UNIVERSITY OF SAN FRANCISCO

2019 ARRUPPE IMMERSION

Migration, Borders and Transnational Communities in Puebla, Mexico

SPRING BREAK MARCH 10-17
ARRUPE IMMERSION
“Solidarity is learned through “contact” rather than “concepts”. Students in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its sufferings and engage it constructively. They should learn to perceive, think, judge, choose and act for the rights of others, especially the disadvantaged and the oppressed.”


The Arrupe Immersion Programs provide students, faculty and staff at the University of San Francisco with short term opportunities to live, work, and reflect in economically marginalized communities on a domestic and international level.

These immersion experiences draw their inspiration from the life and work of Pedro Arrupe, S.J., former Superior General of the Society of Jesus, who stressed the responsibility of students at Jesuit institutions to be agents of change in society.
Men and Women for others.

Excerpts from a speech by Pedro Arrupe in 1973, when he was Superior General of the Society of Jesus.

Re-education for justice:

Today our prime educational objective must be to form men and women for others; men and women who will live not for themselves but for God and his Christ - for the God-Man who lived and died for all the world; men and women who cannot even conceive of love of God which does not include love for the rest of their neighbors; men and women completely convinced that love of God which does not issue in justice for others is a farce.

Love for Neighbor:

We are commanded to love God and to love our neighbor. But note what Jesus says: the second commandment is like unto the first; they fuse together into one compendium of the Law. And in his vision of the Last Judgement, what does the Judge say? “As long as you did this for one of the least of my brothers, you did it for me” As father Alfaro says:

> Inclusion in or expulsion from the Kingdom proclaimed by Jesus depends on our attitude towards the poor and oppressed; toward those who are identified in Isaiah 58, 1-2 as the Victims of human injustices and in whose regard God wills to realize his justice. What IS strikingly new here is that Jesus makes there despised and marginalized folk his brothers. He identifies himself with the poor and the powerless, with all who are hungry and miserable. Every person in this condition is Christ's brother and sisters; that is why what is done for them is done for Christ himself. Whoever comes effectively to air of these brothers and sisters of Jesus belongs to his Kingdom; whoever abandons them to their misery excludes himself or herself from that kingdom.

Love and Justice Meet:

Just as love of God, in the Christian view, fuses with love of neighbor, to the point that they cannot possibly be separated, so, too, charity and justice meet together and in practice are identical. How can you love someone and treat him or her unjustly. Take justice away from love and you destroy love. You do not have love if the beloved is not seen as a person whose dignity must be respected, with all that implies. And even if you take the Roman notion of Justice as giving to each his due, what is owing to him, Christians must say that we owe love to all people, enemies not excepted.

Just as we are never sure that we love God unless we love others, so we are never sure that we have love at all unless our love issues in works of justice. And I do not mean works of justice in merely individualistic sense...
An Ignatian Examen.

The Examen, worked out by St Ignatius of Loyola from reflection on his own spiritual experiences, can help us be attentive in new ways to the experiences of ourselves as leaders. It may help us understand ourselves and perhaps our communities too, in the context of God’s redemptive presence and work in history.

It can lead us to understand the dynamics of human consciousness as essential to authentic church leadership and to become more adept at discerning the particular ways in which God calls us and our communities to lives of leadership.

**Guided audio examen:**

Put on your headphones and click on the image bellow, you will be guided through an Ignatian Examen. We encourage you come back to this reflection everyday of your immersion.

Audio: This is a five-minute reflection narrated by Mike Lowe (2016)
INTRO TO MEXICO: THE COUNTRY, THE CONFLICT, THE PEOPLE.
INTRO TO MEXICO

TO TAKE ADVANTAGE OF YOUR IMMERSION IT IS NECESSARY TO UNDERSTAND THE CONTEXT AND THE COUNTRY YOU WILL BE VISITING, WE ENCOURAGE YOU TO WATCH THIS VIDEO AND REFLECT ON THE SIMILARITIES AND DIFFERENCE YOU WILL ENCOUNTER.

ON A PDF: CLICK HERE.

How Strong Is Mexico?
PUEBLA DE LOS ANGELES, ALSO KNOWN AS PUEBLA DE ZARAGOZA, IS MEXICO'S FOURTH LARGEST CITY AND IS ALSO AMONG THE OLDEST IN THE COUNTRY. IT IS ONE OF THE MEXICAN CITIES THAT HAS THE BEST PRESERVED COLONIAL ARCHITECTURE, AND WAS CHOSEN BY UNESCO AS A WORLD HERITAGE SITE. PUEBLA’S WARM HOSPITALITY, RELAXED ATMOSPHERE, COLORFUL SURROUNDINGS AND DISTINCT COLONIAL HISTORY MAKES IT A WORTHWHILE DESTINATION.

ON A PDF: [CLICK HERE](#).

Puebla.
When it comes to immigration, there’s plenty of rhetoric, none of which is very illuminating.

And then there are stories.

I once met a volunteer who was directing traffic outside the school her children attended near Korea-town. We later talked at her cramped apartment about how she hustled to scratch out a living.

She was undocumented, and I asked if she ever second-guessed her decision to leave Mexico.

Never, she said. As hard as her life was in Los Angeles, it was harder in Mexico, with little hope of advancing. Here, she had a daughter in college.

“If you saw where I came from,” she told me, “you’d understand.”

And so I traveled to her village north of Mexico City, where her brother showed me the farm shanty they grew up in and explained how they bartered with neighbors to put food on the table. Jobs were scarce, especially for women, and schools were as poor as the people.

On another trip to Mexico, I came upon a town west of Puebla with a predominance of women. I asked a man where all the other men were. They went north, he said, to work on farms in the States. The town’s only industry was corn, but local farmers couldn’t compete against the low prices of corn imported from the U.S., where taxpayers spend billions to subsidize farmers.
I thought back on those trips to Mexico when I got a recent email from someone accusing me of supporting illegal immigration. I wrote back to say I don’t support it, I understand it. Not everyone who crosses the border is pure, and schools, hospitals and social services can be overwhelmed by the influx. But if you were destitute, your family was hungry and narco-violence was the norm, what would you do?

This brings me to election night, when I dropped by Dolores Mission Church in Boyle Heights for what was supposed to be a celebration. The crowd watched the tally on television, then grew quiet and thinned out when it looked like Donald Trump would be the next president.

I later caught up with one of the families that left early, and I’m going to withhold names at their request.

The mother and father are in their 40s. They have a daughter in college and a son in middle school.

The father was a truck driver in Mexico, but work was sporadic. He and his wife and daughter lived in a house that was framed, but not completed. The bathroom was an outhouse.

“We were at a point where I had lost my job and thinking, ‘What are we going to do?’” said the father. His daughter was often hospitalized for respiratory problems.

“We needed money for medication and food, and in that moment, we said, ‘Let’s try to make the situation better,’” said the father.

He had relatives in California, and in the year 2000, they sent $2,500 for him to hire a coyote. After the crossing, the smugglers held on to him, trying to squeeze more money out of his family. The family refused, the father was released and went to work as a gardener. He saved for a year and sent for his wife and daughter, who was not quite 4 years old at the time.

“I used to suck my fingers, and I remember my mom saying I had to stop or I wasn’t going to see my dad. That’s how I stopped,” said the daughter, now 19. “I knew he had gone somewhere but I didn’t know where or why. Before he left, we were very close. I was Daddy’s little girl.”

Mother and daughter crossed without incident, and the family was reunited. The father now works in construction for $17 an hour. His wife works in a garment factory for minimum wage, and they live in Boyle Heights.

They sent their daughter, and then a son — who was born in L.A. and is now 12 — to Catholic schools and encouraged them to study hard and move on to college.

But as a high school sophomore, the daughter found out she needed a Social Security number to apply to college, and she discovered why she didn’t have one.
“I was shocked and then confused, and then it went into sadness,” she said.

In an instant, she went from feeling like a full-fledged American to fearing she’d be sent to a country she barely remembers and does not know. But in her senior year, relief and protection came in the form of Deferred Action for Childhood Arrivals (DACA), President Obama’s offer of temporary protected status for immigrants brought to the U.S. as children if they are law-abiding and either working, going to school or in the military.

The executive action was humane and practical, given the contributions young people can make in the military and as taxpaying contributors. For the Boyle Heights teen, a cloud was lifted. She finished high school, worked two jobs for a while, and now is down to one job along with a full-time college load.

But her protection came at a cost — her parents’ information and status were made available to authorities. The family didn’t worry about that until Trump threatened to get rid of the program and deport all immigrants who are in this country illegally.

The night of the election, as the result became obvious, the student was so distraught, her mother sat at her bedside and held her.

“I basically cried myself to sleep,” said the student.

She fears her parents will be nabbed, the family separated. The night I visited, the brother kept wandering away from our kitchen conversation, as if he couldn’t bear to hear any more. The mother wept several times, a figurine of the Last Supper on the wall behind her.

I told them it wasn’t a sure thing that Trump would act on his word. In fact, he suggested this past week that he may still get rid of DACA, but “we’re going to work something out” for the young people in the program. It remains unclear what that means.

“I’m surrounded by supportive people, and by the grace of God,” the student told me. “From the minute I was born, I’ve been such a firm believer in God and the idea that everything happens for a reason. So that’s what’s keeping me going. All I can do is live in His grace and hope there’s something good ahead.”
Understanding the Border.
Beyond the wall, beyond the US.

Vox Borders: How the US outsourced border security to Mexico

The US has funded the militarization of Mexico’s southern border making the journey harder and more dangerous for migrants.
PIJIJIAPAN, Mexico — For two weeks, throngs of people have trudged north, crossing first from Honduras into Guatemala and then on to Mexico, bound for the United States border. They have spent nights in sprawling makeshift camps or in churches and schools, washing their clothes in rivers and relying on donations from locals. As their numbers grew into the thousands, so did attention to their journey, first making news locally and then internationally, as President Trump and Republican politicians took aim.

The conversation about the migrant caravan has been characterized by misinformation at times, some of which has spread widely. Here are some important things to know about the group’s origin, who is involved and where it is headed.
How many people are traveling with the group and who are they?

The United Nations refugee agency, which has helped coordinate relief efforts, said as many as 7,000 people have traveled with the caravan. Unicef estimates at least 2,300 children are among the group. The Mexican government has cited a smaller figure, around 3,600 participants.

Whatever the number, it has shifted as some people joined and others left, worn down by exhaustion, illness or injury. Some people have applied for asylum. The United Nations refugee agency has reported that some 1,500 people lodged claims for asylum in Mexico.

The caravan is a mix of those who face grave danger in their countries and intend to petition for asylum and those fleeing poverty and unemployment. Most are Honduran, though other Central Americans have joined in smaller numbers. Many are traveling with their children, though adult men traveling without families are the single largest contingent. Most travelers have little sense of the political debate their journey has generated in the United States.

How did the caravan begin?

The caravan left San Pedro Sula, Honduras, on Oct. 12, assembled through a grass-roots social media campaign that started in early October. The campaign drew the attention of a Honduran news outlet, which focused on the organizers’ criticism of the Honduran president, and then spread to other outlets.

For Hondurans facing high unemployment, gang violence and a recent drought, the caravan’s appeal was clear. Within days, thousands joined the group. And as word spread through Central America, it drew people from Nicaragua, El Salvador and Guatemala. The caravan offered safety on a route where many Central American migrants have disappeared or been kidnapped, and a way to circumvent the high price of hiring a smuggler to aid passage to the United States border.

How are people coping during the journey?

Participants have depended on the aid of locals as they travel north. Town and state leaders have organized shelters and medical tents. Church and civic groups have appeared with pots of tamales, rice and beans, spaghetti and, in one town, rice pudding cooked in enormous pots over wood fires. Water has been handed out, often in small plastic bags.

But the health of those in the caravan has deteriorated. Local aid groups noted a rise in conjunctivitis, respiratory illness, fever and diarrhea. In Mapastepec, Mexico, more than 4,400 people were treated in medical tents on Wednesday, according to a doctor with the town’s health services. The most common ailments have been dehydration, sunburn, blisters and swollen feet from walking dozens of miles a day in flip-flops or flimsy footwear, medical workers say.
Over all, traveling in the group has seemed safe, but there have been some scares: A rumor that men were plucking children from the crowd in one town kept people up all night guarding families. Speculation that the migrants had been directed to a sports complex in Huixtla, Mexico, so they could be turned over to the authorities caused people to flee en masse.

Adrian Edwards, a spokesman for the United Nations refugee agency, said in Geneva this week that the agency was concerned about “the developing humanitarian situation and the known kidnapping and security risks in areas the caravan may venture into.”

How far does the group travel daily, and when will it reach the border?

The group has covered about 20 miles a day, although temperatures in the 90s and torrential downpours have slowed its progress at times. Many participants have taken rides with good Samaritans or on cheap buses. Others have clambered onto truck beds. This week, a Honduran man, 21, fell from a truck near Tapachula, Mexico, and died, the first confirmed death of a caravan member.

It is unlikely that much of the group will reach the United States border before the country’s midterm elections on Nov. 6. Defense Department officials on Thursday said there were plans to deploy hundreds of troops to the border with Mexico, though the group is still more than 2,000 miles from Tijuana, where a large previous caravan reached the United States.

How have locals reacted to the arrival of thousands?

As the caravan entered Mexico, some travelers were pushed back or met with tear gas at the border. But as the migrants have advanced, officials and residents have largely greeted them with an outpouring of support, preparing food, handing out water and providing rides. Some have offered the floors of their homes and businesses for sleeping, and menial jobs if participants wanted to abandon the journey.
The mayor of Huixtla, where the caravan spent two nights, said in a speech in the central square that he would try to make the migrants’ stay as pleasant as possible. The local government set up speakers and held rallies where mariachi bands played, a clown performed and pastors offered prayers.

The municipal president in Mapastepec, where the migrants spent Wednesday night, deployed every member of his staff — about 300 people — to help care for the group.

**Why is this group receiving so much attention?**

Caravans of migrants from Central America have made their way to the United States border before, but this is the largest in recent memory.

Like a group that traveled last spring, the caravan has drawn condemnation from President Trump, who has made it a focal point at rallies and used it as reminder of his campaign promise to be tough on immigrants and harden the border.

Even if the entire group reaches the border, its numbers represent a fraction of the migrants who arrive at the border each year. There are no official figures on the total number of illegal crossings, but U.S. Customs and Border Protection detained some 396,579 people who crossed the southern border with Mexico illegally from October 2017 to September 2018. There is little sign that Mr. Trump’s antipathy has deterred migrants from making the journey north. Another group of more than 1,000 has formed in Guatemala, and Hondurans have continued to try to leave their country.
DURING YOUR IMMERSION YOU WILL BE WORKING WITH THE
UNIVERSIDAD IBERO, PUEBLA, A SISTER JESUIT UNIVERSITY.
About Ibero Puebla:

Since 1983, we are one of the most prestigious University in Puebla. We have more than 4,000 undergraduate student in 26 programs. We are committed with our jesuit inspiration for our student to be the best FOR the world. In spite of our jesuit inspiration we are a lay institution.

The program is hosted by Social Service Department where our main activity is to manage a Learning Service program of 480 hours obligatory for every mexican undergraduate student. More than 600 students per year fulfill this requirement. We are a team of 7 full time + 15 part time professors and administrative staff. Different areas of the University collaborates to build this program (Human Rights Institute, Social Sciences Department among others).

THE PROGRAM:

The purpose of the program is to facilitate significative experiences and encounters with migrants, migrants defenders and pairs in Mexico, contributing to build a wider perspective of the migration phenomena.

CONSIDERATIONS:

Breakfast will be served daily at Casa Monseñor Ibarra at 8am. Dinner will be served Sunday thru Thursday at 8pm at Casa Monseñor Ibarra.

Alcoholic beverages are not included; participants are free to order on their own expense. Please pack light, include a light jacket, walking shoes, sunblock and mosquito’s repellent.

Money: VISA and MASTERCARD is accepted in most business / American Express isn’t We highly recommend to exchange dollars at the international airport prior the pickup at Saturday’s arrival.
During your stay you will be housed in Casa Monseñor Ibarra.

Casa Monseñor Ibarra is not luxury stay, but provides a great housing service since it is clean, comfortable, safe and the administration is serious and nice. In the last years we only had great experiences there.

**Services:**

- Breakfast and dinner (usually we will have lunch and often dinner outside) including special diet if noticed in advance.
- Individual or double room.
- House keeping.
- Bathroom and shower in every room.
- Provides towels and bedding items but not toiletries.
- Wifi in the dining room
- Very short distance from the University in a residential area
- Meeting rooms available if needed.
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| Arrival to Mexico City Airport, and transportation to Puebla to “Casa Monseñor Ibarra”. | Walking Tour and lunch in Puebla’s Downtown. | **Morning:**  
- Welcome session at University  
- Safety and health orientation  
- Migration context session  
**Afternoon:** Meeting with Migrant Shelter Coordinator and volunteers. | Visit and meeting in Community Centre of Ibero Puebla in Valle del Paraiso (internal migration) |

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| Field Trip and community Service in Migrant Shelter by the Railways in Apizaco, Tlaxcala  
+ Tlaxcala’s cultural visit | Field Trip and conversation around migration in rural community: San Mateo Ozolco, Puebla | Morning: panel discussion with pairs and professors.  
Radio memories to be recorded  
Closing Meal at lunch time  
Afternoon: Cholula’s Visit & dinner | Departure from Mexico City |

- Every breakfast, lunch and dinner will be provided either in “Casa Monseñor Ibarra” or in visit locations.
- All transportation will be provided (back and forward) from “Casa Monseñor Ibarra” to activities.
- Transportation from and to the airport will be provided.
- We expect the group to arrive and departure all together or adjust to the closest time hours.
The following list is from the blog Fluentu, a Spanish language and culture blog. We encourage you to brush up on some Spanish as knowing a language can help you understand a culture.

COMMON AND USEFUL PHRASES
Greetings

Spanish-speaking countries are very polite societies and you must always be courteous and say “hello” and “how are you?” And don’t worry about making mistakes. They will try their utmost to understand you and to make sure you understand them. Just try your best and they will be so happy with your effort.

Good morning – Buenos días (bway nos dee ahs)

Good afternoon – Buenas tardes (bway nahs tar days)

Good evening – Buenas noches (bway nahs noh chayss)

“Hi” - Hola (oh lah) and you can say that with people you know.

“How are you?” - ¿Cómo está? (coh moh es tah) if you don’t know someone and ¿Cómo estás? (coh moh es tahs) if you do know them.

If they ask you how you are, you can say “good, thank you” – “bien, gracias” (bee ayn, grah cee ahs) because you, too, are a polite person.

Don’t ever forget:

Please – Por favor (por fah vohr)

Thank you – Gracias (grah cee ahs).

These are VERY IMPORTANT words in Spanish.

“Nice to meet you.” - When you are introduced to someone, you say “Mucho gusto” (moo choh goos toh) and they will say the same thing back to you.

Do you speak English? - ¿Habla inglés? (ahblah een glays)? – While it is never correct to assume that someone speaks English, you can ask if they do and they will like you so much better for asking in Spanish.

Basic vocabulary for many uses

You can go far with some very easy-to-remember words and phrases. You can always use “I want,” “I like,” “Do you have…”? and if you don’t know the noun, you can simply point at the object.

I want, I don’t want – Yo quiero, yo no quiero (yoh kee ayr oh, yoh noh kee ayr oh)

I would like (more polite) – Me gustaría (may goo stah ree ah)

Where is – ¿Dónde está? (dohn des tah)

How much does it cost – ¿Cuánto cuesta? (cwaahn toh cways tah)?

What time is it? – ¿Qué hora es? (kay orah ess)?

Do you have? – ¿Tiene? (tee ayn ay)?

I have, I don’t have – Yo tengo, yo no tengo (yoh tayn goh, yoh noh tayn goh)

I understand, I don’t understand – Yo entiendo, yo no entiendo (yoh ayn tee ayn doh, yoh noh ayn tee ayn doh)

Do you understand? – ¿Entiende? (ayn tee ayn day)?
Directions: How do I get there from here?

If you get a bit lost or unsure of how to get somewhere, you need some simple ways of finding how to find your way.

“Where is” is the simplest way of asking. The phrase is “¿dónde está?” (dohn des tah) and here are some examples:

Where is the bus train station (or bus station) ¿Dónde está la estación de ferrocarril? (dohn des tah la ays ta see ohn day fay roh cahr reel) or “autobuses” (ow toe boos ehs).

Where is a restaurant? – ¿Dónde hay un restaurante? (dohn day eye oon rays tore rahn tay)?

A train? – ¿Un tren? (oon tran?)

The street … ? – ¿La calle … ? (lah cah yay)?

A bank? – ¿Un banco? (oon bahn coh)?

Where is the bathroom? – ¿Dónde está el baño? – (dohn days tah el ban yoh)?

I’m looking for a hotel – Busco un hotel (yoh kee ayr oh oon oh tel)

I need – Yo necesito (yoh nay say see toh). Very useful, and you can supply the noun.

Yo necesito un hotel / un cuarto / un cuarto con baño – (yoh nay say see toh oon oh tayl, oon cwar toh, oon cwar toh cohn ban yoh)

Where is the exchange? ; Where is a bank? – ¿Dónde hay una casa de cambio? (dohn days tah oon ah cah sah day cahm bee oh) ;

¿Dónde está el banco? (dohn days tah ayl bahn coh)?

Money – Dinero (dee nayr oh).

Understanding their directions

Once you have asked a question, someone will answer you in Spanish. Here are some simple directions that someone may give you, to turn right, to turn left, or to go straight ahead. Listen for these key words:

Right – A la derecha (a lah day ray chah)

Left – A la izquierda (ah lah eez kee ayr dah)

Straight ahead – Derecho (Day ray choh)

At the corner – En la esquina (a lah ays kee nah)

In one, two, three, four blocks – A una cuadra, a dos, tres, cuatro cuadras – (a oona dohss, trayss, cwah troh cwah drahs)
There are tons of Language Apps that you can use before and during your immersion. Some that we recommend are:

**Google translate.**

Get it here for [iOS](https://play.google.com/store/apps).  

**Duolingo.**

Learning with Duolingo is fun and addictive. Earn points for correct answers, race against the clock, and level up. Our bite-sized lessons are effective.

Get it for [iOS](https://play.google.com/store/apps).  
GUIDE TO ETHICAL SOCIAL MEDIA
Sharing your Experience:

We understand that you might want to share your experience with others, specially through Social Media, We invite you to use the following hashtag:

#ArrupeImmersion2019   #ArrupeImmersion   #MenAndWomenForOthers

We only ask that you be incredibly careful, and ascribe to the following principles, using them to deepen your overall reflections during your immersion.

*Note: this information was created by Radi-Aid, as a way for volunteers and travelers to ethically and consciously share images on Social Media, Please visit Radi-aid website for more useful information and guidelines at [https://www.radiaid.com/social-media-guide](https://www.radiaid.com/social-media-guide)*

**• PRINCIPLE 1: PROMOTE DIGNITY:** Promoting dignity is often ignored once you set foot in another country, particularly developing countries. This often comes from sweeping generalizations of entire people groups, cultures, and countries. Avoid using words that demoralize or further propagate stereotypes. You have the responsibility and power to make sure that what you write and post does not deprive the dignity of the people you interact with. Always keep in mind that people are not tourist attractions.

**• PRINCIPLE 2: GAIN INFORMED CONSENT:** Informed consent is a key element in responsible portrayal of others on social media. Respect other people's privacy and ask for permission if you want to take photos and share them on social media or elsewhere. Avoid taking pictures of people in vulnerable or degrading positions, including hospitals and other
health care facilities. Specific care is needed when taking and sharing photographs of and with children, involving the consent of their parents, caretakers or guardians, while also listening to and respecting the child’s voice and right to be heard.

- **PRINCIPLE 3: QUESTION YOUR INTENTIONS:** Why do you travel and volunteer? Is it for yourself or do you really want to make a difference? Your intentions might affect how you present your experiences and surroundings on social media, for instance by representing the context you are in as more “exotic” and foreign than it might be. Ask yourself why you are sharing what you are sharing. Are you the most relevant person in this setting? Good intentions, such as raising awareness of the issues you are seeing, or raising funds for the organization you are volunteering with, is no excuse to disregard people’s privacy or dignity.

- **PRINCIPLE 4: USE YOUR CHANCE - BRING DOWN STEREOTYPES:** When you travel you have two choices: 1. Tell your friends and family a stereotypical story, confirming their assumptions instead of challenging them. 2. Give them nuanced information, talk about complexities, or tell something different than the one-sided story about poverty and pity. Use your chance to tell your friends and stalkers on social media the stories that are yet to be told. Portray people in ways that can enhance the feeling of solidarity and connection. A good way forward is to ask the local experts what kind of stories from their life, hometown, or country they would like to share with the world.

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**checklist**
before you post on social media:

- Ask yourself: “What is my intention with sharing this post?”
- Gain informed consent from the person in the picture and/or the caretaker. If you can't explain why you are taking photo, find a translator
- Know the name and background of the people portrayed
- Offer the person in the photo a copy
- Avoid sweeping and simplified generalizations, include informative text with names, place, etc
- Be respectful of different cultures and traditions
- Ask yourself: “Would I have appreciated to be portrayed in the same manner?”
- Avoid sensitive, vulnerable situations and locations such as hospitals and health clinics
- Don’t portray yourself as the hero in the story conveyed
- Challenge the perceptions, bring down stereotypes!
REFLECTIONS AND MEDITATIONS.
You were given a rare opportunity to empathize, learn and be in solidarity with people living on the margins of social, economic, political and environmental status.

Reflections helps us better understand our experience and integrate it into our every day life when we return. We hope that you find this helpful, and that it allows you to think about your immersion in a critical way, and leads you to discover more depth in your experience.

As you immerse yourself in a new culture and witness the realities and struggles of others, we invite you to reflect on your experiences, feelings and positionally. Arrupe Immersions are based on the Jesuits ideal of the the Circle of Praxis which calls us to observe, reflect, analyze and act.

The following pages are intended to guide you through a week of reflections, help you make sense of what you are witnessing, and hopefully, guide you to action. We encourage you to write down your thoughts, questions and ideas. You can chose to share them during your daily group reflections, or keep them to yourself.
i. **Context:** Where you are coming from, what are your experiences of the world and the beliefs you hold. *Questions to think about: Who am I? What privileges do I have?*

ii. **Immersion:** When contact is made, a privileged question to be asked is: What is happening to the marginalized in this situation? This option for the marginalized places a priority on the experiences, views, needs, feelings, and stance of most vulnerable in a community. *Question to think about: What is happening here?*

iii. **Analysis or Social Analysis:** The question of why such conditions exist will be guided by those whose rights are being violated and whose responsibilities are called upon to change the situation. The language of rights and responsibilities-rooted in the human dignity of each person in community-pushes analytical approaches beyond economic and political causes to social and cultural causes. *Question to think about: Why is it happening?*

iv. **Reflection:** When we come to ask what it means to our beliefs to evaluate this situation and what is really most at stake in this situation, we can be guided by the social justice, human dignity and solidarity. Dignity is not earned; it is a gift. *Question to think about: What does it mean?*

v. **Action:** Move over savior complex, this is not about you, it is about remaining connected and establishing solidarity. Think of the way your perspective has shifted, and look for ways to act directly in your circle to alleviate injustice. *Question to think about: How should we respond? now what?*
A different world cannot be built by indifferent people.
- Horace Mann, philosopher.

This first day is about orientation. Rely on your senses to get a footing in this new context, pay attention to what you see, smell, hear, and feel. Today is about soaking in what being immerse means, and preparing yourself to engage in a week of activities. Some things to discuss with your group or think about privately:

- What are your intentions for this immersion?
- Before you start, dot down your expectations. What do you think you will see? What do you think you will feel? How do you think the people you will meet are going to be? And most importantly, ask yourself Why you think this.
- Identify your privileges and struggles, do they relate to what you are about to experience?
- How are you going to be present for the people you are about to meet?
- How can you focus on “being with” instead of “doing for”, and what does that entail?
- What does presence have to do with solidarity?
“Solidarity is learned through *contact* rather than through *concepts*. When the Heart is touched by direct experience, the mind may be challenged to change”

Peter-Hans Kolvenbach, SJ.

Cultural Shock is a common experience when traveling. Things such as food and language might be different, but also some social interactions, common beliefs and even the crude reality. What might be incredibly offensive to you might be common place somewhere else and vice-versa. Arrupe Immersions are an opportunity to open your mind and your heart, resist the temptation of closing yourself down in the presence of emotional discomfort, or of dismissing people that don’t share your same ideals, and be conscious that we are all “learning in public” which means we all once shared oppressive or discriminatory ideals, and even enacted them in public, but we can all learn. Give others the same chance that was given to you.

Think of ways you can engage in **Brave Spaces** and come together with others to have hard conversations and hear each other out - even and especially when that is challenging. This includes the practice of Sitting with Discomfort.

Discuss this with your group and come up with some communication guidelines.
Sitting with Discomfort:

Practice the following steps during the rest of the week, it will help you make sense of your emotions and overall have a deeper understanding and connection with the people, the place and the issues. We advise you to write this down in anyway that is helpful for you.

- Consciously stop yourself a few times a day to do an internal check.
- What am I feeling now?
- Can I allow this feeling, whether physical, emotional or spiritual, without trying to repress it or distract myself from it?
- Stay with whatever comes up, especially if you don’t like it.
- Try to label what you are experiencing. For example: tightness in the throat, muscle spasms in the low back, tension in the jaw, etc.
- Name your emotions as if you were simply observing them— anxiety, sadness, anger, resentment, grief, etc.
- Breathe into any area of discomfort, and keep drawing your breath there until you feel it relax.

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The first question which the priest and the Levite asked was: “If I stop to help this man, what will happen to me?” But the good Samaritan reversed the question: “If I don’t stop to help this man, what will happen to him?”

-Martin Luther King Jr.

By now you have probably met a couple of interesting people, and have heard emotional stories and testimonies that have touched your heart. Take the time to Reflect on the people you are meeting, and make sure to come back to this pages and keep adding people as you continue to meet them.

- What is the message you have heard from the people you have met?

- What do you find in common with the people you’ve met? Do you feel a connection?

- Have you been able to “be present”. Identify a challenge that has kept you from connecting with people around you?

- Think of each person you’ve met, take a moment to express gratitude for each encounter, even the most challenging. Keep in mind also the encounters with the members of your immersion.
“The goal of meditation is not to get rid of thoughts or emotions. The goal is to become more aware of your thoughts and emotions and learn how to move through them without getting stuck.”

- Dr. P. Goldin

By now your body might have started to show signs of emotional discomfort. It is normal to feel heavier and sleepier than usual when you encounter second hand trauma.

Today it is a good day to acknowledge those feelings, both in your body and in your heart. *It is helpful to go back to the Sitting with discomfort guideline in of Day 2.*

Think by yourself or share with your group the following:

1. Describe what you have seen, try to focus only in the what, and not in what you felt at the moment. Use your senses, what did you see, touch, smell, taste?

2. Enlist what your body is feeling (sore feet, headache, thirst, cold)

3. Now focus on your mind. Have any questions come up? have you experienced cultural shock? has something disoriented you?

4. Deep into what you are feeling and verbalize it: sadness, despair, hopefulness, gratefulness, guilt?
DAY 5

ANALYSIS: DIGGING INTO THE WHY

If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together.”

Lilla Watson, a Brisbane based Aboriginal educator and activist

You are now midway through your immersion, and have been invited to bare witness to the experiences and challenges of the place you are in. Now it is time to look deeper and ask why. Reflect on the voices you have heard, and those that are missing. Look at what is obvious and apparent, but also at what lies hidden. Can you identify the root causes? The Social Analysis Graph in the following page might help you answer those questions.

Things to think about:

• Name or describe the injustices you have witnessed.

• How does the work reality differ from your world view?

• Many times we say and believe something, but we struggle to enact it. How has this immersion make you aware of your believes and how you fall short to live them? What could you do to live them better. focus on the following: Poverty, Equality, Dignity of human life, Care for the Environment.

Welcoming the stranger/immigrant
Social Analysis

(A tool for examining social realities in our community)

Social Factors
Who are the people most affected? Who is left out? Who is included? What is the basis in society for this inclusion or exclusion? Why?

Economic Factors
What are the economic factors at play in this situation? Who controls the situation? What is the resource(s) involved? Who benefits most from the present situation? Who pays the cost? Why?

Cultural Factors
What cultural traditions are normative? What cultural values are dominant in this situation? What tensions or alliances might exist? Why are certain cultural norms more dominant?

Why does this situation exist and continue to persist in our community?

Any society, organization, institution, or group has a structure that enables a given situation and perpetuates the status quo. This structure is deeply influenced by various factors and the interaction of these factors within a community. Examining these various factors can help to more fully understand the reality of our community and promote meaningful change for social justice.

Political Factors
How are decisions made? Who decides and has power? For whom are they deciding? How can the process be influenced? Who is left out of the process? Why are certain people left out?

Historical Factors
What past events (locally, nationally, or internationally) influence the situation today? What is the history of this issue? How has people’s public opinions on the issue changed or remained the same over time?

Religious Factors
What role or lack of role does religion or religious institutions play? What religious beliefs or practices support this situation to continue? What religious beliefs or practices challenge this situation?

Environmental Factors
How is the environment considered in the decision making process? What are the impacts on the environment? Is environmental sustainability fostered or hindered? Who is speaking for/against protection of the environment? Why?

Other Factors
Are there other factors that should also be considered in looking at this issue? How might other factors, such as gender, race, class, ethnicity, and age, influence the status quo?

Adapted from the Structural Analysis
@ 1984 Sisters of Mercy of the Union
Updated by Catholic Charities
Office for Social Justice—2014
It is not enough to refrain from injustice. One must go further and refuse to play its game, substituting self-interest for love as the driving force of society.

-Pedro Arrupe S.J

Your Immersion is almost over, and it is time to think of ways in which you are grateful for this opportunity, for the people you have met, for the things you have experience, and make a commitment in moving forward with intention and respect.

As a group think of ways you might show your appreciation and gratitude to your host, and think of everyone that showed you hospitality over the past week.
Moving Forward reflect on the following commitments, and in which way will you adhere to them:

- **First**, a basic attitude of respect for all people which forbids us ever to use them as instruments for our own profit.

- **Second**, a firm resolve never to profit from, or allow ourselves to be suborned by, positions of power deriving from privilege, for to do so, even passively, is equivalent to active oppression. To be drugged by the comforts of privilege is to become contributors to injustice as silent beneficiaries of the fruits of injustice.

- **Third**, an attitude not simply of refusal but of counterattack against injustice; a decision to work with others toward the dismantling of unjust social structures so that the weak, the oppressed, the marginalized of this world may be set free.
I hope you come to find that which gives life a deep meaning for you. Something worth living for, maybe even dying for. Something that energizes you, enthuses you, enables you to keep ahead. I can’t tell you what it might be - that’s for you to find, to choose, to love. I can just encourage you to start and support you in the search.

- Ita Ford, M.M

Your Immersion might be ending, but your journey is only starting. Start by reflecting on the following:

- In which way has this immersion challenged your world view? What new “lenses” do you have on?

- What will stay with you?
• Have you rediscovered a passion, a strength, a gift?

• How will you share this experience with others? What stories will you tell?

• How will you do justice for those who shared their experiences with you? How will you avoid exploiting their story for your gain?

• What has been left unanswered?

• In which ways can you empathize with the struggles you witness from home?
EMERGENCY INFORMATION AND CONTACTS.
EMERGENCY RESPONSE PLAN.

GENERAL PROCEDURES:

ATTENTION- In the event of a medical/psychological emergency contact International SOS immediately and provide membership #11BCAS665075 (24-Hour Access). Call the ISOS Assistance Center located in your region or direct dial 1-215-942-8478. Keep this Emergency Response Plan (“ERP”) with you at all times.

Encourage all participants (faculty, students, and staff) to register with the United States Embassy or Consulate before departure (www.state.gov) or immediately upon arrival.

Make sure that the information contained in this ERP is available to all USF staff as well as to host institution’s staff.

Immediately upon your arrival at the program site, devise and rehearse a procedure for contacting all students in case of an emergency including a scenario when telecommunications and local transport fail.

Identify a meeting place where all participants must report in case of an emergency.

Make sure to communicate this emergency meeting place to participants.

Identify means of transport that can be used in case an emergency evacuation is necessary.

Request contact information for all participants leaving the program site for more than 24 hours. Notification of contact information should be done by using a special form.

Identify participants with special needs and formulate plans to accommodate them during an emergency, if necessary.
Report any incident, including but not limited to incidents described in this ERP, to Shirley McGuire in writing via e-mail (mcguire@usfca.edu), telephone (+1-415- 422-6103).

IMPORTANT PHONE NUMBERS

IN CASE OF EMERGENCY

(001) 415.422.2911

24 hours/7 days a week

(001) 415.994.4330

USF Emergency 24hr Cell

-NON-EMERGENCY-

(001) 415.422.5330

8:30 a.m.-5:00 p.m.

Crisis Management and Behavioral Intervention Team.
LEADERS INFORMATION:

Mariana Plazas, Leader
628.228.7040
mplazas@dons.usfca.edu

Katia Jauregui, Student Leader
323.617.1694
kkjauregui@usfca.edu

Staff from ibero Puebla in charge of our immersion:

Estefanía Quiroz
(222).372.3000
ext. 14328
EMERGENCY GATHERING AND SHELTER LOCATION

In the case of any emergency events, our main gathering/shelter location will be Casa Monseñor Ibarra. Address is:
Carril a San Martinito esq. Cerrada Casa de Oración 1, San Martinito, 72825 San Andrés Cholula, Puebla, Mexico
(+52) 222 284 0200

Alternate place of meeting/shelter will be our host institution offices. Address is:
Blvrd del Niño Poblano 2901, Reserva Territorial Atlixcáyotl, Centro Comercial Puebla, 72810 San Andrés Cholula, Puebla, Mexico
(+52) 222 372 3000
SAFETY PROCEDURES

CONTACT LIST

Carry at all times a copy of the Contact List.

DOCUMENTS

Carry only a copy of your passport during field trips that do not involve crossing the border.

THEFT PREVENTION

- Keep room doors locked when you are not in the room and when sleeping. For shared rooms, designate one of your roommates to be responsible for keeping the key (if key is provided).

- Carry a crossbody bag or a small backpack to safely keep your personal items (cellphone, cameras, wallet, copy of passport, etc) during field trips. Do not carry your cellphone or wallet in your back pockets.

- We recommend that you do not bring expensive or too attractive-looking items (such as handbags, jewelry, etc)

FOOD CONSUMPTION

- Street food consumption is not recommended.

- Only consume bottled water. Never drink from the faucet.

- We recommend to bring a water bottle and fill it with the bottled water provided at the
WHAT TO DO IN CASE OF...

MISSED FLIGHTS:
Ideally, students should travel as a group to the foreign destination and in the company of a faculty member, staff, or research assistant. When students travel without a USF responsible individual, arrangements should be made to meet students at the point of arrival. Faculty should discuss with student an appropriate procedure for cancelled/missed/delayed flights or anything effecting prior meeting and pick up arrangements.

MEDICAL EMERGENCY:

Attention- In the event of a medical/psychological emergency contact International SOS immediately and provide membership #11BCAS665075 (24-Hour Access). Call the ISOS Assistance Center located in your region or direct dial 1-215-942-8478.

Identify seriousness of situation and contact physician or ambulance service

- Hospitals: Hospital Ángeles Puebla: +52 222 303 6600

Contact USF Center for Global Education:

- 24-hr. mobile 1.415.994.4330

- Shirley McGuire (office) 1.415.422.6103

Contact Public Safety Office: 1.415.422.4201
SEXUAL MISCONDUCT/SEXUAL ASSAULT:

If a student discloses that a sexual assault or sexual misconduct has recently occurred, stay with him/her in a safe place.

**Contact Public Safety emergency dispatch:** 1-415- 422-2911

**Contact Center for Global Education:**

- 24-hr. mobile 1.415.994.4330
- Shirley McGuire (office) 1.415.422.6103

Although you are contacting Public Safety, this does not require the student to make a report, it is merely the best way to get in touch with on-call staff. Dispatch will simply put the student in touch with a university staff member who is available 24/7 to support the student through the process. Keep in mind that you are not expected to, nor should you, act as a counselor, and should always refer the student to appropriate services as soon as possible. A follow-up process to ensure adequate support for the student will be made based on the student’s wishes. Please keep in mind that USF’s sexual assault policy requires all university employees to report sexual assaults. Faculty and staff must keep a written record of any incident or allegation of sexual misconduct and of the steps taken to respond.

CRIME [NOT LIMITED TO THEFT]:

Crime may occur anywhere. In the case of theft, participants must decide if they wish to file a police report for use in insurance claims for lost property.

**Contact Center for Global Education:**

- 24-hr. mobile 1.415.994.4330
- Shirley McGuire (office) 1.415.422.6103

**Contact Public Safety Office:** 1.415.422.4201
ARRESTS:

Immediately contact the U.S. Consulate. U.S. consuls usually visit US citizens who are arrested, U.S. consuls may also provide a list of local attorneys, and in some cases clarify legal procedures.

- U.S. Embassy/Consulate:
  - U.S. Citizens with emergencies, please call 01 55 5080 2000.
  - Outside of Office Hours, contact: 01 55 5080 2000

Contact Center for Global Education:

- 24-hr. mobile 1.415.994.4330
- Shirley McGuire (office) 1.415.422.6103

Contact Public Safety Office 1.415.422.4201

Identify procedures needed to post bail and communicate such information to USF staff. Stay in locale (program site or jail) until instructed otherwise by USF staff in San Francisco USF staff in San Francisco will contact emergency contact persons as indicated in emergency binder

PSYCHOLOGICAL DIFFICULTIES: e.g., depression, suicide attempt, behavioral problems

Contact Local host institution staff

Contact Center for Global Education:

- 24-hr. mobile 1.415.994.4330
- Shirley McGuire (office) 1.415.422.6103
- OSCRR 1.415.422.5330
Contact Public Safety Office: 1.415.422.4201

If person is a threat to self or others, stay with person and monitor the situation until professional help arrives (psychotherapist or emergency personnel). USF staff in San Francisco will contact emergency contact persons as indicated in emergency binder.

Faculty/staff cannot provide any type of medications (prescription or over-the-counter) to students.

SERIOUSLY DISRUPTIVE BEHAVIOR: (e.g., aggressive behavior, excessive drinking, verbal abuse)

Contact Center for Global Education:

  o 24-hr. mobile 1.415.994.4330
  o Shirley McGuire (office) 1.415.422.6103
  o OSCRR 1.415.422.5330

Contact Public Safety Office 1.415.422.4201

If person is a threat to self or others, stay with person and monitor the situation until professional help arrives (psychotherapist or emergency personnel). Establish short-term behavioral limits as part of a contract (drafted in collaboration with USF staff) where failure to adhere to contract can result in dismissal from Program. USF staff in San Francisco will contact emergency contact persons as indicated in emergency binder.
NATURAL DISASTERS: (e.g., floods, earthquake, storms, volcano eruptions)

ATTENTION- In the event of a medical/psychological emergency contact International SOS immediately and provide membership #11BCAS665075 (24-Hour Access). Call the ISOS Assistance Center located in your region or direct dial 1-215-942-8478.

Contact Center for Global Education:

- 24-hr. mobile 1.415.994.4330
- Shirley McGuire (office) 1.415.422.6103

Contact Public Safety Office 1.415.422.4201

Contact USF staff as soon as possible. If telephone contact is not possible, try all other possible ways of communicating the status of program participants to USF staff including Fax, e-mail. If no telephone contact with USF staff is established, as soon as the roads are safe, locate nearest telephone service.

Contact the Center for Global Education if a natural disaster occurs in the program country (even if far away from the program site).

FIRE:

Immediately leave the premises

Make sure all rooms are vacated and all participants are accounted for

Contact Center for Global Education:

- 24-hr. mobile 1.415.994.4330
- Shirley McGuire (office) 1.415.422.6103
MISSING PERSON:

ATTENTION- In the event of a medical/psychological emergency contact International SOS immediately and provide membership #11BCAS665075 (24-Hour Access). Call the ISOS Assistance Center located in your region or direct dial 1-215-942-8478.

Obtain all possible information from roommates, friends, staff, etc.

Contact Center for Global Education:

  o 24-hr. mobile 1.415.994.4330
  o Shirley McGuire (office) 1.415.422.6103
  o OSCRR 1.415.422.5330

Contact Public Safety Office 1.415.422.4201

Contact emergency rooms at local hospital if participant is missing for more than 24 hours (or earlier if appropriate)

Contact local police if participant is missing for more than 24 hours (or earlier if appropriate)

USF staff in San Francisco will contact emergency persons as indicated in emergency binder.

POLITICAL UNREST:

ATTENTION- In the event of a medical/psychological emergency contact International SOS immediately and provide membership #11BCAS665075 (24-Hour Access). Call the ISOS Assistance Center located in your region or direct dial 1-215-942-8478.
Inform participants of events and their relevance to personal safety.

Request that participants stay away from demonstrations, strike sites, roadblocks, and other such politically sensitive areas.

**Contact Center for Global Education:**

- 24-hr. mobile 1.415.994.4330
- Shirley McGuire (office) 1.415.422.6103

**Contact Public Safety Office** 1.415.422.4201

Consult with local faculty and assess any potential danger to USF participants and Implications for program

Establish a news gathering operation (through the web, international short wave stations such as Voice of America and BBC, and television stations such as local news stations, CNN and BBC World)

Create a reporting/updating process for participants (check-in every 3-6 or 12 hours, as appropriate)

USF staff in San Francisco will contact parents or guardians as indicated in emergency binder.

**OUTBREAK OF INFECTIOUS DISEASE:**

ATTENTION- In the event of a medical/psychological emergency contact International SOS immediately and provide membership #11BCAS665075 (24-Hour Access). Call the ISOS Assistance Center located in your region or direct dial 1-215-942-8478.

Inform participants of the risk and relevant protective measures
Establish a news gathering operation (through the web, international short wave stations such as Voice of America and BBC, and television stations such as local news stations, CNN and BBC World)

USF staff in San Francisco will contact emergency persons as indicated in emergency binder.

**DEATH:**

**ATTENTION** - *In the event of a medical/psychological emergency contact International SOS immediately and provide membership #11BCAS665075 (24-Hour Access). Call the ISOS Assistance Center located in your region or direct dial 1-215-942-8478.*

Immediately contact the U.S.A. Consulate

**Contact Center for Global Education:**

- 24-hr. mobile 1.415.994.4330
- Shirley McGuire (office) 1.415.422.6103
- OSCRR 1.415.422.5330

**Contact Public Safety Office** 1.415.422.4201

Meet with participants to discuss the death
Find a member of the clergy and a psychologist to be available to participants to discuss death and provide support.

USF staff in San Francisco will contact emergency persons as indicated in emergency binder.

Arrange a memorial service for decedent.

**TERRORIST ACTIVITIES and WAR:**

**ATTENTION-** In the event of a medical/psychological emergency contact International SOS immediately and provide membership #11BCAS665075 (24-Hour Access). Call the ISOS Assistance Center located in your region or direct dial 1-215-942-8478.

Inform participants of events and their relevance to personal safety.

Request that participants stay away from demonstrations, strike sites, roadblocks, and other such politically sensitive places or dangerous areas.

**Contact Center for Global Education:**

- 24-hr. mobile 1.415.994.4330
- Shirley McGuire (office) 1.415.422.6103

**Contact Public Safety Office** 1.415.422.4201

Consult with local faculty and assess any potential danger to USF participants and implications for program. Monitor the State Department website (www.state.gov). Create a reporting/updating process for participants (check-in every 3-6 or 12 hours, as appropriate). Establish a news gathering operation (through the web, international short wave stations such as Voice of America and BBC, and television stations such as local news stations, CNN and BBC World).
Prepare the implementation of the confidential evacuation plan (if appropriate). USF staff in San Francisco will contact emergency persons as indicated in emergency binder.

If terrorist attacks were directed at U.S. citizens in country where Program is located: In addition to steps detailed above, implement the following steps:

- Remove all external signs that refer to the Program
- Limit participants’ local travel (including commuting to and from program sites)
- Implement and enforce a buddy system for outings
- Prohibit outside group activities (immediately following attack and when appropriate)
- Prepare the implementation of the confidential evacuation plan (if appropriate)
- Encourage dressing and acting like “locals” when going outside
- Encourage avoiding “American” and “expat” restaurants and bars
- Contact U.S. Embassy/consulate immediately
- Discuss event with students on a regular basis (every 6-12 hours or so)

VIOLATION OF UNIVERSITY POLICIES, PROCEDURES AND RULES:

Follow USF policy and procedures

Obtain details of alleged event and document in writing information provided, evidence (if any) and witnesses

If physical injury is present, follow procedures for medical emergencies

If emotional disturbance, follow procedures for psychological problems
Offer the participant medical and/or psychological emergency care

**Contact Center for Global Education:**
- 24-hr. mobile 1.415.994.4330
- Shirley McGuire (office) 1.415.422.6103

**Contact Public Safety Office 1.415.422.4201**

**Contact OSCRR 1.415.422.5330**

**TRAFFIC ACCIDENT:**

**ATTENTION-** In the event of a medical/psychological emergency contact International SOS immediately and provide membership #11BCAS665075 (24-Hour Access). Call the ISOS Assistance Center located in your region or direct dial 1-215-942-8478.

If a traffic accident involves a university-rented or leased vehicle:

**Contact Center for Global Education:**
- 24-hr. mobile 1.415.994.4330
- Shirley McGuire (office) 1.415.422.6103

Follow local insurance procedures and obtain all necessary information

If a traffic accident involves a participant-owned or participant-rented vehicle, have participant contact the local police and the local insurance company that provided the insurance coverage. USF staff in San Francisco will contact emergency persons as indicated in emergency binder.
FILING A REPORT.

Report any incident, including but not limited to incidents described in this ERP, to Shirley McGuire in writing via e-mail (mcguire@usfca.edu) or facsimile (1.415.422.6212). Suggested aspects/issues to cover in the incident report are:

- What happened?
- Where did it happen?
- When did it happen?
- Who was involved?
- Who are the witnesses?
- Who has been contacted?
- What action was suggested by local authorities/specialists?
- Where are the other participants?
- How are the other participants reacting?
- What action plan was developed/implemented?
- Who needs to be contacted by San Francisco staff?
- Suggestions for future actions in similar events
CREDITS.

Authors:
This ebook was authored and edited by Maria Autrey at USF's University Ministry

Text cited and used:
For the creation of this booklet, USF's University Ministry relied on other texts from the Jesuit Solidarity Network cited below:

- Pastoral Circle available on: https://ignatiansolidarity.net/immersion/wp-content/uploads/sites/7/2012/08/pastoral_circle.pdf


- The Spiritual Exercises & Ignatian Pedagogy by Susan Haaram, available on: https://docs.google.com/presentation/d/1RC5PWD5rv92gy2gXyiWEVLQE4OXQIEPFmFPhcVLb9NI/edit#slide=id.p3

- MEN FOR OTHERS by Pedro Arrupe, S.J. Education for social justice and social action today available on: http://onlineministries.creighton.edu/CollaborativeMinistry/men-for-others.html

Other Sources used for the creation of this booklet:


Videos and Articles Cited for Puebla Immersion:

- Video: How Powerful is Mexico by Now This World. Published April 22, 2015. available on: https://www.youtube.com/watch?v=0WLvNVMsItg

- Video: Puebla 2018 | "La Ciudad de los Ángeles" by Versus MX, published on March, 2018. available on: https://www.youtube.com/watch?v=pkz4xDmF18w

- Article: If you’d been in the shoes of these immigrants from Mexico, what would you have done? by Steve Lopez for the L.A Times. Available on: https://www.latimes.com/local/california/la-me-1211-lopez-daca-20161209-story.html

- Video: Vox Borders: How the US outsourced border security to Mexico by Vox, available on: https://www.youtube.com/watch?v=1xbt0ACMbiA


Images:
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