DUKE
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INSTITUTE

STUDENT FIELDWORK MANUAL

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FIELDWORK MANUAL | DUKE GLOBAL HEALTH INSTITUTE

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Introduction

Global health fieldwork may include community engagement, research, or interventions in underserved communities. Projects take place locally and in far-flung domestic and international locations. When planning a global health fieldwork project, students should narrow the possible projects by first answering one of three foundational questions:

- **Where** do I want to work?
- **What topic**(s) would I like to explore further through fieldwork?
- Is there a researcher or community partner **with whom** I would like to work?

These questions are a starting place and, eventually, each of these questions will need to be answered before moving on to more specific details of a project.

Section I: Planning a project

Here are links to some existing fieldwork programs at Duke:

- http://globalhealth.duke.edu/dghi-fieldwork/
  Note that this includes information on the SRT Program
- http://dukeengage.duke.edu/
- http://undergraduateresearch.duke.edu/

Here is a helpful link for gathering information about existing research happening at DGHI. Fieldwork opportunities are not necessarily available for these projects, but the site is a good resource for familiarizing yourself with the landscape of global health research: http://globalhealth.duke.edu/research/.

Where?

If you are planning a project close to home, you might have simplified room and board arrangements, you already know the local culture, language and political landscape, and you probably have a network of people and organizations with whom you can work. However, projects close to home sometimes present unexpected challenges because of previously set patterns of engaging with the community and difficulty peeling back layers of preconceptions. Projects close to home offer advantages over projects far from home by allowing you to engage deeply with a more geographically accessible community.

If you are planning a project far from home, the logistics will take more time to arrange. Room and board, travel, visas, health and safety are all considerations. You will also have to find resources pertaining to culture, history, language, and politics. Far from home projects can be very challenging and very rewarding because they offer you the opportunity to learn about

another culture and, in the process, learn what defines your own culture, what preconceptions you carry, and how to work with a variety of novel challenges.

Whether far from home or close to home, students with a prevailing geographic interest should start by gathering information about the area, the global health issues prevalent in the region, the health infrastructure of the country, and the governmental, local and international NGO resources available in the country. Gathering this information will increase your knowledge base with regard to the country and provide leads to Duke faculty and other resources which can become the portal to developing a fieldwork project.

Students who prioritize geographic location in developing a fieldwork project may need to be more flexible about the topic, type of work, mentors and community partners.

What Topic?

Informational interviews with faculty, staff, and peers will help to develop a project based on a specific topic. Find faculty who have research projects or courses related to your chosen topic. The goal of these conversations is to define and refine your interests, and then reduce them to a project that can be completed in 6-10 weeks.

Reducing the topical focus of your project will be crucial to its ultimate success. As a reality check, take some time to read some journal articles related to your topic of interest. Notice how concise the study group is and how targeted an intervention must be. Now consider how many highly trained researchers with specialized skills had to work with their team for years to start producing research and implementing interventions. Ask yourself, "What could I do in 6-10 weeks that could expand my knowledge of this topic while contributing something (however small) to a community?" Faculty who are researchers in the field are excellent resources for designing projects that engage a topic while still being feasible to complete in a short time.

With Whom?

Students who plan to work with a specific community partner or researcher will have the location and topic determined by the partner. Additionally, if you already have a relationship with the partner then making contact and proposing a project can be simpler.

If you have targeted a partner and no relationship currently exists, it is time to search your network for any possible links to the community. These may include peers, Duke faculty and staff, friends or family. Connecting through your network will provide a more natural connection to a community.

Finding a Faculty Mentor

Duke Faculty can help you develop a research question, suggest additional resource materials, and review your project plans. In some instances, faculty members have on-going projects that accept students as interns or volunteers. Regardless of the structure of your project, the

location of your proposed fieldwork or the nature of the specific activities, *you should be working with a faculty mentor*. Established fieldwork programs, like DGHI's Student Research Training (SRT) Program, will have faculty mentors already included in the program structure. If you aren't working with an established Duke program, you'll need to identify a faculty mentor and ask if they are willing to work with you. Remember that faculty mentors can support you as you develop a project but it is not their role to create and sustain your project activity.

Look for a Connection

Faculty members are engaged in teaching, research and mentoring. They like working with students, but they are most interested in supporting students who are working on topics or in geographic areas that are of interest to them. If you've had a course with a faculty member and found yourself really interested in pursuing a topic from the course, ask that professor about project opportunities connected to the coursework.

Talk to them

You can approach a faculty member after class, send an email or stop by office hours to introduce yourself, but you need to discuss your interests and your ideas before you assume that a faculty member is going to be willing to work with you.

Be Prepared

You wouldn't go into an exam without studying and assume you'd do well. Likewise, don't go into a meeting with a faculty member without preparing. Know why you are approaching the faculty member and what made you interested in working with that individual. If you arrive at a meeting and say nothing more than "I'd like to go to Argentina," you are likely to find yourself directed to study abroad. If you already have a community partner and location in mind, be prepared to explain the process that connected you to those opportunities.

Before the meeting, write down:

- Your reason for requesting the meeting
- Your goals of the meeting
- Why you've chosen to talk with this faculty member
- Key information to share

Follow up

Don't assume that a positive meeting is an agreement on the part of the faculty member to be your mentor. Mentorship is a subject that should be discussed directly. Follow up with the faculty member both to thank them for their time and to make sure that everyone is in agreement regarding next steps and mentorship plans. Some programs and funding organizations have specific requirements for mentors. It is your job to make sure that your mentor knows about those requirements and is prepared to meet them with you.

Section II: Developing a Project

Impact on community

As you develop your project, consider the ethical implications of your plans.

To begin understanding the motivations of the community, it is important to understand the risks involved with the project. You can probably imagine a list of risks to you if the project fails (opportunity costs, money, future research opportunities, self-image, etc.). By that same token, the community risks to lose time, money, stature within the region, part of a planting season, or risk an erosion of trust with outside researchers and service providers.

These considerations are relatively easy to understand when simply considering the success or failure of a project, but more complicated when considering your impact on a community. The way you develop a project will determine the success or failure of a project. A project developed through respect and open communication will have a higher chance of success. For example, you may be interested in learning more about the challenges of accessing water in the community. The community may be viewing your project as a first step in a new water system.

Community
- What are the community's needs?
- What are the community's strengths?
- Why did the community invite you?
- Are your plans developed from consultation with the community?
- How might your plans impact the community?
- How does the community evaluate whether the project is a success?
- What are the implications of failure for the community?
- What are your community collaborators expecting from your project?

Individual
- How are you contributing?
- How much of a burden will your presence be to the community?
- What is the larger community expecting from your time with them?
- Is your project sustainable? By whom?
- What is the nature of your commitment to this project? How long do you expect to remain involved in the community?
- What are your assumptions about the plan?
  - About the community?
  - About yourself?
- Does your plan have to be "right"?
- What are the implications if your plan not well-received by the community?
- How do you evaluate whether the project is a success in the short-term? Long-term?

Notes about Project Development

- *When I sit at my kitchen table and plan a garden, I draw nice straight lines and color-in rows of beans, tomatoes, and cucumbers. When I go out to develop my garden, I stand in the yard and notice the hills, valleys and areas that receive afternoon shade. My garden develops based on the site and some parts of my plan are discarded because of the reality of the ground.*
- Project *planning* is different from project *development*.
- Patient and thoughtful project development will also determine how successful a failure will be. That is, a project could fail to reach the desired goal in the desired amount of time (e.g. 6-8 weeks), but still reach the goals of knowledge transfer or provide a platform and interest for the community to try again.
- Some examples of poorly developed "good plans" can be found in this list of 7 worst international aid ideas. We can learn a lot from other people's mistakes.

Research your Site

It is important to know as much about your site as possible before you begin a project. There are dimensions of language, culture, history, and politics that affect any workplace. These effects are especially important to investigate when dealing with a language, culture, or sub-culture that is not native to you. Even projects close to home will involve interactions with the same elements of diverse cultures that are apparent in projects far from home.

Assessing a Community Partner

A good partner organization will be locally-based and tightly connected to the local community. The organization officers will come from the community or have a strong connection to the local culture and organization goals. They will make their financial processes available for review and direct the majority of funds toward project activities rather than administrative support.

Questions to explore
- Where is the home office location?
- How transparent are the organization's practices? (goals, funds, staffing, communication/web presence)
- Why do they want to work with you?
- How have they worked with students/volunteers in the past?
- What is the primary mission of the organization?
- Where did the mission come from?
- Who are the community leaders?
- What are the available resources? (money/staff)
- Are they making progress towards the stated organization goals?

Language

Communication is much more than what is said or even how it's said; all communication relies on a complex cultural context. Even if you are in a cross-cultural situation where you speak the same language as your hosts, you will need to take your time when you think you have understood something someone said. Different cultures have different ways of communicating the same ideas and, though you may understand the words and sentences, you may misunderstand exactly what they mean.

Culture

While you are researching your site, look for ways in which you might need to prepare yourself to live in a different culture. Whether it is a sub-culture of your native country or a different country and culture altogether, chances are good that they have different views on gender roles, the roles of elders, community hierarchy, spiritual beliefs, and economic practices. Understanding the cultural differences can inform your fieldwork and create a positive experience for both you and your host community.

See the appendix for more information about developing cultural competence.

Site History

Another consideration is what projects have taken place in the area in the past and the legacy others have left. Often these histories complement one another to make a robust road map leading to why the community is as it is. Look for blog posts or presentations of past participant experiences in the community. Follow web search links to see what organizations and issues have been featured in coverage of the area. These histories might be written in a book in Duke's library or there might be no written record of the past, so varying degrees of research will be required to create a full picture of how your community's past has led to its present and how that past might also affect your project. For practice, do this research on your own community.

Feasibility of Project Proposed

You are proposing to work with others for the purposes of your project, so you need to consider the requirements not only of your own project plan but also of the community where you will be working and the people you are asking to work with you.

Sustainability

A sustainable project is one that grows from the needs and wishes of the community, works to meet that articulated need and can be supported and continued with the resources that exist within the community.

> If the project is dependent on your presence or on resources that you've brought in from the outside, what will happen when you return home?

Time

In planning fieldwork, consider the time to settle in at your work location and establish relationships with your colleagues, the differing priorities and timelines of the community where you will be working and the availability of the people who will be working with you. If you think it will take four weeks to collect data, you may need to budget eight weeks of time for that task. If you think a health education poster can be developed in two weeks, you may find that it actually will only take a week but that no one is available during rainy season or holidays to work on that particular project. Ease of travel, social norms, and language issues are just a few of the things to consider as you determine what can reasonably be accomplished in the time you have allotted for your fieldwork. As a general rule, you can probably assume that it will take longer to accomplish things than you anticipate that it will.

Resources

Planning a project requires that you determine what resources are necessary to accomplish the goals established by you and your community partner. These resources can be easily listed, such as office supplies and a meeting space, or less tangible, such as existing community connections that are likely to support your project ideas.

> o   What already exists in the community?
> o   Can existing resources be repurposed for your project?
> o   Will you need to bring in additional resources?
> o   How will these resources be acquired and maintained? By whom?
> o   How will funding for on-going expenses be managed?
> o   Whom will you be working within the community?
> o   Who organizes and facilitates community activities?

Required Project Approval

A good fieldwork project will involve multiple stakeholders from the community and from Duke. At each level of planning, you will need to get approval from each of these groups or individuals to move forward. This may include both formal and informal processes. If you are engaged in research, your project may need approval from community-based and Duke-based ethical review boards. These review processes may require several weeks or longer, so plan your timeline accordingly. Talk to your community partner to see if your project design needs to be shifted in function of these requirements.

Most countries and institutions, including Duke, have policies in place to ensure that any activity that might be considered 'research' is conducted in an ethical manner with respect for human rights. You might not think your project is considered 'research' or that there is any possibility of your being in violation of these policies, but it is best to confirm that via the Institutional Review Board.

Information about the Duke Institutional Review Board (IRB) process can be found here: https://ors.duke.edu/undergraduate-research

Your Skill Set

Fieldwork projects are often designed to explore a question that the community would like to see addressed, but that requires dedicated effort and time that is not available in the current environment. Your project may be able to meet that need by providing the community with someone for whom this is the primary task of their day. You might be able to bring a different perspective to a question or suggest different methods for exploring a problem because you are outside the existing community dynamic. You may have specific technical skills that would be useful in addressing the community need. In thinking about all of your skills, remember that your knowledge base, like the community's, is bound by your own experiences. A successful experience in the past can inform your plan but not dictate it.

Can vs. Should

The fact that something is *possible* does not make it *ethical*. Assessing the feasibility of your project should include an evaluation of the appropriateness of the proposed activities. This article, referenced earlier, gives an overview of some of the issues to be considered when looking at a proposed project.

- 7 worst international aid ideas

Section III: Funding

You should be thinking about funding for your project early in the planning process. The amount of money that you have and how you choose to spend it will affect every aspect of your experience in the community. You will need enough money to travel to and from the project site, live safely, and implement a feasible project plan within the negotiated time frame. If your budget is too high, you may not receive funding or you may find that your project becomes less about working with the community to meet a goal and more about providing external funding for a specific time-limited or unsustainable intervention. You also want to make sure that you are planning your budget according to community housing and transportation norms.

Apply for a Grant

The grant process usually involves writing a proposal or filling out an application and submitting it to a funding organization. Each granting organization will have its own focus, requirements and preferences for selecting grant recipients.

If you are awarded grant funding for your project, you will be expected to meet the requirements of the funding organization as well as your stated project objectives. This applies equally to small grants from Duke and large grants from NIH, NSF, or other large funding organizations.

Grants at Duke

There are a number of organizations at Duke that award funding to students engaged in research during the academic year or during the summer. Please explore the links below for additional information:

- http://globalhealth.duke.edu/funding/dghi-funding
- http://undergraduateresearch.duke.edu

Approaching the Grant Application Processes

Step #1- Identify a granting organization

- Topic/Activity match
  - Are you exploring a question related to a specific disease or condition?
  - Was there a particular research method or strategy that interested you?
  - Are you going to be engaged in research, service or a combination of the two?
  - Will you be developing a particular type of intervention?
  - What will your fieldwork produce?
    - *Example: DukeEngage funds independent student projects with a service focus. The Benenson Awards in the Arts support projects with an artistic focus.*
- Geographic match
  - Many organizations are regionally focused. Once you know where you will be working, you can explore possible funding organizations that are focused on that region or country. If your community partner regularly has students working with them, ask about their knowledge of funding opportunities.
    - *Example: The Mellon Mays fellowship is offered through the Latin American studies program. Funding is available for students engaged in research and service work in Latin America.*
- Faculty research
  - Is there a faculty member currently engaged in a research project in your area of interest?
  - Would they be willing to have you work on their project?
  - Can you collect data as part of an on-going project activity?
    - *Example: The Dean's Summer Grant awards funding to students engaged in faculty driven or independent research projects.*

Step #2- Familiarize yourself with the grant proposal/application requirements

- Scope of project
    - What are you expected to accomplish? It can be helpful to look back over projects that have been funded by the organization in the past. Use these questions to assess how well your project fits into the program guidelines:
        - What is the average length of past funded projects?
        - Is there a standard deliverable required for funding? Does it fit within the framework of your project?
        - How much preparation is expected before you head into the field? How much support is there for pre-departure preparation?
- Deadlines/process
    - Pay attention to all deadlines involved in the process, not simply the application deadline. If you are funded but don't confirm your interest or submit required documents, you may still lose your funding.

Step #3- Write, Edit, Compile, and Submit

- Write a draft of your proposal/application
    - While each funder will have their own requirements, proposal formats are often very similar. Write a comprehensive single proposal and then modify it to meet individual funder requirements.
- Solicit feedback from your mentor and your community partner
    - Make sure that you have allowed enough time to solicit and incorporate feedback into your proposal before the submission deadline.
    - You are asking your mentor for feedback on content, *not* grammar, spelling, etc. You should have already proofread your proposal.
- Assemble all additional materials required for the application
    - Letters of recommendation
    - Transcripts
    - Resume
    - Budget (Lonely Planet guides often have excellent budget information)
- Submit your final packet by the deadline, earlier if possible.

Raise the Funds Yourself

There are a number of ways for you to reach out into the community for support for your project.

Community groups

Are you part of any social or community groups? Are you active in a faith-based group?   Some students have funded their fieldwork through their existing community connections.

Web-based fund-raising

Indiegogo

This service, and others like it, allows you to leverage the web for private fund-raising. You build a page outlining your goals and send the link to people and groups that you think might support you. There are webpage tools and fund-raising tips on the site as well.

Facebook

Facebook is one of the fastest ways to connect to a large audience. You can create your own page, link up with other students engaged in similar fieldwork or traveling to the same location or simply ask for support for your project.

Notes of caution:
- *As with any web-based activity, please use caution when listing private information, travel plans or other details of a personal nature.*
- *Please be very careful as well that you are respecting the rules and requirements of any organization or individual who will be working with you or allowing you to work with them for your fieldwork. Communicate with your partner organization, supervisor, or your mentor ahead of time if you hope to mention any specific details. The organization might prefer that its name not be used in fundraising.*

Section IV: Logistics

Travel Plan

Plane tickets

Unless you travel with DukeEngage, you will be responsible for purchasing your own plane tickets. Duke maintains relationships with a couple of travel agencies, but they do charge fees for booking your travel. They offer additional services with those fees, including helping you to rebook your flights if you miss a connection or a flight gets canceled.

If you are travelling to multiple locations during your fieldwork experience, consider working with a travel agent who can help you manage last minute changes.
http://finance.duke.edu/procurement/programs/travel.php

Coordinate with your community partner to plan your travel from the airport nearest your site to the actual project location.

> o   Will you be met at the airport?
> o   Do you need to take a bus/train/taxi?
> o   How much will it cost?
> o   What currency will you need to have available?

It is common for student fieldwork projects to take place in locations where car ownership and formalized public transit systems are less likely to be available. In thinking about your transportation plans, communicate with your community partner about safety and consider what kind of on-the-ground transportation the average citizen uses in their daily lives. Common options include walking, bicycles (with a helmet), and taxi vans.

Visas

If you are going to be traveling internationally for your fieldwork, review the documentation requirements associated with your travel and plan your timeline accordingly. Some countries require that your passport be valid for up to six months after you plan to leave the country. You may need a visa or work permit or both to conduct your fieldwork project. These documents can take weeks to months to secure and may add to your budget, so review visa and

documentation requirements as soon as you've selected a fieldwork location. The websites below can help you identify the required documents to work in a specific country. Contact your community partner to see if you will need additional permits or other documentation during your fieldwork.

Travel information:
- http://travel.state.gov/visa/
- http://www.traveldocs.com/
- https://travel.duke.edu/itoc.php

Health

All fieldwork participants are expected to visit Duke Student Health regarding their proposed fieldwork travel to receive necessary vaccinations, medication and site-specific health information. Make this appointment well ahead of your proposed travel as it can take several weeks to complete all required vaccinations.

- Duke Student Health International Travel Clinic
- Medications
    - Make sure that you have a complete supply of any medications that you take on a regular basis. This applies to both prescription and over the counter medications. While you can purchase basic medications in most project locations, you will not be able to obtain prescriptions or familiar formulations of your preferred medications.
    - Take documentation of your prescription with you.
    - *You may need to contact your insurance company for an override request if you current prescription does not allow you to request a larger than normal amount of your medication.*
- Stress and new situations
    - Being outside of your culture may affect your sense of self, your decision-making and your understanding of your role within a community. While these are normal and expected reactions, they can be challenging and upsetting.
    - Identify support resources that can you can access both while you are engaged in your fieldwork and when you return to your own environment. These may include:
        - Family members
        - Friends or peers
        - Support groups or counseling services (i.e. CAPS @ Duke)

See the appendix for important information about how to access your Duke International SOS coverage.

Additional information can also be found here, http://www.internationalISOS.com/members_home/Security/

Money

Develop a plan for managing the money for your fieldwork project. If you have received grant funding for your fieldwork, you needed to present a budget for your planned project. Ask how you are required to document the use of those grant funds and plan accordingly. Do you need to keep receipts, manage a tracking sheet or provide a budget reconciliation document?

- Download the timeline and expenses template.

You will also need to plan for management of your personal funds. Can you access your funds in the field via your regular bank channels? Will you need to change money? If you will be using a credit card in a new location, do you need to notify your bank so that they don't block access to the account? Contact your bank and your community partner to ask about financial resources in the area where you will be working.

Safety

Your safety will depend on the conditions at your fieldwork location and how well you have prepared yourself. The links below connect to general safety tips for anyone who is traveling. They may or may not all apply to your particular location or work situation. It is your responsibility to learn about your work environment and to make sure that you are comfortable making decisions about travel, money and social settings.

- http://travel.state.gov/travel/tips/safety/safety_1747.html
- http://www.iiepassport.org/pages/sitecontent/female.aspx

Please see the appendix for additional information about health and safety during fieldwork

Room and Board Plan

If you are working with an organization that has helped you organize your project or is connecting you to an existing project opportunity, you may not need to spend a great deal of time on this aspect of planning. This does not mean that you shouldn't think about it and ask questions. Spend some time to make sure you understand and are comfortable with the room and board arrangements in place for your fieldwork. Do you have allergies or special dietary needs? Are there any special housing needs to be considered?

If you are organizing your own room and board, you need to consider these same factors but should add in additional questions regarding security, payment, and troubleshooting.

Please see appendix for a list of questions to consider.

Project Implementation Plan

A project implementation plan is a practical document focused on the nuts and bolts of moving through the project process. The key elements are a timeline and a comprehensive list of resources for each task.

Timeline

One of the most effective ways to determine your project structure and resource needs is to develop a timeline of your planned project activities. You can share the timeline with your community collaborators to see if it is realistic and if you've included all the resources you'll need. It is also a good way to see if you've listed things that really aren't necessary to complete the proposed activity. Remember to build time into your project for settling into the new environment and routine.

You may also want to create a separate timeline for your pre-departure tasks, like securing your visas and making sure that you've taken time to familiarize yourself with local norms and cultural cues. Use the information in the appendix to help with these tasks as well.

- *View an example timeline contrasting planning with project execution*
- *Download the timeline and expenses template*

Comprehensive Resource list

Using the timeline, create a resource list that encompasses project activities, day to day living needs and basic crisis management tools like technology backups, over the counter medications and an emergency stash of familiar food.

Appendix

Reality Check Checklist

When designing your project, check-in often on your preparedness using this checklist.

Do I have a project:
      Location?   **Y / N**
      Topic?   **Y / N**
      Community partner? **Y / N**
      Mentor?   **Y / N**

Is this project feasible within the time allotted?   **Y / N**

Do I possess the necessary knowledge, skills, and aptitudes required for my part in this project?   **Y / N**

What are my boundaries regarding:
      Work responsibilities?_____
      Personal space?   _____
      Gifts?   _____
      Relationships?   _____

Am I comfortable with the short-term impacts of these boundaries?   **Y / N**
      Long-term?   **Y / N**

Is this a project that the community wants and needs, or is this just a project that I want (or need) to do? **Community / Me**

Guiding Questions Relating to Impact on the Community

From Section II: Impact on the Community

Community Focus
- o What are the community's needs?
- o What are the community's strengths? Weaknesses?
- o Why did the community invite you?
- o Are your plans developed from consultation with the community?
- o How might your plans impact the community?
- o How does the community evaluate whether the project is a success?
- o What are the implications of failure for the community?
- o What are your community collaborators expecting from your project?
- o What is the larger community expecting from your time with them?

Personal Focus
- o How are you contributing?
- o How much of a burden will your presence be to the community?
- o Is your project sustainable? By whom?
- o What is the nature of your commitment to this project? How long do you expect to remain involved in the community?
- o What are your assumptions about the plan?
    - o About the community?
    - o About yourself?
- o Does your plan have to be "right"? Are you willing to make compromises?
- o What are the implications if your plan not well-received by the community?
- o How do you evaluate whether the project is a success in the short-term? Long-term?

Guiding Questions Relating to Room and Board Plan

Privacy
- How much or how little do you REALLY need?
- Home stay environments may have little or no privacy. You will not be easily able to "get away". Guesthouses may expect that everyone cook and eat communally. Short term rentals may leave you feeling isolated.

Host/Community expectations
- If you stay with a family, are you expected to plan your work and activities with them?
- What are the food norms? How are dietary restrictions accommodated?
- What happens if you make other plans?
- Will you be allowed to have space completely to yourself?
- How are your possessions likely to be treated or viewed?
- What are tenants at a guesthouse expected to provide?
- What will be your obligations when you are leaving?
- Are there rules about cooking, guests, parking, etc.?
- Are you expected to maintain the property in any particular way?

Access to resources
- Will you be able to access necessary technology?
- Can you safely store project materials?
- Are basic services such as electricity and running water consistently available?

Payment
- What is the payment schedule?
- Who collects the payment?
- What are your payment options?
- Who do you contact if there is a problem with your room?
- Do you pay a landlord, a family member or a management company?

Security
- Who determines who is allowed to stay at the guesthouse?
- Is there staff on the premises around the clock?
- How are keys managed?
- When are doors locked?
- How frequently do the rentals turn over?
- How are the keys managed?
- Have they had security issues in the past?
- Who do you call if there is a problem?
- Who do you talk to about problems with your homestay? What if you need to leave?

Developing Cultural Competence

When we think about culture, we often think about the things that are visible signs of a culture, such as language, styles of clothing, and types of foods. Culture is influenced by history, belief systems, political structures and socioeconomic factors – and learning to live and work respectfully within the culture of your project site is critical to the success of your project.

Your host community might have different social mores, taboos, customs, and laws than your native community. These things are aspects of culture that will affect your daily life in varying degrees, but are very important to understand in order to avoid cultural mistakes that could complicate your work, and future students' work, in the community.

On the other side of cultural issues is your own native culture that you carry with you. Being in another culture does not mean you must leave your culture at home, rather, it means that you must strike a balance between how often, and in what ways, you exhibit your culture and in what ways do you accept the local culture. The balance will constantly change and being a "student of the culture" will allow you greater access into the community. This is another place where consulting a cultural translator/guide will yield immense benefits.

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. Some common stereotypes of Americans include:

- Americans are greedy
- Americans are generous
- Americans are smart
- Americans are dumb
- Americans all carry guns
- Americans are violent
- American women are promiscuous
- Americans only speak English (and you must speak English well to talk with them)
- Americans are nice
- Americans only eat fast food and drink Coca-Cola
- Americans are all extremely wealthy
- Americans drink a lot of alcohol

(materials from U.S. Peace Corps with additions)

If you consider each of these stereotypes, it is easy to see where in our society they might originate. American films are widely distributed around the world and serve to constantly reinforce certain stereotypes. In films, all Americans seem to carry guns, drink Coke, eat hamburgers, love booze, sleep around, get into fights, program computers, save people, and drive new cars. Try to learn what stereotypes might exist in your host community and respond

appropriately by emphasizing your individuality and discussing the stereotype openly (if appropriate).

Web-based Resources

What's Up with Culture?
This is a web-based cross cultural competence resource. You can review the materials and complete the exercises online.
http://www2.pacific.edu/sis/culture/

Culture Matters

This is the US Peace Corps cross-culture workbook. It's a big file but worth reviewing.
http://wws.peacecorps.gov/wws/publications/culture/pdf/workbook.pdf

Duke Resources:

http://library.duke.edu/about/directory/subject_librarians.html
Take advantage of the experience and resources that you can find both online and through a visit to one of Duke's great libraries.

http://guides.library.duke.edu/languagelearning
Your ability to communicate with your community is going to be key to your project success. Whether you plan to work with translators or try to use your own language skills, knowing some key phrases will go far towards building relationships with your hosts. These library guides have links to online courses, language specific reference sheets and a long list of other resources to explore.

Example Project Timeline

Note the differences between the project plan and the reality.

Timeline for Learning Contract

Activity	Event	Deliverable	Weeks: May 24 – August 13, 2010											
			May 24-29	May 31-June-4	June 7-11	June 14-18	June 21-25	June 28-July 2	July 5-9	July 12-16	July 19-23	July 26-30	August 2-6	August 9-13
Preparation	Submit IRB application to Tanzania	IRB clearance	�											
	Literature review	Summary of lit review		�										
	Get to know field site and staff	Field notes			�									
Health Leadership training manual	First draft	Draft					�							
	Receive feedback from mentors	Feedback						�						
	Final manual	Manual							�					
	Translation of manual	Translated manual										�		
Analysis of qualitative data	Code data	Codebook						�						
	Analyze key themes	Summary of key themes												�
Qualitative data collection trainings	Field staff training	Trained staff								�				
Training camp health leaders		Trained leaders											�	

What was accomplished in reality

Activity	Event	Deliverable	Weeks: May 24 – August 13, 2010											
			May 24-29	May 31-June-4	June 7-11	June 14-18	June 21-25	June 28-July 2	July 5-9	July 12-16	July 19-23	July 26-30	August 2-6	August 9-13
Preparation	Submit IRB application to Tanzania	IRB clearance	�											
	Literature review	Summary of lit review		�										
	Get to know field site and staff	Field notes			�									
Health Leadership training manual	First draft	Draft				▦red	▦gray							
	Receive feedback from mentors	Feedback						▦gray		▦red				
	Final manual	Manual							November 24, 2010					
	Translation of manual	Translated manual										▦black		
Analysis of qualitative data	Code data	Codebook								▦gray				
	Analyze key themes	Summary of key themes												Mid-Sept
Qualitative data collection trainings	Field staff training	Trained staff								▦black				
Training camp health leaders		Trained leaders										▦black		

Health and Safety Information and Resources

TIPS for TRAVELLING ABROAD (from the U.S. State Department with additions)

For detailed information about steps you can take to ensure a safe trip, see *How to Have a Safe Trip* on the State Department website http://travel.state.gov/travel/tips/tips_1232.html#safe_trip. Some quick tips to make your travel easier and safer include:

Register with the State Department: U.S. citizens should register travel plans with the State Department through a free online service at https://travelregistration.state.gov. This will help us contact you if there is a family emergency in the U.S., or if there is a crisis where you are traveling. In accordance with the Privacy Act, information on your welfare and whereabouts will not be released to others without your express authorization.

Sign your passport, and fill in the emergency information section: Make sure you have a signed, valid passport, and a visa, if required, and fill in the emergency information page of your passport.

Share copies of itinerary and passport data page: Leave copies of your itinerary, passport data page and visas with family or friends, so that you can be contacted in case of an emergency. Keep a digital copy of these records in an accessible, secure, password protected location (e.g. email account, thumbdrive, DropBox, etc.)

Verify your overseas medical insurance coverage: Ask your medical insurance company if your policy applies overseas, and if it covers emergency expenses such as medical evacuation. If it does not, consider supplemental insurance.

Familiarize yourself with local conditions and laws: While in a foreign country, you are subject to its laws. The State Department website at http://travel.state.gov/travel/cis_pa_tw/cis/cis_1765.html has relevant information.

Take precautions to avoid being a target of crime: Do not wear conspicuous clothing or jewelry or carry excessive amounts of money. Do not leave unattended luggage in public areas and do not accept packages from strangers.

Contact information in case of an emergency: Consular personnel at U.S. Embassies and Consulates abroad and in the U.S. are available 24 hours a day, 7 days a week, to provide emergency assistance to U.S. citizens. Contact information for U.S. Embassies and Consulates appears on the Bureau of Consular Affairs website at http://travel.state.gov. Also note that the Office of Overseas Citizen Services in the State Department's Bureau of Consular Affairs can assist with emergencies at 1-888-407-4747, if calling from the U.S. or Canada, or 202-501-4444, if calling from overseas.

Taken from: http://travel.state.gov/travel/tips/tips_1232.htm

Travel FAQs

Tips for reconfirming flights and double-checking times before flying…
Go online to the airline website to reconfirm flights and to double-check flight times. This should be done on all flights. You are responsible for arriving at the departure airport in time to clear security and to meet the airline check-in limits. This requires arriving 3 ½ hours prior to your international flight.

What to do at an international airport while awaiting a connecting flight…
International hub airports have many attractions to occupy you during the layover: gift shops, reading/relaxing areas, restaurants, and big screen television viewing areas.
Due to time delays from traffic in London we recommend that ALL students stay at the airport. London is not like New York, it is very spread out and traffic is difficult to navigate.

You should not leave the airport if there are delays around your flight. If you are a student holding a U.S. passport and must leave the airport, you must check in at least 3 ½ hours before flight departure. Duke strongly recommends students with passports from other countries also remain in the airport while awaiting a connecting flight. Any missed flight connections due to leaving the airport that result in significant, additional non-reimbursable expenses must be paid for by you, the traveler.

Checked Luggage Allowances
Airlines have substantially tightened their checked luggage policies. Most airlines now charge extra for suitcases weighing more than 50 pounds, whereas in the past they would accept suitcases weighing up to 70 pounds with no surcharge. Domestically, chances are you'll find yourself traveling with an airline that only allows one free bag, and you may find yourself on an airline that charges even for the first bag.

Not only have the airlines tightened up on what they will carry for free, but they are now much more likely to charge you for the extras. In the past you were unlikely to be asked to pay, especially if the check-in staff was busy, but now you will probably have to pay the extra charges.

Domestic and International Checked Luggage Policy Variations
Policies are usually more generous for the weight of luggage on international flights. If you have both domestic and International flight segments, International baggage policies override domestic segments.

Most flights originating from the US have a 'two piece' limit for luggage. This applies whether the flight is domestic within the US or international.

Most flights that originate from outside the US have a weight limit for total checked baggage - 20kilograms/44 pounds. If your luggage weighs more than your allowance, you'll be charged for each extra pound (or kilogram) at exorbitant rates - usually a percentage (about 1% - 2%) of the full fare per extra kg of weight, per flight.

Other traveler tips

Bring the proper documentation required to board the aircraft. This includes a printout of your electronic ticket receipt and required documentation, e.g., photo I.D., passport, visa, etc., to travel to and from your destination. Do not pack these in your suitcase.

- Whenever are traveling abroad, make photocopies of your passport and visa (if applicable). Leave one copy of these documents, in addition to your on-site contact information, and copies of your travel itinerary, credit card(s), driver's license, and medical insurance information, with your parent/guardian or someone else you trust.
- Pack at least one copy of your passport and visa (if applicable) and keep these documents in a separate location from your passport.
- If the connecting flight you are on arrives late, go to the first occupied gate you see representing your carrier and ask the airline staff to call your departure gate to advise the personnel there that you are on the way. This could be the difference in making or missing your connection.
- If a flight is delayed and announcements have been made regarding the new departure time, do not leave the airport gate area. Often the problem will be solved more quickly than expected, and a new call will announce the imminent departure. If you are away from the gate in a restaurant or restroom, you will not hear the call and may be left behind.
- If you require any prescription medication, pack it in your carry-on bag, not in your checked baggage. Keep it in the original container bearing your name and prescription instructions. If you wear contacts or glasses, take a copy of your prescription with you for emergency replacement.
- If you become lost or confused, go immediately to an occupied desk representing your air carrier or to a Traveler Information Desk operated by the host airport. Do not seek assistance from a stranger or fellow traveler.
- Do not agree to hold or carry items or bags for other passengers.

Lost or Stolen Passport

In the event your passport is lost or stolen contact your emergency contacts. You should report this immediately to the nearest embassy or consulate of the country of which you are a citizen. It is suggested that you print out the embassy/consulate contact information in advance of your trip and keep it with you at all times.

If you are an American citizen, you will find a full listing of U.S. embassies/consulates at http://www.usembassy.gov/. You will need to provide personal data, an affidavit regarding the

loss/theft of the passport, a police report, citizen verification and name clearance, and proof of identity. Normal passport fees are applicable for replacement passports. Please note the cost of replacing a passport is your responsibility.

If you provide the U.S. Embassy or Consulate with a photocopy of your passport identification page it will be easier to get a new passport.

Non-U.S. citizens should contact the nearest embassy or consulate of their home country immediately.

Staying Healthy: Medical Basics Abroad

From Bill Hoffa, Studyabroad.com Handbook: A Guide to Going Abroad, (http://www.studyabroad.com/handbook/handbook.html) plus additions.

You have the best odds of staying healthy abroad if you come prepared, are careful about what you eat and drink, and don't engage in risky behavior that can jeopardize your health.

Food

The food in your host country is almost guaranteed to be different from what you're used to. In many places, the local diet may be based on meat, entirely vegetarian, very spicy, or just "odd" by US standards - for example, the main staple may be rice or manioc root. While your stomach is still adjusting, you may wish to include some familiar foods in your diet. Look around for a western-style supermarket, and purchase some of the foods that you would eat at home. You are likely to find restaurants that serve familiar foods in major cities and tourist areas. You can probably also find US fast food chains, for those times when you feel you need to have a burger or pizza. The point is that gradual adjustment and adaptation to the local diet makes social and usually nutritional sense.

The old adage for eating abroad is "Peel it, boil it, cook it, or forget it." Ask your program director, your host family, or local students if you need to take these precautions in your host country. If you do, peel all fruits and vegetables before eating them; anything that can't be peeled should be cooked thoroughly. This means no green salads. In areas where sanitation is poor, avoid unpasteurized milk and cheese made from unpasteurized milk. In some areas, it is unhealthy to eat food sold from stalls on the street. In others, "street food" is fresh and high quality. Consult friends from your host country before you sample food sold from stalls.

Can You Drink the Water?

Find out before you go whether the local tap water is drinkable. (In most Western European countries, it is.) If it isn't, drink bottled water. As an alternative, you can boil tap water for ten minutes, then let it cool; it will then be safe for drinking, cooking, and brushing your teeth. In restaurants, order bottled water if tap water is unhealthy, and don't request ice - it is usually made from tap water. If you are going to be hiking in a remote area where bottled water may not be available, bring a high-quality water filter or iodine tablets to purify water. However you

do it, staying hydrated can be the most important thing you can do for your health while traveling.

Diarrhea

No matter how careful you are about what you eat and drink, you can still contract diarrhea. Travelers commonly experience this temporarily debilitating illness after a few days in a new country. In most cases, it lasts no longer than about five days, and the only treatment required is to replace lost fluids by drinking bottled water, fruit juice, or carbonated drinks. If diarrhea persists or is severe, contact a doctor.

Exercise

Regular exercise will help fight the culture shock blues and speed you through your initial jet lag. Throughout your time abroad, you'll feel more energetic and less stressed if you jog, swim, play tennis, or even go for a walk three or four times a week. Make sure, however, to understand your community's view of different forms of exercise so that you know why everyone stares when you go running or why no one wants you to go swimming.

Alcohol Consumption

DGHI advises you not to drink alcohol while on a global health project. The customs regarding drinking wine, beer, and spirits may be different in your host country than in the United States. There might be a cultural prohibition on drinking, or the minimum drinking age may be lower and it may be customary to drink wine or beer with meals.

Drug Use

Illegal, addictive drug use is of course never good for one's health. Aside from the legal consequences, drug use can contribute to feelings of isolation and frustration. Further, anti-narcotics laws are strictly enforced in many foreign countries, whether a student is caught with a small amount of a drug for personal use or with a large quantity for sale to others. Young people, including Americans, are often targeted by police, especially in countries where the US has complained about local enforcement of drug laws. According to the US State Department, one-third of US citizens arrested abroad are charged with possessing or using drugs. Worldwide, an average prison sentence for narcotics possession is seven years. In some countries, the sentence for certain drug charges is death. Never transport or deliver a package for anyone. If the package turns out to contain drugs, you can be arrested even if you were ignorant of its contents. To be safe, stay away from illegal drugs or anyone who uses or sells them.

AIDS and Other Sexually Transmitted Diseases

In some countries, HIV, the virus that causes AIDS, is a widespread health problem. Take the same steps to avoid this disease as you would at home. Use a condom if you are sexually active. (It may be a good idea to bring condoms with you, because the quality of condoms in some

countries is unreliable.) Never share needles or use a needle that has been used before. This applies to injecting drugs inside or outside of hospitals, ear and body piercing, tattoos, and acupuncture.

Other sexually transmitted diseases, such as syphilis and herpes, are also present worldwide. Use the necessary precautions to avoid these diseases.

Get up-to-date travel health advisories from the US Centers for Disease Control and Prevention, www.cdc.gov/travel.

Travel Health Online offers links to physicians, US Department of State publications, and other health information. Contact them at www.tripprep.com.

Staying Safe

Dangers exist at study abroad locations, just as they do on or near US college campuses. Problems can occur if and when students fail to take the same precautions abroad as they would at home. The best way to maximize your safety while studying abroad is to be aware of conditions that affect safety in your host country and any countries you plan to travel to; then adjust your behavior so that you take normal safety measures.

The most important factor in your safety abroad is likely to be your behavior. It's wise to do the following:

- Be aware of your surroundings at all times. Don't wander through unfamiliar areas alone, and always remain alert.
- Do not go out alone at night. Even when you're with friends, stick to well-lit streets where there are a lot of people.
- Don't take expensive items with you. If you need to, do not flash or make obvious jewelry, expensive cameras, or electronic equipment.
- Use caution when walking or jogging. Remember that in some countries, drivers use the left side of the road. In certain areas, drivers may not expect anyone to be running along the road.
- When crossing streets, keep in mind that pedestrians may not be given the right of way.
- Be careful with alcohol. If you drink, make sure it is only with people you know and trust, and designate one person to remain sober. As in the United States, never drink and drive. (Drunk driving laws abroad are sometimes much more severe than those in the United States.)
- Don't attract attention to yourself with provocative or expensive clothing or boisterous conversation in public. Observe local students' behavior, and try to mimic it.
- Use only official taxis. Unless meters are used, agree on the fare before you get in.
- Before you travel from your program site, find out what methods of transportation are safest and whether any roads should be avoided.

- Read the local papers to find out where high crime areas are and whether civil unrest is brewing.
- Stay away from demonstrations or any kind of civil disturbances. Even innocent bystanders can be hurt or arrested.
- Protect your passport. Keep it with you, in a front pocket or your purse. Be careful when displaying it.
- In general, avoid being engulfed in a crowd. This is the preferred environment of pickpockets.
- Accidents can happen anywhere. If driving, know what local traffic laws are and follow them. Always use a seat-belt. Make sure you understand local road signs and signals.
- Remain alert when walking. Before crossing streets, remember to look both ways; in some countries, traffic will be coming from the opposite direction from what you would expect.

Reminders from Student Health: Staying Safe and Healthy While You Travel

BUGS

Food borne – Traveler's diarrhea always comes from something you eat or drink.
- Eat freshly prepared well-cooked hot foods.
- Drinks should be bottled/canned/boiled or treated water.
- Peel your own fresh food.

Waterborne – There are several parasites acquired by drinking or bathing/wading in fresh water.
- Review your travel handouts.
- Do not drink untreated water.

Insects – Many insects carry disease day and night.
- Bring insect repellant.
- Wear protective clothing and use bed nets.

SUN EXPOSURE
- Wear sun protective clothing and bring sun screen.

SEX
Sexually transmitted disease – Many developing countries have higher rates of sexually transmitted infections. Abstinence and barrier protection are your best protection. Use a barrier for oral, vaginal, or anal sex.
- Bring barriers with you.
- Prevent assault - Know your companions, your location, and your route home.
- Do not travel alone and always have someone you trust know where you are going and when you will be back.

DRUGS
- Identify which personal medications you need to bring.
- Do not exchange medications with friends.
- Take anti-malarial medication until it is finished.
- Recreational drugs should not be used.
- Alcohol or recreational substances in combination with new surroundings dramatically increase your risk of accidents, injury, or assault.

ROAD SAFETY
Road safety and traffic injuries are a fast rising area of concern in the global health field. In 1999, the World Health Organization ranked road traffic injuries as the 9th leading global disease burden and projects that road traffic injuries will rise to the 3rd leading global disease burden. The primary causes of road traffic injuries are alcohol, underutilization of restraints (seatbelts), excessive speed, poor road and vehicle design, and poorly implemented safety standards. Wherever you are in the world, one or more of these conditions will exist. In the developing world, these conditions often exist simultaneously.

When selecting a taxi for any length trip, select the one with the best tires, seat belts, and most sober driver. Though motorcycles are common forms of cheap transportation throughout the world, they are also the most dangerous since helmet use for the passenger and driver is rare in many countries. If it costs you a few extra shillings, rupees, francs or yen, it will be worth it to know that you will return home safely to share your experiences.

ACCIDENTS/PERSONAL SAFETY
- Motor vehicle accidents rank as the highest risk of injury/death to travelers.
- Travel with a first aid kit or general first aid supplies as much as possible
- Review a map and ask about the safety of neighborhoods you visit.
- Always carry your ID, host address, and phone number.

DRIVING WHILE ABROAD
DGHI strongly recommends that you do not operate a motor vehicle (car, truck, motorcycle, boat, airplane, etc.) while abroad. If you must operate a motor vehicle, make sure that you are in accordance with all local laws pertaining to licensure, insurance, and vehicle safety.

UPON YOUR RETURN
If you develop an illness upon your return, remember to tell your doctor about your travels. Some tests are routinely done upon return from areas with certain potential exposures. Discuss tests with your doctor to see if they are required for you.

ISOS and TRAVEL INSURANCE (From ITOC and DukeEngage)
Student Health Insurance - Duke University requires that all students be covered by appropriate sickness and accident insurance for the duration of the program and that they be financially

responsible for all their medical expenses. In most instances, medical expenses abroad will have to be paid out of pocket and reimbursement sought later from the insurance carrier.

International SOS Insurance (ISOS)

(Information adapted from The Duke Study Abroad Handbook.)

All DukeEngage students, faculty, and staff are covered by a policy that includes medical, travel, and security assistance services, as well as medical evacuation and repatriation of remains insurance.

Duke's ISOS membership is a valuable protection against unexpected difficulties that can arise when you are away from home. One phone call connects you to the ISOS network for immediate help in any emergency. Services range from telephone advice and referrals to full-scale evacuation by private air ambulance. The ISOS network of multilingual critical care and aeromedical specialists operates 24 hours a day, 365 days a year, from ISOS Alarm Centers around the world.

Please see the website for more information:
http://www.internationalISOS.com/members_home/Security/

ISOS 24 Hour Alarm Centers
- If calling from
  - U.S., Mexico, Central or South America: Alarm Center in Philadelphia, PA
  - 215.942.8226 (call collect where available)
  - Within U.S. call: 800.523.6586
- If calling from
  - Europe, Russia, Africa or the Middle East: Alarm Center in London, England
  - 44.20.8762.8008 (call collect where available)
- If calling from
  - Asia, Australia or the Pacific Rim: Alarm Center in Singapore
  - 65.6338.7800 (call collect where available)
- Additional Alarm Center and clinic contact information can be found at the ISOS website at www.internationalISOS.com/world-network

ISOS FAQs:

1) What is the role of ISOS?
ISOS provides 24 hour worldwide quality health care and emergency assistance services designed to supplement and integrate with Duke University services, procedures, and policies. In case of emergency, contact ISOS first and then attempt to contact Duke University contacts.

2) How can ISOS help?
ISOS services are designed to help with medical, personal, travel, security information, and legal referrals. Call ISOS at any time to speak with a physician or security specialist.

3) How does it work?
To utilize any of the services listed under contract, contact any ISOS Alarm Center by calling directly, calling collect, or calling the toll-free number. To ensure a prompt response, be prepared to provide the following:

- your name, location, age, sex, and nationality
- department with which you are associated (DukeEngage; DGHI; Study Abroad; Deans summer support, etc)
- Duke's ISOS membership number (11BSGC000072)
- telephone number from which you are calling (in case you are disconnected)
- your relationship to the member (if the person calling is not the person needing assistance)
- name, location, and telephone number of the hospital or clinic (when applicable)
- name, location, and telephone number for the treating doctor and where the doctor can be reached (when applicable)

4) What if I have pre-trip questions about my travel destination?
In addition to calling the Alarm Center for any pre-trip questions you may have, you can access Country and Security Guides from: http://www.internationalISOS.com.

Use your membership number as your member login. In addition to the information covered at the pre-departure sessions and at the on-site orientation conducted by your program, the ISOS comprehensive guides provide both medical, security, and general travel advice, such as information on the standard of health care, how to pay for medical care, the availability of medications, safety of the blood supply, embassy and visa information, dialing code information, cultural etiquette, financial tips, and voltage/plug information.

5) Do I need to activate my membership?
You should have logged onto the website, so your membership should be already active. Carry the ISOS emergency card at all times while traveling. Whenever you need service or advice, contact one of the emergency phone numbers listed on the back of the card. You do not need to report specific trip dates to ISOS each time you travel. However, you can create a personal on-line account with ISOS into which you can save medical, family, and emergency information. Unless you input your information into an account, it will not be available for staff in the event of an emergency. Medical and personal information can only be accessed by an ISOS doctor.

6) What are email alerts?
You can choose to sign up for medical and/or security email alerts by logging on to the website and signing up. Medical alerts are issued when there is an unusual health risk that, in the

opinion of the ISOS medical staff, may negatively impact travelers or expatriates visiting a country. Security alerts are issued when ISOS security professionals have identified a security risk in a specific country.

To access up-to-the-minute information about security alerts and warnings visit
http://www.internationalsos.com/members_home/Security/

7) What if I need a doctor?
Contact the ISOS Alarm Center nearest to you for a referral to a doctor who speaks English.

8) What if I need a lawyer while overseas?
Call the nearest ISOS Alarm Center for legal referrals. If you are in a situation where you require legal assistance, your program liaison should be notified immediately.

9) What if I need prescription medication?
If you require a prescription that a local physician cannot obtain, or you need to replace lost, stolen, or depleted medication, ISOS will, when permissible by local law, send the needed medication to you (additional fees will apply).

10) What if I am hospitalized?
Call the nearest ISOS Alarm Center. ISOS will immediately take steps to evaluate the care you are receiving and determine what actions must be taken to ensure your safe and speedy recovery. ISOS will also notify Duke staff immediately if you have not already done so.

11) What if local medical facilities are not adequate for my specific requirements?
If you are hospitalized in an area where adequate medical facilities are not available, ISOS will obtain approval from Duke University to evacuate you to a medical facility capable of providing the required care. A physician supervises evacuations, and when necessary, a medical specialist or nurse will accompany you during the evacuation. An air ambulance will be used when required.

12) What happens if I am released from the hospital and still need help?
When your condition has stabilized and ISOS has determined that it is medically advisable to bring you home, or to a facility near your permanent residence, ISOS will again obtain approval from Duke and arrange repatriation under medical supervision.

13) Will ISOS pay my medical bills?
After a line of credit is opened in your name, ISOS will guarantee and temporarily cover costs associated with your medical care. However, you are ultimately responsible for the costs of this medical care. ISOS will also medically monitor and evaluate your condition and ongoing medical expenses during your hospitalization. In situations where medical care is critical, by activating ISOS you authorize medical care as necessary and acknowledge that you will be billed for such care.

14) How can ISOS assist in the event of death?
ISOS will render all assistance possible to the University to obtain clearances and arrange transportation for the return of mortal remains. In such an event, Duke University will be the point of contact for the family in this situation.

15) What should I do in the event of a security emergency?
Call an ISOS Alarm Center and a security specialist will assist you.

16) What is security evacuation assistance and coordination?
The ISOS Security Division will assist Duke in the event of threatening situations such as civil and/or political unrest, insurrections, revolution, or similar situations by providing information, guidance, and resources in the event personal safety and security can no longer be assured. Note that security evacuations are not guaranteed and may not be available in countries considered "extreme" security risks by ISOS (a list is available through the ISOS website under Security Risk Ratings).

Emergency Information

You may not have access to the Internet during an emergency; therefore, you should carry the telephone number and address of the nearest medical facility and embassy or consulate (if applicable) on your person while in transit.

Many of you are working with a local clinic or with health professionals. However, when or before you arrive, locate the nearest hospital or medical facility. If you are in a major city, the International SOS (ISOS) website may suggest a facility:
http://www.internationalsos.com/Private/DukeUniversity_NET/MemberPages/index.aspx

- Log in using Duke's ISOS membership number, which is 11BSGC000072.
- In the Medical Tools box on the right side of the page, select your host country from the "Find a Hospital" drop-down menu.
- Select your host city from the drop-down menu.

If ISOS does not provide information about the nearest medical facility, ask your community partner about where they would recommend you seek treatment.

If you are traveling abroad, you should locate the nearest embassy and/or consulate of your home country before leaving the U.S. If you are a U.S. citizen, you can use the following link to identify the U.S. Embassy/Consulate in your host community: http://www.usembassy.gov/.

Communication

If you are traveling abroad, familiarize yourself with how the local phones work and how to call locally and abroad. Make sure you know how to do the following:

- call someone in your host community from the United States
- call someone in your host community when you are in the host country, but in a different city
- call someone in your host community when you are in the same country and city
- call someone in another country from your host community
- call for help in case of an emergency when you are in your host community

In most cases, when calling the U.S. from abroad, you will need to dial an international direct dialing prefix, the country code, and the U.S. telephone number with the area code.

- An international direct dialing prefix is needed to dial a call from your host country to another country.
- A country code is needed to dial to another country from your host country. The country code for the U.S. is 1.
- A national direct dialing prefix is sometimes needed to make a call from one city to another within your host country.

Country specific guidebooks may provide information about your host country's dialing system. Information about your host country's prefixes and codes, as well as emergency phone numbers, can also be found on the ISOS website:
http://www.internationalsos.com/Private/DukeUniversity_NET/MemberPages/index.aspx

- Log in using Duke's ISOS membership number, which is 11BSGC000072.
- In the Medical Tools box on the right side of the page, select your host country from the "Country Guides" drop-down menu.

Links

Below is a list of the links referenced in this document.

Project Planning
- http://globalhealth.duke.edu/dghi-fieldwork/
- Note that this includes information on the SRT Program
- http://dukeengage.duke.edu/
- http://undergraduateresearch.duke.edu/
- http://globalhealth.duke.edu/research/

Project Development
- 7 worst international aid ideas

Feasibility of Project Proposed
- Duke IRB
  https://ors.duke.edu/undergraduate-research

Grants at Duke
- http://globalhealth.duke.edu/funding/dghi-funding
- http://undergraduateresearch.duke.edu/

Travel Plan
- Duke travel agent partners
  http://finance.duke.edu/procurement/programs/travel.php

Travel Information
- http://travel.state.gov/visa/
- http://www.traveldocs.com/
- duke ITOC

Health
- http://www.studentaffairs.duke.edu/studenthealth/international-travel-clinic
- http://www.studentaffairs.duke.edu/caps

Safety
- http://travel.state.gov/travel/tips/safety/safety_1747.html
- http://www.iiepassport.org/pages/sitecontent/female.aspx

Project Implementation Plan
- http://globalhealth.duke.edu/education-docs/FWTimeline_Expense.xlsx