicit pin-ups and graffiti

**If students have concerns or questions during the EL opportunity, they should contact their course instructor or program coordinator immediately for support.**



# Effects of Harassment and Discrimination

It can be confusing for students in an EL setting to understand the difference between harassment and discrimination, and at times you may not feel certain as to whether or not what you're experiencing would be defined as harassment or discrimination.

Some of the effects of harassment and discrimination may include (but are not limited to):

## Impact on Students

- Increased feelings of stress, anxiety or depression
- Decreased self-esteem and confidence
- Headaches, gastrointestinal issues and other stress-related ailments
- Impact on overall well-being and productivity
- Decreased job satisfaction and performance; difficulty focusing
- Withdrawing from colleagues and feelings of loneliness
- Increased absenteeism
- Avoiding social engagements with colleagues from the EL environment

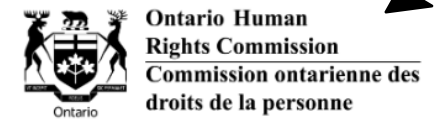


# Harassment and Discrimination Prevention and Response Policy

Human rights legislation protects all citizens from harassment and discrimination. Canada has domestic human rights laws at both the federal ([Canadian Human Rights Act](#)) and provincial ([Ontario Human Rights Commission](#)) level that host organizations must comply with.



Queen's also has a [Harassment and Discrimination Prevention and Response Policy](#) that covers students while they are engaged in Experiential Learning.



During an Experiential Learning opportunity, students are responsible for conducting themselves in a way that respects others' rights to be free from discrimination and harassment. It is also a student's right to participate in the opportunity without harassment or discrimination and to experience a discrimination-free and harassment-free workplace. **If students have concerns or questions during the EL opportunity, they should contact their course instructor or program coordinator immediately for support.**



# Sexual Violence including Sexual Harassment



HUMAN RIGHTS  
AND EQUITY OFFICE  
Sexual Violence  
Prevention and Response



# Sexual Violence in an EL Setting

Incidents of sexual violence during an experiential learning opportunity, curricular or co-curricular, are covered under the Queen's [Policy on Sexual Misconduct and Sexual Violence Involving Students](#).

Sexual Violence means any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and sexual exploitation, regardless of the nature or status of any relationship between the individuals involved.

Sexual Misconduct is defined in Appendix 1 and in Section 14 of the policy. It includes Criminal Code violations, Human Rights Code violations and intimate relationships between Queen's employees and students. Please refer directly to the policy for specific details.

# Sexual harassment against students in experiential learning can take many forms.



## Crossing Boundaries

Your coworkers are showing or sharing sexually explicit images in person, or online.



## Spreading Rumours

Your coworkers spread rumours about your identity or relationships.



## Mistreatment + Exclusion

Your supervisor excludes you from projects or opportunities based on your sex, sexual identity, gender, or gender expression.



## Intrusive Questions

Your supervisor repeatedly asks you inappropriate questions in your online chat space.



## Threats or Punishment

Your supervisor makes threats to punish you for refusing to comply with their sexual advances



## Degrading Comments

A client or patient makes degrading sexual remarks in front of or directly to you.

These are just **some** examples of what sexual harassment might look like.

# Understanding Sexual Violence and Sexual Harassment in the Workplace

**Sexual harassment is about power.**

Any unwanted *comment* or *behaviour* against a person because of their sex, sexual identity or gender expression, that makes them feel intimidated, humiliated, or offended.

Sexual harassment can happen in person or online.

Sexual harassment isn't always obvious and can be a pattern of more subtle boundary crossing.

Sexual harassment can happen in person or online.

Anyone can be subjected to sexual harassment.

Students can be subjected to sexual harassment by their supervisors, other employees, other students, or clients, customers, or patients.

Students are uniquely vulnerable to sexual harassment in their experiential learning opportunities. Black, indigenous and racialized students, international students, 2SLGBTQIA+ students, and disabled students are especially vulnerable.

**Recent Canadian research shows that 1 in 2 students were subjected to sexual harassment or violence during their experiential learning opportunity.**

Data from Possibility Seeds' 2022 National Sexual Harassment in Experiential Learning Survey

\*There is no standard definition for sexual harassment. Definitions vary depending on the legal, policy, institutional, and social context

These materials are adapted with permission from Possibility Seeds' Sexual Harassment in Experiential Learning research-to-action project.

# Effects of Sexual Violence

There are **many ways** a student may be affected by sexual harassment in their experiential learning opportunity. It can be **different** for everyone.

## SOCIAL

- Increased anxiety in social settings
- Avoiding social engagements
- Discomfort around coworkers
- Withdrawing from friend groups



## PHYSICAL

- Physical Injury
- Muscle Tension
- Headaches
- Stomach aches or pains



## Mental Health

- Feeling unsafe at work or on campus
- Feeling irritable, nervous, or anxious
- Feeling sad or depressed about their education or career
- Loss of trust in co-workers, supervisors, and school
- Feeling lonely or isolated



# Impacts of Sexual Violence on Students in the Workplace

The **physical, social, and mental health** effects of sexual harassment can lead to:

**Avoidance**

**Difficulty focusing**

**Increased absenteeism**

**Considering quitting**

**Low morale**

**Decreased participation**

These materials are adapted with permission from Possibility Seeds' Sexual Harassment in Experiential Learning research-to-action project.

# Impacts of Sexual Violence on Students

## The physical, social, and mental health effects of sexual harassment can lead to:

### The signs may not always be obvious, they can look like:

Failing to hand in assignments or meet project deadlines, being late to work or meetings or a lack of engagement

Not showing up to their experiential learning

Asking for a new experiential learning opportunity

Decreasing the number of hours they engage with their experiential learning opportunity



### This can have serious impacts on a student's learning and career opportunities:

Not completing credentials

Losing educational opportunities

Losing access to wages

Losing future career opportunities

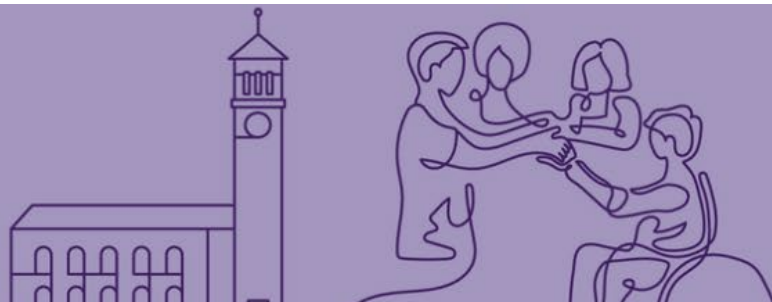
# Queen's Sexual Violence Prevention and Response Services

The [Sexual Violence Prevention and Response Services](#) provides confidential, trauma informed and non-judgmental support for any student who has experienced sexual violence at any time in their life, including in an Experiential Learning opportunity.

Students do not need to make a complaint with either the University or with the police in order to access sexual violence prevention and response services.

The office offers non-emergency support by helping you understand your options, assessing possible next steps and connecting you to services you wish to access.

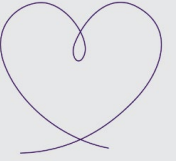
To request to speak to an Advisor [email](#) Sexual Violence Prevention and Response Services.



**We believe you**



# Disclosing Sexual Violence



You can disclose an incident of Sexual Violence, including Sexual Harassment, during or after the EL Opportunity, to anyone at Queen's or your host organization. ***When making a disclosure keep in mind that Queen's and host organization policies and procedures include requirements related to privacy, confidentiality and duty to report/notify.***

## **Queen's Staff and Faculty:**

- Have a duty to notify Sexual Violence Prevention and Response Services; you get to choose if they share your personal information or not with the SVPRS.
- Queen's faculty/staff receiving the disclosure may have other obligations to consult with appropriate offices on campus to assess the relationship between Queen's and the host organization (to ensure the safety of you and other current/future students completing EL at the host organization).

## **Host Organization Staff:**

- May have internal policies that include a Duty to Report and/or consult with other offices in their organization



# Privacy and Confidentiality

# Protection of Privacy and Confidentiality



- In many experiential learning opportunities, students will be exposed to information that must be kept private and confidential (such as personal information, medical records, data, research and development).
- Students may be exposed to this information in many ways (such as in-person or virtual interactions with host organization staff and/or clients, access to documents and data, through email and communication systems)
- Students must act in a professional manner when exposed to confidential information – this means:
  - Refraining from sharing any personal or identifying information about individuals you've encountered during the experience
  - Using data and information you've been provided access to ONLY for the purposes of the Experiential Learning activity
  - Reviewing any confidentiality or non-disclosure agreements you've been asked to sign and ensuring you understand the what you've agreed to and how that impacts your course or research-based work

# Disclosure and Accommodation in the Workplace

# Disclosure in the Workplace or EL Setting

In the context of a workplace or EL setting, the term 'Disclosure' refers to the choice to share or not share private, personal information to your employer or host organization supervisor. This may include disclosing:

- A disability
- Personal identify or other protected group (e.g. 2SLGBTQ+, religion, ethnic group, caregiver etc.)
- Neurodivergence

## Why Disclose?

- to identify as part of an equity-deserving group
- to demonstrate relevant knowledge and experience
- to receive accommodations
- to be your whole self during the EL experience



For more information you can review the [Career Services' Disclosure and Accommodation Tipsheet](#) or [connect with a Career Coach](#)

# Accommodation in the Workplace or EL Setting

- Accommodations are adjustments or modifications made by employers or host organizations to enable employees and EL students to perform their roles effectively.
- Accommodations can include physical modifications (i.e. an ergonomic workstation), technological supports, flexible scheduling, or modified job duties.
- Accommodations can be temporary or ongoing.
- During an EL opportunity, you may wish to disclose a need for accommodations directly with your host organization supervisor, or you may wish to disclose to your course instructor or program coordinator who can help you decide if/when to disclose to your host organization.
- If you are registered with Queen's Student Accessibility Services (QSAS), your QSAS advisor may be able to offer guidance and support as well.
- You can also refer to the [Career Services Disclosure and Accommodation Tipsheet](#) for additional guidance.

# Professionalism in the Workplace

# What is Professionalism in the Workplace?

Workplace professionalism is about creating a welcoming, safe, and inclusive environment for everyone. It requires individuals to observe and follow positive workplace norms so that everyone in the workplace can:

- Excel in the knowledge, skills, and behaviours required by their role
- Deliver their work to the best of their abilities
- Communicate and collaborate effectively with co-workers and clients
- Look for opportunities to grow and improve themselves and their organization
- Bring their whole self to work while following workplace norms (appropriate dress, communication habits, when/where to share personal information, technology use)

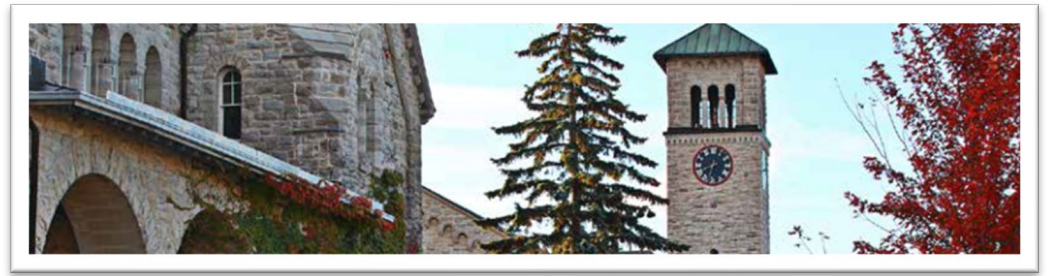


# Professional Relationships and Personal Integrity

- The EL settings may involve heightened vulnerability for students who are dependent on host organization co-workers and supervisors; these power imbalances are inherent and unavoidable, which is why intimate personal relationships between students, clients, staff or supervisors in the EL setting are deemed inappropriate
- Host organizations often have their own policies related to conflicts of interest, which may include personal, sexual, or otherwise intimate relationships, or financial relationships amongst staff at the organization; they will often require the conflict of interest to be formally disclosed in writing to the individual's supervisor
- If a student finds themselves in such a relationship within the EL setting, it is advised they contact their Human Resources representative at the Host Organization to declare a potential conflict of interest; students can also contact their course instructor or program coordinator, the [Queen's Human Rights and Equity Office](#) (HREO) or Queen's [Sexual Violence Prevention and Response Services](#) for advice on how to respond to the situation



# Student Misconduct



Queen's students are expected to adhere to and promote the University's core values of honesty, trust, fairness, respect, and personal responsibility in all aspects of University life, including experiential learning opportunities.

**Non-Academic Misconduct:** Behaviors that contradict the University's core values, or the behavioral expectations outlined in the Student Code of Conduct are considered non-academic misconduct, including conduct that occurs when a student is participating in a curricular or co-curricular experiential learning opportunity, both on and off University Property.

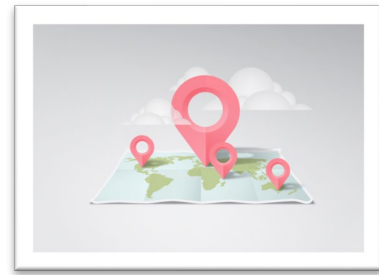
For more information visit the [Student Conduct Office website](#).

**Academic Misconduct:** When enrolled in curricular experiential learning opportunities, students are expected to adhere to the regulations concerning academic integrity as outlined in Queen's Academic Integrity Policy, along with Faculty or School specific information regarding Academic Integrity.

For more information visit your Faculty's website on Academic Integrity.

# International Travel

# Safety While Abroad



International EL opportunities may be organized at the course, program, department or faculty level. Below is a summary of the main requirements when preparing for international travel; for more details visit the Off-Campus Activity Safety Policy (OCASP) [Checklist for International Travel Considerations](#) and consult with your instructor or program coordinator.

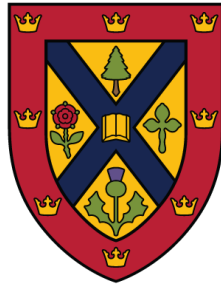
1. Attend mandatory pre-departure safety sessions (these will vary from program to program)
2. Review [Government of Canada's Travel Advice and Advisories](#) for your destination
3. Access the [International SOS \(ISOS\) webpage](#) for the Queen's Membership number and details. Download the ISOS app.
4. Ensure appropriate medical coverage
5. Complete, submit and receive approval for the [Off-Campus Activity Safety Policy \(OCASP\) Safety Planning Record](#) which includes the on-line Pre-Departure Orientation
6. Register as a Canadian abroad at [travel.gc.ca/travelling/registration](http://travel.gc.ca/travelling/registration) OR with your country of citizenship, if you are traveling on a non-Canadian passport.

The [International Programs Office Safety Abroad webpage](#) also has many useful resources for Equity-deserving students along with general safety and wellness tips for travel abroad.

Thank you for taking the time to review these important EL Pre-Departure topics.

Please remember to communicate as soon as possible with your instructor or program coordinator if you experience any challenges during the EL opportunity.

We wish you all the best in your experience!



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