

# Study Abroad Pre-Departure Orientation

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# Today's Agenda

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- Social identities and your host country
- Cultural humility
- Living and studying with your UWT colleagues
- OGA next steps
- Goal setting

*Please think of a goal you have for your study abroad.*

*Write it on the post-its provided and we'll share in a moment.*



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# Goal Setting

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Without goals, how can you achieve anything?

As we discuss more items today, continue to think more about your study abroad goals:

## Academic:

- Discipline-specific learning
- Knowledge of norms and cultures of another country and its educational system
- Language proficiency
- Field research techniques
- Career-related knowledge or contacts developed through an internship

## Ability and Skills:

- Autonomy/self-direction
- Confidence
- Critical thinking skills
- Tolerance for ambiguity
- Flexibility

## Attitudes and Awareness:

- Intercultural awareness and competence
- Awareness of global issues
- Ability to evaluate competing perspectives on global issues
- Interest in community service/involvement
- Appreciation of difference
- Awareness of one's own values and culture
- New perspective on the U.S. and its role in the world

# Creating a safe space for discussion

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## Guidelines

- Ask follow-up questions
- Give people time and space to think
- Be as honest as possible
- Devote your full attention to the person that is talking
- Feel empowered to disagree or pushback
- Respect differing opinions

# Stereotypes!

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- What are stereotypes about your host country?
- What are stereotypes about people who live in the US?
- How do these stereotypes align with your identity?

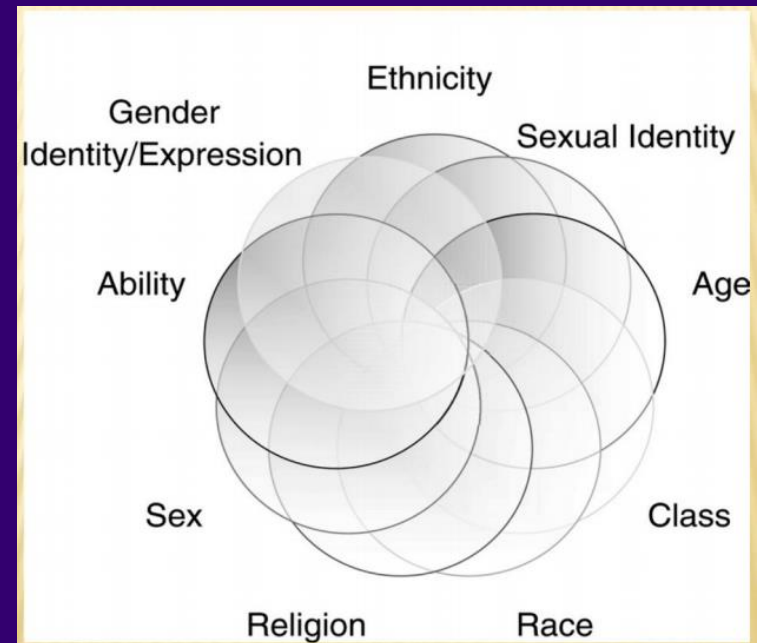
Fast forward to your study abroad experience. You're interacting with a local who believes these stereotypes to be **fact**. How do you navigate this situation? How do you feel? What do you want them to know about or learn from you?

It is likely individuals in your host country feel the same?

# How will your social identity interact with your host country?

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- Social Identity vs perceptions?
  - How will these identities be seen via other people's perceptions of you?
- Identity is fluid
  - Your experiences abroad will be shaped by your social identities.
  - The context with which you identify WILL CHANGE
  - How will these identities be seen through the cultural lens of your host country?



# Cultural Humility

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## Cultural Competence

- Finite amount of knowledge to acquire
- “Mission accomplished” mindset
- Assumes “mastery” is a possible outcome

## Cultural Humility

- The ongoing process of self-reflection and self-critique regarding your own culture and the culture of others
- Commitment to life-long self-evaluation
- Awareness of your own limitations
- Recognize and mitigate bias and power-imbalance



# Reflect

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<https://www.headspace.com/meditation/one-minute-meditation>

- Think about a time when you thought yourself/your culture superior to someone else('s).
- Looking back, what kind of bias do you have about this individual that may have influenced you?
- What were the power dynamics in the situation? What privileges did you have in the situation?
  
- Courtney will share her experience first.
- Small group share next.

# Using cultural humility to interact with your host culture

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- Respect
- Open-mindedness
- Keep smart phone/social media usage in check
- Act as a mediator
- Avoid stereotypes

## REMEMBER:

- Actions are based on societal and cultural values.
- Recognize the progress you are making.

# Scenario discussion

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## Remember our discussion guidelines

**Scenario 1:** You identify as Latinx. Since arriving in your host country, several people have asked you where you're from. When you tell them you're from the States, they don't believe you. They keep asking "No, where are you *really* from?"

- Why do you think this is happening to the student?
- What stereotype do they believe about people from the States?
- What kind of power does the student hold in this situation?
- How would you deal with these comments?

**Scenario 2:** You identify as white, gay woman who uses they/them and generally feel inconspicuous in the United States. Italian people often ask you if you have a boyfriend and use she/her pronouns when referring to you. This does not meet your expectations and makes you angry and uncomfortable.

- What expectations do you think the student originally had?
- What kind of power does the student hold in this situation?
- What can they learn about themselves or their host culture from this situation?
- As an ally of the student, How would you address this issue with faculty members or the rest of the group?

# How will your social identity interact with your host country?

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Get out your phone and do some googling about....

- Major religion?
- Current events?
- Population make-up?
- Immigration?
- LGBTQ+?
- Racial and ethnic history?

\*\*These factors may effect how you're perceived and treated while abroad.\*\*

How might your social identity benefit you while abroad? What skills are you taking with you into your study abroad experience?

# How will your social identity interact with your host country?

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- Make a plan – what skills do you already have that you can use?
- Our recommendations:
  - Talk to your faculty leaders.
  - Support system
  - UW resources- OGA, CEI, etc
  - Don't lose sight of your goals
- If needed- use the [Bias incident report](#)
- Be INCLUSIVE and be an ALLY!

# Social Identity Resources

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- > [ALLABROAD.us](http://ALLABROAD.us) is a comprehensive site for students interested in diversity issues abroad. The site also provides specific advice for African Americans, Asian and Pacific Islander Americans, Hispanic and Latino Americans and Native Americans.
- > [DiversityAbroad.com](http://DiversityAbroad.com) offers discussion forums, destination guides, student blogs, and a funding directory to assist students of diverse backgrounds.
- > [Diversity Issues in Study Abroad](#) is a collection of Brown University student perspectives about diversity, identity and discrimination abroad.
- > [Study Abroad Matters: Top 10 Reasons for African American Students to Study Abroad](#) addresses the specific benefits to African American students of studying abroad.
- > [Encounters of Another Color](#), by Stephanie Griffith, appeared in the New York Times and describes her experience as a Black American student in Madrid, Spain.
- > [Mobility International USA](#) empowers those with disabilities to study abroad.

# Living in a Shared Environment

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How will my living situation be different than what I'm used to?

- Bathrooms
- Laundry
- Space
- Walking and public transportation

# Living in a Shared Environment

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## Conflict Management

- **When you're around people who have different experiences and values, you're bound to have conflict.**
- **Survey says:** Prepare ahead for interpersonal issues!



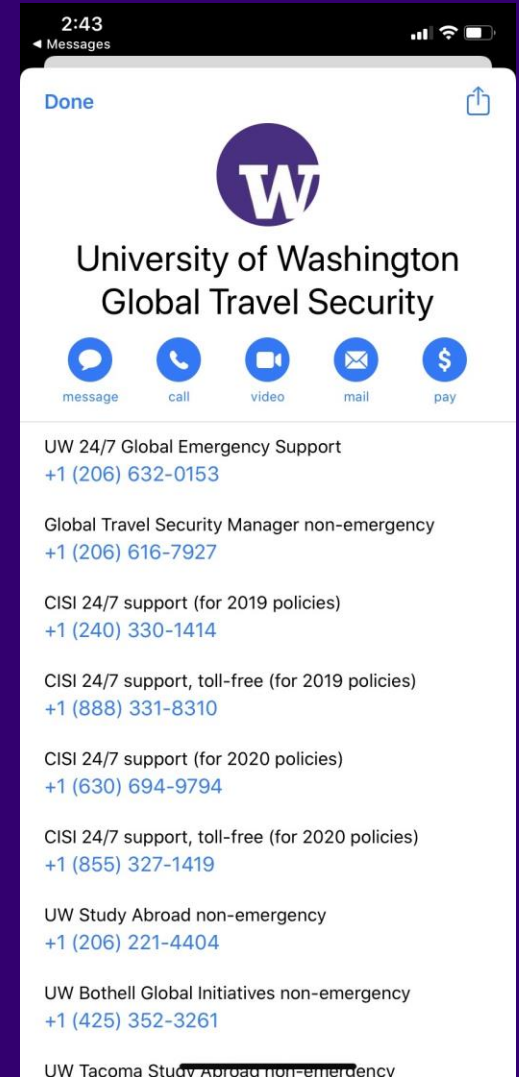
# Study Abroad Support

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- The Office of Global Affairs is here to support YOU, the student, throughout your pre-study abroad, study abroad, and post-study abroad experience
  - Even while abroad please email me @ [uwtintl@uw.edu](mailto:uwtintl@uw.edu) with concerns, questions, etc
- We encourage you to disclose pertinent personal information with us/program directors. OGA can facilitate dialogue.
  - Mental health issues
  - Disabilities and accommodations
  - Food allergies

# Download emergency card

Text uwglobal to  
505-544-4999



# FOLLOW US ON SOCIAL MEDIA

- Follow us @uwtstudyabroad
- Use hashtag #uwtstudyabroad



Don't forget to follow us on Instagram or Facebook to check in with your UW Tacoma peers as they study abroad this summer. Read student blogs, watch videos of their time abroad, and more!

Facebook:  
[facebook.com/UWTAbroad](https://facebook.com/UWTAbroad)  
Instagram: @uwtstudyabroad



# Tips

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- Take photos of everything (including vaccine card)
- Create an arrival plan
- Leave cash/cards somewhere safe
- Call your bank before leaving
- Bring medications in your carry-on luggage
- Communications while abroad
  - Cell phone
  - FaceTime, WhatsApp, Skype, iMessage
- Set reasonable expectations and check in with your goals
- Take time to reflect and journal

# COVID-19 and Study Abroad

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- Italy entry requirements
  - Bring proof of vaccination
- Returning to the US
  - Nothing at the moment

\*\*It is your responsibility to stay updated as these may change\*\*

## Next steps

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- Complete all online requirements
- Review Arrival Info and Course Schedule info you received on March 7th
- Media equipment can be rented from IT Helpdesk
- Pay program fee (when tuition is due...)
- OGA will register you for your study abroad courses
- Attend program-specific pre-departure orientation
- If you have questions, email us at [uwtintl@uw.edu](mailto:uwtintl@uw.edu)

# Goal Setting

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Imagine you're finishing up the study abroad program for which you're now applying. Someone asks you if you've had a successful study/intern abroad experience. What would need to happen in order for you to say "Yes, I had a great experience".

- What would you have done while abroad?
- What would you have learned?
- How would it prepare you for the future?

Take a few minutes to edit the goals you originally set for yourself. **DON'T FORGET TO WRITE YOUR NAME ON YOUR GOALS!**

Remember to talk with your study abroad program directors about your goals!!!

# After study abroad...

- Global Ambassadors Program
  - International and domestic students groups form a deeper understanding of UW Tacoma's urban-serving mission.
- Teaching English Abroad Info Sessions
- Fellowships and Scholarships sessions focused on international grad school, work or research



# A DAY IN THE LIFE VIDEOS!

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# QUESTIONS

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# What did you learn today?

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Provide these resources to students?

- > Ask students to share out a few things
- > Remind them of pre-dep quiz