EL-Related Incidents – Guiding Response Protocol

This document provides a general response protocol for responding to a range of incidents that may happen in an Experiential Learning setting.

If you have been notified of a critical incident that requires an immediate response, please go directly to **Initial Response**.

1. Introduction 2
   1.1. Scope 3
   1.2. Application 3
   1.3. Relevant University Policies 3
   1.4. Staff Training and Resources 4
   1.5. Academic Consideration 5
   1.6. Student Pre-Departure Materials 6
2. Response Protocols 8
   2.1. Initial Response 8
      2.1.1. Recognize 8
      2.1.2. Respond 8
      2.1.3. Refer 9
   2.2. Incident Specific Response Protocols 10
      2.2.1. Sexual violence (including sexual harassment) 10
      2.2.2. Harassment and Discrimination 13
      2.2.3. Injury and/or violation of local Employment Standards, including Workplace Health and Safety 14
      2.2.4. Student Misconduct 16
      2.2.5. Student Wellness 17
      2.2.6. Political or environmental emergencies 19
3. Cross-Institutional Communication 20

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1. Introduction

This document provides a roadmap to guide Faculties, departments and programs in creating a response protocol to a range of incidents that may occur during or after an experiential learning (EL) opportunity (e.g., injury during the placement; experiencing harassment from a colleague or client after the experience). Program coordinators and instructors might learn of an incident during the experience or only learn what has happened after the experience is over. They may be informed about the situation by the student affected, or an affected student's peers, host organization or other staff members at Queen's. For these reasons, designing a universal step-by-step protocol is challenging as it may not suit all scenarios. Therefore, given the range of potential incident types, general response protocols have been created for the following six categories of incident:

1) Sexual violence (including sexual harassment)
2) Harassment and discrimination
3) Injury and/or violation of local Employment Standards, including Workplace Health and Safety
4) Student misconduct
5) Student Wellness
6) Political or environmental emergencies (in the region/location of the EL experience)

The phrase 'EL incident' is used across this document to refer to an incident in any of these categories.

This document is not meant to be a comprehensive checklist, but rather its goal is to guide **program coordinators** and **instructors** who have been notified of an incident in an EL setting, in assessing a situation, responding in a way that minimizes potential harm, and making decisions about which subject matter expert(s) at the University you will engage with for assistance in managing the situation according to University, government, or host organization policy and procedures.

The guiding protocols in this document should be adapted to the needs and characteristics of specific EL programs, courses, and opportunities offered by Queen's University and affiliate programs for Queen's students. Faculties, departments and programs should refer to current University policies when creating their respective internal standard operating procedures.

1.1. Scope

This document guides a response protocol for:

- students who are currently participating in an EL opportunity
- students who participated in a past Queen's endorsed EL opportunity and were affected by an incident that took place during or as a result of that experience
- staff and faculty who work with students in EL opportunities
- staff and faculty who form and maintain relationships with EL host organizations
- department and faculty administrators responsible for upholding rights and responsibilities under Queen's governing policies, implementing accommodations, and providing supports to students in response to EL incidents

1.2. Application

This guiding document applies to the following contexts:

- EL opportunities taking place within Queen's facilities or campuses
- EL opportunities taking place with external organizations
- In-person and remote EL opportunities
- Incidents that occur during an EL opportunity, regardless of when they are raised
- Incidents that occur after an EL opportunity (but are connected to the experience)

1.3. Relevant University Policies

The following Queen's policies are applicable to this guiding document and all department or program-specific protocols must be compliant with existing policies:

- Policy on Sexual Misconduct and Sexual Violence Involving Students (Effective January 2, 2024)
- Academic Consideration for Students in Extenuating Circumstances Policy (Approved April 18, 2017)
- Harassment and Discrimination Policy and Procedures (Revised May 12, 2023)
- Policy Statement on Health and Safety (Approved May 12, 2023)
- Policy and Legislation for Privacy, Record Management and Data Storage
- Queen's University Student Code of Conduct (Effective September 1, 2021)Academic Integrity Policy | University Secretariat and Legal Counsel (queensu.ca)
- Academic Integrity Procedures - Requirements of Faculties & Schools | University Secretariat and Legal Counsel (queensu.ca)

1.4. Staff Training and Resources

When a student notifies staff or faculty of an incident during their EL opportunity, especially those related to sexual violence, including sexual harassment, we may feel uncertain about how to respond and how to balance conflicting requests to keep the information private while upholding reporting obligations both under institutional policies and under relevant laws. The following staff and faculty trainings and resources are useful in helping EL facilitators feel equipped to respond to students affected by an EL incident:

Resource / Training	Topics Covered	Where to Access
Responding to student disclosure of sexual misconduct and sexual violence: A guide for faculty, staff, and teaching assistants (SVPRS)	• Definition of sexual violence • Student rights • Limits of confidentiality • What to say and do; how to take a trauma-informed approach when responding • Resource list	SVPRS Website
Responding to Disclosures for Staff and Faculty: In Person/ Online Workshop	• How to respond empathetically to disclosures of sexual violence • Overview of Queen's policy and staff/faculty professional responsibility	SVPRS Registration Link
Identifying and Responding to Students in Distress	• Mental health literacy skills • How to recognize when someone is in distress • Steps to take to help someone with a mental health problem • Mental health resources on campus and in the community	SWS Website

Inclusive and Responsive Teaching	• How to apply inclusive and responsive teaching practices in your:
	  ○ syllabus
	  ○ course content
	  ○ student participation
	  ○ group work
	  ○ assessment and evaluation
		HREO Equity, Diversity and Inclusion in Pedagogy and Practice Modules Website

Health and Safety Awareness	• Introduction and legislation • Rights and duties • Workplace hazards • Incident reporting and sources of information	Department of Environmental Health and Safety Website
Harassment and Discrimination Training Sessions	• Harassment and Discrimination Policy • Prevention and response • Identifying and responding to Microaggressions	University Secretariat and Legal Counsel H&D Website

1.5. Academic Consideration

It is important to note that incidents in an EL setting may prohibit the student from completing course, program, or professional regulating body requirements for work/placement hours. As a result, students may feel a degree of uncertainty about how a reported incident might affect their ability to complete their placement, and how academic consideration might be applied.[1] Instructors, program coordinators, and department/faculty admin are encouraged to discuss and establish processes for assessing how an EL incident might impact a student's ability to complete course/program requirements and how academic consideration policies apply in an EL setting. Some factors to consider when establishing a process:

- Is there a minimum number of work/placement hours the student must complete to meet standards for a professional accreditation body? What flexibility is offered in the accreditation body's own policies, or has been offered in prior serious situations?
- For EL unrelated to professional accreditation, are there alternative assignments or experiences that could meet the course learning objectives in place of the current EL opportunity? What is the instructor's role in creating and supervising these alternatives?
- Was the incident the result of circumstances beyond the student's control (i.e., labour action such as a strike or lockout; environmental or political emergency; lack of training; harassment or discrimination)? Is more than one student affected?
- Was the incident the result of an action or behaviour over which the student had some degree of control (i.e., non-compliance with workplace protocols)?

1.6. Student Pre-Departure Materials

Pre-departure materials play an important role in helping students understand their rights and responsibilities during an EL experience. These materials also provide guidance on where to access support and how to report an EL incident should one occur during the EL experience. The following pre-departure resources can be embedded into any EL course or program at Queen's:

Resource / Training	Topics Covered	Where to Access
EDII-WIL Online Modules	• Navigating Disclosure • Requesting Accommodation • Understanding Your Rights as a Work-integrated Learning Student in the Workplace • Microaggressions • Conflict Resolution and Challenging Conversations • Understanding and Responding to Discrimination, Harassment, and Sexual Violence in the Workplace	EL Hub Website
How to Report an EL Incident – Template (to be adapted by instructors)	• Types of incidents • Who to contact in case of an emergency • Who to contact in an incident occurs • Considerations related to confidentiality and Duty to Report • List of Queen's resources that can be accessed during an EL experience	EL Hub Website
Self-Care in Experiential Learning Settings (In-person or remote workshop)	• Stress, the stress response and stress management • Benefits of new challenges and stress, and how to harness them for learning • How to set healthy boundaries while maintaining empathy	Student Wellness Services Workshop Request Form

	☐ Individualized self-care plan appropriate for EL learning activity ☐ Campus & community resources that can support their well-being during their EL learning activity	
SVPR and SEO Student Workshops	☐ Sexual Violence Bystander Intervention Training ☐ Building a Consent Culture ☐ Healthy Relationships ☐ Responding to Disclosures	SVPRS Website
SVPRS It Takes All of Us Online Learning Program	☐ Sexual violence ☐ Sexual consent ☐ Bystander intervention ☐ Supporting survivors	SVPRS Website
Intercultural Competency Training	☐ Influence of culture on perspectives and interactions ☐ How to appreciate cultural points of view besides your own	QUIC Website
Lead, Include, Transform (LIT)	☐ Recognize and reflect on privilege ☐ Identify forms of oppression ☐ Challenge oppression	SEO Website

*Students going into high risk off-campus environments as part of their experiential learning opportunity will be required to complete the safety planning record required under the Off-Campus Activity Safety Policy (OCASP), which has additional health and safety and risk management materials embedded within the online OCASP system

2. Response Protocols

As soon as you are notified of an incident in an EL setting, follow the **Initial Response** protocol. This will help you assess the situation before moving on to the Incident Specific Response Protocols.

2.1. Initial Response

The following steps will help you assess the immediate safety needs of your student(s) as you gather essential information to help you assess which Queen's risk management experts you need to notify.

2.1.1. Recognize

- ☐ Remain calm; listen with care and empathy
- ☐ Determine immediate safety needs for the student
- ☐ Ask student if they wish to be connected with campus support resources (refer to Green Folder)
- ☐ Determine if there are other students in the EL setting and if they have immediate safety needs
    - If you suspect there are students in the EL setting from other programs at Queen's, contact Department of Environmental Health and Safety (ehssa@queensu.ca) and they will advise on next steps for contacting program coordinators, instructors, and/or students
- ☐ Be cognizant of your personal and professional limits as a support person

2.1.2. Respond

- ☐ For immediate safety concerns, contact Campus Security & Emergency Services (CSES) 613-533-6111 when on campus or call 9-1-1 if off campus but located within urban areas within Canada. When located outside of Canada contact the 9-1-1equivalent if there is one and if not contact the local authorities (police, ambulance, fire) for urgent critical or life-threatening situations assistance and International SOS at 1-215-942-8474 for non-critical situations/incidents or the situation is deteriorating.
    - Situations requiring immediate referral/reporting are outlined in the Student Affairs Green Folder; examples include (but are not limited to) threats or

disruptive behaviour, sexual violence, environmental emergency, workplace accident

- If you are uncertain whether the student(s) should return to the EL setting, contact the Department of Environmental Health and Safety.
- Be compassionate and non-judgemental when asking questions and collecting information.
- Acknowledge the students' thoughts and feelings in a compassionate way.
- Offer hope and reassure the student that you are concerned and want to help.

Once immediate safety needs are addressed, collect the following information:

- Ask the student for consent to ask questions and collect information
- Once consent is obtained, you may wish to collect further information to assess the nature of the incident for the purpose of a referral. The following questions can guide your information gathering:
  - What is the nature of the incident?
  - Who was involved?
  - When did the incident take place? (During a current EL opportunity; during a past EL opportunity?)
  - Was/is anyone else impacted by the incident?
  - Has anyone at the host organization been notified?
  - What steps are the student and/or host organization currently taking?
  - Has the host organization asked the university or student to take any specific actions?

2.1.3. Refer

- Based on the nature of the incident, refer to the Incident Specific Response Protocols in the following section for additional steps that will outline which Queen's subject matter experts need to be notified.
- Inform the student of the steps you are required to take, including who you need to share the information with, what level of detail you are required to share, and when and who the student can expect to hear from next.
- Do not notify anyone else (e.g. host organization, department heads, additional program coordinators, student services, colleagues in other departments/faculties) until you've been advised by the relevant subject matter experts

2.2. Incident Specific Response Protocols

Once you have determined the specific nature of the incident you are responding to follow the steps in the relevant sections below.

2.2.1. Sexual violence (including sexual harassment)

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 employees and students. Please refer directly to the policy for specific details.

i) Explain Limits of Confidentiality and Gather Information

- Do not promise confidentiality when speaking with students; limits on confidentiality are outlined in both the SMSV Policy and the H&D Policy.
- Assure the student that in cases where you cannot maintain confidentiality, discretion will be used in all communication.
- Be honest with the student about reporting requirements.
- Limit the amount of follow-up questions asked.
- Provide support and empathy to the student.
- Ask the student if the host organization is aware of the situation, and if so, what steps they or the host organization are currently taking.
- Ask the student what steps they would like you to take (as their instructor/program coordinator).

ii) Inform Student of Support Services and SVPRS Notification Process

- Students making a disclosure **must** be informed about the support services available, including SVPRS, and they must be informed about the existence of the Policy and where to locate it.

- Tell the student that Queen's University employees are required, as per policy, to notify the SVPRC when they receive a student disclosure of sexual violence
- Assure the student that specific details of the disclosure will not be shared in the notification process.
- Ask the student if they provide consent for you to share their name and email address during the notification process (the student's name and email address should only be shared if consent is given).
    - Inform the student that providing consent to share their name and email means;
        - You will enter their name, email address, and ***no details of the disclosure*** in a secure form that will be sent to SVPRS
        - SVPRS will reach out and offer supports and services
        - They (the student) can reach out directly to the SVPRC for information about options and next steps related to an investigation.
- Be prepared to share information about what supports and services are provided by the SVPRS Advisors (see following list). This will be helpful in obtaining informed consent to include the student contact information and facilitating that direct referral to SVPRS.

    - Information and options about on and off campus supports and services for all students who have experienced sexual violence at any time in their lives.
    - Support and information for students who are experiencing Intimate Partner Violence.
    - Referrals to support services.
    - Assistance to access accommodations /academic considerations
    - Safety planning
    - Information about both University and Police complaint processes, support in University process, if requested.
    - Support and information for housemates, classmates, teammates etc. who may also be impacted

- Explain that the notification process will not initiate any University investigative response. The student can decide whether they wish to file a complaint and initiate an investigation.
- As the recipient of the disclosure, you must assess other responsibilities, for example, in instances where the disclosure is made by a student in a professional program, there may be additional mandatory response requirements, e.g., when the student is a teacher candidate and wishes for the name or other identifying

information about a perpetrator to be shared with an official in the school board where an incident took place.

- Students do not require the direct referral to access supports. They can reach out directly to the SVPRC for information about options and next steps. If the student declines to have their contact information included in the notification but the course instructor/program coordinator has questions, a consultation between SVPRS and the instructor/program coordinator can take place without sharing student identifiers.

iii) Determine Next Steps with the Student

- Determine next steps with the student. In addition to the SVPRC, do you need to notify anyone else? Be honest about what you are required to do. If you are unsure of who else you need to notify, let the student know you will follow up with campus partner(s) (SVPRS and EHS should be your primary contacts for advising in this situation) and get back to them.
- Ask the student:
    - What actions or outcomes are they hoping for?
    - Do they want to / are they able to continue with the experiential learning opportunity?
    - What other supports are they accessing? (i.e. family, friend, human resources at the host organization)
- Clarify who will follow up with the student. Ensure that the student is okay to leave the discussion.
- Send a summary email to the student post-conversation to confirm next steps and understanding.

iv) Submit the SV Notification Form

- Access the form here (add link). https://www.queensu.ca/sexualviolencesupport/faculty-and-staff

v) After the Referral

- Students who disclose sexual violence are eligible to request academic considerations in an extenuating circumstance. Supporting documentation can be provided by SVPRS, HRAS and Student Wellness Services.

- If student requires a break from the experience or cannot continue with the experience, request consent to communicate directly with student's EL/host organization supervisor to explore options.

2.2.2. Harassment and Discrimination

Incidents of harassment and discrimination during an experiential learning opportunity, curricular or co-curricular, are covered under the Queen's Harassment and Discrimination Prevention and Response Policy.

Counsel students to work within the systems and processes of the workplace; OR, if there is nothing in place at the workplace; or the student is not working under Ontario Legislation (outside Ontario/international) OR, if they are not comfortable in doing this, then Queen's has a role to play, as outlined in the following steps:

i) Investigate Host Organization Protocols and Supports for Harassment and Discrimination and Determine if Student Reported the Incident to the Host Organization

- Ask the student if the host organization has a harassment/discrimination policy and protocols in place
- Ask if the student followed those protocols and reported the incident to their host organization supervisor
    - If the student did report the incident, ask them what steps the host organization has taken to address the situation.
    - Ask the student if they are satisfied with the host organization's response
    - If the student, and you, as the course instructor or program coordinator, are satisfied with the response, you do NOT need to report the incident to the Queen's Department of Environmental Health and Safety. Proceed to part iii)
    - If the student did NOT follow the host organization procedures, or is not comfortable reporting the incident to someone at the host organization, continue to part ii)

ii) Reporting the Incident to Queen's Department of Environmental Health and Safety

- If the student has **not** followed host organization protocols and **not** reported the incident to their host organization encourage the student to do so.

- If the student does not want to report the incident to their host organization, gather information about the incident and tell the student you will be sharing this with the Department of Environmental Health and Safety
    - While gathering information provide support and empathy to the student.
    - Ask the student:
        - What took place and who was involved (i.e. host organization staff, peers)?
        - What actions or outcomes are they hoping for?
        - Do they want to / are they able to continue with the experiential learning opportunity?
        - What other supports are they accessing? (i.e. family, friend, human resources at the host organization)
- Send a summary email of the incident to at ehssa@queensu.ca
- Send the student a summary email of what you discussed and who you will report the incident to. Tell them you will wait to hear from the Department of Environmental Health and Safety to advise on next steps.

ii) After Reporting

- Wait for subject matter experts in the Department of Environmental Health and Safety to provide you and the student with next steps.
- If the student requires a break from the experience or cannot continue with the experience, support or lead communication with their EL/host organization supervisor to explore options. If leading communication, request consent from the student regarding what details can be shared with the host organization.

- Review course/program/department policies for academic consideration and how they will be applied during breaks and/or withdrawal from the experience.

2.2.3. Injury and/or violation of local Employment Standards, including Workplace Health and Safety

Health and Safety in the workplace is about preventing and managing risks to workers and others.

i) Investigate Host Organization Protocols and Supports for Hazard/Injury Reporting and Determine if Student Reported the Incident to the Host Organization

- Ask the student if the host organization has a hazard/injury reporting process/procedures in place and whether there is a Joint Health and Safety Committee or safety representative
    - If these exist, ask if the student followed those procedures and reported the incident to their host organization.
    - If the student DID report the incident to the host organization, and both the student and you, as the course instructor or program coordinator, are satisfied with the response from the host organization, you do NOT need to refer the incident to Queen's Department of Environmental Health and Safety. Continue to part iii)
    - If the student did NOT follow the host organization procedures, or is not comfortable reporting the incident to someone at the host organization, continue to part ii)

ii) Reporting the Incident to Queen's Department of Environmental Health and Safety

- If the student has **not** followed host organization protocols and **not** reported the incident to their host organization encourage the student to do so.

- If the student does not want to report the incident to their host organization, gather information about the incident and tell the student you will be sharing this with the Department of Environmental Health and Safety
    - While gathering information provide support and empathy to the student.
    - Ask the student:
        - What took place and who was involved (i.e. host organization staff, peers)?
        - What actions or outcomes are they hoping for?
        - Do they want to / are they able to continue with the experiential learning opportunity?
        - What other supports are they accessing? (i.e. family, friend, human resources at the host organization)
- Send a summary email of the incident to at ehssa@queensu.ca
- Send the student a summary email of what you discussed and who you will report the incident to. Tell them you will wait to hear from the Department of Environmental Health and Safety to advise on next steps.

iii) After Reporting

- Wait for subject matter experts in the Department of Environmental Health and Safety to provide you and the student with next steps.
- If the student requires a break from the experience or cannot continue with the experience, support or lead communication with their EL/host organization supervisor to explore options. If leading communication, request consent from the student regarding what details can be shared with the host organization.
- Review course/program/department policies for academic consideration and how they will be applied during breaks and/or withdrawal from the experience.

2.2.4. 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.

i) Assess the Form of Misconduct

- Based on the information you gathered when following the initial response protocol, review the following descriptions and decide whether the incident is a case of student non-academic misconduct, and/or a departure from Academic Integrity.

  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.

  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.

- If you are uncertain in your assessment, contact your Department Head.

ii) Respond to Misconduct

- If you believe this is a case of student **non-academic misconduct**, you are encouraged to contact the Non-Academic Misconduct Intake Office and complete a Non-Academic Misconduct Incident Report Form
- If you believe this is a case of **departure from Academic Integrity**, refer to Queen's policy 'Academic Integrity Procedures – Requirements of Faculties & Schools.

iii) Follow-up with Student and Host Organization

- If the student requires a break from the experience or cannot continue with the experience, support communication with their EL/host organization supervisor to explore options. If leading communication, request consent from the student regarding what details can be shared with the host organization.
- Review course/program/department policies for academic consideration and how they will be applied during breaks and/or withdrawal from the experience.
- Review course/program/department policies for academic consideration and how they will be applied during breaks and/or withdrawal from the experience.

2.2.5. Student Wellness

For non-emergent situations, follow the guidelines below. *The Student Affairs Green Folder is an important resource for guiding your approach to communicating with a student in distress.

As soon as you sense that a student may be unwell or in distress, use the script below to guide students in accessing supports:

i) Provide Information to Help Students Access Supports

- Approach with concern and be specific about the behaviour that worries you
  - "I've noticed that you've…"
- Listen non-judgmentally
  - "What can I do to support you…"

- Support the student by offering hope and letting them know you are concerned
  - "It sounds like you're feeling out of place…"
- Provide Information about Supports
  - "Here are some resources that might help…."

ii) Resources (Non-Emergent)

- Queen's Student Wellness Services Counselling Services (Ontario Students Only)
  - In-person and remote appointments; Book an appointment online or by calling 613-533-2506
- Empower Me
  - 24/7 phone service for crisis situations and scheduled sessions allow students to connect with qualified counsellors, consultants and life coaches. 1-833-628-5589

*If you feel these resources are **not** adequate and that the student needs additional support you can follow your department's procedures for making a CARE referral:*

- Queen's CARE Referral System:
  - Make a referral using the online portal OR;
  - Contact the CARE Referral Program via email at supportservices@queensu.ca

iii) After the Referral

- Discuss with the student the possibility of accommodations in the workplace
  - If the student wants to disclose information to their supervisor, ask the student how you can support them in discussing the situation and asking for accommodation
- If the student requires a break from the experience or cannot continue with the experience, support communication with their EL/host organization supervisor to explore options. If leading communication, request consent from the student regarding what details can be shared with the host organization.
- Review course/program/department policies for academic consideration and how they will be applied during breaks and/or withdrawal from the experience.

2.2.6. Political or environmental emergencies

i) Investigate Host Organization Protocols and Supports:

- Does the host organization have an emergency response plan or protocol in place that covers the nature of the incident and provides support to the student?
    - If so, has the student reported the incident?
    - If the student has not connected with the host organization for support during the incident encourage them to do so.
    - If the student has accessed services at the host organization and both the student and you, as the course instructor or program coordinator, are satisfied with the results, then no further action is required.
        - If you or the student are not satisfied with the results, suggest the alternate supports below.

ii) Alternate Supports

- If the host organization is not able to provide support to the student:
    - For Domestic placements:
        - For critical or life-threatening situations or incidents they should contact 9-1-1.
        - Student should contact CSES at 613-533-6111.
    - For International placements:
        - Student should contact International SOS at 1-215-942-8478.
        - Student should also be encouraged to register with the embassy or consulate of their citizenship within the host country.
        - For critical or life-threatening situations or incidents they should contact the countries 9-1-1 equivalent if there is one or the local authorities (police, ambulance, fire).

iii) Reporting the Incident

- If the student has not heard back from the host organization, or is afraid to connect with the host organization or the various supports, gather information about the incident and tell the student you will be sharing this with the Department of Environmental Health and Safety:
    - While gathering information provide support and empathy to the student.
    - Ask the student:

- What took place and who was involved (i.e. host organization staff, peers)?
- What actions or outcomes are they hoping for?
- Do they want to / are they able to continue with the experiential learning opportunity?
- What other supports are they accessing? (i.e. family, friend, human resources at the host organization)

- ☐ Send a summary email of the incident to at ehssa@queensu.ca
- ☐ Send the student a summary email of what you discussed and who you will report the incident to. Tell them you will wait to hear from the Department of Environmental Health and Safety to advise on next steps.

iv) After Reporting

- ☐ Wait for subject matter experts in the Department of Environmental Health and Safety to provide you and the student with next steps.
- ☐ If the student requires a break from the experience or cannot continue with the experience, support or lead communication with their EL/host organization supervisor to explore options. If leading communication, request consent from the student regarding what details can be shared with the host organization.
- ☐ Review course/program/department policies for academic consideration and how they will be applied during breaks and/or withdrawal from the experience.

3. Cross-Institutional Communication

In situations where the EL incident causes concern about the suitability of a host organization or location to host future experiential learning opportunities, the subject matter experts who originally received reports of the incident will consult with other subject matter experts and leadership across the relevant faculties.

This document was created through the collaboration of staff and faculty in the following departments:

- Environmental Health and Safety; ehssa@queensu.ca
- Insurance and Risk Management; insurance@queensu.ca
- University Secretariat and Legal Counsel; univsec@queensu.ca

- Experiential Learning Hub; el.hub@queensu.ca
- Sexual Violence Prevention and Response Services; svprservices@queensu.ca
- Faculty of Education

For general questions, please contact the Experiential Learning Hub at el.hub@queensu.ca; for specific incident-related questions, please contact the relevant units listed above.