

INTRODUCTION

Welcome, fellow CUGH members! The CUGH Global Health Operations Committee, which works to build a community of practice around the operational and administrative challenges that academic global health programs can face, has developed this toolkit as a resource for those encountering issues and questions related to international travel.

We have organized this toolkit into four sections:

- Pre-Deployment, which includes topics of interest specifically related to travel preparations.
- During Deployment, which addresses questions that could be encountered during the course of an international trip.
- Post-Deployment, which contains resources related to issues that can be encountered upon the conclusion of an international trip.
- Institutional Handbooks, which directs users to resources that address a wide range of travel-related issues that cut across phases of travel.

The wealth and breadth of these resources and the extent to which they are publicly available reflects the generosity, experience, and knowledge of peer institutions and the private and public organizations that help support them.

Please note that the intention of this toolkit is simply to compile a number of resources that are available on topics related to international travel, and to provide some observations on what these resources contain. While we will continue to update it, users must realize that information contained here may be out-of-date, particularly given how rapidly world events and international travel considerations can change. We hope this information is helpful, but it is in no way intended to be exhaustive.

IMPORTANT NOTES:

- The resources on this website are offered to help institutions in supplementing, improving, and adding to their policies, procedures, and approaches pertaining to international travel. Faculty, staff, and others can bring these resources to the attention of the relevant offices or individuals but should always ultimately follow institutional directions.
- This toolkit does not take into account the current pandemic. It is critical for faculty, staff, and others to follow their institution's policies related to the pandemic.

We would value any feedback you would like to provide on this toolkit and would also welcome any recommendations for additional content. As you will see, some topics have more content than others, and we would appreciate your assistance in filling these gaps. Please contact info@cugh.org with such information.

SECTION A – PRE-DEPLOYMENT

1. General Information

The CDC maintains a [Travel Health website](#) covering myriad topics, including those related to [pre-travel considerations](#).

Boston University's [Practitioner's Guide to Global Health](#) provides guidance for those engaged in global health projects. It is a 3-part, timeline-based course, designed by global health experts, with information to help prepare undergraduates, graduate students, medical trainees, and volunteers for global health learning experiences. It indicates course duration as 9-12 hours a week for 2 weeks.

The University of Wisconsin's Simulation Use for Global Away Rotations ([SUGAR](#))^{10/22} contacted info@sugarprep.org

, with a focus on global health efforts, provides materials for [leading interactive orientation sessions](#) on basic principles necessary to prepare learners for global health rotations. Using the site requires registration but is free.

The SUGAR site also provides materials for guiding interactive sessions to orient participants on [health and safety challenges](#) that might be encountered during global health experiences. Using the site requires registration but is free.

In addition, SUGAR provides materials for leading sessions on [wellness and maintaining well-being](#) before, during, and after a global health experience. Using the site requires registration but is free.

2. Health and Safety Orientation: Clinician/Faculty Focus

HIV Post-Exposure Prophylaxis (PEP). The University of Michigan has prepared a memorandum outlining considerations for travel where HIV exposure is a risk. The memo also maps out UM's associated communication channels and resources available for travelers needing PEP assistance, which could help others in establishing similar processes/resources. (Julia – We have document, not link)

3. Health and Safety Orientations: Graduate Student Focus

The University of Michigan's Medical School (UMMS) maintains a Pre-Travel Checklist required of all travelers abroad as well as a predeparture timeline, compliance with

which is required for all medical students traveling either internationally, domestically, or for professional purposes. ([Julia – We have document, not link](#))

4. Review Security Situation at Destination

The US Department of State (USDOS) maintains [advisories](#) that reflect the US government's assessment of the considerations and risks associated with travel to individual countries. Note that it is important to review particular advisories closely as risk considerations can depend region/city-level detail.

USDOS's Overseas Security Advisory Council (OSAC) [website](#) provides country- and issue-specific reports. While there are some health-related topics addressed, the emphasis tends to be on crime, safety, and security-related topics.

[International SOS \(ISOS\)](#) is a health and security services company that also provides emergency evacuation assistance. It maintains a website for its clients with a wide range of information on, for example, the risks associated with travel to a particular destination, and also maintains a round-the-clock help desk that can be contacted by phone. There are other companies that provide these services. Check with your risk management office or other relevant contact to find out if your institution has a relationship with a service provider like ISOS and what associated resources are available to you.

5. Review Health Situation at Destination

The CDC maintains a [system of notices](#) regarding specific health issues by destination. This system follows a three-tier ranking, of which Warning Level 3 indicates the highest risk. (A separate, 4-level system of CDC notices has been developed for [COVID-19.](#))

The [CDC's Yellow Book](#) is published every two years as a "resource for health professionals providing care to international travelers."

6. Health Considerations & Resources (mental health, health clearances, assessments)

Northwestern University's Feinberg School of Medicine's Institute of Global Health has a [Global Health Agreement Form](#) that provides students with an overview of health-related resources available to them on global health projects. A [Health and Safety Preparedness Form](#) provides students and residents with guidance on preparations and emergency protocols and includes recommendations for specific partner sites. Both forms could be a helpful example for others interested in establishing similar resources.

Harvard maintains a [Health Clearance process](#) for undergraduate and summer school travel abroad.

Cornell's International Affairs office provides on its website a helpful overview [of general considerations for international travel](#). It does not have a global health focus but

provides detail on how Cornell handles issues like travel to elevated-risk destinations that could be of interest to others.

Michigan maintains a website that covers issues related to [travel resiliency](#), with a focus on issues like stress and culture shock. It is not particularly focused on those traveling for global health related projects.

7. Register with US Embassy (if US citizen)

The US Department of State's [Smart Traveler Enrollment Program \(STEP\)](#) is “a free service to allow U.S. citizens and nationals traveling and living abroad to enroll their trip with the nearest U.S. Embassy or Consulate.” By enrolling, travelers can receive updates on safety conditions at their destination. In addition, enrollment can help facilitate assistance and contact in the event of an emergency.

8. Visa Considerations

Consider communicating to guests to the US the advisability of securing travel health insurance for trips to the US, even if their particular US visa type does not require it. Having a health event in the US could involve substantial treatment costs, and short-term travel policies can be relatively inexpensive. There are multiple companies from whom such insurance can be purchased.

US Citizenship and Immigration Services (USCIS) maintains an online policy manual which includes a section on [health-related considerations for admission](#) to the US, including a section on [communicable diseases of public health significance](#).

9. Ethical Challenges, Considerations and Awareness

The Annals of Global Health has posted a [series of essays](#) discussing Short Term Experiences in Global Health (STEGHs), with a focus on their legal and ethical framework.

The University of Wisconsin's Simulation Use for Global Away Rotations (SUGAR) site, with a focus on global health efforts, provides materials for [ethics case studies](#) which cover scenarios travelers may encounter abroad.

The University of Minnesota provides a free-to-all, online, [Global Ambassador for Patient Safety Workshop](#) to help students prepare for global health experiences abroad and gain awareness of what they can and cannot do abroad as pre-licensed health professionals.

Boston University's [Practitioner's Guide to Global Health](#) provides guidance for those engaged in global health projects. It is a 3-part, timeline-based course, designed by global health experts, with guidance to help prepare undergraduates, graduate

students, medical trainees, and volunteers for global health learning experiences. It indicates course duration as 9-12 hours a week for 2 weeks.

Stanford and Johns Hopkins University have developed an online series of case studies called [Ethical Challenges in Short-Term Global Health Training](#) to “introduce trainees and others involved in global health research and service to ethical issues that may arise during short-term training experiences abroad.” Trainees in global health research and practice abroad are the primary audience for these cases. Other individuals involved in these training programs (e.g., faculty mentors, program sponsors) may also find them useful.

10. Cultural Competency Resources

Unite for Sight provides a number of useful resources on its site which can be accessed at no charge:

- [Case Studies: Cultural Competency in Action](#) includes four case studies related to cultural competency, exploring successful and unsuccessful approaches.
- [Ethics and Filmmaking in Developing Countries](#) provides a discussion of ethical considerations related to filmmaking in LMICs, using three specific films as case studies.
- [Volunteer Ethics and Professionalism Online Course](#) is a 5-module online course to help “ensure that volunteers understand their role and how to make a high impact difference while participating abroad.”
- [Cultural Competency Online Course](#) is an 11-module online course covering a range of cultural competency topics (e.g., culture shock, ethnocentrism).

The University of Michigan’s [Community Engagement Online Minicourse](#) is a massive online open course (MOOC) “designed to help both novices and seasoned practitioners of community engagement work more effectively with communities and organizations, both domestically and abroad.” It does not appear to have a particularly global health related focus.

11. Resources for Travelers with Special Considerations

The U.S. Department of State (DOS) maintains [Information for Women Travelers](#) on its website. It includes relatively general information that is not particularly global health oriented.

DOS also maintains information for [Travelers with Disabilities](#) on its website, which is also general information.

Diversity Abroad provides information on its site on a wide range of topics (including some that are country-specific) such as, for example, [considerations for students with](#)

[disabilities](#) and [religious diversity abroad](#). These are not specifically global health oriented and seem perhaps most oriented toward undergraduates.

There are a number of resources focused on considerations for the LGBTQIA community.

1. [International Gay and Lesbian Human Rights Commission](#)
2. [NAFSA: Association of International Educators Rainbow Special Interest Group](#)
3. Northwestern University Study Abroad [LGBTQIA Considerations Abroad](#) is posted with other [identity-related considerations](#) for traveling abroad
4. U.S. Department of State [LGBTI Travel Information](#)
5. [The International Lesbian, Gay, Bisexual, Trans and Intersex Association \(ILGA\)](#). Includes information in global context including, e.g., maps re. country-specific legal framework
6. [LGBTQA Rights Around the World](#)

12. Road Safety Abroad

The U.S. Department of State (DOS) maintains guidance on [Road Safety Abroad](#) that is relatively high-level and oriented toward “basic” travel. Includes information on permits and insurance and links to articles on a range of topics and to additional resources.

The website of the [Association for Safe International Road Travel](#) (ASIRT) references a range a range of resources, including those focused on the study abroad community; access to most appears to require joining ASIRT.

The [Global Road Safety Partnership](#) is a non-profit organization whose mission is “the sustainable reduction of road-crash death and injury in low- and middle-income countries.” Its site provides a number of resources, including [manuals](#) on topics such as pedestrian safety and [data](#) on crash incidence.

13. Country Information Resources

[CIA: The World Factbook](#) provides information on “the history, people, government, economy, energy, geography, communications, transportation, military, terrorism, and transnational issues for 266 world entities.” Could be presented as helpful to orient a traveler on their destination.

The US Department of State’s (DOS) [Country Specific Information](#) provides links to a number of general travel resources (e.g., [Traveler Checklist](#)) while providing options to go to country-specific information.

USDOS’s Overseas Security Advisory Council (OSAC) [website](#) provides country- and issue-specific reports. While there are some health-related topics addressed, the emphasis tends to be on crime, safety, and security-related topics.

[International SOS \(ISOS\)](#) is a health and security services company that also provides emergency evacuation assistance. It maintains a website for its clients with a wide range of information on, for example, the risks associated with travel to a particular destination, and also maintains a round-the-clock help desk that can be contacted by phone. There are other companies that provide these services. Check with your risk management office or other relevant contact to find out if your institution has a relationship with a service provider like ISOS and what associated resources are available to you.

The [British Foreign Commonwealth Office](#) provides a country-by-country overview of safety and security, health, etc., considerations. Similar to US DOS pages and as such, could provide helpful general background information on considerations at destination.

[Canada's Office of Foreign Affairs and International Trade](#) provides a country-by-country overview of safety and security, health, etc., considerations. Similar to US DOS pages and as such, could provide helpful general background information on considerations at destination.

The [World Health Organization](#) provides country-by-country information including macro data with a particular emphasis on health statistics.

14. Emergency & Safety Planning for Travelers and Groups/Training

The University of Texas has posted [resources for leading study abroad programs](#) as well as information on UT resources such as emergency support, pre-travel orientations, policies/processes for high risk travel, etc. Not particularly oriented to global health travelers but could be of interest for others establishing similar resources/processes.

The University of Michigan has posted [emergency protocols](#), with specific detail for international travelers, as well as [resources](#) to help travelers research safety and security considerations at their destinations, develop risk mitigation strategies, and protect data and electronic devices. Michigan has also posted [a Safety Abroad Orientation](#) on its website, which includes the following sections: Know Before You Go, Risk Assessment and Tolerance, Situational Awareness, Personal Choices, and Preparing for Emergencies. While the site requires a username and password, these can be created at no charge.

Health sciences centers may find it helpful to contact UT Health San Antonio about its emergency response protocols. They can be reached at international@uthscsa.edu.

15. Resources for faculty/staff leading students abroad

Georgetown has a [document with guidance](#) for trip leaders as well as information on Georgetown policies and processes. It includes an appendix with related templates. Perhaps most relevant to leading undergraduate travel, rather than global health travel but could be interesting to those looking for more information on peer resources/processes.

Northeastern University maintains an [International Travel](#) site that outlines a range of considerations and process for travel abroad programs, including risk-related matters.

Additional topics in progress:

Strategies for Ensuring Compliance with Travel Policies

Policies for relatively high-risk travel

SECTION B – DURING DEPLOYMENT

1. Culture Shock

The University of Wisconsin's Simulation Use for Global Away Rotations (SUGAR) site, with a focus on global health efforts, includes materials for an online instruction module on [culture and culture shock](#) with additional in-person activities. Using the site requires registration but is free.

2. Clinical Resource Constraints

The University of Wisconsin's Simulation Use for Global Away Rotations (SUGAR) site, with a focus on global health efforts, provides videos that discuss [Procedural Education for Adaptation to Resource-Limited Settings](#) (PEARLS). The videos include both step-by-step walk throughs and skill demonstrations. Sample topics include Neonatal Resuscitation and Oxygen Delivery Devices. Using the site requires registration but is free.

3. Post-exposure prophylaxis

HIV Post-Exposure Prophylaxis (PEP). The University of Michigan has prepared a memorandum that maps considerations before engaging in travel where HIV exposure is a risk. The memo also maps out UM's associated communication channels and resources available for travelers needing PEP assistance, which could help others in establishing similar processes/resources. (Julia – We have document, not link)

Additional topics in progress: Ground transportation considerations; staying healthy; telecommunications and connectivity; and banking/access to funds.

SECTION C – POST-DEPLOYMENT

1. Health considerations

[Chapter 11](#) of the CDC Yellow Book provides an overview of considerations for post-travel evaluation with information relevant for LMIC travel. Includes guidance on information that should be considered (chief complaints, travel itinerary, exposures, etc.) as well as a list of common travel-related infections with incubation period detail.

Additional topics in progress: Keeping connected with host-country colleagues and projects; reverse culture shock; debriefing; academic integrity and ethics (authorship, acknowledgements, etc.) – Includes bringing data/feedback back to partners.

SECTION D – INSTITUTIONAL HANDBOOKS

The Johns Hopkins Center for Global Health [Overseas Travel Handbook](#) (November 2019)

[Student Handbook on Global Health](#), 2018-19 Feinberg School of Medicine, Institute for Global Health , Northwestern University