



**A STUDENT'S GUIDE TO
INTERNATIONAL HEALTH
&
FUNDING GUIDE**

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FOREWORD

In 1986, Carolyn Wilson, then the National Coordinator of AMSA's International Health Task Force, worked very hard to produce the first edition of AMSA's *A Student's Guide to International Health*. This is an updated version of Dr. Wilson's 1986 edition, with much of her original text plus the experiences of AMSA students who have been involved in international health electives over the last five years. Any text that is "***bold, italicized and in quotation marks***" represents direct quotes from these students. It is their experience that provides the most valuable information for students who are trying to arrange international electives today.

The guide answers common questions students have about international health electives and includes a list of funding opportunities, as well as a list of additional resources.

We thank the student authors and Carolyn Wilson for their efforts in making international health more accessible to all interested physicians-in-training.



A NOTE TO READERS

AMSA produces two other publications that are useful to medical students interested in international health:

*Directory of International Health Electives
for Medical Students, 1993 edition*

and

*Cross-Cultural Medicine:
What to Know Before You Go.*

Both are available from: The AMSA Resource Center
1890 Preston White Drive
Reston, VA 22091
(703)620-6600, ext. 217.

See Appendices I and II for information on additional resources.

TABLE OF CONTENTS

Introduction _____	4
Why Do I Want to Arrange an International Elective? _____	5
When Should I Go? _____	7
How Do I Identify a Site? _____	9
How Do I Choose Where to Go? _____	11
How Do I Make Arrangements at My School? _____	12
How Do I Pay for My Elective? _____	13
How Do I Prepare To Go? _____	14
What Should I Take? _____	15
How Do I Take Care of My Health? _____	16
Once There . . . _____	17
What Happens When I Return? _____	18
Conclusions . . . _____	20
FUNDING GUIDE _____	21
Appendix I—International Health Short Courses _____	27
Appendix II—Additional Resources _____	30

INTRODUCTION

What is International Health? There are many answers to this question, depending on one's particular background and interests. Generally, "international health studies" implies a methodology rather than a specific body of knowledge, although there are specifics to be learned in this field. It is an awareness of the health problems that are particular to the social, political and economic environment of a country.

To many, international health is an egalitarian and enabling philosophy in which all individuals are entitled to the absence of disease and to the ability to work effectively and participate fully in the community.

The World Health Organization (WHO), at its 1987 Alma Alta Conference, developed the concept of "Health for All by the Year 2000." WHO envisioned a world free of avoidable suffering, pain, disability, and death. To reach this goal, we need primary care that is accessible and acceptable and an even distribution of health resources.

International health issues can be addressed in both developed and developing countries. The issues include such public health concerns as sanitation, nutrition, maternal and infant child care, infectious diseases, and epidemiology, as well as health services research, resource allocation and distribution, and infrastructure development. Necessary also are an understanding of the applicability and relevance of policy decisions and an understanding of the economic aspects of health and disease.

International health is a multidisciplinary field with many options. Those involved in international health include physicians, nurses, public health experts, dentists, students, social workers, health educators, pharmacists, nutritionists, technical advisors, and many others. Just as there are different roles for individuals interested in international health, so there is no set formula for training in the field. Although preliminary training is beneficial to working in international health, the best place to learn is in the countries themselves.

We hope you will find this resource useful as you plan your international health experience. We would appreciate any feedback you might have on the comprehensiveness, practicality and usefulness of *A Student's Guide to International Health* so that we can make improvements in the next edition. Good luck in your international endeavors.

Carolyn Wilson, M.D.
1986 Edition

WHY DO I WANT TO ARRANGE AN INTERNATIONAL ELECTIVE?

“To learn from linking health problems and solutions in Third World countries with those in North America.”

“As U.S. med students, we spend 90% of our medical training in tertiary care centers, while the majority of medicine in the world is not dependent on high-tech diagnostics and treatments. International health provides the opportunity to learn about alternative health care systems in resource deficient areas, sometimes comparable to underserved populations in the United States.”

“My long term goal is to work overseas in community health or health advocacy, thus I wanted to get started early in my education in seeing what kinds of projects are out there, and get some contacts built up before I graduated.”

The reasons behind a student's interest in international health are as important as the clothes they choose to pack. Although there are many appropriate reasons to be interested in international health, there are many inappropriate and untimely reasons. The common thread in these motives for arranging an international health elective is an interest in learning. Students must remember that their most important reason for doing an overseas elective should be its educational value. Most students report that international electives fill niches in their medical training left vacant by medical school curricula. International electives are not for students interested in international careers only; all students with proper guidance will have unique and important lessons to learn from international electives.

“In order to acquire proficiency in a second language and to learn from other cultures, by sharing my culture with other people.”

“To learn from the opportunity to see how medicine is done in other countries, experience rural health care and maintenance and to learn about non-traditional medicine.”

Students should analyze their motives and assess whether they require an international elective to satisfy their educational interests. The above motives include a yearning to learn and are appropriate, but they could possibly be satisfied through U.S. Public Health Service or Indian Health Service electives. Students should consult with faculty in order to determine the appropriateness of an international elective versus an equally valuable domestic elective.

A good general rule students should observe is that, if their motives do not include a major learning component, then there are good reasons to believe that the elective will result in a poor experience for the student and the site.

“I want to help serve in undeserved areas.”

“The health of the world’s peoples is quite poor...if you compare resources spent to improve health versus the amount spent on weapons of destruction, health care around the world has a long way to go.”

Students’ idealistic or religious commitments to service and to righting social inequities are appropriate reasons, but students with these motives should understand the nature and limitations of international health work. Students will not change the world through one international health elective, but instead they should view their international health elective as a mechanism to make them better advocates for these causes.

Drs. Ron Pust and Christopher Krogh in their manual, *International Health: A Manual for Advisers and Students* (published by the Society of Teachers of Family Medicine) say that a student purely motivated by idealism or religious conviction may be blinded to the real impact of their presence and may have their understanding of the local reality diminished.

WHEN SHOULD I GO?

“I participated in two electives during my fourth year of medical school, one at the beginning of the year (Latin America) and one near the end (sub-Saharan Africa). Going during the fourth year allows time to develop a stronger clinical background (i.e., during the third year) to benefit more fully from the elective experience overall and to contribute more while on site. The second elective was in a materially poorer area with correspondingly greater problems, so I believe I benefitted by taking part initially in a more developed region early in the year, and using the knowledge/experience gained for the second elective.”

“I went in the middle of my fourth year for approximately one year. I ended up finishing my medical school requirements one semester late because I took time to learn Spanish in the time period that should have been my last semester of medical school. For me the timing of events worked well and it gave me a lot of free time for travel and self study.”

“Fourth year is a good time because you have background experience and knowledge of the different areas in medicine.”

“I went throughout my medical school training and during residency. As my medical school encouraged research, I was able to conduct field epidemiological research during the summer of my first year of medical school. After that, I had opportunities to return to do clinical rotations as a student and resident.”

“I did electives abroad two different times during medical school. The first was during the summer following first year. Although I had limited experience in clinical medicine, it was an outstanding learning process to see medical care delivered under extreme conditions. The project I was with saw that I had limited utility, so put me to work in other facilities where I could help.”

“I spent the last six months of school working in three different Asian countries, delivering medical care and doing public health projects, which I had studied in the meantime. This was the best time to go, with residency interviews over, tests taken, and final requirements met. I was lucky to go to a school where this type of study was valued, and they gave us plenty of time to arrange international electives.”

Most medical students have the summers in their pre-clinical years and fourth-year electives available for international work. Students who plan to work abroad in their pre-clinical years are limited in the services they can provide and should have prior training in a necessary skill. Better established programs are more suitable for pre-clinical students for short-term work.

During fourth year, there is usually flexible elective time to plan away rotations. Be sure to be available to take the national boards, interview for residencies, and be accessible during the time of the match. The best time for an international health elective is either early in the fourth year (July–August), mid-year (December–February) or after the match (April–May).

Most sites prefer a time commitment that allows students the time to acclimate, “learn the ropes,” and be effective. Often a good deal of community time and resources are invested by local residents to make the student feel welcome, and if the student leaves soon thereafter, a large expenditure of resources by the community has limited return for them.

HOW DO I IDENTIFY A SITE?

“I located one site through individual contacts at WHO-Geneva and the Network of Community-Oriented Educational Institutions for Health Sciences, and the other through a combination of personal knowledge of programs available and an international health resource listing.”

“The University of Arizona has a summer course in international health. I attended this course and got a contact who had sent medical students to Guatemala. Then there was an AMSA-funded program offered at my school with an exchange of students in Honduras.”

“AMSA directory and school advisor for international experiences.”

“Spoke to others who had been there most recently.”

“I found out about my site through contacts that I had made during public health school, a degree which I did between second and third year. My M.P.H. was at a school with a very strong international health department, which provided me with ample opportunity to meet professors with work experience in developing countries.”

“A friend from another school, whom I met through AMSA, who provided me with contacts in a country unknown to me. Other students are often great contacts to foster.”

“Resources for opportunities are available from religious organizations, from other universities, and some international organizations. Contact other students or faculty who have done international work and discover how they made their arrangements. There is an AMSA publication with a listing of overseas opportunities and sites.”

When searching for a specific site, it is helpful to have a geographic area of interest in mind. Students should choose the geographic location of interest by analyzing their motives for arranging an international elective, consulting with individuals who have experience in the field and studying materials on the different geographic regions.

Site information may be obtained from the following sources:

- Students at your school. Students are a major source of information on possible sites. This information is invaluable because it is current, first-hand information from a student's perspective.
- A medical school's international health program. Programs at your school will most likely have a list of specific opportunities and/or contacts.

- Faculty members. Faculty who are involved in international health activities will have knowledge of possible elective opportunities. Students can identify these faculty members through the office of the Dean of Student Affairs.
- Alumni. Graduates from your medical school currently involved in international health may also be able to provide information on possible elective sites.
- Directories and listings published by AMSA and other organizations.

Students should start contacting the sites of interest EARLY! Ideally the first contact with the site should be ONE YEAR BEFORE the time the student plans to do an elective.

HOW DO I CHOOSE WHERE TO GO?

"I was looking for a medical school affiliation with a community-oriented program in a primary care setting. I am familiar with portions of the literature describing such programs, am ultimately planning a career in a primary care area, and wanted to observe practical operations in a Third World country. In addition, I wished to work in a francophone country in sub-Saharan Africa."

"I wanted to go to a Spanish-speaking country and wanted funding; this governed the programs and places I applied."

"I chose my site dependent upon my language preference."

"Picked areas of specific geographical and language interests. Found mentors at home university who had contacts at those places or found contacts through others who had been there."

"My interest has always been in the East, so I set about on a very directed search for opportunities in Asia and limited myself to those. I was interested in going to well-established projects run by efficient and well-respected universities or NGO's. It wasn't that I spoke the local languages, more that the area of the world has a certain pull on my soul, and I had studied there before as an undergraduate student."

"In selecting a site, consider if you want to work in a hospital, in a health center, in a rural or urban area, and select a site for which you will be both psychologically and clinically prepared. Levels of supervision and responsibility vary greatly."

Before identifying a site, students should determine what type of elective interests them. Students should develop criteria along the following lines:

- the field of the rotation (primary care, other specialty);
- the setting (rural or urban);
- the locale (hospital or clinic);
- the student's level of language proficiency;
- the period of time available for the elective;
- housing needs and financial resources available; and
- the level of supervision required.

Students are strongly encouraged to speak with faculty advisers who can help them filter their motives and develop the criteria needed to select an appropriate site.

HOW DO I MAKE ARRANGEMENTS AT MY SCHOOL?

“I had to get approval from the department which the rotation was in. In my case I had to get approval from the Department of Family and Community Medicine. It was a very easy process.”

“I had to identify a faculty sponsor in the department of family medicine who signed for me to receive credit—a reasonably straightforward matter at my school.”

“Got department and Assistant Dean’s approval; since it was a school-sponsored program it was easy to do.”

“To receive credit at my medical school for my elective abroad, the professor where I was to attend had to sign a letter verifying my purpose in traveling there to study. It helped that I had designed a project and set goals to achieve, in fact that was what was required to complete the ‘course.’”

If students plan to receive academic credit or recognition for their international elective, they should identify the proper procedures early. The procedure at each school is different, but all entail contact with a faculty member, which is important to have all throughout the process.

HOW DO I PAY FOR MY ELECTIVE?

“I paid for the electives with money borrowed from a student loan source. The trips were also partially subsidized through lodging provided onsite, and from flying on free flights earned through mileage accumulated in airline flight programs.”

“I received \$1,000 from a professional organization and I funded myself for the rest of my activities (I borrowed the money from the bank).”

“I received funding from a student organization and \$1,000 personal funds.”

“Cost of living in many countries is relatively less expensive than the U.S., with the exception of Europe. There are other student agencies (such as the International Federation of Medical Student Associations) which may aid in housing and social programs for visiting students.”

“Financing is always the sticky point in international travel and work. I was lucky enough to go to a school with a designated scholarship to aid students with airfare for electives abroad. I am still sanguine about funding, for I feel it deters many from doing electives in countries who desperately need medical aid and have a lot to offer young students, in terms of conventional and nonconventional education.”

“Start early! Start early! Start early! Start early!”

After your program is arranged, contact church groups, professional organizations, departments within your school, school grants, fellowships, local newspapers and magazines, local clubs (Lions Club, Rotary Club, Jaycees), drug companies, medical school alumni, private foundations, families, student council, and any other source you can imagine. Often it is possible to receive funding if you contract to do a project or research a topic while abroad, but it is very important to follow through on the projects if you are funded. Have clear objectives and proposals, and do not promise work you will not be able to complete. Remember, you are often working in an area much less wealthy than the United States, and it is unreasonable to expect the host to provide financial assistance.

HOW DO I PREPARE TO GO?

“To prepare for my experience, I utilized several reference guides and orientation manuals designed to orient those planning health work overseas. In addition, I consulted with local faculty members who had spent time abroad.”

“I took a course at the University of Arizona called “International Health in Developing Countries” before I left. I highly recommend the course. I also spoke with people who had been to the countries I was going to visit.”

“Read about the country. The Lonely Planet guidebooks are an excellent source of logistic information for many off-the-beaten-track locations.”

“Read about the country in which you will be working, and familiarize yourself with the culture, epidemiology, economics, health care practices and political structure. Talk to others who have been where you are going.”

“Determine from the consulate of the country if a valid passport and/or visas are required. Arrange the legal formalities such as a passport and visa well in advance, and check out how to exchange money and travel within the country where you will be working.”

“Take courses at your school in comparative health care, tropical disease, international health, nutrition, medical anthropology, community medicine, etc... if available.”

Although pre-travel orientation is as vital as an airline ticket, it is the most overlooked aspect of international electives. To prepare for their electives, students are strongly encouraged to utilize one or more of the following different resources:

- International health courses that address the various aspects of international health and that prepare students for their travels;
- Local faculty members or fellow students who have spent time abroad; and
- Guides and orientation manuals designed to orient those planning health work overseas and materials on the economic, cultural, political and social characteristics of the country to which they will be traveling.

If you are concerned that the country to which you are traveling is experiencing some level of political instability, contact the country’s consulate and the U.S. Department of State Bureau of Public Affairs, (202) 647-6575, or the Travel Advisory Information Service, (202) 647-5225, for information.

WHAT SHOULD I TAKE?

If students have favorite brands of personal items and toiletries or if they know that they will be in a isolated area, they should bring a sufficient supply for their time overseas.

It is suggested that students carry a few days supply of toilet paper and a supply of feminine products regardless of their country of travel. Generic and local brands are usually available in urban areas. Speak with individuals with experience in the region to determine the availability of other items.

In terms of clothing, inquire about the local climate and local dress customs, and plan adequately. Remember, countries in the southern hemisphere have opposite weather seasons from ours, and countries along the equator are hotter and more humid than the U.S.

Students should take inexpensive items as presents for children and family hosts, such as postcards, magazines, baseball caps, t-shirts. Students are also urged to bring items for icebreakers and for presentations, such as pictures, slides, and videos of your family and school.

HOW DO I TAKE CARE OF MY HEALTH ?

Determine what your personal health insurance covers in cases of absence from the U.S. If you do not already have it, purchase evacuation insurance which covers the cost of medical evacuation in the case of an emergency.

Take with you any prescription drugs you require and an extra pair of eyeglasses or contact lenses. If you plan to remain in the country an extended period of time, medical and dental check-ups are advisable.

Although the countries requiring immunizations have diminished in number, students should check with the consulate or embassy regarding immunization requirements. The Centers for Disease Control (CDC) in Atlanta, Georgia, provides information on what immunizations are advisable and what medications should be brought along (404)639-2572. The existence of endemic diseases should be determined.

While in country, allow yourself time to acclimate to weather, lifestyle and food. Do not think you have to eat all the food that is offered. Eat well-cooked food, peeled and/or properly treated (with iodine) fruits and vegetables. Upon arrival, determine the potability of the water and identify sources of potable water if necessary. Avoid drinking water and ice cubes. Bottled soft drinks, beer and brewed coffee are usually safe. Cholera, typhoid fever and polio are preventable through safe drinking water and appropriate sanitation.

A large number of serious injuries overseas are related to traffic accidents. Students should always be aware of safety considerations while traveling overseas in either public or private transportation.

Standards for precautions against blood-borne pathogens overseas will be very different from what students are accustomed to in the United States. Students should follow Universal Precautions and treat blood and other body fluids of all patients as infectious:

- Wear gloves (could mean bringing your own supply).
- Always wash hands.
- Cover wounds, scrapes and sores.
- Clean-up spills promptly.
- Dispose of waste as properly as possible.
- Take extra precaution when handling needles and syringes because the use of disposable syringes overseas is very limited.
- Students should take appropriate safety training programs and workshops.

ONCE THERE

Although each country and each site has very different conditions and each elective will be different from the other, there are general rules that will be helpful to keep in mind during the course of an elective:

- Give yourself a period of orientation and acclimation.
- Resist the temptation of thinking that you can save the day.
- Keep yourself from situations for which you are not trained.
- Expect some level of loneliness, frustration and communication problems.
- View obstacles as learning experiences.
- Get to know the people with whom you are working.
- Respect the customs and health practices of the people with whom you are working.
- Expect the unexpected.
- Remember, your health is as important as the health of your patients. Practice caution while working, eating and traveling.

WHAT HAPPENS WHEN I RETURN?

When medical students return from overseas, they return with strong feelings and emotions about their trip. Students may feel . . .

- that they would rather be back overseas;
- that nobody else understands what they were doing;
- guilt about their lifestyles; and/or
- that now they know how to change the world.

These feelings and thoughts are very common for all persons returning from trips overseas. It is important to remember that you were not the first nor will you have been the last, and that you are not alone, in feeling some of these things upon your return to the United States. What can make you different is what you do upon your return. Two common occurrences when students return from overseas is that their enthusiasm and interest ends a few days after returning and some disseminate false information (most unconsciously) about the culture they return from.

FIRST RULE: Do not exaggerate your experience and do not generalize that incidents you experienced were the normal behavior.

You will be the only source of information about the country you visited for many people you speak with. People will value your comments and observations, so you must present responsible commentaries and observations.

SECOND RULE: Employ your experience and enthusiasm to do something positive. Make the connection between your experience overseas and your work in the United States.

Grass roots involvement is a key principle in the field of international health. Local initiative and creative project ideas will stimulate the development of an international health awareness at your school. Here are some ideas for projects:

- Begin study groups on topics such as primary health care in the developing world, hunger, tropical diseases, pharmaceutical dumping, refugee health care, international health experiences at your school, health policy.
- Organize a Film/Speaker series or an International Health Symposium at your school, with a variety of speakers, and provide information to other students about international health opportunities.
- Collect medical supplies and ship them to areas of medical need or sponsor a village abroad and provide medical supplies.

- Get involved with the local work of U.S.-based organizations such as Amnesty International, Urgent Action Network, Oxfam America, etc.
- Start a class to teach Spanish or other languages to the students at your school.

The opportunities available are expanding and are very varied. If you are interested, you should contact organizations individually for information.

“I have remained active in international health through a variety of means: participation in electives abroad during residency, working with organizations such as the International Health Medical Education Consortium (IHMEC), and attempting to promote the concept of international health at my new residency program.”

“I did choose a residency position with a large Hispanic population in a multicultural center and with a strong emphasis in community commitment.”

“I now work for the Centers for Disease Control which does consulting work for foreign ministries of health, U.N. organizations, the U.S. Agency for International Development, and other NGOs, PVOs.”

“I have stayed ‘involved’ in international health activities in residency by taking some of my internal medicine residency electives in countries around the world. I picked my residency specifically for that purpose, knowing that they would be flexible to my interests. After my residency, I have planned a fellowship in human rights and medicine, whereby the school will pay my expenses for one year to work and advocate for human rights and better health care.”

CONCLUSIONS

“My experiences during my formative medical school years definitely pushed me into this field, which I wouldn't trade for the world.”

“International health experiences are not only valuable for future overseas opportunities to practice medicine but are also invaluable cross-cultural experiences to be sensitive to differences in U.S. patient population.”

“ My international health elective has been the most exciting and important part of my medical education”

“Start Early!”

“Do not get discouraged.”

“Speak with other students and faculty.”

FUNDING GUIDE

These foundations have identified funds through which students may finance their international electives. Students should contact the foundations directly for guidelines and deadlines. Students should also refer to proposal writing guides to assist them in writing an appropriate proposal for their electives. See also the section "How Do I Pay for My Elective?"

The American Bureau for Medical Advancement in China

2 East 103rd Street
New York, NY 10029
Tel: (212) 860-1990
Fax: (212)-860-1994
Julia C. Grammer, Associate Director

The ABMAC Visiting Clerkship Program provides exposure for fourth-year medical students to do research-oriented work, and/or to observe in clinical situations, participating in rounds and in some cases encountering disease entities seen much less commonly in western medical practices. Taiwan's natural beauty, its cultural riches, its colorful and friendly people, and its well-developed medical schools provide an unusual background for professional learning. Both the American students and their Chinese counterparts benefit from the experience.

The Warner-Lambert Clerkship Award provides placement and other assistance, plus \$1,250 toward round-trip airfare.

The following documents are required:

- 1) curriculum vitae or resume;
- 2) two letters of recommendation from physicians &/or professors;
- 3) letter from Dean confirming that student is in good academic standing;
- 4) description of why student is seeking an elective experience in Taiwan.

Deadline: May 15th

American Osler Society

Division of Perinatal Biology
Loma Linda University School of Medicine
Loma Linda, CA 92350
Lawrence D. Longo, Secretary

Supports research in the broad areas of medical history and medical humanism. The successful applicant may be eligible to present a paper based on his or her findings at the annual meeting of the American Osler Society. The stipend is about \$1,000, with the possibility of an additional \$500 to support travel to the annual meeting.

A letter of support from a faculty sponsor who will assume responsibility for planning and guidance of the fellowship must accompany the application form. The following documents about the proposed project are required:

- 1) background and relevance;
- 2) goals;
- 3) methods.

Deadline: February 1st. Notice of award will be made around May 15th.

Belgian American Educational Foundation, Inc.

195 Church Street
New Haven, CT 06510
Tel: (203) 777-5765
Dr. Emile L. Boulpaep, President

The Foundation will award fellowships for advanced study during the 1994-95 academic year, at one of the Belgian Universities or other academic institutions of higher learning. Applicants are nominated by the dean of the graduate school or professional school of his/her university (1 applicant per school). The candidates should meet the following qualifications:

- 1) U.S. citizen, preferably under 30 years of age;
- 2) Speaking and reading knowledge of Dutch, French or German;
- 3) Masters or equivalent degree, or be working towards a Ph.D. or equivalent degree.

The grant carries a stipend of \$11,000 — which includes round-trip travel expenses, lodging, and living expenses in Belgium for a period of ten months, as well as tuition or enrollment fees, if any. In addition, the Foundation will cover health insurance for the Fellow. Application blanks will be mailed on request to eligible candidates. Ten awards are expected to be available for the 1994-95 academic year.

Deadline: The nomination, with supporting documents, is due not later than December 31st. Announcements of the awards will be made around March 31st.

Child Health Foundation

P.O. Box 530964
Birmingham, AL 35253
Fax: (205) 934-1150
Leah Webb, Executive Coordinator

The Foundation's goals include the funding of Fellows for the purpose of refining pediatric medical skills as well as research grants. This funding is used to establish services for pediatric patients in South and Central America, where these services are not currently available. Granting requires a previous agreement with a teaching or research institution, which itself must complete the application process.

Request an application and one will be forwarded to applicant and institution.

Deadline: August 31st of the each year.

Earhart Foundation

220 Green Road, Suite H
Ann Arbor, MI 48105

“The Foundation, incorporated in 1929 for charitable, religious and educational purposes, has concentrated on educational matters for more than thirty years.”

Fellowship Research Grants are awarded upon direct application to individuals who have established themselves professionally. Applicants must be associated or affiliated with educational or research institutions and the proposed research should lead to the advancement of knowledge through teaching, lecturing, and publication. Each award is for a specific purpose and progress is monitored.

The following documents are required:

- 1) a personal history statement;
- 2) a full description of the proposed research;
- 3) an abstract of approximately one page (single-spaced);
- 4) the intended end use or publication;
- 5) a budget and time schedule;
- 6) a list of referees;
- 7) a statement about applications pending elsewhere.

Deadline: Proposals should be submitted not less than 120 days before commencement of the projected work period.

Foreign Mission Board of the Southern Baptist Convention

Human Needs Department
3806 Monument Avenue
Richmond, VA 23230
Tel: (804) 353-0151

This competitive program provides round-trip travel and hospitality for fourth-year students participating at one of the program's many international sites. Eight to ten students per year are accepted for a minimum of eight weeks.

Eligibility requirements:

- 1) membership in a Southern Baptist Church and active participation in its program;
- 2) preference given to medical missions candidates;
- 3) recommendation by the dean of the medical school regarding character, morals, and academic ability.

Deadline: Early in the junior year.

The Harry Frank Guggenheim Foundation

527 Madison Avenue
New York, NY 10022
Tel: (212) 644-4907
Fax: (212) 644-5110
Karen Colvad, Program Officer

The Foundation welcomes proposals from any of the natural and social sciences and the humanities that promise to increase understanding of the causes, manifestations, and control of violence, aggression, and dominance. Highest priority is given to research that can increase understanding and amelioration of these urgent problems in the modern world. Priority will also be given to areas and methodologies not receiving adequate attention and support from other funding sources. Grants are made to individuals, not to institutions. The Foundation ordinarily makes awards from \$15,000-\$35,000 a year for 1-2 years. All awards are for one-year terms initially. Further funding requires annual applications for continuation of support. Final reports are mandatory within six months after the end of the grant period.

The following documents are required (6 copies, by mail):

- 1) title page—form comes with the application;
- 2) abstract—form comes with the application;
- 3) curricula vitae and lists of relevant publications for Principal Investigator and all professional personnel;

- 4) budget for the entire period of the project with a justification of the need for and planned use of the funds requested for items in each category;
- 5) research plan (10-20 pages);
- 6) other support for the proposed research;
- 7) how subjects involved in the research will be protected.

Deadlines: August 1st for a decision in December.
February 1st for a decision in June.

The Henry Luce Foundation, Inc.

111 West 50th Street
New York, NY 10020
Tel: (212) 489-7700

The Luce Scholars Program provides an opportunity for eighteen young Americans to pursue their career interests for one year under the auspices of Asian mentors. The program is available to those who have had no prior opportunity to learn about Asia. The program will heighten the perceptions of the students and provide a knowledge of Asia that can be gained only by on-site experience. Individual candidates are nominated by 67 colleges and universities throughout the United States that have been invited to participate in the program. Nominees should have a record of high achievement, evidence of outstanding leadership ability, and a clearly defined career interest, with evidence of potential for professional accomplishment within that field.

Management Sciences for Health

Paul Alexander Memorial Fellowship
165 Allandale Road
Boston, MA 02130
Tel: (617) 524-7799
Fax: (617) 524-2825
Anne Rippy Turtle, Recruitment Officer

The fellowship is offered annually to a third- or fourth-year student who intends to go into the field of International Public Health and who wishes to gain experience through an assignment overseas.

The following documents are required:

- 1) letter indicating reasons for interest;
- 2) potential period of availability for travel;
- 3) international experience and language skills;
- 4) curriculum vitae and four letters of reference.

Deadline: December 31st of each year. Award notification will be made by the end of March.

Medical Assistance Program International (MAP)

2200 Glynco Parkway
P.O. Box 50
Brunswick, GA 31521-0050
Tel: (912) 265-6010
Fax: (912) 265-6170
Carole Peters, RDIF Coordinator

The MAP-Reader's Digest International Fellowship Program's purpose is to provide fourth-year students with clinical experiences in settings that will enable them to become familiar with the cultural, social, and medical problems characteristic of developing countries and thereby encourage the students to seriously consider a career involvement in Christian medical missions in this context. Students serve with well-qualified physicians associated with rural or outlying mission hospitals, clinics, or community health programs recognized by MAP for a minimum of eight weeks.

Application forms and instructions are available in the dean's office of each medical school or from MAP-RDIF.

Deadline: November 1st for the January decision.
June 1st for the September decision.

Philippe Foundation, Inc.

122 East 42nd Street
New York, NY 10168
Tel: (212) 687-3290
Marie Ann Currim

The Philippe Foundation is a small organization specializing in the exchange of doctors between the United States and France emphasizing cancer research. These grants are designed to facilitate the exchanges, not provide the principal source of support. At the end of the stay, 2 copies of a report describing your results to close your file are required. The following documents are required (4 copies in **black ink**):

- 1) curriculum vitae;
- 2) list of personal publications;
- 3) detailed description of proposed work, including:
 - statement from the head of the laboratory,
 - acceptance from the laboratory,
 - approval of proposed work,
 - departure date and length of stay;
- 4) letters of recommendation (2) from persons who have worked with the applicant;
- 5) information regarding other sources of support available to the applicant, as well as commitments made by institutions or agencies to provide support;
- 6) other pending applications;
- 7) amount requested—indicate as precisely as possible.

Deadlines: Requests should be received 4 weeks prior to the end of the session before decision is made:

February 1st March Session
May 1st June Session
August 1st September Session
November 1st December Session

The Rotary Foundation

1600 Ridge Avenue
Evanston, IL 60201
Tel: (312) 328-0100

Graduate scholarships for international study are available in any field and require a one year commitment. The scholarships cover travel expenses and provide a stipend for room and board. The applicant must be able to communicate in the host language.

Soros Foundations

888 Seventh Avenue, Suite 1901
New York, NY 10106
Tel: (212) 757-2323
Fax: (212) 974-0367
Frances Abouzeid or Peter Hegelbach

The Soros network of foundations supports Central and Eastern European projects and people. While the scope of each foundation's programs is usually local, the foundations cooperate on a number of regional projects. The foundations are mainly interested in education, culture, civil society, health and the environment.

Many of the Soros foundations offer:

- 1) Fellowships sending American volunteers abroad to teach environmental topics to local students during the summer;
- 2) Internships at Western hospitals, paying travel and incidental expenses for doctors invited to refresh their knowledge of technology/methodology in specialties of high priority;
- 3) Distribution networks, which facilitate the distribution and immediate use of donated medicine and medical supplies and equipment.

The Swedish Institute

Guest Scholarships
P.O. Box 7434
S-103 91 Stockholm, Sweden

The scholarships can normally be granted only for studies/research which cannot be equally well pursued in countries other than Sweden. Scholarships are usually granted for one academic year, but can also be awarded for study periods of short duration. Student must establish contact with a Swedish university department willing to accept the applicant before he/she applies.

Write to request application forms; give the following information:

1. name and address;
2. nationality;
3. educational background and/or work experience;
4. knowledge of languages;
5. a statement of the purpose of the training, study, or research—indicate the reason for choosing Sweden in particular;
6. a copy of a letter of invitation from a Swedish university department.

Deadline: Before December.

APPENDIX I

INTERNATIONAL HEALTH SHORT COURSES

Prepared by Don Wedemeyer, University of Cincinnati

The statistics are compelling certainly. The number of U.S. medical students participating in overseas electives has more than doubled in the past five years. Relatively few medical schools, however, include international health in the regular curriculum. In a recent national survey, it was estimated that only 15% of students going abroad take part in preparation courses prior to departure. Health care systems, socio-cultural views of health and illness, and commonly encountered diseases are some of the areas in which medicine in Third World countries differs significantly from that in the United States. Preparing for health care work in these settings can, as a result, often be an uncertain proposition. Some programs, which are listed below, have recognized the need by providing opportunities for students enrolled at schools where formal coursework is not available. Contact the individual schools for details.

University of Arizona

- Three weeks in July.
- A prerequisite is to be actively planning for a student or professional experience in a developing country.
- Application deadline April.

Ron Pust, M.D. or Susan Moher, M.Ed.
International Health Course
University of Arizona College of Medicine
Department of Family and Community Medicine
Tucson, AZ 85724
(602) 626-7962

Boston University

- Specialized courses throughout the year.
- 2-3 months in length.
- The school also organizes a summer program in Ivory Coast, which includes French language study.

Mike Devlin, M.P.H.
Center for International Health
Boston University
80 East Concord Street, Room A310
Boston, MA 02118
(617) 638-5234

University of California–Irvine

- One month in July.
- Program is held near the border in the Mexican state of Baja California Norte. The structured course is especially appropriate for 1st and 2nd year students and includes Spanish language study. Flexible arrangements are available for those more advanced.

Dennis Mull, M.D.
Department of Family Medicine
University of California Irvine
College of Medicine
Irvine, CA 92717
(714) 634-5171

Case Western Reserve University

- One month in September.
- The Center also has available a recommended publication by Jeffrey Goldhagen, M.D. and Karen Olness, M.D., "Orientation Manual for International Health Workers and Visitors" (1991).

Amy Zoldak
Center for International Health
Case Western Reserve University
10900 Euclid
Cleveland, OH 44106-49783
(216) 368-6321

University of Cincinnati

- Two weeks in September and March.

Jeff Heck, M.D. or Edwin Barnes, M.Ed
Department of Family Medicine
University of Cincinnati College of Medicine
231 Bethesda Avenue, M.L. 582
Cincinnati, OH 45267
(513) 558-4066

Emory University, in cooperation with the **Centers for Disease Control**

- Two weeks in May and November.
- "Epidemiology in Action" emphasizes epidemiology and biostatistics.

Philip S. Brochman, M.D.
Emory University School of Public Health
1599 Clifton Road, NE
Atlanta, GA 30329
(404) 727-0199

Louisiana State University/Costa Rica study program, San Jose, Costa Rica

- Clinical Tropical Medicine course.
- Four weeks in July.

Joseph H. Miller, Ph.D.
Louisiana State University Medical Center
Department of Microbiology, Immunology, and Parasitology
1901 Perdido Street
New Orleans, LA 70112-1393
(504) 568-6112

New York Medical College

- Two months beginning in July.
- Diploma course in tropical medicine.

Sheila Smythe
New York Medical College
Graduate School of Health Sciences
Sunshine Cottage
Valhalla, NY 10595
(914) 993-4531

University of Texas–Galveston

- One week in April.
- Participants may follow with a three week trip to Guyana upon completion of the course.

Harold Drayton, M.D.
Center for International Health
162 Gail Borden Building F65
University of Texas Medical Branch
Galveston, TX 77550
(409) 772-5082

Tulane University

- Two weeks in May, with optional one week trip to Haiti following course.
- Elective rotations through the medical school are also available in Colombia, Honduras, Belize, and Jamaica.

Irwin Cohen, M.D.
Tulane University School of Medicine
Program in Community Medicine
1430 Tulane Avenue
New Orleans, LA 70112
(504) 588-5571

- or -

Office of Continuing Education
Tulane Medical Center
140 Canal Street, Box 55
New Orleans, LA 70112
(504) 588-5466

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American Medical Student Association, ©1993)

APPENDIX II

ADDITIONAL RESOURCES FOR INFORMATION AND OPPORTUNITIES IN INTERNATIONAL HEALTH

Publications

International Health Electives for Medical Students, 1993 edition

**American Medical Student Association
Resource Center
1890 Preston White Drive
Reston, VA 22091
(703) 620-6600, Ext 217**

Lists a wide variety of opportunities for medical students to experience health care outside the confines of U.S. medicine, to see unusual pathologies and problems, and to examine different approaches to familiar problems. Includes description of electives at foreign medical schools, foreign hospitals and clinical programs, etc., as well as useful information about how to set up an elective. Published in four volumes by world region. Completely updated.

*Cross-Cultural Health Work:
What to Know Before You Go*

**American Medical Student Association
Resource Center
1890 Preston White Drive
Reston, VA 22091
(703) 620-6600, Ext 217**

A discussion of politics, economics, religion, and communication in the developing world. Explores some of the issues provoked by health work in other countries.

*The Peace Corps and More:
114 Ways to Work, Study and Travel
in the Third World*

**Global Exchange
2141 Mission Street, #202
San Francisco, CA 94110
(415) 255-7296**

This guide provides different suggestions of organizations that allow you to gain Third World experience while at the same time promoting the ideals of social justice and sustainable development.

*Physician Service Opportunities Abroad
Journal of the American Medical Association*

August 4, 1993, 270, no. 5

A directory of organizations that offer U.S. physicians both long-term and short-term overseas opportunities.

*International Health:
A Manual for Advisers and Students*
**The Society of Teachers of Family Medicine
8880 Ward Parkway, PO Box 8729
Kansas City, MO 64114
(800) 274-2237**

The manual examines international health as a component of medical education and the role of an adviser. The manual also includes a series of checklists designed to be used by the student and adviser as they work together in planning an international health elective.

*U.S.-Based Agencies Involved in
International Health Assistance*
**National Council for International Health
1701 K Street, NW Suite 600
Washington, DC 20006**

A directory of more than 300 organizations that are involved in international health activities both overseas and domestically.

The New Physician
**American Medical Student Association
1890 Preston White Drive
Reston, VA 22091
(703) 620-6600**

The July-August 1993, April 1993, and April 1992, editions of the magazine have cover stories concerning international health issues.

Organizations

Brethren Volunteer Services

451 Dundee Avenue
Elgin, IL 60120
(708) 742-5100

This Christian service program places volunteers in locally sponsored church projects in Latin America, the Caribbean and the Middle East for a period of two years. They also have one year programs in United States and China. Volunteers work in community services such as education, health care, and construction. Volunteers need not be Brethren or Christian, but need a college degree or equivalent life experience. Transportation to and from the project, room and board, medical coverage and a small monthly stipend are provided.

**International Health Medical
Education Consortium
Student and Resident Action Group**
CWRU Center for International Health
10900 Euclid Avenue
Cleveland, OH 44106-4978

IHMEC is a consortium of over 160 faculty representing over 50 medical schools teaching international health in North American medical schools and residencies.

The National Central America Health Rights Network

11 Maiden Lane
Suite 10D
New York, NY 10038

NCAHRN is a non-profit organization of affiliated groups and individuals dedicated to health care in Central America since 1983. Their work includes coordinating health personnel training exchange programs; organizing annual health colloquia with the national universities in Nicaragua and El Salvador; researching and reporting on health issues and policy developments concerning Central America and the Caribbean; and providing medical aid, technical assistance and cash contributions to Central American health organizations for primary care projects.

Global Volunteers

375 E. Little Canada Road
St. Paul, MN 55117
(612) 482-1074

Global Volunteers forms teams of 8 to 12 volunteers who live in rural communities for 2-3 weeks and work with villagers on development projects selected by the host community. The projects may involve construction and renovation of schools and clinics, health care, tutoring, business planning or assisting in other local activities. Opportunities are available in Guatemala, Mexico, Paraguay, Jamaica, India, and Western Samoa. Volunteers come from all backgrounds and occupations, including teachers, carpenters, homemakers, physicians and artists. No special skills or languages are required. Trips range from \$1000 to \$3000 and include costs of training, visas, ground transportation, hotels, village lodging, food, and airfare.

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