



International Student Orientation  
**REFERENCE GUIDE**



**Office of International Programs**

5775 Stodder Hall, Room 300

University of Maine

(207) 581-3437

(207) 581-2920

[www.umaine.edu/international](http://www.umaine.edu/international)

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## Office of International Programs

300 Stodder Hall  
581-3437

The Office of International Programs staff welcomes you to the University of Maine. We are delighted that you have finally arrived. We look forward to meeting and getting to know each one of you. Please come into the office and introduce yourself. We are eager and prepared to assist you in any way possible on issues you might face while attending the University of Maine. What follows are some notes we hope you will find useful in the next few days as you get adjusted to the campus. Again, we are here to assist you. Please call 581-3437 to make an appointment if you have special concerns.

### The Office of International Programs Staff

Brian Berger..... Administrative Specialist/SEVIS Coordinator  
Orlina Boteva ..... Director  
Erika Clement..... Study Abroad Advisor  
Sarah Joughin .....Senior Associate Director  
Andrius Ksikvas ..... Assistant Director of International Admissions  
Susan N. Landry..... Administrative Assistant for Study Abroad  
Mireille Le Gal.....International Student & Scholar Advisor  
Lucy Sommo..... Director of International Recruitment  
Jessica Wade.....International Admissions Assistant  
Ella Wu..... Finance and Administration Coordinator

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## LOST STUDENT FIRST DAY GUIDE

<b>Topic</b>	<b>Office</b>	<b>Location</b>	<b>Phone</b>
Admissions/Transfer Credit	Office of International Programs	Stodder Hall	581-3437
Art Exhibits	Dept of Art	Lord Hall	581-3245
Books	Bookstore	Memorial Union	581-1700
Campus Newspaper	Maine Campus	Memorial Union	581-1271
Check Cashing	Credit Union	Credit Union, Rangeley Rd.	581-1457
Counseling	Counseling Center	Cutler Health Center	581-1392
Emergencies	Public Safety	Public Safety Bldg	581-4040/911
Fees, Tuition, Room Bills	Bursar's Office	Alumni Hall	581-1521
Health Insurance	Office of International Programs	Stodder Hall	581-2905
Housing	Housing Services	Hilltop Commons	581-4580
Identification Cards	MaineCard Office	Hilltop Commons	581-2273
Immigration/Visa Questions	Office of International Programs	Stodder Hall	581-3437
Intensive English help	Intensive English Institute	Heritage House	581-3821
Medical Services	Cutler Health Center	Cutler Health Center	581-4000
Operator, Campus	Telecommunications	Shibles Hall	0/1-1110
Organizations	Center for Community Life	Memorial Union	581-1793
Parking permits	Parking Office	DTAV	581-4047
Radio	Station WMEB-FM	East Annex	581-2332
Sports	Recreational Athletics Office	Memorial Gym	581-1082
Student Activities	Center for Community Life	Memorial Union	581-1793
Student Government	Student Government	Memorial Union	581-1775
Television Services	Telecommunications	Shibles Hall	581-2577
Theater	Hutchinson Auditorium	Collins Center for the Arts	581-1755
Theater	Hauck Auditorium	Memorial Union	581-1781
Transcripts	Student Records	Wingate Hall	581-1299
General Information	Visitors Center	Collins Ctr for the Arts	581-3740

# List of Colleges / Schools

## Maine Business School

Jason Harkins, Associate Dean

[jason.harkins@maine.edu](mailto:jason.harkins@maine.edu), 581-1999

Jamie Ballinger, Associate Dean of Graduate Programs

[jamie.ballinger@maine.edu](mailto:jamie.ballinger@maine.edu), 581-1999

Donald P. Corbett Business Building

## College of Education & Human Development

Shibles Hall

[coehd@maine.edu](mailto:coehd@maine.edu), 581-2441

## College of Engineering

Mohamad Musavi, Associate Dean

210 Advanced Manufacturing Center

[musavi@maine.edu](mailto:musavi@maine.edu), 581-2218

## School of Engineering Technology

Will Manion, Director

119 Boardman Hall

[wmanion@maine.edu](mailto:wmanion@maine.edu), 581-2184

## College of Liberal Arts and Sciences

Timothy Cole, Associate Dean

100 Stevens Hall

[tmcole@maine.edu](mailto:tmcole@maine.edu), 581-3844

## College of Natural Sciences, Forestry, & Agriculture

Susan Sullivan, Associate Dean

100 Winslow Hall

[susans@maine.edu](mailto:susans@maine.edu), 581-3203

## Graduate School

Scott Delcourt, Associate Vice President for Graduate Studies and Senior Associate Dean

Stodder Hall

[delcourt@maine.edu](mailto:delcourt@maine.edu), 581-3291

## University Vocabulary

**Identification: Who are you? How old are you?** On many occasions you will be asked to show your ID (identification). It is normal here to be asked for an ID before certain services are available to you, e.g., check-cashing, paying for merchandise by check, buying alcoholic beverages (you must be at least 21 years old), or entering certain places where alcoholic beverages are sold.

**Passport:** This is a very important document which you should always keep in a safe place. You will need this to establish your identity for your new bank.

**Admission Number:** This 11 digit number issued by Custom and Border Protection (CBP) will be on your **Form I-94 Departure/Arrival Record**. This is for Immigration use only. Students who enter the US by land are issued a paper form I-94. All other students must go online to retrieve their I-94 number: [www.cbp.gov](http://www.cbp.gov)

**Social Security Number (SSN or SS#):** This nine-digit number is issued by the U.S. Social Security Administration to students who are employed. It is obtained by applying at their office in Bangor. Your passport, I-20 or DS-2019 and I-94 will be required as identification and you will need a certification letter from OIP and your department, verifying your employment. Only those students who have secured on-campus employment can apply for a number.

**MaineCard and Student ID:** The University will take a photograph of you and issue a Student Identification Card, the MaineCard. You will need to present your passport in order to apply. You will also need to know your UMaine ID number, also known as your MaineStreet ID number. This number was given to you in your admission letter. This number will be needed for all University services including Cutler Health Center, the Library, access to some laboratories and physical education facilities. On the many forms that you will be asked to complete, you will be asked for your ID number. **The university ID number is to be used only for on-campus business. It has no meaning outside of UMaine.**

**Driver's License:** After you pass the driver examinations, the Department of Motor Vehicles (DMV) will issue a Maine Driver's License. The DMV also issues a Maine State I.D. (Identification Card) which will bear your photograph, name, address, and date of birth. This card is useful if you do not plan on getting a driver's license here. A limited number of driver's manuals – to help you study – are available at OIP.

**Where Do You Live? Addresses And Phone Numbers:** As soon as you find housing in Maine or on campus, update your “mailing address” in MaineStreet, and enter your phone number. It is very important that we be able to get in touch with you in case of an emergency.

**Change Of Address:** Whenever you move to a new address, you **must** update the “mailing address” field in MaineStreet within 10 days of the change. Updating your address is required by law.

**Post Office Box:** Many students find it convenient to receive most of their mail at the Post Office. P.O. boxes can be rented for a reasonable annual fee and the downtown U.S. Post Office is not far from campus (corner of Bennoch Rd. and Forest Avenue). We strongly recommend that you consider this.

**E-Mail:** All students are eligible for a free e-mail account. Go to the Help Center in the basement of Shibles Hall if you haven't been able to activate your UM accounts.

# American Social Customs

Like every other country in the world, the U.S. has its own set of customs and behavior patterns. Here are a few things that most Americans automatically know and might not think to tell you.

## TIME

Americans place a great importance on being punctual. It is very important to honor appointments without being late. You may also notice what you consider to be an unusual concern with time and efficiency. Americans are often looking for a faster and more efficient way of doing things. A common sentiment is the more that is accomplished each day, the better.

## GREETINGS

Americans do not usually embrace in public, except with members of their family or very close friends. Men usually shake hands the first time they meet. Women generally do not do so in a social situation, but do in a business atmosphere. "How do you do", "Good morning", and "Good afternoon" are formal greetings. Most people will use the more informal greeting of "Hello" or "Hi".

## INFORMALITY

You will probably notice what appears to be great informality between student and professor, employee and boss, etc. Calling professors, new acquaintances and employers by their first name should not be taken as a lack of respect. It is often just "the American way."

## AGE DIFFERENCES AND RESPECT

Respect for elders by younger people is expected in the U.S., but not to the degree found in many other countries. You will find that most people in the U.S. expect to treat you as an equal. For example, if you have a roommate who is ten years older than you, your roommate will not expect any special privileges.

## QUESTIONS

You may be surprised at the lack of formality in Americans' manner and speech. In addition, it may seem to you that their conversational questions are both too numerous and too personal. People in this mobile society are used to meeting new people and quickly feeling at ease with them. Their way of getting to know someone is to ask all sorts of questions about the person's job, his/her background, and his/her family. Such questions are out of interest, not an invasion of privacy. If you are uncomfortable with some of these questions, you need not answer them. You can freely admit that you are not used to a particular question, that such a question would not be asked in your culture. Your honesty in this regard will be appreciated.

## INDIVIDUALITY

In the way they dress, they act, they talk...there can be no mistaking that individuality is important to Americans. This can be a little unnerving to visitors who come from cultures where conservative values, "conforming to the group," and maintaining harmony and order are important.

While you are certainly not expected to change your values, you may experience difficulties in the classroom if you come from a type of culture such as the one mentioned above. Independent thinking is expected of students in American classrooms. Interpretation, analysis, critical thinking and even challenging the professor may be expected of you in your classes. You may even be graded on your classroom participation. It takes practice and time to become accustomed to doing these things, but most students eventually succeed.

## SOCIAL INVITATIONS

Invitations should be accepted as soon as possible. Appointments for social affairs are usually more flexible than those for business functions. For example, if a party is to begin at 8:00 p.m., many of the guests will arrive at staggered hours, and some may come as late as 10:00 p.m. This is not acceptable for a dinner invitation. You should always arrive at the stated time if the invitation includes dinner. Under normal circumstances, a person who invites you to dinner or to the theater takes care of the bill as well. However, if a student invites you, you should be prepared to pay for yourself, since students are often short of money. If you are in doubt, ask. "Going Dutch" means that each person pays his/her own way. You may receive an invitation that asks you to a "potluck" dinner (a dinner where each guest brings a part of the

meal) or asks you to bring your own beverage (BYOB). Although it may seem strange, this is a perfectly acceptable way of entertaining in America.

### **COMMON SOCIAL EVENTS**

**Parties:** Range from the extremely informal gatherings of students to formal occasions requiring written invitations and fancy dress. Usually there are snack-type foods and alcoholic beverages. Some parties are "dances" and some are social mingling and conversation.

**Cocktail Parties:** Semi-casual late afternoon or early evening parties for conversation and meeting people. Usually for special interest groups.

**Receptions:** Semi-public gatherings arranged as needed to provide acquaintance with special persons. The nature of the reception depends upon those for whom it is given.

**Dinners:** The most common form of individual/small group entertaining. Certain rules of etiquette (courtesy) must be followed:

- 1) Always be definite in accepting or declining the invitation. If you accept but later find that you are unable to attend, inform the host as soon as possible.
- 2) Arrive on time.
- 3) It is polite to ask the host if you can bring something and to inform him/her of any dietary restrictions you might have.
- 4) Gifts are not expected, although bringing something small such as flowers or candy can be nice for special occasions. Guests often bring a bottle of wine although this is certainly not expected of non-drinkers.
- 5) It is polite to compliment the host/hostess on the food. Sincerity is appreciated. Thank the host/hostess as you leave.
- 6) If your host/hostess does not smoke, ask if it is alright for you to smoke before you take out your cigarettes.

Dinners range from informal to formal but the most common are very casual, especially in a university environment. Plan to spend the evening at the host's home. Other than eating, conversation is the main event at dinner. It is impolite to "eat and run" unless you have a compelling reason to leave early. It is generally expected that you stay and socialize for approximately one hour after the meal.

Going to a restaurant: When students go out together, they expect to pay for their own meals individually. Always be prepared to pay for yourself unless someone specifies that they wish to "take you out." Likewise, you may suggest going out without assuming the responsibility of paying for everyone.

### **FOOD AND TABLE MANNERS**

Americans usually eat three meals a day. Breakfast may be eggs, bacon, cold cereal, toast and coffee or teas, and milk or juice. A light lunch of sandwiches, soups or salads is common. The main meal, supper, is eaten between 5-7 p.m. and usually consists of meat, vegetables, bread, salad and dessert. Low-calorie and "diet" meals are popular with Americans as the country becomes more health-conscious.

### **SAYING "THANK YOU"**

It is considerate to send a thank you note to your host or hostess. It is not necessary to take a gift, especially if you are invited only for dinner. If you are invited to a birthday party or for Christmas, a small gift is appropriate. It is never necessary to give an expensive gift; a small souvenir from your country would be happily received. It is customary to say "Thank you", even for small favors done by a person who is only doing his or her job (such as a clerk in a store). The response "You're welcome" is also customary.

### **RELATIONSHIPS**

Most Americans have large numbers of friendly acquaintances, but just a few close friends. Visitors from other countries often remark that Americans are very friendly, even at first meeting, but that it is difficult to get to know them



very well. Sometimes this is true, because though Americans are friendly to everyone, they are also private people and often have just a few intimate friends.

"I'll be seeing you soon," "We'll have to get together soon," and "Drop over sometime," are usually just friendly ways of saying good-bye between new acquaintances, and should not be taken seriously as invitations.

If you would like to get to know someone better, it is a good idea for you to take the initiative and invite them for a Coke, etc. By participating in as many social activities as you can, you will come to meet and make new friends.

### BATHING AND HYGIENE

Most Americans bathe or shower daily, and use a deodorant and anti-perspirant. Americans, therefore, because they are not accustomed to it, find body odor and perspiration offensive.

## TIME SCHEDULING

Time Scheduling Suggestions: Time scheduling will not make you a perfectly efficient person. Very few people can rigorously keep a detailed schedule day after day over a long period of time. In fact, many students who draw up a study schedule and find themselves unable to use it become impatient and often give up the scheduling idea completely. The following method of organizing time has been helpful to many students and does not take much effort. It is more flexible than many methods and helps the student to establish long term, intermediate, and short term time goals.

1) **Long Term Schedule:** Construct a schedule of your FIXED COMMITMENTS ONLY. These include only obligations you are required to meet every week, e.g., job hours, classes, religious activities, family, organization meetings, etc.

2) **Intermediate Schedule:** One per week. Now make a short list of MAJOR EVENTS and AMOUNT OF WORK to be accomplished in each subject this week. This may include non-study activities. For example:

Quiz Wednesday  
Paper Tuesday  
Ball Game Tuesday night  
Read 40 pages in English by Friday  
Read 150 pages in History by Friday

These events will change from week to week and it is important to make A NEW LIST FOR EACH WEEK. Sunday night may be the most convenient time to do this.

3) **Short Term Schedule:** One per day. On a small note card each evening before retiring or early in the morning make out a specific daily schedule. Write down specifically what is to be accomplished. Such a schedule might include:

8:00 - 8:30	Review History
9:30 - 10:30	Review Math and prepare for quiz
4:45	Pick up cleaning on way home
7:00 - 10:15	Chapter 5, 6 (History)
10:20	Phone call

CARRY THIS CARD WITH YOU and cross out each item as you accomplish it. Writing down things in this manner not only forces you to plan your time but in effect causes you to make a promise to yourself to DO what you have written down.

## ACADEMIC TERMS DEFINED

**Academic Year:** That period of time during the year when the instructional programs are conducted, not including Summer Session.

**Add and Drop:** The procedure whereby a student may alter his/her schedule of classes to remove a course and/or add a different course after the beginning of the semester. The procedure is initiated through the student's advisor and/or Dean's office or college. This procedure is allowed at the beginning of the semester during specific dates.

**Admission Interview:** This is usually the first contact the student has with College officials. The career and educational goals of the student are examined and curriculum requirements are explained. A time schedule for the classes which have been selected by the student may be developed.

**Academic Advisor:** A member of the faculty who helps the student plan his academic program.

**Audit:** To take a course without earning credit or receiving a grade.

**Counselor:** A professionally trained educator who offers help to students in the areas of personal concerns, career choice, and educational decisions.

**Credit Hour:** A unit of work in a subject which is usually equivalent to one hour of class or two hours of laboratory plus an additional two hours of homework a week throughout a semester. For example, Political Science II is a three credit hour course which meets three hours per week. There are several exceptions to this, such as studio art courses, physical education activity courses and courses with laboratories. These exceptions are so stated in the course descriptions.

**Curriculum:** A set of specific courses and electives leading to a certificate or a degree.

**Curriculum Area:** General grouping of programs with similar goals.

**Elective:** A course a student chooses to take that may or may not be related to their major. Some majors require elective courses.

**Exit Interview:** Counselors meet with each student who withdraws from college during a semester.

**Full-Time Student:** An undergraduate student enrolled for 12 or more credits per semester, or six or more credits during the Summer session. Full-time for graduate students is 6 credit hours or more per semester.

**General Education:** A group of courses and a curriculum covering the areas of English, Social Science, Natural Science and the Humanities whose aim is to provide all students in most curricula with a common educational experience.

**Grade Point Average (GPA):** The ratio of grade points earned to credit hours attempted (see academic regulations).

**Job Placement:** Service provided by Career Center to assist students and graduates in finding employment suitable to their interests, desires, and abilities.

**Quality Points:** Semester hours of credit multiplied by the numerical equivalent of a letter grade (A-4; B-3; C-2; D-1, F-0). For example, English 101 is three semester hours of credit (3 Cr. Hrs.). If a student received an "A" in English 101, he would receive 12 quality points for the course ( $3 \times 4 = 12$ ).

**Part-Time Student:** An undergraduate student enrolled for less than 12 credit hours per semester, or a graduate student enrolled for less than 6, with some exceptions.

**Prerequisite:** A course which must be taken as preparation for further courses in the same area.

**Registration:** The process wherein students select courses (in groups or individually). The student may be assisted in this process by an academic advisor. See also Scheduling.

**Required Course:** A course that must be taken to complete a student's program and/or certify him for a degree.

**Scheduling:** Procedure for selecting courses. See Registration.

**Transcript:** A certified copy of the student's academic record.

**Withdrawal:** The process whereby a student discontinues enrollment in all of their courses.

## HOW TO IMPROVE YOUR ENGLISH SPEAKING SKILLS

Many international students ask questions about ways in which they can speak English more clearly. The best way to improve your speaking skills is to speak English as much as possible. It is a good idea to set some goals each semester that will help you speak English more clearly. As you progress toward the goals, you will feel more confident about your ability to communicate effectively.

One helpful goal you could set is to meet and talk with native English speakers at least two times each week. Ask this friend to tell you when you have pronounced a word wrong. Say the word again after your friend has pronounced it correctly for you. Repeat the word until you say it so your friend understands it.

Another goal is to keep a list of words you are having difficulty saying correctly. Review the list with an English speaking friend once each week. Put the list on a cassette tape recorder and play it back and practice saying the words out loud two times each week. When you have a problem pronouncing a new word, add it to your list. You should try to add at least 3 or 4 new words to the cassette tape each week. Erase words on the tape that you have learned to speak clearly. This will give you a good feeling that you are making progress toward speaking English better each day.

You may be thinking as you are reading this page that you feel a lot more comfortable speaking your native language, rather than English. Many students who live with their families always speak their native language in the home. Also, many foreign students avoid talking with American students because they believe that American students will laugh at them or criticize their way of speaking English. Many cultures teach that it is wrong to imitate what other people say or do. These and other reasons may be keeping you from speaking enough English. Remember to practice speaking English at home with a brother or sister, or to practice with an American friend.

If you are interested in taking classes to improve your English, contact the Intensive English Institute, Heritage House, 581-3821.

## COUNSELING

What is counseling? What can I expect from counseling? Students often ask these questions. Some people do not go for help because counseling is strange and unfamiliar to them, or they may have some negative feelings about going to a stranger with their problems.

This brief description of the counseling process may help you decide if you want to get counseling help in dealing with a personal, vocational (major, career) or educational problem. This description may also help you maximize the effectiveness of the counseling process, should you decide to seek the help of a counselor.

Counseling is very much an American (U.S.) institution. Although mental health services are known all over the world today, counseling services - particularly college or university based counseling services - are very common on American campuses. In this country, counseling began early in the twentieth century, and it originally consisted of vocational guidance to help people select jobs. Later, counseling activities were expanded to include help for personal

and educational problems. The use of psychological tests was also added to the activities of the counselor, especially after World War II.

Counseling is based on the idea that people experience adjustment problems at certain times of their lives and may need help with these. In some ways, counseling is already familiar to you. For example, you may have talked to a family member, teacher, or friend who has helped you make a decision or feel better about a problem. Unlike family and friends, a counselor is a trained professional with whom you can talk openly, with the knowledge that this information will be kept **confidential**. The counselor will be able to be positive and supportive toward you, but at the same time, be more objective about you than friends or family.

Counseling begins when a person experiences concern with a certain problem, such as a career decision, a family or marital problem, or inability to make friends, and seeks help in dealing with it. This person then brings his or her concern to a counselor who tries to understand the problem from the student's point of view\*. At the same time, a relationship of trust and cooperation is being built between the counselor and the student. The counselor may help the person understand himself/herself better, and explore alternative ways of behaving or problem-solving.

*\* Point of view - how an individual sees and understands a situation.*

As a foreign student, you may have some special concerns about the counseling process. For example:

- 1) The culture of the country from which you come may usually handle problems within the family. Talking to a stranger, even if it is a professional, about family or other private issues may be seen as unusual or disloyal to the family. Counselors are professionals trained to work with people who are experiencing problems or have concerns. You may find it helpful to talk with an objective person who is not part of the problem or concern.
- 2) The culture that you come from may encourage an attitude of extreme respect to persons in a position of authority. Therefore, you may expect the counselor to act like an expert or an authority, and give you the solution or answer to your problem. Counselors do not work this way. They will assist you in examining the situation and help you identify a possible plan of action. Counselors are trained to help those they work with make their own decisions. It is the student's responsibility to make decisions and take actions.
- 3) Because counseling is not widely known in other cultures, there may be a tendency to think of counseling as medical treatment, and the counselor may be expected to give some sort of "prescription" or "cure" for the problem. In addition, in many cultures and countries - including to some extent the U.S. - there still is an incorrect idea that psychological help is psychiatric help, and that people who cannot handle their problems by themselves are "mentally ill." Most people experience difficulties or extreme stress at some point in their lives. Counselors cannot "cure" you, but they can help you see the situation you're in more clearly and guide you to positive results.
- 4) As a foreigner, you may find that there are some cultural differences between you and your counselor. This may have been one reason why you have not gone to see one. Sharing with the counselor facts about your own cultural background will help him/her understand you better. Also, you will be able to talk about your feelings in relation to living in and adjusting to a new culture.

To summarize, counselor and student form a working relationship where both share responsibility for understanding the student's concern and considering alternatives. The counselor will not tell you what you "should" do, but may help you understand yourself and your problem better. In the future, you can return to your counselor to discuss other problems. Hopefully, this information will help you make better use of the counseling services available to you while you are in the United States.

# CULTURE SHOCK

Whenever you go to a new place, whether a new school or a new country, it takes some time to adjust to your new environment. Frequently, students feel excited at first, but then become sad or angry. You may miss your old places and the people you knew there. It takes time to make new friends and to adjust. This process is called "culture shock." Don't worry - with time things will improve. Look at the suggestions on the next few pages to better understand what you are experiencing.

<u>Symptoms</u>	<u>Reasons</u>	<u>Remedies/Prevention</u>
1) First experience of loneliness	Isolation in a new culture. Longing for friends and family	Find people to communicate with, make new friends
2) Uncharacteristic behavior-anger	Inability to cope with simple things	Knowledge of survival techniques - common phrases, food, transportation
3) Frustration	Unreal expectations	Preparation/orientation to realistic expectations. Opportunity to discharge frustration.
4) Helplessness	Loss of support network	Expectations of culture shock/build new networks.
5) Small things mean a lot, e.g. luggage, clothes	No access to extra money/no one to help	Contacts/understanding the system/attempting to understand/good planning may help.
6) Anxiety	No one to discuss things with	Talk with a counselor. Gain cultural perspective. Someone to ask "What can I do if...?"
7) Depression, crying	Feeling rejected	Build relationships/do things/get involved with people/communicate.
8) Disorientation	Loss of familiar cues, not knowing how to behave/interpretations of behaviors. Inability to deal with things that are different.	Find someone who understands you and speaks the local language /interprets behaviors for you. Find a familiar anchor to stabilize e.g. familiar music, familiar food. Plan for a comfortable environment - basic needs have to be met (e.g. morning cup of coffee).
9) Loss of Objectivity: What's right/what's wrong?	No sounding board* (*someone who will give you feedback - tell you what's right and wrong).	Opportunity to communicate with other foreigners/other students from your country, as well as host country people.

### Symptoms

### Reasons

### Remedies/Preventions

10) Fear	You don't know how others will react to your actions	Talk to people who have experienced the same thing and overcome it.
11) Cannot talk about things	Too self-conscious. Fear of embarrassment: "What will they think about me?"	Ask questions. Ask for feedback "Tell me if I do something that is not appropriate here."
12) Misinterpret cues, confused, withdrawn	Lack of information/experience in new culture.	Seek information. Be flexible and open to learning. Enjoy the new culture learning/in-sights. Find someone to share with them.
13) Differences in values	Different cultural experiences	Non-judgementally discuss reason behind differences, don't judge other people's behavior based on your beliefs.
14) Lack of communication	Fear of being misunderstood	A desire to understand other people. Believe it is worth trying to communicate.
15) Embarrassment	Doing the "wrong" things	Humor and ability to talk about mistakes (even enjoy them and write home about them).
16) Feeling like a victim and feeling rejected	You feel no one understands you and feel everyone is talking about you. You feel you are not liked; feel you are different from everyone else, doing "strange" things.	Search for a "friend" someone you can trust; someone who can tell you how you are doing. Talk about why you do things differently. Imitate necessary host country behaviors, e.g. taking off shoes. Consult with previous visitor.
17) Loss of confidence	Descending from home country status particularly pre-departure status.	Talk to people who have experienced the same thing.
18) Loss of self-respect	"I do all the wrong things and no one likes me. "Experiencing prejudice. "Because I don't know the language they treat me like a child."	Attempt objectively and recall home-country perspectives. Believe you can change prejudices by positive interpersonal relationships.
19) Desire to leave (flight)	Longing for familiarity and acceptance	Tell yourself this desire will soon pass. Understand culture shock. Communicate
20) Identify problems	What kind of person am I <i>really</i> , away from my familiar home image?	Find out who you are, who you want to be. Enjoy the chance to establish a fresh image.

**Symptoms**

21) Over dependence

**Reasons**

I must know how it's done in this culture. I should not make mistakes. I must always ask someone who knows.

**Remedies/Preventions**

Find a culture guide, but gradually learn the excitement of "I can do this on my own." Feel it's O.K. (and fun) to learn from mistakes! Believe you can do it.

*For more information contact:*

**Office of International  
Programs**

5775 Stodder Hall, Room 300

University of Maine

Orono, ME 04469-5775

(207) 581-3437