



STUDENT HANDBOOK

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SJU'S APPROACH TO SERVICE LEARNING

Service learning is a values-based model of experiential learning that intentionally combines **education** and **community service** with **critical reflection**. At St. Jerome's, our programs are rooted in the values of solidarity, reciprocity, the dignity of all, and working together for the common good.

When a student engages with one of our service learning programs they can expect to receive training in topics such as: power and privilege; ethics; sustainability; interpersonal relationships; self-awareness, self-care; and more. Students are also trained in the art of personal reflection and receive guidance and mentorship throughout the experience. With this approach, we seek to equip students with relevant knowledge about complex social justice issues as well as the aptitude and (ideally) the habit of pausing to make meaning from their experience. This training occurs before, during, and after students engage in serving, so that students are empowered to respond to community partners with thoughtfulness and sensitivity throughout the experience.

From the perspective of our community partners, this training gives service learning students an excellent foundation to be active colleagues and allies in the pursuit of social justice both locally and abroad. And, because SJU has worked hard to foster direct, mutually beneficial, and collaborative relationships with our community partners, we are able to reflect and continually improve together in this shared vision.

PROGRAM OBJECTIVES

SJU's Service Learning programs seek to facilitate and encourage a transformative student experience, such that we **build foundations for socially responsible and active citizens**.

We believe that stronger communities and authentic human connections are critical foundational elements in working towards social justice. We believe that by encouraging students to engage in meaningful experiences of **community**, develop in themselves a sense of **purpose** and **solidarity**, and **reflect critically** on the events taking place around them, that students will be equipped and prepared to respond wisely and empathically to the challenges and injustices in our world.

Purpose

- Students develop a strong understanding of their own values and identity in relation to others
- Students experience a sense of belonging to a greater collective and responsibility to a common good

Community

- Students learn from lived experiences and mentorship of community partners, who share our vision
- Students build meaningful relationships in solidarity with marginalized community members
- Students recognize impacts of their actions on others and make choices that contribute to greater equity

Solidarity

- Students are invited to encounter, with respect, significant social injustices and those affected
- Students identify strengths and opportunities for growth in themselves and others
- Students learn to navigate ambiguity, change, discomfort, and vulnerability, and respond with empathy

Critical Thinking

- Students build habits in active learning and critical reflection
- Students seek to understand the complexity of interconnected social justice issues
- Students grow in awareness and understanding of their own experiences of privilege and/or oppression

LANGUAGE MATTERS

One important step in avoiding the ‘voluntourism trap’ is to be intentional in promoting the dignity of everyone through our words and actions. This means that the way we talk about our experiences – the words we choose and the stories that they tell – must be as attentive to the spirit of reciprocity as the work itself.

Helpful tips for talking about service learning

- **Highlight your relationship** when describing the people you encounter
 - Talk about your *friends, neighbours, community partners, etc.*
- **Focus on the situation** when describing realities of injustice
 - Educate yourself and others about *economic disparities, social inequity, environmental degradation, climate change*, etc. Be clear and specific about the problems you’re aware of and where your knowledge comes from
 - Use “people first” language to name *people who experience* economic disparity, *people who experience* the strongest impacts of climate change, social inequity, etc.
- **Use proper geographic names and demonyms** to describe places and people
 - Use actual names of cities, regions, countries; learn to pronounce and spell them, and educate those around you with patience and confidence
 - Donyms describe people from a given place: *Canadians, Peruvians*, etc.
- **Highlight collaboration and credit leadership** when describing projects
 - We will *serve, collaborate, work together, support, contribute, participate in* x project lead by [name/title of local host or project lead]
- **Learn more about your own and others’ experiences of privilege and/or oppression**
 - If you experience white privilege (or if you don’t), try reading books like Layla F. Saad’s *Me and White Supremacy* to understand how well-meaning people often contribute to systems of oppression, and how this can be avoided
 - Seek out mentors you admire (these might be people you know in real life, or authors of books/media) and pay attention to *how* they respond to instances of oppression – whether through acts of self/community care, advocacy, solidarity, or systems change.
 - Ask yourself, how will your story sound to someone with a different lived experience of privilege and/or oppression than yourself?
- **Emphasize learning and relationships** as the purpose of your experience
 - Emphasize shared learning about: values, culture, language, specific skills, history, etc.
 - Emphasize and learn more about the value of the human relationships you develop along the way. Ask your hosts, why are these partnerships important? Ask permission to share their stories with your friends and family.

What not to do:

- **Avoid labelling people** based on the systemic injustices they encounter
 - Don’t describe people as *disadvantaged, impoverished, poor, needy*, etc.
- **Avoid generalizations** that make it seem like everyone in one place has a similar experience or struggle
- **Avoid labelling places** based on Western narratives of development
 - Don’t say: *third world, or poor communities*; even the term ‘*developing country*’ has unnecessary connotations, as the UN Sustainable Development Goals show us that *all* countries are in a continual process of developing
- **Don’t be the hero of your own story**
 - Resist the temptation to tell a story about what you are building/fixing/teaching/etc.
 - Don’t miss the opportunity to celebrate the mutual learning, mentorship, and leadership you experienced in relationship with your community partners

PROGRAM OVERVIEW

Winter Term

- Online applications – January and February
- Applicants are invited to submit Rob Way Bursary applications (see below)
- Interviews and Offers – March
- Orientation meeting – April

Spring Term

- Travel preparations through SJU – Flights are booked, risk waivers and other required paperwork is submitted, etc.
- Students independent travel preparations – attend a travel clinic, visa applications (for non-Canadian passport holders), etc.
- Fundraising (self-directed)

Fall Term

- Pre-departure Retreat
- SJU in Peru Course (Religious Studies 291) – Weekly seminars, readings, assignments, etc., as per the course syllabus
- International Experience – Reading week

ACCESSIBILITY

FINANCIAL SUPPORT AND FUNDRAISING

SJU believes that service learning opportunities should be available to everyone, which is why we make all efforts to minimize the costs of these experiences to students. As well, students with limited financial resources are encouraged to apply for a number of scholarships available to support their international experience.

1. **Rob Way International Service Learning Bursary:** SJU is grateful for the generous donation of Rob Way, which supports students experiencing financial need to access international service learning at SJU. Students should inquire directly with the Service Learning Coordinator about applying for this bursary.
2. **St. Jerome's Scholarships:** *Any SJU in Peru student may apply to SJU scholarships*, regardless of whether or not they have lived or studied at SJU previously. Applications for SJU Upper Year Scholarships will take place once per year in the Fall term.
3. **UWaterloo Student Award Database:** Student awards can be found on the [University of Waterloo Student Awards and Financial Aid website](#).

Note: Unfortunately, SJU in Peru does not qualify for UW's International Experience Awards at this time.

Students may also choose to undertake personal fundraising initiatives to support their experience. SJU may be able to provide material or practical support for fundraising initiatives, such as space on campus, printing, etc. If students wish to write a fundraising letter for distribution in their networks, we ask you to collaborate with the Service Learning Coordinator. This is important so that students can produce the most effective fundraising letter possible, and so SJU can keep track of public communications with respect to SJU in Peru.

Finally, students should keep in mind the following tips when planning fundraising initiatives:

- Ensure that any donors understand that they will not receive a tax receipt for their donation
- Practice Gratitude – be ready to thank donors in a genuine way (i.e. thank-you cards, post-cards, etc.)
- Consider how to share the experiences with your supporters. How will donors learn about the value of this experience? Will you send email updates, post on social media, or invite them for a coffee when you return? Whatever you decide, keeping your supporters informed of your experience is essential.
- Be mindful of the language you are using to describe your experience – see the previous section on *Language Matters* – and be sure not to call into question the values or integrity of SJU in Peru.

FOSTERING SAFER AND BRAVE SPACES

The SJU in Peru program requires students to grow in their understanding of lived experiences of privilege and oppression. This understanding enables students to be sensitive and thoughtful in seeking to honor themselves and the community partners whom they will serve through community engagement. We understand and expect that each individual who joins the SJU in Peru program will bring with them different lived experiences, identities, and positionalities, and this diversity means that discussing experiences of privilege and oppression is complex. SJU is committed to fostering both safer space (supportive and judgement-free environments) and brave space (respectfully challenge & growth oriented) in appropriate measures so all can engage meaningfully in this dialogue.

SJU in Peru facilitators are trained in both inclusivity best practices as well as Mental Health First Aid. Furthermore, SJU in Peru participants receive training in power & privilege, mental wellness tools, and interpersonal relationship skills. Finally, the emphasis on student support and mentorship before, during, and after the international experience allows Student Affairs staff to personally follow-up to regularly debrief with students as they navigate these complex topics of personal and interpersonal growth and development.

We cannot promise that these spaces will be easy, but we are committed to supporting all students through the process and ensuring that all students feel respected and empowered as they reflect personally and critically about what it takes to be a socially responsible and active citizen.

Finally, we recognize that for some students, traveling abroad to rural areas of Peru may not be possible or wise due to issues of personal health, wellness, identity, disability, etc. Students must make a personal decision about their comfort level with adapting to an international environment in which they have limited control over their mobility, diet, communication, medical or mental health supports, personal privacy, etc. and in which they may encounter identity-based policies or stigmas. Students should discuss any concerns with the Service Learning Coordinator throughout the interview process, or as soon as possible. We will do our very best to foster a safe learning environment with and for everyone involved in SJU in Peru, and seek to accommodate additional needs to support students' learning and wellness throughout the experience. However, sometimes accommodations are not possible due to the lack of resources in the remote places where we will travel and geopolitical realities outside of our control. In these cases, and in full collaborative discussion with the student, we may advise it to be unsafe or unwise for a particular individual to engage in this program. We highly encourage students to raise any concerns as soon as possible, ideally during the application process.

ORIENTATION AND TRAINING

ORIENTATION AND PRE-DEPARTURE

The first step in SJU in Peru is our Orientation, which includes: time to get to know one another; going over program policies and expectations; and workshops on key service learning skills and concepts. Schedules of orientation and pre-departure trainings are made available throughout the application process.

Likewise, a pre-departure retreat in the fall further equips students in preparing to travel. This retreat includes additional workshops, as well as travel preparation info, goal setting, personal reflection skills, and team building.

ACADEMIC AND EXPERIENTIAL LEARNING CREDIT

All SJU in Peru students must participate fully in the SJU in Peru course which includes: weekly seminars, readings, and assignments/assessments as per the course syllabus.

The SJU in Peru course is Religious Studies (RS) 291, or Special Topics in Religious Studies. In this course, we use a set of ethical principles known as the Catholic Social Teachings as a framework to explore ethical issues related social justice, and specifically justice issues that affect our community partners in Peru.

The SJU in Peru course is intended to provide students with the opportunity to explore social justice issues and responsible citizenship in an international context. Students engage with local community members as well as key partners in Peru who are all working within different sectors to make social change. Through encounter, small acts of service, and critical reflection, students have the opportunity to develop their understanding of the role they play in their international community. Through this course, we hope to build the foundations of socially responsible and active citizenship that will benefit our community partners and the community at large.

Our aim throughout the course is to develop a community of learning, so prepare yourselves to read and think actively and creatively, to communicate your ideas with all of us, and to ask lots of questions! It is a course that invites you to active and committed involvement, to thoughtful reflection, and rich conversations.

Central questions for the course: what am I learning about the type of person that I want to be in the world? What does this all mean for me and for the communities I am a part of? How is this learning/experience affecting my thinking and reflection on the world? What kind of world do I want to help to create?

There may be opportunities for students to arrange additional **experiential learning credits** for the international component of their experience through either the [GLIDE](#) or [EDGE](#) certificates. Either of these additional credits must be arranged separately at the student's initiative with an appropriate office at the University of Waterloo.

RE-ENTRY

Re-entry is the process of returning home after spending time abroad. For many people it can be even more difficult to return home to one's own culture as it was to adapt to their host context. Even in a short time, the experience abroad can have a significant impact on students' perspectives, and this can be challenging to express to loved ones back home who did not share in the experience. After the initial excitement of being reunited with friends and family, it's common for students to experience feelings of frustration, anxiety, confusion,

disappointment and/or depression. Through the second half of the SJU in Peru course, participants will have the opportunity to learn about this re-entry process, share their experiences with one another, and continue to reflect and make meaning of their experience with the support and guidance of SJU in Peru facilitators and their peers.

Students are also invited to provide program feedback throughout their experience, and especially at the end as they reflect on their time with SJU in Peru. SJU is very interested in receiving all constructive feedback so that we can continue to improve our Service Learning programs for future students and our community partners alike. Program feedback can be sent to the Service Learning Program Coordinator, another SJU in Peru Facilitator, and/or the Director of Student Affairs. In person meetings can also be arranged as needed.

Students are also invited to stay engaged in SJU in Peru by sharing their stories and experiences with future participants. This can be extremely meaningful for both the alumni and the incoming participant, as alumni have the chance to reflect in new ways, and new students benefit from the lived experience and learning of their peers.

COMMUNITY PARTNERSHIPS

RECIPROCITY AND SOLIDARITY

SJU's partnership with Café Femenino began in 2008 when our friends at Planet Bean facilitated the initial connection. As a fair trade coffee roaster, Planet Bean had a strong relationship of trust with Café Femenino and was able to vet that both partners initially shared a common vision.

Since then, SJU has nurtured a direct and reciprocal relationship with Café Femenino based on the mutual goals of supporting the fair trade movement and mentoring responsible global citizens for the future. Through SJU in Peru, we learn to act in solidarity with allies in Peru to address common development challenges, and we recognize that this solidarity is reciprocal. We understand that issues such as poverty, pollution, and discrimination exist everywhere – including here in Canada – and this is a program where we encourage students to step into the shoes of those most affected (at home and abroad), seeking to understand and lend dignity to this experience as part of a longer-term vision for a relational approach to sustainable development.

Furthermore, our partners at Café Femenino believe in the value of mutual learning that takes place through the SJU in Peru experience. They know this learning goes significantly beyond specific volunteer projects because the experience of traveling and volunteering in a new environment forces us into deeper reflection about who we are as people. This shared vision is essential so that the relationships we have with community partners around the world can be truly reciprocal – equally beneficial for everyone involved.

Finally, we continually and collaboratively seek to understand and support Café Femenino's organizational goals in the ways we compensate them for the valuable expertise and hospitality they offer during SJU in Peru. This is why each year we financially support a community development project of their choosing. We are proud to enable local leaders and experts to design and implement each project, and participate in solidarity when and where we are invited.

STUDENT COMMITMENT

CONDITIONS

All offers to the SJU in Peru program are conditional. To remain in the SJU in Peru program, students must:

- Be making satisfactory progress toward the completion of their degree.
- Deliver their non-refundable deposit of \$1500 (by e-transfer, credit, or debit) by the specified deadline.
- Deliver their second payment of \$1500 (by e-transfer, credit, or debit) by the specified deadline.
- Complete all required forms and documentation requested by St. Jerome's University, the University of Waterloo, the Government of Canada, and the Government of Peru.
- Participate in all mandatory orientation, pre-departure, and reintegration classes, workshops and retreats.
- Abide by the SJU in Peru Code of Conduct (found within the liability waiver, and which is discussed at orientation)

Students who fail to meet any of these requirements may be asked to leave the program at the discretion of the Program Coordinator.

FINANCIAL CONTRIBUTION

Students are responsible to pay St. Jerome's University **\$3000**, which is used to purchase flights and cover the expenses related to students' travel. This fee will be paid in two equal installments.

The \$3000 paid by the student covers their cost associated with:

- Flights
- Ground transportation within Peru
- Pick up and drop-off to/from airports
- All accommodations
- Most meals (Note: any meals required while our group is in transit through an airport are not covered. Students should be prepared to pay for meals on their own approximately 3-4 times total)
- Facilitation, language interpretation, museum entry fees, and other direct program expenses

Note: that the actual expense of each student's participation in the program as outlined above is typically greater than \$3000, and the additional costs will be offset by SJU in the spirit of keeping this trip as accessible as possible.

SJU also maintains a library of travel supplies that may be borrowed. We hope that students will not need to purchase any expensive gear to participate in this experience. Our library includes:

- Carry-on sized hiking backpacks (approx. 30-40 Litres)
- Compact sleeping bags
- Compact air mattresses
- Limited numbers of non-essential items such as money belts, head lamps, travel towels, and travel pillows

Additional program costs, not included in the totals above, remain the responsibility of the student. These include:

- Fees associated with health consultations prior to traveling
- Travel health insurance
- Fees for immunizations, immigration documents, and travel Visas (if needed)

- Passport renewal fees (passports must be valid for 6 months after returning to Canada)
- Any travel supplies participants would need (ie. luggage, clothing, toiletries, etc.)
- Baggage fees not covered by the airline
- Personal e-sim/international phone plans – this is optional. Facilitators will carry a phone for emergency use, and wifi is available in many urban places along the way.
- Some meals – specifically any meals required while transiting through airports are the students' responsibility.
- Any extra-curricular activities students engage with on their own time. Note free time during this program is extremely limited.

Under no circumstances, will students be allowed to travel without first completing all administrative and financial obligations to SJU in Peru.

The Service Learning Program Coordinator will book all airline tickets using funds collected from the student program fees. All tickets are non-refundable and non-transferable.

Students who are not able to fulfill their financial obligations according to the schedule due to circumstances beyond their control will be allowed to defer their participation with SJU in Peru until the following year in order to raise the required amount. This must be arranged prior to the fee deadline. Similarly, students who do not feel able to travel according to the program schedule for other reasons may consult with the Service Learning Coordinator about the possibility of deferring for one year. Students should also take note of the policies below regarding cancellations and withdrawals and consider our refund policy when considering deferrals, as funds cannot be returned if they have already been spent (e.g. on purchasing a flight).

EXPECTATIONS OF PERSONAL CONDUCT

St. Jerome's University takes great care and pride in maintaining long-term mutually beneficial relationships with our international partners abroad. The continued strength of these relationships requires the full cooperation and attentiveness of every person engaged in this program, whether student, staff, faculty, or otherwise. By signing up for the SJU in Peru program, students are taking on a significant responsibility as international ambassadors for St. Jerome's University and the University of Waterloo.

During orientation, students will be asked to sign a personal conduct agreement to abide by the principles of respect, service, and community. Key components of the agreement include the commitment to act in a mature and professional manner, acknowledge that participating in SJU in Peru is a privilege as well as a commitment, and agree to act as a role model and leader at all times. It also includes a commitment to take initiative in appropriate, honest, and respectful communication. And finally, the agreement includes a commitment to upholding recommended safety and security protocols.

This means that we are asking students to recognize that they are entering into something that is bigger than themselves, and that their behavior will have real world consequences for others. We are inviting students to step up to the plate, and think about how their presence and day-to-day choices/actions while participating in SJU in Peru can have a positive impact on everyone involved in this experience: not only themselves, but our community partner, the populations they serve, their family and supporters at home, and the entire St. Jerome's community.

HEALTH AND SAFETY

ASSUMPTION OF RISKS

The SJU in Peru program involves students traveling with a group to a foreign country, namely Peru. There are always risks associated with travelling to a foreign country, including but not limited to property damage, loss of property, personal injury, disease and even death.

Students in the SJU in Peru program are adult undergraduate students who are of legal age to assess this responsibility, and who display the exceptional maturity that we believe is necessary to make wise choices while navigating the risks associated with international travel and service in a cross-cultural setting. As such, SJU in Peru students are asked to voluntarily assume any risks associated with their participation in the program and with all travel relative to the program.

In order to participate in the international experience, students must demonstrate their voluntary assumption of risks by signing the Waiver Release and Assumption of Risks as well as the Acknowledgement of Responsibilities paperwork in the SJU in Peru Orientation Documentation package.

RISK MANAGEMENT

Every student who participates in SJU in Peru is made fully aware of the types of risks their travel and host environment poses for them, including but not limited to disease, contaminated food or water, personal safety issues, power dynamics, limited appreciation for diversity, limited access or support for those with disabilities or wellness needs, environmental concerns, political instability, and so forth.

In order to ensure that we are meeting our obligations to provide due diligence on student safety, we prioritize the ongoing partnership with Café Femenino, with whom we have significant experience, deep trust, and open communication. We listen to and trust our hosts to provide us with nuanced risk management information that supports our safety and wellness while in Peru. This augmented risk management is in addition to utilizing all safety and security resources, services, and protocols required for international travel with the University of Waterloo, including trainings, access to a third party security briefs and emergency response, and registering students' travel with the Canadian Government. Students must also engage in medical screening and preparation as described below.

SJU also provides trained facilitators who are both experienced with travel to Peru and understand the nuances of the justice issues at hand. Having multiple facilitators traveling with the group allows for real-time mentorship and support. In this way we can identify challenges in a timely manner and check-in with students to provide an appropriate balance of support and challenge along the way. This ensures students receive appropriate and individualized coaching as they navigate the inevitable mental, emotional, spiritual, and interpersonal challenges that arise in contexts of cross-cultural and international service.

Finally, SJU will provide each SJU in Peru student with an individualized emergency contact card, including the student's own information as well as key details about their hosts and in-country emergency resources. Students should carry a copy of this emergency card with them, on their person, at all times while abroad.

CANCELATIONS AND WITHDRAWELS

Students can make the decision to withdraw from SJU in Peru at any time if they feel like they are unable to complete in their journey. This decision should be made after careful discernment and exploration of all options in conversations with the Service Learning Program Coordinator and/or the other staff/faculty facilitators.

St. Jerome's University may cancel an international experience or make the decision for an early return (of an individual or the group) if:

- A student is being asked to leave due to a contract/code of conduct violation, behavioral issue, or on request by the partner,
- A student's health (mental or physical) is in a critical state and their risk cannot be managed,
- The geographical location of the placement becomes critical/unstable to the point where the student's risk cannot be managed.
- Anticipated financial support for SJU in Peru is not approved by SJU's board of governors

Fees for flight changes/cancellations are the student's responsibility in the following situations:

- The student is being asked to leave by the International Partner or St. Jerome's University due to a violation of the contract or code of conduct.
- The student decides to end their international experience early for personal reasons (ie. family emergency, feelings of unsafety that are not reflected in SJU's risk analysis of the program, physical or mental health issues that are not deemed critical by program administration or physicians, etc.)

St. Jerome's University will work collaboratively with insurance providers and students on a case-by-case basis to determine fee coverage for flight changes/cancellations in the following situations:

- The student's health (mental or physical) is in a critical state and their risk cannot be managed,
- The geographic location of the placement becomes critical/unstable to the point where the risk cannot be managed.

Charges for non-refundable program fees will be determined on a case-by-case basis. Under no circumstances will refunds be made for fees which have already been spent on preparations and/or travel costs.

Academic accommodations and consequences are at the sole discretion of the course instructor of record and follow all regular UWaterloo policies and procedures.

Students will be required to participate in a debrief meeting upon their return to provide a statement and offer their feedback in an evaluation, close loops in the processes, and engage in reintegration activities.

EMERGENCY RESPONSE PROTOCOL

Critical Emergencies

In the event of a critical emergency (such as a natural disaster, critical medical situation, civil unrest, or other immediate safety concern), SJU in Peru facilitators will provide leadership to consult the following resources. Students also have access to these resources and should be aware and prepared to use them in the unlikely case that they could be separated from the group.

Contact the following services in **critical emergencies** for immediate 24/7 professional supports:

- a) **Local police or community partners** (consult your emergency contact card)
- b) **UW Police Services** (001+519-888-4911)
- c) **ANVIL Group** – UW's external international safety experts
Phone: (44) 2038594459 Email: uwaterloosupport@anvilgroup.com

*For medical emergencies, students should **first** call their **travel insurance provider**.

This information can also be found on the [University of Waterloo International Emergency Contacts webpage](#).

ANVIL or UW Police will automatically contact the University of Waterloo's International Safety Abroad Manager as well as St. Jerome's University officials.

General Safety and Support (non-urgent)

For all other concerns that do *not* require immediate emergency response (such as lost travel documents, need for debriefing conversations, or non-urgent safety and security inquiries) students should contact:

Michelle Metzger
Service Learning Program Coordinator
Work: **001+519-884-8111 ext.28282**
Email: michelle.metzger@uwaterloo.ca

Waterloo International Safety Abroad Team
Email: safetyabroad@uwaterloo.ca

TRAVEL HEALTH

In preparation for travel, it is very important for students to make wise, thoughtful, and personalized preparations concerning their health. This includes taking careful stock of all the resources that the student might need to remain healthy, and finding out as much as possible about whether comparable resources might be accessible while abroad or portable enough to bring from home. Many of us take for granted the healthcare supports and stability we often experience here in Canada, but it is absolutely essential that students do not take these resources for granted while traveling abroad, and prepare accordingly.

Likewise, it is essential to take note of potential triggers for the student's physical and mental health. For example, a student with mild asthma might rarely find the need to use their inhaler in Canada. However, a new environment might come with new irritants requiring the student to use their inhaler more regularly. Similarly, a student with a history of mental health challenges may encounter triggers in the context of international travel, which they had previously managed to control or avoid in their home environment. By reflecting carefully on their medical history and bringing these questions to their doctor in advance, students can make a personal wellness plan that will prepare and equip them with the necessary health and safety resources to manage their personal health risks.

To support students in navigating their personal wellness preparations, SJU requires all participants to attend a travel clinic, during which students will ask their personal wellness questions and receive individualized advice concerning their health and safety for their specific destination and context.

1. *Students should go to this appointment prepared with a map marking their travel destination(s), any notes about their own medical history, and their personal travel health questions.*
2. Students will need to make personal choices regarding optional immunizations or health and safety protocols recommended in their travel clinic, based on their personal needs and risk tolerance.
3. If students are unsure about their needs and risk tolerance, students are encouraged to engage in further conversation with their doctor, their loved ones, folks who previously traveled to the same location, and/or the Service Learning Coordinator in order to make a thoughtful and informed decision. Note that we can listen and help you reflect, but only a health care professional can offer medical advice.
4. Record and submit their personal wellness plan via the Wellness Plan Form. The information on this form is shared only with the SJU in Peru facilitators for the purposes of supporting the student in their wellness plan. Along with this form, students should also submit a confirmation of travel health insurance (whether through the WUSA health plan or a personal provider)

These precautions are important not only for the student's own safety, but for the safety of our community partners as well. It is essential that students be in good physical and mental health so as not to spread disease or strain the resources of their hosts.

CLOSING STATEMENTS

Participating in SJU in Peru is a responsibility, a privilege, and the opportunity of a lifetime. It is our sincere hope that students in this program truly have a transformative experience that equips them with foundations for future learning and service. Our intention as a Catholic university is to support students in their growth journey as responsible and active citizens. There are no promises that this journey will be an easy one, but when approached with an attitude of empathy and openness, our alumni tell us that it can be truly life changing.

We hope that you will be open to us journeying alongside you. The more that you open yourself to mentorship and reflection along the way, the greater the opportunity for growth and transformation. May we all share this journey and the learnings that come.