UC San Diego

GLOBAL HEALTHPROGRAM

globalhealthprogram.ucsd.edu

Global Health Program
Domestic Field Experience
Pre-Departure Training

Pre-Departure Training Objectives:

Global Health Students will need to understand the following *prior* to beginning their field experience:

- The scope of Global Health and the Field Experience Requirement

- Expectations involving ethics, integrity, and professionalism

- Examining your own health, safety, security and risk management

- Developing cultural competence and reciprocity

- The limitations in what you can and cannot do

- Providing resources for you to utilize before and during your field experience

Part 1: Overview

- Overview
- Field Experience Requirement
- Reviewing your Program Selection

Global Health Field Experience Requirement

Requirements:

❑ 100 hours at a research, service, clinical site or study abroad site (at no more than 3 sites).

❑ Domestic or International

❑ May be credit <u>or</u> non-credit bearing

❑ Placement must be pre-approved

❑ Students must complete this training prior to beginning at their site

*For more information on this requirement visit the <u>Field Experience</u> page.

Field Experience Quick Facts

- Majors must complete the Field Experience requirement <u>prior</u> to beginning the senior capstone.

- Students may participate in a maximum of 3 experiences.

- Field experiences must last at least 5 weeks (combined) or for international experience a minimum of 3 weeks.

ENGAGING "MIND, HANDS, AND HEART" TO CREATE A LEARNING OUTCOME THAT IS SCIENTIFIC, PRAGMATIC, AND HUMANISTIC.

Descriptions of Your Service Setting

Types of Experiences	Role:
Internships	may consist of working to deliver patient care, always under the supervision of a qualified health professional and after thorough training.
Shadowing	involves following a health professional through his/her day, observing their interactions with patients and their other duties. Questions for the provider should be reserved for after the patient is gone. Shadowing experience in a hospital setting is very difficult to find, but some success may be found by first volunteering at the hospital then discreetly approaching a doctor to ask for the opportunity.
Volunteering	can consist of a wide variety of experiences, depending on the location. Hospital volunteering may include patient transport, delivering specimens to the lab, or sitting with patients who want to talk. Clinic volunteering may involve helping with patient intake and assisting the staff with office work. Safety training, privacy law training, a criminal background check and various immunizations and tests for communicable disease are usually required.
Research experience	can consist of a wide variety of experiences, depending on the location. Hospital volunteering may include patient transport, delivering specimens to the lab, or sitting with patients who want to talk. Clinic volunteering may involve helping with patient intake and assisting the staff with office work. Safety training, privacy law training, a criminal background check and various immunizations and tests for communicable disease are usually required.

Tip: Whether you are interning, volunteering, or shadowing, it is ultimately up to you make a positive impression, learn from your experience, and contribute in meaningful ways.

*Your field experience will likely fall under one of these roles or descriptions. You may also may have a combination of the following to enrich your experience.

Reviewing your program selection

Review the following questions to verify whether the program you have selected is truly a good fit for you.

▶ Does the agency have the same intentions and values that you do?

▶ Are you going to be doing more harm than good?

▶ Would you trust yourself enough to do this job in your own country?

▶ Have you researched all of your costs?

▶ Have you closely looked at the program's content and decided your primary objectives/what you hope to gain?

Tip:

Set learning goals, and share as appropriate.

Knowing what you hope to learn primes you to ask good questions and request opportunities that will contribute to your growth.

Part 2: Your Role and Expectations

- Volunteer Rights
- Your Impact on the Community
- Get to Know your Site
- Professionalism & Expectations
- Ethical Standards & Scope of Work

Your Rights as a Volunteer

As a volunteer, you have the right to:

- Receive accurate information about the agency
- Receive a clear, comprehensive job description
- Be carefully interviewed and appropriately assigned
- Receive training
- Do meaningful and satisfying work
- Be seen as belonging, through inclusion at meetings, social functions, etc.
- Be seen as a person and to be supported in your role
- Be safe on the job
- Have choices and feel comfortable about saying "no"
- Not be exploited
- Be consulted on matters that directly or indirectly affect you and your work
- Receive feedback on your work
- Receive recognition for your contribution
- Have your personal information be kept confidential
- Be trusted with confidential information if it is necessary in order to do your job

Adapted from "Volunteer Rights and Responsibilities" from the PAVE Volunteer Management Training Kit, and "Sample Volunteer Rights and Responsibilities" from the University of North Carolina, Chapel Hill Department of Recreation and Leisure Studies.

Tip:

You should volunteer to further cultivate your interest in a field, develop skills and learn tools related to your future education or career; Volunteering can demonstrate to the schools you apply to, to employers, and to yourself that you have the ability and the desire to succeed in your chosen field.

What will be Expected of You

As a volunteer, you are expected to:

- Be reliable and punctual
- Be trustworthy
- Respect confidentiality
- Respect the rights of people you work with
- Have a non-judgmental approach
- Carry out the specified job description
- Give feedback (i.e. participate in evaluations when asked)
- Be accountable and accept feedback
- Be committed to the program
- Avoid overextending yourself
- Acknowledge decisions made by the staff or the organization
- Address areas of conflict with the appropriate staff member or volunteer coordinator
- Undertake training
- Ask for support when it is needed
- Stay safe on the job; for example, make sure that you are never alone with a client

Tip: *The information in this presentation provides advice to help you approach your experience professionally, to understand expectations, and to develop a learning mindset to make the most of your time at your site.*

Adapted from "Volunteer Rights and Responsibilities" from the PAVE Volunteer Management Training Kit, and "Sample Volunteer Rights and Responsibilities" from the University of North Carolina, Chapel Hill Department of Recreation and Leisure Studies.

Your Impact on the Community

Reflect on these questions; Spend time considering how you will answer them when you are active in your field experience and upon your return.

Community Focus

▶ What are the community's needs?

▶ What are the community's strengths?

▶ Weaknesses?

▶ How might your plans impact the community?

▶ What are the implications of failure for the community?

▶ What is the larger community expecting from your time with them?

Personal Focus

▶ How are you contributing?

▶ How much of a burden will your presence be to the community?

▶ What are your assumptions about the plan?

▶ About the community? About yourself?

▶ Does your plan have to be "right"? Are you willing to make compromises?

▶ What are the implications if your plan is not well-received by the community?

▶ How do you evaluate whether the project is a success in the short-term? Long-term?

Get to Know Your Site

It is important to know as much about your site as possible before you begin. This will help you to avoid any possible pitfalls and prepare for situations you may encounter. **Do background research on your organization!**

Practical Items to Consider to Mentally Prepare for Working or Living in an Unfamiliar Environment

- What are the food norms? How are dietary restrictions accommodated?

- What public transportation is available?

- Will you be able to access necessary technology?
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- Who do you call if there is a problem?

- Is there staff on the premises around the clock?

Professional Standards

- Dress appropriately and practice good personal hygiene
- Arrive on time (5 min early) and ready to work
- Introduce yourself
- Err on the side of formality when addressing people
- Focus on the tasks at hand
- Learn the ground rules, and follow them
- Show respect for all with whom you work
- Attitude matters
- Do quality work and pay attention to detail
- Show initiative
- Express gratitude

Be ACCOUNTABLE.

Making it a Learning Experience

▶ **Listen first**

Observe the environment around you and do your best to understand the people and organizational culture surrounding you before jumping in with solutions.

▶ **Ask questions**

Clarify that you understand expectations and assignments. Talk to the people around you to understand what they do, how they got there, the nature of the environment, and the populations served. Do, however, respect people's time and personal boundaries, and wait for appropriate opportunities to approach them.

▶ **Take notes**

Good notes will help you follow instructions, remember key information, and avoid asking your supervisor to repeat explanations.

▶ **Be flexible**

Staffing, roles, and circumstances can always change. Learning to adapt to the unexpected and making adjustments will serve you well in any situation.

▶ **Be open to feedback**

Instead of going on the defensive, view critiques as an opportunity to grow.

Ethical Standards

Your behavior and interactions in the community reflect not only upon you, but also on your program and UC San Diego. Students are our best ambassadors!

Ethical behavior includes, but is not limited to, the following:

- Maintaining confidentiality of patient/participant information/data

- Following the written (and possibly unwritten rules) of the site

- Adhering to HIPAA and other relevant regulations

- Not overstepping the boundaries of your scope of training or practice

- Use resources to help answer your questions if possible

- Ask your supervisor or another person with authority at your site what the right thing to do is in any given situation
(When in doubt, do NOT assume you know the right thing to do!)

Know your Limitations

Your Role:
Observe, Learn, Document

Students **_should not_ be** providing direct patient care, such as testing, diagnosing, or treating patients.

Remember that it is crucial to not step over the boundary of treating patients, even if the regulations are lenient.

Some settings do allow for more hands-on experience with patients, but only if you have been specifically trained for the care you are giving, have received safety and privacy law training, are covered by the institution's liability insurance and are under the supervision of a licensed health care professional.

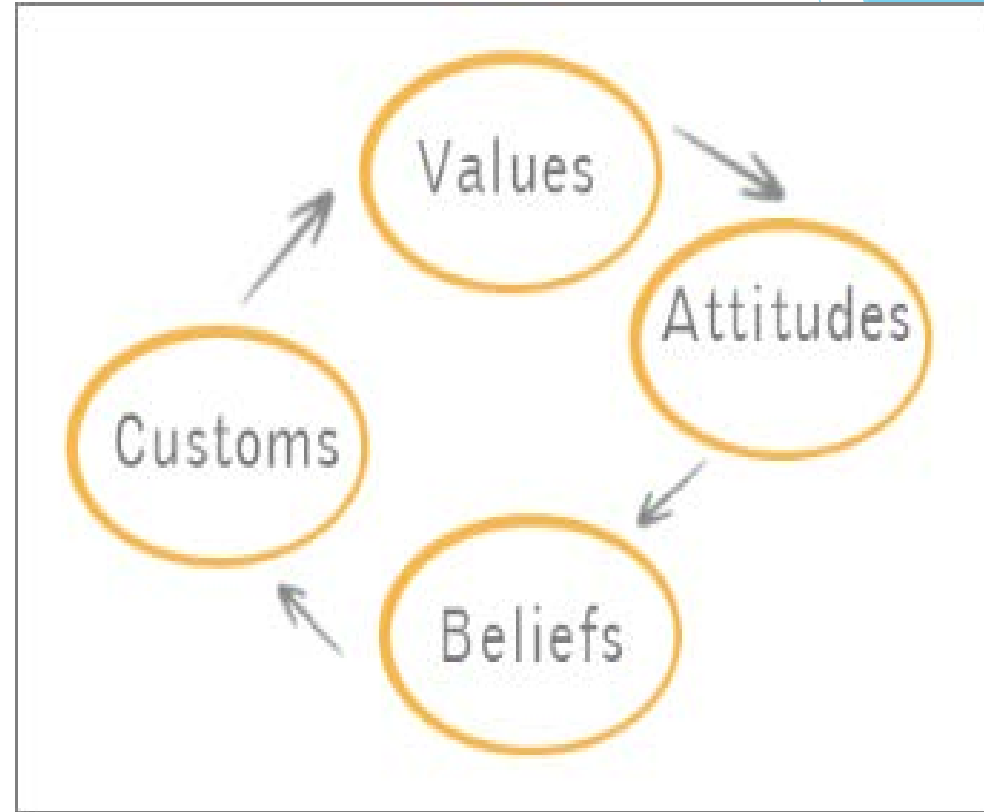*Most volunteer positions will require you to attend an orientation session

Part 3 – Cultural Competence

- Cultural Adjustment Abroad

- The Ice Berg Model of Culture

- Stereotypes

Cultural Competence is….

"Having a set of congruent behaviors, attitudes, and policies that come together in a system and enable people to work effectively in **cross-cultural** situations."

–National Center for Cultural Competence

Cultural Competence

Cultural competence requires learning to work respectfully within the culture of your project site which is critical to the success of your project. Educating yourself about cultural differences will help with your overall experience and well-being.

Tip:

Understanding the beliefs and customs of a community humanizes differences between groups of people.

Culture is:

➤ The society's assumptions, values and norms.

➤ The collective historical patterns, values, societal arrangements, manners, ideas and ways of living that people have used to order their society.

➤ Language, religion, beliefs about economic and social relations, political organization and legitimacy.

➤ The thousands of "Do's and Don'ts" society deems important that we know to become a functioning member of that group.

(AFS Intercultural Programs, 1984)

How to Develop Cultural Competence

When volunteering for short-term experiences in global health, students frequently encounter cultural norms different from their own. Developing cultural understanding and knowing what to expect will help to ensure a successful experience.

Consider the following:

Language: especially when working with more recent immigrants or in areas where English is not predominantly spoken.

Education level: think of ways to communicate complex ideas in an understandable way—and not necessarily in writing.

Economic level: may be so low as to impact patients being able to get transportation of care, adequate food, clothing and shelter—also medications and basic health care supplies.
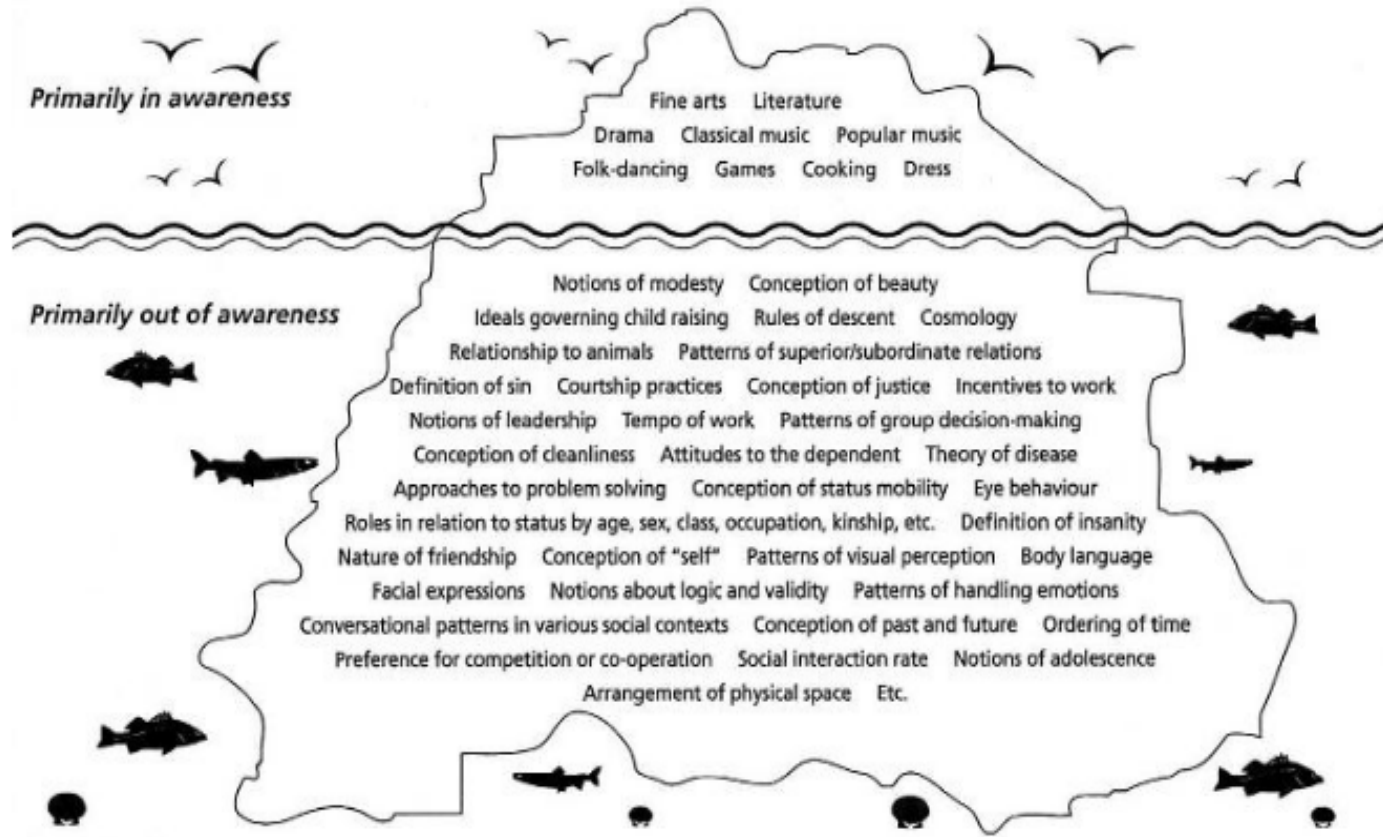
Cultural and Religious Beliefs: may be very strong and may require an extra effort on your part to learn and understand so you can work within them for the good of the patient.

Spatial Comfort: different cultures interpret space between people in unique ways. Touch may be welcome, as in a warm handshake or pat on the shoulder or touch may be unwelcome, especially from the opposite sex, so it is best not to engage in this manner, unless they initiate and you reciprocate. Strong eye contact may also be considered invasive.

Cultural Beliefs around Health and Wellness: the ways people think about health and illness, how individual behaviors and habits influence health, how you and your actions are perceived by the community where you work, and how culture interacts with environment, economy, and politics to affect health.

The cultural beliefs of a community shape healthcare practices and local ideas about illness.

Fig. 1: The iceberg concept of culture

Primarily in awareness

Fine arts   Literature
Drama   Classical music   Popular music
Folk-dancing   Games   Cooking   Dress

Primarily out of awareness

Notions of modesty   Conception of beauty
Ideals governing child raising   Rules of descent   Cosmology
Relationship to animals   Patterns of superior/subordinate relations
Definition of sin   Courtship practices   Conception of justice   Incentives to work
Notions of leadership   Tempo of work   Patterns of group decision-making
Conception of cleanliness   Attitudes to the dependent   Theory of disease
Approaches to problem solving   Conception of status mobility   Eye behaviour
Roles in relation to status by age, sex, class, occupation, kinship, etc.   Definition of insanity
Nature of friendship   Conception of "self"   Patterns of visual perception   Body language
Facial expressions   Notions about logic and validity   Patterns of handling emotions
Conversational patterns in various social contexts   Conception of past and future   Ordering of time
Preference for competition or co-operation   Social interaction rate   Notions of adolescence
Arrangement of physical space   Etc.

Source: p.14 AFS Orientation Handbook Vol.4, New York: AFS Intercultural Programs Inc., 1984

Top of the iceberg, within culture there are some visible parts such as: architecture, art, music, cooking, and language. The visible parts of culture are just expressions of its invisible parts. It is difficult at times to understand people with different cultural backgrounds because we may only spot the visible parts of their iceberg.

Bottom of the iceberg that is submerged underneath the water surface: the history of the group of people that hold the culture, their norms and values, and the basic assumptions about space, nature, time, etc. We cannot immediately see the foundations that these parts rest upon. Often this problem leads to stereotypes.

The Iceberg Model of Culture

Source: http://www.swyaa.org/resources/handbook

Stereotypes

Every culture has stereotypes relating to other cultures that originate from personal interactions, politics, films, and television. The sooner you can identify any stereotype that is being applied to you, the sooner you can handle it in an appropriate way.

Examples: In Greece, smiling when you meet someone for the first time appears as a weakness. Many Greeks think that Americans smile too much and therefore are weak, and many Americans think that the Greeks are too stoic.

Tip: Approach each individual with respect, sensitivity and compassion.

For Students Conducting Research: Institutional Review Board (IRB)

- You MUST complete the appropriate HIPAA: **Health Insurance Portability and Accountability Act of 1996 (HIPAA)**

- You must complete the HIC training

- You must obtain IRB approval for your project prior to departure

- *Institutional Review Board's Human Research Protection Program*: https://irb.ucsd.edu/

Part 4: Final Thoughts

- Follow-up & Resources

> WHEN I APPLIED TO MEDICAL SCHOOL, I WAS ASKED ABOUT MY EXPERIENCE ABROAD AND MY RESEARCH PROJECT AT ALMOST EVERY INTERVIEW. I BELIEVE THEY SET ME APART FROM OTHER APPLICANTS BECAUSE I HAD AN UNDERSTANDING OF A CULTURE AND LANGUAGE THAT IS VERY MUCH ALIVE IN CALIFORNIA.
> —GHP ALUMNI

Tips for Successful Completion of your Field Experience

Show appreciation and give "thank yous"

Don't just thank your supervisor and other higher ups — be sure to thank your fellow interns, program assistants and/or anyone else who helped you while you were there.

Finish what you started

Try your best to finish the projects you started. Sometimes it's not possible and if that is the case make sure to be as helpful as possible to whomever will be finishing up what you were working on.

Reflect on what you learned about yourself

Use this time to think about how you will describe your experience during future job searches. This will allow you to learn more about yourself, your likes, your interests and your values.

Tips for Successful Completion of your Field Experience Continued

Make a plan to stay in touch and develop a system to make it easy and/or to keep you accountable.

Gain Feedback

Your supervisor, co-workers and/or clients will often have helpful feedback regarding your performance, attitude and overall growth.

Ask for a Letter of Recommendation

Writing a recommendation while it's still fresh in your mind is better than trying to recall the experience at a later date

Update your resume and LinkedIn profile…

While everything is still fresh in your mind while you have a little extra time.

Collect networking and contact information and keep in touch

Additional Recommended Resources

➢ *Developing Ethical Awareness in Global Health: Four Cases For Medical Educators*. Mary White and Jessica Evert.2012: http://onlinelibrary.wiley.com/doi/10.1111/dewb.12000/full

➢ *Global Health Ethics for Students*. Andrew Pinot and Ross E.G. Upshur. 2007: http://www.ncbi.nlm.nih.gov/pubmed/19302567

➢ *Guidelines for Premedical and Medical Students Providing Patient Care During Clinical Experiences Abroad-* https://www.aamc.org/download/181690/data/guidelinesforstudentsprovidingpatientcare.pdf

➢ *Institutional Review Board's Human Research Protection Program*: https://irb.ucsd.edu/
(*For students who are studying abroad and conducting research….You MUST complete the appropriate HIPAA and HIC training and MUST obtain IRB approval for their projects prior to departure.)

➢ *Study Abroad Goal Setting Worksheet –* http://studyabroad.ucsd.edu/_files/pre-departure/eap/gsworksheet.pdf

Good luck on your Field Experience!

If you have any questions please email
ghpadvising@ucsd.edu

Cited Resources

- AFS Intercultural Programs: http://www.afs.org/afs-and-intercultural-learning/research/

- Cross Cultural Adjustment: http://eap.ucop.edu/Documents/_forms/Cross-Cultural_Adjustment_Article.pdf
- *Global Health Ethics for Students:* http://onlinelibrary.wiley.com/doi/10.1111/j.1471-8847.2007.00209.x/epdf
- *Institutional Review Board's Human Research Protection Program*: https://irb.ucsd.edu/
- *Kaiser Permanente Provider's Handbook on Culturally Competent Care (2nd edition):*
  http://www.healthcareers.org/about-us/give-back
- Know your rights (volunteer rights) See Volunteer Protection Law of 1997: http://www.npccny.org/info/gti2.htm
- *Reprocity Student Guide*, Education Abroad Student Guide: http://eap.ucop.edu/guides/reciprocity
- *Ship for World Youth Alumni Association Members, Handbook for Cultural Understanding:*
  http://www.swyaa.org/resources/handbook
- *Some Health Programs Overseas Let Students Do Too Much, Too Soon*, Fischer 2013:
    http://ghi.wisc.edu/wp-content/uploads/2013/11/Chronicle_of_Higher_Education_too_much_too_soon.pdf
- *Student Fieldwork Manual/Duke Global Health Institute*:
  https://globalhealth.duke.edu/sites/default/files/publications/fieldwork_manual_11.19.12.pdf
- *Study Abroad at UCSD*: http://studyabroad.ucsd.edu/participants/pre-departure/health.html
- *US Peace Corps Cross-Culture Workbook*:
  http://wws.peacecorps.gov/wws/publications/culture/pdf/workbook.pdf
- *Volunteer Rights and Responsibilities*, PAVE Volunteer Management Training Kit:
  https://students.ucsd.edu/student-life/involvement/community/rights.html
- *A Web-Based Cross-Cultural Competence Resource*: http://www2.pacific.edu/sis/culture/Culture Matters