

A Modifiable Overseas Elective Handbook

International Initiatives to Create a Helpful Resource for Schools of Health Professions

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This modifiable overseas elective handbook is developed to provide a template for schools/colleges/universities of health professions, which send their students to international elective programs. It demonstrates a framework of the home university should consider in creating/preparing the student handbook for overseas elective program with authentic examples and feedbacks from the host institutions.

Anyone who are interested can freely download, modify and develop the featured overseas elective student handbook based on their needs and curriculum.

The feedbacks, suggestions and further discussion from readers are more than welcomed, and please contact via the following email: *electivehandbook@gmail.com*

Preface

With the growing interest in global health, an increasing number of medical students are seeking international experience, often in low- or middle-resource countries/areas; and more and more universities offer and sponsor, in some way, overseas elective opportunities to meet student need and facilitate learning. There are also many non-profit organizations and private companies running medical overseas electives. With respective personal interests, some students are keen to initiate individual projects abroad via personal contact or family help.

Regardless of the way by which students undertake an overseas elective program, students all may confront health and safety concerns, cultural obstacles, language barriers, as well as ethical dilemmas, which affect their learning outcomes and experience of the overseas electives and exposes them to a certain degree of risk.

From the perspective of the host institution*, ill-prepared or inappropriately prepared students may increase the burden on the host institution, leading to increased difficulty with supervision and meeting student learning objectives, which can put both the patients and host institutions at risk.

It falls on the home universities** to provide students adequate preparation before departure to ensure they are well-informed about the possible difficulties that they may encounter during the elective; are able to identify their own limitations; and know how to seek help and solutions with mutual respect when facing ethical challenges.

Moreover, it is necessary for the home universities and host institutions to have sufficient communication with one another and come to an agreement regarding the expectations of each stakeholders on program purposes, students' level of competence, supervision and assessment approach, and pre-departure training scope.

Teaming with faculty from medical schools in six countries (Japan, Thailand, Tanzania, Canada, the US, and the UK), we shared and reviewed information and documents from overseas elective programs; and interviewed faculty from host institutions to explore their perspectives and experiences with hosting overseas students.

Based on the identified essential components, we compiled this handbook with some practical examples; and hope it could be a framework for schools of health professions to develop their own handbook and pre-departure training for students attending overseas elective programs.

**Host Institution – the clinics, hospitals, organizations, and universities/ colleges/schools of health professions where students are accepted for their international electives.*

***Home University – universities/colleges/schools of health professions which send students to international electives.*

Modifiable Overseas Elective Handbook

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I. Overview of the Programs – Home University Organization

It is important for the home university to provide students with general introduction on the cooperative overseas elective programs in the handbook, covering overall purposes, elective sites, time span, cost and financial aid, application instructions, as well as assessment requirements.

Meanwhile, the home university has the obligation and responsibility to support and supervise the students who will attend the external programs or undergo an individual program. The handbook should include the specific instructions on what-to-do for them, too.

Although each program has its focus or feature, students may have their own considerations on the specialty, personal goal and self-expectation, time arrangement, or the financial burden when choosing an overseas elective. The handbook will guide students to identify their aim and objectives, select the elective site, complete the application, and prepare for their overseas electives.

1. Purpose of Overseas Programs

It is essential for home universities to specify the purpose of each overseas elective program run with partner institutions and set expectations for the prospective participants. It will help students get started or provide a frame of reference for the students seeking external program or independent project.

Many universities have adopted overseas electives in their curriculum, which provides students a unique opportunity to experience a healthcare system different from the country/area where they are studying; to develop their knowledge and skills; to increase their cross-culture competency; to gain a deeper understanding in Social Determinants of Health (SDH), and to facilitate the formation of their professional identity.

◆ Tufts University

<http://medicine.tufts.edu/Global-and-Local-Engagement/Global-Health-at-TUSM/Message-from-the-Dean-of-Global-Health>

Message from the Dean of Global Health

TUSM views global health education as an important component of its educational mission. This is in recognition of the need to equip health professionals of the 21st century with the knowledge and skills requisite for engagement in clinical, research and public health careers with an increasing global health dimension.

◆ McGill University

<http://www.mcgill.ca/globalhealth/students>

Global Health Program for Students

Global Health Programs is committed to enriching the education of McGill students interested in global health. Through funding opportunities, events and other student activities, Global Health Programs works to promote the exploration of global health topics among the student population at McGill University.

Also, it is a distinctive chance for medical students to explore their specialty interests and career vision, which in turn will promote their learning.

◆ **King's College London**

[Elective and Global Health webpage](#)

Your Elective forms a very important part of your course. It is an integral part of your undergraduate curriculum. The Elective is an exciting opportunity to experience different healthcare systems in new environments and to focus on aspects of medicine that you are particularly interested in and/or wanting to explore in more depth and/or considering as a career.

2. Elective Sites

Basically, each home university should list the proposed elective sites with general information of each country where the elective is located, the specialty focus, and the requirements on necessary skills.

In most cases, the home university offers several overseas elective programs for students, and there could be more than one placement in a single country/area too. When considering where to go for their overseas elective experience, students may have encountered some difficulty determining which country to pursue their overseas education. This decision involves many factors, such as personal interest, safety concerns, language skill, cultural barriers, budget restriction, and time constraint.

Sufficient information on the elective sites will facilitate students to ascertain potential elective sites.

2.1 Program run by home university and partner institution

Programs run by home university and its partner institutions are considered the best choices in terms of safety, learning experience and program management (training quality, time arrangement, assessment, etc.).

This program arrangement was preferred by most host institutions, as it provided more advanced preparation and had more logistical support for students from the home universities, when compared to those who independently made elective arrangements (Kumwenda, Dowell, Daniels, & Merrylees, 2015). Students attending partnership electives also reported that they felt more satisfied with their elective experience than the others (Kumwenda, Royan, Ringsell, & Dowell, 2014).

Home universities should indicate the elective sites with possible placement options in each country/area and with specialty focus.

◆ **King's College London**

Elective and Global Health webpage

Some potential partnership elective opportunities ·

- Chinese University of Hong Kong (**8 places for Elective**)
- University of Pennsylvania (**2 places for Elective Only**)
- Emory University School of Medicine, Atlanta, USA (**6 places for Elective only**)
- Hong Kong University (**8 places for Elective only**)
- Jikei University School of Medicine, Tokyo, Japan (**3 places for Elective only**)
- Johns Hopkins University School of Medicine, Baltimore, USA (**10 places for Elective only**)
- Lille II University, France (*Elective*)
- Monash University, Melbourne, Australia (**5 places for Elective only**)
- Second Medical Faculty of Charles University, Prague (**8 places for O&G/ Paediatric attachments/ Elective**)
- University of the West Indies (*Elective. 4 each to Jamaica, Bahamas, Barbados & Trinidad*)
- Universidad Francisco Marroquin, Guatemala (**5 places for Elective only**)
- Cornell University, Ithaca, New York, (**1 place for Elective Only**)

If a program requires the participants with certain language skills; or prefers students with experience traveling/living abroad; or with background in certain disciplines besides medical knowledge and skills, these requirements should also be notated.

◆ **McGill University**

<http://www.mcgill.ca/globalhealth/funding/global-health-scholars>

Air pollution and cardiovascular disease in rural China

- Dr. Jill Baumgartner (Institute for Health and Social Policy)

Location – China

The student will travel to the rural Sichuan, China to assist with data collection for a longitudinal study of energy use, air pollution exposure, and atherosclerosis. The study is investigating whether exposure to air pollution from household biomass and coal burning is associated with increased risk of cardiovascular disease, and whether use of cleaner stoves and fuels can mitigate these risks. The study site is located in a mountainous region of Sichuan along the eastern edge of the Tibetan Plateau.

Skills — The student must have at least intermediate Chinese skills for this study. Previous experience studying or working in China and some experience in basic statistics is a plus.

◆ **McGill University**

<http://www.mcgill.ca/globalhealth/funding/global-health-scholars>

**Understanding the costs incurred by families of children with cancer India
- Dr. Algeria Tsimicalis (Ingram School of Nursing)**

Location - New Delhi, India

This is an extension of a recently completed study conducted by a McGill master's nursing student (Ms. Stephanie Mardakis). The objective of this qualitative descriptive study was to explore the direct, indirect and psychosocial costs experienced by caregivers of children being treated for cancer in New Delhi, India. A qualitative approach was adopted to provide an in-depth understanding of families' costs, and complement our in-progress quantitative approach to understanding families' costs in India, especially the often neglected indirect and psychosocial costs.

Skills - Strong writing skills in English; Highly motivated to acquire field experience; Expectation and ability to be versatile in a low-resource setting; Cultural sensitivity and tactful communication; Comfortable in a healthcare setting and have the ability to demonstrate a professional/ethical demeanor. Assets: Spoken Hindi; Experience with interviewing and traveling (and living) abroad.

2.2 External program

Programs run by NGO or private companies are the common supplementary sources for students who are seeking international medical experience. There are numerous advertisements of study abroad, international exchange or overseas internship on the internet, but students may have concerns regarding the training quality, safety, ethics, assessment and feedback, and even credit transferring.

It is better for the home university to identify some credible external programs or reliable organizations and recommend these to students seeking external elective programs.

◆ **McGill University**

<https://www.mcgill.ca/globalhealth/node/18>

International Electives and Placements

Considering the different options

We recommend exploring the following programs:

External Programs

Child Family Health International (Public Health, MDCM, Nursing, PT/OT, undergraduate)

Global Health Corps (wide range of disciplines)

Dalai Lama Fellows (Vivienne Walz, MScPH student was a 2014 Fellow)

2.3 Student identified program

According to personal interests, some students may intend to undertake an independent project via personal contact.

The home university should provide those students with full support and supervision, from planning

and application consultation, to pre-departure training and on-site monitoring, as well as the post-elective evaluation, like assessment method and credit transferring.

The supporting and supervising scheme should be detailed in the handbook.

◆ Tufts University

<http://medicine.tufts.edu/Global-and-Local-Engagement/Global-Health-at-TUSM/Opportunities-for-Independent-Projects-1>

Opportunities with Independent Programs (not TUSM sponsored)

Students looking for opportunities outside of TUSM sponsored programs may apply to work with other established institutions to design programs for Summer Experience in Global Health (1st year MD), Public Health Field Experience (MD/MPH or DVM/MPH), Applied Learning Experience (MPH, MD/MPH, DVM/MPH, MS-HCOM), or Clinical Elective (4th year MD). Students wishing to work with an independent program will be held to high standards and must have a well thought out application. Requirements include:

- Identify a TUSM faculty mentor
- Have an agreement with a partner organization and an on-site preceptor within that organization
- Provide a detailed description of the partner organization and its experience working with students/capacity to provide support to students
- Form a clear project proposal and plan for carrying out the project
- Arrange all travel, housing, and logistics
- Projects must be a minimum of seven weeks long (four weeks for 4th year students)

Students working with independent programs are strongly encouraged to start the planning process as early as possible.

For more information, examples of organizations with which TUSM has informal relationships, or programs that TUSM students have worked with in the past, please contact ...

MD students:

Dr. Joyce Sackey, Dean for Multicultural Affairs and Global Health

Joyce.Sackey@tufts.edu

Ariella Green, Global Health Program Coordinator

Ariella.Green@tufts.edu

...

3. Time Span

“Time span” here implies two aspects: (1) the timeline for the application and (2) the length of program period.

It will take some time to apply for an overseas elective, and the student must start in advance. Especially for the popular programs, students may have to apply 6-7 months ahead.

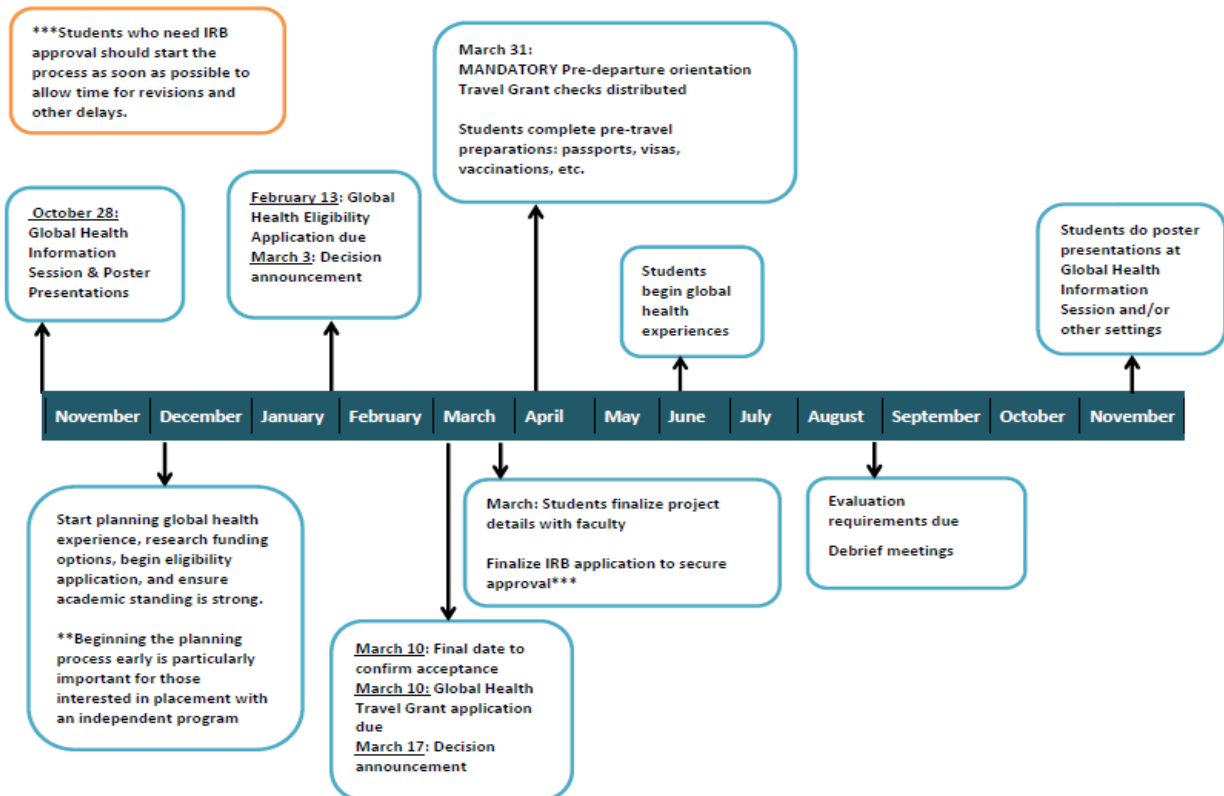
The home university should specify the timeline of the application process for programs run by the home university and partner institution to ensure that the students understand what and when to submit for their application.

DATES and DEADLINES FOR THE ELECTIVE

Applications for partnership Twin link places	Dec.
The students complete some e-learning modules and attend/engage with webinars	May – Oct
Submit their elective plans	20 th Oct
They are approved	
Elective period (weeks of elective) after final exams end of	Jan – 23 rd March
Submit essay	22 nd March
Have post elective meeting with Educational supervisors	

◆ Tufts University

Global Health Travel Timeline: Summer 2017



For the students who would like to apply for an external program, the home university should remind them to be wary of the application deadline and any updates for the admission information. It is also recommended that students have a back-up plan in case their intended plan falls through.

<p>◆ McGill University http://www.mcgill.ca/medcareerplan/med-2/electives</p>	
<p>...I want to take an elective outside McGill?</p>	<ol style="list-style-type: none"> 1. See the procedures for applying to electives at non-McGill sites here, especially "How to Book an Away Elective" 2. look at the application requirements for the university you are considering on the AFMC Portal 3. Look at the application requirements for schools not subscribed to the AFMC Portal (such as Universite de Montreal; basic procedures here) 4. try to plan to apply anywhere from 4 to 7 months in advance of the start date 5. look at their immunization and police check requirements and protect time in your schedule to take care of this 4-6 months in advance.

Based on the curriculum, the elective duration may vary from each university. However, the school should specify the requirement on the length of program period.

<p>◆ Tufts University <i>TUSM Global Health Eligibility & Placement Application P-3</i></p> <p>* Please note your summer Global Health Experience must be a minimum of 7 weeks.</p>

For programs with a longer duration, if it is possible for students to choose different elective sites within that period, it is recommended to limit the number of geographical locations.

<p>◆ King's College London <i>Elective and Global Health Portfolio</i></p> <p>You are expected to spend 8 weeks of the elective period on your attachment(s). You may wish to spend 8 weeks in one institution or, alternatively, divide your time between two areas/institutions. We advise you to limit your clinical attachments to a maximum of two geographical locations.</p>
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4. Cost and Financial Aid

Although some universities, while working with partner institutions, offer tuition waiver programs for their students, overseas elective programs could be expensive. Many universities provide students with various financial aids to encourage students' participation in international experience. For the home university, it is necessary to list the estimated cost of the overseas electives for students' reference and to provide students the sources of potential financial aids.

Funding

Costs to Consider

- Flights
- Accommodation
- Living costs whilst away (e.g. food, laundry, etc)
- Immunisations, anti-malarials, HIV-PEP starter pack, screening tests
- Equipment (e.g. rucksack, clothes, etc)
- Gloves, masks, eye protection
- First Aid Kit
- Map(s) and Guide Book(s)
- Transport
- Travel Insurance
- Visa (if applicable)

The total cost will vary depending on your destination(s).

Potential Sources of Funding

- University specific funds + national medical elective funds (see Awards List + folder in the Registry)
- Local Education Authorities (Some may provide assistance. Enquiries should be made well in advance of departure)
- Drug and Healthcare Companies (most have an application procedure set up).
- Clubs and School (Rotary Club, Lions Club, old school etc. from your home area. Be prepared to provide detailed plans of your trip, a breakdown of your costs, and some form of reference from the medical school. Offer to give a presentation about your trip on your return).
- Religious Groups (Especially for electives in developing countries)
- Student Loan (see <http://www.slc.co.uk>)
- Bank Loan (E.g. professional study loans, career development loans. Check interest rates and the repayment terms and conditions carefully)

International Electives and Placements

Before you depart

Apply for travel funding if needed.

- McGill Global Health Programs has a travel awards program which grants funds two times a year.
- The McGill Institute of Health and Social Policy's McBurney Fellowship can offer support to students travelling to Latin America.
- McGill Faculty of Medicine Graduate Program for International Travel
- McGill GREAT -Graduate Research Enhancement and Travel Awards
- McGill Mobility Awards

◆ **McGill University**

<https://www.mcgill.ca/globalhealth/students/funding-opportunities>

Funding Opportunities

- Travel Awards
- Steinberg Global Health Postdoctoral Fellowship
- Global Health Scholars
- Student Initiative Funding

5. Application Instruction

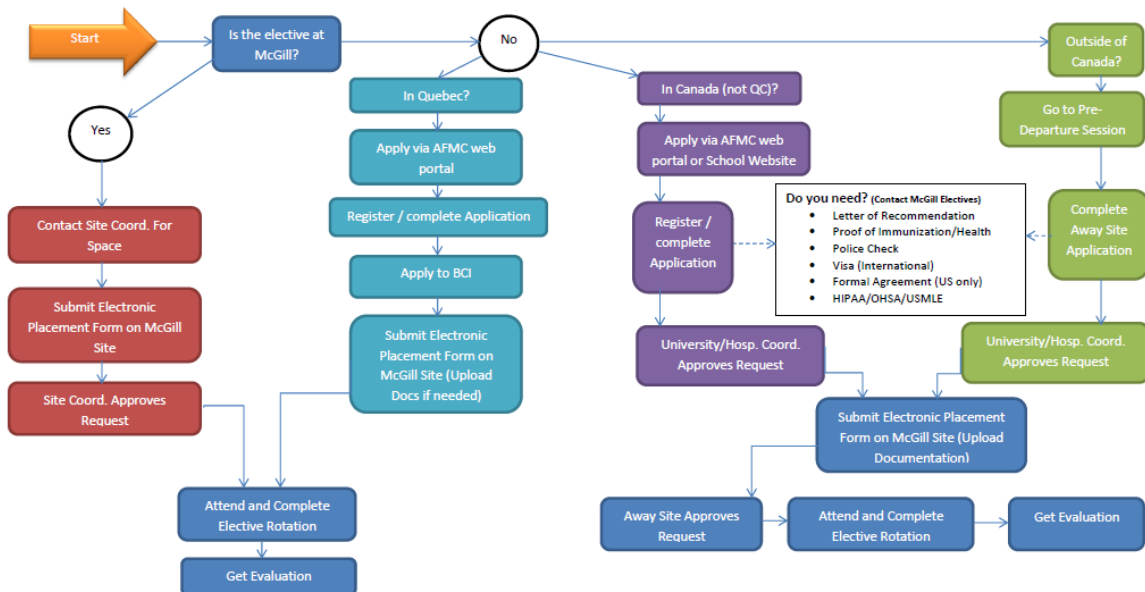
For the school-run programs, it is necessary to provide students with clear application instructions, which should include: the application requirements, application forms, consultation/support scheme, document list, and application timeline (*Please refer to I-3 Time Span*).

A work flow chart can help students figure out how their applications are processed.

◆ **McGill University**

http://www.mcgill.ca/ugme-electives/files/ugme-electives/electivesworkflow_feb_2017.pdf

McGill Student Electives Process Flow Chart



The selection criteria state how the school will evaluate student’s application. Meanwhile, it provides students the guide for self-assessment in planning their electives.

◆ Tufts University

TUSM Global Health Eligibility & Placement Application P-3

The selection committee will review all applications and make decisions based on the strength of the applications using the following criteria:

Applicant-based criteria:

- Motivation & clarity of purpose
- Maturity
- Cultural competency
- Flexibility & adaptability
- Ability to work with a team
- Inquisitiveness & desire to learn
- Basic professionalism
- (Language skills if applicable)

Home universities should specify what students should do when they decide to participate in an external program or when they initiate an individual project, such as whom they should talk to about the academic issues, if they need to get approval from the faculty, or if they need to file their travel with the home university or register in the governmental system (*Please refer to I-2.3 Student Identified Program*).

6. Assessment

The students should know how they will be assessed during and/or after the overseas electives program before their applications. The assessment approaches and the rubric or criteria, should be incorporated in the handbook (*Please refer to II-2 Personal aims and objectives*). The assessment should consist of two parts: one is for the student work, in various forms, like writing, oral presentation, or poster. And the other is the feedback/evaluation from the supervisor and/or the host institutions.

6.1 By home university

Report/Essay/Journal/Blog

◆ Tufts University – Global Health Logistics & Evaluation Requirements

P-7,8,9

Evaluation Requirements

- Program-specific requirements
- Contact your department to make sure you know what you need to do.
- ALE students will have different requirements
- MD students will receive instructions from us. We will ask you to write a personal reflection essay. This can be general to your experience or can be about a particular anecdote, your choice!

Additional requirements

Global Health Program Evaluation

- Debrief meeting
- Evaluation Survey

Resources are available on TUSK:

- <http://tusk.tufts.edu/view/course/PHPD/1623>

Portfolio and Essay

◆ King's College London

Elective and Global Health Portfolio

There are mandatory requirements including completing sections in the portfolio and discussions with the Educational supervisor which are signed off – these include discussing e-learning, the learning contract for the elective period and completing the Risk Assessment.

In addition, there should be feedback from the host supervisor post elective and a post elective meeting with educational supervisor

At the end of the elective student submit a reflective essay for marking and progress is dependent on this being satisfactory.

As this is a new module some changes may be necessary in coming years

International electives provide students a unique “community of practice” or the “situated learning context”, and the opportunity to accumulate individual clinical or non-clinical experiences. Regardless the forms of student work, the mandatory post-elective assessment creates another featured chance for students to reflect with proposed guidance (rubric or criteria), with peers, or with more knowledgeable people (faculty member or advisor), which will help students to explore and develop their medical professional identity (*Please refer to II-4 Select the elective sites*).

6.2 By host institution

◆ McGill University

<http://www.mcgill.ca/ugme-electives/mcgill-students/elective-assessment>

Elective Assessment

Students are evaluated by their elective supervisors using the "Clinical Assessment Form-Elective (CAF-Elective)". No credit will be given for electives unless an assessment form is received by the UGME office. Assessments should be submitted within four weeks of rotation's completion. Students are responsible for following up with elective supervisors who have outstanding assessments forms to complete.

...

Non-McGill electives: The student is responsible for ensuring that the elective supervisor completes the assessment form and returns it to the McGill Electives Coordinator via email, fax or mail. This hard copy will be transcribed into MRES (one45) at the earliest opportunity. Class of 2017+: Students must send the "*Non-McGill Clerkship Assessment Form - v.2016 (2)*" (PDF) from "*Handouts & Links*" (see *UGME Electives*) in one45 to the elective supervisor for completion.

It is compulsory for the host institution to complete the McGill Clinical Assessment Form (CAF). In case of refusal and use of their own local assessment form, the UGME will transcribe this assessment into the CAF to the applicable sections only. Summative comments on the local assessment form will be transcribed into Section E - Final Summative Assessment while all other comments or information will be put under Section A - Formative Feedback. Some sections of the CAF may remain blank.

II. Student Planning

As indicated, it is a good opportunity for students attending overseas electives to practice and develop their knowledge and skills in the different healthcare system based on various social determinants. Well-planned overseas electives enrich both student learning and life experience.

In terms of the overseas elective program, the roles of school are the educator, the organizer, the manager and the facilitator. Meanwhile, the student's roles in overseas electives is not simply as a learner, but also the curriculum designer, the self-educator, and the cooperative partner.

However, student planning should be guided and monitored by faculty members or academic advisors. It is essential for universities to develop a practical instruction for student planning, which should include the to-do list: identifying their personal aims and objectives; selecting the elective sites; following the program application timeline; managing the related financial and travel issues; as well as obtaining pre-requisite knowledge.

The whole process of planning their overseas electives will contribute to the student accountability and engagement, self-exploration and reflection, as well as the career readiness and professional development for the long-run.

1. Pre-consideration

When considering participation in an overseas medical elective, many questions will immediately come up, such as: how to initiate the process, which geographic location to select, what preparatory details, duration of the elective, the cost of the travel, and even the goal of the overseas education. If each individual student approaches their advisors or supervisors with the above questions, it may present a significant burden and time requirement.

Home universities can guide students' self-exploration by indicating some instructive/reflective questions at the very beginning, which will assist the students to get the big picture of their "overseas elective".

◆ King's College London

Elective and Global Health Portfolio

- UK or abroad?
- Developed or less developed country?
- Clinical experience or research?
- One or two locations?
- Alone or with a friend/ clinical partner?
- Language issues?
- Safety issues?

Additionally, universities can introduce students to some articles about the dilemmas they might encounter during an overseas elective, which may help to prepare them both physically and mentally.

◆ **McGill University**

<https://www.mcgill.ca/globalhealth/node/18>

Consider Different Options

Questions to ask:

In the article "[Global Health Ethics for Students](#)" authors Andrew Pinto and Ross Upshur encourage students to ask themselves the following questions:

- Why do you hope to do this work?
- What are your objectives, both personal and structural, short and long-term?
- What are the benefits and who will receive them, and what are the costs, and who will bear them?
- In the context of very limited resources for global health needs, is your elective justified? What exists close-by?
- What do you need to do to prepare for your elective, both practical and personal?
- Where are the weaknesses in your plan, specifically?
- Is the work feasible, cost-effective, necessary, focused, and justified?
- Will it work to undermine disparity, or actually contribute to it? Will there be a new benefit to the community?
- What do you hope to bring back to your community, and whom will you share it with?
- Is your work sustainable, and if not, will this leave a negative impact?

In this [article](#) Yan Xu, a Queen's University medical student, challenges other clinical students to ask questions about international placement sites. <http://healthydebate.ca/opinions/global-health-experiences-do-they-do-mo...>

It is also good to encourage students to anticipate the challenges and possible solutions.

Tufts University

[TUSM Global Health Eligibility & Placement Application P-5](#)

Students are required to answer the following questions regarding challenges they might face to and possible solutions in the application form:

- What challenges do you anticipate encountering during your proposed global health experience, and how do you plan to overcome these challenges? Please discuss both personal and project-based challenges.
- Please also briefly discuss any contingency plans that you might put in place if things don't materialize the way you anticipate.

2. Personal aims and objectives

There are many options for overseas electives, and each placement is set with a different purpose (clinical practice, research, or service) and/or specialty focus (tropical disease, HIV or global health).

Students can gain the most from the overseas elective when both the program purposes and individual student objectives are well-matched. It is essential for the student to identify one's personal aims and objectives in planning an overseas elective, which is based on the careful consideration of the curriculum requirement, self-assessment and reflection, and professional goals.

During this process, the home university – as the facilitator – should propose an outline with relevant requirements for students.

◆ **King's College London**

Elective and Global Health Portfolio

Elective Portfolio

Students complete the various sections which should be done over a period of 8 months with regular meetings with their Educational supervisors. The sections include their learning about Global health, their elective plans and their reflections.

◆ **King's College London**

Elective and Global Health Portfolio

Elective Portfolio

You should discuss your provisional plans with your Educational Supervisor will sign to confirm you are well prepared.

◆ **Tufts University**

TUSM Global Health Eligibility & Placement Application P-5

Students are required to answer the following questions regarding personal objectives and career vision in the application form:

- Please describe your current interests and/or career objectives in medicine, veterinary medicine, and/or public health. Discuss briefly why you believe this experience will be important to you in terms of your own personal professional growth & development.
- List at least 3 learning objectives for your proposed global health experience.

3. Prior Learning, cultural awareness and previous experience

Other factors relevant to the overseas elective planning are student's prior learning and experience.

◆ **Tufts University**

TUSM Global Health Eligibility & Placement Application P-5

Students are required to answer the following question regarding their previous experience in the application form:

- Please describe any prior international experience (health related or otherwise). If you have previously taken part in a global health program through Tufts, please indicate this as well.

Students also need to specify their language ability with proficiency level in the application form.

Students may have to prepare for their overseas elective much earlier than the application timeline. For example, in preparation for travel to a foreign country, students may have to enroll in language courses, history/culture courses and geography during their pre-clinical years (*Please refer to III-4 Language and Culture*).

4. Select the elective site

When students identify their personal aims and objectives and confirm that they are qualified to apply for an overseas elective, they would be ready to select the elective site.

Safety is the top concern for students, parents and schools. Home university should address this from three levels: governmental /diplomatic, on-site, as well as in-travel monitoring, which should be included in the handbook and as part of the pre-departure training (*Please refer to III-1 Safety and Security*).

The ministry of foreign affairs of each country or the local embassy will be a good resource for obtaining international travel advice when considering the elective sites. Home university should remind students to check the most up-to-date information prior to their departure.

◆ **King's College London**

Elective and Global Health Portfolio

If planning an attachment abroad, it is important that you check the Foreign and Commonwealth Office (FCO) and Department of Health (DOH) travel advice (relevant websites given on home webpage). The School will not give educational approval to Electives in areas to which the FCO advises against all travel and/or all but essential travel or where the DOH advises persons to "defer travel". Obviously, such travel advice will change with time and may even change in the time between your arranging and actually going on your Elective. You should therefore check these websites regularly before you leave for your Elective. If you have any doubts about the viability of your elective plans it would be wise to have made enquiries

Another very valuable resource that is more direct and accessible for prospective applicants is the pool of students who returned home after having completed their overseas electives. Home university can help prospective applicants get more concrete perceptions about overseas electives by inviting the returned students to share their experiences, personal growth, even mistakes and lessons in prior electives. However, this should be a supplementary resource, rather than the only way to obtain the context information about the elective site.

◆ **McGill University**

<https://www.mcgill.ca/globalhealth/events/studentnight>

Global Health Night

Global Health Night is an annual event held to highlight and foster the involvement of students and faculty at McGill in global health related fields.

...

During the wine and cheese reception, guests had the opportunity to browse student poster presentations. Students and student groups from all backgrounds and disciplines presented posters about their global health-related experiences, clinical rotations and projects

◆ **King's College London**

Elective and Global Health Portfolio

There are a number of different **sources of information** about elective attachments:

EARS

Invaluable information on previous King's medical students' electives may be found online at:

<http://virtualcampus.kcl.ac.uk/EARS/default.aspx>.

Elective Evenings

The **Medical Physical Society** usually host has an **Elective Evening** (details will be posted on the webpage)

This is usually a very enjoyable evening.

We host an elective fair in March for electives in the following year and have opportunities for various additional electives events such as those electives we offer in Latin America

For students attending external programs or independent project, home university should require students to provide the information of the organization, program details, and points of contact

◆ **Tufts University**

TUSM Global Health Eligibility & Placement Application P-3,4

Students are required to provide placement site details:

- Independent Placement:
Partner institution/organization/program
Location (country&city/region)
Institution/organization/program website(URL)
- Field Preceptor:
Full Name
Title
Degree
Fax
Email
Phone Number

And students should answer the following question in the application form:

- Please describe the organization you are applying to work with, their work, and their capacity for and history with hosting and mentoring foreign students.
- Please provide an overview of your planned global health experience (If your global health experience is not yet fully designed, please provide as many details as possible about what you would like to do and send an update when more details become finalized.

III. Prepare Students for Overseas Electives

Pre-departure training has been recognized as “a means to provide anticipatory guidance regarding travel and personal safety, ethics, and culture to the increasing number of students participating in overseas

global health electives” (Goller, Miller, Moore, & Dougberty, 2016). But the effectiveness of existing pre-departure training is considered inadequate to some extent, in terms of the training period and the content (Anderson & Bocking, 2008).

The time allocated for mandatory preparation varied from school to school, ranging between “30 minutes to 30 hours” (Anderson & Bocking, 2008) and “only 59% (54/91) had formal PDT[pre-departure training] curricula” (Goller, Miller, Moore, & Dougberty, 2016). Students who had attended pre-departure training held by home universities indicated that there was plenty of information about the countries they were going to, but relative little information regarding the specific elective site (Kumwenda, Royan, Ringsell, & Dowell, 2014). The host institutions pointed out that students should take some culture courses in preparing for their electives, and the home university should include “clinical culture” and “basic language training” in pre-departure preparation (Kumwenda, Dowell, Daniels, & Merrylees, 2015).

Preparing students for academic and career readiness is one of the tasks of higher education, which is a long-term process. It takes years to build up clinical knowledge and skills, to develop language competency and intercultural awareness, and to understand medical ethics. Many universities have adopted overseas electives in the curriculum, which combine the medical ethics education, cultural studies, language learning, and/or elective planning as a “module”. Hence, predeparture training becomes the reinforcing tool to connect the classroom theory to real-world practice.

Although there are differences in culture, language, politics, economics and religion among countries/areas, there are some universal guidelines that can be followed, which should be covered in the handbook.

1. Safety and Security

While abroad, personal safety is considered as the top concern. The relevant issues should be addressed in the handbook include: general precaution, on-street safety, drug, rape, security of personal belongings, and emergency/non-emergency contact information. These also should be emphasized in pre-departure orientation.

1.1 General Precaution

Universities ought to provide students with the general precautions on safety and security.

◆ King’s College London

Elective and Global Health Portfolio

Personal Safety

1. Don’t walk around places you don’t know alone. Ask for advice about areas to be avoided, particularly after dark. Remember you are safer in a group so if you are travelling on your own try and join up with fellow travelers.
2. Dress conservatively – observe dress codes of locals.
3. Don’t trust anyone.
4. Don’t hitchhike.

(vide infra)

◆ **King's College London**

Elective and Global Health Portfolio

Personal Safety

5. Don't get drunk when you are with people you don't know. Don't accept drinks from people you have just met unless you see them being poured. Don't leave your drink unattended – even when you go to the loo!
6. Don't give anyone your luggage to look after. Have suitable locks on your luggage. Good locking rucksack mesh bags are available.
7. Keep your valuables on your person in a document bag. Be careful leaving valuables in hotel rooms unless they are 'up market' (Hotel not valuables!!).
8. When walking along pavements, beware of 'bag snatchers' on motor bikes or scooters.
9. Keep your expensive camera out of sight. Leave your Rolex at home and buy a cheap watch for your trip.
10. Take a few padlocks and short chains for locking doors, securing luggage, etc.
11. Keep photocopies of all your documents including your passport in a separate place from the actual documents. Leave photocopies with family at home, particularly insurance documents. Take a spare set of passport photos for visas etc.
12. Keep numbers of travelers cheques separate from travelers cheques.
13. If you are in any serious trouble, health or otherwise, contact the British Consulate. Take the telephone number(s) with you. They provide a 24-hour service.
14. Keep others, e.g. family, informed of your itinerary when travelling.
15. Use the Foreign Office website to check that the country you are going to is safe to visit.

1.2 Traffic safety

◆ **Tufts University**

PPT P-79

Staying Healthy While Abroad

Road Safety

- ▶ Try to drive with windows closed
- ▶ Keep car doors locked at all times
- ▶ Wear seat belts at all times
- ▶ Avoid driving at night or alone and never drive or ride by car or bus outside urban areas after dark
- ▶ Don't drink and drive
- ▶ Never drive a motorcycle or scooter abroad

1.3 Drugs

◆ King's College London

Elective and Global Health Portfolio

Drugs

When travelling it is of course essential for you to avoid any contact at all with illicit drugs – i.e. their sale, distribution, transport and use. You should also ensure that your behaviour and innocuous medications in your luggage do not put you at risk of customs enquiries at airports and borders:

- Make sure that all your medications are contained in proper commercial packaging. See note below about prescriptions.
- Avoid contact with anyone who might be selling or involved with drugs – you risk guilt by association, or it may be a 'set-up'.
- Avoid alcohol-related lack of self-control when you might be tempted to try something, especially in clubs and public bars.
- Student back-packers passing through airport security are more likely to be stopped. Be sure to comply with whatever you are told to do. Don't try and hide anything. Don't attempt to bribe anyone, even if you have heard that it may be necessary.

Don't be a victim with drugs abroad

- Pack all luggage yourself and make sure its securely fastened.
- Keep your luggage with you at airports and other departure points to avoid having drugs planted in it.
- Be aware of approaches from people at airports - even seemingly innocent requests to look after someone's possessions can lead to problems.
- Don't carry anything through customs for someone else. If drugs are found YOU will be held responsible. For similar reasons, don't cross borders with people you don't know or drive across borders with unknown companions.
- Carry a doctor's prescription for any medication you may need to avoid unnecessary delays at customs and immigration checks.
- Be cautious when accepting gifts from people abroad - it's easy to hide drugs in items such as trainers, cosmetics and children's toys.
- Don't allow yourself to be persuaded or coerced into carrying drugs. Is it worth risking your life and medical career or spending 7–20 years in jail for £2,000?

1.4 Rape

◆ King's College London

Elective and Global Health Portfolio

RAPE

In the unlikely event of being raped on your elective you should consider the following:

- Personal safety and support

Obtain appropriate help depending on local circumstances; this may include friends, colleagues, family, the police, British Embassy or Consulate.

- Emergency contraception

If you are not otherwise protected then the sooner hormonal emergency contraception is started the more likely it is to be effective.

Levonelle (levonorgestrol 1.5 mg), 1 tablet (may be same total dose but 2 tablets in some countries) taken as soon as possible within 72 hours of unprotected intercourse (although there may still be benefit up to 5 days) or ulipristal, a single 30mg up to 5 days of unprotected intercourse.

The most effective form of emergency contraception is a copper-containing IUD, which can be inserted up to 5 days after the most likely expected date of ovulation based on previous shortest cycle length. Antibiotic cover is recommended.

- Post-exposure prophylaxis against HIV

Consider as for needle stick injuries.

- Bacterial sexually transmitted infections

Full screening for these can be carried out on return to the UK. If this is to be delayed, an alternative is antibiotic prophylaxis to cover gonorrhoea and Chlamydia (eg azithromycin 1g + ciprofloxacin 500mg stat OR amoxicillin 3g + doxycycline 100mg bd for 1 week).

The Haven is the serious sexual assault referral centre for South London based in the Caldecot Centre, King's College Hospital. Telephone advice is available during working hours on 0 (044) 20 3299 1599 and at all other times via KCH switchboard on 0 (044) 20 3299 9000.

1.5 Important document and valuable stuff

◆ McGill University

<http://www.mcgill.ca/students/international/safety-abroad/prepare>

Preparing for Safe Travel

Documents to photocopy

You should make photocopies of the following documents, filing one set of copies in a folder to be kept in a safe and accessible place separate from the originals and leaving another set of copies with someone at home.

- Your passport identification page
- Your visas or work permits
- The phone number and policy number of your insurance provider
- An "emergency plan of action" outlining the steps you would take in an emergency
- Emergency contact information
- Flight details/itinerary
- Local embassy/consulate's contact information

◆ Tufts University

Staying Healthy While Abroad

PPT P-6

Protect your electronics!

- Don't forget to bring appropriate adaptors and converters for your electronics!
- Check what you will need before leaving.
- Tufts won't be able to replace items damaged because of voltage issues!

1.6 Keeping in Contact

Universities should suggest students in overseas electives to keep regular contact with family/friend. It is necessary for schools to provide emergency contact instruction for students abroad in the handbook. Moreover, there also should be someone, either a faculty member or an advisor, monitoring student progress and providing remote support, if there is no on-site tutor from home universities. Aside from phone, fax and email, online SNS and smart phone apps are convenient for keeping in contact as well.

◆ McGill University

SAFE TRAVELS

P-2

While YOU'RE AWAY

Keep in touch

- family & friends
- McGill Abroad FB pages

◆ **Tufts University**

Global Health Logistics & Evaluation Requirements

PPT P-4

Issues while abroad

- Always be in contact with your TUSM faculty mentor and field preceptor
- Office of Student Affairs - Non-emergency
- Tufts SOS: Emergency

◆ **McGill University**

SAFE TRAVELS

P-4

MCGILL INFORMATION

If you need to contact McGill in an emergency while abroad, call McGill Campus Security at +1-514-398-3000, available 24/7. You CAN call collect.

Emergency consular assistance:

1. Send an email to sos@international.gc.ca
2. Make a collect call to +613-996-8885
3. Call the nearest embassy or consulate
4. Send a text to 613-209-1233

If you're not in danger during a crisis, you should:

1. Contact your closest family members.
2. Check your email. mcgillabroad@mcgill.ca will reach out to you to check if you are safe. You should respond immediately.
3. Remain vigilant and follow the advice of local authorities.

2. Health

Health related advice and instructions are a must for the handbook, including sources to get up-to-date information about infectious diseases worldwide; immunization requirements and vaccination solution; introduction of common infectious diseases and medication; occupational health advice and post-exposure prophylaxis.

During the overseas elective, students will live and work in unfamiliar environments, especially for those who travel to the low- or middle-resource countries/areas. There are many factors that affect student health, such as international travel; food, water and climate changes; the cultural and language barriers; as well as the anxiety and mental stress caused by all of the above. The health of students may also affect their on-site patients. Students who contract an infectious disease may potentially bring it to their home country, leading to grave consequences. It is crucial for all students to stay healthy during their international placements.

Home universities also should remind students to check and follow the health-related requirements of the programs they applied to.

2.1 Information of infectious diseases worldwide

◆ King's College London

Elective and Global Health Portfolio

WHERE TO FIND TRAVEL INFORMATION FOR THE COUNTRY YOU WILL VISIT

Check at least three months in advance of travelling whether you need immunisations for your destination. In order to obtain up-to-date advice on immunisations, prophylaxis and other measures to prevent illness, go to this website: National Travel Health Network and Centre (NaTHNaC; <http://www.nathnac.org/>).

There are also many other useful websites. Visit the World Health Organisation (WHO) website if you want to see the latest press releases on infection problems around the world. <http://www.who.int/>
Another useful site (containing 'The Yellow Book' is run by the Centers for Disease Control and Prevention. <http://www.cdc.gov/travel/>

Don't forget to get information about all of the areas and countries you are travelling to, even if you are only planning to be there for a few days.

2.2 Immunization and Vaccination

◆ Tufts University

Staying Healthy While Abroad

P-27,28

Routine Vaccines

- ▶ Influenza
- ▶ Tdap should be given regardless of interval between prior Td booster; may be given to all adults 19 and up
- ▶ Polio booster (IPV) if >10 yrs since primary series, if going to at risk area
- ▶ MMR
- ▶ Meningitis

◆ Tufts University

Staying Healthy While Abroad

P-30

Travel Vaccines

- ▶ Typhoid: shot or oral
- ▶ HAV: 2 shot series (only one needed prior to travel)
- ▶ HBV: 3-4 shot series
- ▶ Twinrx: 3-4 shot series
- ▶ Yellow Fever
- ▶ Rabies: 3 dose series (over 21-28 days)
- ▶ Japanese Encephalitis: 2 shot series (28 days apart)

2.3 On-site infectious disease

◆ King's College London	<i>Elective and Global Health Portfolio</i>	
<u>ADVICE FOR STUDENTS TRAVELLING ABROAD (ASTA)</u>		
<u>On webpage</u>		
<i>TABLE OF OTHER PROBLEMS AND PREVENTIVE MEASURES</i>		
PROBLEM	DETAILS	NOTES
Chikungunya		This very unpleasant viral infection (rapid onset of joint pains, myalgia, fevers, conjunctivitis & rash) is mosquito-borne. It has been spreading in many tropical regions. See HPA website or similar for advice – there is no vaccine or prophylaxis except anti-insect bite measures.
Diarrhoeal disease	No vaccine	Care with water and food consumption. Some GPs may allow you to have antibiotics (e.g. ciprofloxacin, metronidazole) to take with you to remote areas. See also the advice below.
Filariasis	No vaccine	Antibody tests on return if concern about exposure.
HIV and acquired immunodeficiency syndrome (AIDS)		See Section B on blood-borne viruses. Some countries or hospitals might require an HIV test. Please discuss this with Occupational Health.
Malaria	Antimalarials	Depends on region, various types of prophylaxis are available. Also, anti-insect bite precautions very important. You should not go to malarious areas if you are pregnant, immunosuppressed in any way, or if you are asplenic. Some drugs are available over-the-counter (chloroquine, proguanil), others must come from the GP (mefloquine, malarone etc). Consult BNF MIMS or good websites for the regimen.
SARS	No vaccine or drugs	Severe acute respiratory syndrome is a severe pneumonia with a high mortality, and frequent transmission in the health care setting. It first appeared in late 2002 in China, and rapidly spread around the world. It may reappear and can affect your elective. You must check the Foreign & Commonwealth Office advice on travel to affected areas.
Schistosomiasis ('Bilharzia')	No vaccine	Avoid freshwater swimming. Antibody tests on return if concern.
Syphilis		Some countries or hospitals require evidence of negative syphilis serology. Please discuss this with Occupational Health.
Viral Haemorrhagic Fevers & Related Illnesses	No vaccine	General infection control important. Hopefully (!) you would be notified by the authorities and you may have to leave the area.

2.4 Medication

◆ McGill University	SAFE TRAVELS	<i>P-3</i>
Health and Insurance		
Fill prescriptions for entire trip		
<ul style="list-style-type: none"> • store in original bottles with labels • have prescription on you for verification 		

On webpage

MEDICATION	CLASS	NOTES
Ciprofloxacin	Quinolone antibiotic	Can be used for self-treating watery or bloody diarrhoea, typhoid, UTI etc if unable to get medical attention. Contraindicated in childhood and pregnancy. Rare tendonitis, photosensitivity
Metronidazole	Antibiotic	For anaerobic infections, and also amoebic dysentery and giardiasis. Antabuse effect with alcohol.
Pencillin, amoxicillin, ampicillin	Beta-lactam antibiotics	Penicillin for RTI, meningitis etc. Amp or amox for bacterial dental and respiratory infections and streptococcal sepsis. Allergy 5-8%
Erythromycin	Macrolide antibiotic	Alternative to penicillins for bacterial dental and respiratory infections, staphylococcal and streptococcal sepsis. Common nausea
Trimethoprim	Folate antagonist	For UTI mainly. Combined with sulphamethoxazole as 'Septrin', rarely used in UK (side effects) but cheap and often used in developing countries for UTI, RTI
Chloroquine, proguanil, doxycycline, mefloquine, atovaquone etc	Antimalarial for prophylaxis	Take care to follow daily or weekly dosing as appropriate (varies). Doxycycline is also antibacterial. Mild side effects common – see product literature. Some also used for treatment, plus quinine, Fansidar etc.
Chloramphenicol	Antibiotic	Commonly used in developing countries for typhoid, meningitis. Risk of blood dyscrasias.
Anti-TB drugs	Antimycobacterials	Standard isoniazid, rifampicin, pyrazinamide & ethambutol in UK. Developing countries often use streptomycin & thioacetazone.
Anti-HIV drugs	Reverse transcriptase & protease inhibitors	See Section B on PEP

Look at the *WHO Model List of Essential Drugs* (WHO website) to familiarise yourself with names of other medications that may be unfamiliar e.g. antiparasitic drugs.

2.5 Occupational Health – BBVs Protection and Post-exposure management

There is risk for healthcare workers involved in occupational exposure incident to Blood-borne Viruses and transmission of HBV, HCV and HIV. So do the students in overseas electives, especially those who travel to low-resources areas. It is necessary for home universities to enclose advices on BBVs prevention and instructions on post-exposure management in the Handbook.

2.5.1 BBVs Prevention

◆ King's College London

Elective and Global Health Portfolio

ADVICE FOR STUDENTS TRAVELLING ABORAD (ASTA)

On Webpage

BLOOD-BORNE VIRUSES: AVOIDANCE OF INFECTION AND MANAGEMENT OF EXPOSURE INCIDENTS

Protection against BBVs

You should all be protected against HBV, but you should contact Occupational Health before going on your elective to check whether you need a booster.

Minimising the risks of exposure to BBVs is dependent upon high standards of infection control.

Gloves must always be worn when taking blood or when contact with body fluids is a possibility. If a sharps injury is sustained through gloves, the size of the inoculum will be reduced and this in turn will reduce the risk of infection. Masks, eye protection and other protective clothing should be worn as necessary. Cuts, grazes or other breaks in exposed skin should be covered with waterproof dressings.

HIV Policy for Students on Electives or Other Overseas Attachments

No matter how careful you are, sharps injuries and blood splashes to mucous membranes may be difficult to avoid when carrying out certain procedures on patients. The risk of transmission of HIV and other BBVs is increased when inexperienced students undertake some types of clinical work in areas with a relatively high prevalence of HIV and relatively low standards of infection control. The Medical School therefore recommends some restrictions on clinical work that may put students at high risk of body fluid exposure in such areas.

- In areas of high prevalence for HIV (HIV prevalence greater than 5% in the adult or antenatal population), the School recommends that the students do not undertake the following high-risk clinical attachments:
 - Obstetrics and Gynaecology
 - Abdominal, Pelvic, Thoracic or Orthopaedic Surgery
 - Trauma

2.5.2 Post-exposure Management

◆ King's College London

Elective and Global Health Portfolio

ADVICE FOR STUDENTS TRAVELLING ABORAD (ASTA)

On webpage

BLOOD-BORNE VIRUSES: AVOIDANCE OF INFECTION AND MANAGEMENT OF EXPOSURE INCIDENTS

Preparation for your Elective if travelling to a developing country, with a relatively high endemicity for HIV

- Take an HIV PEP starter pack.
- Take an adequate supply of gloves ± eye protection and masks which can be purchased from a surgical medical supplies outlet e.g. John Bell and Croyden Chemists, 50 Wigmore St, W1.
- Take a medical pack. (See '*Illness whilst abroad or on return*' section in the general ASTA document.)

(vida infra)

ADVICE FOR STUDENTS TRAVELLING ABROAD (ASTA)**On webpage****BLOOD-BORNE VIRUSES: AVOIDANCE OF INFECTION AND MANAGEMENT OF EXPOSURE INCIDENTS**

While on your Elective, if you have a percutaneous or mucosal exposure to potentially HIV-infected blood or other high-risk body fluid, do the following:

- Have a dental check-up prior to departure.
- Encourage any puncture site to bleed, and wash it with soap and water (do not scrub); cover it with a waterproof dressing.
- Irrigate contaminated conjunctiva or mucous membranes with sterile saline or water for 10 minutes.
- Assess whether the patient may be HIV positive or suffering from AIDS. Where possible, arrange for the patient's blood to be tested for HIV (and HBV and HCV) with the informed consent of the patient. Someone else should arrange this for you, e.g. the Dr in charge of the source patient, a staff/student Occupational Health Department, an HIV/Infectious Disease Physician, Medical Microbiologist or Virologist.
- Report the incident to an appropriate authority or medically qualified person locally, and keep a copy of the accident report.
- Take a single dose of the anti-HIV drugs as soon as possible, ideally **within one hour of the incident**. There is unlikely to be any benefit if HIV PEP is started >72 hrs after the incident. If the exposure is to blood or body fluids/tissues from a patient shown to be or strongly suspected of being HIV positive, you should continue to take the anti-HIV drugs for four weeks, according to the prescription. You should be followed-up by a local Occupational Health Department, HIV/Infectious Disease Physician, Medical Microbiologist or Virologist. The starter pack will give you time to arrange follow-up and, where necessary or appropriate, for further supplies of anti-HIV drugs to be obtained or couriered out.
- Try to contact someone at King's as soon as possible (see Emergency Contact Details), to report the incident, get advice if necessary and/or confirm that it is being managed appropriately locally. All such incidents are treated confidentially.
- **Report to the Occupational Health Department on your return to the UK.**
- If you have been at risk of acquiring HIV infection, you should use condoms and refrain from donating blood until a follow-up blood test confirms that you are uninfected.

2.6 Self-health management and wellbeing

Universities should provide students with practical suggestions on personal health management and wellbeing in the handbook, covering food and water safety, sex transmit disease prevention, proper exercises and stress management.

2.6.1 Food and water

Due to the geographic differences and resource limitations, food and water may cause gastro-intestinal problems and allergic reaction. Food sanitation and drinking water safety are the primary issues for student health during the overseas electives.

◆ Tufts University

Staying Healthy While Abroad

PPT P-4

Food and Water Precautions

- ▶ “Boil it, cook it, peel it, or forget it”
- ▶ Avoid fruits and vegetables that cannot be peeled (i.e., salads)
- ▶ Avoid street food or buffets
- ▶ Avoid any condiments sitting out in the open - consider them cesspools of bacteria
- ▶ Avoid unpasteurized dairy products
- ▶ Avoid ice
- ▶ Avoid raw or undercooked seafood (e.g. ceviche) and meat
- ▶ Bottled water for everything, including brushing teeth

◆ Tufts University

Staying Healthy While Abroad

PPT P-5

Water Purification (p.5)

- ▶ If bottled water unavailable, most reliable way to kill pathogens up to 20,000 ft. above sea level is heating water to a rolling boil for at least one minute
- ▶ Water purification tablets (Iodine, Chlorine) and devices (filters, purifiers, steripen) are almost as effective as boiling when used appropriately.

2.6.2 Sexually Transmitted Disease Prevention

Advice on preventing sexually transmitted diseases should also be addressed in the handbook.

◆ King’s College London

Elective and Global Health Portfolio

SEXUAL HEALTH

- Sexually transmitted infections are extremely common in developing countries. They include gonorrhoea, Chlamydia, syphilis, and herpes as well as HIV infection and tropical infections such as chancroid.
- Condoms provide substantial protection, but may not be readily available abroad.
- It is therefore recommended that you take a suitable supply with you, and obviously use them if you have sex.

Epidemiological information about HIV and other sexually transmitted infections is available from <http://www.unaids.org> or <http://www3.who.int/whosis/menu.cfm>

◆ **Tufts University**

Staying Healthy While Abroad

PPT P-81,82

Casual Travel Sex (CTS)

- ▶ 19% of patients seen for any reason at the London Hospital for Tropical Diseases had had a new sexual partner during their last trip abroad; >60% failed to use a condom
- ▶ 15% of Americans in the Lima, Peru airport had had a new partner while in Peru
- ▶ CTS occurs in 4-25% of all travelers
- ▶ Female travelers are almost as likely as males to report CTS
- ▶ Risk to acquire STDs that are uncommon in the US
- ▶ “Sun, sand, new people, new places” aura of leisure travel leads to lowering of inhibitions
- ▶ Isolation and frequent solitude of prolonged business travel leads to loosened inhibitions
- ▶ Alcohol, alcohol, alcohol
- ▶ Up to 50% of professional sex workers in many tropical destinations are HIV positive

Home university also can ask students to develop a personal plan covering the issues related to health and safety, to promote their awareness of personal health, safety and self-discipline.

◆ **King's College London**

Elective and Global Health Portfolio

Elective Portfolio

Personal Safety, Health and Wellbeing

Discuss concerns with Educational Supervisor, senior elective administrators or Module lead

During the overseas electives, students may experience loneliness, homesickness, and culture shock from an unfamiliar working environment. If required, mental health support would be beneficial for students encountering such challenges.

3. Insurance

As international travelers, students attending overseas electives should buy insurance covering the host country and valid for the duration of the electives, in case of illness and accident. Meanwhile, students in medical overseas electives also should buy the malpractice insurance for themselves. Universities should include the sources of insurance purchasing (health, travel and professional) in the handbook.

3.1 Health insurance

◆ McGill University

<http://www.mcgill.ca/uqme-electives/mcgill-students/non-mcgill-away-electives>

Non-McGill (Away) Electives

Health Insurance: Students leaving Quebec for electives must ensure they have appropriate personal health insurance. Information on your McGill student plan is available on:

http://www.studentcare.ca/View.aspx?locale=en&uid=McGillUniversityundergraduatestudentsSSMU_Home&.

<http://www.mcgill.ca/students/international/safety-abroad/prepare>

Travel and Health Insurance

Make sure that your policy includes:

- Emergency Health Coverage

Things to know about your health insurance

- Limitations and restrictions that apply to your insurance. Some insurance companies will not honour claims in countries where the Government has issued a travel advisory, nor will they cover expenses related to pre-existing conditions (eg. heart or lung disease).
- Exclusions and caveats: Insurance policies usually contain clauses stipulating regions and activities they will not cover (eg. extreme sports, demonstrations, etc.)

◆ King's College London

Elective and Global Health Portfolio

ADVICE FOR STUDENTS TRAVELLING ABROAD (ASTA)

On webpage

ADVICE ON INFECTIONS & OTHER RISKS

The Department of Health website also tells you how to obtain a European Health Insurance Card (EHIC), which is essential for free or reduced-cost treatment in European countries. (You still need travel insurance though.) In addition, some non EEA countries have reciprocal arrangements with the UK, there is a list on the website.

3.2 Travel Insurance

◆ King's College London

Elective and Global Health Portfolio

PROFESSIONAL AND PERSONAL INSURANCE

Travel Insurance

This needs to provide you with a number of things:

- Medical cover. If you fall sick you will need cover for (possibly expensive) local treatment, and, if necessary, to fly you home or get you to another hospital. Protection against medical accidents, e.g. needle stick injuries, is worthwhile.
- Money, passport and other valuables. Cover must provide emergency cash and rapid replacement of money, plus the costs you may incur whilst sorting it all out.
- Possessions. You want cover that allows you to replace your stolen camera there and then, not after your return from Elective.

(vide infra)

PROFESSIONAL AND PERSONAL INSURANCE**Travel Insurance**

As an elective student, you are in a grey area as to whether you are working or a tourist. Obtain written confirmation from your policy provider that it is understood that you are working as a medical student on an approved part of your course and that their policy covers you for this. We also advise you get King's travel Insurance.

Wesleyan provide an excellent Elective Travel Insurance (see

http://www.wesleyan.co.uk/CONTENT/professions/doctors/medical_students/personal_insurance/elective_travel.aspx) or telephone 0800 197 44 90). They will courier out HIV PEP if required, although they cannot guarantee a minimum delivery time i.e. starter packs of PEP, provided by OHD, are still recommended. We would recommend this policy, and indeed it was strongly recommended by 2 of our elective students who became ill and needed it.

Insurance covering travel, personal accident and health is provided free by King's College London, starting from the date of your outbound journey to your elective destination until the date of your inbound journey home. It is important to point out that this policy does not provide an HIV PEP courier service and students carrying out clinical attachments in areas with a high HIV prevalence are strongly advised to take out an insurance policy that does provide such a service. **The insurance is only valid within the country of your elective**, i.e. island hopping/driving over borders during the elective will not be incorporated in the cover. Insurance will cover normal tourist activities but not dangerous activities such as bungee-jumping, mountaineering and skiing. Insurance will not be provided for electives in restricted territories. Please contact the Academic Centre at Guy's (2nd floor Henriette Raphael Building) for detailed information regarding cover and eligibility. Once your elective and the dates are confirmed with your host institution/hospital/clinic you can then apply for insurance.

As some elective destinations may require proof of insurance on arrival, in the form of a certificate, it is advisable to apply for insurance one month before your outbound journey as it can take up to 3 weeks to process. Application forms can be found at the Academic Centre, and on the Virtual Campus. Other companies that provide travel insurance that includes elective work include:

World2Go <http://www.theworld2go.com>

◆ McGill University

<http://www.mcgill.ca/students/international/safety-abroad/prepare>

Preparing for Safe Travel**Travel and Health Insurance**

You should consult the Government of Canada's [Travel Insurance Factsheet](#) to familiarize yourself with why you need travel insurance, how much coverage is needed, and where to get insurance.

Make sure that your policy includes:

- Emergency Evacuation Coverage
- Travel Insurance, Trip Cancellation and Interruption

3.3 Professional insurance

◆ King's College London

Elective and Overseas Attachment Handbook P-30

PROFESSIONAL AND PERSONAL INSURANCE

Professional Indemnity/Malpractice Cover

As a student, you are required to be a member of a defence organisation (e.g. MPS, MDU) throughout the course. On your elective professional problems can arise more easily than at home as you may be taking a more active role in your patients' care, language problems can give rise to misunderstandings and because you may find a more litigious culture in some countries. Even the most insubstantial allegation made against you may require expensive legal help to sort out.

The MDU and MPS both provide cover for you automatically as part of your student membership. The MPS stipulates that their cover requires:

- That the elective has been authorised by the Dean (which happens through your Clinical Advisor approving your proposal),
- That your work is supervised by a qualified medical practitioner.
- That this work does not exceed your qualifications or competence.

Some hospitals or countries may require evidence of your cover. The defence organisations will provide you with the necessary documentary proof on request (like everything else, make sure you organise this well in advance). Occasionally students have been asked by institutions to pay for professional indemnity through them (this often happens in the USA). You should be able to avoid making this payment by providing them with the letter from the defence organisation.

Elective Protection in Australia - The Australian Government introduced new medical indemnity legislation on 1 July 2003, stipulating that all health care practitioners (including students) must be covered by an insurance contract provided by a regulated insurer. MDU and MPS are not insurance companies so their indemnity cover will **not** provide cover in Australia.

MPS have made arrangements with MIPS (Medical Indemnity Protection Society) to cover UK students' electives whilst in Australia. Please contact MPS (visit www.mps.org.uk/elective or call **0845 900 0022**) to arrange your elective protection for Australia. MDU services can provide more information on their cover if you call them on 0800 716 376 or look on their website (<http://www.themdu.com/>).

◆ Tufts University

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School of Medicine Student Handbook

Malpractice Insurance

Malpractice Insurance All registered Tufts students are fully covered by malpractice insurance which is in effect during all years in medical school regardless of whether you are in Tufts associated hospitals or non-Tufts hospitals providing these rotations have been approved by the Dean for Students, and are listed in your academic record as part of your medical school curriculum. Students whose registration has been suspended due to an outstanding balance with the Bursar's Office or students whose rotations have not been approved are not covered by malpractice insurance. Once the balance has been paid or the rotation approved, the student's registration will be finalized and malpractice insurance is again in effect. Questions regarding malpractice insurance should be directed to the Dean for Students.

4. Language and Culture

Language barrier is a crucial factor when students select an overseas elective site, and they tend to choose the program where the local staff and people can speak English (Kumwenda, Royan, Ringsell, & Dowell, 2014). The host institutions also indicated that students with basic capability to communicate with patients in local language facilitated better service to the patient (Kumwenda, Dowell, Daniels, & Merrylees, 2015) and manifested their respect (Anderson & Bocking, 2008). Thus, the hosts suggested that home universities should provide students basic language training in preparing them for overseas electives (Kumwenda, Dowell, Daniels, & Merrylees, 2015).

In addition to specifying the proficiency requirement of the overseas electives with preferred language skills, the home university should provide students with information on language learning resources. Besides daily conversations, students should also master some vocabulary and phrases that could be useful in the medical context, such as those used in the medical interview.

◆ King's College London

<https://www.kcl.ac.uk/artshums/depts/mlc/study/tuition/Tailor-made.aspx>

Modern Language Center

Tailor-made Tuition

We currently offer general and specialist tuition in *Arabic, Bengali, British Sign Language, Cantonese, Catalan, Dari, Dutch, Farsi, French, German, Greek, Gujarati, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin, Panjabi, Pashto, Polish, Portuguese (European), Portuguese (Brazilian), Russian, Sanskrit, Spanish, Swedish, Tajik, Turkish and Urdu*, including business, legal, and medical language courses to prepare you for living or working abroad.

...

Our teachers are experienced at teaching Business, Legal and Medical courses.

Students should be aware of the cultural differences in both the country/area where the elective is located, as well as the specific cultural differences of the host institution.

Healthcare professionals work with people of diverse backgrounds. Students attending an overseas elective, especially those who go to low- or middle- resource countries /areas, will live and work in an unfamiliar setting. Knowing the history, beliefs, traditions, religion and politics of the countries/areas they are heading to, helps students to understand the cultural norms there. Furthermore, it is essential “to adapt their mannerisms, speech and actions to provide more patient-centered care” (Anderson & Bocking, 2008).

Home universities should provide students with advice or recommendations on cultural courses for overseas electives; and ideally, it should be site-specific, or at least, at the national level. Course resources that addresses the culture of low- or middle- income countries may be limited within a single university. For example, many universities have the Department of Asia Study or East Asia Study. But the curriculum only covers the common topics on the regional culture and the culture of major countries, which usually are not the so-called LMICs (Low and/or Middle-Income Countries). Online resources could be a supplementary option for schools preparing students for overseas electives.

◆ **McGill University**

<http://www.mcgill.ca/eas/undergraduate-programs>

East Asia Study

General East Asia Study Courses

Current Topics: Japanese St 1
Mass Culture & Postwar Japan
History of Sexuality in Japan
Japan in Asia

Topics: Chinese Lang. & Lit. 1
Gender & Sexuality in Chinese Lit

Current Topics: Korean St 1
Global Korea

Gen & Sex in Asian Media
Spec Topics: East Asian St 2

Current Topics :Japanese St 2
Adv Topics: Japanese Literature
Japanese Culture and Society

Topics: Chinese Lang. & Lit. 2

Current Topics: Korean St 2

Spec Topics: East Asian St 1
Structures of Modernity: Asia

The concepts and skills of cross-culture communication should be introduced to students as the supplementary means to improve their adaptability and utilization, which enables students to reflect on the appropriateness of their attitudes and behaviors in a typical context (Anderson & Bocking, 2008).

Meanwhile, students must fit themselves to the workplace culture of the elective sites in a short time. Host institutions have suggested that home universities can include the “clinical culture” and “real-life scenarios that are likely to occur in practice” in pre-departure training (Kumwenda, Royan, Ringsell, & Dowell, 2014), which requires more in-depth communication and understanding of the elective purposes, mutual expectations, and on-site working norms between the home universities and host institutions.

Home universities can require students to do some research on health data, medical facilities and services of the local community and host sites.

◆ **King’s College London**

Elective and Global Health Portfolio

Elective Portfolio

Be aware of and note

- Demographic and public health data
- Local health issues
- Description of institution(s) including facilities & services provided
- Description and / or timetable of attachment(s)

5. Clinical Ethics

When preparing students for the overseas electives, the home university should provide students general guidelines on clinical ethics, limitation of skills, host burden, resources allocation, and informed consent. It could be conducted in different ways:

It could consist of inspiring questions:

◆ King's College London

Elective and Global Health Portfolio

Ethical Electives – When you should say no

“Recognise the limits of your professional competence”

Good Medical Practice (General Medical Council)

When commencing an elective abroad, you may find yourselves confused about your exact role. You may feel compelled to conduct procedures unsupervised or carry out duties for which you are not yet fully competent. This is true especially if you are going to a developing country, where only limited medical resources may be available.

Important questions to ask when considering doing a procedure that you would not normally do back home:

- Why are you not allowed to do this procedure at home?
- Are you really capable of performing it alone?
- Are you putting yourself or your patients at risk?
- Are you able to ask for supervision without taking important personnel away from their jobs?
- Are you allowing patients to believe that you are qualified?
- Are you attempting to ‘practise’ a procedure on a patient just because they are not able to access better healthcare?
- Has the patient made an informed choice? Have you gained consent?
- Could your role as a medical student acting as a doctor lead to the hospital relying heavily on medical students in the future? If this was the case, what would happen if medical students for some reason stopped coming?

Do not overextend yourself inappropriately.

It could also be in the form of recommended reading materials:

◆ King's College London

Elective and Overseas Attachment Handbook P-31

Ethical Electives – When you should say no

“Recognise the limits of your professional competence”

Good Medical Practice (General Medical Council)

Further Reading

Banatvala N, Doyal L. Knowing when to say “no” on the student elective. Students going on

◆ **The University of British Columbia**

<http://globalhealth.med.ubc.ca/resources/useful-reading/>

Useful Reading

Ethics and International Affairs

- More Money, Less Cure: Why Global Health Assistance Needs Restructuring, Ethics and International Affairs, Volume 23.3 (Fall 2009)
- Global Health: Where to Now? Solomon R. Benatar, Global Health Governance, Volume II, Number 2 (Fall 2008/Spring 2009)

Human Rights and Advocacy

- Human Rights and Advocacy: An Integral Part of Medical Education and Practice
Allen S. Keller, MD, Virtual Mentor. January 2004, Volume 6, Number 1

It also could be a free online course:

◆ **The University of British Columbia**

<http://globalhealth.med.ubc.ca/resources/pre-departure/>

Additional Useful Reading and Learning Modules

- Ethical Challenges in Short-term Global Health Training – This (online) course consists of a series of ten cases to introduce trainees and others involved in global health research and service to ethical issues that may arise during short-term training experiences abroad. (*John Hopkins / Berman Institute of Bioethics*)

Except the general framework, it is necessary for the home university to provide more specific instructions addressing ethical concerns based on the local context of the particular elective program before student departure, typically during the pre-departure orientation.

IV. Predeparture Orientation

When the admissions of students get confirmed, it's the time for the predeparture orientation, either face-to-face or online.

It is better to invite the input from the partner institutions that will host the students in the predeparture orientation.

1. Mandatory predeparture orientation

Predeparture orientation should be mandatory for all students attending overseas placements.

◆ McGill University

<https://www.mcgill.ca/globalhealth/students/internationalelectives>

International Electives and Placements

Before your depart

Complete pre-departure training

- Faculty of Medicine *clinical* students (MDCM, Nursing, PT/OT): You must complete the online Faculty of Medicine Pre-departure Training Modules if you are traveling outside of Canada (including the USA for MDCM students) for an family medicine clinical rotation (core rural), elective, placement, observership, or research project.
- Apply for your placement/elective/etc. as you normally would through your academic program. Once your placement is confirmed by your program/department you will receive an email from the GHP office giving you access to the online modules in MyCourses. (MDCM students must meet all the deadlines for applying for a clinical rotation in family medicine or a clinical elective through the normal application process(es) in place for those programs.)
- Your academic program may have additional requirements above the online training required by the Faculty of Medicine. Your program will communicate with you about those requirements.
- Faculty of Medicine Graduate students are encouraged to complete Module 1 of the online Faculty of Medicine Pre-departure Training Modules - contact the [GHP office](#) for more information.
- Any student seeking to an exemption from pre-departure training must request it in writing to the [GHP office](#). Only the GHP office can grant exemptions--not UGME, SPOT, or Department of Nursing.
- Other Faculty of Medicine students who are not from a clinical training program (not from MDCM, Nursing, or SPOT) must complete the [pre-departure training](#) offered by the Office of International Education. It is offered two times a year.

2. Content of Predeparture Orientation

Predeparture orientation should be well-organized and appropriate for the target audience. The content should focus on required travel documents and supplies; introducing the local setting of the specific elective site; reinforcing important ethical considerations and solutions to conflicts; as well as some practical tips for traveling and living abroad.

2.1 Personal safety, health and insurance

Predeparture orientation is the ideal opportunity to review the international travel advice, school requirements and all required documents/paperwork on safety, health and insurance.

Some countries require the citizens to file with the Embassy or assigned office/department for their international travel. Some universities also have their own procedures for students/faculty who are engaging in international travel, such as getting approval from their advisors and registering in the university system. Home universities should provide students with instructions about the above procedures both in the handbook and in the predeparture orientation.

◆ McGill University

<https://www.mcgill.ca/globalhealth/students/internationalelectives>

International Electives and Placements

Sign-up for the McGill Travel Registry

All students participating in a University-related international activity (e.g., exchange, study-away, internship, graduate work or undergraduate research, etc.) must complete a McGill Travel Registry form on Minerva for each US and international experience – the electives coordinator will create the electronic form and advise the student by e-mail that it is ready for completion. Students should also register their travel with the Government of Canada registry. In general, the Faculty will not approve electives in regions for which the Canadian government has issued a Travel Warning.

◆ Tufts University

Staying Healthy while Abroad Pre-Travel Consultation

PPT P-2

What the traveler needs to do

- ▶ Seek consultation ideally 4-6 weeks in advance of departure
- ▶ Bring all vaccine records (including childhood and employee health)
- ▶ Detailed itinerary (i.e. what cities in each country you intend to visit)
- ▶ **Call insurance company to determine coverage (of visit, vaccines, malaria prophylaxis, etc.)**
- ▶ Look into travel medical/evacuation insurance

What the provider will discuss

- ▶ Food and water precautions
- ▶ Traveler's diarrhea
- ▶ Insect bite prevention
- ▶ Malaria prevention and prophylaxis
- ▶ Vaccinations
- ▶ Altitude sickness
- ▶ Blood borne pathogens
- ▶ Casual sex
- ▶ Sun-screen, fresh-water swimming, road safety

◆ **Tufts University**

Global Health Pre-Departure Orientation

PPT P-10

Personal Safety

- Stay informed on security of region – Pre- departure and while in country
- Consider registering with local US embassy: <http://www.travel.state.gov/>
- Tufts Travel Registry- New
- Evacuation and medical emergency insurance – Tufts International SOS
- Pre-travel medical care
- Update vaccinations, anti-malarial regimen, etc.
- Universal precautions – Consider obtaining PEP kit, TB mask.

2.2 Local setting

In addition to the student's own research, the home universities and host institutions should work together to provide students with information regarding local setting, such as local needs and priorities, host burdens, "protocols for regulating standards of care" and "clinical culture" (Kumwenda, Royan, Ringsell, & Dowell, 2014), which can be addressed during the predeparture orientation.

◆ **Tufts University –**

Global Health Pre-Departure Orientation

PPT P-14

Host Community

- Community-centric – Consider local needs and priorities
- Cultural humility – Be open to listen and learn from all sources
- Be mindful of burden on host – Unintended consequences
- Solidarity – Importance of establishing relationships
- Social justice and advocacy – Being a witness comes with a responsibility

2.3 Ethical consideration

With the acknowledgement of the general guidelines about clinical ethics, the predeparture orientation should address the clinical ethical issues that are more site-specific and practical, such as what the student should do in specific circumstances.

2.3.1 Principles

During the pre-departure orientation, the home university should indicate principles to keep in mind when dealing with ethical challenges for students. It is important for students to know that good intentions to serve and help may cause ethical conflicts and result in negative outcomes when practicing a procedure beyond their capability, or taking an action considered inappropriate for a different cultural context.

◆ Tufts University

Global Health Pre-Departure Orientation

PPT P-19

Summary

- Primum non nocere- First, do no harm
- Adopt an attitude of cultural humility
- Learn first, do later
- Be community-centric in your approach
- Strive to understand the values at stake (or at odds) when facing an ethical tension
- Use a win-win strategy to resolve conflicts

2.3.2 Case -based learning

Case studies can provide students with scenarios that mimic real-life situations that may be encountered. Through case-based learning, students can learn to recognize ethical challenges and explore the feasible solutions.

Home universities and host institutions can cooperate to develop educational scenarios by drawing on real-life cases, making ethics education more situational and practical.

◆ Tufts University

AMSA Global Health Clinical Ethics Pre-Departure Workshop

P – 1,2

Facilitators Guide

Group case discussion (10 minutes)

Clinical Limits

Maya is a student rotating on an infectious disease ward in Indonesia. In the first few days, she realizes that she is frequently left alone to care for patients, as there are few physicians available to supervise her. Maya is anxious, as she feels she is providing care beyond her capabilities, and brings these concerns to the Chief of Services, who explains, “This is the best training you could be getting in global health! We depend upon our foreign colleagues to help with short staffing.”

Questions for discussion:

1. How would you feel in this situation? What would you do?
2. Would your perspective on this situation vary depending on the type of care required (e.g., blood draws, lumbar punctures, medication prescriptions)?
3. How could a situation like this be prevented?
4. What kinds of clinical responsibilities are appropriate for medical students on international electives?

2.3.3 Travel Tips

◆ King's College London

Elective and Global health Portfolio

What to Take if travelling abroad

Basic Items

- Comfortable bag
- Money belt
- Beachwear
- Travel towel
- Nightwear
- Waterproof jacket
- Some warm clothes (even if you are going somewhere tropical – chilly nights)
- Clothes line (or string)
- Plastic bags
- Loo paper
- Swiss army knife, needle and thread
- Torch + batteries
- Camera + film/memory cards
- Sleeping bag/sheet
- Photocopies of passport, travel documents, insurance
- Passport + vaccination records
- Money (also check the expiry dates on your credit/debit cards and ensure that you have the lost/stolen contact details with you)

In hospital

- Smart appropriate clothes
- ±White coat – depending on where you are going
- Stethoscope
- Mirror, probes
- Oxford handbooks
- HIV PEP packs, gloves, masks, eye protection

Leave at home

- Photocopies of your passport + other important documents
- A copy of your itinerary and contact details
- Jewelry and expensive items

Conclusion

Students benefit tremendously from their overseas electives, not only in terms of strengthening the existing knowledge and skills and experiencing a different healthcare system; but also enhancing their cultural competency in a diverse working environment, facilitating their medical/health care professional identity formation, and providing them great insight into their future career path.

A successful overseas elective experience depends on well-structured, mentored and adequate advanced preparation. An overseas elective handbook is a valuable tool to assist in the pre-departure training. The essential components of the overseas elective handbook include overview of programs (purposes, location and site features, time span, cost and financial aid, application instruction, and assessment), student planning, student-preparation and pre-departure orientation. Allowing student autonomy in planning promotes their engagement and commitment to the overseas electives; and the host input makes the training more site-specific and practical regarding clinical, cultural, and ethical considerations, which in turn enhances the reciprocal relationship between sending and host institutions.

With the guidance of this modifiable handbook, we hope the stakeholders - students, home universities and host institutions – can get a better understanding of the expectations, objectives, needs and roles of each other in the overseas elective program. Home universities and host institutions can further develop the featured overseas elective handbook and predeparture training based on their own needs and curriculums.

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Appendix A: Receiving institutions perspectives from low-middle income countries

With increasing mobility and access globally, international electives become a trendy opportunity of medical students to go abroad and get cross-cultural experiences. Electives represent opportunities for both education and adventure as they enable foreign students to develop clinical skills and to simultaneously explore and enjoy a new country. Most of the medical schools in low-income countries like Thailand and Tanzania have elective or exchange programs with collaborating institutes around the world. While many medical students in these low-income countries are equally excited to also go to see the world in elective opportunities, their universities continuously receive international elective students. For example, Muhimbili University of Health and Allied Sciences (MUHAS) in Tanzania hosted over 1200 elective students between 2011-2016.

Challenges to the host institutions

Receiving and implementing elective programs for foreign students from high-income countries present some challenges and anxiety among host universities as follows:

- Overcrowding in some clinical departments as some elective students may prefer some departments. This limits adequate clinical training and supervision to both host and elective students. Furthermore, some of the classes in the host institutions are overcrowded with high numbers of students and therefore if these institutions receive many elective students they may create a burden to faculty, affecting the quality of supervision to both the host and elective students.
- Sometimes universities receive pre-clinical elective students who push to have clinical exposures similar to students in the host universities who are in their clinical years. Some of these foreign students have not yet joined medical schools and therefore faculties feel unethical to take them to areas like delivery (labor) wards as they wish.
- Some elective students in clinical laboratory projects demand for tailored courses as they realize that they lack the necessary skills. Since they have wholesomely paid for their electives, this leaves them dissatisfied.

- Cultural differences in accommodation sometimes become a challenge to both the host university and the foreign students. For example, the culture in Thailand upholds accommodation in separate floors or buildings for male and female students and they are not allowed to visit the floor accommodating the opposite sex.
- Only a few students from the low-income countries are financially capable of participating in electives abroad, much as they also wish to enjoy similar opportunities. Students from one college in London previously arranged for every three students who come to MUHAS for electives, they contribute to one MUHAS student to undertake electives at their university. Unfortunately, this was not sustained.
- Although English is widely spoken in the receiving countries (for example it is the second language in a number of universities in sub-Saharan Africa and usually the medium of training), language barriers might be a major factor limiting foreign students' ability to contribute to patient care and community interactions.
- Some teachers in the receiving universities have negative attitudes towards elective students whom they see as an additional workload (they have no direct incentives). They see them to be of much less importance than their own final year medical students, whom they teach as their core activity.
- Some elective students are quite discouraging as they simply observe practices or, worse, use the opportunity as a holiday (medical tourism). Hosts expect elective students to participate in most basic procedures, as local medical students are expected to do.

Reciprocity that benefits institutions, faculty and students

Internationalism, cultural exchange and networking

- Because of foreign electives, institutions hosting the students experience an international atmosphere and this contributes to their international visibility.
- Host students get the opportunity of sharing experiences with students from other universities. In their interactions, they discuss and compare various issues including determinants of diseases and health delivery systems in different cultural settings.
- Host and elective students can exchange culture and way of thinking mutually, having the opportunity to learn "the different ways of critical thinking" from their colleagues.
- A good mature elective medical student can be very helpful in following things through (e.g. making initial patient assessments, following laboratory results), and therefore helping clinicians prioritize their time.
- Networking and exchanging staff and students, especially graduate students.

Learning exposure

- Elective students are exposed to various types of patients and communities in the low-income countries, which gives them opportunity to see cases that might be rare in their countries, as well as learning diagnosis of tropical diseases.
- Students choosing to do their electives in public health get the additional advantage of community exposure in rural areas and a better understanding of lifestyles and culture such as food and dietary habits, diseases determinants, aging and long-term care problems in resource-poor countries.
- Students have a chance of understanding the health care service delivery models in a double-burdened developing country with a universal health coverage system.

- Elective students also gain a greater experience with tropical diseases and diseases associated with poverty, increased clinical diagnostic and procedural skills, and a greater appreciation of the importance of public health measures.
- Local clinical officers in hospitals receiving medical students in their advanced training improve their presentation skills by making joint presentations with elective students
- Informal peer learning in which local students and visiting elective students discuss different aspects in the delivery of health care services.

Financial/material gains

- Host universities benefit from the fees paid by the elective students which they use to address some needs and strengthen teaching e.g. buying laptops and LCDs. However, there could be some contributions from sending institutions to support teaching, supervision or patient care.
- Some elective students bring research material such as reagents with them, creating opportunity for long-term collaboration, especially with graduate students and the accompanying faculty. For example, medical teachers from Chulalongkorn Hospital in Thailand benefited from student-mediated collaboration and consequently got laboratory reagents and techniques from Japan.

Future collaborations and networking

- Collaboration can happen between advisers of students
- Faculties perceive electives as seeds for growing future friendship and collaboration especially when elective students are accompanied by their teachers.
- Opportunities for creating /strengthening links between universities.
- Students from different countries will keep contact and grow up their partnership, which may lead to future collaborations in medical education. Such partnerships are viewed as seed for growing future friendship and collaboration.
- Networking and exchanging staff and students, esp. graduate students. Such exchange programs with other universities have resulted into some students having permanent friends.
- Hosting senior students at a regular pace, having students accompanied by tutors from sending institutions and possibilities for exchange programs are some of the strategies of improving current elective modalities.

Suggestions to strengthen reciprocity

In general terms, to improve and strengthen the reciprocal relationship between sending and host universities, institutions and foreign elective students should be well prepared. Bilateral preparations are necessary in providing the students with supportive educational environment in another country. Furthermore, there should be clear guidelines and procedures agreeable between the two parties. Elective systems should not only be more balanced-between what students give in comparison with what they gain, but also to the responsibility of sending institutions to contribute.

Sending university:

- Should invest more on effective pre-departure preparations to lessen concerns regarding the safety, ethical aspects and educational value of electives which might happen if medical students are left to arrange by themselves.
- Should contact host institution and inform them of the purpose of the electives, the clinical level of students (where they are at their learning steps), and ask host to assess students. This will guide

receiving universities to not allow elective students to perform beyond their level of competence. Lack of communication with a sending institution often leads to questioning the objective and relevance of the elective.

- Should conduct orientation sessions for the students so that they familiarize themselves with the host country (and receiving university) as part of preparations for their electives.
- Ensure clear learning objectives and student expectations.
- Faculties from sending universities should explain to the students the foreseeable difficulties in the receiving country's context.
- Should direct students to the website of the host university for their own reading.
- Should discuss with the students and make sure they have learnt ethical issues, the dos and don'ts before their departure to a foreign country.
- Should consider accepting student credits from the receiving university, as this will encourage student learning.
- Ensure close follow-up of students' progress (including feedback mechanisms) during the elective period especially when students are not accompanied by supervisors.

Receiving institutions

- Should ensure a well-staffed coordinating office/unit for all electives. For example, MUHAS has an External Relations Office while Thai has an International Affairs Unit dedicated for coordinating student electives.
- Ensure all relevant information is posted on the university website and accessible to prospective students e.g. available elective options, fee structure, student welfare etc.
- Advocate for student friendly immigration processes to enable elective students to undergo the procedures without unnecessary stress
- Faculties should be clear of the objectives of the elective students. Information such as number of the students, their programs of interest, contact details, the duration of stay, and their particular requests should be known on time. If elective students request a special program which is not well established in the host university, or which needs integration with other university or community services, the sending university should indicate this in advance.
- Ensure necessary logistics are in place before students arrive e.g. transport and accommodation arrangements
- Organize for a cultural orientation session for elective students for their smooth take off
- Orient and properly introduce the students to staff so that they are given responsibilities that are within their competences.
- Ensure establishment of stable sources of funding through partnerships with the sending institutions. Support from partner institutions can help improve the standards of patient care, help pay translators (to help elective students) and elective supervisors, and fund professional training for staff. A practical example is the development of a donation catalogue that could help expand infrastructure at the host site.

Appendix B: Tufts University – Application for students wishing to participate in a global health experience with an independent placement

TUSM Global Health Eligibility & Placement Application

The following application is required for all TUSM students who wish to represent Tufts during a global health experience. This application is to gain approval to participate in a global health experience and placement at a global health program, but it does not serve as an application for any funding support. More information on funding support can be found here: <http://tusk.tufts.edu/view/course/PHPD/1623>

The goal of the Global Health Programs is to expose students to cultures, health care systems, and medical and public health challenges that are different from those a student might encounter in the US.

Program-based criteria:

- Proposed program is in a resource-challenged setting
- Opportunity for cultural immersion
- Exposure to a healthcare system different from the US
- Opportunity for learning about healthcare disparities and innovative solutions

Please fill out all portions of the application and type your name at the end to serve as an electronic signature. The selection committee will review all applications and make decisions based on the strength of the applications using the following criteria:

Applicant-based criteria:

- Motivation & clarity of purpose
- Maturity
- Cultural competency
- Flexibility & adaptability
- Ability to work with a team
- Inquisitiveness & desire to learn
- Basic professionalism
- (Language skills if applicable)

Please note that the majority of our programs take place in countries where healthcare resources are limited. Please be aware of this core TUSM commitment to expose students to serving underserved communities as you choose your program site. Programs that do not meet this description may not be accepted or may not qualify for funding via the TUSM travel grant.

If your global health experience is not yet fully designed, please provide as many details as possible about what you would like to do and send an update when more details become finalized.

Due date: February 13, 2017

Decision announcement: March 3, 2017

If you have any questions, please contact Ariella Green:

ariella.green@tufts.edu

617-636-2469

Sackler 833

TUSM Global Health Eligibility & Placement Application

Personal Information		
First & Last Name:		
Student ID		
Class Year	2017	
Degree Program	MD (other:)	
MPH concentration (if applicable)		
Mailing Address		
Telephone:	Primary:	Alternate:
Email	Primary:	Alternate:
Emergency Contact Information		
First & Last Name:		
Relationship		
Telephone:	Primary:	Alternate:
Email	Primary:	Alternate:
Language Ability		
Language:	Level of Fluency:Beginner	
Language:	Level of Fluency:Beginner	
Language:	Level of Fluency:Beginner	
I am applying for		
<input type="checkbox"/> Public Health Field Experience (1 st year MD/MPH students) <input type="checkbox"/> Applied Learning Experience (MPH students, MD/MPH students, or DVM/MPH students) <input type="checkbox"/> International Summer Experience in Global Health (1 st year MD students) <input type="checkbox"/> Global Health Clinical Elective (4 th year MD or combined degree students) <input type="checkbox"/> Other Global Health Experience (other eligible degree programs) Please describe:		

This application is for students wishing to participate in a global health experience with an independent placement in the summer of 2017

TUSM Global Health Eligibility & Placement Application

Placement Site Details
<p>Independent Placement</p> <p>Partner institution/organization/program: Location (country & city/region): Institution/organization/program website (URL):</p> <p><u>Field Preceptor:</u> Full Name: Title: Degree(s): Fax: Email: Phone Number:</p> <p><u>TUSM Faculty Advisor:</u> Full Name: Department: Email: Phone Number:</p>
<p>Please describe the organization you are applying to work with, their work, and their capacity for and history with hosting and mentoring foreign students.</p>
<p>Dates of Global Health Experience*: Start Date: Click here to enter a date. End Date: Click here to enter a date. <small>* Please note your summer Global Health Experience must be a minimum of seven weeks.</small></p>
<p>Do you plan on doing research as part of your global health experience?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Do you plan on submitting to the IRB in order to carry out your planned global health experience?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure</p> <p>If you are planning to do research but are not planning to submit to the IRB, Please state why.</p>

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This application is for students wishing to participate in a global health experience with an independent placement in the summer of 2017

TUSM Global Health Eligibility & Placement Application

Please describe any prior international experience (health related or otherwise) in the space provided:

Please provide an overview of your planned global health experience (If your global health experience is not yet fully designed, please provide as many details as possible about what you would like to do and send an update when more details become finalized).

Please describe your current interests and/or career objectives in medicine, veterinary medicine, and/or public health. Discuss briefly why you believe this experience will be important to you in terms of your own personal and professional growth & development.

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This application is for students wishing to participate in a global health experience with an independent placement in the summer of 2017

TUSM Global Health Eligibility & Placement Application

Please give at least three learning objectives for your proposed global health experience

What challenges do you anticipate encountering during your proposed global health experience, and how do you plan to overcome these challenges? Please discuss both personal and project-related challenges.

Please also briefly discuss any contingency plans that you might put in place if things don't materialize the way you anticipate.

Please list below all sources of funding you plan to pursue to support your global health experience

TUSM Global Health Eligibility & Placement Application

My full name typed below serves in place of a written signature acknowledging my understanding of the following guidelines:

- I am in good academic standing within my program.
- I give permission for the selection committee to review my academic record as part of the determination of my suitability for global health placement.
- My participation in a global health experience can be terminated at any time if I am not in compliance with TUSM requirements.
- I agree to be evaluated throughout my experience and have my global health experience be incorporated into my student record.
- I will participate in the required TUSM Global Health pre-departure orientation except for extreme extenuating circumstances that have been approved.
- I understand that if my country of designation should be added to the US Department of State Travel Warning list, I may not be eligible to participate in a global health experience in that country.

Student Name:

Date: [Click here to enter a date.](#)

Turn in completed application to ariella.green@tufts.edu

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This application is for students wishing to participate in a global health experience with an independent placement in the summer of 2017

Appendix C: Tufts University – Application for students wishing to participate in a TUSM established program

TUSM Global Health Eligibility & Placement Application

The following application is required for all TUSM students who wish to represent Tufts during a global health experience. This application is to gain approval to participate in a global health experience and placement at a global health program, but it does not serve as an application for any funding support. More information on funding support can be found here: <http://tusk.tufts.edu/view/course/PHPD/1623>

The goal of the Global Health Programs is to expose students to cultures, health care systems, and medical and public health challenges that are different from those a student might encounter in the US.

Learning goals:

- Proposed program is in a resource-challenged setting
- Opportunity for cultural immersion
- Exposure to a healthcare system different from the US
- Opportunity for learning about healthcare disparities and innovative solutions

Please fill out all portions of the application and type your name at the end to serve as an electronic signature. The selection committee will review all applications and make decisions based on the strength of the applications using the following criteria:

Applicant-based criteria:

- Motivation & clarity of purpose
- Maturity
- Cultural competency
- Flexibility & adaptability
- Ability to work with a team
- Inquisitiveness & desire to learn
- Basic professionalism
- (Language skills if applicable)

If your global health experience is not yet fully designed, please provide as many details as possible about what you would like to do and send an update when more details become finalized.

Due date: February 13, 2017

Decision announcement: March 3, 2017

If you have any questions, please contact Ariella Green:

ariella.green@tufts.edu

617-636-2469

Sackler 833

TUSM Global Health Eligibility & Placement Application

Personal Information		
First & Last Name:		
Student ID		
Class Year	2017	
Degree Program	MD (other:)	
MPH concentration (if applicable)		
Mailing Address		
Telephone:	Primary:	Alternate:
Email	Primary:	Alternate:
Emergency Contact Information		
First & Last Name:		
Relationship		
Telephone:	Primary:	Alternate:
Email	Primary:	Alternate:
Language Ability		
Language:	Level of Fluency: Beginner	
Language:	Level of Fluency: Beginner	
Language:	Level of Fluency: Beginner	
I am applying for...		
<input type="checkbox"/> Public Health Field Experience (1 st year MD/MPH students) <input type="checkbox"/> Applied Learning Experience (MPH students, MD/MPH students, or DVM/MPH students) <input type="checkbox"/> International Summer Experience in Global Health (1 st year MD students) <input type="checkbox"/> Global Health Clinical Elective (4 th year MD or combined degree students) <input type="checkbox"/> Other Global Health Experience (other eligible degree programs) Please Describe:		

This application is for students wishing to participate in a TUSM established program in the summer of 2017.

TUSM Global Health Eligibility & Placement Application

Placement Site Details	
<p>First choice:</p> <p>India (Christian Medical College) <input type="checkbox"/></p> <p>Ghana (University of Ghana Medical School) <input type="checkbox"/></p> <p>Taiwan (Yang Ming University) <input type="checkbox"/></p> <p>Guatemala (CeSIAM) <input type="checkbox"/></p> <p>Guatemala (CARE [public health site only]) <input type="checkbox"/></p> <p>Namibia <input type="checkbox"/></p> <p>Panama <input type="checkbox"/></p>	<p>Second choice:</p> <p>India (Christian Medical College) <input type="checkbox"/></p> <p>Ghana (University of Ghana Medical School) <input type="checkbox"/></p> <p>Taiwan (Yang Ming University) <input type="checkbox"/></p> <p>Guatemala (CeSIAM) <input type="checkbox"/></p> <p>Guatemala (CARE [public health site only]) <input type="checkbox"/></p> <p>Namibia <input type="checkbox"/></p> <p>Panama <input type="checkbox"/></p>
<p>Dates of Global Health Experiences are determined by your chosen program. Please see the program description document for more specific information. Each program is a minimum of seven weeks and generally runs from early June through late July.</p>	
<p>Do you plan on doing research as part of your global health experience?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	
<p>Do you plan on submitting to the IRB in order to carry out your planned global health experience?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Not sure</p>	
<p>If you are planning to do research but are not planning to submit to the IRB, Please state why.</p> 	

This application is for students wishing to participate in a TUSM established program in the summer of 2017.

TUSM Global Health Eligibility & Placement Application

Please describe any prior international experience (health related or otherwise) in the space provided. If you have previously taken part in a global health program through Tufts, please indicate this as well:

If you are applying for an ALE, please provide a brief overview of your planned project (If your ALE is not yet fully designed, please provide as many details as possible about what you would like to do and send an update when more details become finalized).

TUSM Global Health Eligibility & Placement Application

Some Tufts placement sites can be very competitive. Therefore, in addition to discussing your first choice in detail, we ask you to keep your second choice placement site in mind as you answer the following questions.

Please describe your current interests and/or career objectives in medicine, veterinary medicine, and/or public health. Discuss briefly why you believe this experience will be important to you in terms of your own personal and professional growth and development.

Please give at least three learning objectives for your proposed global health experience.

What challenges do you anticipate encountering during your proposed global health experience, and how do you plan to overcome these challenges?

TUSM Global Health Eligibility & Placement Application

Why did you choose your first choice placement site?
Why did you choose your second choice placement site?
Please list below all sources of funding you plan to pursue to support your global health experience

TUSM Global Health Eligibility & Placement Application

My full name typed below serves in place of a written signature acknowledging my understanding of the following guidelines:

- I am in good academic standing within my program.
- I give permission for the selection committee to review my academic record as part of the determination of my suitability for global health placement.
- My participation in a global health experience can be terminated at any time if I am not in compliance with TUSM requirements.
- I agree to be evaluated throughout my experience and have my global health experience be incorporated into my student record.
- I will participate in the required TUSM Global Health pre-departure orientation except for extreme extenuating circumstances that have been approved.
- I understand that if my country of designation should be added to the US Department of State Travel Warning list, I may not be eligible to participate in a global health experience in that country.

Student Name:

Date: [Click here to enter a date.](#)

Turn in completed application to ariella.green@tufts.edu

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This application is for students wishing to participate in a TUSM established program in the summer of 2017.

This modifiable handbook was produced as a part of research project titled “Mid to Long-term Impact of Overseas Elective Programs on Medical Graduates” funded by JSPS KAKENHI Grant Number 15H04753. Project members listed below are co-authors of this document, although responsibility for this document rests with the organizer and principal investigator, Yuko Takeda, MD. at Juntendo University, Japan.

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