



UNIVERSITY  
OF APPLIED  
SCIENCES  
UTRECHT

*Institute for Nursing Studies.*

## *Study Manual: Minor International Health Studies*

2023-2024

|                     |   |
|---------------------|---|
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©Hogeschool Utrecht Bachelor of Science in nursing studies manual IHS  
Utrecht University of Applied Sciences, Faculty of Healthcare, Bachelor of Science in nursing, 2013

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# 1. Introduction

The aim of the minor International Health Studies (IHS) is to provide you with tools to become a more open-minded and (inter)culturally aware healthcare provider when caring for others. This open-mindedness applies to both healthcare needs in different countries, where different systems are in place, as well as to global health issues. IHS offers you the opportunity to go abroad and at the same time provides you with knowledge about (the value of) ‘international thinking’ in your own country. As demographic changes result in increasingly multicultural societies, healthcare institutions in the Western world have more and more clients with diverse cultural backgrounds. Therefore, throughout your careers as healthcare professionals you will also find yourselves providing care to people from diverse cultural backgrounds.

You should be aware that you need to reflect on your personal and professional development during the program in order to successfully develop into a global healthcare provider. The following skills form an essential part of this minor: intercultural communication, making and questioning judgements, applying knowledge and coming to a deeper and sometimes different understanding.

Four themes are therefore central in this minor:

- Health care
- Culture
- Personal development
- Moral reasoning

These themes will be highlighted from different angles during the lectures and workshops, some of which will be given by guest lecturers from different fields. In this study guide you can read more about this minor, though bear in mind that things may not go as planned...

Welcome to the jungle!

Edwin Hagenbeek

Angelique Hagen

Betty Bakker

Marianne Jacobs

Tanja Schaftenaar

## 2. Entry requirements and requirements traineeship

### 2.1 Entry requirements

This minor has been designed for all students who are interested in healthcare in a global context and in other cultures. Students from various professional backgrounds and with individual skills and competences work towards the same goals.

Criteria to be admitted to the minor are the following:

- Being competent in English language skills and preferably also in the language of the host country
- A learning contract (appendix 6) to prove your commitment to participation is made in cooperation with the coordinator internationalization of the specific faculty
- A letter of motivation which includes:
  - Why you want to participate in this minor
  - How you want to participate in this minor
  - What you expect to gain from the minor
  - Your expectations of how this minor will influence your profession
- You have arranged a traineeship for part 2 of this minor

### 2.2 Requirements traineeship

The following general requirements apply for the traineeship:

- The traineeship is healthcare related and takes place in one country
- A supervisor in your field of studies is available at the site
- The student and supervisor are able to communicate in a common language
- Safety issues are taken into consideration
- Means to have contact with your home country are available
- The organization has official recognition (legal status)
- The minimal actual participation within the institution or organization is 4 days per week during 10 weeks
- At the end of your internship, your supervisor on site fills in the assessment form and provides you with feedback. See appendix 8.
- During the internship abroad we expect that students keep their supervisor or coach in the Netherlands informed about their whereabouts and progress. You will let your teacher know that you have arrived safely and during your internship, you will be in contact with your teacher at least twice by skype, phone or email.
- Classes after your return start in the week of January 6<sup>th</sup> 2020. We advise you to be home a few days earlier, especially if you come from a different time zone!

Since students from different healthcare studies visit numerous different countries, the coordinator and teachers of IHS work together with the internationalization coordinators of the different institutes within the Faculty of Health Care to find solutions tailored to the specific needs for the traineeships. For department and program specific requirements, please contact the coordinator internationalization of your own program.

## **2.3 Preparation**

Before you can go abroad, the following must be arranged:

- Registration at the International Office (both HU and Faculty of Health care)
- Passport / Visa (look at expiration date)
- Vaccination(s)
- Pep kit (if necessary)
- Scholarship options
- Official agreement for visit/participation (from institution or organization), such as a welcome or introduction letter, which you add to your portfolio
- Travel tickets
- Regard high-risk travel countries and legal implications (see HIS-HUBL site at documents).

## **2.4 Structure of the minor**

- Block AB
  - Week A1-A6 – Part 1: Be aware and be prepared – preparation for your internship
  - Week A7-B6 – Part 2: Internship abroad
  - Week B7-B10– Part 3: Home sweet home – becoming aware of what you have learned during your internship. In other words, harvesting your learning experiences.

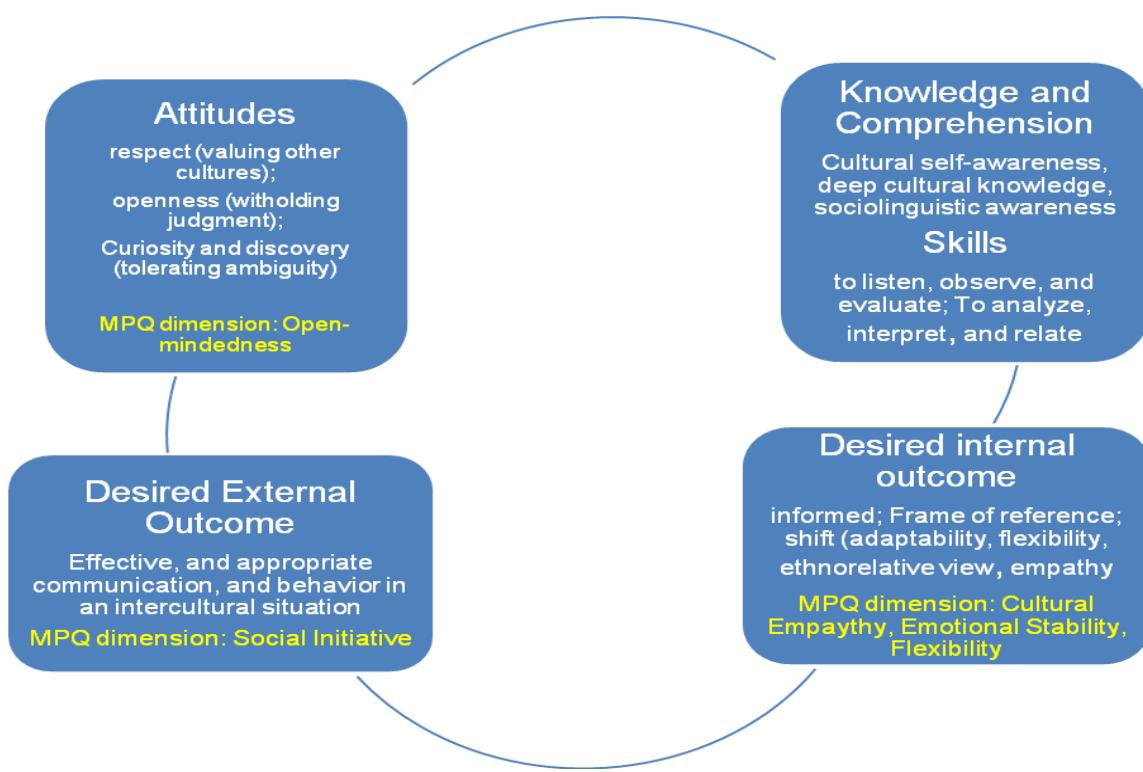
Block CD:

- Week C1-C6 part 1
- Week C7-D6 Part 2
- Week D7-D11 part 3

### 3. Learning outcomes and competences

The key aim of IHS is that students are capable of functioning as healthcare providers in an international / multicultural context. This includes showing appropriate behavior and having effective communication skills. Consequently, as a student, you must be able to recognize and express the importance of understanding the world from multiple perspectives. Therefore, you should always be aware of the following question, fundamental to achieving this aim: What does it mean to successfully interact with those from other cultures? (Deardorff, 2010, see appendix 1).

The minor in International Health Studies focuses on competences that go beyond those learned in the major. In addition to general 'HBO-competencies', you need to master more specific intercultural competencies. To describe the learning outcomes and accompanying indicators for the minor IHS, we make use of Deardorff's 'Intercultural Competence Model'. (Deardorff, 2004):



The Deardorff framework illustrates that intercultural competence is a *process* – a lifelong process – there is not one point at which an individual becomes completely inter-culturally competent. Thus, it is important to be as focused on the growth process – of *how* you acquire the necessary knowledge, skills, and attitudes – as you do to the concrete aspects of intercultural competence; thus critical reflection is a powerful tool in the process of intercultural competence development (Deardorff, 2010).

Since the minor IHS consists of different parts, learning outcomes have been formulated for the period of preparation and your time abroad.

### **3.1 Part 1: Be aware and be prepared**

In part 1 of the minor, ‘be aware and be prepared’, you will work on the following learning outcomes:

You develop cultural self-awareness including cultural specific information

You practice becoming open minded and reflecting critically on your experiences

You practice gaining self-knowledge: What is important to you, why, and where does that come from?

You evaluate your own competences and create a developmental plan for personal and professional progress over time

You know what it means to start your internship aware and prepared: having knowledge of the country, culture, health care system and the organization that you are going to visit and reflecting on what skills and competencies you need to develop in order to successfully complete the internship

You will receive three grades for part 1 of this minor (see [examination](#)). Completion of part 1 is mandatory in order to be able to start your internship abroad!

### **3.2 The internship abroad**

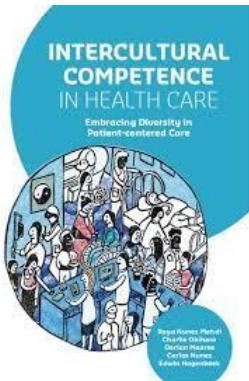
During your internship abroad you will work on the following learning outcomes:

- You gain a deeper cultural understanding and overall knowledge of the healthcare provided in your destination country
- You show sociolinguistic awareness
  - You behave and communicate effectively and appropriately (based on your intercultural knowledge, skills and attitudes) to achieve your goals during the internship
  - You show in the actual context adaptability in communication and behavior to a new cultural environment
  - You are flexible in selecting and using appropriate communication styles and behaviors and show cognitive flexibility in actual context
- You are able to use an ethno-relative view in an intercultural situation
- You show empathy in an intercultural situation
- You show thorough insight into the Deardorff model (appendix 1)

During your internship as well as after your return, you will work on a number of assignments and presentations, which will be explained below. You will also receive 15 EC during part 2 and 3, adding up to a total of 30 EC.

## 4. Literature

During the course we will use the book **Nunez Mahdi, R. et al. (2020). Intercultural Competence in Health Care. Embracing Diversity in Patient-Centered Care. Assen: Koninklijke Van Gorcum.**



### REMARK:

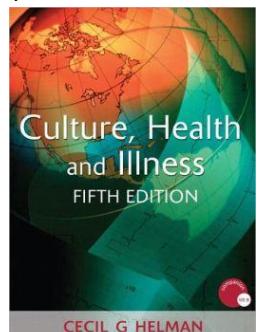
The book Intercultural Competences is might not be available any more. You can lend the book and return it at the end of the course. When you want to keep it, just inform Edwin Hagenbeek about possibilities. When you do not return the book we will ask you to pay € 30,00.

This book is obligatory and essential to make the assignments. In the portfolio it is important to use literature.

We would **highly recommend** the book Culture, Health and Illness by Helman, C. (2007). London: Taylor & Francis Ltd. 5<sup>th</sup> Revised Edition.

We also ask you to find your own literature to prove your statements or theoretical background.

A number of articles are part of this course, which can be found on the CANVAS-site of the Minor International Health Studies.



## 5. Honours

The Utrecht University of Applied Sciences stimulates students to challenge themselves in both personal and professional ways beyond of the bachelor curriculum. This means that if you do or achieve extra and/or extraordinary things, you can be rewarded for your achievements with one or more honours stars. If you earn five stars, you get an official “with honours” certificate with your diploma. (See <https://husite.nl/huhonours/> for more information.)

It is possible to gain one or more stars in combination with the minor International Health Studies, by doing something extra besides the 40 days of internship and doing the given assignments. For example: a (comparative) research, an extra project, learning new skills, making a documentary or doing something else you are passionate about. The opportunities are endless. Talk to your teacher if you have an idea!

These are some guidelines that may help you and us to assess whether your achievement is honours worthy. Note: you don't have to meet all these guidelines in order to earn a star.

1. You show that you have developed a solid intercultural attitude and accompanying skills: you are aware of and know how to handle your own and other perspectives and you know how to behave appropriately without losing track of your own identity and values.
2. You show that you are able to reflect critically and on a deeper level on yourself, your own learning process and on situations that you encounter. You reflect on the level of behavior, and on the level of values and beliefs. You also show which qualities you and others see in yourself, and how you have used and developed those.
3. You show (that you have developed) personal leadership: you are pro-active by taking initiative and responsibility.
4. You show (that you have developed) analytical skills: you are able to look critically at sources of information and use them wisely, to make connections and draw conclusions with consideration.
5. You are eager to learn as much as possible about the culture, health care system and/or your own profession in your host country.
6. You show how you have created value for and impacted the people you have worked with.
7. You relate your learning experiences and outcomes to your own professional role: you show that you can use your experiences in other (professional) settings.

### Procedure

1. If you want to do something extra and earn an honours star, discuss this with your teacher. Your teacher can also stimulate you to apply for a star when they notice you are doing extraordinary things or when your portfolio is of exceptional quality. Also discuss which of the six different stars you would like to apply for. A star for “International Perspective” is an obvious choice, but a “free star” or other star is also an option. For more information, see <https://husite.nl/huhonours/sterrensysteem-hu-honours/>.
2. Write a star application (steraanvraag) in which you show what you have done and how you fit the honours criteria for the specific star you would like to apply for. You can do this in Dutch or English. The honours criteria can be found [here](#). Your IHS-teacher can support your application, but you can also ask your internship supervisor or someone else who has been involved in your star activities.
3. Send an email with your star application to the honours coach of your institute:
  - a. Brigitte van Barneveld for IBS ([Brigitte.vanbarneveld@hu.nl](mailto:Brigitte.vanbarneveld@hu.nl))
  - b. Josca Snoei for IPS ([Josca.snoei@hu.nl](mailto:Josca.snoei@hu.nl))

- c. Rosan van der Aa for IVS ([Rosan.vanderaa@hu.nl](mailto:Rosan.vanderaa@hu.nl))  
This honours coach will find an assessor who will assess your application.
- 4. Enroll yourself in Osiris by registering for “Cursus G-HONOURS”. Choose to enroll for “TOETS 1 t/m 5 / Ster 1 t/m 5”. You will get an announcement in red saying that honours is not part of your exam program. This is correct because honours is not compulsory, so no worries.

Please note: You can apply for an honours star at any moment in time. Your earned stars need to be enrolled in Osiris a few weeks before your graduation, so that is your final deadline. It is possible to apply for a star during or immediately after finishing the minor, but you can also do this later.

Participating in IHS can be a starting point for your honours career because you develop personal leadership and may decide to take on extra projects after the minor. Remember that honours is both about personal and professional development, so whenever you feel that you are doing something extra in which you are learning and growing, this might be honours worthy. This goes for everything you do, also aside from this minor or even aside from your studies. Contact the honours coach of your institute or bachelor if you would like more information or have a talk!

# 6. Overview of the program

## 6.1 Lectures part 1

1. Introduction: Welcome to the jungle (teacher: Edwin Hagenbeek)
2. Exploring cultures part 1 and part 2(teacher: Edwin Hagenbeek)
3. Medical systems (guest lecture Karin Schepman)
4. Medical systems (guest lecture Karin Schepman)
5. Tropical medicine (teacher: Bart Cuppen)
6. Ethical dilemmas (teacher: Marianne Jacobs)
7. Culture shock (Edwin Hagenbeek)
8. Intercultural communication (teacher: Edwin Hagenbeek)
9. Looking back and looking forward (Edwin Hagenbeek)

## 6.2 Workshops part 1

### *Week A1: Introduction*

1. Introduction, including photo pitch
2. Practical things and personal goals for part 1
3. Fishbowl, healthcare in the Netherlands and Gapminder

### *Week A2: Healthcare work abroad*

4. Healthcare work abroad
5. Presentation 1: Understanding health care systems from a cultural perspective
6. Former student workshop (practical things) not sure yet.

### *Week A3: Ethnocentrism and -relativism*

7. White Privilege and discrimination
8. Intercultural communication
9. Excursion ?

### *Week A4: Healthcare structures*

10. Healthcare structures/health seeking behavior/health promotion
11. Presentation 2: At Home Activity
12. Presentation 2: At Home Activity

### *Week A5: You as an international healthcare worker*

13. Travel Safety
14. Profile of internationals healthcare worker, goals for part 2 and plan of action
15. Travel safety and health hazards part 2.

### *Week A6: Ready, set, go!*

16. Create your own class: what practical skills do you need to refresh/practice?
17. Posterpresentations
18. Poster Presentation 3: Ready for takeoff, evaluation part 1, study guide part 2

### **6.3 Workshops part 3**

*Week B9: Welcome back*

1. Welcome back
2. Photo pitch and world café

*Week B10: Reverse culture shock*

3. Reverse culture shock
4. Listening exercise and ethical dilemma's

*Week B11*

5. To be announced
6. To be announced

*Week B12: Goodbye*

7. Poster presentations
8. Closing ceremony

## 7. Lectures part 1

### Lecture 1: IHS Introduction

|                          |   |
|--------------------------|---|
| <b>Topic</b>             | Opening IHS   |
| <b>Overall goal</b>      | The student has knowledge and understanding of the program and the semi-final assessment  |
| <b>Program aims</b>      | The student is capable of the following: <ul style="list-style-type: none"> <li>• Explaining the content of the minor</li> <li>• Explaining the goals of the minor</li> </ul> |
| <b>Study load total</b>  | Class contact time: 2 hour  |
| <b>Lesson activities</b> | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>   |
| <b>Literature</b>        | N/A (Not Applicable = N/A)  |

### Lecture 1: Exploring Cultures, part 1 (Hofstede)

|                          |  |
|--------------------------|--|
| <b>Topic</b>             | Exploring Cultures, part 1: Deardorf, Hofstede,  |
| <b>Overall goal</b>      | <p>The student is able to assemble culture-specific information related to healthcare</p> <p>The student is capable of the following and is able to apply in practice:</p> <ul style="list-style-type: none"> <li>• Applying the analysis model of Hofstede</li> </ul>   |
| <b>Program aims</b>      | <p>Model of Deardorff: knowledge and comprehension:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Cultural self-awareness (Deardorff)</li> <li>• Cultural knowledge (Hofstede)</li> </ul> <p>Skills: applying the cultural models in an assignment.</p>   |
| <b>Study load total</b>  | <p>Class contact time: 2 hours</p> <p>Self-study: 3 hours</p>  |
| <b>Lesson activities</b> | <ul style="list-style-type: none"> <li>• Lecture</li> </ul>  |
| <b>Literature:</b>       | <p>Compulsory:</p> <p>Nunez Mahdi, R. et al. Interculturele Communicatie in de Zorg (2019), Koninklijke Van Gorcum, hoofdstuk 3: De 6 basiswaarden van Kluckhohn en Strodtbeck en hoofdstuk 4: De culturele dimensies van Hofstede.</p> <p>Recommended:</p> <ul style="list-style-type: none"> <li>• Website Geert Hofstede: <a href="http://geert-hofstede.com/">http://geert-hofstede.com/</a> and <a href="https://www.hofstede-insights.com/">https://www.hofstede-insights.com/</a></li> <li>• Kleinman, A. (1980). Patients and healers in the context of culture: An exploration of the borderland between anthropology, medicine, and psychiatry (Vol. 3). Univ of California Press. P. 121-132. <i>This book can be downloaded online.</i></li> <li>• Helman, C., <i>Culture, Health and Illness</i> (2007) (5<sup>th</sup> edition). Oxford University Press. Chapter 5: Doctor and patient interactions.</li> </ul> |

## Lecture 2 : Exploring Cultures, part 2

|                          |   |
|--------------------------|---|
| <b>Topic</b>             | Exploring Cultures, part 2: Intercultural models (Leininger)  |
| <b>Overall goal</b>      | The student is capable of the following: <ul style="list-style-type: none"> <li>Applying a theoretical model in order to learn about and analyze a society</li> <li>Student is aware of the model of Leininger</li> </ul>   |
| <b>Program aims</b>      | In-depth understanding and knowledge of the culture, in the context of healthcare.<br><br>Model van Deardorff: knowledge and comprehension:<br>Knowledge: <ul style="list-style-type: none"> <li>Cultural self-awareness</li> <li>Cultural knowledge</li> <li>Socio-linguistic awareness</li> </ul><br>What makes a culture?<br>How do you become familiar with a culture?<br>Understanding the concepts <i>emic</i> and <i>etic</i><br>Cultural Knowledge:<br>A model is a tool to realize your aim: <ul style="list-style-type: none"> <li>Leininger Model</li> </ul>                               |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 2 hours  |
| <b>Lesson activities</b> | <ul style="list-style-type: none"> <li>Lecture</li> </ul>   |
| <b>Literature</b>        | <p>Compulsory:</p> <p>Nunez Mahdi, R. et al .Intercultural Competence (2020). Assen: Koninklijke Van Gorcum, Chapter 5: Medical Anthropologie.</p> <p>Recommended:</p> <ul style="list-style-type: none"> <li>Leininger, M. (2002). A Cultural Care Theory: A Major Contribution to advance transcultural Nursing in knowledge and practice. Journal of Transcultural Nursing Vol 13, nr 3 pag; 189-192. See <i>HUBL</i></li> <li>Helman, C., <i>Culture, Health and Illness</i> (2007) (5<sup>th</sup> edition). Oxford University Press. Chapter 1 (pages 1-18), and chapter 4</li> <li></li> </ul> |

## Lecture 3 and 4 : Medical Health Systems - guest lecture - Karin Schepman

|              |   |
|--------------|---|
| <b>Topic</b> | Medical Health Systems and traditional medicine   |
| <b>Goal</b>  | Understanding the challenges for a good health care system. How to deliver good quality health services to all people, where and when it is needed, and in a cost effective way. What are key-components of a health care system? |

|                          |  |
|--------------------------|--|
| <b>Program aims</b>      | <p>The student is able to describe the concept of healthcare systems and its constituting components. The exact configuration of services varies from country to country.</p> <ul style="list-style-type: none"> <li>● To be able to describe the determinants of health.</li> <li>● To be able to describe the universal right to health care in regards to health care systems and true access to health services.</li> <li>● To understand the difference between curative medicine and public health and traditional medicine.</li> <li>● To understand the structure of different health systems in high-, middle- and low income countries.</li> <li>● To understand the financing of Health care system.</li> <li>● To be able to explain the role of NGO's, government institutions and private companies in health care.</li> </ul> |
| <b>Study load total</b>  | Class contact time:4 hours, self study: 1 hour   |
| <b>Lesson activities</b> | <ul style="list-style-type: none"> <li>● Lecture</li> <li>● Tutorial</li> </ul>  |
| <b>Literature:</b>       | <p>Compulsory:</p> <p>Nunez Mahdi, R. et al .Intercultural Competence (2020). Assen: Koninklijke Van Gorcum, Chapter 5: Medical Anthropologie.</p> <p>Recommended:</p> <p>Helman, C. Chapter 4, Caring and curing: the sectors of health care Culture, Health and Illness. London: Hodder and Arnold; 2007</p>   |

### Lecture 5: Travel Safety, part 2

|                         |  |
|-------------------------|--|
| <b>Topic</b>            | Travel Safety/Tropical Medicine, part 2<br><b>Bart Cuppen</b>  |
| <b>Overall goal</b>     | The student is capable of the following: <ul style="list-style-type: none"> <li>● Understanding different kinds of tropical diseases</li> </ul>  |
| <b>Program aims</b>     | The student is capable of the following: <ul style="list-style-type: none"> <li>● Understand what kind of preventive activities can be taken</li> <li>● Understand how to use the PEP-kit</li> </ul> |
| <b>Study load total</b> | Class contact time: 2 (hours<br>Self-study: 2 hours  |

|                          |  |
|--------------------------|--|
| <b>Lesson activities</b> | <ul style="list-style-type: none"> <li>Lecture</li> </ul>  |
| <b>Literature:</b>       | <p>Highly recommended:</p> <ul style="list-style-type: none"> <li>Werner, D., Thuman, C., Maxwell, J., Pearson, A., &amp; Cary, F. (1993). Where there is no doctor: a village health care handbook for Africa. Macmillan. <i>This book can be downloaded online.</i></li> </ul> |

### Lecture 6: Ethical dilemmas

|                                  |   |
|----------------------------------|---|
| <b>Topic</b>                     | Ethical dilemmas  |
| <b>Overall goal</b>              | The student is able to: <ul style="list-style-type: none"> <li>Explain which ethical dilemmas might occur in different countries.</li> </ul>  |
| <b>Program aims</b>              | The student is capable of the following: <ul style="list-style-type: none"> <li>Showing awareness of ethical dilemmas</li> </ul>  |
| <b>Study load total</b>          | Class contact time: 2 hours<br>Self-study:  |
| <b>Lesson activities</b>         | <ul style="list-style-type: none"> <li>Lecture about different ethical issues like: Female Genital Mutulation, Gender issues, Traditional Healers etc.</li> </ul>   |
| <b>Supplementary literature:</b> | <ul style="list-style-type: none"> <li>Watch the movie Desert Flower:<br/><a href="https://www.youtube.com/watch?v=drvUPIKyTCc">https://www.youtube.com/watch?v=drvUPIKyTCc</a></li> <li>Watch Beperkt Houdbaar van Sunny Bergman( 😞 only Dutch)<br/><a href="https://www.2doc.nl/documentaires/series/holland/doc/2010/Beperkt-Houdbaar.html">https://www.2doc.nl/documentaires/series/holland/doc/2010/Beperkt-Houdbaar.html</a></li> </ul> |

### Lecture 7: Culture Shock

|                          |  |
|--------------------------|--|
| <b>Topic</b>             | Culture Shock  |
| <b>Overall goal</b>      | The student is able to explain the following: <ul style="list-style-type: none"> <li>The theoretical background of the phenomena culture shock</li> </ul>  |
| <b>Program aims</b>      | The student is able to explain the following: <ul style="list-style-type: none"> <li>The progression of culture shock</li> <li>The characteristic features of culture shock</li> <li>What can be done to prevent culture shock</li> </ul>  |
| <b>Study load total</b>  | Class contact time: 1 hour<br>Self-study: 3 hours  |
| <b>Lesson activities</b> | <ul style="list-style-type: none"> <li>lecture</li> </ul>  |
| <b>Literature:</b>       | <p>Compulsory:</p> <ul style="list-style-type: none"> <li><a href="#">What is culture shock?</a>, by the UK counsel for international student affairs. (see CANVAS)</li> <li>Nunez Mahdi, R. et al .Intercultural Competence (2020). Assen: Koninklijke Van Gorcum, Chapter 7 : Culture Shock</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>Gaw, F.K., 'Reverse culture shock in students returning from overseas', <i>International journal of intercultural relations</i>, Volume 24, Issue 1 (January 2000), pages 83-104. (See CANVAS)</li> </ul> <p>Recommended:</p> <ul style="list-style-type: none"> <li>Zhou, Y., Jindal-Snape, D., Topping, K., &amp; Todman, J. (2008). Theoretical models of culture shock and adaptation in international students in higher education. <i>Studies in higher education</i>, 33(1), 63-75. See CANVAS</li> <li>Helman, C., <i>Culture, Health and Illness</i> (2007) (5<sup>th</sup> edition). Oxford University Press. Chapter 2: the body: cultural definitions of anatomy and physiology.</li> </ul> |
|--|--|

### Lecture 8 : Intercultural communications

|                   |  |
|-------------------|--|
| Topic             | Intercultural communication  |
| Overall goal      | <ul style="list-style-type: none"> <li>Student can identify linear/multi/re-active cultures</li> <li>Student is able to explain why knowledge of a culture is important.</li> </ul>  |
| Program aims      | <p>Student is familiar with the Lewis model</p> <p>Student is familiar with ethnocentrism and cultural phenomenons.</p>  |
| Study load total  | <p>Lecture: 2 hours</p> <p>Self –study: 1 hour.</p>  |
| Lesson activities | <ul style="list-style-type: none"> <li>Lecture and participation</li> </ul>  |
| Literature:       | <p>Compulsory:</p> <ul style="list-style-type: none"> <li><b>Nunez Mahdi, R. et al. Interculturele Communicatie in de Zorg, hoofdstuk 1, 2 en 6.</b></li> <li><b>Nunez Mahdi, R. et al. Interculturele Communicatie in de Zorg (2019), Koninklijke Van Gorcum, Chapter 1 Culture, self-awareness and intercultural communication.</b></li> <li><b>Chapter 2: Hall's key Concepts.</b></li> <li><b>Chapter 6; Detecting communication noise with TOPOI model.</b></li> <li>Lewis, R. (2006) <a href="#">When cultures collide</a>. Chapter 2 Cultural Conditioning. (pag 17-27). See CANVAS</li> <li>Watch this Dutch video on intercultural communication:<br/> <a href="http://www.npo.nl/de-universiteit-van-nederland/12-11-2014/VPWON_1232598">http://www.npo.nl/de-universiteit-van-nederland/12-11-2014/VPWON_1232598</a></li> </ul> |

### Lecture 9 : Looking back and looking forward

|       |                  |
|-------|------------------|
| Topic | Not yet decided. |
|-------|------------------|

|                          |   |
|--------------------------|---|
| <b>Overall goal</b>      | • |
| <b>Program aims</b>      |   |
| <b>Study load total</b>  |   |
| <b>Lesson activities</b> |   |
| <b>Literature:</b>       | • |

## 8.1 Workshops part 1

### Workshop 1: Introduction IHS

|                          |   |
|--------------------------|---|
| <b>Topic</b>             | Kick-off meeting and introduction of the program and the assessments  |
| <b>Goal</b>              | <p>By the end of the tutorial, the student is familiar with what is expected of him or her at the end of part 1 of the minor.</p> <p>The student understands the following:</p> <ul style="list-style-type: none"> <li>• 3 Assignments and 3 presentations must be completed</li> <li>• These are formative assessments, but a go/no-go is required to continue with the program and the internship</li> </ul>  |
| <b>Program aims</b>      | <p><i>Key concepts and activities</i></p> <ul style="list-style-type: none"> <li>• Get to know fellow students and teacher: exchange of experiences in international context and motivation for and expectations of the minor</li> <li>• General introduction to the program and the assessments</li> <li>• Photo pitch presentations for introduction. (show in this pitch who you are, who or what is important to you, where are you going during your internship and what do you hope to learn and experience in this minor and during your internship).</li> </ul> |
| <b>Study load total</b>  | <p>Class contact time: 2 hours</p> <p>Self-study: 2 hours</p>   |
| <b>Lesson activities</b> | See under program aims  |

### Workshop 2: Practical things and personal goals

|                     |   |
|---------------------|---|
| <b>Topic</b>        | Discuss learning outcomes, assignments and personal goals   |
| <b>Goal</b>         | Students are informed about part 1 of the Minor, expectations about participation, assignments and learning outcomes are clear.   |
| <b>Program aims</b> | <p><b>Preparation:</b> Find a relevant chapter of the book Intercultural Competences in health care and formulate 3 questions linked to your internship.</p> <p><b>Aim:</b></p> <p>*Students have created their own personal development plan in order to work this out during part 1 of this Minor (and create follow up during internship).</p> <p>*Students have formulated 3 questions of a relevant chapter of the book Intercultural competences in health care (Nunez, 2020) and discussed this in the workshop.</p> |

|                          |  |
|--------------------------|--|
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 3 hours   |
| <b>Lesson activities</b> | <ul style="list-style-type: none"> <li>-Information about the Minor given by the teacher.</li> <li>-In groups: discuss about your goals for this Minor, what do you want to learn and how can you work this out during part 1 (and 2) of this Minor.</li> <li>- Create your own personal development plan. (Teacher may coach and support you).</li> <li>-Discussion about the formulated questions of a relevant chapter you did find in the book Intercultural Competences in Health Care (Nunez, 2020) and link this to your internship and/or destination country.</li> <li>-Create already an idea about the “At Home Activity and give explanation about this assignment.</li> </ul> |

### Workshop 3: Fishbowl, healthcare in the Netherlands and Gapminder

|                          |  |
|--------------------------|--|
| <b>Topic</b>             | Fishbowl/healthcare in the Netherlands, Gapminder  |
| <b>Goal</b>              | Gaining insight in the concepts of culture and intercultural awareness.  |
| <b>Program aims</b>      | <ul style="list-style-type: none"> <li>*Students have become aware of their own cultural background and are able to reflect on their ideas about other cultures.</li> <li>*Students are aware of the healthcare system in the Netherlands.</li> <li>*Students are able to use Gapminder for the assignments and to gain information about health- and other items in different countries.</li> </ul>   |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 3 hours   |
| <b>Lesson activities</b> | <p>Interactive groupwork:</p> <ul style="list-style-type: none"> <li>-Exchange own background in small groups.</li> <li>-Exchange own ideas in small groups about other cultures and ideas about the culture of internship. Create a mind map about this.</li> <li>-Information about health care in the Netherlands by teacher and by group discussion.</li> <li>-Information about Gapminder (movie with explanation about Gapminder)</li> </ul> |

### Workshop 4: Healthcare work abroad

|                     |   |
|---------------------|---|
| <b>Topic</b>        | Health care work abroad   |
| <b>Goal</b>         | Students have an understanding about conditions and attitude needed in order to be prepared for the internship.   |
| <b>Program aims</b> | <p><b>Preparation:</b> Formulate 3 questions of chapter 2 and 5 of the book: Intercultural Competence (Nunez, 2020), linked to your destination country. Read the following articles on the outcome of a research of a Dutch anthropologist: <a href="https://www.trouw.nl/samenleving/de-witte-redder-weet-het-vaak-beter~adad4b96b/">https://www.trouw.nl/samenleving/de-witte-redder-weet-het-vaak-beter~adad4b96b/</a> (article Trouw, in Dutch) and <a href="https://www.oneworld.nl/overig/witte-jassen-witte-brillen-africa/">https://www.oneworld.nl/overig/witte-jassen-witte-brillen-africa/</a> (article Oneworld, in Dutch)</p> |

|                          |   |
|--------------------------|---|
|                          | <p>And have a look at: (very good information)</p> <p><a href="https://www.linkedin.com/feed/update/urn:li:activity:7004463137143857153?utm_source=share&amp;utm_medium=member_ios">https://www.linkedin.com/feed/update/urn:li:activity:7004463137143857153?utm_source=share&amp;utm_medium=member_ios</a></p> <p><b>Aim:</b> Students are able to reflect on their ideas and motivation to work in a country with different, cultural, economic, political and social standards</p>   |
| <b>Study load total</b>  | <p>Class contact time: 2 hours</p> <p>Self-study: 3 hours</p>   |
| <b>Lesson activities</b> | <p>Interactive groupwork:</p> <ul style="list-style-type: none"> <li>-Discussing theoretical models and tools</li> <li>-Watching episode of Floortje Dassing op reis (only in Dutch)</li> <li>-In small groups create a mindmap about ideas you have of an international healthcare worker.</li> <li>-Discuss the implications about working with less facilities and scarce resources.</li> <li>-Discuss realistic case experiences (collected from former student or own experiences).</li> </ul> <p>Also see: Judith van de Kamp; The third world on your resume (de derde wereld op je CV). <a href="https://www.bol.com/nl/nl/p/de-derde-wereld-op-je-cv/9200000102150428/?Referrer=ADVNLGOO002008J&amp;gclid=CjwKCAiA0JKfBhBIEiwAPhZXD585Or4F9HK_dWQkudEuYNOTpZWb8LzchMXvgUWpkTgyZjoAXHHzHhoCuwQAvD_BwE">https://www.bol.com/nl/nl/p/de-derde-wereld-op-je-cv/9200000102150428/?Referrer=ADVNLGOO002008J&amp;gclid=CjwKCAiA0JKfBhBIEiwAPhZXD585Or4F9HK_dWQkudEuYNOTpZWb8LzchMXvgUWpkTgyZjoAXHHzHhoCuwQAvD_BwE</a></p> |

#### Workshop 5: Presentation 1: Understanding health care systems from a cultural perspective

|                          |  |
|--------------------------|--|
| <b>Topic</b>             | Presentation 1: Understanding health care systems from a cultural perspective  |
| <b>Goal</b>              | Students have an understanding of cultural aspects related to health care systems in different countries and in their country of internship. |
| <b>Program aims</b>      | Students are able to analyze, evaluate and explain the healthcare system of the host country with a theoretical model.                       |
| <b>Study load total</b>  | <p>Class contact time: 2 hours</p> <p>Self-study: 3 hours</p>  |
| <b>Lesson activities</b> | Students show their presentation of assignment 1. Fellow students observe the presentations and give feedback.                               |

#### Workshop 6: Former student workshop (not sure yet)

|                         |   |
|-------------------------|---|
| <b>Topic</b>            | Former students will give insight on their experiences, and discuss the practical things (i.e. housing, renting a car, insurances, etc) |
| <b>Goal</b>             | Students are prepared about practical things which may occur in their country of internship.  |
| <b>Program aims</b>     | Students are able to discuss and gain information needed to be prepared for the internship.   |
| <b>Study load total</b> | <p>Class contact time: 2 hours</p> <p>Self-study: 3 hours</p>   |

|                          |                                    |
|--------------------------|------------------------------------|
| <b>Lesson activities</b> | Workshop given by former students. |
|--------------------------|------------------------------------|

### Workshop 7: Privilege and discrimination

|                          |  |
|--------------------------|--|
| <b>Topic</b>             | (White) privilege and discrimination   |
| <b>Goal</b>              | Gaining knowledge and insight into the dynamics of privilege, exclusion and discrimination, related to the concept of ethnocentrism..  |
| <b>Program aims</b>      | <b>Preparation:</b> watch the documentary "Wit is ook een kleur".( van Sonny Bergman (only in Dutch) <a href="https://www.vpro.nl/programmas/2doc/kijk/2doc-overzicht/2016/wit-is-ook-een-kleur.html">https://www.vpro.nl/programmas/2doc/kijk/2doc-overzicht/2016/wit-is-ook-een-kleur.html</a><br><br><b>Aim:</b> Students are aware of the existence of white privilege and are able to reflect on their own norms, values and ideas. |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 3 hours   |
| <b>Lesson activities</b> | Interactive groupwork:<br>-Group discussions related to the documentary and experiences.<br>- Create Mind Map about white privilege.<br>-Use theses and examples, students can reflect on these.<br>-white privilege game  |

### Workshop 8 : Intercultural communication including Bennett

|                          |   |
|--------------------------|---|
| <b>Topic</b>             | Intercultural communication   |
| <b>Goal</b>              | Students are prepared for their internship about aspects of intercultural communication.  |
| <b>Program aims</b>      | <b>Preparation:</b> Read chapter 3, 4, 6 and 7 of the book Intercultural Competences .<br><b>Aim:</b> Students have an understanding of how culture can influence communication.                        |
| <b>Study load total</b>  | Class contact time: 2 hours.<br>Self-study: 3 hours   |
| <b>Lesson activities</b> | Interactive groupwork:<br>-Discussion about examples of intercultural communication.<br>-Reflection on own ideas about communication.<br>-Small group activity: Interview each other and give feedback. |

### Workshop 9 : Excursion?

|                          |                  |
|--------------------------|------------------|
| <b>Topic</b>             | To be determined |
| <b>Goal</b>              |                  |
| <b>Program aims</b>      |                  |
| <b>Study load total</b>  |                  |
| <b>Lesson activities</b> |                  |

### Workshop 10 Healthcare structures

|                          |  |
|--------------------------|--|
| <b>Topic</b>             | Healthcare structures  |
| <b>Goal</b>              | Students have an understanding about different healthcare structures and have created an understanding about the healthcare structure in their country of internship.                                  |
| <b>Program aims</b>      | <b>Aim:</b> Students create awareness of different healthcare structures and be able to compare this with the Dutch healthcare system.   |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 3 hours   |
| <b>Lesson activities</b> | Look at the 3 healthcare domains: Professional, folk and popular section and find out what the pros and cons are from each sector.<br><br>See: Nunez, R. (2020) Intercultural Competence. Chapter 5.2. |

### Workshop 11 and 12 Presentation At Home Activity

|                          |   |
|--------------------------|---|
| <b>Topic</b>             | Presentation of the At home activity  |
| <b>Goal</b>              | Students have experienced another (sub)culture and are able to reflect on this in order to be prepared for their internship.  |
| <b>Program aims</b>      | *Students become aware of own preferences and prejudices of other (sub)cultures.<br>*Students have experienced the feeling of being out of one's comfort zone.<br>*Students have tried to understand different norms and values and have compared this with own norms and values. |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 4 hours  |
| <b>Lesson activities</b> | -Presentation 2: At home activity .<br><br>-Fellow students are the audience and give feedback.   |

### Workshop 13: Travel safety and health hazards

|                          |   |
|--------------------------|---|
| <b>Topic</b>             | <b>How can you stay safe abroad? What situations can you come across?</b>   |
| <b>Goal</b>              | Students are aware about potential hazards and how to act in unsafe situations in their country of internship.  |
| <b>Program aims</b>      | • Being prepared for emergency situations   |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 2 hours  |
| <b>Lesson activities</b> | -Create your own emergency card. Make a card with all detailed important information for yourself and the people at home. What are you going to do with the card?<br><br><b>IMPORTANT:</b><br>Use your Osiris to write down emergency address, phone numbers, etc. in The Netherlands, in case we have to contact others during your stay abroad. |

|                                  |   |
|----------------------------------|---|
|                                  | <p>There are 4 places to subscribe :</p> <ul style="list-style-type: none"> <li>• International Office of Faculty of Healthcare (<a href="https://intranet.sharepoint.hu.nl/FG/info/IO/Pages/default.asp">https://intranet.sharepoint.hu.nl/FG/info/IO/Pages/default.asp</a>)</li> <li>• Your personal Osiris-page</li> <li>• HU International office: <a href="http://www.io.hu.nl">www.io.hu.nl</a> (registration for travel insurance)</li> <li>• Send an email to the coordinator of your studies to inform them about your internship abroad</li> </ul> <p><b>We advise you to prepare an emergency list on an A5 card (with all essential telephone numbers, contact addresses and so on. Make a card with these elements in mind and include the information that you think you might need in an urgent situation.</b></p> |
| <b>Supplementary literature:</b> | <ul style="list-style-type: none"> <li>• Prepare for emergency situations</li> </ul> <p>Make a card with all detailed important information for yourself and the people at home</p>   |

#### Workshop 14: International healthcare worker, goals and plan of action

|                          |   |
|--------------------------|---|
| <b>Topic</b>             | Profile of an international healthcare worker, goals for part 2 and plan of action  |
| <b>Goal</b>              | Students have created their goals for their internship and their way to achieve and evaluate them.  |
| <b>Program aims</b>      | Students have become aware of their norms and values about an international healthcare worker.  |
| <b>Study load total</b>  | Class contact time: 2 hours.<br>Self-study: 3 hours   |
| <b>Lesson activities</b> | Interactive groupwork:<br>-Discuss ideas about an international healthcare worker.<br>-What do you need and what are norms and values?<br>-Create a plan of action needed for the internship and discuss this in class. |

#### Workshop 15: Travel safety and health hazards

|                          |  |
|--------------------------|--|
| <b>Topic</b>             | <b>How can you stay safe abroad? What situations can you come across?</b>  |
| <b>Goal</b>              | Students are aware about potential hazards and how to act in unsafe situations in their country of internship.   |
| <b>Program aims</b>      | <ul style="list-style-type: none"> <li>• Being prepared for emergency situations</li> </ul>  |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 2 hours   |
| <b>Lesson activities</b> | -Create your own emergency card. Make a card with all detailed important information for yourself and the people at home What are you going to do with the card?<br><br><b>IMPORTANT:</b><br>Use your Osiris to write down emergency address, phone numbers, etc. in The Netherlands, in case we have to contact others during your stay abroad. |

|  |   |
|--|---|
|  | <p>There are 4 places to subscribe :</p> <ul style="list-style-type: none"> <li>• International Office of Faculty of Healthcare (<a href="https://intranet.sharepoint.hu.nl/FG/info/IO/Pages/default.asp">https://intranet.sharepoint.hu.nl/FG/info/IO/Pages/default.asp</a>)</li> <li>• Your personal Osiris-page</li> <li>• HU International office: <a href="http://www.io.hu.nl">www.io.hu.nl</a> (registration for travel insurance)</li> <li>• Send an email to the coordinator of your studies to inform them about your internship abroad</li> </ul> <p><b>We advise you to prepare an emergency list on an A5 card (with all essential telephone numbers, contact addresses and so on. Make a card with these elements in mind and include the information that you think you might need in an urgent situation.</b></p> |
|--|---|

**Workshop 16: Create your own class -→ MAY BE ANOTHER CONTENT (how to act in a new environment, with all students.**

|                                  |   |
|----------------------------------|---|
| <b>Topic</b>                     | Create your own class: what practical skills do you need to refresh/practice?   |
| <b>Goal</b>                      | Students are prepared for their internship in order to use their skills.  |
| <b>Program aims</b>              | Students have practiced their own specific skills needed for the internship.  |
| <b>Study load total</b>          | Class contact time: 2 hours<br>Self-study: 2 hours  |
| <b>Lesson activities</b>         | Students have to organize this by themselves.   |
| <b>Supplementary literature:</b> | Depending on practical skills and medical setting in internship.  |
| <b>Supplementary literature:</b> |   |
| <b>Supplementary literature:</b> | <ul style="list-style-type: none"> <li>• Prepare for emergency situations</li> </ul> <p>Make a card with all detailed important information for yourself and the people at home</p> |

**Workshop 17 and 18: Poster presentation 3: Ready for take-off!**

|                          |  |
|--------------------------|--|
| <b>Topic</b>             | Final pre-departure poster presentation  |
| <b>Goal</b>              | Students are prepared in giving body to their internship and for their assignments of part 2.  |
| <b>Program aims</b>      | Students give insight in their personal project goals during their stay abroad   |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 3 hours   |
| <b>Lesson activities</b> | <ul style="list-style-type: none"> <li>-Each student/group will give a poster presentation about the activities they will do during the stay abroad.</li> <li>-Small closing ceremony organized by students.</li> </ul> <p>Ready for take-off!</p> |

## 8.2 Workshops part 3

### Workshop 1; Home sweet home

|                          |   |
|--------------------------|---|
| <b>Topic</b>             | Home again  |
| <b>Goal</b>              | Share stories and experiences during internship and being home again.     |
| <b>Program aims</b>      | Photo contest<br>Evaluation internship placement<br>Reverse culture shock |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 3 hours                        |
| <b>Lesson activities</b> | Interactive work  |

### Workshop 2: Photo pitch and world café

|                          |   |
|--------------------------|---|
| <b>Topic</b>             | Photo pitch and world café  |
| <b>Goal</b>              | Students reflect on their experiences and can show their personal and professional development. |
| <b>Program aims</b>      | Students share their experiences by presenting their photo pitch.                               |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 3 hours  |
| <b>Lesson activities</b> | - World café.<br>-Presentation photo pitch.   |

### Workshop3: Reverse culture shock

|                          |  |
|--------------------------|--|
| <b>Topic</b>             | Reverse culture shock  |
| <b>Goal</b>              | Students are aware of the possibility of developing a reversed culture shock and have knowledge about dealing with this. |
| <b>Program aims</b>      | Students are able to share their experiences and reflect on their own chances of getting a reversed culture shock.       |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 3 hours   |
| <b>Lesson activities</b> | Maybe a guest lecture about coping with reverse culture shock  |

#### **Workshop 4: Listening exercise and ethical dilemma's**

|                          |  |
|--------------------------|--|
| <b>Topic</b>             | Ethical dilemmas.  |
| <b>Goal</b>              | Students are able to reflect on ethical dilemmas they have encountered in their internship.  |
| <b>Program aims</b>      | Students have shared ethical dilemmas in class and are able to reflect on this.<br>Students are able to listen carefully to fellow students. |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 3 hours   |
| <b>Lesson activities</b> | Interactive group work.  |

#### **Workshop 5 and 6: to be announced**

|                          |  |
|--------------------------|--|
| <b>Topic</b>             |  |
| <b>Goal</b>              |  |
| <b>Program aims</b>      |  |
| <b>Study load total</b>  | Class contact time: 3 hour(s)<br>Self-study: 3 hour(s) |
| <b>Lesson activities</b> |  |

#### **Workshop 7 and 8: Presentation and closing ceremony**

|                          |   |
|--------------------------|---|
| <b>Topic</b>             | Final presentation, evaluation  |
| <b>Goal</b>              | Students are able to evaluate and reflect on this Minor.  |
| <b>Program aims</b>      | Students share experiences with other groups of this Minor and celebrate the closing of this minor. |
| <b>Study load total</b>  | Class contact time: 2 hours<br>Self-study: 3 hours  |
| <b>Lesson activities</b> | Organization by students.   |

## 8. Examination part 1: Aware and Prepared

The 15 ECTS will consist of 3 grades:

|               |   |
|---------------|---|
| Grade 1: 5 EC | <ul style="list-style-type: none"><li>○ Assignment 1: Understanding health care systems from a cultural perspective</li><li>○ Presentation 1: Understanding health care systems from a cultural perspective</li></ul> |
| Grade 2: 5 EC | <ul style="list-style-type: none"><li>○ Presentation 2: At Home Activity</li><li>○ Assignment 2: Developing intercultural competencies (fishbowl)</li></ul>   |
| Grade 3: 5 EC | <ul style="list-style-type: none"><li>○ Assignment 3: Last but not least: safety</li><li>○ Poster presentation 3: Ready for take-off!</li><li>○ Participation in this minor</li></ul>                                 |

Note: You are expected to use the correct references in all assignments. Plagiarism (copying large texts without stating a source) will not be accepted. When you use other people's words, state your source. Try to use your own words as much as possible.

### *Participation*

Every participant in this minor (both students and teachers) have knowledge, skills, experiences and ideas that are of importance for the overall learning experience. The quality of the minor and our learning experiences depend on everyone's presence and active contribution during the meetings. Appreciating your own and other people's input and giving each other feedback is therefore part of the minor. The teacher will grade you for your participation.

In order to achieve all EC's for part 1:

- Student has at least 5,5 for the grades
- Attendance is mandatory for all lectures and workshops
- Assignment 3 must be completed before going abroad

### **9.1 Deadlines part 1**

#### **Blok A/B**

Assignment 1: Monday September 18

Assignment 2: Monday September 25

Assignment 3: Monday October 9

Presentation 1:

Week 2: Week of September 11<sup>th</sup> september

Presentation 2:

Week 4: Week of September 25<sup>th</sup> September

Poster presentation 3:

Week 6: week of October 9 october

## Blok C/D

Assignment 1: Monday February 19

Assignment 2: Monday February 26

Assignment 3: Monday March 11

Presentation 1:

Week 2: Week of February 12th

Presentation 2:

Week 4: Week of February 26th

Poster presentation 3:

Week 6: week of March 13th

## 9.2 Assignments and presentations part 1

### Assignment 1: Understanding health care systems from a cultural perspective

| Group assignment, ca. 7 pages in total (ca. 5 pages when this assignment is done individually)   | Number of points |
|--|------------------|
| 1. Explain in your own words what culture is and why cultures differ from each other. Use the book Intercultural Competencies (Nunez, 2021) to explain the definition of culture and the different layers of culture (obvious and hidden layer). Give an example of both the obvious and hidden layers.  | 25               |
| 2. Describe the characteristics of the culture of the destination country. What norms and values are typical? How do people interact with one another within their family, on the street, in school, at an internship or at work? Use different sources and be critical towards the information you find. Use the models of Lewis (appendix 3) and Hofstede (appendix 4) to motivate your answers. See <a href="https://www.hofstede-insights.com/">https://www.hofstede-insights.com/</a> under 'our models' > 'country comparison tool' if you can find the scores for your destination country. | 25               |
| 3. Describe the health care system of the destination country in detail, explaining how the system is set up. Also elaborate on health care provided outside of the formal system. Again, be critical towards the information you find and use different sources. Use Gapminder and other tools for this part.   | 25               |
| 4. Explain from a cultural point of view (1) the health care system of the destination country as well as (2) health seeking behavior/choices. Use the Sunrise model of Leininger (appendix 2) to motivate your answer.  | 25               |

### Assignment 2: Developing intercultural competencies

| Individual assignment, 6 pages in total. You can use other forms besides writing for this assignment. If you want this, discuss your plan with your teacher. Be creative!  | Number of points |
|--|------------------|
| 1. Your own fish bowl: try to see what water you are swimming in. <ul style="list-style-type: none"><li>• What is your cultural background? In what kind of family did you grow up? What is considered normal in the region or town you were raised?</li><li>• What are your personal and professional values? Why are these important to you? Can you relate them to where and how you were raised?</li></ul> | 30               |

|  |    |
|--|----|
| <ul style="list-style-type: none"> <li>• What are your ideas of and associations with life and death, health and sickness?<br/>In making this assignment, think back of the different models you've come across about culture (Leininger, Hofstede, Lewis, ...) and use this for inspiration!</li> </ul>   |    |
| <p>2. Traveling to a different fish bowl</p> <ul style="list-style-type: none"> <li>• Take the <a href="#">Intercultural competencies</a> test (free)</li> <li>• Take the MPQ test (free – see HUBL)</li> <li>• Show your results in an appendix and interpret your results Compare yourself to the profile of the international health worker you created during class.</li> </ul>                          | 30 |
| <p>3. What personal and professional (and maybe creative, spiritual, and other) goals do you have and how are they related to Deardorff (see appendix 1 and 7)?</p> <ul style="list-style-type: none"> <li>- Describe the setting of your internship and show your plan of action. How can you work on these goals?</li> <li>- How will you keep track of your progress of working on your goals?</li> </ul> | 40 |

### Assignment 3: Last but not least: safety!

| Part group, part individual assignment, ca. 3 pages. You can use other forms besides writing for this assignment. Be creative! (Your emergency card does have to be a written document.)   | Number of points   |
|--|--------------------|
| 1. Make a travel safety plan. What hazards can you encounter and what can you do in those situations? Think about diseases, natural disasters, risks (criminality, traffic). (Remember the students in Nepal when the earthquake hit! Unlikely things do happen, so be aware and be prepared!) <a href="#">Use Gapminder and other tools for this part.</a>  | 25<br>(Group)      |
| 2. What is culture shock? What is reversed culture shock? Explain what can you do in both situations. You can copy the definitions you find, but you have to show that you understand those definitions, using your own words.   | 25<br>(Group)      |
| 3. Make an emergency card with all the necessary contact information in case of an emergency.  | 25<br>(Individual) |
| 4. Checklist: <ul style="list-style-type: none"> <li>✓ Inform the coordinator of international affairs of your studies about your internship abroad</li> <li>✓ Watch these two movies from the International Office: <a href="#">study abroad</a> and <a href="#">Internship Abroad</a></li> <li>✓ Register at the embassy in or closest to your destination country</li> <li>✓ Put your In Case of Emergency contact persons in your phone (ICE1, ICE2, ICE3)</li> <li>✓ Vaccinations, medicine and other pharmaceutical/preventive assignments</li> <li>✓ Valid passport and visa</li> <li>✓ Pep-kit</li> <li>✓ Travel insurance (free travel insurance via the international office of the HU)</li> <li>✓ "Gevaarlijke landen-brief" and/or LIABILITY FORM</li> </ul> | 25<br>(Individual) |

### Presentations

(Deadlines presentations are mentioned above)

Each group/individual will give 3 presentations, which are related to the assignments.

#### **Presentation 1: Understanding health care systems from a cultural perspective**

- Within a small group, you make a short video clip (3 – 5 minutes max), in which you explain one of Hofstede's cultural dimensions (theoretical aspects) and show what this means for the culture of your destination country (applying the theory). Make the video interesting to look at and don't do things you could just do in class, like reading your text out loud.
- You also present the most interesting findings from assignment 1.
- This presentation is given by the country groups. Each group has ca. 10 minutes.

#### **Presentation 2: At home activity**

Before the presentation: Visit an event or a place where the culture is completely new to you and where you feel out of your comfort zone, for example a synagogue, a mosque, a Jehovah Witness hall, a closed gathering of an elderly care facility activity, a rave party, a meditation session, a boxing class, a public demonstration, etc. It is also interesting to visit a place where people come about which you have prejudices. You can also ask someone who knows you well to think of a place for you. Often others see your blind spots more clearly. Interact with people as much as you can during your activity!

Present your experiences of the At home activity and include the following elements:

- Why you have chosen to go to this particular place or setting and how you gained access.
- What you have learned about the culture and what skills you practiced, using the Deardorff model (appendix 1). How can you further develop these skills? How has observing helped you?
- Show what you have learned about intercultural awareness and/or communication.
- Reflect critically on your own attitude during the experience.

This presentation is given individually. Each person has ca. 10 minutes.

#### **Poster presentation 3: Ready for take-off!**

- Show your plan of action: give information about your internship, your expectations and your goals.
- Harvest: what have you learned in part 1 of this minor?
- Which questions from the book Intercultural competences in health care (Nunez, R. 2020) will you take with you?
- Be creative!

## **9. Examination part 2: The internship abroad**

## Grades Part 2 and 3

The 15 ECTS will consist of 3 grades:

|               |  |
|---------------|--|
| Grade 1: 5 EC | ○ Assignment 4 and 5, part 2                               |
| Grade 2: 5 EC | ○ Assignment 6 and 7, part 2                               |
| Grade 3: 5 EC | ○ Assignment 8 (part 3) and poster presentation 2 (part 3) |

|   |             |   |
|---|-------------|---|
| <b>Assignment 4: Reflections</b><br>Individual assignments. Reflect on your learning process by writing a few reflections. Use the reflection indicator (appendix 9). When you find it difficult to think of topic for your reflection, consider the WhatsApp messages or posts on Facebook that you have written. Those messages show that it means something to you and there might be a bigger story to it. The teachers will use the Dreyfuss model (appendix 5) to assess the reflections. |             | Deadline  |
| 1. Write about your experiences with culture shock and relate your experiences to the theoretical model of Gaw (2000) and book Intercultural Competences (Nunez, 2020) chapter 7.   | Ca. 2 pages | /30<br><br>A8: October 23 , 2023<br><br>C8: March 27, 2024                        |
| 2. Write a reflection about a critical (=meaningful) incident during your internship.   | Ca. 2 pages | /30<br><br>A10: November 6 , 2023<br><br>C10 April 10 <sup>th</sup> 2024          |
| 3. Write about your experiences with living in another culture. Use the model of Bennett to reflect on your intercultural sensitivity. Which phases have you gone through? Also, reflect on in which ways you are privileged or disadvantaged and try to connect this to the different stages.  | Ca. 3 pages | /40<br><br>B2: November 20th 2023<br><br>D2: April 24, 2024                       |
| 4. Reflection on a subject of your own choice   | Ca. 2 pages | bonus points<br><br>B4: December - 4 <sup>th</sup> 2023<br><br>D4 : May 8th -2024 |
| <i>Total score:</i>   |             | /100  |

|   |             |                                  |
|---|-------------|----------------------------------|
| <b>Assignment 5: The internship</b><br>Individual assignment  |             | Deadlines                        |
| Describe what a typical day looks like for you and how it differs from what you are used to. Describe the 'normal' things: the things you notice when you are new and to which you get used to after a while.<br>Describe your house, street life, your mode of transportation, the places you go to, and the people. | Ca. 2 pages | /20<br><br>B1: November 13, 2023 |

|   |             |      |  |
|---|-------------|------|--|
| Describe what you do, what you see, hear and smell and how you feel. Pay attention to details: from the moment you wake up (who wakes you up, where do you wake up, what is the first you are doing in the morning, etc) to the moment you go to sleep. |             |      | D1 April 17, 2024  |
| Compare your goals or themes and plan of action (assignment 2) with your actual activities during your internship. What do you notice? Would you like to adjust your goals for the rest of your internship?   | Ca. 1 page  | /30  | B1; November 13 <sup>th</sup> , 2023<br><br>D1: April 17 2024  |
| Describe what your internship has been like. Give insight into your activities and your experiences. Also show the process of your personal and professional development and the difficulties you have encountered.                                     | Ca. 2 pages | /30  | B6: December 18 <sup>th</sup> , 2023<br><br>D6: May 22th, 2024 |
| Show the feedback and/or evaluation of the internship supervisor. Use appendix 8. Reflect on this feedback.   | Ca. 2 pages | /20  | B6: December 18th 2023<br><br>D6 May 22th 2024                 |
| <i>Total score:</i>   |             | /100 |  |

| Assignment 6:. In depth interview<br>Individual assignment   |   |     | Deadline   |
|--|---|-----|--|
| Make an in-depth interview with a local you have met or work together with in your host country. This interview is to find out about what is “normal” to this person and how his or her life has evolved until now. Be curious about how his/her life was, how he was raised, where he was raised, the good/bad times in his life, family life, career choices, the impact of political decisions, and so on (see for example the Leininger model (appendix 3), for some more topics).<br><br>It would also be great if the other person can also interview you. Just to find out for yourself what kind of question someone asks. | Either written in ca 2 pages, audio record or video record. | /60 | A 10: November 6th-2023<br><br>C10 April 10th 2024 |
| Reflect on this interview. You can answer the following questions or think of your own reflection questions. (You don't have to use the reflection indicator.) Why did you choose this person? What is your relationship like? How much trust is there between you two? How open was he/she? And how could you have built more trust?  | Ca. 1 page  | /40 |  |

|  |  |      |  |
|--|--|------|--|
| Also reflect on what made a big impression on you.<br>What can you learn from this experience? What similarities and differences have you noticed between you and the interviewee? |  |      |  |
| <i>Total score:</i>  |  | /100 |  |

| <b>Assignment 7: Healthcare system and well-being</b><br>Group assignment, ca. 6 pages in total or 3 pages individually<br><b>Compare the following elements of the assignments of part 1 of this minor with the actual findings in the host country.</b>  | Deadline                              |
|--|---------------------------------------|
| ● Relate your definition of culture (assignment 1.1) to your experiences with the culture of your host country. Also relate your experiences to Hofstede, Lewis or other theoretical models.   | /25<br>B3:<br>November<br>27 nov 2023 |
| ● Look back at the questions you formulated based on the chapter of the book Intercultural Competences (Nunez, 2020) that you read. Explain your questions and answer them for your host country.  | /25<br>D3: May 1,<br>2024             |
| ● The healthcare system in your host country, both formal (professional sector) and informal (folk sector, popular sector) (assignment 1);   | /25                                   |
| ● The level of well-being in your host country (practicum): What risk factors do you see for people living in your host country? What risk factors or health hazards do apply for locals but not for yourself? What NGO's have you encountered and what do they do? What is being done to reach the Sustainable Development Goals? | /25                                   |
| ● What does it mean to be a healthcare provider in the host country? What is the role and the vision of a healthcare provider in the host country? What values do nurses / optometrists / skip therapists / speech therapist / dental hygienist / healthcare managers / ... have in your host country? (assignment 4);             | Bonus<br>points                       |
| <i>Total score:</i>  | /100                                  |

## 10. Examination Part 3: Home Sweet Home

| Assignment 8: Personal and professional development  | Number of points | Deadline  |
|--|------------------|---|
| <p>Reflect on your personal and professional development on three different levels. <u>Use the appendices to support and illustrate your reflection.</u></p> <ol style="list-style-type: none"> <li>1. Behavior: how has your behavior developed during this minor?</li> <li>2. Qualities: what qualities do you and other people see in yourself? How have these qualities developed during this minor? How can you use them in your professional and personal life?</li> <li>3. Values: how have your ideas about your values developed during this minor? How are they related to your professional identity and your vision on your own profession?</li> </ol> <p><i>1-2 pages</i></p>   | /25              | B11;<br>Januari 22 <sup>th</sup> -<br>2024<br><br>D9 June 12<br>-2024 |
| <p>Compare the health care system in your host country to that of the Netherlands</p> <ol style="list-style-type: none"> <li>1. What are the main differences? What are similarities?</li> <li>2. What pro's and con's do both systems have?</li> <li>3. What can we learn from each other?</li> </ol> <p><i>1-2 pages</i></p>   | /25              |   |
| <p>Conclusion:</p> <ol style="list-style-type: none"> <li>1. What is your vision on health care in general and on your practice as a professional in particular?</li> <li>2. Relate this to the code of conduct of your profession. If that doesn't exist, use another important and relevant model from within your specialty.</li> </ol> <p><i>1-2 pages</i></p>   | /25              |   |
| <p>Appendices</p> <ol style="list-style-type: none"> <li>1. 360 degrees feedback. Create your own feedback form about how others view you as a person. See the internet for examples or think of your own questions, by yourself or together. Ask at least 4 different people in different settings to give you feedback. Ask your family, friends, partner, colleagues, fellow students, teachers, etc. Show your questions and the results.</li> <li>2. Take the MPQ test again and compare your results to those from before your departure. Show the results from both tests and briefly reflect on the outcomes.</li> <li>3. Show your personal and professional goals and your plan of action. Briefly reflect on what would you have done differently looking back at this.</li> <li>4. Harvest and other things you'd like to show.</li> </ol> <p><i>No page limit</i></p> | /25              |   |
| Total score:   | /100             |   |

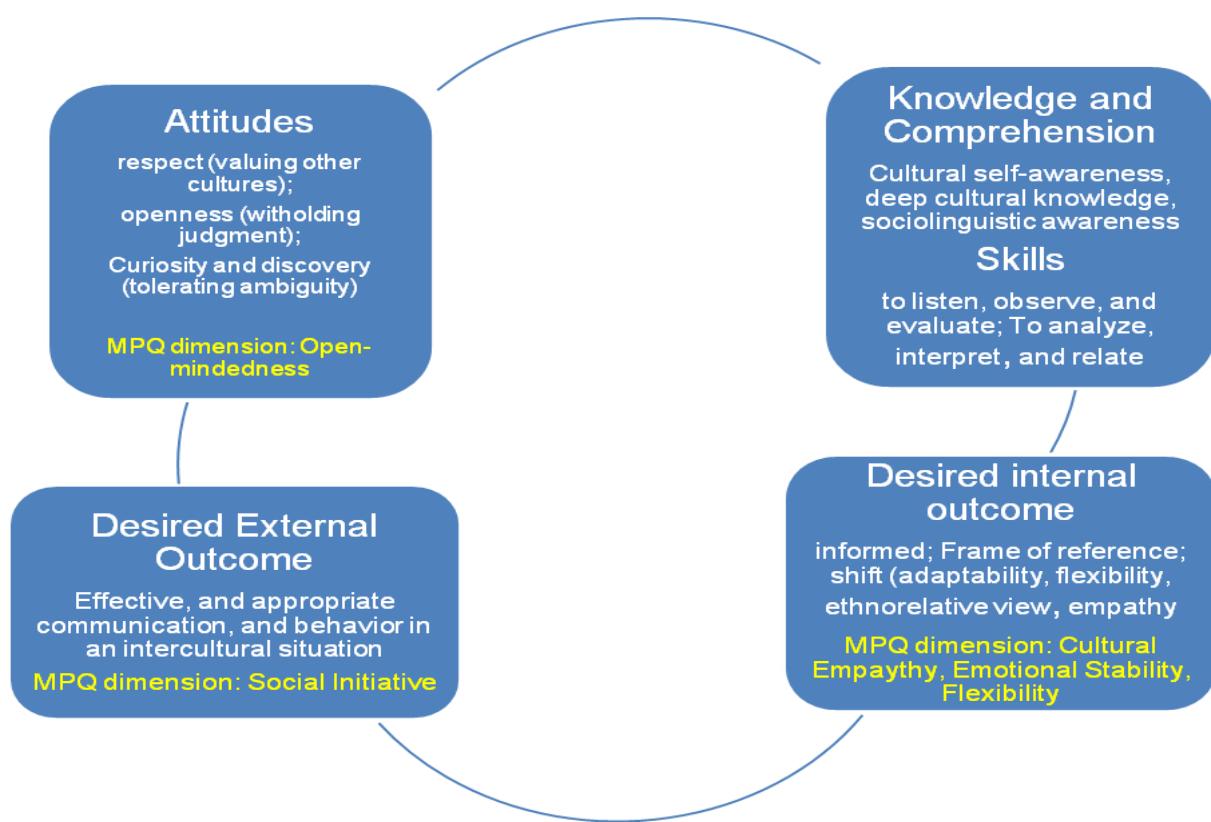
**Presentations (assignment 9)**

|  |  |                |
|--|--|----------------|
| 1. Pitch your answers to these 5 questions in 5 photos:<br>o Where have you been and what did you do?<br>o What are you proud of? What was a high point?<br>o What was difficult? What was a low point?<br>o Which person impressed you most and why?<br>o What else was important or do you want to show? | 3 minutes  | Workshop 1     |
| 2. Poster presentation personal and professional development<br>o Show the most interesting and relevant points of the assignment and of everything you have learned during this minor, which you think are worth sharing with the world.  | 10 minutes +<br>10 minutes<br>questions and discussion | Workshop 7 & 8 |

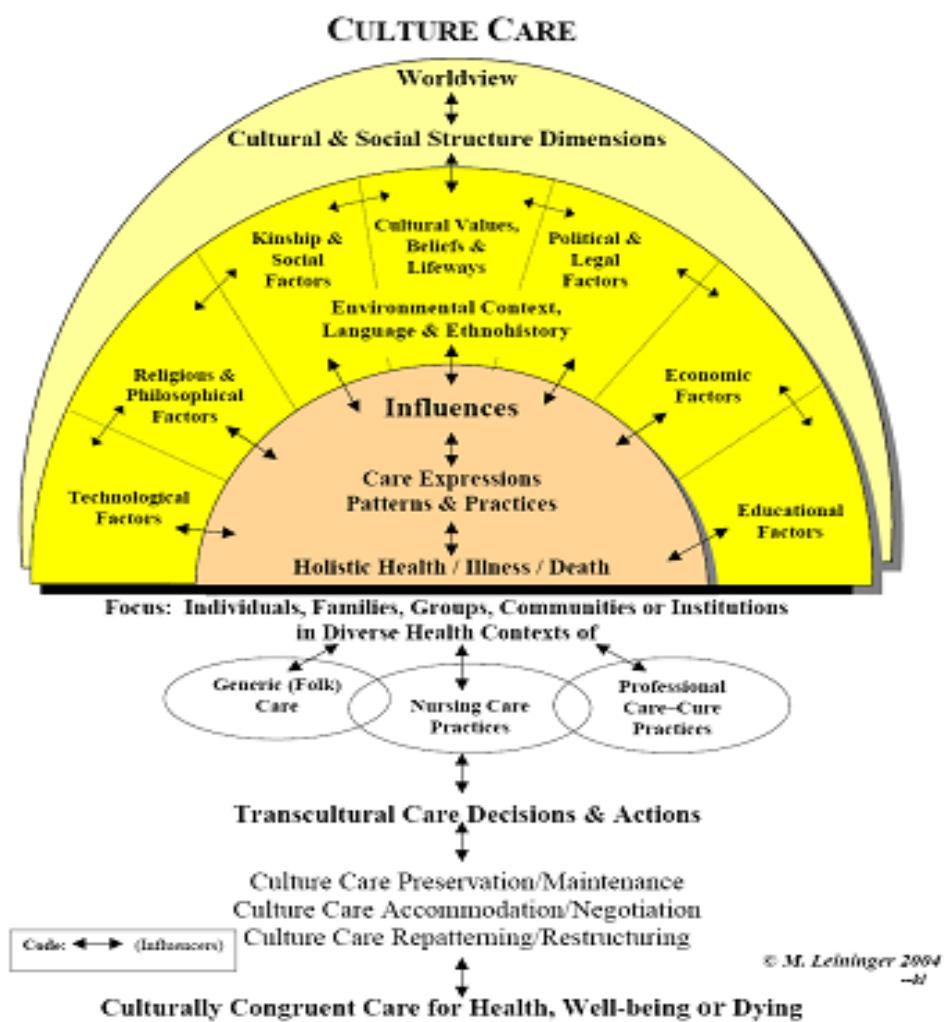
**Aim for the stars...**

If you feel like doing something extra, we'd like to ask you to think about what you have learned and how you could further use and share your knowledge, wisdom and experiences. An example could be to do something for the next IHS-group, for your class or in your next internship. We are available to brainstorm about ideas. ☺

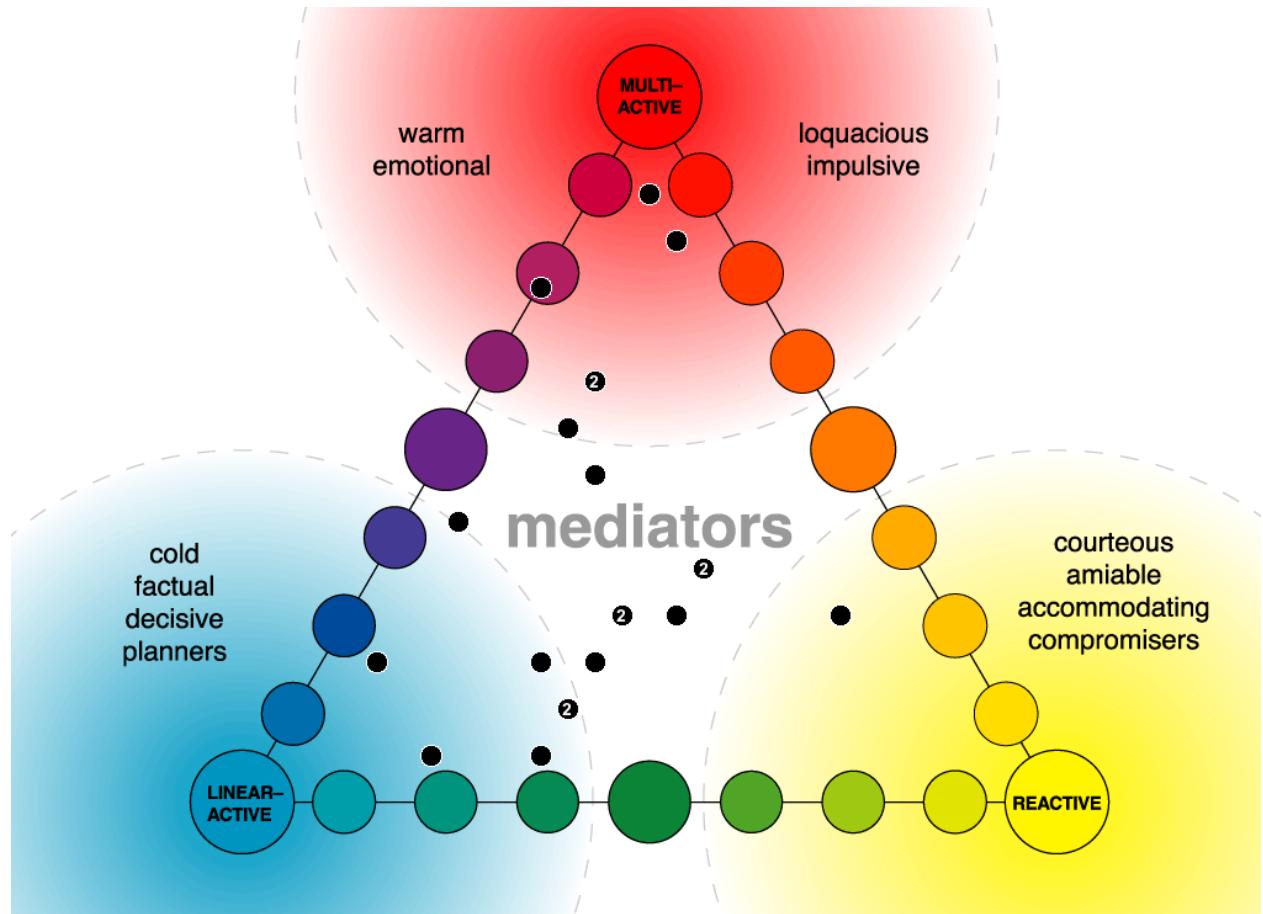
## Appendix 1: Deardorff model



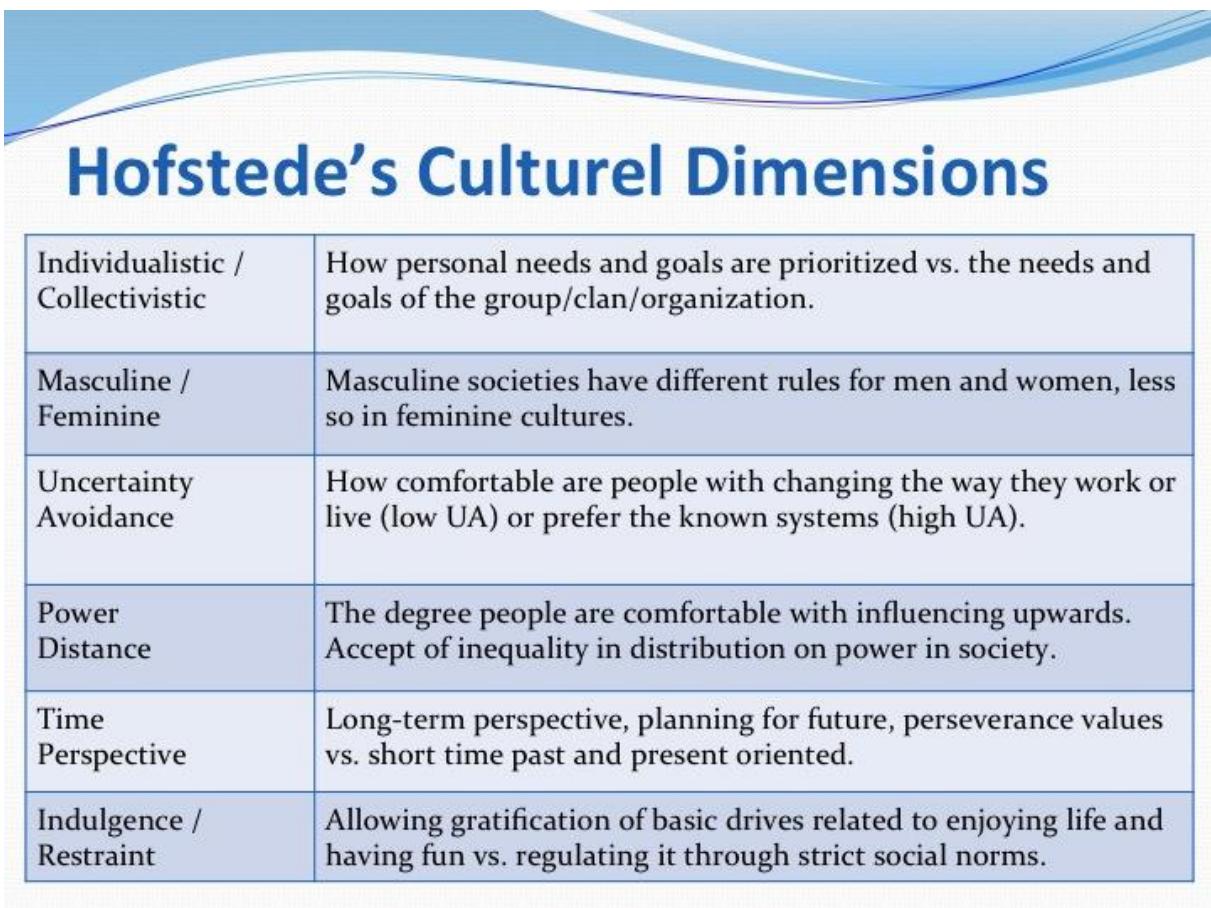
## Appendix 2: Leininger's Sunrise model



## Appendix 3: Lewis model



## Appendix 4: Hofstede model



The slide features a blue decorative header with wavy patterns. Below it, the title "Hofstede's Culturel Dimensions" is displayed in a large, bold, blue font. The main content is a table with six rows, each containing a dimension name and its description. The table has a light gray background and a thin black border.

|                                  |   |
|----------------------------------|---|
| Individualistic / Collectivistic | How personal needs and goals are prioritized vs. the needs and goals of the group/clan/organization.                          |
| Masculine / Feminine             | Masculine societies have different rules for men and women, less so in feminine cultures.                                     |
| Uncertainty Avoidance            | How comfortable are people with changing the way they work or live (low UA) or prefer the known systems (high UA).            |
| Power Distance                   | The degree people are comfortable with influencing upwards. Accept of inequality in distribution on power in society.         |
| Time Perspective                 | Long-term perspective, planning for future, perseverance values vs. short time past and present oriented.                     |
| Indulgence / Restraint           | Allowing gratification of basic drives related to enjoying life and having fun vs. regulating it through strict social norms. |

## Appendix 5: Dreyfuss model

|                     | <b>Knowledge</b>   | <b>Standard of work</b>  | <b>Autonomy</b>  | <b>Coping with complexity</b>   | <b>Perception of context</b>  |
|---------------------|--|--|--|---|---|
| <b>1 Novice</b>     | Minimal or textbook knowledge without connecting it to practice                            | Unlikely to be satisfactory unless closely supervised                  | Needs close supervision or instruction   | Little or no conception of dealing with complexity  | Tends to see actions in isolation   |
| <b>2 Beginner</b>   | Working knowledge of key aspects of practice   | Straightforward tasks likely to be completed to an acceptable standard | Able to achieve some steps using own judgment, but supervision needed for overall tasks          | Appreciates complex situations but only able to achieve partial resolution                        | Sees action as a series of steps  |
| <b>3 Competent</b>  | Good working and background knowledge of area of practice                                  | Fit for purpose, though may lack refinement                            | Able to achieve most tasks using own judgment  | Copes with complex situations through deliberate analysis and planning                            | Sees action at least partly in terms of longer-term goals                           |
| <b>4 Proficient</b> | Depth of understanding of discipline and area of practice                                  | Fully acceptable standard achieved routinely                           | Able to take responsibility for own work (and that of others)                                    | Deals with complex situations holistically, decision-making more confident                        | Sees 'overall picture' and how individual actions fit within it                     |
| <b>5 Expert</b>     | Authoritative knowledge of discipline and deep tacit understanding across area of practice | Excellence achieved with relative ease                                 | Able to take responsibility for going beyond existing standards and creating own interpretations | Holistic grasp of complex situations, moves between intuitive and analytical approaches with ease | Recognizes 'overall picture' and alternative approaches; vision as to possibilities |

## Appendix 6: Learning contract

### Learning agreement international clinical placement/internship

Name student:

Date of birth:

Student number:

Degree program: Minor International Health studies

Home institute: **University of Applied Sciences Utrecht, Utrecht (UASU), the Netherlands**

Name of the host institution/organization:

Contact person:

Address:

Country:

Phone number:

Website:

E mail address:

Start and end of the placement period (10 weeks internship placement is required):

|  |       |       |            |
|--|-------|-------|------------|
| <u>Confirmation of the agreement:</u>                    | name: | date: | signature: |
| On behalf of the hosting institution/organization:       |       |       |            |
| On behalf of the University of Applied Sciences Utrecht: |       |       |            |
| Student(s):  |       |       |            |

### Motivation

Why do you want to do this international internship?

**Learning objectives:**

What do you want to do / learn?

What activities would you like to carry out to achieve the above mentioned objectives?

**Further agreements with host institution**

- The student is paying for travelling and other personal expenses
- The hosting institute will organize housing
- The student will organize housing
- The students costs for housing per month per person are ...
- The students costs for housing including meals per month per person are ...
- The students costs for coaching are ...
- The student should bring own (white) uniforms      Yes      No
- The student has organized adequate immunization Yes      No
- The student is insured by the internship organization during the internship period      Yes      No

**Approval of the internship**

- The student will send a plan of approach (approved by the coach of the UAS) to be approved by the host institution at least 3 weeks before the beginning of the internship
- At the end of the internship the supervisor of the host institution will complete the evaluation form for the internship
- At the end of the internship the supervisor of the host institution will complete the evaluation form for the presentation given by the student
- At the end of the internship the supervisor of the host institution will complete the evaluation form for the written report (draft)
- The report has to be approved by the study coach and department mentor of the UAS for completion of the minor
- A final version of the report will be sent to the host institution

## Appendix 7: MPQ competences on personal and professional development

\* fill out other personal competences that you want to develop during your internship.

| Competences                              | Personal development | Professional development |
|--|----------------------|--------------------------|
| Communicate in intercultural setting     |                      |                          |
| Adaptability to new cultural environment |                      |                          |
| Flexibility                              |                      |                          |
| Ethno-relative view                      |                      |                          |
| Empathy                                  |                      |                          |
| *  |                      |                          |
| *  |                      |                          |
| *  |                      |                          |
| *  |                      |                          |
| *  |                      |                          |

## Appendix 8: Assessment form for supervision abroad

This form is to be used by the supervisor of the Dutch student of the Utrecht University of Applied Sciences, Faculty of Healthcare, Utrecht, the Netherlands.

On the completion of the study project, we kindly request that you record your findings of the student by filling in the form.

Please return the completed form to the student in question. The student will hand it over to his or her study coach of International Health Studies at the Faculty of Healthcare in Utrecht on his or her return the Netherlands.

|                                  |  |
|----------------------------------|--|
| Name student:                    |  |
| Subject of the project or study: |  |
| Placement period:                |  |

|                            |  |
|----------------------------|--|
| Name Supervisor(s) abroad: |  |
| Function:                  |  |
| Name of the institute:     |  |
| Address:                   |  |
| City/village:              |  |
| Country:                   |  |
| Phone:                     |  |
| E-mail:                    |  |
| Website:                   |  |
| Fax:                       |  |

### Findings of the supervisor

|   |
|---|
| The student's efforts, motivation and attitude during the completion of the project / (comparative) study |
| Efforts:  |
| Motivation:   |
| Attitude:   |
| Impression of the report (draft)  |
| Impression of the presentation in the institute   |

Other remarks and comments:

|                                     |  |
|-------------------------------------|--|
| Place:                              |  |
| Date:                               |  |
| Signature(s) of the supervisors(s): |  |

# 11. Appendix : Liability Form Green en Yellow Destinations

## LIABILITY FORM GREEN AND YELLOW DESTINATIONS

Name student:

Student number:

Destination:

Study Course:

### ANNEX 1 Guidelines and Information for students that plan to go abroad for a Study, Internship or (Graduation )Project Abroad

#### You will have to sign for “*Read and Understood*”

1. Do check the status of your destination country/region at the site of the Dutch [Ministry of Foreign Affairs](#) (MinBuZa) and fill out hereunder:

Today's date

The current status/colour of your destination

*In the case that the Dutch Ministry of Foreign Affairs changes the travel advice (codes) during your stay abroad, the rules of the new code will apply!*

- If your destination is currently **green or yellow** – please proceed with step 2 (hereunder- until and including [page 5](#))
- If your destination is currently **orange or red** – please proceed to step 3 ([page 5](#)) (no need to do step 2)

2. Your destination is currently **green or yellow**: please read carefully everything below, and then sign at the bottom of step 2. The following rules apply (source: HU Calamiteitenplan Internationale Mobiliteit)
  - You are required to register yourself in the HU Travel Portal for the [HU Travel Insurance](#) (link at the bottom of that page)- this mandatory;
  - If the region is marked **yellow**, be aware of certain risks related to travel to that region:

*Risks connected to travel to and stay in non-green-marked regions are for example:*

- *Health risks;*
- *Safety risks;*
- *Financial risks:*
  - *Related to having to end the Internship or Study Abroad prematurely;*
  - *Additional expenses due to study delay (tuition fee);*
  - *Having to pay back the Erasmus+ grant, if the stay in the target country turns out to be less than 2 months for Internship and less than 3 months Study Abroad;*
  - *Additional costs, like travel costs or rental costs abroad that may be due despite you returning home prematurely;*
  - *Expenses that appear not to be covered by the insurance (double check conditions prior to departure!)*

- Note: if the code **changes to orange or red, before your departure**, it is important to be aware of the following, regarding the COVID-19 situation:
  - The Netherlands (Ministry of Foreign Affairs) nor HU, will arrange for, nor pay for repatriation of the student from the area in case this will be necessary due to COVID-19;
  - Additional costs related to staying in/or retuning from the area due to COVID-19, will not be refunded by HU, nor by the HU Travel Insurance;
  - HU cannot be held accountable for any study delay that may occur as a result of the travelling to or staying in the destination country;
  - It is the students responsibility to check which medical and other costs related to COVID-19 might be covered by the HU Travel Insurance and what additional insurance is necessary
- **Checklist travel abroad**
  - Download the [travel app of the Ministry of Foreign Affairs](#) in order to be up-to-date on guidelines of the Dutch government regarding travel to and stay in the intended destination region;
  - Check the code of your destination close to departure – if the code **changed to orange or red**; **contact your coordinator** and if you continue your travel, make sure to complete the *Release of Liability*<sup>4</sup>;
  - On arrival - inform the Dutch embassy of the target country on the aim and period of your stay in the target country (and if you hold another passport, possibly also your home embassy);
  - Consider an alternative study plan (plan B)\*\* in case that that the internship or Study Abroad will be cancelled due to changing circumstances, and discuss this alternative with your coordinator;
  - Register yourself in the HU Travel Portal for the [HU Travel Insurance](#);
  - Arrange for, read and make sure to understand relevant insurances for travel and stay, cancellation or change of travel plans and medical care (check what is covered!);
    - Note: also check the coverage in case the colour of the destination changes from Yellow to Orange or from Orange to Red;
    - Make sure to have the 24/7 emergency number of the insurance(s) in the contacts of your mobile;
  - Make sure to have sufficient financial means to pay for an earlier than initially planned home flight (also in the case that tickets become more expensive);
  - Make sure to have contact details of the partner university/internship organisation at hand.
- **Checklist with regard to COVID-19**
  - Take note of any restrictions regarding public life at the place of destination;
  - Take note of any Covid-19 – regulations and procedures at the partner university or the internship organisation;
  - Take note of the public health situation, facilities and procedures at the destination;
  - Be prepared that the (initial) Dutch Covid-19 policy may be frowned upon at the destination;
  - Take note that Covid-19 issues can lead to a situation in which the student is required to return to the Netherlands and that the student, and the student only is responsible for any costs. incl. study delay, that may result as a consequence;
  - Be aware that additional costs related to staying in/or retuning from the destination due to COVID-19, will not be refunded by HU, nor by the HU Travel Insurance;

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<sup>1</sup> Available through HU International Office for Study Abroad, and trough the Placement Office for Internship Abroad

- Be aware that Covid-19 issues can cause a situation in which you cannot return home if wish/need, and that HU cannot be held accountable for any travel or study delay that may occur as a result of the travelling to and from, or staying in the destination country;
- Make sure to know what possibilities the internship provider or partner university offers to possibly continue your internship or Study Abroad online, should Covid-19 developments give cause to do so;

## Sign here for “*Read & Understood*” for Green and Yellow Destinations

Name student:

Signature of the student - that is **TYPE** in the box hereunder : *“I (your name) have read and understood all the information above, ..../.... (today's date)”*

After ‘signing’ you can upload this form on Mobility online

### Note:

If you change your plan or when let go of your Plan B, please **do notify** all relevant parties for both your plans (International Office, Internship Office, Minor coordinator) – make sure you that all involved know what you are going to do/where you are next semester, and do not hold a place/seat that you will not use!

Thank you for that!

## 12. Liability Form Orange and Red destinations

### LIABILITY FORM FOR ORANGE AND RED DESTINATIONS

Name student:

Student number:

Destination:

Study Course:

#### Guidelines and Information for students that plan to go abroad for a Study, Internship or (Graduation )Project Abroad

**You will have to sign for “Read and Understood”**

3. Do check the status of your destination country/region at the site of the Dutch [Ministry of Foreign Affairs](#) (MinBuZa) and fill out hereunder:

Today's date

The current status/colour of your destination

*In the case that the Dutch Ministry of Foreign Affairs changes the travel advice (codes) during your stay abroad, the rules of the new code will apply!*

- If your destination is currently **green or yellow** – **please proceed with step 2** (hereunder- until and including **page 5**)
- If your destination is currently **orange or red** – **please proceed to step 3** (**page 5**) (*no need to do step 2*)

3. Your destination is currently orange or red: please read carefully everything below, and then sign at the bottom of step 3. The following rules apply (source: HU Calamiteitenplan Internationale Mobiliteit)

- You are required to register yourself in the HU Travel Portal for the HU Travel Insurance (link at the bottom of that page)- this mandatory;

- Be aware of risks related to travel to the region:

Risks connected to travel to and stay in non-green-marked regions are for example:

- Health risks;
- Safety risks;
- Financial risks:
  - o Related to having to end the Internship or Study Abroad prematurely;
  - o Additional expenses due to study delay (tuition fee);
  - o Having to pay back the Erasmus+ grant, if the stay in the target country turns out to be less than 2 months for Internship and less than 3 months Study Abroad);
  - o Additional costs, like travel costs or rental costs abroad that may be due despite you returning home prematurely;
  - o Expenses that appear not to be covered by the insurance (double check conditions prior to departure!)

- In case of code orange, you must seek advice of your coordinator (acting on behalf of the Director of the Institute ) for your trip abroad. This advice can either be positive or negative, and is based on the conversation and the agreements discussed together, in order to maximise the safety of the student when abroad:

- o If the coordinator advises positively, you can travel abroad, under the condition that you sign the Release of Liability (included hereunder) and therewith confirm that you are aware of the fact that that HU will not be held accountable for any negative consequences that may result from the decision to travel to the orange destination;
- o If the coordinator advises negatively and you still want to travel abroad, you can do so only under the condition that you sign the Release of Liability (included hereunder) and therewith confirm that you are aware of the fact that you will travel against the advice of HU and that HU will not be held accountable for any negative consequences that may result from the decision to travel to the orange destination;

NB: At HU, in general we apply the rule that:

- A positive advice will be given if the target region is marked orange because of the fact that the target country is concerned about the situation in, and travellers from, the Netherlands;
- A negative advice will be given if the target region is marked orange because of the fact that the Dutch Ministry of Foreign Affairs is concerned about the situation in the target country;
- In case of code red, you must seek advice of your coordinator (acting on behalf of the Director of the Institute ) for your trip abroad. In the case of code red, the coordinator will generally not give approval for travel to the region in the context of the study at HU. If you still want to travel abroad, regardless of the risks (mentioned above), you can do so only after signing the Release of Liability (included hereunder) and therewith confirm that you are aware of the fact that the travel is against HU advice and HU will not be held accountable for any negative consequences that may result from the decision to travel to the red destination;
- If you change your plan (but also when let go of your Plan B), please do notify all relevant parties -for both your plans- (International Office, Internship Office, Minor coordinator); make sure that all involved know what you are going to do/where you are next semester, and do not hold a place/seat that you will not use
- Checklist travel abroad for orange and red destinations:

- Downloaded the travel app of the Ministry of Foreign Affairs in order to be up-to-date on guidelines of the Dutch government regarding travel to and stay in the intended destination region;
- On arrival - inform the Dutch embassy of the target country on the aim and period of your stay in the target country (and if you hold another passport, possibly also your home embassy);
- Consider an alternative study plan (plan B)\*\* in case that that the internship or Study Abroad will be cancelled due to changing circumstances, and discuss this alternative with your coordinator;
- Register yourself in the HU Travel Portal for the HU Travel Insurance (link at the bottom of that page);
- Arrange for, read and make sure to understand relevant insurances for travel and stay, cancellation or change of travel plans and medical care;
- o Note: check the coverage in case the colour of the destination changes from Yellow to Orange or from Orange to Red;
- o Make sure to have the 24/7 emergency number of the insurance(s) in the contacts of your mobile;
- Make sure to have sufficient financial means to pay for an earlier than initially planned home flight (also in the case that tickets become more expensive);
- Make sure to have contact details of the partner university/internship organisation at hand.
- Checklist with regard to COVID-19 for orange and red destinations:
- Take note of any restrictions regarding public life at the place of destination;

- Take note of any Covid-19 – regulations and procedures at the partner university or the internship organisation;
- Take note of the public health situation, facilities and procedures at the destination;
- Be prepared that the (initial) Dutch Covid-19 policy may be frowned upon at the destination;
- Take note that Covid-19 issues can lead to a situation in which the student is required to return to the Netherlands and that the student, and the student only is responsible for any costs, incl. study delay, that may result as a consequence;
- Be aware that the Netherlands (Ministry of Foreign Affairs), nor HU, will arrange for, nor pay for repatriation of the student from the area in case this will be necessary due to COVID-19. And that an earlier than originally planned return flight, must be arranged for by yourself – possibly with assistance of the insurance company;
- Be aware that additional costs related to staying in/or retuning from the destination due to COVID-19, will not be refunded by HU, nor by the HU Travel Insurance;
- Be aware that Covid-19 issues can cause a situation in which you cannot return home if wish/need, and that HU cannot be held accountable for any travel or study delay that may occur as a result of the travelling to and from, or staying in the destination country;
- Note that is your responsibility to check which medical and other COVID-19 related costs are covered by the HU Travel insurance and your own Travel Insurance and Medical insurance, and what additional insurance is necessary - and to arrange for any needed additional insurance;
- Make sure to know what possibilities the internship provider or partner university offers to possibly continue your internship or Study Abroad online, should Covid-19 developments give cause to do so.

Sign here for “Read & Understood” for Orange and Red Destinations

- You will sign by completing the text hereunder (in the empty spaces) and the text boxes at the bottom of this form

I, (enter your name), living at (your home address), student of HU University of Applied Sciences with student number: (your HU student ID), am planning to go abroad for studying/internship/graduation project to (name of destination city & country) for the period from (start date abroad) until (last day of programme abroad).

I, the undersigned, acknowledge that I have been informed that there are risks involved in staying in at the destination I entered above, and that I have read and understood all the information in this document (“Guidelines and Information for students that plan to go abroad for Study, Internship or (Graduation) Project Abroad”, including this statement).

I Acknowledge that I have understood the travel warning of the “Dutch Ministry of Foreign Affairs (MinBuZa)”, as of today’s date, regarding travel to and stay in (name of destination city & country).

Despite the current travel warning, and after consulting my coordinator, I have decided to pursue my study or internship or (graduation) project abroad, as a registered HU student in (name country).

I acknowledge that my participation in this programme is voluntary. I furthermore acknowledge that the HU is no longer responsible for my safety while abroad. I know that I am not required to do my study/internship/project in this specific region: (name of destination city & country), to complete any requirements of HU.

I am aware that I may be subject to risks including, but not limited to disease, injury, property damage, terrorism, war, death and/or other unforeseeable dangers. I voluntarily assume all

risks and release the HU, and its officers, management and other employees from any and all claims, demands, and causes of actions, and from liability of any kind of nature whatsoever, including but not limited to bodily injury, death, and property damage, arising out of or relating to my participation in this study, internship or project abroad. I understand that this release includes all transportation to and from the destination/programme, and all aspects of my time abroad, whether my activities are directly related to the programme or not.

I understand that if I will leave the study, internship or project abroad in \_\_\_\_\_ (name of destination city & country) early, due to security and or safety concerns, and return to the Netherlands. HU will investigate the consequences for academic credits of my early leave, and will take efforts to solve any problems as good as possible.

Name student:

Signature of the student - that is TYPE in the box hereunder : "I (your name) have read and understood all the information above, ..../.... (today's date)"

Name student:

Signature of the student - that is TYPE in the box hereunder : "*I (your name) have read and understood all the information above, ..../.... (today's date)*"

## 13. Appendix 13 : Reflection Indicator

1. Describe an individual experience from beginning to end
  - 1.1 Facts: relevant context information, actions you have observed and specifically your own actions.
  - 1.2 Feelings, thoughts and intentions: what did you want, tried to achieve, expected, think and feel in the moment?
2. Giving meaning and reflection question
  - 2.1 When you look back, what has this experience meant to you? How did it make you feel afterwards? In other words: how do you *evaluate*<sup>2</sup> this experience?
  - 2.2 What questions do you have about this experience? What do you want to learn from it? How can you apply what you learned in this situation in similar, other areas of your life? If you don't have any questions, tell someone else about your experience and ask them what questions or observations they have. Remember that we all have *blind spots* and we need others to point them out to us. Your reflection question will give direction to the rest of your reflection.
3. Research
  - 3.1 Take a critical look at your experience to gain a wider *perspective* (your *frame of reference*) and answer your reflection question. *Sources of information* that you can use are previous experiences of your own or of others, *dialogue*, asking for feedback, searching for theoretical knowledge about a certain topic, etc. Questions that could help you:
    - Have you ever experienced this situation before, do you recognize this behavior? Have others experienced something similar?
    - Which implicit *assumptions* that you had about the situation had an unexpected or negative effect?
    - How do other people view your experience? What does it tell them about you? What qualities do they see in your behavior? Can they understand the behavior of the other people that took part in this situation? What are they missing in your story? How do they evaluate the experience?
    - What are broader issues in this situation, e.g. conflict management, communication problems, etc. What are the theories on these issues and how do these theories explain what you have experienced? Look for example on different styles of handling a conflict.
  - 3.2 Which assumptions about the situation can you modify or change?
4. Choices in behavior
  - 4.1 Based on your research, what choices would you have the next time you are in a similar situation, based on which considerations? Often this step ends with a new question, which will broaden your horizon and guide you in your learning.

Reflection is very hard to do by yourself, because we need the perspective of an outsider to see what we don't see (our blind spot). We also need the input from someone else to learn more from our experiences. So ask questions to other people about how they perceive your experience, to gain more insight into what is going on and in your own qualities! ☺

<sup>2</sup> Words in Italic are explained below.

## 14. Appendix 14: Explanation of terms

Evaluate: form an opinion on behavior and its outcomes (the result): is it positive or negative, does it meet your wishes and expectations?

Blind spot: Part of your own behavior that is invisible and unknown to yourself, but often visible and known to others.

Perspective/frame of reference: The way you give meaning to the world around you. In other words, the glasses through which you look at the world. What you see and how you interpret that, is determined by many factors: your knowledge and experience, your values and interests, what your role is, your upbringing, culture, religion etc. In a figure of speech: your perspective is 'colored' by the 'glasses' you use to observe the world.

Sources of information: Anything that might inform a person about something or provide knowledge about it (other people, books, Wikipedia, internet, etc.).

Dialogue: conversation between two or more people with the intent to exchange views and learn from each other.

Assumptions: Assumptions are our -mostly implicit- ideas about our self, others and the world around us. They drive our automatic behavior. They make the world understandable and predictable for us and make it possible to act without consciously thinking about what to do. When your assumptions about a certain situation are right, they lead to adequate or successful behavior. If they are not right, they restrict us in finding or using adequate behavior. Often we have to change assumptions in order to behave differently. Your implicit assumptions become clear when you think out loud with others about how you interpreted the situation and the others, what you aimed for, what you expected to happen. When you make them explicit, you can do a reality-check on them: do they apply in this situation?

