



Global Health Institute
UNIVERSITY OF WISCONSIN-MADISON

Certificate in Global Health

Graduate/Professional/Capstone Programs

Academic Policies and Procedures
Handbook
2017-2018
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PROGRAM OVERVIEW

Role of the Handbook

This handbook is intended for graduate, professional, and capstone students who are pursuing the Certificate in Global Health. The academic home for the Graduate/Professional/Capstone Certificate in Global Health Program is the Department of Population Health Sciences at the University of Wisconsin-Madison (UW-Madison) School of Medicine and Public Health (SMPH). The certificate is administered by the campuswide Global Health Institute (GHI) at UW-Madison via its SMPH office in the Department of Academic Affairs. The curriculum and policies described in this handbook have been approved by the Department of Population Health Sciences and/or the SMPH, as appropriate. Course requirements may change over time; however, students must meet the course requirements in effect when they entered the program. (Exceptions may only be granted in consultation with the program director, or in the face of broad scale curriculum changes among participating units that alter core course offerings.) Administrative procedures and processes can and do change over time; students are required to follow the procedures and processes listed in the most current handbook irrespective of their initial year of enrollment in the certificate program. Additional information is available at the GHI website: <http://ghi.wisc.edu/education/professional-graduate-and-capstone/>. Capstone students, who are considered Special Students by UW-Madison, should also consult the website of the Division of Continuing Studies (DCS), <https://continuingstudies.wisc.edu/advising/index.html>. Please contact DCS Adult Career and Special Student Services (advising@dcs.wisc.edu, 608-263-6960) for assistance regarding issues pertaining to Special Student status.

Program Description

The Graduate/Professional/Capstone Certificate in Global Health Program is designed to advance the knowledge and capabilities of traditional and non-traditional learners with interests in global health. The certificate is available to graduate students, students in a professional degree program (typically in the health sciences), and to capstone students with a **minimum of a Bachelor's degree** who have interest in global health. Regardless of the student population served, the overall curriculum, educational benchmarks, and learning objectives are the same.

The certificate curriculum focuses on global health topics and health issues that transcend national boundaries. Through this nine-credit program, which includes academic course work and a global health field experience emphasizing two-way learning, students will be prepared to better address health challenges and disparities in a context of cultural diversity, both at home and abroad. Certificate candidates often work with partners and sites internationally, but may also apply a global lens to issues of health and wellbeing in Wisconsin and other parts of the United States. This global-to-local philosophy is important to the program. Through choices of elective/selective courses, students may focus their studies on health promotion, detection and treatment of disease, prevention and management of outbreaks, health policy, environmental health, or other current and important global health topics. The certificate emphasizes multidisciplinary learning and approaches to global health challenges.

Certificate Program Educational Benchmarks

The educational benchmarks for the Certificate program are as follows (see Appendix A for more detail):

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.*

Key Individuals and Roles

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Program Statistics/Completion Expectations

The Graduate/Professional/Capstone Certificate in Global Health program was approved by the University of Wisconsin-Madison in December, 2005. As of Spring, 2017, 188 students from a wide range of disciplines have completed the program. Each year the program receives ~25-45 applications; the number of accepted applicants varies depending on the strength of the applicant pool and the number of available program openings.

It is possible to complete the certificate's course of study in one year by taking both PHS718 and PHS904 in the fall semester, completing the 1-credit Foundations in Global Health Practice (PHS640) or Interdisciplinary Perspectives on Global Health and Disease (PHS644) in the spring, three elective credits in the fall/spring/summer, and completing the field experience in the summer. However, **certificate students should generally allow two years to complete the program.** This time frame provides sufficient flexibility for students to access core courses and for graduate and professional students to simultaneously complete curriculum requirements in their primary areas of study. Capstone candidates, who are often meeting the demands of full or part-time work while simultaneously pursuing the certificate, follow a similar course of study as the professional/graduate students, with most also taking 1-2 years of part-time study to complete the program. It is expected that all students will complete the certificate in no more than 4 years and, in the case of students simultaneously pursuing a graduate or professional degree, at or before the time of completion of their primary degree program.

CURRICULUM

Course Registration/Enrollment

For all students: A number of required and elective courses require permission of the instructor. Students should e-mail the instructor explaining that they are Graduate/Professional/Capstone Certificate in Global Health Program candidates. The instructor will make arrangements for certificate students to be able to register. Please note that courses fill quickly, so please register early.

For Capstone students: Please contact the Division of Continuing Studies, Adult Career and Special Student Services (advising@dcs.wisc.edu, 608-263-6960) for assistance regarding issues pertaining to Special Student status. As Global Health Certificate candidates, capstone students are eligible to register before other Special Students.

Overall Curriculum Requirements

A minimum of 9 credits are required for the certificate, including 6 core course credit requirements, one of which is a credit-based global health field experience, and 3 elective credits. A description of the core requirements and electives is provided below.

Core Course Requirements (6 credits)

PHS718, section 1: Fundamentals of International Health Care Systems (2 credits)

This course addresses and analyzes differences in health status and methods of organizing and providing health services in countries with varying levels of development and types of sociopolitical systems. Students develop an understanding of the various avenues of international cooperation in health. It is offered during 7 weeks of the fall semester. (See note below regarding optimal sequencing of PHS718 and PHS640.)

PHS904: Topics in Epidemiology - Global Health (2 credits)

This course explores the relationship between globalization and health and provides students with an understanding of: a) major indicators and determinants of health and health disparities across populations, from less to more developed countries; b) the role of epidemiology in developing proven and potential interventions to improve global health and reduce health disparities; and c) methodological and ethical considerations in international health research. The course is also designed to expose students to health research and clinical work of faculty working in a range of disciplines relevant to global health, and to help students identify ways in which they might contribute in the future to improvements in global health. It is offered during 7 weeks of the fall semester.

PHS640: Foundations for Global Health Practice (1 credit) *or* PHS644: Interdisciplinary Perspectives in Global Health (1 credit)

These courses help students to prepare for a global health field experience. Students study general precepts of global health, learn to use quantitative and qualitative data to gain an understanding of the

health situation related to their selected field site country/population, and explore a pertinent health topic of focus.

PHS640 is for students planning to do an independent global health field experience. It includes selecting a site, identifying a counterpart organization, developing a scope of work that is of mutual benefit to the student and the counterpart organization, and preparation for travel (health and safety).

Please note: if possible, for optimal preparation, PHS718 should be taken prior to PHS640 and undertaking an independent field experience.

(Certificate students planning on taking part in the Guatemala faculty-led field course are also required to take PHS 640, but will focus on slightly different elements than those preparing for independent study.)

PHS644 is for students planning to participate in the Uganda, Thailand, or Ecuador faculty-led field courses and includes site-specific course work. *Eligibility for enrollment in PHS644 is contingent upon acceptance into one of the PHS645 field courses (see below).*

Global Health Field Experience (1-6 credits in total; 1 credit counts toward certificate requirements)

A global health field experience is an academic credit-based learning experience in a setting relevant to global health. Field experiences are generally carried out during winter, spring, or summer breaks within the normal academic calendar; 1 week of on-site learning is equivalent to 1 credit. ***(Please note that only one field experience credit counts toward Certificate requirements; additional field course credits earned cannot be applied to the elective requirements.)*** Global health field experiences may also be carried out during the academic semester if they do not interfere with class attendance or completion of requirements for registered coursework.

Students may elect to do: a **faculty-led interdisciplinary group field course** administered by the UW-Madison Office of International Academic Programs (IAP); a **faculty-led health professions (primarily medical students) group field course**, requiring registration as an independent study and administered by GHI; or, they may choose to design an **independent field experience** at the site of their choice, with approval of an academic advisor and the Certificate Program Director. Field experiences usually take place in a country outside the U.S., but may also be carried out in the United States, working with international/underserved populations or addressing health issues that have global implications. Students may also work with international agencies, such as the United Nations, the World Health Organization, Centers for Disease Control and Prevention, or non-governmental organizations.

Field Experience Requirements:

Students must be in good academic standing to participate in a global health field experience.

For PHS645 faculty-led group courses (Thailand, Uganda, Ecuador), students are required to take the related prerequisite campus-based course (PHS644) and apply to participate in the field course through the campuswide Office of International Academic Programs. Upon satisfactory completion of the field course, students will receive credit for PHS645: Global Health Field Study.

For the faculty-led group health professions course in Guatemala, certificate students must register for independent study credit in the department of the faculty leader (a 699 course number in most health sciences and graduate departments) *and* take PHS 640, Foundations for Global Health Practice.

For independent field experiences, certificate students must prepare a proposal, to be reviewed and approved by his or her advisor and the Certificate Program Director, which describes project goals and objectives and outlines a tentative schedule of activities. Students must register for independent study credit in an appropriate school or department (a 699 course number in most health sciences and graduate departments). MPH students who are also global health certificate students and doing an independent field experience may register for PHS788, Public Health Field Experience, in place of a 699. Please note that PHS640, Foundations for Global Health Practice, is still a prerequisite for PHS788 for these dual MPH/global health certificate students.

All students completing independent field experiences are required by the SMPH to execute an affiliation agreement between the field site organization and the SMPH/University of Wisconsin-Madison.

Upon completion of the field experience, all students must submit to the Certificate program office:

- A reflection paper (based on a journal kept throughout the field course/experience);
- An instructor evaluation of the student; and,
- A reference-cited, academic paper/project report.

Students completing an *independent field experience* will also need to submit a site evaluation.

Please see Appendix D for detailed guidelines and expectations for field experiences.

**Tentative* Course Schedule for Faculty-led Global Health Field Courses
2017/2018 Academic Year**

Updated July 27, 2017

(* Students should confirm these course offerings after the campus timetables are published by the university and IAP posts its summer field course offerings.)

Dept/Number	Course Title	Participating Faculty (varies each year)	Credits	Prerequisite
PHS645 Section 005	Global Health Field Study: Culture and Community Health in Ecuador (all health professions students, including veterinary medical students)	TBD	3	PHS644 Section 005
PHS645 Section 003	Global Health Field Study: Uganda (all health professions students, including veterinary medical students)	TBD	3	PHS644 Section 003
PHS645 Section 004	Health and Disease in Thailand: A Field Course in Public Health and Infectious Disease (all health professions students, including veterinary medical students)	Conway, Solheim	2	PHS644 Section 004
330-699 (Dept. of EM-Ind. Study)	Health Care Systems: Comparative Perspective--Guatemala (selected human health professions students)	Svenson, Wyne	1	PHS640 (PHS718 is recommended prior to PHS 640)

Note: Students may petition to have other academic credit-bearing group field experiences used to fulfill the field course certificate requirement. These petitions should be made in writing and should include a brief description of the experience and an explanation of why it is relevant for the student's particular global health goals and course of study. These requests will be reviewed by the Certificate Director/Faculty Advisor. *Only field experiences conducted after enrollment in the Certificate Program and following completion of the appropriate pre-field experience preparation course will be considered.*

Elective Course Requirements (3 credits)

Criteria for Global Health Electives

- Course objectives are aligned with some or all educational benchmarks of the Graduate/Professional/Capstone Certificate in Global Health (see above and Appendix A).
- A substantial portion of the course content pertains to health in an international setting or deals with international populations in the U.S.
- The class is a graduate level course. (Note: upper level undergraduate courses that have content highly relevant to global health may be included as electives with the approval of the Certificate Director.)
- Students are encouraged to use the elective requirements to develop breadth or depth in their interest areas that will take them beyond their major course of study.
(Note: credit for certificate elective courses may not be awarded for courses from the student's required core curriculum for their degree program, but may be degree program electives/selectives.)

Special Requests to Count Other Courses as Electives toward the Graduate/Professional/Capstone Certificate in Global Health

In addition to the **list of approved electives (see Appendix C)**, students may petition to be granted permission to include other courses as electives toward their certificate. These petitions should be made in writing and should include a brief explanation of how the course is relevant to the student's particular global health goals and course of study. *It is the responsibility of the student to attach a copy of the syllabus of the course in question, as well as a summary of global health courses taken to date.* These requests will be reviewed by the Certificate Director/Faculty Advisor in light of the following criteria:

- The class is 400 level or higher. (If 300 level or lower, additional review and approval is required.)
- The course topic is relevant for global health as it pertains to the student's particular career path.
- A substantial proportion of the course content pertains to health in an international setting or deals with health-related issues in international/underserved populations in the U.S.
- In the case of area studies courses that do not emphasize health as a major theme, the student's major paper should be written on a health topic and submitted to the certificate program director/faculty advisor.
- The course may not be part of the student's required core curriculum for their degree program, but may be degree program electives/selectives.

SATISFACTORY PROGRESS

It is expected that all students will complete the Graduate/Professional/Capstone Certificate in Global Health in no more than 4 years and, in the case of students simultaneously pursuing a graduate or professional degree, at the time of or before completion of their primary degree program.

For successful completion of the certificate, students must meet the following standards:

- earn a grade of 3.0 or better in courses counting for credit toward the certificate;
- maintain a cumulative grade-point average (GPA) of 3.00 (on a 4.00 scale) or better during and at completion of the program for courses used to meet certificate requirements.

Grades of Incomplete, Unsatisfactory, Fail, or that otherwise fail to meet conditions set by the Certificate Program may result in required remediation activities, academic probation, a hold on future enrollment, or suspension or dismissal from the program.

For any required course in which a student earns a grade below a B, the course must be repeated. Required courses may only be repeated once. Failure to receive a B or higher in the repeated course may result in dismissal from the program. Students must do all the work in the repeated course, including, for instance, attending regularly, participating in class discussions, taking examinations, and writing papers. Both the original attempt and the repeat attempt final grades will be used in calculating the student's certificate GPA; however, the course will count only once toward meeting credit requirements for the Certificate Program.

Elective courses for which a student fails to earn at least a grade of B (3.0) may be repeated under the same rules as outlined above for required courses. Alternatively, students may take a different elective course to count for credit toward the certificate. In either case, grades in all courses taken will be used in calculating the student's certificate GPA.

In addition to the requirements outlined in this policy, students must meet the academic standards set by their applicable primary degree program. Continuation in the Certificate Program is at the discretion of the Program and the SMPH.

Failure to meet the academic expectations of the Certificate Program outlined above or the expected standards of professional, academic, and nonacademic conduct outlined below are grounds for disciplinary action up to and including dismissal from the Certificate Program, and potentially additional disciplinary action from the student's primary degree program, school/college/program, and/or the University of Wisconsin-Madison at-large.

CONDUCT EXPECTATIONS

Professional Conduct

(Adapted from the UW-Madison SMPH Health Profession Programs (non-MD) Professionalism and Misconduct Policy and Professional Behavior Code)

All students in the Graduate/Professional/Capstone Global Health Certificate Program are expected to make good judgments and ethical decisions in academic and professional environments. Students may be disciplined or dismissed from the Program for misconduct or disregard for professional conduct expectations regardless of their academic standing in the Program.

This policy and related guidelines provide uniform guidance to Program students, along with potential repercussions in the event of an infraction.

1. The Program expects the highest level of academic integrity and professional, ethical, and respectful conduct in all interactions. Students should conduct themselves according to the standards expected of members of the health profession to which they aspire.
2. All Program students are subject to the rules and regulations contained in the University of Wisconsin System Administrative Code (UWS) chapters 14, 17, and 18, governing student academic and nonacademic conduct and disciplinary procedures, and to all other applicable state and federal laws as well as any Program-specific policies.
3. Students should avoid even an appearance of improper behavior or lack of ethical standards in their role as health professional students, in all professional settings, and in their personal lives. Students may be disciplined or dismissed from the Program for misconduct or disregard for professional conduct expectations regardless of their academic standing.
4. In addition to Program level penalties for misconduct or lack of professionalism, a student may face UW-Madison disciplinary action for the same offense as noted in UWS 14, 17, and 18 including probation, suspension, or expulsion.
5. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

This Professional Behavior Code includes examples of violations; however, it is important to understand that these examples are not all-inclusive, and in fact represent a few brief illustrations. Not all violations are considered equal and the severity of the penalty will determine the sanction. A serious breach of ethics, including dishonest acts, unethical behavior, discrimination, or confidentiality, may lead to prompt dismissal from the program. Every attempt will be made to fairly and consistently apply the Professional Behavior Code in all situations.

1. *Honesty and Integrity*: Students shall demonstrate honesty and integrity as shown by challenging themselves in academic pursuits; honesty and ethics in research and Institutional Review Board applications—including honesty in interpretation of data and documenting research activities, protecting subject/client confidentiality, and complying with regulations concerning protected health information. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed;

not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession as a whole.

Examples of violations:

- a. Plagiarism
- b. Falsifying application materials to the university or the professional program
- c. Making an assertion that intentionally deceives or misleads
- d. Obtaining assistance with coursework submitted as one's own, copying the answers of another student on an examination or using unauthorized print or technology-assisted resources during an exam
- e. Providing another student with unauthorized materials or answers on an examination to aid that student with his/her coursework
- f. Denying other students authorized preparatory material
- g. Feigning illness or crisis to postpone an examination
- h. Accessing or having possession of unauthorized medical records when not directly involved in patient care
- i. Falsifying patient records
- j. Discussing patients in public, including public areas of hospitals and clinics
- k. Failing to be truthful and forthright in all dealings with patients, faculty, fellow students, staff, and the public

2. *Interpersonal and Workplace Relationships:* Students shall interact with peers, faculty, staff and those they encounter in their professional capacity (*e.g.*, patients) in a manner that is respectful, considerate, and professional. This includes and is not limited to: attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to the team, keeping lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/ resources. Chronic or unexplained absences are unprofessional in the workplace and could be grounds for dismissal or removal of funding. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and students shall show respect for a diversity of opinions, perspectives and cultures.

Examples of violations:

- a. Interfering with the learning process by belittling a presenter or classmate, carrying on an audible conversation during a lecture or making or receiving cell phone calls
- b. Discriminating against, stalking or harassing patients, fellow students, faculty, or staff
- c. Making comments, or using humor, with fellow students, instructors, staff, patients and the public in a manner that could be considered offensive or intimidating

- d. Engaging in violent, abusive, indecent, profane, unreasonably loud, or other behavior that causes a disturbance on university property, in a clinical setting, in a field-site setting, or in public
 - e. Arguing for a higher grade after an instructor or clinical preceptor has made a final decision.
 - f. Interacting with the program or dean's office staff in a rude or demanding way
 - g. Dating a patient or otherwise exploiting the trainee/patient relationship
 - h. Making inappropriate or demeaning references about patients or others, such as appearance, ethnicity, physical appearance, background, intelligence, mental status, etc.
3. *Commitment to Learning*: Students are expected to meet their educational responsibilities at all times. Be actively prepared for class (henceforth understood to also include learning activities in field-site settings or other non-classroom settings) and be ready for questions and answers. Be on time for every class and always show courtesy during class or if you have to leave class early. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they work. Students must meet all obligations for participation in program-based orientations and activities during the clinical rotations or fieldwork experiences. During preceptorships, clinical rotations, or fieldwork, students are expected to participate at the level required by the preceptors to whom they are assigned. They can anticipate required attendance beyond the usual classroom/clinical schedule in order to fully participate in all patient-care activities.

Examples of violations:

- a. Missing or being late for an examination; failure to contact the instructor
 - b. Attendance or punctuality behaviors for classes, orientations, End of Rotation activities, or any other activities that violate standards set by instructors or preceptors
 - c. Being under the influence of alcohol or non-prescription drugs while participating in any educational activities
 - d. Creating a disturbance in the classroom or clinical setting
 - e. Failing to contact your preceptor and program faculty/staff for permission to take care of personal business that interrupts your program duties
4. *Professional Appearance in the Classroom and Professional Settings*: Students represent their Program and profession in the classroom and professional/clinical/field site settings. They shall maintain a physical appearance and personal hygiene that is conducive to developing effective relationships with instructors, faculty, health care providers, preceptors, staff, fellow students, and patients. In the classroom, dress may be casual, but should promote a positive image of the Program. In fieldwork/clinical settings, clothing and appearance should be appropriate for the work environment and professional duties (including safety protocols and

protective clothing in environments that require them). When participating in field experiences, cultural norms may dictate additional expectations for dress.

Examples of violations:

- a. Wearing wrinkled, dirty, or inappropriate clothing
- b. Having offensive body odor
- c. Having an odor of cigarette smoke or other tobacco products
- d. Continuing to wear jewelry or perfume/cologne despite being notified that it is potentially offensive to patients or clients

Separate and apart from any violation of professional conduct, a student may face School/College/Program/University disciplinary action for academic and/or nonacademic misconduct with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites and the standards of conduct associated with their primary degree program(s). Lack of knowledge of this information does not excuse any infraction.

Academic and Nonacademic Misconduct

(Adapted from the UW-Madison SMPH Health Profession Programs (non-MD) Academic Standards Policy and Academic and Nonacademic Misconduct Guidelines)

This Certificate Program, health professional programs and schools/colleges, the Graduate School, and the Division of Student Life all uphold the UW System policies and procedures in place for academic and non-academic misconduct. Furthermore, unprofessional behavior towards clients, subjects, patients, faculty, staff, peers and members of the public are significant issues in the evaluation and promotion of students. We hold expectations for the highest level of academic integrity and expect professional, ethical, and respectful conduct in all interactions.

For successful completion of the certificate, students must meet the following standards:

- earn a grade of 3.0 or better in courses counting for credit toward the certificate;
- maintain a cumulative grade-point average (GPA) of 3.00 (on a 4.00 scale) or better during and at completion of the program for courses used to meet certificate requirements; and,
- earn a grade of Credit in all courses graded Credit/No Credit for all courses counting for credit toward the certificate.

Grades of Incomplete, Unsatisfactory, Fail/No Credit, or that otherwise fail to meet conditions set by the Certificate Program may result in required remediation activities, academic probation, a hold on future enrollment, or suspension or dismissal from the program.

In addition to the requirements outlined in this policy, students must meet the academic standards set by their applicable primary degree program. Continuation in the Certificate Program is at the discretion of the Program and the School of Medicine and Public Health. Failure to meet the

Program's academic expectations can result in disciplinary action, up to and including dismissal from the Program. If a student is not making satisfactory progress in regards to academic expectations, the Program will determine if remediation or dismissal is recommended.

Students who have been dismissed from the Program for academic reasons may petition for appeal as set forth in the Appeals Process outlined below.

Academic Misconduct

Students at the University of Wisconsin-Madison are expected to uphold the core values of academic integrity which include honesty, trust, fairness, respect and responsibility.

(<https://students.wisc.edu/student-conduct/misconduct/academic-integrity/>)

The following information includes examples of Academic and Non-academic Misconduct; however, it is important to understand that these examples are not all-inclusive, and in fact represent a few brief illustrations. Not all violations are considered equal and the severity of the penalty will determine the sanction. Serious offenses may lead to prompt dismissal from the program. Every attempt will be made to fairly and consistently apply the misconduct guidelines in all situations.

Academic misconduct (UWS 14.03(1)) is an act in which a student:

1. seeks to claim credit for the work or efforts of another without authorization or citation;
2. uses unauthorized materials or fabricated data in any academic exercise;
3. forges or falsifies academic documents or records;
4. cheats on an exam;
5. intentionally impedes or damages the academic work of others;
6. engages in conduct aimed at making false representation of a student's academic performance; or,
7. assists other students in any of these acts.

Examples of violations:

- a. cutting and pasting text from the Web without quotation marks or proper citation
- b. paraphrasing from the Web without crediting the source
- c. using notes or a programmable calculator in an exam when such use is not allowed
- d. using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator
- e. stealing examinations or course materials
- f. changing or creating data in a lab experiment
- g. altering a transcript
- h. signing another person's name to an attendance sheet
- i. hiding a book knowing that another student needs it to prepare for an assignment
- j. collaboration that is contrary to the stated rules of the course
- k. tampering with a lab experiment or computer program of another student

Nonacademic Misconduct

Students may be disciplined in non-academic matters in the following situations:

1. conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
2. stalking or harassment;
3. conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
4. conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;
5. unauthorized possession of university property or property of another member of the university community or guest;
6. acts which violate the provisions of UWS 18, Conduct on University Lands;
7. knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent; or,
8. violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

Examples of violations:

- a. engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d)
- b. attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest
- c. attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so
- d. selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver
- e. removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes
- f. preventing or blocking physical entry to or exit from a university building, corridor, or room
- g. engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program
- h. obstructing a university officer or employee engaged in the lawful performance of duties
- i. obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities
- j. knowingly disrupting access to university computing resources or misusing university computing resources

Additional Information Regarding Academic and Nonacademic Misconduct:

University of Wisconsin System: Chapter UWS 14: Student Academic Disciplinary Procedures:
https://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf

University of Wisconsin System: Chapter UWS 17: Student Non-Academic Disciplinary Procedures:
https://docs.legis.wisconsin.gov/code/admin_code/uws/17

University of Wisconsin System: Chapter UWS 18: Conduct on University Lands:
http://docs.legis.wisconsin.gov/code/admin_code/uws/18.pdf

Office of Student Conduct and Community Standards: Academic Integrity:
<https://students.wisc.edu/student-conduct/academic-integrity/>

Office of Student Conduct and Community Standards: Academic Misconduct:
<https://students.wisc.edu/student-conduct/misconduct/academic-integrity/>

Office of Student Conduct and Community Standards: Academic Misconduct Flowchart:
<https://students.wisc.edu/student-conduct/documents/academic-misconduct-flow-chart/>

Graduate School Policies & Procedures: Misconduct, Academic:
<http://grad.wisc.edu/acadpolicy/#misconductacademic>

Graduate School Academic Policy & Procedure: Misconduct, Non-Academic:
<http://grad.wisc.edu/acadpolicy/#misconductnonacademic>

Research Misconduct (<http://grad.wisc.edu/acadpolicy/-responsibleconductofresearch>)

Certificate Program students are held to the same standards of responsible conduct of research as faculty and staff. Much of graduate education is carried out not in classrooms, but in laboratories and other research venues, often supported by federal or other external funding sources. Indeed, it is often difficult to distinguish between academic misconduct and cases of research misconduct. At UW–Madison, misconduct in scholarly research is defined as fabrication (making up data), falsification (changing or misreporting data), plagiarism (representing work of others as your own), or other practices that seriously deviate from those that are commonly accepted within the scholarly community for proposing, conducting, or reporting research ([Faculty Policy II-314](#)). The Graduate School is responsible for investigating allegations of research misconduct. This is often done in consultation with the Division of Student Life as well as with federal and state agencies to monitor, investigate, determine sanctions, and provide training about the responsible conduct of research. For more information, contact the Associate Vice Chancellor for Research Policy, 333 Bascom Hall, 608-262-1044.

Areas of responsible conduct of research defined by the UW-Madison Graduate School include:

- animal care and use in research;
- authorship;
- conflict of interest;
- human research protections;
- intellectual property rights;
- misconduct of research;
- patents;
- research regulatory compliance; and,
- safety (biological, chemical, radiation).

Additional Information Regarding Responsible Conduct of Research:

Graduate School Policies & Procedures - Responsible Conduct of Research

<http://grad.wisc.edu/acadpolicy/#responsibleconductofresearch>

Office of the Vice Chancellor for Research and Graduate Education - Research Ethics:

<https://research.wisc.edu/respolcomp/resethics/>

Office of the Vice Chancellor for Research and Graduate Education - Reporting Misconduct

<http://kb.wisc.edu/gsadminkb/page.php?id=34486>

Office of the Vice Chancellor for Research and Graduate Education - Responsible Conduct of Research Resources

<https://kb.wisc.edu/gsadminkb/search.php?cat=2907>

RESOLUTION OF CERTIFICATE PROGRAM STUDENT GRIEVANCES

(Adapted from the UW-Madison SMPH Health Profession Programs Student Grievances Policy and Program Grievance Procedure)

Graduate/Professional/Capstone Certificate in Global Health Program students have the right to request a grievance hearing in the event that the student feels he or she was graded or evaluated unfairly. This document further provides the formal procedures for objective, consistent review and adjudication of such grievances if they cannot be resolved through preliminary informal measures. A grievance is defined as a complaint made by a student alleging that the student received a grade or academic evaluation that was arbitrary, capricious, or discriminatory – *i.e.*, unfairly based on race, gender, religion, personal animus, or any other factor(s) other than objective assessment of the student's academic performance and/or the student's compliance with his or her Program's Professional Behavior Code.

The Grievance Board is the committee of UW-Madison SMPH faculty and staff that provides formal review and adjudication of Grievances when informal resolution measures are unsuccessful.

1. SMPH students have the right to fair and equitable treatment with respect to grading and evaluation, and may dispute a grade that they feel was awarded unfairly.
2. Students are expected to make reasonable efforts to resolve Grievances informally and directly, but if those efforts fail, any student may file a request for a Grievance hearing.
3. The student and Program will follow the SMPH Health Profession Program Grievance Procedure (see below) for formal resolution of any Grievance.

Grievance Procedure:

Informal Resolution

1. Students should first attempt to resolve a Grievance informally with the Certificate Program or instructional faculty or staff member directly involved in the matter within thirty (30) days of receiving the disputed grade.
2. If the student feels the Grievance was insufficiently addressed, or, due to the nature of the grievance, is uncomfortable interacting directly with the faculty or staff member involved, the student should contact the person responsible for the course, *e.g.*, the course director or clerkship/clinical director/administrator, for resolution according to individual course grading policies on grade disputes.
3. If the course-level review process does not resolve the Grievance, the student may request a review by the Graduate/Professional/Capstone Certificate in Global Health Program Director.
4. The student's request for review must be in an email or written letter and include the reasons the student believes the grade or evaluation was unfair.
5. The Program Director will attempt to resolve the Grievance through informal mediation with the parties involved within ten (10) business days of receiving the student's written request for review.

6. Following this review, the person responsible for the course makes the final decision.
7. The course director will inform the student of the final decision by telephone and/or email within 24 hours of the decision, to be followed within five (5) business days by a written letter.
8. If the Grievance has still not been resolved to the student's satisfaction, he or she may request a formal Grievance hearing as outlined below.

Formal Resolution

1. Any student wishing to request a Grievance hearing must do so in an email or written letter to their Program Director. The request must be submitted within seven (7) calendar days of receiving written notification of the final decision by the course director as outlined above. Petitions received after this time will not be considered. For clarity, a student receiving written grade/evaluation notification on a Tuesday has until midnight on the following Tuesday to submit their petition.
2. Requests for Grievance hearings must outline the student's basis of the Grievance, the person(s) against whom the Grievance is filed ("Respondent(s)"), the informal resolution efforts made thus far, and the remedy or correction requested.
3. The Program Director will review the student's written statement for timeliness and completeness and to determine whether grounds for reconsideration have been reasonably established. If grounds for reconsideration have not been established, the final decision of the course director will be upheld. If grounds for reconsideration have been established, the Program Director will notify the student and Respondent(s) and provide the Respondent(s) with a copy of the student's request for a hearing.
4. The Grievance Board shall be convened for a hearing within four (4) weeks of the student's request, at a time that is mutually agreeable to the Grievance Board members and both parties. A quorum of at least two-thirds (2/3) voting Grievance Board members must be able to attend the hearing in person.
5. The Grievance Board shall be comprised of the following members:
 - Senior Associate Dean for Academic Affairs
 - Associate Dean for Medical Student Education and Services
 - Associate Dean for Public Health
 - Associate Dean for Graduate Medical Education
 - Director Continuing Professional Development
 - Doctor of Physical Therapy Program Director
 - Genetic Counseling Program Director
 - Master of Public Health Associate Program Director
 - Physician Assistant Program Director
 - Graduate/Professional/Capstone Certificate in Global Health Program Director
 - Administrative Director of Academic Affairs
6. The Senior Associate Dean for Academic Affairs shall serve as Chair of the Grievance Board and does not vote unless the Grievance Board is tied. The Chair cannot overrule a majority decision of the Grievance Board.
7. At least ten (10) business days prior to the hearing, both parties will provide the Chair of the Grievance Board with any additional documentation to be presented at the hearing. Each party may have one support person at the hearing whose name and relationship to the party must be identified in writing to the Chair at this time.

8. At least five (5) business days prior to the Grievance hearing, the chair will provide the parties and the Grievance Board members with the following:
 - a. The names of the parties
 - b. The nature of the issues to be heard and any relevant policies
 - c. The date, time, and place of the hearing
 - d. The names of each party's support person, if any
9. To protect the confidentiality of the parties, the Grievance hearing shall be closed to the public unless otherwise agreed in writing by both parties. The student, Respondent(s) and any support people may attend the entire Grievance hearing other than the Grievance Board's deliberations.
10. The parties may confer with their respective support person, but the support person may not address the Grievance Board, question witnesses, or otherwise participate in the hearing.
11. The chair must recognize individuals before they speak. Once recognized, a party may speak without interruption, though the chair may announce and enforce time limits on each party to present its case.
12. The Grievance hearing will proceed as follows:
 - a. Introduction of student, Respondent(s) and Grievance Board members;
 - b. Chair assigns one person to take minutes, describes the nature of the issues at hand, including relevant policy, and reviews the hearing procedures, including time restraints, if any;
 - c. The student makes their statement relevant to the Grievance and answers questions from the Grievance Board and Respondent(s);
 - d. The Respondent(s) makes their statement relevant to the Grievance and answers questions from the Grievance Board and student;
 - e. Each party may refute any statement by the other party and make a closing statement;
 - f. Chair excuses parties and support people; and
 - g. The Grievance Board deliberates in closed session.
13. Determinations of the Grievance Board are based on a "preponderance of the evidence" standard where the student bears the burden of proof. Specifically, the student must demonstrate that it is more likely than not that the grade or evaluation was based upon factor(s) other than objective assessment of the student's academic performance and/or the student's compliance with the Program's Professional Behavior Code. The Grievance Board should strive to reach consensus on a workable solution with a final determination made by simple majority as a last course of action.
14. If the Grievance Board finds that the student's Grievance has merit and that redress is possible, it will direct the Program Director to implement an appropriate remedy. If the Grievance Board finds that the Grievance is without merit, it will so inform the Senior Associate Dean for Academic Affairs and the decision of the course director will stand final.
15. The Program Director will notify the student of the Grievance Board's decision by telephone and/or email within 24 hours of the Grievance hearing, to be followed within five (5) business days by a written letter.
16. Details discussed during the Grievance hearing and the outcome are private and will only be disclosed as permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. s. 1232g. Written documentation of the final decision will be summarized in minutes for the meeting and will include:
 - Brief Summary of Events (student's position and Respondent(s) position)

- Brief description of Process
- Findings of the Grievance Board
- Recommendations of the Grievance Board

Minutes will be reviewed for accuracy by the chair within one week of the hearing and maintained confidentially by the Graduate/Professional/Capstone Certificate in Global Health Program, with a copy in the student's secure record.

APPEALS PROCESS

(Adapted from the UW-Madison SMPH Health Profession Programs Student Appeals Policy and Program Level Appeals Procedure)

Students in the Graduate/Professional/Capstone Certificate in Global Health Program have the right to appeal their dismissal from the Program at the UW-Madison SMPH for failure to meet academic standards or for professional/academic/nonacademic misconduct.

The Appeals Review Committee is an *ad hoc* committee of at least four (4) faculty or staff members of the Program, including the Program Director. The Review Committee is charged with reviewing the appeal of any student dismissed from that Program who has petitioned for appeal, and with determining whether the student shall be reinstated.

1. Students who are dismissed from a Program have the right to appeal that decision for review at the Program level by the Review Committee.
2. The student and Review Committee will follow the “SMPH Health Profession Program Appeals Procedure.”

Students who are denied reinstatement after a Program level appeal may file an SMPH level appeal in accordance with the procedure set forth in the “Health Profession (non-MD) Student Appeals Hearing Committee: Structure, Function and Operation.”

Appeals Procedure:

1. Any student wishing to appeal a dismissal decision must submit a petition for appeal within seven (7) calendar days of receiving written notification of dismissal from the Program Director. Written notification of dismissal may be provided by the Program Director either by hand or by certified letter. Petitions for appeal must be submitted via email, by hand, or by certified letter. Petitions submitted after 7 days will not be considered. For clarity, a student receiving written dismissal notification on a Tuesday has until midnight on the following Tuesday to submit their petition.
2. Petitions for appeal must outline the student’s basis for appeal, including a statement of the specific reason(s) for disagreement with the dismissal or explanation of the extenuating circumstances that interfered with the student’s academic performance and/or professionalism/nonacademic conduct.
3. The student’s status shall remain that of dismissed throughout the appeals process, and they shall have no active standing in SMPH during the appeal process.
4. The Review Committee shall be comprised of members selected by the Program.
5. The student’s in-person attendance at the appeal hearing is mandatory. The Program Director will endeavor to schedule the hearing within four (4) weeks of the student’s request for an appeal and at a time that is mutually agreeable to the student and all Review Committee members.
6. A quorum of at least two-thirds (2/3) voting Review Committee members must be able to attend the appeal hearing in person.

7. At least three (3) full business days before the appeal hearing, the student must submit a written statement, maximum three (3) pages (excluding relevant appendices) to the Program Director, describing the basis of the appeal, steps taken to alleviate the circumstances that led to dismissal, and a proposed plan for improvement along with any supporting documentation or evidence.
8. The student may be accompanied by one support person during the appeal hearing. This person and his or her relationship to the student must be identified in the written statement.
9. The Program Director will provide the Review Committee members with copies of the student's notification of dismissal, a summary of the basis of the dismissal, the student's petition for appeal, and any materials provided by the student at least one full business day before the hearing. The Review Committee members shall have access to the student's relevant records before the hearing.
10. The student's support person may speak to the student during the appeal hearing to provide support and consultation, but not address the Review Committee.
11. Only voting and *ex officio* members of the Review Committee and the student and his or her support person may be present during the appeal hearing.
12. The Program Director shall act as Chairperson of the Review Committee. The appeal hearing will proceed as follows:
 - a. Introduction of the student and committee members
 - b. Chairperson assigns one person to take minutes and describes the basis of the dismissal, including applicable policy
 - c. The student has a reasonable amount of time (15 minutes) to make a statement to the Review Committee and present supporting evidence
 - d. The Review Committee has the opportunity to ask the student relevant questions
 - e. The student may make a final statement and is then dismissed
 - f. The Review Committee deliberates in closed session
13. Appeals determinations are made by simple majority vote of the Review Committee. The Program Director does not vote except in instances when the Review Committee is otherwise tied on whether to grant the appeal. The Program Director cannot overrule a majority decision of the Review Committee.
14. If the appeal is granted, the Review Committee will establish the student's obligations for reinstatement in the Program.
15. The Program Director will notify the student of the Review Committee's decision by telephone and/or email within 24 hours of the appeal hearing, to be followed within five (5) business days by a written letter. The Program Director shall also notify the student's faculty advisor and the Senior Associate Dean for Academic Affairs, or their designee.
16. Details discussed during the appeal hearing and the outcome are private and will only be disclosed as permitted by the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. s. 1232g. Written documentation of the Review Committee's decision will be summarized in minutes for the meeting and will include:
 - Brief summary of events
 - Brief description of the process
 - Findings of the review committee
 - Decision of the review committee

Minutes will be reviewed for accuracy by the chair within one week of the hearing and maintained confidentially by the Health Professional Program, with a copy in the student's secure record.

17. If the Review Committee denies the appeal for reinstatement, the student may file an appeal in accordance with the process set forth in the "University of Wisconsin School of Medicine and Public Health (SMPH) Health Professional (non-MD) Student Appeals Hearing Committee: Structure, Function and Operation."

REPORTING MISCONDUCT AND CRIME

The campus has established policies governing student conduct, academic dishonesty, discrimination, and harassment/abuse as well as specific reporting requirements in certain cases. If you have a grievance regarding unfair treatment towards yourself, please reference the procedures and resources identified above. If you learn about, observe, or witness misconduct or other wrongdoing you may be required to report that misconduct or abuse. Depending on the situation, it may be appropriate to consult with your advisor, Graduate Program Coordinator, or other campus resources (such as the [UW Office of Equity and Diversity](#), [Graduate School](#), [Mc Burney Disability Resource Center](#), [Employee Assistance Office](#), [Ombuds Office](#), and [University Health Services](#)).

Research Misconduct Reporting

The University of Wisconsin-Madison strives to foster the highest scholarly and ethical standards among its students, faculty, and staff. Graduate students and research associates are among the most vulnerable groups when reporting misconduct because their source of financial support and the progress in their careers may be at risk by raising questions of wrongdoing. They are also often the closest witnesses to wrongdoing when it occurs and therefore must be appropriately protected from the consequences of reporting wrongdoing and be informed of their rights. Please find full details at: <https://research.wisc.edu/respolcomp/resethics/>

Academic Misconduct Reporting

If you know a classmate is cheating on an exam or other academic exercise, notify your professor, teaching assistant or proctor of the exam. As a part of the university community, you are expected to uphold the standards of the university. Also, consider how your classmate's dishonesty may affect the overall grading curve and integrity of the program.

Sexual Assault Reporting

UW-Madison prohibits sexual harassment, sexual assault, dating violence, domestic violence, and stalking. These offenses violate UW-Madison policies and are subject to disciplinary action. Sanctions can range from reprimand to expulsion from UW-Madison. In many cases, these offenses also violate Wisconsin criminal law and could lead to arrest and criminal prosecution.

Students who experience sexual harassment, sexual assault, domestic violence, dating violence, and/or stalking have many options and services available to them on and off campus, including mental health counseling, victim advocacy and access to the criminal and campus disciplinary systems. For a list a confidential support and reporting options, please visit uhs.wisc.edu/assault/sa-resources.shtml.

Faculty, staff, teaching assistants, and others who work directly with students at UW-Madison are required by law to report first-hand knowledge or disclosures of sexual assault to university officials for statistical purposes. In addition, disclosures made to certain university employees, such as academic advisors or university administrators, may be forwarded to the campus Title IX coordinator for a response. For more information, please visit: students.wisc.edu/doso/reporting-allegations-of-sexual-assault-datingdomestic-violence-and-stalking/.

Child Abuse Reporting

As a UW-Madison employee (under [Wisconsin Executive Order #54](#)), you are required to immediately report child abuse or neglect to Child Protective Services (CPS) or law enforcement if, in the course of employment, the employee observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. Volunteers working for UW-Madison sponsored programs or activities are also expected to report suspected abuse or neglect. Please find full details at: oed.wisc.edu/child-abuse-and-neglect.htm.

Reporting and Response to Incidents of Bias/Hate

The University of Wisconsin-Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of Bias/Hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW-Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias/hate. Please find full details at:

<https://students.wisc.edu/doso/services/bias-reporting-process/>

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.

Appendix B

Graduate/Professional/Capstone Certificate in Global Health Completion Checklist

Updated July 27, 2017

- **Core courses—5 credits**

PHS718 (2 credits)

PHS904 (2 credits)

PHS640 **or** PHS644 (1 credit)

Note: PHS640 is for students planning to do an independent field experience. Certificate students planning on taking part in the Guatemala faculty-led field experience are also required to take PHS640, but will focus on slightly different elements than those preparing for independent study. **If possible, PHS718 should be taken prior PHS640 for optimal preparation.** PHS644 is for students planning to do one of the multidisciplinary faculty-led field courses (Thailand, Uganda, Ecuador).

- **Field experience—1 credit**

Although a student may receive more than one credit for their field experience, **only one credit may count toward the Certificate. Additional credits earned cannot be applied toward required elective credits.**

Upon completion of the field experience, *all students* must submit to the Certificate Program office:

- A reflection paper (based on a journal kept throughout the field course);
- An instructor evaluation of the student; and,
- A copy of the reference-cited, academic paper/project report required by the field course.

(Students completing an *independent field experience* will also need to submit a site evaluation.)

- **Elective courses—3 credits**

Please see the list of approved electives in Appendix C and on the certificate website, <http://ghi.wisc.edu/wp-content/uploads/2017/08/Course-Schedule-for-Global-Health-Core-and-Electives.pdf>.

While in general any student is eligible for any elective for which they meet prerequisites, MD program students may find the following electives of particular interest and a more suitable fit with the medical school curriculum:

- PHS712 - Leadership in Medicine and Public Health
- PHS713 - Epidemiology of AIDS/HIV
- PHS915 - International Health Systems and Policy
- FamMed712 - Health Care in Diverse Communities

When all Certificate requirements are complete and all grades posted, please send an unofficial copy of your transcript with global health courses highlighted to Betsy Teigland (teigland@wisc.edu)

Appendix C
Graduate/Professional/Capstone Certificate in Global Health
Core and Elective Courses

Updated July 27, 2017

Classes separated by type/semester offered
(Core Courses; Fall, Spring, and Summer Elective Courses)

Core Courses

Updated for Fall 2017/Spring 2018

Dept/Number	Title	Instructor	Meeting time	Cr.
PHS718	Fundamentals of International Health Care Systems	Solheim	Fall 2017 W 5:00-7:30pm 7-8 week session (Dates TBD)	2
PHS904	Topics in Epidemiology: Global Health	Durkin	Fall 2017 W 5:00-7:30pm 7-8 week session (Dates TBD)	2
PHS640	Foundations in Global Health Practice	Olsen, DiPrete Brown	Spring 2018 W 5:30-7:00pm	1
PHS644	Interdisciplinary Perspectives on Global Health and Disease: East Africa	TBD	Spring 2018 W 5:30-7:00pm	1
PHS644	Interdisciplinary Perspectives on Global Health and Disease: Southeast Asia	Conway, Solheim	Spring 2018 W 5:30-7:00pm	1
PHS644	Interdisciplinary Perspectives on Global Health and Disease: Latin America	TBD	Spring 2018 W 5:30-7:00pm	1

Fall Elective Courses

Updated for the Fall 2017 Semester

Dept/Number	Title	Instructor	Meeting Time	Cr.
PHS503	Public Health and Human Rights: Care for Orphans and Highly Vulnerable Children	DiPrete Brown	T 5:00-6:00pm plus online work In-person class meeting dates TBD	1
AGRONOMY 634	Ecotoxicology: Impacts on Populations, Communities and Ecosystems	Karasov, Lindroth	M/W/F 12:05-12:55pm * 11/13/17- 12/13/17 session	1
AGRONOMY 724	Agroecosystems and Global Change	Kucharik	T/R 11:00am-12:15pm	3
ANTHRO 919	Anthropology and International Health	Wendland	Not offered Fall 2017	2
ENVIRST 502	Air Pollution and Human Health	Kanarek	T/R 1:00-2:15pm	3
GEN&WS 427	Global Feminisms	Tripp	Not offered Fall 2017, 2018, 2019	3
GEN&WS 424	Women's International Human Rights	Kim	Not offered Fall 2017	3
MM&I554	Emerging Infectious Diseases and Bioterrorism	Knoll	T/R 12:05-12:55pm	2
MM&I704	Infectious Diseases of Human Beings	Woods	T/R 2:30-3:40pm	3
MEDHIST 559 Section 1	Global Health and Greater Good	Kelleher	T/R 1:00-2:15pm	3
MEDHIST 668	Health and Citizenship in Global Perspective	Ruis	Not offered Fall 2017	3
PHS553	International Health and Global Society	Keller	M/W 2:30-3:45pm	3
PHS712	Leadership in Medicine & Public Health	Remington	W 5:00-6:30pm	1
PHS915	International Health Systems and Policy	Oliver	Asynchronous Online	2

SOCIAL & ADMIN PHARM490	Health Equity and Social Justice	Degrad	M 5:00-7:30pm	2
SOC540	Sociology of International Development, Environment, and Sustainability	Garoon	T/R 2:30-3:45pm	3
SOC663	Population and Society	Grant	Not offered Fall 2017	3
SURGSCI 548	Diseases of Wildlife	Sladky	M/W/F 9:55-10:45am	3

Spring Elective Courses

Tentatively updated for the Spring 2018 semester. However, please note that UW-Madison classes for Spring 2018 are not yet fully determined. Please check the course catalog when released to confirm which courses will be offered and the meeting times.

Dept/Number	Title	Instructor	Meeting time	Cr.
AAE350	World Hunger and Malnutrition	Stiegert, Thurlow	M/W 1:20-2:10pm	3
AFRICAN 983	Health, Healing and Science in Africa	Kodesh, Wendland	T 1:20-3:15pm	3
EDPOL600 Section 3	Sustainability & Global Education	Johnson, Majee	W 2:25-5:25pm	1-3
EDPOL600 Section 2	Sexuality and Education (Educating for Global Change)	Kendall	TBD - check with instructor	1-3
EDPOL677	Education, Health and Sexuality: Global Perspectives and Policies	Kendall	TBD - check with instructor	3
ENVIRST 471	Introduction to Environmental Health	Kanarek	T/R 1:00-2:15pm	3
ENVIRST 513/713	Environment and Health in Global Perspective	Mitman	TBD - check with instructor	3
FAMMED 712	Health Care in Diverse Communities	Thao	W 5:30-7:30pm	1
GEN&WS 535	Women's Global Health & Human Rights	Alonso	M 4:00-6:30pm	3
INTLSTUD 603	Global AIDS: Interdisciplinary Perspectives	Keller, Lepowsky	Not offered Spring 2016 or 2017	2-3
MM&I350	Parasitology	Bartholomay	M/W/F 9:55-10:45am	3
MM&I603	Clinical & Public Health Microbiology	Schell	M/W/F 1:20-2:50pm	5
MEDHIST 515	Public Health Ethics	Kelleher	T/R 9:30-10:45am	3
MED HIST 558	Ethical Issues in Health Care	Fost, Streiffer	T 11:00am- 12:15pm	3
MEDHIST 559	Latino Health: Issues, Bioethics and Culture	TBD	Not offered Spring 2016 or 2017	3

PHMPRAC 673	Seminars in Global Health Pharmacy	Kraus	T 11:00-11:50am	1
PHS740	Health Impact Assessment of Global Environmental Change	Patz	T/R 2:30-3:45pm	3
PHS915	International Health Systems and Policy	Oliver	Asynchronous Online	2
PUBAFFR 866	Global Environmental Governance	Nemet	T 3:30-5:25pm	3
SOCIAL WORK659	International Aspects of Social Work	TBD	Not offered Spring 2016 or 2017	2-3
SOC630	Sociology of Developing Societies/Third World	Seidman	T/R 11:00am- 12:15pm	3

Summer Elective Courses

Tentatively updated for the Summer 2018 semester. However, please note that UW-Madison classes for Summer 2018 are not yet fully determined. Please check the course catalog when released to confirm which courses will be offered and the meeting times. Also note that students may incur additional tuition expense for summer courses.

Dept/Number	Title	Instructor	Meeting time	Cr.
ANTHRO 365	Medical Anthropology	Lepowsky	M/T/W/R 9:30am-12:00pm *4 week session Dates TBD	3
NURSING 702	Health Promotion and Disease Prevention in Diverse Communities	Trumbo	T 9:00am-12:00pm * Dates TBD	3
PHS 504	Quality Improvement Leadership Institute	Shrestha	Summer M/T/W/R/F 8:30am-5:00pm *1 week session Dates TBD	1
PHS 713	Epidemiology of HIV/AIDS	Sethi	M/T/W/R/F 9:00am-12:00pm *1 week session Dates TBD	1
PHS 915	International Health Systems and Policy	Oliver	Asynchronous Online	2

Appendix D

Graduate/Professional/Capstone Certificate in Global Health Guidelines for Global Health Field Courses/Experiences

Updated July 31, 2017

I. Overview of the Global Health Field Experience

A global health field experience is a credit-based experience in a setting relevant to global health. These experiences may range from 1~6 credits (one week on site is typically equivalent to one academic credit), though only one credit may apply to the certificate. Students may elect to do a faculty-led group field experience or they may choose to design an independent field experience at the site of their choice. Field experiences are generally carried out during winter, spring or summer breaks. Global health field experiences may also be carried out during the academic semester if they do not interfere with class attendance or completion of requirements for registered coursework.

Field Course/Experience Objectives:

- Gain greater awareness about global health through exposure to a specific international health setting
- Develop cross cultural skills related to traveling and working in an international setting, or a local setting working with an international/underserved population
- Develop professional skills related to cross-cultural collaboration and cooperation with health professionals from other countries and/or cultures
- Deepen understanding of how diversity (socio-economic, racial, ethnic, cultural, and political) affects health
- Make specific contributions to a health-related project, service, or study

Academic Requirements:

Faculty-led group field courses

- 1) Completion of all academic requirements for the field course
- 2) Preparation and submission of a reflection paper based on a journal kept throughout the field course (see Attachment A)
- 3) Submission of an instructor evaluation of the student (see Attachment B)
- 4) Submission of a reference-cited, academic paper/project report

Independent field experiences

- 1) Completion of all academic requirements for the field experience
- 2) Preparation and submission of a reflection paper based on a journal kept throughout the field experience (see Attachment A)
- 3) Submission of an evaluation of the student by the on-site preceptor (see Attachment B)
- 4) Submission of a site evaluation by the student (see Attachment C)
- 5) Submission of a reference-cited, academic paper/project report

II. Faculty-Led Group Field Courses

Students may elect to do a **faculty-led group field experience** through the Global Health Institute. Faculty-led experiences are recommended for students with little or no experience traveling in low/middle income countries, are offered annually in one or more countries (Uganda, Thailand, Ecuador), and are administered through the Office of International Academic Programs (IAP). Students who elect to participate in one of these IAP faculty-led courses (Uganda, Thailand, Ecuador) apply through the IAP office, see: studyabroad.wisc.edu. Upon satisfactory completion of the field course, students will receive credit for PHS645: Global Health Field Study. **Please note that PHS644 is the on-campus course prerequisite for these field courses**; students will receive information about PHS644 course enrollment in the IAP acceptance letter.

Other credit-bearing field courses offered by UW-Madison faculty and staff may also be used to fulfill this requirement for certain health professional students. For instance, a faculty-led course administered by the GHI is currently offered in Guatemala (MD, PharmD, PT students). Students successfully completing this field course receive academic credit as a 699 course in the lead faculty member's home department. Certificate students participating in the course have the same field course prerequisite course requirement as those doing an independent study (see below), i.e., completion of PHS640.

III. Independent Field Experiences

Certificate students may also choose to design an **independent field experience** at a site of their choice. Students choosing the independent field experience option will typically have already had experience traveling and living in low/middle income countries. Independent field experiences are focused around an issue/topic of particular interest to a student and usually take place in a country outside the U.S., but may also be carried out among an international/underserved population in the United States. Students may also undertake work with international agencies as an independent field experience, e.g., the United Nations, the World Health Organization, the Centers for Disease Control and Prevention, or global health-related non-governmental organizations. **PHS640 is a prerequisite for an independent study.** *Please note: if possible, for optimal preparation PHS718 should be taken prior to PHS640 and prior to undertaking an independent field experience.*

- ***Select a Focus and Site for the Field Experience***

Students should develop a global health topic of interest and begin site selection by considering locations where local health issues will provide a learning environment related to their topic. Students should learn about the health status of their chosen country/site; international organizations and programs already working on their topics of interest in their site; and, general information about health care delivery and population demographics for their site. Students may find useful information at the Global Health Institute website (ghi.wisc.edu) under the Resources tab >>> Other Resources, e.g., a list of web resources and the Ebling Library global health portal. Once students have completed their own preliminary, they are encouraged to consult with global health faculty and others who have relevant experience or contacts.

** Note: UW-Madison policy is that "the University will typically not operate a program in or send a Student to any country for which a Travel Warning has been issued." The U.S. State Department Travel Warning list can be found at: <https://travel.state.gov/content/passports/en/alertswarnings.html>. See below for further information regarding this issue.*

- ***Enroll in PHS640, Foundations for Global Health Practice***

Students are expected to have identified a geographic region and health topic of interest before the start of PHS640. The course reviews key concepts and trends in global public health, and walks the students through the process of preparing for a meaningful field experience.

- ***Select a UW-Madison Academic Advisor and Field Preceptor***

Students must identify a UW-Madison academic advisor AND a field preceptor for their independent field experience; this should happen as early as possible in the planning of a field experience. Certificate program staff can assist students to identify an appropriate advisor for their work.

- ***Submit Field Experience Proposal***

Once students have identified a topic and site of interest, an academic advisor, and a field preceptor, they prepare a brief (up to ~ three pages) field experience proposal that describes the goals and objectives of the field experience, outlines activities that will be carried out, defines the product(s) of the experience (e.g., summary paper and presentation), and includes the proposed dates for the experience. This proposal must be approved and signed by the academic advisor and the field preceptor, as well as the director of the Graduate/Professional/Capstone Global Health Certificate to ensure that it will meet the certificate field experience requirements. **The field experience proposal should be submitted to the director of the Graduate/Professional/Capstone Global Health Certificate as far in advance of travel as possible, ideally at least 8⁺ weeks before departure.** *Note: projects that involve human subjects and require Institutional Review Board (IRB) approval, animal use approvals, or other regulatory oversight may require much longer periods of preparation.*

- ***Independent Field Experience Affiliation Agreements***

All students completing independent field experiences are required by the SMPH to execute an affiliation agreement between the field site organization and the SMPH/University of Wisconsin-Madison. Such an affiliation agreement outlines the expectations and responsibilities of the student, the field site organization, and the SMPH/University. As soon as the field experience site is identified, students should contact Betsy Teigland teigland@wisc.edu in the GHI office in the SMPH to initiate the agreement process. Some sites have existing institutional affiliate agreements which may simplify the process, but students and their advisor/mentor will still be responsible for working with

administrative staff to ensure that these are current and applicable. Note that for new sites it may be a time-consuming process to execute the agreements, so please begin as early as possible in field experience planning (**at least 8⁺ weeks ahead of departure for the field site**).

- ***Register for Independent Global Health Study***

All field courses/experiences must be done on a for-credit basis. Students undertaking independent field experiences should register for independent study credit in the school/college/department of their project's academic advisor. (This is typically a "699" course number.) Contact Betsy Teigland, teigland@wisc.edu for assistance in registering for 699s.

- ***General roles of the Student, UW-Madison Faculty Advisor, Field Preceptor, and Certificate Program Staff***

Student: complete all academic and administrative requirements; comply with all applicable UW-Madison policies for international travel, professionalism, academic and nonacademic conduct (including those of the Certificate Program, the student's home school/college/program, and those of the university at-large); and, demonstrate culturally-appropriate professional and personal behavior in all activities during the field experience.

Academic Advisor: provide advice, support, consultation, and feedback to the student regarding academic preparation, site selection, topic area, and the field experience proposal; grade the final paper/presentation; review the preceptor assessment; and, submit the student's overall course grade.

Field Preceptor: provide input into the field experience proposal; orient, support and conscientiously supervise the student throughout the field experience; model professional work habits and attitudes; and, evaluate the student's performance using preceptor assessment form.

Certificate Program Faculty and Staff: serve as a resource regarding field experience requirements and responsibilities for students, faculty and preceptors; verify compliance with administrative requirements for international travel; review the student's field experience reflection paper, field experience paper, site evaluation, and preceptor evaluation of the student; and, compile all field experience requirements for the student's certificate program file.

- ***Complete Administrative Requirements***

Faculty-led global health field courses (PHS 645-Uganda, Thailand, and Ecuador) are administered by the UW-Madison Office of International Academic Programs (IAP). Administrative requirements for these courses will be provided by IAP.

Independent field experiences are administered by the Global Health Institute. For independent field experiences, students must submit the following information and forms (forms are contained in the "Independent Study Packet") to the Global Health Institute office **at least 8 weeks before departure:**

- 1) Confirmation of registration for credit
- 2) GHI Approval Form
- 3) Student Agreement Form
- 4) Approval Letter from Field Site Preceptor/Organization
- 5) Contact Information
- 6) CISI travel insurance (**REQUIRED** by the **UW System**) - Contact Betsy Teigland in the GHI office to ensure that CISI enrollment is through the correct unit.
- 7) Health Self-Assessment
- 8) Statement of Responsibility
- 9) Copy of airline itinerary
- 10) Copy of passport photo/signature page (Plan ahead: your passport must be valid for at least 6 months past your anticipated date of return to the United States. Also ensure you have a valid VISA if a VISA is required for the country(ies) to which you will be traveling *or transiting through.*)
- 11) Financial Aid (option for eligible PA and MD students only)

These forms in the Independent Study Packet can be found on the GHI website at: <http://ghi.wisc.edu/wp-content/uploads/2017/08/IndStudyFormsRev6-15-16.pdf>.

Travel to U.S. State Department Warning List Countries

UW-Madison policy is that *"the University will typically not operate a program in or send a Student to any country for which a Travel Warning has been issued."* The U.S. State Department Travel Warning list can be found at: <https://travel.state.gov/content/passports/en/alertswarnings.html>.

Students who wish to pursue study in countries on the warning list should fill out the [Warning List Travel Policy and Exemption Form](#) and submit it to the GHI at least four months prior to the planned study. The request will be reviewed by a committee of faculty. Possible reasons for granting an exemption include: student will be pursuing a unique educational experience that cannot be gained elsewhere and that is directly related to their graduate studies or career plans; student is a citizen of the country in question; student has considerable experience in the country in question. For more information, please go to our website at <http://ghi.wisc.edu/education/independent-field-study/> and contact Betsy Teigland (teigland@wisc.edu, HSLC 4270B) of the GHI.

In all cases, students should periodically consult the State Department (<http://travel.state.gov/content/passports/english/alertswarnings.html>) and CDC (<https://wwwnc.cdc.gov/travel/notices>) websites for warning and notice updates on the country they will be visiting.

- ***Complete Academic Requirements***

The Programs Coordinator of the Certificate in Global Health will monitor completion of requirements for the field experience. In addition to turning in assignments to the academic advisor, **copies of all items listed above and described below should be submitted to the GHI Programs Coordinator (Betsy Teigland)** by the student. The academic advisor will assign a grade for the experience, based on the field experience report, journal and preceptor assessment.

- 1) Reflection paper: The requirement of regular journal entries is intended to provide the student with an opportunity to reflect on their own responses to the global health experience they undertake. Students are encouraged to reflect on both positive experiences as well as challenges, considering issues related to professionalism, cultural competence, and/or ethics. The reflection paper will be submitted to the academic advisor and the Certificate Programs Coordinator. (See Attachment A for guidelines.)
2. Preceptor evaluation: A brief report from the field preceptor (this may be submitted via e-mail) should comment on the student's performance in the planned tasks, as well as professionalism and cross-cultural skills. It is the responsibility of the student to assure that the preceptor report is filled out and submitted on time to the Certificate Programs Coordinator. (See Attachment B for preceptor evaluation form.)
3. Site evaluation: Students are asked to fill out an evaluation of the site of the field experience. This is particularly useful to the program in advising future students on potential field sites. (See Attachment C for the site evaluation form.)
4. Reference-cited field experience report: Students are required to prepare a summary report about the field experience. Whenever possible this report should be shared with international colleagues in addition to being submitted to the UW-Madison Faculty advisor and the Certificate Programs Coordinator. The written report should be approximately five pages in length (not including the references) and should include a concise summary of project objectives and outcomes of the field experience, with background information about the site and its health status as is appropriate to the topic. The student should include references to any information/facts/opinions of others that are cited in the text as in any professional paper, including but not limited to, health data about the country and problems addressed, the information or evidence-base that provided a foundation for their work, and any other sources that they used to carry out the work. Students who plan to prepare a paper for publication may submit a draft in the format specified for an identified journal.

IV. Financing the Field Experience

Responsibility for funding the global health field experience lies with the student. Depending on the site and duration of the experience, costs could range from \$1000 to \$4000⁺, including program fees, travel, UW-Madison tuition, and in-country living expenses. In some cases, students may be permitted to increase their student financial aid package to pay for the trip. While grant opportunities for educational opportunities of this nature and duration are limited, a number of opportunities for financing global health field experiences are listed on the GHI website. In particular, scholarships are available through International Academic Programs/Study Abroad office for students participating in Faculty-led field experiences managed through IAP.

Attachments:

- A. Guidelines for reflection paper
- B. Preceptor Evaluation form
- C. Site Evaluation form

**Attachment A:
Reflection Paper Guidelines
UW-Madison Global Health Institute**

Journaling is a tool that allows for deep reflection on educational experiences and helps to solidify and synthesize new learning and prior knowledge. The **Reflection Paper** that students complete as part of an independent field experience allows the GHI to document and evaluate, in part, the student's achievement of Core Competencies related to planning and participation in the practical aspects of the field experience as well as demonstrating professionalism, cultural sensitivity, humility, and adaptability.

Students are expected to submit a Reflection Paper containing at least (3) entries from a **field journal** that they write in regularly throughout the field experience: one entry from the beginning of the experience, one entry in the middle of the experience, and one entry at the end of the experience. In each entry there will be two standard questions that are to be answered each time, as well as some additional questions that vary over the duration of the course. Please feel free to continue on the backs of pages provided or on separate sheets, as needed. Please date every entry. (If you wish to submit additional entries, please follow the format laid out in this packet.)

Beginning of the Field Experience: REFLECTION 1

1) RATE YOURSELF on each of the following skills related to professionalism and cross cultural experiences as you begin your field experience (see Appendix A for the full list of Educational Benchmarks and Competencies).

Use scale ratings from 1 to 5 (with 1 being poor and 5 being excellent):

- Active listening (listening for meaning rather than just the words) _____
- Use of foreign language or interpreter _____
- Cultural humility _____
- Professionalism _____
- Conflict resolution _____

2) Please comment on one or two of these skills. Briefly explain why you rated yourself the way you did. What areas would you like to improve on and how would you plan to make those improvements?

3) Describe one challenge and one exchange/event that you enjoyed or are proud of in relation to your interactions across cultures (e.g., cross cultural differences, demonstrating cultural humility) in *previous* work/travel. Why did this experience have such a big impact on you? Please limit the response to no more than one (1) page, continue on the back as needed.

4) What are your thoughts/views on the role of community in health, based on personal experience or previous coursework as you begin your field experience?

5) Please outline some of your beliefs. For example, (you do not need to address all of these):

- Identify your own cultural and family beliefs and values.
- Define your own personal culture/identity, e.g., ethnicity, age, experience, education, socio-economic status, gender, sexual orientation, religion.
- Are you aware of your personal biases and assumptions about people with different values than yours?
- Describe a time when you became aware of being different from other people.

Midpoint in the Field Experience: REFLECTION 2

1) RATE YOURSELF on each of the following skills related to professionalism and cross cultural experiences at the midpoint of your field experience (see Appendix A for the full list of Educational Benchmarks and Competencies).

Use scale ratings from 1 to 5 (with 1 being poor and 5 being excellent):

- Active listening (listening for meaning rather than just the words) _____
- Use of foreign language or interpreter _____
- Cultural humility _____
- Professionalism _____
- Conflict resolution _____

2) Please comment on one or two of these skills. Briefly explain why you rated yourself the way you did. What areas would you like to improve on and how would you plan to make those improvements?

3) Describe one challenge and one exchange/event that you enjoyed or are proud of in relation to your interactions across cultures (e.g., cross cultural differences, demonstrating cultural humility) that you have encountered so far during your field experience. Why did this experience have such a big impact on you? Please limit the response to no more than one (1) page, continue on the back as needed.

4) How do you understand equity as specifically related to access to health care? Based on your experience so far, what are the barriers to access that you see at your field site? What are strengths of this system with regard to access? Please compare the U.S. and the country you are in for the Field Experience.

5) Reflect on the benefits and challenges of working as part of an interdisciplinary team. What role do you see yourself playing in a team? Where do you and your discipline fit? (Please answer in relation to your field experience; if your field experience was not explicitly multidisciplinary, answer in terms of your overall beliefs/ideas.)

.....

End of Field Experience: REFLECTION 3

1) RATE YOURSELF on each of the following skills related to professionalism and cross cultural experiences as you complete your field experience (see Appendix A for the full list of Educational Benchmarks and Competencies).

Use scale ratings from 1 to 5 (with 1 being poor and 5 being excellent):

- Active listening (listening for meaning rather than just the words) _____
- Use of foreign language or interpreter _____
- Cultural humility _____
- Professionalism _____
- Conflict resolution _____

2) Please comment on one or two of these skills. Briefly explain why you rated yourself the way you did. What areas would you like to improve on and how would you plan to make those improvements?

3) Describe one challenge and one exchange/event that you enjoyed or are proud of in relation to your interactions across cultures (e.g., cross cultural differences, demonstrating cultural humility) that you have encountered during your field experience. Why did this experience have such a big impact on you? Please limit the response to no more than one (1) page, continue on the back as needed.

4) Short-term "mission" models of global health intervention are rarely an optimal approach for long-term improvements; instead, sustainability should be strived for in programs. In this regard, reflect on the sustainability of the programs/interventions you observed and/or participated in during your field experience, including the UW-Madison programs.

5) Looking back at the entries from week 1, reflect on your overall experiences in your field experience. How did these experiences reinforce or change your thinking, understanding of, or beliefs about global health?

Reflection Paper Guidelines for Assessment

- Entries must be legible. This means typed or clearly written with dark ink and large letters.
- Entries must be coherent (well organized with clearly expressed ideas). While actual journal entries may be informal, the entries for the Reflection Paper must be organized and use normal sentence structure and grammar.
- Assessment of the Reflection Paper is based on a 20 point scale related to responsiveness to the questions asked, synthesis of learning, thoughtful reflection of knowledge, and identification of areas for personal growth.

ASSESSMENT RUBRIC

	5 Points	3 Points	1 Point
Responded to Questions	Addresses all of the questions. Draws on previous course material and/or past experiences, and links this information to the current field experience.	Responds to most of the questions. Draws some from previous course material and/or past experiences and makes some links to the current field experience.	Responds to only a few questions. Does not bring in previous course material and/or past experiences and does not link these to the current field experience.
Synthesis of learning	Demonstrates strong synthesis of new learning and past experiences.	Identifies new learning, but demonstrates minimal synthesis to past experiences.	Limited recognition of new learning and no synthesis to prior knowledge.
Reflection of knowledge	Reflects on past experiences, knowledge, lectures, and current field experiences and learning.	Some reflection on past experiences, knowledge, lectures, and current field experiences.	Little to no reflection on past experiences, knowledge, lectures, and current field experiences.
Identification of areas for personal growth	Identifies strengths, misconceptions, questions, and weaknesses to result in a thoughtful statement of areas for growth.	Identifies some strengths, misconceptions, questions, and weaknesses, but does not prepare a well thought-out statement of areas for growth.	Does not identify strengths, misconceptions, questions, and weaknesses; does not present a statement of areas for growth.

These guidelines were adapted from the following resources:

- California Health Advocates, <http://www.cahealthadvocates.org/newsletter/2007/04/humility.html>
- Jeanan Yasiri, Consumer and Community Collaboration, University of Wisconsin
- E.L. Skip Knox, History of Western Civilization at Boise State University (<http://history.boisestate.edu/westciv/admin/rubricdiscussion.shtml>)
- <http://davem2.cotf.edu/mtppe/journrubric.html>

**Attachment B:
Preceptor Evaluation of the Student
UW-Madison Global Health Institute**

Student Name: _____

Field Site Location: _____

Dates of Participation at the Field Site From: _____ To: _____

Preceptor's Name: _____

PRECEPTOR'S ASSESSMENT OF THE STUDENT'S ABILITIES

	Not Observed	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations	Outstanding
<i>Cultural Skills</i>						
Respects and recognizes cultural differences						
Flexibility in cross-cultural interactions						
Cultural humility						
<i>Professionalism</i>						
Interactions with co-workers						
Interactions with clients, patients and/or community members						
Communication skills, including active listening						
<i>Work Habits</i>						
Reliability						
Initiative						
Effectiveness						
<i>Knowledge</i>						
General knowledge of the topics/disciplines involved						
Awareness and openness to new pertinent information						
OVERALL ASSESSMENT						

Assessment of student's strengths and weaknesses: (please use the reverse and/or additional sheets of paper as needed)

Other suggestions or comments for student: (please use the reverse and/or additional sheets of paper as needed)

Signature of the Preceptor: _____ **Date:** _____

Attachment C
Student's Evaluation of Field Experience Site
UW-Madison Global Health Institute

Student's Name: _____

Dates of the Field Experience: _____

UW-Madison Faculty Advisor: _____

Field Preceptor: _____

Field Site Name: _____

Field Site Address: _____

Field Site Contact Person: _____

E-mail: _____ **Phone:** _____

Please rate your site using the following scale: *(circle your chosen response number)*

5-Very Satisfied; 4-Satisfied; 3-Neither Satisfied Nor Dissatisfied; 2-Dissatisfied; 1-Very Dissatisfied
 NA-Not Applicable

5	4	3	2	1	NA	Initial Introduction and Orientation
5	4	3	2	1	NA	Adequate supervision by supervisor
5	4	3	2	1	NA	Work environment
5	4	3	2	1	NA	Site maintains quality standards
5	4	3	2	1	NA	My sense of personal safety at the site
5	4	3	2	1	NA	Transportation Access and Convenience
5	4	3	2	1	NA	Housing Adequacy
5	4	3	2	1	NA	Housing Affordability
5	4	3	2	1	NA	Site's Ability to Offer Meaningful Work Related to Field Experience Objectives
5	4	3	2	1	NA	Overall rating of this site

Briefly explain some of the positive aspects of this site for your field experience: *(Please use the reverse and/or additional sheets of paper as needed.)*

Briefly explain some of the challenges you see this site facing as related to hosting students in the future. This might include issues such as access to safe and appropriate water and foods, toilet and bathing facilities, language use/access to translators as needed, or anything else that will help inform future student decisions on this field site. *(Please use the reverse and/or additional sheets of paper as needed.)*

Would you recommend this site for other students? Why or why not? *(Please use the reverse and/or additional sheets of paper as needed.)*

Other comments? *(Please use the reverse and/or additional sheets of paper as needed.)*

Signature: _____ Date: _____