



Health Knows No Boundaries

A Nursing Student's Guide
to International Health Involvement

Developed by the McGill School of Nursing Global Health Committee (GHC)

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BACKGROUND.....	1
<i>Introduction.....</i>	<i>1</i>
<i>Why Become Involved Internationally?.....</i>	<i>1</i>
<i>The Politics of Language.....</i>	<i>1</i>
<i>Values and Beliefs.....</i>	<i>2</i>
<i>The Power of Privilege.....</i>	<i>2</i>
GETTING INVOLVED AT HOME.....	2
GETTING INVOLVED AT HOME.....	3
<i>At McGill.....</i>	<i>3</i>
<i>Canadian & International Nursing and Health Organizations.....</i>	<i>4</i>
INTERNATIONAL PLACEMENTS	5
Planning a Placement.....	5
<i>Contacts at the School of Nursing.....</i>	<i>5</i>
<i>Finding a Placement.....</i>	<i>5</i>
<i>Rights and Responsibilities.....</i>	<i>6</i>
<i>Cultural Homework.....</i>	<i>8</i>
<i>Suggested Timeline.....</i>	<i>9</i>
<i>Fundraising.....</i>	<i>10</i>
<i>Health Considerations.....</i>	<i>10</i>
<i>Safety and Security.....</i>	<i>11</i>
<i>Language.....</i>	<i>11</i>
<i>What to Bring.....</i>	<i>11</i>
While You are There	14
<i>Keeping Safe.....</i>	<i>15</i>
<i>Staying Healthy.....</i>	<i>15</i>
<i>Culture Shock.....</i>	<i>15</i>
<i>Homesickness.....</i>	<i>16</i>
<i>How to Keep Your Sanity when your Privacy is Gone.....</i>	<i>17</i>
<i>How to avoid playing into North-South Politics.....</i>	<i>17</i>
<i>What to do if something goes wrong in your placement.....</i>	<i>17</i>
Coming Home.....	17
<i>Feelings You May Experience.....</i>	<i>17</i>
<i>Return Culture Shock.....</i>	<i>18</i>
<i>Some Tips on Adjusting.....</i>	<i>19</i>
<i>Completing a placement evaluation.....</i>	<i>20</i>
INTERNATIONAL EXCHANGES.....	20
MASTER'S OF NURSING: GLOBAL HEALTH STUDIES SECTION	20
RESOURCES AND FURTHER READINGS.....	21
<i>List of Relevant Organizations.....</i>	<i>21</i>
<i>Further Readings – An Annotated Bibliography.....</i>	<i>21</i>
<i>Resources.....</i>	<i>22</i>
APPENDIX A: PROPOSAL FOR PLACEMENT.....	23
APPENDIX B: STUDENT CONTRACTS.....	25
STUDENT ACCEPTANCE.....	25
TEACHING SERVICE AGREEMENT.....	27
APPENDIX C: GHC MEMBERS AND GUIDEBOOK CONTRIBUTORS.....	31
APPENDIX D: PAST PLACEMENTS OF MCGILL NURSING STUDENTS	32

BACKGROUND



Introduction

As globalization continues to bring communities of the world closer together, it is becoming increasingly clear that *health knows no boundaries*. This guidebook was developed by the Global Health Committee (GHC) at the McGill School of Nursing, in response to an increasing demand from students to have international opportunities in their nursing education. It is our hope that this guide will also help to foster the international environment at McGill. The guide is intended to help stimulate you to think about some of the issues and politics involved in working internationally. We have provided a basic discussion around some of these issues and have added a reading list for further inquiry. We have also included some practical information about how to go about setting up your own international placement, with the necessary forms in appendices.

Why Become Involved Internationally?

Working internationally is about *learning* and *sharing* knowledge and skills. It involves growing as an individual and learning new ways of viewing the world. Working overseas is an opportunity to gain greater perspective, to understand multiple ways of ‘doing things’ and to appreciate more fully the ways in which our communities are interconnected.

Among the important questions you need to ask yourself before considering an international placement, are: Why do I want to work in international health? What do I want to achieve for myself and/or for the community? Are my goals realistic and appropriate?

The Politics of Language

‘The ‘Third World’, ‘Developing Countries’, ‘the South’...why are there so many names for the same part of the world? Is it merely the specter of political correctness, or is it truly too simplistic to slap one label on so many distinct countries - and distinct histories and realities?’ (Sustainable Times website: <http://www.sustainabletimes.ca/home.htm>).

These terms are meant to differentiate economically poorer countries from the small number of richer countries known collectively as the ‘First World’, ‘Developed Countries’, or the ‘North’. The term ‘Third World’ originated during the Cold War Era and was used to describe the balance of countries that were not Capitalist (First World) nor Communist (Second World).

As the term *Third World* took on a negative connotation, equated with the world’s 3rd class, the term “developing world” emerged. This new expression, however, has been heavily criticized as people argue that the Third World is worse off now than when it first began “developing”. Some challenge the notion that “development” can be defined, and that the Third World is the only one “developing”.

New alternative terms soon emerged – ‘North’ and ‘South’. The problem is, it is geographically inaccurate; for example, the relatively rich nations of Australia and New Zealand are considered part of the conceptual North, but are located in the geographical South.

The expressions “Two-Thirds World” and “Majority World” have also been employed, since the people of the “Third World” represent two-thirds of the globe’s population. Accurate, yes, but a mouthful that has not caught on.

Ultimately, all these terms are misleading as they suggest that everyone on their respective side of the socio-economic equator is ‘in the same boat’. The truth is, however, that there exist elite minorities in the “Third World” who are a lot better off (in economic terms) than people in the “First World”, and

vice versa. So no matter what term you use, it is important to understand the issues and discourses surrounding their use. For the purposes of this guidebook we will use the terms ‘North’ and ‘South’.

Values and Beliefs

When embarking on international health-related work it is important to consider the set of values we carry with us. Some of the values and beliefs the IAC embraces include:

- ◆ We believe in the importance of raising awareness and understanding of other cultures and perspectives.
- ◆ We value transparency, open and respectful communication and accountability
- ◆ We respect and embrace diversity.
- ◆ We value the right of people to determine their own needs.
- ◆ We value equitable relationships between the North and South.
- ◆ We believe that we have much to learn from each other.
- ◆ We believe that people, acting together in organizations and communities, have the capacity to bring about a better world.
- ◆ We believe that everyone has a responsibility to contribute to creating a better world.

(Adapted from the Canadian Crossroads International Website: <http://www.cciorg.ca/>)

The Power of Privilege

Perhaps one of the most difficult challenges encountered when living/working overseas is dealing with the perceptions of others in relation to who we are, what we know, and how much we have. As North Americans we are frequently viewed as wealthy, knowledgeable, skillful and sometimes of dubious moral integrity. The challenge lies in being honest about *who* we are and *what values* we embrace, while being vigilant about not reinforcing harmful or unproductive stereotypes, nor *imposing* our values on the people/culture with whom we are working. The history of the “rich”/”poor” or 1st world/3rd world phenomenon has created an imbalance of power that can work very powerfully (though sometimes implicitly) against relevant and sustainable development efforts. As individuals working abroad it is important to be keenly aware of these dynamics and conscious of *our own* perceptions of the knowledge/skills, values and beliefs of the culture in which we are immersed. Sensitivity, awareness and respect are values that extend to our work overseas.

Recognizing and Respecting Difference

When I was nineteen years old I spent 4 months volunteering at a small medical center in a village in Burkina Faso, West Africa. I remember being so keen on learning *everything* as fast as possible. I soon grew to appreciate the importance of stepping back, slowing down and learning without judging. On my first day of work I was given a tour of the small facility. Attached to the main building was a small lab where some blood and other tests were performed. Having studied the spread of HIV in these parts of Africa I quickly asked if HIV tests were performed. They said that they were in the case of blood transfusions but not on demand. They also said that if the blood tested positive for HIV that the person would not be informed for fear of retaliation. I did not hide my astonishment and swiftly suggested that if they did not know they were positive then they would definitely spread the disease. They responded that the opposite was more likely to occur – if people knew they were HIV positive they would want to spread it so that “they would not be alone”. I was incredulous, and showed it, assuming that this is not the way people would behave, after all, this would never happen in Canada I thought. Well, it soon became apparent that this incident, on my first day of work, created a rift between me and my ‘colleagues’. I had assumed I understood how ‘people behaved’ in this culture, I judged openly and I suggested what would be more appropriate – how would this not cause friction?

Irene Sarasua (Direct Entry Masters Student)

Getting Involved at Home



Becoming involved in international health does not only mean working/volunteering overseas. There are many ways to get involved here in Canada – in advocacy, public awareness, lobby work, etc. Here are a few ways in which you can get involved locally:

At McGill

Global Health Committee (GHC): A committee within the McGill School of Nursing composed of faculty, alumni, and students. The mandate of the GHC is to encourage international linkages as a means of enhancing the academic programs of the School of Nursing. The group reviews issues concerning international health and makes recommendations in response to these issues. Please See Appendix C for list of current members. Please contact Dr. Anita Gagnon or Jodi Tuck (Committee Co-Chairs) for more information anita.gagnon@mcgill.ca or jodituck@yahoo.ca.

McGill Nurses for Global Health (MNGH): A group of undergraduate and graduate nursing students and alumni who are committed to fostering awareness among the student body around issues of global health and social justice. They organize events specific to nursing and Wilson Hall as well as collaborate with other student groups across campus. For more information or to join their listserv, please email the group coordinators at mngh-owner@yahoogroups.com.

International Brown Bag Lunches: MNGH organizes Brown Bag Lunches which are held periodically during the semester at lunch hour. The lunches provide an open forum to discuss international health issues. The group is open to all those interested and currently has faculty, student, and professional community members. The issues of discussion are selected and organized by the group members. Contact MNGH for more information MNGHgroup@gmail.com.

Health Knows No Boundaries International Night: An annual event that is sponsored by the GHC & MNGH which allows nursing students, staff and faculty to learn about the experiences of students, faculty and nurses who have worked internationally. Please contact Dr. Anita Gagnon for more information anita.gagnon@mcgill.ca.

McGill Inter-professional Global Health Course: A joint collaboration between students and faculty in Nursing and Medicine, the Global Health Course is a series of ten non-credit lectures offered in the winter semester. The course is open to all students within the Faculty of Medicine and promotes inter-professional learning and the knowledge of a variety of global health topics. See <http://www.medicine.mcgill.ca/globalhealthcourse/> for more information.

McGill International Health Initiative (MIHI): A multidisciplinary group of students that aim to advocate for and increase awareness around international health issues. They also have an active listserv you can subscribe to. See <http://www.medicine.mcgill.ca/mihi/> for more information.

McGill Global Health Programs: The Global Health Programs of the McGill Faculty of Medicine is committed to improving global health through educational, clinical, developmental and research programs that link McGill faculty and students with colleagues throughout Canada and the world in collaborative projects. <http://www.mcgill.ca/globalhealth/>.

McGill Institute for Health and Social Policy (IHSP): The IHSP was created to conduct and support world-class research into how social conditions impact on health and to lead programs designed to translate research findings into policies and programs on national and global scales. <http://www.mcgill.ca/ihsp/>.

McGill University Office of International Research: A place where students from all over the world (including us) gather to talk about their experiences in Canada and abroad. 3550 University Street, Tel.: 514-398-4197.

Canadian & International Nursing and Health Organizations

Student University Network for Social and International Health (SUNSIH): A virtually based network that promotes international health and development, social issues, and exchange of information between university students in Canada and abroad. They have an annual conference in conjunction with the Canadian Society for International Health (CSIH) conference at the end of October in Ottawa. Visit their Website at: www.sunsih.ca

Canadian Nurses Association, International Bureau: The office in the Canadian Nurses Association (CNA) responsible for international activities such as liaison and development. Liaison includes maintaining a variety of international networks and memberships. The Overseas Development Program supports national nursing associations in developing countries. Visit their Website at: http://www.cna-nurses.ca/CNA/international/default_e.aspx

International Council of Nurses (ICN): The Canadian Nursing Association is a member of the ICN, however the Québec Order of Nurses is not. The ICN has many different projects on the go, it also organizes an annual conference. Visit their Website at: www.icn.ch

The Global Health Education Consortium (GHEC): is a consortium of faculty and health care educators dedicated to global health education in U.S. and Canadian medical schools and residency programs. They have a great website and a discussion list. Visit their website at <http://www.globalhealth-ec.org/>

The Canadian Society for International Health (CSIH): is a national non-governmental organization with members committed to the promotion of international health and development. CSIH also serves as the technical representative in Canada for the Pan American Health Organization, the World Health Organization's regional office. The CSIH has a International Health Internship program and operates a database of international health expertise. They hold an international health conference annually at the end of October in Ottawa. Visit their Website at <http://www.csih.org/>.

There are also a large number of organizations in Canada that work to support international health initiatives. Please see the list of selected relevant organizations on page 21.



International Placements



Planning a Placement

An overseas experience depends on what you make of it, so your frame of mind and the amount of planning you put into it are important. One of the best things you can do is plan ahead! You can never begin preparing too early, and although you can't predict what will happen during your placement, a certain amount of preparation can go far in smoothing the bumps along the way.

Contacts at the School of Nursing

The School of Nursing has a formal procedure set out for students (BScN, BN and MSc.) who would like to plan an overseas placement. The first thing to do is contact the Placement Coordinator, Ms. Beverly Rowat at (514) 398-5570 or beverly.rowat@mail.mcgill.ca. She can provide you with information on the placement proposal that you will need to complete (see Appendix A). This proposal requires some thought and effort, so it is best to get started on it early. Deadline for submission is usually at the end of November if you plan to leave the following spring or summer. You should also contact the relevant course coordinator to let them know that you would like to complete some of your course work overseas.

Finding a Placement

There are many ways of finding a placement; however it can be very challenging to set up a *good* placement. First of all you need to determine what is most important to you – what are your learning objectives? Is there a specific clinical area in which you would like to work? Or a particular region or country? Would you prefer a rural or urban placement? A community health or a hospital setting?

The Placement Coordinator has a reference list of past student placements to give you an idea of what kinds of placements might be available. A good way to find a placement is by word of mouth – asking people involved in international health, epidemiology, anthropology, international development studies, etc. There are various organizations and web resources that may assist you (see the section on relevant organizations on Page 21). You may also want to contact some former McGill students that have completed an international placement, see Appendix B. Also, try contacting the international health organizations listed in the “getting involved at home” section. You can seek-out information from them and then communicate directly with the universities, hospitals, or organizations with whom you are interested in working. Do remember, you not only need to arrange a work placement, you also need to arrange your housing in the host country.

You should be aware that for safety reasons, McGill School of Nursing may not endorse your travel to certain countries, so make sure you are fully informed of any travel restrictions before you arrange your placement. These are normally based on the Canadian government's travel warnings (see <http://www.voyage.gc.ca> for specific country profiles, this site also provides a list of upcoming election dates to be aware of).

Rights and Responsibilities

It is important to be informed about the rights and responsibilities of the different parties involved in your placement.

Students

Rights	Responsibilities
<ul style="list-style-type: none"> ◆ To seek preferred placement (given that the country is deemed to be safe for travel and residency) ◆ To have the support of faculty and the school of nursing in pursuing an educational experience overseas ◆ To receive regular agreed upon communication from your International Advisor 	<ul style="list-style-type: none"> ◆ To plan all aspects of the placement including clinical component, living arrangements and financial needs ◆ To identify and confirm an International Advisor (see below). ◆ To complete and submit a placement proposal within the given time frame, identifying your learning objectives (see Appendix A) ◆ Sign Student Contracts (see Appendix B) ◆ Plan the method of communication with International Advisor ◆ To communicate with family and friends regarding your placement and any changes in your plan. ◆ To take the necessary safety and security precautions, including obtaining health insurance. ◆ To provide all dates and contact information, and photocopies of passport, plane tickets and health insurance to the Placement Coordinator prior to departure. ◆ To evaluate the placement

International Advisors

Rights	Responsibilities
<ul style="list-style-type: none"> ◆ To receive evidence that the student has prepared adequately for his/her placement ◆ To receive regular, agreed-upon communications and updates from the student ◆ To receive support from the School of Nursing to facilitate overseas placements ◆ To prohibit placements to a country or area deemed to be unsafe (in consultation with the student and the university) 	<ul style="list-style-type: none"> ◆ To be accessible to students interested in doing an international placement ◆ To help guide students in their learning about doing overseas work ◆ To provide support, assistance and advice to students doing international health placements before, during and after the time overseas ◆ To provide students an opportunity to debrief about their experience overseas. (eg International brown bag lunch)

Placement Coordinator

Rights	Responsibilities
<ul style="list-style-type: none"> ◆ To receive evidence that the student has prepared adequately for his/her placement. ◆ To receive evidence that the student will have adequate preceptorship in the form of information, supervision support and guidance. ◆ To prohibit placements to a country or area deemed to be unsafe (in consultation with the student and the university) 	<ul style="list-style-type: none"> ◆ To support students' interests in international health work ◆ To facilitate international placements including making available forms and contracts required by the student.

Overseas Preceptor

Rights	Responsibilities
<ul style="list-style-type: none"> ◆ To receive in advance a clearly stated learning plan including objectives, plan of activities, methods of evaluation, responsibilities of the preceptor and the agency, and the names and addresses of the contact persons at McGill ◆ When deemed necessary, and in consultation with the student, to set parameters on the objectives and learning plan 	<ul style="list-style-type: none"> ◆ To provide an adequate learning environment ◆ To work with students to help them achieve their learning objectives.

Things to Consider When Deciding Upon a Placement

When deciding upon a placement it is helpful to consider how appropriate this placement is for *you*.

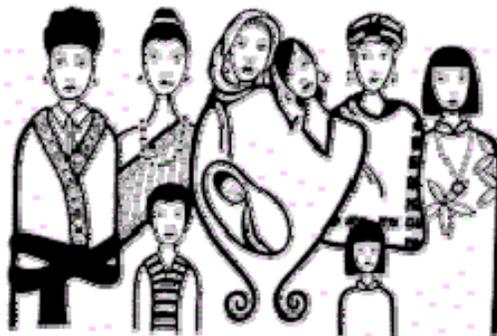
- ◆ What are your learning goals? Will you be able to meet them at this placement?
 - ◆ Who will be your Overseas Preceptor and International Advisor (usually the course coordinator)?
 - ◆ Will they be able to communicate adequately (language, technology)
 - ◆ What kind of support will your preceptor be able to provide throughout your placement?
 - ◆ What kind of skills will you have the opportunity to develop?
 - ◆ What does the organization/health center expect from you? Are you qualified to meet these expectations?
 - ◆ What language skills will you need?
 - ◆ What kind of information is available on the organization/health center and is it possible to contact former volunteers/students?
 - ◆ What is the political situation like in the host country?
 - ◆ Do you need a special registration to be a nursing student there?
 - ◆ Do you need a visa?
 - ◆ What kind of accommodation will be provided to you in the host country?
 - ◆ How much will it cost to get visas, to get there, to live there?
 - ◆ What is your Plan B if something falls through with this placement?
 - ◆ Does the organization charge a fee for international student placements? Eg. some places charge a fee of US\$100.00
-

Cultural Homework

It is important to understand as much as you can about your host country before you leave, as this may change how you prepare and pack for your experience. The Internet is a great resource for information, but there is nothing like talking with someone that has spent time there to bring life to the culture and prepare you for what to expect, the good and the bad. The Canadian Department of Foreign Affairs and International Trade (DFAIT) will provide a package of information on the country you will be working in free of charge, visit their Website at <http://www.dfait-maeci.gc.ca/menu-en.asp>. And don't forget the books, travel guides, and travel agency resources.

Some questions to ask yourself about the host country:

- ◆ What is the history of the country? What factors influenced its current day situation?
- ◆ Who is in power right now? How long have they been there? What do they stand for?
- ◆ What are important laws that you should know about?
- ◆ When is the next election?
- ◆ What is the history of the relationship between your host country and Canada?
- ◆ What is the normal work schedule?
- ◆ What are some of the important social customs (Do's and Don'ts)?
- ◆ When are their national holidays?
- ◆ What kinds of entertainment and sports are popular?
- ◆ What are the most common religions practiced?
- ◆ What is the attitude toward drinking? Gambling?
- ◆ What is the attitude toward marriage? Divorce? Extra-marital relations? Plural marriages? Same-sex relationships?
- ◆ What is the attitude toward how children are raised and disciplined?
- ◆ What is the attitude toward women?



Suggested Timeline

The following is a suggested timeline to help guide your preparations:

1 year before

- ◆ Start thinking about where you would like to go. Why that setting?
- ◆ Begin researching this area and seeking out contacts
- ◆ Look into language classes if applicable to your placement

8 months before

- ◆ Make sure your passport is up to date
- ◆ Begin contacting possible placement organizations
- ◆ Get the outline for proposal submissions from the Placement Coordinator.

6 months before

- ◆ Find out required visas and work permits (verify if your visa is valid from the date that it is issued or the date that you actually enter the country)
- ◆ Visit a travel health clinic to determine what vaccines you will need and other health information that may be beneficial.
- ◆ Begin fundraising
- ◆ Submit your placement proposal to the Placement Coordinator.
- ◆ Make sure your finances are in order (maybe consider subletting your place)

4 months before

- ◆ Continue to do your “cultural homework”. Talk to as many people as you can that have had experience with your placement country. Reading a book or two about the country can often be a great window into its history and culture.
- ◆ Find out if the organization/health center would like you to bring anything in particular.
- ◆ Get a legal contracts signed with McGill including Student Acceptance and Teaching Agreement See Appendix B.
- ◆ Once your proposal has been approved start shopping for a plane ticket. Don’t forget to look into health and travel insurance they can often be bought in conjunction with your plane ticket.
- ◆ You will also need to provide photocopies of your passport, visa, plane ticket and health insurance to the Placement Coordinator before your departure.

2 months before

- ◆ Consolidate language skills and other skills that will be needed (such as public health, popular teaching methods, health and physical assessment, pharmacology, pathology, etc.)
- ◆ Make arrangements for any classes you may miss while you are away (tape recording)

2 weeks before

- ◆ Plan for things you need to buy according to your placement; e.g. water filter, camping gear, sunscreen, mosquito repellent, etc. (see suggested list of things to bring on page 11)
- ◆ Give yourself time to say goodbye to friends and family.
- ◆ Start setting things aside and packing

1 day before you go

- ◆ Call to confirm your flight
- ◆ Check to make sure you have everything you need!!!

The day you leave

- ◆ Leave plenty of time to get to the airport and check in
-

Fundraising

Fundraising is not only about raising money to support your international learning experience, but it also represents an opportunity to raise awareness about international health issues. There are numerous books and on-line resources that provide ideas about fundraising. Here we list a few suggestions to get started:

Letter Writing. This can be an effective way of raising funds. Many local organizations have a mandate to support these sorts of endeavors. You can write to: service clubs in your area (Rotary, Lion's Club, etc), your member of Parliament, the Quebec Order of Nurses, Canadian Nurses Association, past/present employers, student unions or groups, religious institutions, cultural organizations, etc. You might offer to do a presentation upon your return.

Sales. You can sell chocolate bars; hold bake sales; connect with an organization and agree to sell their publications, calendars, agendas, etc. for a cut of the profit. Get creative... it all adds up!

Bursaries and Scholarships. Several may be available, inquire with the faculty, the university, on-line.

Special Events. These are often very successful fundraisers, but also very time consuming. Bingo, cultural nights, concerts, dinners, etc. are popular. Make sure to publicize your event widely (to faculty, the university, family and friends).

Health Considerations

Keeping healthy while you are away is often a challenge. Not only are you exposed to a host of new antigens but you are also eating new foods in a very different climate. There are a few things you can do before you leave to help you stay healthy throughout your time overseas.

Health, cancellation, and travel insurance: Don't forget to get adequate health insurance for your journey. Remember to look as see what is covered under your school health insurance policy or that of your parents (if applicable). Travel, health and cancellation insurance can be purchased from the travel agency when you buy your ticket or from Travel Cuts in the McGill Shatner building. Make sure health insurance includes emergency evacuation from the host country back to Canada if needed.

Vaccinations/Medications: Visit your local travel clinic! Even if you have been overseas in the past it is a good idea to go and get a check-up as things can change. In addition to the prophylactics and vaccinations listed below for you to think and ask about also see page 13 for a list of health-related things to bring.

- _____ Malaria Prophylaxis (Mefloquine, Chloroquine, Primaquine)
- _____ Malaria Treatment (Quinine plus antibiotic)
- _____ Hepatitis A and B [Twinrix] (3 shots, day 1, 30th and 180th)
- _____ Hepatitis A [Havrix (3 shots) or Immunoglobulin];
- _____ Hepatitis B [Engerix (3 shots)]
- _____ DPT (diphtheria, pertussis, and tetanus)
- _____ MMR (mumps, measles, and rubella)
- _____ Typhoid Fever (Vivotif)
- _____ Yellow Fever
- _____ Meningococcal
- _____ Japanese encephalitis
- _____ Rabies (rarely needed)
- _____ Polio

A little note on malaria protection:

It is important to protect yourself from malaria. However, be sure to check out the risks and side effects of different malarial medications used in your host country before making your choice. And keep in mind it is still possible to get malaria even if you are taking the anti-malarials.

Keep in mind some of these vaccinations require multiple injections spread out over several months, so best to look into this as early as possible: There are some excellent websites on health for travellers. The Government of Canada has a great site that gives travel recommendations for specific countries, <http://www.phac-aspc.gc.ca/tmp-pmv/index-eng.php>. Also check out the International Association of Medical Assistance to Travelers (IAMAT) www.iamat.org/ this site has malaria risk charts for most countries.

Safety and Security

Remember to find out ways of staying safe in the country in which you will travel and reside. Ask do's and don'ts from people who have been in the country before. Money belts are a good idea, (though they can get stolen too!). Again don't bring anything of significant value with you. Despite the fact that most major cities around the world have bank machines you might want to inquire about the most convenient and safest way to carry money in your host country. It is a good idea to bring at least a few travelers cheques (US dollars, Euros or French Francs depending on the country) and a credit card (verify if you need a PIN to use it) which you can store in a few different places just in case something is stolen or lost.

Make a list of important contacts (address, phone number, email) in both home and host country. Photocopy these along with your passport and travelers cheque numbers and keep them separate. Also leave a copy of this information with your parents, spouse or friend. You will also be expected to make photocopies of your passport for the School of Nursing.

You may want to consider assigning Power of Attorney to your parents or other loved one. This will allow them to make decisions on your behalf with regard to banking and other legal matters.

Find out about the location of the nearest Canadian Embassy or High Commission (in Commonwealth countries it is a High Commission) and Canadian Consulates. If the country does not have a Canadian Embassy or High Commission, locate the nearest British Embassy.

Language

Language is often a big issue when working overseas. It can be a huge determinant of your comfort in, and adaptation to, your host country. It is VERY worthwhile finding out what language(s) are spoken in your host country, what language(s) your preceptor speaks and what language(s) you will be expected to work in. Enrolling in language classes (if needed) can make a huge difference in your experience. You can also buy a phrasebook or translation dictionary to help you out.

What to Bring

Below is a very general list of ideas of what you *may* want to bring. It is often best to travel as lightly as possible. You can usually buy most things that you will need (shampoo, writing material, clothes...) in your host country and these can often be nice memories of your time overseas when you return. Make sure you have appropriate clothing for the dress, climate and culture (be aware of cultural dressing norms). It might also be a good idea to find out about laundry facilities.

Two golden rules:

- 1. Don't bring anything that you can't afford to lose.**
 - 2. Don't bring more than you can carry.**
-

The checklist: (Decide what you **absolutely** need for your placement):

GEAR

- _____ Backpack/Suitcase
- _____ Day pack (or some travel backpacks have these attached!)
- _____ Sleeping Bag/Blankets
- _____ Tent
- _____ Mosquito Net/ Mosquito Coils/ Mosquito Repellent
- _____ Pillow
- _____ Therm-o-rest / Air mattress
- _____ Water filter and or Chemical water purifier (i.e. New Pristine system)
- _____ Canteen / Water bottle
- _____ Swiss army knife
- _____ Rope
- _____ Sunglasses
- _____ A spare set of glasses (if you wear glasses). Bring a copy of your prescription.
- _____ Contact lenses and sufficient cleaning fluid (bring a spare bottle and keep it separate)
- _____ Sun screen lotion

CLOTHES

- _____ Underwear (bring lots!)
- _____ Bras
- _____ Shorts (careful about length)
- _____ Slacks / jeans
- _____ Socks
- _____ Dress / skirt (careful about length)
- _____ Long-sleeved dress shirts
- _____ Bathing suit (if applicable)
- _____ Sweatshirt / sweat pants / sweaters
- _____ T-shirts
- _____ Appropriate footwear (maybe two: sandals and walking shoes)
- _____ Hat
- _____ Raincoat / poncho
- _____ Jacket

TOILETRIES

- _____ Toothbrush, toothpaste, dental floss, wash cloth, comb, brush,
hair elastics, barrettes, wet ones
 - _____ 'Purell' disinfectant hand gel – can be great for travel
 - _____ Small mirror
 - _____ Soap
 - _____ Shampoo
 - _____ Deodorant
 - _____ Feminine Hygiene Products (Some countries don't sell Tampons)
 - _____ Contraceptives (condoms, etc...)
 - _____ Toilet Paper / Kleenex (you can usually get this there)
 - _____ Chap stick, nail clippers, tweezers etc...
 - _____ Towel
-

OTHER

- _____ Camera
- _____ Batteries (you can usually get these there)
- _____ Headlamp / flashlight
- _____ Walkman / radio
- _____ Calculator
- _____ Adaptors / Converters (know what voltage is in your country)
- _____ Books / Textbooks
- _____ Writing materials, journal/diary, paper, envelopes (you can usually get this there)
- _____ Clothes Pegs, Laundry Detergent (you can usually get this there)
- _____ Sewing Material/Kit (with scissors)
- _____ Tape – Duct, (don't leave home with out at least a little of this wrapped around your water bottle!)
- _____ Bags (garbage bags to line suitcase, bags to protect against rain especially during flights and long bus rides!)
- _____ Ziploc bags (can often come in handy when things need to stay dry)
- _____ Candies/Food (especially little comfort food treats for homesickness)
- _____ Project Material – anything the project may ask you to bring
- _____ Money Belt (not Fanny packs! They are easily stolen!)
- _____ Pictures of your family
- _____ Pictures / books of Canada (people will want to know where you came from)
- _____ Canadian pins (you can get this from your member of parliament for FREE)/ stamps/postcards
- _____ Gifts – it is usually a good idea to bring some small gifts from Canada for host families, people that become friends and mentors (i.e. maple syrup...)

FIRST AID/HEALTH

- _____ First Aid Kit: Band-Aids, ACE Bandage/Tirangular Bandage, Safety pins, Latex gloves, Scissors, Gauze rolls, Antiseptic, AR mask, etc.
- _____ Medical Equipment (e.g. stethoscope, BP cuffs, etc)

Some medications to consider inquiring about and bringing:

- _____ Birth control pills
- _____ Imodium (for diarrhea if you need to go to a meeting or a long bus ride)
- _____ Pepto-Bismol – for diarrhea, stomach upset, and indigestion
- _____ Antibiotic (for bloody diarrhea and urinary tract infections – e.g. Ciprofloxacin)
- _____ Canesten or Diflucan (for yeast infections)
- _____ Gravol (for nausea)
- _____ After-Bite
- _____ Tylenol/Aspirin
- _____ Allergy medications or Epi PEN (for severe allergies)
- _____ Bactroban/Polysporin/Fucidin for skin infection (one, not all!)

DO NOT BRING: Expensive watches or jewellery

REMEMBER THAT YOU DO NOT HAVE TO BRING EVERYTHING FROM HOME WITH YOU. YOU CAN FIND MOST THINGS IN NEARBY CITIES. LEARN ABOUT YOUR COUNTRY!

While You are There

No matter how well you have prepared and planned, placements and host countries are almost never what you expected them to be. Sometime these unexpected bumps can be discouraging when so much time and effort has gone into planning. The best thing to do in this situation is to make the most of whatever situation you find yourself in (within reason) – remember it's all a part of the experience! It sometimes helps to “expect the unexpected” and not to expect that everything will go smoothly.

Here are some words of wisdom for your time overseas. Be humble. Walk and speak gently. Be prepared to learn from others. Develop a feel for the qualities that make the country and people different. Savour the less hurried pace, the social interactions and the spirit of cooperation. Explore and enjoy doing new things while acknowledging and respecting your personal limits. Become a more active listener. Listen to those who rarely speak out. Listen to those most affected. Listen to what is not said. Practice being a more effective team player. And try to bring these qualities back home with you.

You have read much about our revolution. You know many facts and dates and figures and opinions. But you do not know its soul. I try to tell you about our revolution, but you must listen more quietly. Even when I am speaking, your mind, it is shouting at me. Please allow it to listen”.

Excerpt from *Honeymoon in Purdah*

Some other suggestions to help you adjust:

- ◆ Be sensitive to the local customs and traditions. Watch and listen to see how people behave and learn from them. Ask if you are not sure. Never take a photograph of people without their permission. DO NOT take pictures of airports and bridges without permission – you can end up in jail in some countries!
 - ◆ Go on a trip (e.g. safari, hike, camping, beach) away from your project site, even for a few days. Climate changes, environmental changes, and a different pace of life are extremely stressful. A little R & R goes a long way in making a successful project!
 - ◆ When you get there helps to explore the neighbourhood. Locate the nearest:
 - Sports field – watch, and join in
 - Post office
 - Phone/email/fax
 - Hospital or health centre
 - Police station
 - Restaurant
 - Rest house/motel/hotel
 - Church/mosque/synagogue
 - Bank and money changer
 - ◆ Talk to people at your host institution
 - ◆ Try to learn the language as quickly as possible
 - Listen to the local music
 - Talk and listen to little kids – they’re often at the same level of communication as you.
 - Talk and listen to everyone. They may laugh at you, but you learn faster that way.
-

Keeping Safe

Be aware of safety issues in your area, what neighbourhoods are not recommended to visitors. Find out if it is safe to walk alone at night and until what time. As a foreigner, people will probably be keenly interested in getting to know you. Remain cautious with visitors to your door. Use your judgment – do not let people into your house unless you know them (especially men).

Ladies: Keep in mind it is not unusual for foreign women to be perceived not only as wealthy but also as being 'loose.' Pay attention to where women **are** and **are not** and ask yourself if it is safe for you to be there. You may find in some cultures women have less mobility than you are used to at home. Respecting these norms is one of the best ways of keeping safe.

If possible, register with the Canadian Embassy or HC so that the officials know you are in the country if they have to notify you of unexpected occurrences.

NEVER EVER TRUST ANYONE WITH YOUR PASSPORT OR MONEY! (except Customs officials, and even then keep your eyes open!)

Staying Healthy

Poorly prepared and contaminated food is the major source of health problems in travelers in tropical and developing countries. A good rule is: "Boil it, cook it, peel it, or forget it." All raw vegetables including salads, which may be grown or washed with contaminated water, should be avoided. Completely peel all fruits. However, most food that is cooked, and still hot, is probably safe.

In many parts of the world, water, ice, and even some bottled water can be hazardous. To reduce the chance of contracting waterborne diseases, several travel health advisories suggest that you should drink only water from bottles with intact seals. You should also be wary of ice cubes, fruit juices, and iced tea, which may be made out of or diluted with contaminated water. Also keep in mind that bottled water should be used to brush your teeth, rinse your mouth and clean your contact lenses. If you don't want to buy your water, several safe methods for purifying water are available. Methods for purifying water include boiling, chemical disinfection, and filtration. It is usually best to prepare water on a daily basis, rather than make large quantities at one time because it can be re-contaminated during storage.

Culture Shock

Culture shock is a common event when people move into a culture that is distinct from their own. Signs of culture shock include homesickness, withdrawal, preoccupied thinking about losses, irritability, hostility towards the culture, and physical ailments.

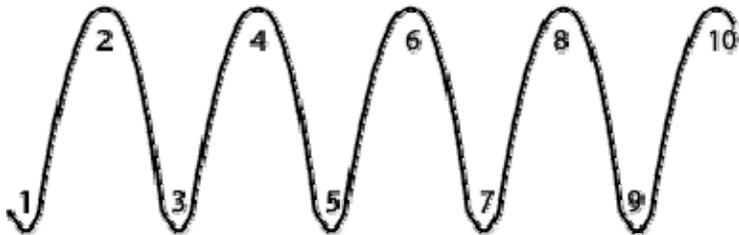
In reality, culture shock is a cyclical phenomenon which usually follows the pattern: 1) joy of arriving and meeting new people; 2) irritation and hostility at people; 3) adjustment and enjoyment of the culture; and 4) adaptation.

Realizing that what you are feeling is natural, and that other students are probably experiencing the same thing, will help you to avoid discouragement. Culture shock has its ups and downs, good days and bad—but you will pull through. Many students studying abroad experience times when they feel depressed, the overwhelming majority, however, come away from their experience even stronger and better adapted for living and working with others.

Culture shock and its effects tend to occur in a number of stages, though it is by no means an exact science. Not every student experiences culture shock in the same way or at the same time. When things are going well, a student may feel comfortable, adjusted, and relaxed. When negative or stressful situations spring up, they often lapse back into feeling depressed and not-so well-adjusted. Sometimes a "normal" level of stress that a student can easily deal with at home suddenly turns into a high-stress

situation abroad because he/she is outside of his/her comfort zone. The following 10 steps of cultural adjustment outlined by Steven Rhine Smith show how culture shock can be like a roller coaster ride of emotions. (Adapted from USC Centre for Global Education Study Abroad Safety Handbook and Chan, Hilman and Hilman (1996))

Rhine Smith's Ten Stages of Adjustment



- | | |
|---------------------------|-------------------------------|
| 1. Initial anxiety | 6. Acceptance of host culture |
| 2. Initial elation | 7. Return anxiety |
| 3. Initial culture shock | 8. Return elation |
| 4. Superficial adjustment | 9. Re-entry shock |
| 5. Depression-frustration | 10. Reintegration |

Each student will experience these ups and downs to different degrees of intensity and for different lengths of time. The process is necessary in order to make the transition from one culture to another; it helps you to balance out and adjust.

Homesickness

The number one problem when you travel away from home for the first time is often homesickness. Mom and dad, brothers and sisters, boyfriends and girlfriends may feel very far from you. You might find yourself with lots of time to think about your loved ones back home. This is compounded by the stress of adjusting to a new culture, possible illnesses, and things just not going as planned.

It is extremely important to talk to someone about what you're feeling. Share your feelings within your group, or find someone you can talk to, someone you can trust.

- ◆ Ask friends and family from home to phone, fax, e-mail, mail you as often as possible.
 - ◆ Phone/write/e-mail/fax home as frequently as you are able to and need to. Not only to parents, spouses and friends tend to worry a little (particularly on your arrival and if plans change), but keeping people up-to-date on what you're doing will give them some perspective on your experience and can help you to enlist their support during difficult times.
 - ◆ Share pictures of home, friends and family with people in your host country
 - ◆ Bring something to remind you of home.
 - ◆ Express your feelings through writing, art, song.
 - ◆ Keep a diary
 - ◆ Don't count the days 'till you go home! Enjoy the moment, and use your location to make you thankful for all the things that you do have at home, and that you will return to.
-

How to Keep Your Sanity when your Privacy is Gone

One of the most difficult issues is privacy, especially when you are the centre of attention in a new setting. Everyone looks at how you dress, how you walk, how you comb your hair, how you talk, how you eat ... every movement is scrutinized.

- ◆ It is essential to find time for yourself – to write, to read, to be yourself.
- ◆ Don't be afraid to tell people that you're tired, and want some time for yourself. People are generally understanding.
- ◆ Do things that you would do at home, as long as it doesn't offend anyone.
- ◆ Don't be afraid to close the door or windows, and pretend that you're not there.
- ◆ Try to get away from the project site on some weekends.

How to avoid playing into North-South Politics

As citizens of an economically privileged country we need to be aware of the power struggles that exist when we become involved in international activities. We need to be careful not to impose our values and philosophies on the people with whom we are working. The goal of international work should not be to 'fix' people's problem, nor to attempt to change their society's mentalities, but rather to be open-minded to share our knowledge and learn from theirs. Certainly we have some valuable inputs to share but we must remember that since we are new to the other's culture, we are *learners* of it and need to recognize the value of their knowledge. It is important to find ways of working *with* people of the other culture so they make *their own* decisions and build *their* capacities within their communities to carry projects to fruition, long after we have left. These ideas may seem obvious to many, however it is all too easy to become entangled in the politics of power that may or may not already exist in a community before you arrive. Be aware of the political, historical, social, environmental, etc. issues at stake and express your neutral support to people intertwined in them, but remember that you are not there to fix the situation. For example, it is unrealistic to think that you may have an effect on oppressive politics.

What to do if something goes wrong in your placement

Problems can arise in your placement slowly over time or all of the sudden. If you are having problems with your placement first try talking with your Overseas Preceptor about the difficulties you are having. Mentioning these difficulties in your regular communications with your International Advisor at McGill School of Nursing is also important. It is especially important to talk with your McGill International advisor if you feel that the discussion with your Overseas Preceptor was not very effective. Your International Advisor is responsible for providing you with support and advice to assist you in working through your difficulties. Remember the rights and responsibilities of all parties involved.

Coming Home

Feelings You May Experience

The inconsistency between expectations and reality, plus the lack of interest on the part of family and friends may result in: frustration, feelings of alienation, and misunderstandings between you and your friends and family. Of course, the difficulty of readjustment will vary for different individuals, but in general, the better integrated you have become to the culture abroad and overseas lifestyle, the harder it is to readjust during re-entry. This is where return culture shock (sometimes called "re-entry" or "reverse" culture shock) comes in.

Return Culture Shock

The re-entry stage is often the most difficult part of going away. Many students who study abroad go through many changes, re-examining their priorities, their values, and what they think of themselves and Canada. The “return culture shock” may be more difficult than the “culture shock” you felt when abroad. Often students expect to be able to pick up exactly where they left off. A problem arises when reality doesn’t meet these expectations. Home may fall short of what you had envisioned, and things may have changed at home: your friends and family have their own lives, and things have happened since you’ve been gone. This is part of why home may feel so foreign.

Return culture shock is usually described in four stages (which align with stages 7 – 10 presented earlier):

1. Disengagement
2. Initial euphoria
3. Irritability and hostility
4. Readjustment and adaptation.

Stage 1 begins before you leave the host country. You begin thinking about re-entry and making your preparations for your return home. You also begin to realize that it’s time to say good-bye to your overseas friends and to the place you’ve come to call home. The hustle and bustle of good-bye parties, and packing can intensify your feelings of sadness and frustration. You already miss the friends you’ve made, and you are reluctant to leave. Or, you may make your last few days fly by so fast that you don’t have time to reflect on your emotions and experiences.

Stage 2 usually begins shortly before departure, and it is characterized by feelings of excitement and anticipation – even euphoria – about returning home. This is very similar to the initial feelings of fascination and excitement you may have when you first entered the country where you studied. You may be very happy to see your family and friends again, and they are also happy to see you. The length of this stage varies, and often ends with the realization that most people are not as interested in your experiences abroad as you had hoped. They will politely listen to your stories for a while, but you may find that soon they are ready to move on to the next topic of conversation.

This is often one of the transitions to **Stage 3** of Reverse Culture Shock, which parallels the Culture Shock you may have experienced when you first entered the country where you studied. In fact, your transition into Stage 3 might occur sooner than it did when you first went overseas. You may experience feelings of frustration, anger, alienation, loneliness, disorientation, and helplessness and not understand exactly why. You might quickly become irritated or critical of others and of North American culture. Depression, feeling like a stranger at home and the longing to go back overseas are also not uncommon reactions. You may also feel less independent than you were abroad.

Most people are then able to move onto **Stage 4**, which is a gradual readjustment to life at home. Things will start to seem a little more normal again, and you will probably fall back into some old routines, but things won’t be exactly the same as how you left them. You have most likely developed new attitudes, beliefs, habits, as well as personal and professional goals, and you will see things differently now. The important thing is to try to incorporate the positive aspects of your international experience with the positive aspects of your life at home.

(adapted from USC Centre for Global Education Study Abroad Safety Handbook (see reference list))

Some Tips on Adjusting

You may find it helpful to “debrief” with another person upon your return. This person (or people) are often those who were in the same setting/host country as you at one point, or who had another similar overseas experience. It is important to have an outlet to express your feelings, both positive and negative, as well as voice the questions that have been left “hanging” since your return (and there are usually plenty of these!). Also, it is nice to hear “I know exactly what you mean” every once in awhile.

Keep in mind that while some people have had very positive experiences, and would hop back on a plane to return any minute, other people returning from an overseas placement may have had a much more difficult time. When confronted by the infamous “How was your trip?” question, you may feel awkward or uncomfortable. You think you have to tell everyone about all the wonderful experiences you had, when in fact, deep down you are thinking about the terrible time you just lived through and you are wondering “Everyone else seems to have had the time of their life - why didn't I?! Something must be wrong with me”. Please remember, this response is also normal (and healthy) for those returning from overseas. There can be several reasons for a placement not turning out as expected and you should never let a “less than ideal” experience diminish the importance that it holds for you. An overseas placement should not be about having “the best time of your life”. Rather, it is about learning, exchanging skills, expanding your horizons, and discovering new ways to see the world around you. In fact, the challenging placements are often the ones that teach us the most about ourselves, about how we adjust, our personal limitations and the work we want to accomplish in the future. Support and debriefing is especially helpful in these situations because an outside person can reflect back our own experiences in a different or more positive light, and help us find ways to adapt these experiences into our future learning. Time and distance are two of the most valuable elements to consider upon your return as you reflect upon your experiences.

Heavy Feet at Home

I think ‘Be humble, walk lightly’ was never as relevant as when I came home from overseas. Return culture shock was so strong I thought it would rip me in half. I locked myself in my room, cried so much. In retrospect, the worse was the ‘irritability’ that so many people talk about. Just about every thing set me off, the fact that people don't take bucket baths, but spend hours in those big crazy shopping malls to the fact that babies here seemed way too big for their age. Not to mention whiney - why do they cry so much and want attention all the time?! You can imagine I was a nightmare to be around. I became a ‘Holier Than Thou’- Mr. Hyde and I'm grateful my friends didn't get completely sick of me. The hardest were the fights with my mother, we always seemed to be debating huge political issues that ended with me yelling “you just don't understand!”. She was always pushing my buttons just to get me going. It took many months and the patience of a few close friends (and my family) to help me recognize how inappropriate and ‘heavy’ I was walking right here in Canada. It's been a few years now, and I realize that my mother actually just loves to debate and was looking for the opportunity to hear a different perspective. We can finally talk politics again. We don't always agree, and I feel those sensitive buttons just itching sometimes, but I listen a lot more and I remind myself of the need to be humble right here in my own world.

Luciana Ruppenthal (Direct Entry Masters Student)

Sharing your experience

An important part of your overseas work is to bring what you have learned back to Canada. Students that have done an international placement are encouraged to present their experience at the Health Knows No Boundaries International Night at the McGill School of Nursing. These presentations give the opportunity for others to hear about and share in your experience and also provide up and coming nursing students with a wealth of information on the experience of overseas work. You can also be a voice for the people you have come close with overseas if you wish to take actions in a plausible and real cause. Raising awareness seems to be the golden standard these days among activists groups and having the opportunity to witness the situation with your eyes, beliefs, and values can do a lot to raise awareness among Northern nations' citizens.

Completing a placement evaluation

It is also important for you to complete a placement evaluation form and add it to our collection of placement resources so that future student can benefit from your experience and perhaps build on the work you did on a certain project.

INTERNATIONAL EXCHANGES



McGill is in the process of developing connection with various educational institutions around the world, in countries including China, Thailand, and Uganda. For more information on these opportunities ask the Director of your nursing program.

MASTER'S OF NURSING: GLOBAL HEALTH STUDIES SECTION



A growing number of globally conscious individuals are looking for a way to effect global health change. Many of these individuals have started looking towards nursing as a means to gain practical skills and knowledge that will enable them to work in international settings.

In response to these realities, the McGill University School of Nursing has developed a special section within the Masters Degree Program for students to pursue their interests in global health, the Global Health Studies (GHS) section. This option is available both to Nurse-Entry and Direct-Entry students. GHS provides students with global health content throughout the program. Students complete their final year clinical component in an overseas placement to further help them to develop the skills needed to work internationally.

The GHS section sets out to prepare nurses for the challenges of working with diverse populations in limited resource environments with a philosophy stressing the importance of understanding the inherent power dynamics, equity issues and ethical dilemmas that arise through this work. It is based on a belief that we have much to learn from one another.

Contact GHS Curriculum Council Chair Dr. Anita Gagnon at: globalhealth.nursing@mcgill.ca

RESOURCES AND FURTHER READINGS



List of Relevant Organizations

Association québécoise des organismes de coopération internationale (AQOCI) www.aqoci.qc.ca

Canada World Youth www.cwy-jcm.org

Canadian Council for International Cooperation (CCIC) www.ccic.ca

Canadian Crossroads International (CCI) www.cciorg.ca

Canadian Society for International Health (CSIH) www.csih.org

CARE-Canada www.care.ca

Centre canadien d'étude et de coopération internationale (CECI) www.ceci.ca

Christian Children's Fund of Canada www.christianchildrensfund.org

International Development Research Centre (IDRC) www.idrc.ca

Oxfam www.oxfam.ca

World University Services of Canada (WUSC) <http://www.wusc.ca>

Further Readings – An Annotated Bibliography

Chan, Kevin **A Book of Knowledge on International Health**, 2nd edition, Ottawa: Centre for International Health and Development, 2000.

CUSO (1999) **Health Advice for Living Overseas, 2nd Edition**. Ottawa: CUSO.

Fadiman, Anne (1998). **The Spirit Catches you and you fall down**. New York: Farrar, Straus, & Giroux.

- ◆ This book is about the encounter between a Hmong family (immigrants from Laos) and the American medical community. It is a poignant study of the clash of cultural beliefs and practices touches some fundamental issues surrounding scientific progress and humanity.

Farmer, Paul. (2003). **Pathologies of Power: Health, Human Rights, and the New War on the Poor**.

- ◆ Pathologies of Power is an eloquent plea for a working definition of human rights that would not neglect the most basic rights of all: food, shelter and health

Hachey, Jean-Marc. (1999). **The Canadian Guide to Working and Living Overseas**, 3rd edition, Ottawa: Intercultural Systems.

- ◆ A huge book full of lots of organizations, resources and tips for getting started in international work.

Kim, Jim Yong, Irwin, Alec, Millen, Joyce, Gershman, John, and Young, Jim. (2000) **Dying for Growth: Global Inequality and the Health of the Poor**. Common Courage Press.

- ◆ This book provides a very thorough examination of how unequal patterns of growth and social inequality on a global scale have resulted in dire consequences for those many unfortunate who cannot afford health care.

Sainath, P. (1996) **Everybody Loves a Good Drought**. Delhi: Penguin Books.

- ◆ This book provides vignettes of soul-destroying poverty and degradation in the poorest states in India. It is an attempt to correct the 'event' approach, rather taking a broader 'process' approach, which looks to less immediate and more complex causes.

Smith, Susan, Willms, Dennis, Johnson, Nancy. (1997). **Nurtured by Knowledge: Learning to do Participatory Action-Research.** New York. The Apex Press.

- ◆ Through the use of numerous case studies this book is a good introduction to Participatory action-research (PAR) a research method that is based on the principle that people have a universal right to participate in the production of knowledge that directly affects their lives.

Werner, David (2002) **Where There Is No Doctor.** Berkeley: The Hesperian Foundation.

- ◆ A new revised edition just became available. This is an excellent resource that had been translated into many different languages. It provides basic language information about a wide variety of health concerns.

Werner, David and Bower, Bill. (1986). **Helping Health Workers Learn.** Berkeley: The Hesperian Foundation.

Resources

Canadian Crossroads International. <http://www.cciorg.ca/>

Canadian Society for International Health (CSIH) <http://www.csih.org>

Chan, K., Hilman, E., and Hilman, D. (1996). *The International Workbook guide for students and residents 2nd edition.* (A copy is available by asking your International Advisor).

Compendium of Canadian Resources in International Health
<http://www.csih.org/paho/ccCanada.html>

CUSO: a Canadian organization which supports alliances for global social justices. We work with people striving for freedom, gender and racial equality, self-determination and cultural survival
www.cuso.org

International Association of Medical Assistance to Travelers (IAMAT) 40 Regal Road, Guelph, Ontario Canada. (519) 836-0102 www.iamat.org.

McGill Library Global Health Guide: A WIKI using Media Wiki
<http://wikisites.mcgill.ca/GlobalHealthGuide>

Sustainable Times website: <http://www.sustainabletimes.ca/home.htm>

APPENDIX A: PROPOSAL FOR PLACEMENT

All students must answer questions 1 to 5. Students are welcome to attach any additional relevant information. Students who wish to complete their internship outside the MUHC or McGill teaching hospitals (including international placements) must also answer questions 6-13.

1. Describe the proposed setting of the internship (may include area, population, age group, location):
2. Outline your rationale for choosing to do your internship in the identified setting:
3. The student is responsible to outline her/his personal learning objectives for the internship. These objectives should reflect the student's learning needs and interests, and must be compatible with the course objectives. Identify (in point form) your personal learning objectives for the Clinical Internship course: *(Note: you will be responsible to review and update these learning objectives again at a later point before the Internship begins.)*
4. How can you attain your personal learning objectives (outlined in #3) in the chosen placement location?
5. How can you attain the objectives of the **course** through your stage in the chosen location? (see course objectives). Outline how feasible this is given your own background, skills and the way the health care system is organized in the chosen location.

Questions 6-13 (for students planning placements outside the McGill teaching settings)

For proposed placements outside the McGill teaching settings, the student must provide the following information: (Note: Students who wish to do their internship in **acute** settings must generally be placed in the MUHC or affiliated teaching institutions).

6. **Location of the placement:** Country, province, locality, affiliated health care institution, address, and brief overview of the setting.
 7. **Contact person:** The name, title and contact information of the person with whom you have organized the placement (this may be the Placement Coordinator, the Director of Nursing, or other person).
 8. **Clinical Instructor:** The name of the nurse who accepted to work with you as a clinical instructor for the duration of the course, his/ her current position, telephone number, address, e-mail and a copy of her/his c.v. A written statement by this instructor (including signature) indicating acceptance to work with you and to participate in the teaching and evaluation of your performance in the course.
 9. **Personal Research regarding the Population:** An overview of the population that you will be working with. *(This may include: the age and sex distribution of the population, its socio-economic, cultural and linguistic characteristics, health and illness epidemiological profile of the population, and how the health care system is organized).* Please identify the sources you used to gather this information.
-

- 10. Personal Research regarding the Health Needs:** A list of the major health needs of specific subgroups in that population or the health care issues that you may be able to respond to as part of the placement in your internship. The local instructor with whom you will work may identify these issues (specify who gave you the list, how did they arrive at identifying the specified issues and why they think they are important).
- 11. What are your strengths?** What do you have to contribute during your Internship?
- 12. Living Arrangements:** Outline your plans for safe lodging and coverage of your expenses.
- 13. Travel Requirements:** What are the requirements for visa, vaccination, etc.? Outline the timeframe for acquiring these before departure. *(Note: If the placement is approved, you will be asked to supply a copy of your passport, proof of travel and health insurance, and proof that you have met the visa and vaccination requirements).*

I attest that all the information included in this proposal is accurate and complete. I have attached my C.V. to the end of this document. I give the McGill Faculty permission to share this information with potential clinical instructors as needed.

Signature of student: _____ Date: _____

APPENDIX B: STUDENT CONTRACTS

STUDENT ACCEPTANCE

I, _____, residing at _____ in the city of _____ being enrolled at McGill University ("McGill") in which is to provide a semester of clinical learning experience in the field of _____, and wishing to gain practical experience in this area of studies, and in consideration of the training that I will receive as a result of the agreement between McGill and the host institution ("Institution"), hereby agree to the terms and conditions below:

1. I will undertake such functions and responsibilities consistent with the student training program approved by McGill and which McGill may specify from time to time.
 2. I understand that as a student of McGill I remain subject to the rules, regulations and policies of McGill, including but not limited to, those contained in the *Charter of Student Rights and Responsibilities*.
 3. I may be required to undergo a medical examination with a physician of my choice and receive appropriate immunization prior to the start of the work experience, and if so, will provide McGill with an attestation to this effect.
 4. I will carry sufficient accident and health insurance..
 5. I shall keep confidential all information shared with me during the work experience by the Institution.
 6. I shall acquaint myself with the policies and procedures of the Institution as well as the safety requirements to perform my tasks.
 7. I will be responsible for all my expenses, and I hereby declare that I am financially capable of meeting such expenses incurred on my behalf.
 8. I will not cause McGill to incur any expense, including but not limited to, telephone, telecommunications, and transportation, and I will promptly and fully reimburse McGill for any expenses.
 9. I will not engage in any occupation or trade, whether paid or unpaid, while on the work experience.
 10. I confirm that I have attended the information sessions given by McGill prior to the start of the work experience.
-

11. I hold McGill harmless from any claims, demands or actions of any kind, and shall indemnify McGill from any loss or expenses incurred, and accept full responsibility for my participation in the work experience.
12. I understand that McGill or the Institution may terminate my participation in the work experience for any reason.
13. I have requested that the present document be drafted in the English language. *J'ai demandé que le présent document soit rédigée dans la langue anglaise.*

[**insert optional statement only if required by the Institution:**

A 11. I agree to allow the Institution to conduct a criminal reference on me.]

Signed: _____

Date: _____

TEACHING SERVICE AGREEMENT

BETWEEN McGill University, a university duly constituted by royal charter, having a place of business at 845 Sherbrooke Street West, Montreal, Canada, and herein represented by its, McGill University, Montreal, Canada,

(here in after referred to as "the **University**")

AND

(here in after referred to as "the **Institution**")

WHEREAS the Institution and the University are mutually desirous of cooperating in the education and practical training of _____ students of the University (hereafter referred to as "the Student"), and said Institution and University are mutually desirous of providing herein in writing for the establishment, direction and operation of said program and the terms and conditions thereof.

NOW, THEREFORE, IT IS MUTUALLY AGREED THAT:

1. TERM

The term of this agreement will be for two (2) years commencing on _____ and terminating on _____.

The parties may terminate this Agreement at any time and for any reason upon giving the other party sixty (60) days written notice. The parties may renew this Agreement by written instrument signed by their authorized representatives.

2. SCOPE

The terms and provisions of this agreement will apply only to students duly registered at McGill University in the _____.

The length of each clinical learning experience (hereinafter "CLE") shall be determined by the program's curriculum and shall be for a period of not less than _____ weeks and not more than weeks.

3. OBLIGATIONS OF THE STUDENT

The Student shall:

- a. keep confidential all patient and other information disclosed to the Student during the CLE;
-

- b. not be deemed to be an employee of the Institution under any law, rule, regulation or Institution policy and shall receive no payment from the Institution.
- c. undergo a medical examination, and immunization as required by the Institution, and have in full force and effect health and professional liability insurance, and provide evidence of such before reporting to the Institution for training.
- d. remain subject to the rules, regulations and policies of the University;
- e. familiarize him/herself and respect the policies and procedures of the Institution.

4. OBLIGATIONS OF THE INSTITUTION

The Institution shall:

- a. designate a representative/contact person to oversee and coordinate the administration of the CLE and notify the University when there is a change in the designated representative/contact person;
 - b. provide adequate space and facility for the clinical learning experience, and a variety of learning experiences appropriate to the setting;
 - c. in coordination with the University's representative, provide a clinical learning experience that meets the specific objectives of the University's educational program;
 - d. designate a qualified clinical supervisor to be fully responsible for the supervision of the Student while at the Institution;
 - e. retain full and final responsibility for the supervision of patient care and allow the sharing patient care objectives with the Students for Student learning experience;
 - f. inform the University at least four (4) weeks prior to the start of the CLE the number of Students which the Institution may accept and for which the necessary facility and supervision may be provided.
 - g. allow the Students, at his/her own expense, to use available cafeteria and/or snack bar facilities of the Institution;
 - h. make emergency medical care available to the Student who may become ill or injured at the Institution. The Student is responsible for all costs incurred as a result of injury while engaged in the activities under this Agreement;
 - i. provide time and opportunity for orientation of the Students to the Institution, its facilities and personnel;
 - j. review each Student's performance, in writing, at least twice during the CLE, preferably at the midpoint and during the final week, and return the completed written evaluation to the University within one week of the end of the CLE;
 - k. provide ongoing opportunities for formal and informal verbal feedback to the Student regarding clinical performance;
-

1. notify the University when Student's clinical performance is deficient and is not improving or when the Student's level of performance may result in safety concern for patient care.

5. OBLIGATIONS OF THE UNIVERSITY

The University shall:

- a designate a University representative to oversee and coordinate the administration of the University's educational program and the CLE, and notify the Institution when there is a change in the designated representative;
- b be responsible for the educational program and for collaborating with the Institution's personnel in planning the CLE and evaluating the Student;
- c provide the Institution with sufficient information on the educational program to allow the Institution to provide a clinical learning experience that meets the specific objectives of the University's educational program;
- d determine in conjunction with the Institution's representative/contact person the dates and times when the facilities and resources of the Institution may be required for the CLE;
- e provide the names of the Student assigned to the Institution at least two (2) weeks prior to the start of the CLE;
- f provide the Institution with Student information, medical and/or immunization records, health insurance information, as required by the Institution;
- g after consulting with the Institution and student, accept the decision to withdraw any student from the Institution when the student is unacceptable to the Institution for reasons of health, performance or any other reasonable causes.

6. INDEMNIFICATION AND HOLD HARMLESS

The University agrees to indemnify and hold the Institution harmless from and against all lawsuits or claims which result from the negligent acts of the University's employees or Students while on the Institution's premises in connection with this cooperative agreement. The University confirms that its liability insurance policies cover the Student's actions that may give rise to such claims.

The Institution shall hold the University harmless from and against all lawsuits or claims which result from the negligent acts of the Institution's employees or agents. The Institution confirms that it carries sufficient liability insurance to cover any and all liability for claims, damages and/or injuries to persons or property of whatever nature arising from its activities.

7. COSTS

The services rendered are provided on a mutual service basis and therefore do not entail remuneration. Any expenses incurred by the parties in the administration of the Agreement shall be the sole responsibility of the party which incurred the experience.

8. TRADEMARK AND TRADENAME

The parties shall not use the trademark or trade name of the other, nor the names of its employees, without the express written permission of its authorized representative.

9. GOVERNING LAW

This agreement constitutes the entire agreement between the parties and is governed by the laws of the province of Quebec

10. LANGUAGE

The parties confirm that they each required this Agreement and all documents and notices in connection therewith be drawn up in English. Les parties reconnaissent par les presentes que chacune d'elles a exigé que cette convention et tout document ou avis afférent soient rédigés en anglais.

IN WITNESS WHEREOF THE PARTIES HAVE SIGNED:

For the Institution:

For the University:

Provost and Vice-Principal (Academic)
McGill University

Director of Nursing

APPENDIX C: GHC MEMBERS AND GUIDEBOOK CONTRIBUTORS

This book was conceptualized, created and produced by the following group of dedicated faculty, staff, students and alumni to enhance the international environment at the McGill School of Nursing.

Former IAC Members and Original Guidebook Contributors (November 2003):

Dr. Anita Gagnon	IAC Co-Chair	anita.gagnon@staff.mcgill.ca
Dr. Susan French	Former Director of SON	
Bev Rowat	Placement Coordinator	beverly.rowat@mcgill.ca
Jodi Tuck	Alumni	jodituck@yahoo.ca
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Irene Sarasua	Grad student	irene.sarasua@mail.mcgill.ca
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Catherine Gagnon	Undergrad student	catgag18@hotmail.com
Nadia Perreault	Undergrad student	nadiaperreault@yahoo.ca

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APPENDIX D: PAST PLACEMENTS OF MCGILL NURSING STUDENTS

These students may be great resources of information on their own experiences doing overseas placement or for helping you to establishing in a similar area.

McGill Approved Placements:

Australia	- Mike Passoff (2003) - Sabrina Berdouk (2005) - Louis Moisan (2007) - Andrew Neploch (2007) - Anita Iskenderian (2007)	
Belize	- Joumana Fawaz (2003) - Amina Bouayad (2003) - Christina Jachner (2003)	
Bolivia	- Maria Gabriela Ruiz (2007)	
France	- Melissa Maurus-Liben (2003) - Nadia Rochette (2006) - Joelle Sansoucy (2006)	m_liben@hotmail.com
Kenya	- Angela Mwanacha (2006)	
Kuuujuaq	- Andrea Van Hulst (2003) - Myrienne Besette (2003) - Catherine Gagnon (2004) - Jose Ann Martin (2005) - Kelly Keays (2005) - Karen Moiroud (2006) - Erika Marzinotto (2007)	andrea.vanhulst@mail.mcgill.ca myrbeset@hotmail.com
Ghana	- Chelsea Wengzynowski (2007) - Janie Desroches (2007) - Charlotte Quansah (2007)	
Guatemala	- Annie Bessette (2007)	
Honduras	- Pascale Audy (2005) - Lelia Holden (2006)	
Ireland	- Maeghan Christie (2006) - Whitney Lingenfelter (2006)	
Japan	- David Klinkusoom (2006)	

Mexico	- Christina Clausen (2001) - Jodi Tuck (2002)	ct_clausen@yahoo.com jodituck@yahoo.ca
Peru	- Melanie Archambault (2002) - Cheryl Arlegui (2002)	manou1@hotmail.com
Rapid Lake (Quebec)	- Carly Lang (2008)	
Senegal	- Nadia Perreault (2004) - Evelyne Langlois (2005) - Veronique Laliberte (2005) - Stephanie Leroux (2005)	
Tanzania	- Jacquie Bocking (2008) - Andra Leimanis (2008)	
U.K. (Jersey)	- Christine Chow (2007)	
Venezuela	- Catherine Miller (2002)	
