



# Handbook for students going abroad

A guide for students going on placements



COPENHAGEN SCHOOL OF  
GLOBAL HEALTH



## Authorship

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For further information, please contact the Copenhagen School of Global Health.

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- The Canadian Federation of Medical Students (CFMS) guidelines were used as the basic layout of section 2 (“Preparing Medical Students for Electives in Low-Resource Settings: A Template for National Guidelines for Pre-Departure Training” Association Faculties of Medicine of Canada (AFMC) Global Health Resource Group and CFMS Global Health Program, 2008). Although other valid documents could have been used, this document seemed to be the most comprehensive and appropriate to the context of the Copenhagen School of Global Health.
- The Memorandum of Understanding between the Danish Red Cross and CSGH
- The Memorandum of Understanding between Børnefonden and CSGH
- The training material used by IFMSA-Québec - the international division representing medical students from Québec, Canada internationally - for their national pre-departure training was used as a valuable resource to develop the cultural competency section.
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- The University of Toronto pre-departure training handbook (that also uses the CFMS guidelines as a general layout) was also used in the general layout of section 2.

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# Introduction

## Context

Going abroad for a placement can be an extremely formative experience for students: it is not only an opportunity to learn, but also to explore new areas and dimensions, get some practical work experience, and discover different cultural settings. Diverse benefits, such as a better knowledge of intercultural issues, enhanced skills in problem solving, and fostering of an interest in working with vulnerable populations and serving in low-resource settings have also been outlined as outcomes from such placements.

But visiting another country, especially when it is to learn, can present risks to students as well as to the communities that host them and does present particular challenges. A good level of preparation is necessary to be able to prevent and handle difficult situations, as well as to understand the possible impact of one's presence on the host community. The Copenhagen School of Global Health (CSGH) finds that it is important to be aware of the general challenges placements abroad create for students, supervisors and communities receiving students in these placements – particularly as those placements become more common. Through the creation of this document and by providing pre-departure training, CSGH aims to better prepare, support and guide students through their experience abroad and make their placements as safe and educative as possible.

## How to use this handbook

Although this handbook cannot cover all possible situations that one may face, the aim is for it to be a comprehensive guide to the process of going abroad for a placement. It is the responsibility of the student to comply with these guidelines, and students are fully expected to follow the code of conduct and the guidelines in general, both when on their placement abroad and through the process of their placement (see annex 3).

This handbook is divided into two main sections:

- Section 1 provides some general information about the logistical and health-related aspects involved in going on a placement abroad, as well as some general information about requirements and responsibilities involved; and
- Section 2 aims to prepare you for your placement and provide you with information on some of the challenges you might face during your placement abroad. It focuses on four main themes: personal health, travel safety, cultural and linguistic competency and ethical considerations.

It is important to read all of Section 1, as early as possible, to start organising the placement itself. Section 2 can be read by theme, when convenient. Its aim is to prepare students for some of the challenges they may face, as well as provide background on more complex topics. We expect all students going abroad to have read the whole document.

## Definitions and terminology

### General definitions

**Placement:** is the act of being stationed or located elsewhere, would it be for a job, a particular assignment or for educational reasons. It implies being placed in a specific setting for work or educational purposes. This term will be used throughout the handbook.

**Internship:** is generally a mix of work experience and learning, carried out under supervision. A placement abroad can be an internship, but an internship that per se involves some supervision from an organisation or mentor, wherever it may be.

**Global Health:** Global Health has been given many definitions by different actors, but is often referred to as «health problems, issues, and concerns that transcend national boundaries and may be influenced by circumstances or experiences in other countries, and are best addressed by cooperative actions and solutions». Another definition is «the area of study, research and practice that places a priority on improving health and achieving equity in health for all people worldwide». One of the key messages of the concept of Global Health is the focus on health and health problems as something that transcends national borders and connects us all.

**International Health:** International Health has been used for a long time as a reference to working in health «abroad», health of «developing» countries, or a focus on certain topics, mainly infectious diseases and tropical medicine. Some still use international health to refer to those health issues (infectious diseases, but also maternal health, water and sanitation, etc.), and others have modified the definition to «the application of the principles of public health to problems and challenges that affect low and middle-income countries and to the complex array of global and local forces that influence them». Generally, International Health differs from Global Health by its focus on low and middle-income countries versus a globalized view of health issues and health in general.

**Humanitarian Aid:** Humanitarian Aid is the material and/or logistical support that is provided to a country, region or community in a catastrophic situation or following a crisis. It refers to situations where the capacities of the local community or the country are overwhelmed. It is important to not confuse humanitarian aid with other global health activities, even if underlined by humanitarian ideals; cooperation, research, cultural immersions or general placements are not humanitarian aid missions.

**Development:** there is not one single definition for «development» that is accepted, as for «developing» countries, but generally development is the process that leads from a low to a higher level of material well-being and infrastructure. Developing countries are not a fixed and well-defined group of countries, and there is a wide range of levels of development. But as the definition and parameters of «development» can vary, many would argue it makes more sense to separate countries by groups of income (hence low-income, middle-income and high-income countries, with middle income countries sometimes divided as lower middle and higher middle income).

**International Cooperation:** international cooperation refers to the interactions among groups of different nations that work together towards a common goal or cooperate to solve an issue. Although it often refers to projects or services offered in low and-middle income countries, ideally both parties can cooperate as equals.

## Who's who?

**The Copenhagen School of Global Health (CSGH):** CSGH is a platform for health promotion, gathering all global health related education and research activity at the University of Copenhagen and partner institutions. Spanning all of the University of Copenhagen it brings together researchers with the overall purpose of coordinating and improving health research and training. These guidelines target all students going abroad on placements and internships under the CSGH platform, working with Global Health related issues.

**Academic Supervisor:** refers to the person at CSGH who accepts to supervise a student, if the student is expected to produce a thesis or an academic report as part of the placement. Some students that go on placements might not have an academic supervisor attached to them. The academic supervisor's role includes the process of before the placement, during the placement, and after the placement, until the academic report is completed.

**Local contact person:** refers to the person on the site of the placement who has agreed to be the student's local supervisor or contact person for the purpose of the placement.

**Internship coordinator:** refers to the person at CSGH who is responsible for supporting and keeping track of students going on placement. The internship coordinator is also responsible for supporting students in finding and developing placements, although this responsibility remains primarily the student's.

**Student:** in this manual, the term "student" will be used in a broad sense, involving students at all levels of training, including Bachelor, Master, and PhD students.



## Section 1: General information on placements abroad with CSGH

## The basics: how, when, where

### General process

To go on a placement involves a fair amount of preparation and time, and participating in a placement under the affiliation of CSGH also requires completing a number of steps necessary:

1. Find a member of the academic staff at CSGH who is willing to act as academic supervisor, if applicable.
2. Find a local partner who is willing to receive you and collaborate with you and CSGH, and to identify someone at the place of internship who accepts to be your local supervisor and contact person.
3. Prepare an outline of the placement and sign an agreement between the parties involved (the local partner, CSGH, and the student)
4. Attend the pre-departure training seminar offered by CSGH
5. Complete the checklist items (see checklist of things to do before leaving in annex 2)

### Getting approval to go abroad with CSGH

The supervisors at CSGH play an active role in approving the students who go on placements abroad.

It is necessary that students going abroad find a supervisor. It is recommended that the student and supervisor meet at least once before the student goes abroad, ideally 2 to 3 months before, to begin all the needed preparations. The local partner, the project to be carried out, the challenges of the specific setting, and any general aspects about a placement abroad should be discussed. These guidelines can be used to guide such conversations.

Should any issues that could be problematic for the student while abroad be identified - such as health conditions, mental health status, etc. - the supervisor has the full right to decide not to allow the student to go on a placement under the affiliation of CSGH.

### Agreement between parties

CSGH expects the student, the supervisor (on behalf of CSGH) and the placement site, to sign an agreement regarding the placement. A template of the agreement is available and should be used to prepare the final agreement. The specifics regarding the placement and any arrangements need to be filled in in the template.

If other agreements describing the above issues are signed between students, study programs and placement sites, a copy should be handed over to the internship coordinator, but the placement agreement still has to be completed and signed.

## Tasks of the student during the stay abroad

The tasks during the stay abroad must be well defined, discussed and agreed upon with the local partner as well as included in the agreement. This can include data collection, analysis of data, implementing a program or activity, following work routines, taking part in outreach activities or evaluations, etc.

The type of outcomes expected from the student during and after the placement should also be specified in the agreement. Outcomes can be progress reports (which can be made midterm, as a final report, monthly, quarterly, etc.), internship reports, thesis reports, verbal presentations of findings at the placement organisation, as well as any activities to be carried out locally, for example going to communities and conducting workshops.

The agreement should also state what the student is not expected or allowed to do. For example, if the student is not expected to take part in staff meetings, the student is not allowed to take any decisions on behalf of the research project, etc. Note that a student never has the authority to speak on behalf of CSGH or the University of Copenhagen, and should always present himself as a student at CSGH and his/her study program (see more in the Code of Conduct in annex 3).

The expected weekly workload of the student and entitled days off or holidays must also be defined. The weekly workload should preferably add up to a maximum of 40 hours a week. If the student is expected to follow local work hours this must be stated. It should also be discussed with the student if it is expected to work on weekends, national holidays, or other particular dates, and stated in the agreement. If there are any restrictions the student would need to follow during the placement (for example, not being allowed to receive visitors during the placement), this should be clearly stated (more information on appropriate conduct is provided later in the document, the Code of Conduct which students are expected to follow is also in annex 3).

An agreement on salary, compensations, per diem and expenses needs to be reached with the local partner before the placement, and stated in the agreement, even if there is no salary involved. This should also include all issues pertaining to hiring of local support staff (see more in later section).

## Communication channels

In case of issues, disagreements or emergencies, the student can and should communicate with CSGH. All supervisors (at CSGH and the local supervisor) and the internship coordinator should be reachable and their contact details (phone, email, Skype ID, etc.) should be made available to the student before the placement. The internship supervisor at CSGH is the main channel of communication in case of issues, disagreements or emergencies.

A local contact person should also be available to the student during the whole placement.

The information of a contact person (family member or other) should be provided to the internship coordinator, the academic supervisor as well as the local supervisor, in case they would need to reach a contact person in an emergency situation.

## Confidentiality

The supervisor and student need to discuss and agree with the local partner on the level of confidentiality that the student must follow during the placement in general and with regard to specific activities. For example, the confidentiality of research findings and the anonymity of study participants should be discussed and stated explicitly in the agreement.

## Practical arrangements before departure

The following practical arrangements are vital when travelling abroad. CSGH has no responsibility for obtaining such documents on behalf of students and the students travelling are thus responsible and accountable for acquiring the correct documents. CSGH can assist with letters of support etc.

### Travel insurance

Every student must have valid travel insurance while abroad to cover unforeseen expenses such as emergencies, theft, disease etc. It is the students' full responsibility to make sure they are properly insured during placements abroad.

The yellow health insurance card only covers vacation within some European countries and for a maximum of four weeks. The blue health insurance card covers placements within the European Union (including Norway, Iceland and Liechtenstein). It is usually needed to combine such coverage with additional travel insurance to be fully covered.

Be aware that standard travel insurance does not automatically cover a placement (whether it qualifies as study or work) in the same way that insurance for your placement might not cover subsequent holiday. Be specific about the objective of your travel when you contact travel insurance companies to make sure you sign up for an insurance covering the placement as well as any additional travel.

Please note that if you are involved in clinical work (medical or not) and will provide any type of care, you might also need an insurance to avoid being liable ("liability insurance"). Certain placement sites might have such insurance but it can usually be purchased through companies that specialise in such matters.

Any travel insurance should, as a minimum, cover healthcare expenditures, loss of belongings due to theft and air travel, accidents and repatriation. Some contacts for travel insurances are listed in the "resources" section in annex 1.

### Passport

Be sure that your passport is valid for the whole period you are abroad – and preferably longer. Some countries might require your passport to be valid for a certain amount of time after your entry or require a certain number of blank pages in your passport. Be sure to check on this well in advance.

### Visa

Some countries might require a visa for you to enter. Make sure to find out which type of visa is required for your specific placement (tourist, work or research visa). In some cases, for example if

you are collecting scientific data, a research visa is needed. Not having the correct visa can have dramatic consequences, such as being expelled from your placement site or even the country.

It is the student's responsibility to get the correct type of visa. CSGH can provide assistance in the process, for example through providing letters of support. You can find more information about visas on the website of the Danish Ministry of Foreign Affairs ([www.visumformular.dk](http://www.visumformular.dk)) or with any other Ministry of Foreign Affairs.

## Ethical clearance

When involved in projects collecting any kind of data, both quantitative and qualitative, from human participants, an ethical clearance is needed. It must therefore be discussed with the local partner whether the project includes activities where ethical clearance is needed and the local partner should facilitate the process of getting this clearance. As ethical clearance may work differently in different settings and the process may take long (several months), it should be a key priority well ahead of the placement to obtain such clearance.

An ethical clearance is different from a research permit. Usually a research permit is not given till after ethical clearance has been granted. There have been multiple cases where students had to wait for weeks and months to receive their ethical clearance and could not carry out their work at the placement site until the clearance was received. This can seriously impact the research or project and the experience of the placement.

## Research permit

In some cases students have to secure a research permit to be allowed to begin data collection. Also in this case, procedures vary from country to country and it is often a long and tedious process. Therefore, starting well in advance is important in order to have the required research permit ready in time.

As for visas, it is the student's responsibility to have any needed ethical clearance and/or research permit ready in time but CSGH can provide assistance in the process. Not having the proper clearance and permit might have dramatic consequences, such as expulsion.

## Hiring local support staff

Some students will need professional assistance from local staff during their placement, such as interpreters, research assistants, transcribers etc. Settling employment conditions can give rise to conflicts and discussions and can result in a difficult work atmosphere. It is recommended to go through the local placement site to hire staff and define work conditions, and be the official employer, if possible. The placement site might already have arrangements and they would also be aware of the local rules and expectations. If this is not possible, it is recommended, as a minimum, to seek their advice before any agreements are made.

It is important to have assistance on drawing up work contracts, deciding salary rates, work related benefits, including per diem during field work, deadlines and responsibilities in case of conflicts. Also be aware to follow all relevant local employment laws and regulations, including insurance or pension schemes regulations.

If you are taking local staff with you on field trips, it is very important to make sure that they are informed about the objectives of the study or activities, properly equipped, prepared and insured for whatever risks might occur. It is of the highest importance that students investigate who has the responsibility for the local staff while in the field, before commencing any field activities.

## Tax rules

Some people are entitled to receive tax exemptions during work stays abroad, depending on the duration of the stay, the accommodation arrangements, etc. You should contact the Danish Tax department for information on possible exemptions (see resources in annex 1).

## List of relevant documents

The following documents should have been read and understood prior to your departure. Make sure that you read such documents well in advance so that you would be prepared for your placement:

1. The present handbook
2. The checklists in annex 4
3. The template agreement for placements (between the local partner and CSGH) in annex 6

## What you should carry with you

It is important to carry with you all relevant documents related to your placement abroad. Copies of such documents should also be stored separately. You can also email yourself scanned copies of the documents for remote access. Always have on you at least one copy of your passport and other important documents, including visa and proof of insurance. Always have with you the contact number of your insurance company as well as your Bank and your contacts at CSGH (supervisor and internship coordinator), and any contact information of your family that you may need to use.

It is recommended that you take with you your prescribed medication. Any needed “over the counter medication” (anti-nausea, anti-histamines, etc.), even if they are usually available locally, should also be taken with you. Medications you would need might not be available in some settings and sometimes brands, quality, or doses may vary.

It is advised to also take a first aid kit with you, especially if you are conducting fieldwork or if you are stationed in an isolated area. First aid kits should be of a good quality. Seek advice on such a purchase from your travel doctor or general practitioner.

Make sure to find out in advance if any protective equipment is needed and whether this will be provided to you. If such equipment is not available or its availability seems unsure, you should take it yourself. These may include, but not necessary be limited to sunscreen, bed nets, masks, gloves, boots, motorbike helmets, special shoes, rain covers etc.

Make sure that you are aware of the type of clothing you will need, and that it will be appropriate for the climate, the context and the cultural norms. Please be mindful of the culturally appropriate

dress code: long sleeves, covered shoulders, long skirts, closed shoes etc. might be needed.

Make sure to ask for specific advice from your placement organisation. You might be surprised to learn that the clothes you are wearing in your daily life may convey inappropriate signals in certain settings. For example, wearing sandals or t-shirts in public offices might be seen as inappropriate and disrespectful in some settings, while acceptable in others. Even within a country, such rules may vary.

Disrespecting such local norms can affect your work negatively as well as leave behind a bad impression of foreigners or CSGH and have a long-term effect on future cooperation.

Checklists can be found at the end of the document. Make sure to go through them all. You can find the following checklists in annex 4:

1. Tasks to do before departure
2. Documents to complete before departure
3. Items to take with you



## Section 2: Pre-departure preparation: personal health, travel safety, cultural and linguistic competency and ethical considerations

## Personal health

### General considerations

Travelling involves exposing oneself to a different climate, diet, pathogens, medical system and depending on various factors you may be more or less ready to handle these changes. While travelling abroad you should be prepared to maintain your personal health. One's previous health condition and adaptability can vary a lot, and while some people are unfazed by a different climate or diet, others might find it difficult to adapt. Similarly, a different healthcare system might present difficulties if you need regular medical advice or specific care.

It is important to consider what you think you can and cannot handle, and take this into account when choosing when, where and for how long you are going abroad. Be honest with yourself about your limitations, which can be influenced by any medical, physical, or psychological condition you may have. Although it can be a formative experience to get out of your comfort zone, it is by no means a reason to put yourself in a situation you do not think you can handle or to jeopardise your health and wellbeing.

You also need to be aware that if you have any pre-existing health condition, your insurance might not cover you for health services related to that condition. Be aware to specify and verify this with the travel insurance company you choose.

### Health status and medical travel advice

It is recommended to have a medical check-up before leaving, and to visit a clinic specialised in travel medicine. Your supervisor may suggest that you receive medical advice or further medical assessments. Adequate preparation for your placement requires you to be aware of the existing common infections and the burden of disease in the location of the placement.

CSGH also highly recommends that you contact a travel medical institution and follow their advice. It is recommended that such visits take place at least two months before leaving the country in order to get the advised vaccinations or follow up on any recommendations, such as buying prophylactic medications and protective equipment. We recommend that you always follow the medical advice given by the clinic.

For more information and advice on health when traveling, see resources in annex 1.

### Medical help on site

Before leaving and upon arrival, it is important to find out how the local health system works, should you need medical attention.

If you seek medical assistance, be sure to always take your health insurance papers, and to keep all receipts for later refund from your insurance company.

## Travel safety

### General considerations

Before travelling abroad, it is important to adequately prepare yourself to travel in a safe and responsible way.

For many reasons, for example poor infrastructure, unsafe traffic behaviour or political instability, you might be at greater risk of injury or accidents while travelling, hence the need to take precautions and get appropriate advice before departure.

It is important to get a good understanding of the local laws and customs before arriving, as well as basic information on the currency, the prices, the methods of payment and the main means of transportation or communication. You should also try to finalise your lodging arrangements before leaving for your placement to avoid unsafe accommodation. Having temporary accommodation for the first few days, thus making sure that you will have a place to stay, is a good idea.

### Upon arrival

Even if you prepare yourself well before leaving, it is ideal to get more orientation upon arrival from your local supervisor or local partner. Remember that it can take time from other important activities for local staff to welcome and assist you.

You should also have with you the contact information of your local supervisor before you arrive, as well as contact information of anyone else you might need to contact regarding your lodging, transport, or daily work.

Make sure that you arrive with a functioning telephone, or get one on arrival. It is usually easy to buy a SIM card at the airport. You can then inform your family at home of your whereabouts and how you can be reached and who they can call in case of emergencies. If you can also be contacted at a number in your placement site, you can share this information before leaving. However, having your personal phone contact is recommended.

Be sure to share your new contact information with your supervisor and internship coordinator. Furthermore, please provide the contact information of a contact person (family member or not) to the internship coordinator, to your supervisor, and to your local supervisor, so that they can contact your family in case of emergencies. If you leave your placement for a few days or longer, make sure the internship coordinator and your local coordinator are aware, so that they do not wonder about your safety and wellbeing. There have been cases of students who stopped communicating for periods of time, and it was difficult to assess if the student was simply busy or in a difficult situation. It is therefore important to communicate regularly.

## Risk situations

While travelling, you must be aware of situations where you may be at increased risk and make sure you minimise risks and potential problems. It is easier to be taken advantage of when in a different cultural and linguistic context, for example being sold invalid tickets, not getting fair prices or reasonable value for money spent or being tricked into a scam. The better the knowledge you have before your departure, the better you will be prepared for difficult situations and be able to avoid potential problems. When in doubt about a particular situation, try to refer to colleagues or trusted contacts.

Assessing the level of risk is also more difficult when in a new environment. If you feel uncomfortable with a situation, even if it might be considered a normal situation in the setting, you should always consider altering plans, seeking advice or getting help.

If you are in doubt about situations where gender might play a role, please seek advice with your supervisor at CSGH, the internship coordinator, or your local contact person. It is also possible to involve a third-party to support you, for example if you are conducting project activities with a person of the opposite sex and feel that an uncomfortable atmosphere is developing. Respecting local norms and behaviour would also help you from ending in risky situations.

Sometimes students travelling overseas tend to be very adventurous, and engage in behaviour and activities that can jeopardise their safety. Behaviour such as riding a motorcycle without a helmet, having unprotected sex, or using drugs or alcohol, can be dangerous at home, but it is even more dangerous to do so in a new or unknown setting. These types of behaviour can seriously affect your health as well as judgement and can make it easier for people to take advantage of you. Hence, it is necessary to be cautious and to not put oneself at risk by engaging in such behaviour. Furthermore, consuming alcohol or drugs is considered highly inappropriate behaviour in many settings, especially in public.

Similarly, ways to dress may be considered differently in different settings. It is better to be cautious and wear fairly covering clothing when unsure about the appropriate dress code, especially for women and at night or in certain areas. No matter the possible cultural differences, you should not accept any type of harassment. If you feel this is the case, be sure to seek advice.

## Embassies and travel warning

Most embassies and consulates have a system where you can register so that the consular service knows that you are abroad (see resources in annex 1). Make sure you understand how and when to register before leaving. Also make sure you know if and where your country has an embassy at your site of placement and, if not, what embassies you could go to as per existing agreements.

Be aware of any travel advisory warnings regarding your placement site before your departure. The Danish Foreign Ministry and United States State Department websites provide up-to-date information about travel around the world (see resources in Annex 1).

## Cultural and linguistic competency

### General considerations

Being in another country, setting and community involve being transposed to a very different environment, both culturally and linguistically. Even with a great deal of preparation, we will always be less competent culturally than in our home community. The more we know about the culture and community that we are in, the more culturally competent we will be. Cultural competency is also pivotal to create an environment of professionalism and to be seen as respectful of the community that welcomes us.

### Cultural competency and appropriateness

Cultures and cultural traits vary tremendously among and within communities. This inevitably affects relationships among people and authorities, as well as gender perspectives. Understanding of the history, customs, beliefs, and traditions of the community where you will be placed before going on a placement can be of great help, and should be attempted.

As the world becomes increasingly connected and global travels become more common, we often feel like the world is becoming smaller. This can create a great sense of global belonging and responsibility, but it can also make us forget the many differences between cultures and how culture influences the way we interact. It is therefore important to remember that we might not fully understand the culture in which we are and that our actions will be analysed through a different cultural frame than our own. Even with the best intentions, it is easy to see your own culture as more valid. It is therefore important to keep in mind the principle of cultural humility and to respect the individuals we interact with and their attitudes and actions.

It is often easy, while being placed abroad, to over-identify the challenges, shortcomings or difficulties of a community, and in those situations it can be useful to challenge our own biases and assumptions, and to also try to identify the strengths and successes of a community, while remembering the own issues our home community might have.

### Gender dynamics

Gender dynamics and gender issues are not simply a product of culture, but are influenced by it, and it is common to encounter different gender dynamics while living in another community. Although one might face more, less or simply different expressions of gender inequality, it is important to keep in mind the local understanding of gender, sexual roles, sexuality, laws related to gender and beliefs about gender dynamics, to be able to better understand situations and address issues that may arise. Try to be well informed and respect the local rules as much as possible. Acceptance of homosexuality for example, may vary.

When it comes to hiring local staff or relations with partners locally, keeping in mind gender dynamics is particularly important. It might seem very normal to have a young person or a woman

be the superior of older staff in some settings, but might not be considered acceptable in others. There have been cases where young female student hired older men as staff which led to difficulties in the communities. Hence, it is important to seek local support when making such decisions and being considerate of the context. It is also important to be aware that even among expatriates or expatriates from the same country, you might encounter a significant difference in ways they view their work or the host community.

## Generational and professional gaps

Similarly, generational and disciplinary gaps might become evident and difficult to handle in some situations, if you have different perspectives or understandings of research or the project than local and other foreign staff. It is important to communicate well with all involved parties and not assume the perspectives of other contributors will be the same.

There have been cases where students have reported difficulties in getting along with expatriates or colleagues of older age groups, even when from a similar cultural background and profession. Other students have experienced difficulties explaining their work and working across professions, even within the same project and with the same research aims, e.g. social science scientists and health professionals having different perspectives.

It is important to be aware of the different perspectives colleagues or contributors may have and to get some common agreement before the project or research starts.

## Cultural dimensions

Culture is not just a set of shared attitudes and practices, but also shared values, processes and conceptions. The concept of the «cultural iceberg» is often used as an analogy to explain the complexity of culture to an outsider: the «iceberg» of three levels, two of which are immersed underwater. The level that surfaces represents the ways to act: the language, the rituals, the lifestyles, the customs, the institutions, the techniques, etc. It is the only level that can be seen «with the naked eye». But there is much more to culture, represented by two levels under the water line: the ways to think, the ways to feel, power dynamics and unspoken rules of conduct.

It is important to be aware that we cannot necessarily grasp and understand everything about a foreign culture, despite our best intentions, and that the ways to think and feel are deeply rooted in a community while being hard to see, define or explain. Spending more time in a community might help you understand more about a culture, but actual integration is a very lengthy process. Some daily events that might seem very normal or common in one setting might feel out of place in another. It is good to keep this in mind as some actions that might seem normal «at home» might not be in the local community, the same way their regular actions might be confusing or shocking to you at first.

## Culture shock

Every cultural experience involves a certain degree of stress, to which individuals react differently. Thus, be prepared that you are very likely to experience some degree of stress and culture shock during your placement abroad. Despite good intentions, being immersed in a new environment can be overwhelming: new food, new language, new city and community, etc. It can be “too much” sometimes, even for regular travellers, and it is not a sign of weakness to admit the experience of some culture shock.

The intensity of the reaction depends on personality, temper, and the local environment but it is generally useful to know that there are several stages of culture shock and adaptation. Stages are most often described as:

1. The honeymoon (an initial period of time where you find everything wonderful, exotic and unproblematic);
2. The shock itself or negotiation phase (a phase where you start to notice the differences and try to understand them and cope);
3. The adjustment period (a period of time where you adjust to and handle the new cultural environment you are in)
4. And finally, the mastery stage (when you are able to cope, adjust and live in the new environment without frustrations about cultural differences).

These stages might help you understand and accept a normal and common reaction pathway and deal with it when it happens.

There are multiple resources and information pages online about cultural shock and all of them generally define cultural shock as ‘foreigners having a feeling of general malaise and uprooting when in a new cultural environment’. Symptoms can include the following:

- Anger, discomfort, confusion, frustration, irritability and loss of sense of humour;
- Isolation: some people will spend a lot of time alone or will only interact with expatriates, avoiding the local population;
- Having negative feelings towards the local people and culture; and
- An obsession with consumption of food or drinks, or an excessive need for sleep, boredom, fatigue and lack of concentration.

It is useful to be aware of certain techniques to mitigate the effects of cultural shock. A non-exhaustive list of possible ways to mitigate is available in the annex.

## Reverse shock

Culture shock is often seen as a one-way phenomenon, something that one would expect while living in another culture and environment. However, returning home can be often more shocking than going, particularly since one does not expect the shock as much.

Upon returning home, one can feel similar symptoms as with the regular cultural shock, as well as feeling disarmed by realising how situations and people at home might not have changed. It is common to have a different view on your own society and culture after being away, and it can be hard to accept that friends and families might not fully understand the experience that you have

been through. Students have often reported feeling guilty to be back in a setting of abundance, after living in very deprived settings and seeing the poverty in which their host communities live.

It is also easy to have unrealistic expectations when returning home, expecting everything to be easier and to go well. Another pitfall - that might seem contradictory at first - is expecting that it will be possible to pick up where you left off, and it can be shocking to realize that life has not been on pause while you were away. Feeling like a stranger is never pleasant, but it can be particularly difficult to feel like a stranger at home.

Like for culture shock, there is no fool-proof method of preventing reverse shock. Being aware of it and making sure not to idealize coming home too much might lessen the effects. You can also make plans for when you come home, so you will have something to look forward to once you are back and have a more regular schedule.

## Language competencies and interpreters

As for cultural competency, language is an important factor when integrating a host community. Although it might not always be possible to speak the local language(s) before arriving in a new community, it is very important to communicate your language abilities to supervisors and partners before your departure.

It is also vital to be well informed on the languages spoken and how to have respectful interactions with local staff and partners. Be aware that the local language used can be different from the language used by professionals or the official language of the country (e.g. among ethnic minorities, among tribes, among migrants, or if a common language is being used professionally or as the language of instruction).

Ideally, if you need to run interviews, you should aim to have a certain level of proficiency in that language. This is often not possible and alternative solutions need to be put in place such as using interpreters. Doing this is demanding and will require some skills and adjustments of work programs, schedules, study design etc. from your side.

It is important to know in advance whether you will need to find and hire your interpreter yourself or if the local partner will take care of this (read more in paragraph on hiring local staff in section 1). The role of interpreter needs to be specifically defined before starting any data collection. As with hiring staff in general, it is important to be careful when hiring an interpreter, so that this work is not harmful to him or her, or is putting him or her in a difficult position. Please always evaluate if your activities for example can put the interpreter in dilemmas because of the work, or if he is being endangered in any way because of the work being done for you.

There have, very unfortunately, been cases where married women working as interpreters have been brutalised because of misconceptions and apprehensions about the job they took. It is obviously difficult to understand the full repercussions of taking such a job for local staff, hence why it is strongly recommend you take the assistance of the local placement site to recruit and hire staff.

It is your responsibility to avoid that interpreters or other staff are being put in a difficult predicament because of the work they carry out for you.



Finally, it is crucial to reflect on the influence a translator might have on your study or activities. You should be aware of the difficulties and ethical considerations associated with the use of family members as assistants or interpreters, which might impede the sharing of certain information or might put them in awkward positions. Be aware that if you use professionals as interpreters, this might take them away from their usual tasks and work. Also, their interpretation on the topic and the translation might be influenced by their specific professional background. For example, medical personnel might put more emphasis on medical aspects or base their translations on a different vocabulary. Cases have thus been reported, where students, months after their fieldwork have found out that many translations were coloured towards such medical jargon, and diverting a lot from peoples' own wording.

## Ethical considerations

Going abroad for a placement, especially during a period of training, can raise many ethical questions and challenges that must be considered. One should always bear in mind that doing a placement abroad is a tremendous educational experience, but that it does not allow you to work beyond your usual scope of practice and the placement should be conducted while respecting the host organisation and community.

### International health electives around the world

Placements or electives of any type are becoming more and more common around the world and going on a placement means to be a part of this increasing flux of students or professionals going to work, study or visit abroad. This global context can affect your personal experience, for example if the host community is used to receiving foreigners or not. Some students report that a community sometimes has had bad experiences with other foreigners, or simply had a lot of “traffic” from NGO’s or researchers in their area, and that it has changed their perception of newcomers, and the usefulness of research or projects.

The increasing demand for placements has sparked an increasing number of organisations that offer placements, sometimes combining learning and education components with a service or work. Others offer lucrative placements based in exotic locations and adventurous programs. Despite you, participating in a very different type of placement, this trend might affect the perception some communities, organisations or individuals have of you as a foreigner and student.

Therefore one does not have full control over the perception the locals will have; both of you and of the work or activities you are trying to conduct. This also makes it important to try to leave behind a good impression, which will contribute to opportunities for future students and professionals to travel and have valuable cultural exchange experiences.

CSGH is positive towards placements abroad that strengthen education as well as work experiences, but students should be very aware that going abroad for research or education is not the same as development or relief work and that host communities should not be harmed by receiving foreign students.

We encourage students to be responsible as well as caring and respectful of the communities that welcome them. Placements under CSGH should always have an educative component as well as carry some relevance to the country, setting or community involved in the placement.

## The host community

The perspective of the community is often less discussed than the perspective of the students, probably because the driving force for many placements has been the wish by students and not the demand by communities. However, it is very important not to lose sight of the perspective of the community and consider the implications for the communities receiving students or foreigners.

The consequences of having foreigners - students or not - in a community can be both positive and negative, and is often a mix of both. The presence of foreigners can foster intercultural and professional exchange. It might be the starting point of a bilateral exchange or might create an exchange of skills. Having foreigners in a community can also increase the visibility of that community or that country elsewhere, or increase the knowledge level or visibility about a particular issue or situation.

Some consequences can be much less positive, and include disturbing the distribution of power, putting a stress on local organisations or institutions (for example, if students take more resources than they bring), or if there is a very high turnover of students and always new people to train. A sense that the community is just a “visiting place” for foreigners is also a danger if visits are frequent, short and with a high turnover. On the contrary, if people on placements end up playing crucial roles in projects or activities, there is a danger that a gap is created when the person leaves.

Some communities might be doubtful about projects being continued if they have seen many being conducted but no results. Students have sometimes reported being surprised by the attitude of a community, only to find out later that they have previously received many similar visits by foreigners, and that this may be reason why they were doubtful about the contribution of the project.

It can be useful to discuss with your local partners how the local community will view your work. Seeking advice on how to best carry out your activities may allow you to do your work without disturbing or annoying people.

Students should always be clear on how their work will be used and be able to inform people about this in a clear and concise way, without promising unrealistic results.

Make sure to hand over any activities being carried out or findings, results, general knowledge, etc. to the local community, to ensure that activities can be continued locally. How this should be done and through what channels must be discussed and stated in the placement agreement.

## Ethical questions

The large number of students and professionals working overseas coupled with the different situations a placement abroad raise a number of ethical questions.

Many lists of questions for debate, discussion and reflection have been made in different settings, and the documentary 'First, no harm' – that discusses the impact of placements overseas and their perceptions – has a particularly comprehensive lists of questions which can be applied to a broad range of settings. These questions do not have official answers and can hardly ever reach a consensus. But they are excellent starting points for discussion and reflection and have been included in annex 3. Thinking more about a placement and what its consequences are can help you maximise the positive impacts and minimise the negative.

Conducting any type of research during a placement brings up some specifically important ethical questions, which you must consider before you commence your work:

1. Is the goal or end product of that research clear and feasible?
2. Will it benefit the target population?
3. Will they see the final product?
4. Is it possible to tell them what this will be used for or why they are subjected to the survey?
5. What is the goal of the work and data collection being done?
6. Is it possible to answer to locals who might wonder why this is being done?

It is also highly recommended that you attend further courses or training on research ethics before conducting any field-based research.

## Coming back

It is important to see the placement as one step in a process: you have responsibilities and work to do before, during and after your placement, in regard to your own projects, the placement site, and with CSGH.

You are greatly encouraged to make presentations about your placement and the outcomes and lessons learned. This can be done during your placement, but might also be possible at CSGH, at your own study program, within your Faculty or Department or for an interested group.

Make sure you follow-up on any promise or commitment you have made while on your placement when you come back, as well as follow-up on any general matters related to the placement. At the end of your placement you need to:

### **1. Debrief with your placement site**

Before returning to Denmark, you should have a debriefing or evaluation session with the placement organisation. A presentation of your work, findings and results can also be made at this point. You should start discussing this with your local partner as early as possible.

### **2. Debrief with your supervisor and the internship coordinator**

Contact the internship coordinator as soon as possible after returning from your placement (within two weeks after arrival preferably) so he or she can conduct a debriefing and evaluation with you. This is done to discuss how the placement went and to confirm that you have returned safely. If you need any follow-up services (medical treatment, psychological counselling etc.), this can also be discussed. Some free professional counselling is available (see annex 1).

If applicable, also make sure to contact your supervisor as soon as possible after returning home for debriefing and to make agreements on the further process of writing internship reports/thesis, doing presentations at CSGH etc. It is the responsibility of the student to contact the supervisor and schedule the necessary follow-up supervision meetings.

## Annex 1: Resources and links

### Travel insurance information:

- <http://www.forbrugereuropa.dk/Rejser/Rejseforsikring>
- <https://www.sundhed.dk/Artikel.aspx?id=20108.1>
- <http://www.europaeiske.dk/>
- <http://www.gouda.dk/>
- <http://www.studenterforsikring.dk/MainFormStudenterforsikring.aspx>
- Studievejledningens Internationale kontor (in Danish only): [http://udrejse.ku.dk/Udveksling\\_Feltarbejde\\_og\\_Praktik/Praktik/](http://udrejse.ku.dk/Udveksling_Feltarbejde_og_Praktik/Praktik/)
- More on insurance procedures before going abroad as a student of University of Copenhagen (in Danish only): [http://udrejse.ku.dk/Ansogningsprocedurer\\_mm/Forsikring/](http://udrejse.ku.dk/Ansogningsprocedurer_mm/Forsikring/)

### Vaccination information:

- «Udlandsvaccinationen» at [www.vaccination.dk](http://www.vaccination.dk)
- Rejse- og Vaccinationsservice at the National hospital: <http://www.rigshospitalet.dk/menu/AFDELINGER/Finsencentret/Infektionsmedicin/Sygdom+og+behandling/vaccinationsservice/>
- Or ask your general practitioner

### Counselling

- 'Studenterrådgivningen' (Student's Counselling) offers free advice on travelling abroad and have professional counselling services. You can always contact them at <http://www.studraadgiv.dk/> (this might not be available to all students at the University though).

### Embassies and travel warning:

- Registering with your embassy: <http://um.dk/da/rejse-og-ophold/rejse-til-udlandet/danskerliste/>
- Travel warnings: <http://um.dk/da/rejse-og-ophold/rejse-til-udlandet/rejsevejledninger/> (In Danish)
- Travel warning: [http://travel.state.gov/travel/cis\\_pa\\_tw/tw/tw\\_1764.html](http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) (from the USA)

### Tax status, scholarships and residency permits

- Danish Tax-Exempt: <http://www.skat.dk/SKAT.aspx?old=1648059&vld=0>
- Guidelines on visa and residence permits for Danes going overseas (in Danish only): [http://udrejse.ku.dk/Ansogningsprocedurer\\_mm/Visum\\_og\\_opholdstilladelser/](http://udrejse.ku.dk/Ansogningsprocedurer_mm/Visum_og_opholdstilladelser/)
- Guidelines on scholarships (in Danish only): [http://udrejse.ku.dk/Stipendier\\_og\\_Oekonomi/](http://udrejse.ku.dk/Stipendier_og_Oekonomi/)

### Language competency

Most travel books have a vocabulary section that includes translation of the most common health phrases. One example: [http://hexal.dk/site/da/Nyheder\\_og\\_links/Ferieordbog/content.shtml](http://hexal.dk/site/da/Nyheder_og_links/Ferieordbog/content.shtml) (in Danish).

## Culture shock

The University of Toronto has a «Centre for International Experience» with valuable resources about cultural shock and safety abroad: <http://cie.utoronto.ca/Safety.htm>.

Resources on cultural shock and re-entry shock: <http://www.studentsabroad.com/reentrycultureshock.html>

Listed below are a few questions that you should consider reflecting on before leaving:

1. What is/are the spoken languages? Learn some simple phrases such as “hello” and “thank you”.
2. What is the history of the country and how does this affect its status today?
3. What is the current political situation? Are there any dangerous areas that you should avoid?
4. Do foreigners have a good/bad reputation in the country? In the area that you will be staying in? What are the reasons?
5. What is customary dining etiquette? Greeting etiquette? Etiquette surrounding business?
6. What are the norms of male/female relations?
7. What is the cultural perspective on privacy? Personal space?
8. What is the accepted form of dress? What is appropriate for casual/formal situations?
9. Are there any religious customs that you should be aware of?
10. When are the national, local holidays? What is the significance of these days?
11. Are there special rituals, customs to observe when entering government buildings? Places of worship?

## Resources on Ethics

The Ethics of International Engagement and Service-Learning Project at UBC offers a number of online resources for exploring the ethics of international service learning projects

[www.ethicsofisl.ubc.ca](http://www.ethicsofisl.ubc.ca)

## Selected articles on Ethics

1. Philcott, J., medical Narrative - Training for a Global State of Mind, American Medical Association -Journal of Ethics, March 2010, Volume 12, Number 3: 231-236
2. Crump, J.A., Sugarman, J., Ethical Considerations for Short-term Experiences by Trainees in Global Health, JAMA. 2008; 300(12): 1456-1458 (doi: 10.1001/jama.300.12.1456)
3. Crump, J.A. et al., Global Health Training - Ethics and Best Practice Guidelines for Training Experiences in Global Health, American Journal of Tropical Medicine and Hygiene, 83(6), 2010, pp. 1178–1182
4. Pinto, A.D., Upshur, R., Global Health Ethics for Students, Developing World Bioethics, Vol. 9 (1) 2009 pp 1–10

## Annex 2: Ethical questions for reflection or discussion

### A list of Ethical questions from the “First, do no harm” documentary

You can use them as inspirational questions to ‘question’ yourself and reflect on the reasons why you travel abroad as a student:

1. Does the draw of tourism mean that students go to interesting, exotic places rather than places that can best accommodate them?
2. Does focusing on the exotic aspect of placements and projects in LMIC, and talking about these experiences at dinner parties, undermine their value?
3. Do projects in low and-middle income countries that cost a lot to participate in, increase the socioeconomic divide among students? (those who can afford/ those who cannot?)
4. Is there anything wrong with just wanting to “see” how things are in a foreign setting?
5. Can learning objectives in LMIC be equally achieved at students’ home institutions? What objectives, if any, cannot be met this way? If they can be met, what is the rationale for going abroad?
6. Can humility and cultural sensitivity be taught?
7. Does the presence of Western students – skilled or otherwise – undermine local services and expertise?
8. Should tourist activities be combined with placements and projects in LMIC?
9. Does this take away “altruistic” motivations?
10. Would the answers to these questions be different if the experiences took place in a high-income country or setting? If so, why?
11. Are the required local resources worth any benefit to the visiting student?
12. Are the required local resources worth more to the local population than to the student? How will this make you feel?
13. Are the environmental costs of travel worth the short-term initiatives that students participate in?
14. Given how expensive participating in placements or projects in LMIC can be, would that money be better used directly in the host community? Would it be a better use to send students from LMIC countries to high-income countries?
15. Does the presence of Western students, flood the human resource market, and obstruct local innovation and initiative?
16. Is the desire to “help” fuelled by a post-colonial guilt, resulting in the imposition of projects?
17. Does global health have to be international? Can you be globally minded and be trained domestically only?
18. Does sustainability entail always returning to the same communities, for the sake of continuity?
19. Can organisations that send different students or professional every year to the same communities/institutions serve the goal of sustainability?
20. Given the economic and/or logistical discrepancy – and potential power differential – between students’ home institutions and host institutions, is true collaboration possible?
21. Should students receive credit for placements and projects in LMIC? Does this promote a practice that is ethically unsound? Does it remove altruism?



- 22. Does it standardise and promote higher ethical standards in placements abroad?
- 23. Should ethical questions be dismissed because they can become paralysing?
- 24. Has any of this made you feel uncomfortable about experiences you've had or plan to have?

## Annex 3: Techniques to mitigate the effects of cultural shock

You can use the below techniques to try and counter some of the effects of cultural shock:

1. Admit the presence of the signs of cultural shock or stress: it is not a sign of weakness to admit that you are feeling uncomfortable, tensed or confused.
2. Learn the rules of codes of daily life in your new community, understanding why and how the locals do things in a certain way can help. People might have very different behaviour and cultural norms, but it does not mean they are better or worse than any other.
3. Participate in cultural activities, initiate yourself to local art, music, sport or anything else, which makes day to day life more 'normal', interesting, and joyful.
4. Take the time to learn some of the language, but be patient with yourself. Things do get easier when you can understand people around you, and it is generally very appreciated to see a foreigner making an effort to communicate in the local language.
5. Take care of yourself. Try to eat well, be active and sleep sufficiently. Being in a new environment is a stress to your mind and body; don't burden your health unnecessarily.
6. Walk around. Seeing local sights, and the highlights of a country, from the perspective of a tourist can help you to appreciate the foreign setting.
7. Make friends and acquaintances. It is easier to get over the cultural differences when you have good social relationships. This can also help you learn about the local customs much faster.
8. Keep contact with friends and family at home. Sharing your experiences, your problems and your reflections can help to make sense of the experience you are living. Keeping a journal or blogging is useful to some.
9. Allow yourself to do things that remind you of "home". It is reassuring to listen to music or cook a meal in the way you would do at home. Doing something familiar helps to deal with being homesick.
10. Do not idealise life where you come from. It is easy to see everything in a better light while away, but try not to idealise home; there are problems and daily hassles everywhere.

## Annex 4 Checklists of tasks, documents and items to bring

A certain number of documents should be produced by the student before departure, some documents need to be read, and some diverse tasks accomplished. You can use the checklists below to guide you.

It is the full responsibility of the student travelling abroad to complete the following tasks:

Tasks to complete before the placement	Done
Visit to a doctor and/or a traveller clinic to get advice regarding health during your placement	
Register with your embassy before leaving	
Receive the guidelines and read the two sections	
Adapt the template of the agreement with the placement site and CSGH	
Complete the pre-departure training seminar	
Meet with the academic supervisor prior to departure (if applicable)	
Meet with the internship coordinator at CSGH prior to departure	
Identify a local supervisor with the placement site	
Have a proof of insurance for the duration of your stay abroad	
Hand in the signed agreement with the placement site and CSGH	
Note down contact numbers of the academic supervisor, internship coordinator and local contact person and communicate them to anybody that could need them	

There are also a series of tasks to be completed after returning from the placement. It is the full responsibility of the student to complete these tasks:

Tasks to complete at the end of the placement & after	Done
Hand in the evaluation and report to CSGH	
Meet with the academic supervisor, if applicable	
Meet with the internship coordinator	
Meet with the local contact person at the placement site before leaving	

Things to bring with you	Check
Copies of all your important documents: passport, visa, permits, insurance papers, etc. Also send them to yourself via email to be able to access them.	
Any prescribed medication	
First aid kit, if needed	
Any protective equipment you might need: <ul style="list-style-type: none"> <li>• bed nets</li> <li>• anti-malarial medications</li> <li>• masks</li> <li>• helmets</li> <li>• etc.</li> </ul>	
Appropriate clothing for all necessary situations (office, fieldwork, etc.)	
Any special cosmetics or toiletries you might need	
Torch/flash light	
Local cash and small notes or coins (for tips, taxi rides etc. at arrival)	
Any handbook or textbook you might need, which can be left at departure	
Small zipped plastic bags and other closed containers to keep your things water and dust proof during travels	
Money belt/safety box with pad lock or other ways to keep your valuables	
Chargers and (travel) adaptors for your technical equipment	

## Annex 5: Code of conduct

### General expectations

CSGH has formulated a set of rules as a «Code of Conduct». Any student travelling under the supervision of CSGH is expected to follow this Code of Conduct, in addition to any rules and regulations of the place/country of internship.

### Code of conduct

1. The student must at all times respect and follow the laws, rules and regulations of the host country and community.
2. The student must conform to the political and cultural rules, and regulations of the local partner and community.
3. The student should make sure to wear contextually and culturally appropriate clothing at all times.
4. The student should not take part in any activities of a political nature during their stay (for example, a demonstration).
5. The student should not impose or promote any particular agenda, be it political, religious, or of any other nature.
6. The student must not engage in any sexual encounters or personal relationships with members of the local team nor be in any position where its power or influence could be used.
7. The student does not have the authority to speak on behalf of CSGH, ISIM or the University of Copenhagen.
8. The student should not offer professional advice during the placement
9. During the placement the student should always be presented as a student, and not by any other professional background that the student might hold.

## Annex 6: Placement Agreement

This placement agreement relates to the placement of:

Student:

Full Name

Student of name of the academic supervisor

At Department of name of the department

University of Copenhagen, Denmark

The placement site is:

Name of organization

Name of department

Address

Via the department of department at the University of Copenhagen.

### Duration of placement

The placement's duration will be from insert dates. During this period, the student will conduct assignments agreed upon with placement site for a minimum of X hours a week and a maximum of X hours a week.

After this period, the student will no longer be affiliated with placement site.

### Objectives of the placement

The objectives and the expected outcomes of the placement must be described in detail in the "Terms of Reference" (Annex 1)

The main contents and focus of any reports and papers must be agreed on and specified by the student and the placement site, in cooperation with the academic supervisor.  
(the Terms of Reference should be described in Annex 1)

### Roles and responsibilities

The local contact person

The rules of CSGH require that a contact person be nominated locally at the placement site. This contact person is responsible for the safety and work related assignments of the student as well as ensuring that the responsibilities of placement site and the student are fulfilled, as described in the rules for placement at the placement site. The local contact person and the student will meet on a regular basis during the placement to discuss the progress and development of the assignments.

The local contact person during the placement will be:

**Name, Title**

Contact information:

**Phone number and email**

In case of emergency, the student can reach the contact person at: **phone number**

### The student

The student will together with the **placement site** decide on the content of the placement. The student is expected to follow the codes of conduct of CSGH under all circumstances and adhere to the general rules and procedures for staff of the **placement site**.

### Internship coordinator at CSGH

The internship coordinator at CSGH is responsible for ensuring that a local contact person has been identified and assigned to the intern, that contracts have been signed between the intern and the **placement site**, and that the student has received, read and understood the “Handbook for students going abroad”.

### Academic supervisor

The student might also have an academic supervisor appointed, if the placement requires the delivery of a thesis or academic report. The academic supervisor should receive a copy of this agreement.

### **Insurance, finances and liability**

The student should be informed that in a legal case, students are not entitled to the rights and benefits enjoyed by employees at **placement site** under existing labour laws. Nor does the student have any special immunity as a Danish citizen during the placement with **placement site**.

The **placement site** carries no financial obligations for the student, such as remuneration for the work carried out, travel costs, board, lodging, insurance etc. unless decided on otherwise and clearly stated in this agreement.

CSGH is not liable for the student or any of the equipment used by the student during the placement.

The student must have full health and travel insurance coverage during the whole period of the placement, including coverage for hospitalization and repatriation.

The student is encouraged to seek medical check-up and advice before departure. Should any medical issues arise, the student will refer to the contact person (see above) at the **placement site** and inform the internship coordinator at CSGH if necessary.

### **Confidentiality**

If the student is collecting data for a research project, the rules of confidentiality should be specified in a research consent form to research participants and those rules followed.

The student may also come across data of a confidential nature during the placement at **placement site**. The student must then follow the rules of confidentiality, specified by **placement site**.

**Research publications and authorship (if applicable)**

If the student intends to write and publish a paper based on the work carried out at the **placement site**, the following rules, as specified by the CSGH, need to be followed:

The student and academic supervisor will be responsible for drafting and publishing research publications based on the results of the placement.

The **placement site** partners for the research project will be guaranteed credit for their contribution, either as co-authors or acknowledged partners, in any publications related to the research published by the student and academic supervisor whether directly or indirectly.

In line with rules of co-authorship of the University of Copenhagen, Faculty of Health Sciences, **placement site** staff can be registered as co-authors of publications if they have played an active role in one or more of the stages below in the research, including:

- Formulation/identification of the scientific problem,
- Planning of the experiments and methodology design,
- Involvement in any experimental work,
- Presentation, interpretation and discussion in a journal article format of the obtained data.

In addition to any research publications, the student is expected to present major findings and results to **placement site** to ensure that the information is shared with the organisation. The student and **placement site** will decide upon the format of this feedback.

**Other agreements (fill in what is applicable):**

During the placement, the **placement site** will provide the following services free of charge to the intern:

1. Translator assistance?
2. Lodging?
3. Local transportation in relation to work assignments?
4. Office space?
5. Computer accessibility?

Signatures

Local contact person at **placement site; name and title**

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**Student name; academic affiliation**

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## **Annex to the placement agreement: Terms of Reference for the placement**

Objectives for the placement: (fill in what is applicable)

Examples:

1. Collect field data for an internship report/BSc./MSc. Thesis
2. Assists in activities related to X health program in X district in X country
3. Conduct an evaluation of X intervention

The outcomes of the placement will be: (fill in what is applicable)

1. A placement report (deadline for submission to the faculty and placement site is X of X)
2. A BSc. /MSC. Thesis (deadline for submission to faculty is X of X)
3. An oral presentation of main findings before departure from placement site
4. An evaluation report
5. Etc.

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