

Appendix A
Graduate/Professional/Capstone Certificate in Global Health
Educational Benchmarks

Updated May 22, 2017

Candidates who successfully complete the Certificate in Global Health will have achieved the following educational benchmarks:

Core Educational Benchmark #1: *To demonstrate self-guided learning habits, recognizing that experiential learning opportunities exist in many forms and that learning is a life-long endeavor.*

Core Educational Benchmark #2: *To interpret quantitative and qualitative information from the sciences, social sciences, and the humanities to inform global health work.*

Core Educational Benchmark #3: *To integrate contextually-grounded information about a location's health, history, politics, culture, and environment into one's learning experiences.*

Core Educational Benchmark #4: *To practice directed self-assessment and reflection about one's experiences and chosen profession, including consideration of one's role as a member of an interdisciplinary team.*

Core Educational Benchmark #5: *To compare and contrast the practice of health-related activities in different settings, including the social production of health and well-being.*

Core Educational Benchmark #6: *To draw connections between global experiences and local needs.*

Core Educational Benchmark #7: *To work effectively as a member of a diverse team to achieve shared goals.*

Core Educational Benchmark #8: *To effectively communicate ideas about health to other professions as well as to community leaders and members of the general public.*

Core Educational Benchmark #9: *To recognize valuable opportunities for high and low-middle income countries to learn from one another, and creatively evaluate assets in addressing problems.*

Core Educational Benchmark #10: *To model ethical models of community-based engagement recognizing the mutual benefit to learners and to the host community.*

Candidates who successfully complete the Graduate/Professional/Capstone Certificate in Global Health will have demonstrated competency to perform the following:

- **Profile the health status of a defined population, to include:**
 - demographic and epidemiologic data gathered from at least 2 sources;
 - identification of major health problems and the burden of diseases;
 - description of the health system, available human resources for health, and roles of government and non-governmental organizations;
 - recommendations for improving the health of the population; and,
 - synthesis of information in written and oral reports.
- **Write a letter of inquiry to seek funding for a global health project, to include:**
 - identification of major organizations that fund global health (governmental and non-governmental); and,
 - preparation of a background statement, rationale and plans for the project.

- **Plan, conduct and evaluate a global health field experience, to include:**
 - identification of UW-Madison and field site advisors;
 - establishment of goals and negotiation of student and advisor responsibilities;
 - planning and completion of practical aspects of the field experience;
 - demonstration of professionalism, cultural sensitivity, humility and adaptability;
 - collection of information on the student's performance from a field advisor;
 - documentation of the student's activities, observations, and reflections on interdisciplinary work in a field journal; and,
 - preparation and submission of a final field report with references.
- **Prepare a resume of global health activities in preparation for future work in your discipline, to include:**
 - student's background experience, abilities, and aspirations regarding global health.