

Foundations of International Student Management & Advising

Presented by Desma Smith

Objectives for today's presentation

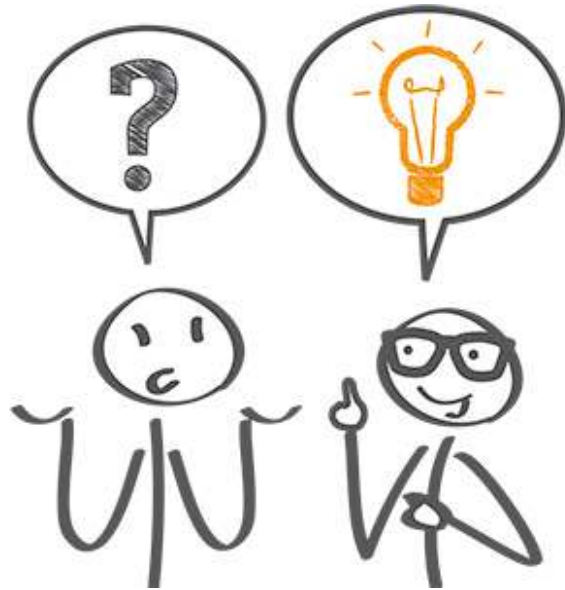
- An opportunity to consider the skills required to advise students and support education providers
 - and perhaps recognise new ones
- Hopefully some time to share knowledge as we go
- Develop your network of like-minded professionals
- Discussions on what works when

Rules for the session

- Unlike a workshop, there may not be a lot of time for discussion in this presentation format, however:
- If you share case issues, please don't bring content to the discussions that may break confidentiality.
- Share only in the context of the discussion or a question.
- We will also consider International Student Advising and Critical Incident Management in a fully rounded context as a practical problem solver and as risk management professionals
- if people do say something of a personal nature about their feelings and experiences, let's respect their sharing.

What is an ISAs role?

- Interpretation of a variously defined role
- What makes up what you think you do?



For you

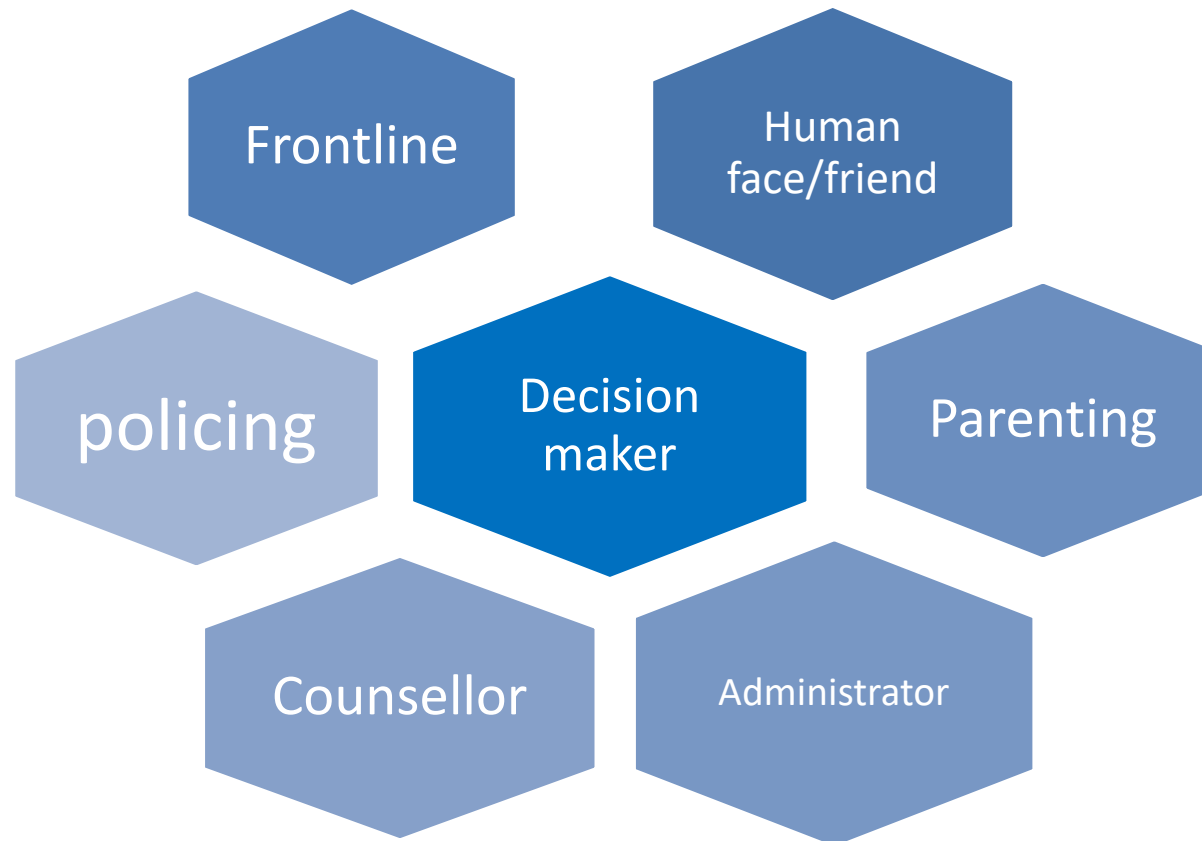
For the
students

For your
institution

Let's look at how an ISA might often work – what do we aim for?



What roles do you undertake?



Regulatory Considerations

Provider rules & regulations

International regulatory frameworks

State or local regulations

Parliamentary Acts

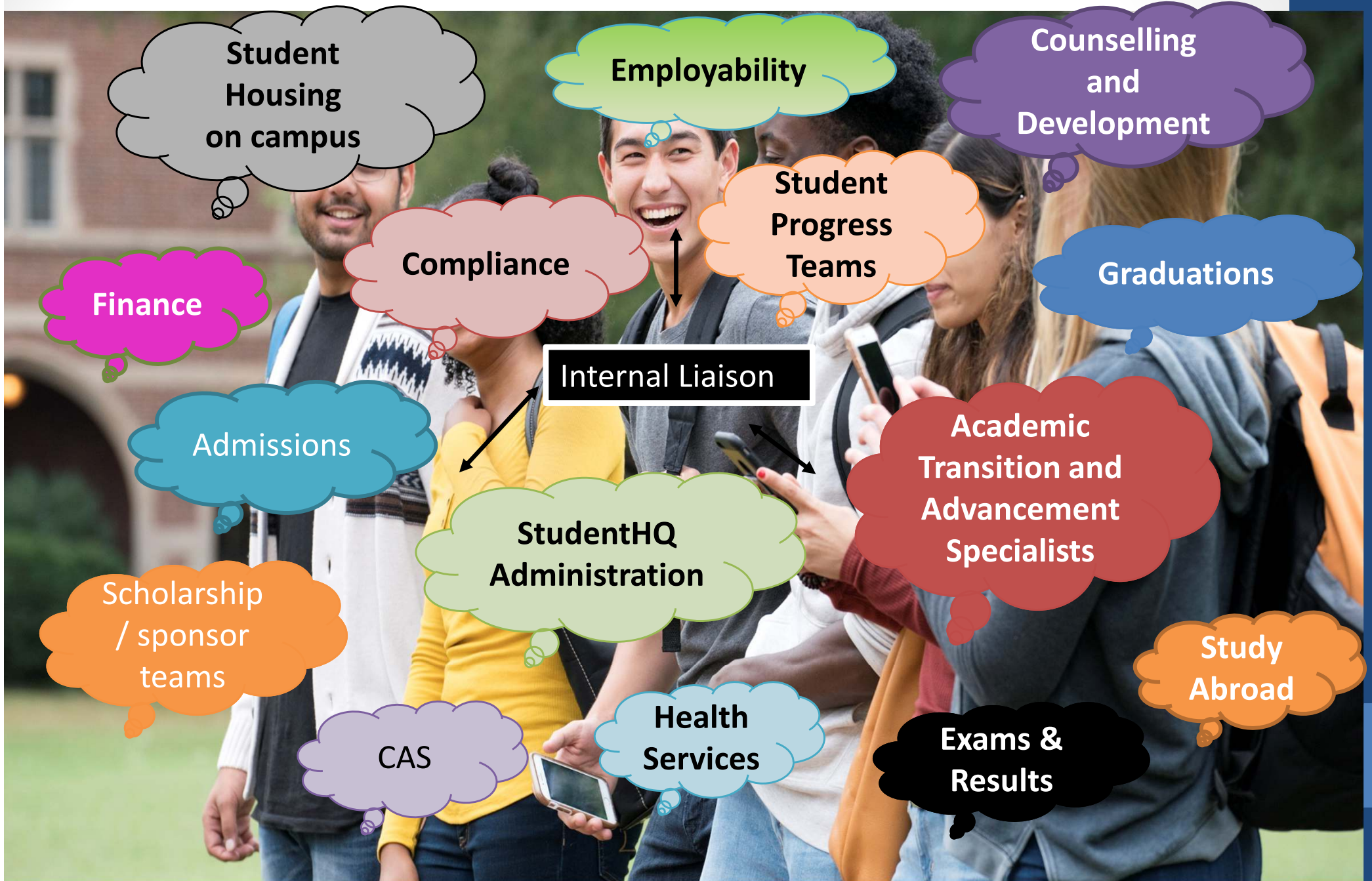
Education Acts

Privacy & Consumer Rights

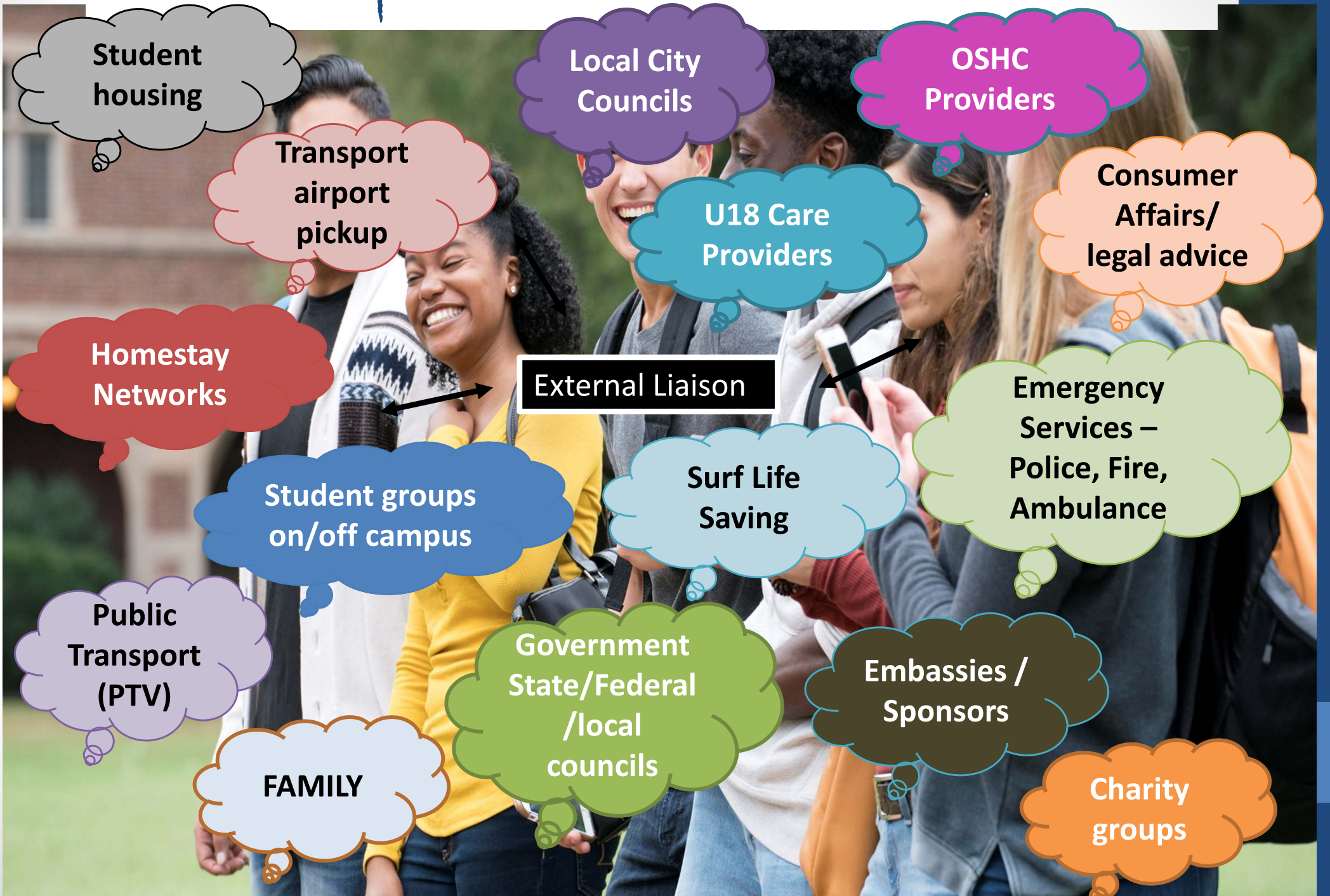
Migration Act

National Codes

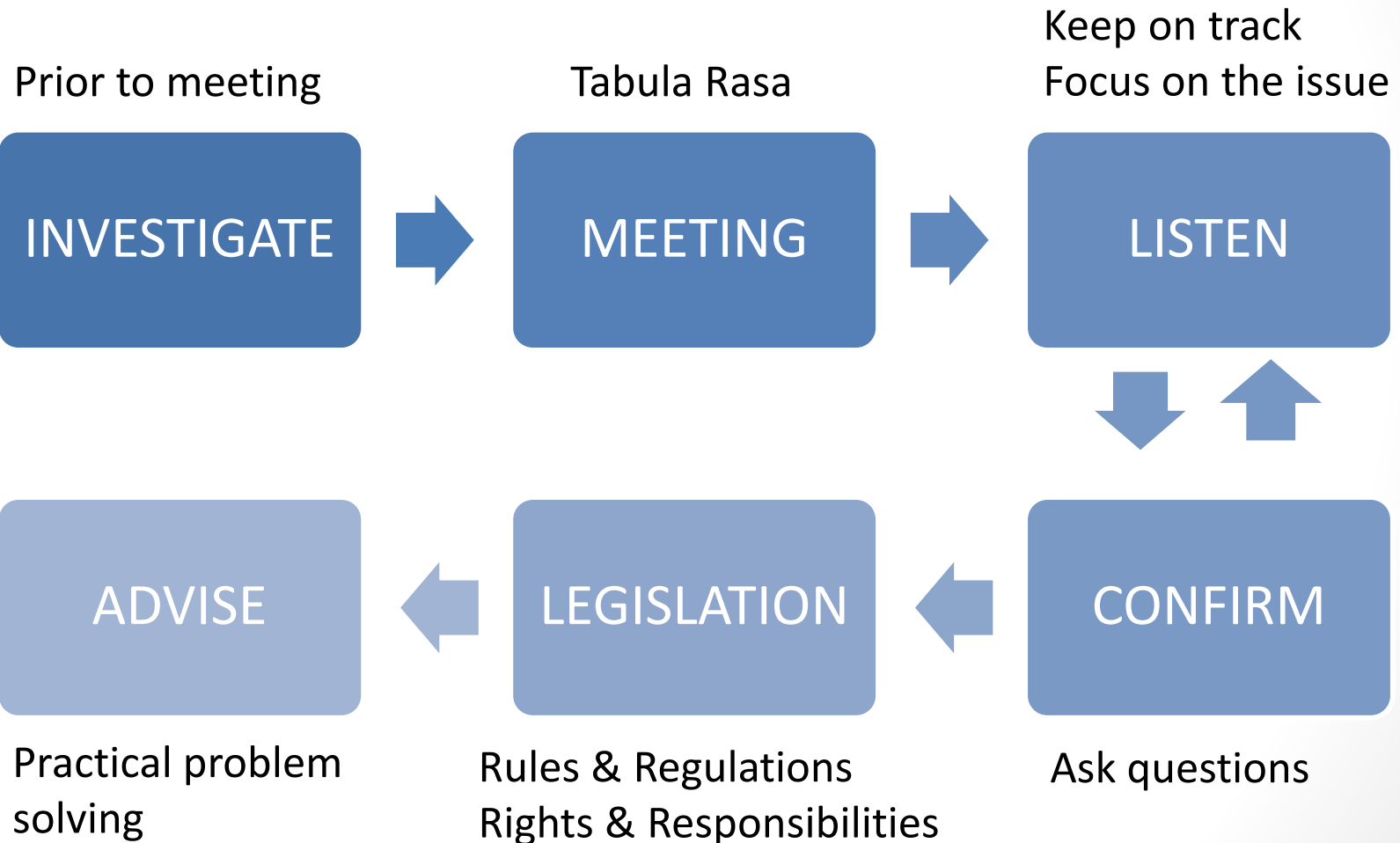
A DAY IN THE LIFE



A DAY IN THE LIFE

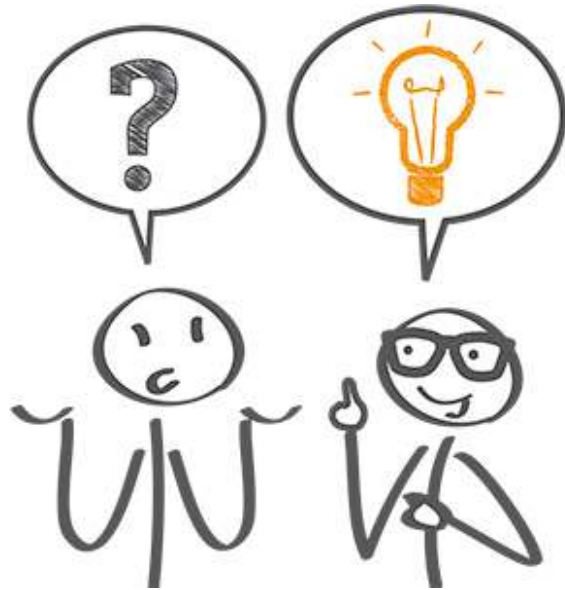


Recipe for advising – Investigative Interviewing



What is a risk?

- Who are we managing risk for?
- What do those risks look like?



For you

For the
students

For your
institution

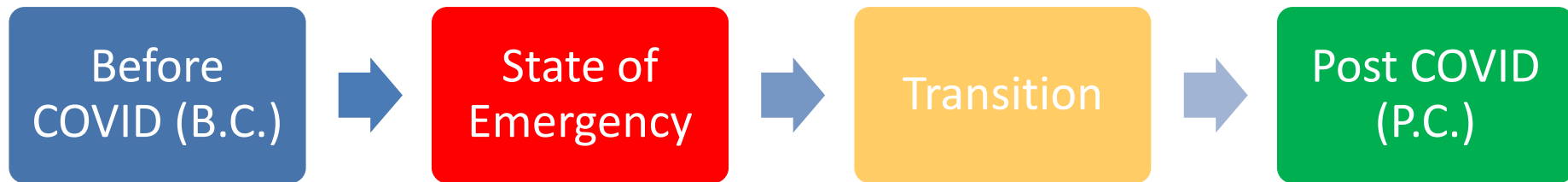
Considering risk in all you do

A risk lens is required in all that you do

What other risks need to be considered? Think back to the role honeycomb

- For events and activities, it's clear to utilise an OH&S style risk assessment and treatment register
- But consider the conversations you have with students
- Subjective decision making – permitted or suggested within the ESOS Legislation
- Compassionate & Compelling Circumstances
 - Institutional interpretation
 - Consistency across circumstances when we're dealing with interpretations
 - Circumstances are not consistent student to student
- Advice you provide
 - What do you say?
 - What do you put in writing?
 - DOES THE STUDENT UNDERSTAND IT?

Covid – and a changing world



Expectations of a 'New Normal'

COVID – and a changing world



INSTITUTION

- Loss of profit
 - Quick change to online learning
 - Redundancies
 - COVID safe practices
 - Lockdown
 - Remote operations
 -
-
- Encouraging students back
 - New priorities
 - Regaining profits lost
 - Managing new issues (financial & mental health)



STAFF

- Loss of knowledge / staff reduction
 - More with less
 - Work from home
 - Personal life
 - Mental health
 - Trauma
 - Juggling expectations in a fast/constantly changing environment
 - ...
-
- More with even less
 - Expectations on a 'new normal' – belonging, sticky, creating a desire to be on campus



STUDENT

- Trauma / fear
 - Urgent travel home
 - Incapacity to travel home
 - Online studies
 - Experience
 - Mental health
 - Ability to cope
 - Impaired decision making
 - Commenced study overseas
 -
-
- Heightened fears and hesitancies
 - Some forced to return
 - Reduced capacity to cope
 - Increased financial pressures

What is a critical incident?

- Let's have a go at defining a critical incident.
- One definition:
“A tragic or traumatic event or situation affecting a student or staff member which has the potential to cause unusually strong emotional reactions in a person/people, the school/campus community.”

When an issue arises

Is it a critical incident?

Does it pose a threat?

**Do others think it is a critical
incident?**

Examples of critical incidents

- Critical incidents are not limited to, but could include:
 - missing students;
 - severe verbal or psychological aggression;
 - death, serious injury or any threat of these;
 - natural disaster;
 - issues such as domestic violence, sexual assault, drug or alcohol abuse;
 - Non-life-threatening events could still qualify as critical incidents.

What do we aim to do in a critical incident ?

- Provide support and to address immediate practical tasks and facilitate family, friends and loved ones.
- Focus should also be on supporting the student population.
- Establish levels of order and control as appropriate in what others may perceive as chaotic situations.
- Recognise our own limitations and boundaries.

How do we deal with critical incidents?

Prevention Preparation

WHY? (do we need to be prepared)

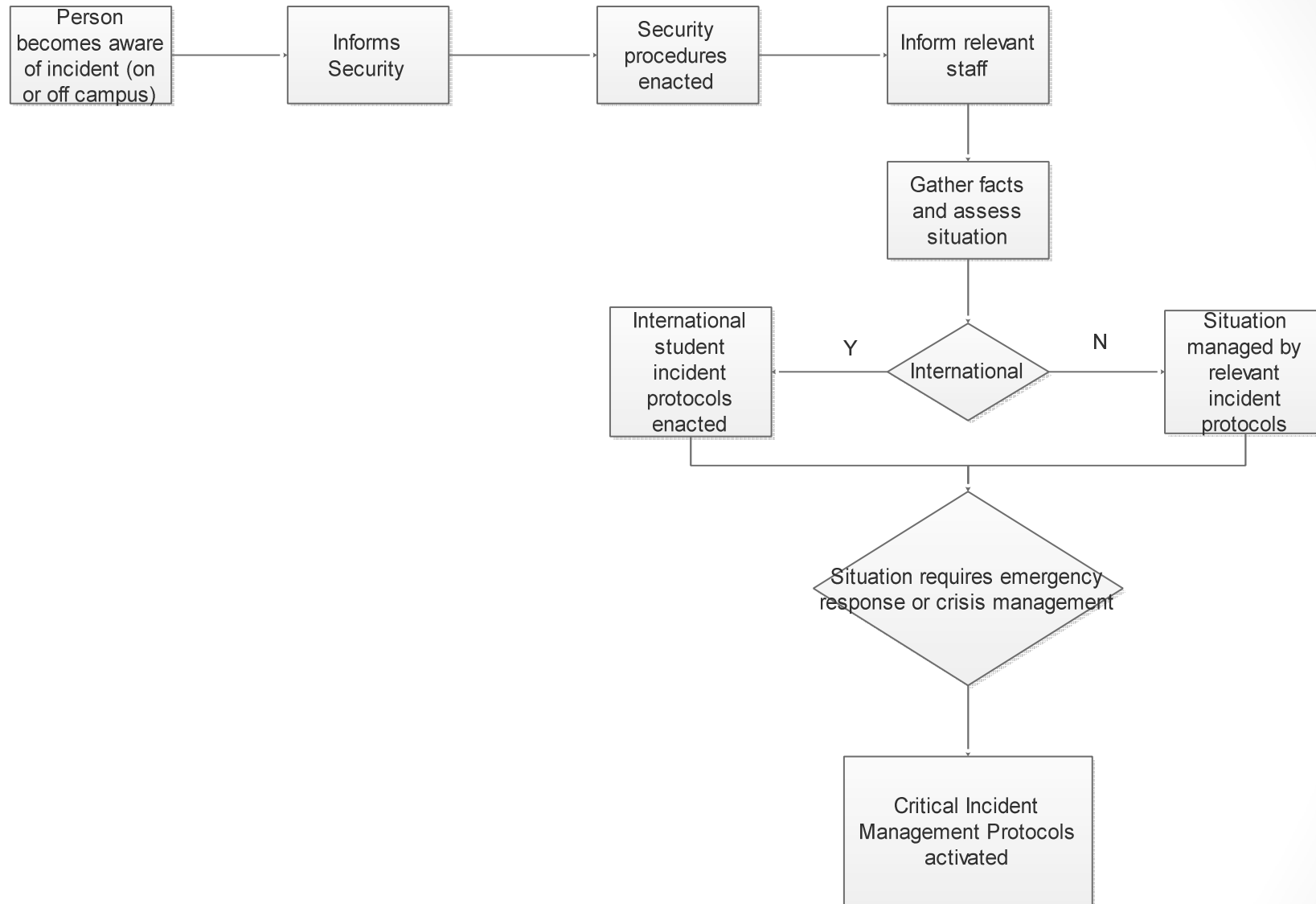
- Legislative requirements
- Resources are allocated
- Staff are trained and prepared

HOW? (can we be)

- Staff professional development
- Request budget allocation and agreed use
- Use risk management tools
- Have clear protocols or policies
- Be prepared to review and update post incident/s

Processes

- Identify the issue.
 - Are there other departments to include?
 - Immediately? Or as it unfolds
- Who is affected by it?
 - How many?
 - What resources are available to assist / support
- Who do I need to inform?
 - Risk should ALWAYS be reported up
- Who do I need to consult?
 - Internal
 - Senior staff?
 - External
 - Medical
 - Emergency services / police



Some points to consider

INCLUDE

- Communication protocols – internal and external
- Resources –internal and external for a range of situations
- Community support
- Religious and Spiritual support
- Interpreting services
- Overseas Student Health Cover providers' details
- Emergency accommodation providers

THINK ABOUT

- Who should be the first point of contact?
- Will nominated staff be compensated for being on-call?
- Will staff be supported with appropriate resources?
- Who are the main staff that need to know of incidents in the first instance?
- What will be your protocols for managing social media chatter?

Off-site incidents

Incidents do not only occur on site. Emergencies may require staff to meet with students off-site.

Issues to consider for off-site staff attendance:-

- Controlled environment
- Uncontrolled environment

Self-care tips

Normal Reactions

- No one is untouched.
- You may want to stay involved until you feel your work is finished.
- You will likely try to override stress and fatigue.
- You may deny the need for rest and recovery time.
- Staff push themselves too hard and they tend to be dissatisfied with their part in the outcomes of the event.

Make your involvement more effective, efficient, and safe

How?

- You have the right not to cope.
- You need to share the load.
- Talk about your emotions.
- Organise work rotations.
- Look after your health.

Vicarious traumatisation

- Do:
 - Find someone to talk to.
 - Get enough sleep.
 - Take time out.
- Don't:
 - Blame others.
 - Look for a new job.
 - Work harder and longer.

Debriefing

- Never force staff to participate in debriefing
- Compulsory de-briefing not best practice
- Voluntary participation in group session to share psychological education
- Always follow up with staff post-incident

ISANA resources & tools for professionals

[The Rainbow Guide](#) A template for providers in the support of international students intending to study in Australia

[The National Code Tutorial](#) an online training course for professionals in the international education industry

[Contact Points](#), Enabling international students during critical incidents.

[Lived Experience Toolkit](#) (LET) | Mental Health Support for International Students

[Religious and Spiritual Diversity Guide for Operational Police](#), Australia New Zealand Policing Advisory Agency

Mary Ann Seow

ISANA International Education Association

Mary.Ann@seow.net.au

Desma S. Smith

ISANA International Education Association

dssmith@swin.edu.au