Graduate/Professional/Capstone Certificate in Global Health

Academic Policies and Procedures Handbook
2019-2020

Updated July 19, 2019

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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 this certificate 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 Office of Global Health in the Department of Academic Affairs of the SMPH in conjunction with the campus-wide Global Health Institute (GHI) at UW-Madison. 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 enter the program. (Exceptions may 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 regardless of the year of their acceptance into the program. Additional information is available at the GHI website: https://education.ghi.wisc.edu/graduate-certificate/.

Capstone students are considered Special Students by UW-Madison. Please refer to the website of the Division of Continuing Studies (DCS), https://continuingstudies.wisc.edu/advising/index.html and 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 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. Though the Graduate/Professional and Capstone Certificates are viewed as separate programs by campus administration, for purposes of this document, they will be referred to as a single program.

Regardless of student status, 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 bidirectional 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 well-being 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 and Learning Objectives

Educational benchmarks for the Global Health Certificate
1. To demonstrate self-guided learning habits, recognizing that experiential learning opportunities exist in many forms and that learning is a life-long endeavor.
2. To interpret quantitative and qualitative information from the sciences, social sciences, and the humanities to inform global health work.
3. To integrate contextually-grounded information about a location’s health, history, politics, culture, and environment into one’s learning experiences.
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.
5. To compare and contrast the practice of health-related activities in different settings, including the social production of health and well-being.
6. To draw connections between global experiences and local needs.
7. To work effectively as a member of a diverse team to achieve shared goals.
8. To effectively communicate ideas about health to other professions, as well as to community leaders and members of the general public.
9. To recognize valuable opportunities for high and low-middle income countries to learn from one another, and creatively evaluate assets in addressing problems.
10. To model ethical models of community-based engagement, recognizing the mutual benefit to learners and to the host community.

Learning objectives for the Global Health Certificate
Upon completion of the certificate, students should be able to:
1. Exhibit the ability to describe and compare the health care systems in different areas of the world (such as: an understanding of pros and cons of systems, comparison to the US system, and trends in the evolution of health care systems over time).
2. Demonstrate knowledge of the epidemiology of common global health concerns, both communicable and non-communicable (such as: differences between high/middle/low income countries and programs to mitigate the impacts of these health issues such as the millennium and sustainable development goals).
3. Demonstrate the ability to integrate information from multiple perspectives into an assessment of a country/location's health status (such as: history, politics, culture, societal structure, economics, environmental sciences, health care system(s), health databases, disease epidemiology, human rights, human subjects protections).
4. Model ethical behavior in global health engagement (such as: appreciation of the bidirectional nature of learning and mutual benefits between stakeholders and learners, cultural humility and flexibility, recognition of the importance of program sustainability over time, openness to new information/ideas).
5. Demonstrate professionalism, effective communication, leadership, problem-solving, and collaboration across multiple health education disciplines and stakeholders in addressing a global health issue (including an understanding of One Health approaches).
6. Exhibit the ability for growth in one's approach to global health work through self-assessment and structured reflection (such as: personal biases and perspectives, views on equity and disparities, personal limitations).
Key Individuals and Roles

Christopher W. Olsen, Certificate Director & Faculty Advisor  
Betsy Teigland, Programs Coordinator  
James H. Conway, Program Advisor & Director of the  
SMPH Office of Global Health

chris.olsen@wisc.edu  
teigland@wisc.edu  
jhconway@wisc.edu

Program Statistics/Completion Expectations

The Graduate/Professional and Capstone Certificate in Global Health program was approved by UW-Madison in December, 2005. From 2007-2019, 223 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.

Though it is technically possible to complete the certificate's course of study in one year, **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 2-3 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

Most of the core courses require permission of the instructor to enroll. For enrollment in POP HLTH 718, 810, and 640, students should email Betsy Teigland (teigland@wisc.edu) and include their campus ID number. Arrangements will then be made for students to receive permission to enroll. Please follow the UW-Madison timetable for enrollment in elective courses.

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.

Core Course Requirements (6 credits)

POP HLTH 718, section 1: Fundamentals of International Health Care Systems (2 credits)
This course introduces students to issues in global health, and 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. This course is currently offered the first 7-8 weeks of the fall semester. (For optimal preparation, POP HLTH 718 should be taken prior to field experience prerequisite courses POP HLTH 640 or POP HLTH 644 if possible.)

POP HLTH 810 (formerly 904): Global Health Epidemiology (2 credits)
This course explores the relationship between globalization and health and provides students with an understanding of: (a) indicators and determinants of health and health disparities across populations, from less to more developed countries; (b) the application of epidemiology to evaluate population health, identify global public health priorities, monitor progress toward public health goals, and develop and evaluate interventions to improve global health and reduce health disparities; and (c) some practical and ethical considerations in global health research. The course also exposes students to the “One Health” perspective and to research and clinical work of University of Wisconsin-Madison faculty members working in the field of global health epidemiology, and is designed to help students identify ways that epidemiology can contribute to improvements in global health. It is currently offered the last 7-8 weeks of the fall semester.

Global Health Field Courses/Experiences
A global health field course/experience (1 credit) is an academic credit-based learning experience in a setting relevant to global health. Field courses/experiences are generally carried out during the summer (less commonly within the normal academic calendar if they do not interfere with class attendance or completion of requirements for registered coursework); 1 week of on-site learning is equivalent to 1 credit. (Please note that only one field course/experience credit counts toward Certificate requirements; additional field credits earned cannot be applied to elective course requirements.) Students must be in good academic standing to participate in a global health field course/experience.
Global Health Field Preparatory Courses (1 credit)

Students must complete an on-campus preparatory course prior to undertaking a field course/experience. The preparatory course taken is determined by the nature of the field course/experience a student undertakes.

**Students should follow one of the two sequences below to complete their chosen field experience and corresponding prerequisite course**

| Option #1: POP HLTH 644 (1 credit in spring semester) followed by POP HLTH 645 FACULTY-LED FIELD COURSE (in following summer) |
| POP HLTH 644 is for students planning to participate in one of the global health faculty-led field courses (currently offered in Uganda, Thailand, and Ecuador) and includes site-specific course work. **Eligibility for enrollment in POP HLTH 644 is contingent upon acceptance into one of the POP HLTH 645 field courses administered by the UW-Madison Office of International Academic Programs (IAP).** Please see the IAP website for more information on the three global health field courses, [https://www.studyabroad.wisc.edu/](https://www.studyabroad.wisc.edu/). The deadline for applying for these courses is typically the first Friday in December each year. |

**Tentative* List of Faculty-led Global Health Field Courses for the 2019/2020 Academic Year**

*Updated July 19, 2019*

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

<table>
<thead>
<tr>
<th>Dept/Number</th>
<th>Course Title</th>
<th>Participating Faculty (may vary)</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>POP HLTH 645 Section 003</td>
<td>Global Health Field Study: Uganda</td>
<td>Evensen, Ntambi</td>
<td>3</td>
<td>POP HLTH 644 Section 003</td>
</tr>
<tr>
<td>POP HLTH 645 Section 004</td>
<td>Health and Disease in Thailand: A Field Course in Public Health and Infectious Disease</td>
<td>Conway, Koning</td>
<td>2</td>
<td>POP HLTH 644 Section 004</td>
</tr>
<tr>
<td>POP HLTH 645 Section 005</td>
<td>Global Health Field Study: Culture and Community Health in Ecuador</td>
<td>Hutchins, Kiefer, Olsen</td>
<td>3</td>
<td>POP HLTH 644 Section 005</td>
</tr>
</tbody>
</table>
Option #2: POP HLTH 640 Foundations for Global Health Practice (1 credit in the spring semester) followed by an INDEPENDENT FIELD EXPERIENCE (usually in the following summer)

POP HLTH 640 includes researching and creating a country profile, developing a project proposal that is of mutual benefit to the student and the counterpart organization, understanding the Institutional Review Board (IRB) process and global health ethics, and preparation for travel (health and safety). Students design an independent field experience at the site of their choice and write a proposal that describes project goals and objectives and outlines a tentative schedule of activities to be reviewed and approved by their advisor and the Certificate Director. (This is prepared as an assignment in POP HLTH 640, but students should have already identified a project topic, mentor, and site prior to beginning the course.)

Independent field experiences usually take place in a country outside the U.S., but may also be carried out within the U.S. working with international/underserved populations and 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. When choosing a site, health and safety risks in a potential location should be carefully considered – see the following for more information: [https://internationaltravel.wisc.edu/](https://internationaltravel.wisc.edu/) and Appendix C, page 40.

Students must register for independent study credit for the field experience in the department of their UW-Madison faculty mentor (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 to count for both programs may register for POP HLTH 788, Public Health Field Experience, in place of a 699. Please note that POP HLTH 640, Foundations for Global Health Practice, is still a prerequisite for POP HLTH 788 for dual MPH/global health certificate students.

The execution of an affiliation agreement between the SMPH/UW-Madison and the field site organization is required for independent study field experiences. Please contact Betsy Teigland, teigland@wisc.edu, to begin this process as soon as a site is selected.

Note: Only field experiences conducted after acceptance into the Certificate Program and following completion of the appropriate preparation course will be considered for credit toward the certificate. (With Director’s approval, POP HLTH 644/645 taken in the spring/summer prior to matriculation in the certificate program may count toward the certificate. However, independent field experiences undertaken prior to matriculation and without completion of POP HLTH 640 do not count toward the certificate.) Purely clinical global health experiences (including medicine, physical therapy, veterinary medicine or pharmacy) do not satisfy the expectations of a global health certificate independent field experience. Certificate field experiences must focus substantially on an issue of community/public health.
Upon completion of field courses/experiences, all students must submit to the Certificate program office:

1. Summary of reflections on the field course/experience – This may take the form of a self-reflection journal kept throughout the field course/experience, or if a journal was not kept, students should use the template provided in Appendix C, Attachment A.
2. Evaluation of the student by the on-site preceptor or faculty-led field course instructor (see Appendix C, Attachment B)
3. Reference-cited, academic paper/project report (see Appendix C for details)
4. Site evaluation (for independent field experiences only; Appendix C, Attachment C)
Elective Course Requirements (3 credits)

Criteria for Global Health Electives

- Course objectives are aligned with some or all of the learning objectives of the Graduate/Professional/Capstone Certificate in Global Health (see page 4).
- A substantial portion of the course content pertains to health in an international setting or deals with international/underserved 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.

\textit{Note: certificate elective courses may not be part of the student’s required core curriculum for their primary 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 B), students may petition to be granted permission to include other courses as electives toward their certificate. These petitions should be made in writing to the Certificate Director and should include:

- a brief explanation of how the course is relevant to the student’s particular global health goals and course of study;
- a copy of the syllabus of the course in question;
- an assessment by the course instructor of how much of the content is global health related; and,
- 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.
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. 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 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:**
- Wearing wrinkled, dirty, or inappropriate clothing
- Having offensive body odor
- Having an odor of cigarette smoke or other tobacco products
- 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/](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 17: Student Non-Academic Disciplinary Procedures: https://docs.legis.wisconsin.gov/code/admin_code/uws/17


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

Research Misconduct (https://grad.wisc.edu/documents/responsible-conduct-of-research/)

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](http://grad.wisc.edu/acadpolicy/#responsibleconductofresearch)

Office of the Vice Chancellor for Research and Graduate Education - Research Ethics:
[https://research.wisc.edu/respolcomp/resethics/](https://research.wisc.edu/respolcomp/resethics/)

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

Office of the Vice Chancellor for Research and Graduate Education - Responsible Conduct of Research Resources
RESOLUTION OF 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. 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.
15. 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.
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: https://doso.students.wisc.edu/sexual-assault-dating-and-domestic-violence/.
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: https://oed.wisc.edu/child-abuse-and-neglect-resources/.

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
Completion Checklist
Updated July 19, 2019

• Core courses—5 credits
  POP HLTH 718 (2 credits)
  POP HLTH 810 (formerly 904) (2 credits)
  POP HLTH 640 (1 credit) or POP HLTH 644 (1 credit)

  Note: POP HLTH 640 must be completed before students do an independent field experience and POP HLTH 644 must be completed before students do a faculty-led field course. (For optimal preparation, POP HLTH 718 should be taken prior to field experience prerequisite courses, POP HLTH 640 or POP HLTH 644, if possible.)

• Elective courses—3 credits

• 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 may not count toward required elective credits.

  Upon completion of the field experience (either independent or faculty-led), the following must be turned in to Betsy Teigland, teigland@wisc.edu, at the School of Medicine and Public Health Office of Global Health:
  o Summary of reflections on the field course/experience – This may take the form of a self-reflection journal kept throughout the field course/experience, or if a journal was not kept, students should use the template provided in the Student Handbook Appendix C, Attachment A.
  o Evaluation of the student by the on-site preceptor or faculty-led field course instructor (see the Student Handbook Appendix C, Attachment B)
  o Reference-cited, academic paper/project report (see the Student Handbook Appendix C for details)
  o Site evaluation (for independent field experiences only; see the Student Handbook Appendix C, Attachment C)

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. This is required in order to post the certificate completion to your university transcript.
# Appendix B

## Graduate/Professional/Capstone Certificate in Global Health

### Core and Elective Courses

*Updated July 19, 2019*

**Core Classes**

*Updated for Fall 2019/Spring 2020*

<table>
<thead>
<tr>
<th>Dept/Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Meeting time</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>POP HLTH 718</td>
<td>Fundamentals of International Health Care Systems</td>
<td>Legenza</td>
<td>Fall ‘19 Wednesday 5:00-7:30 *7-8 week session See timetable for specific dates</td>
<td>2</td>
</tr>
<tr>
<td>POP HLTH 810</td>
<td>Topics in Epidemiology: Global Health</td>
<td>Durkin</td>
<td>Fall ‘19 Wednesday 5:00-7:30 *7-8 week session See timetable for specific dates</td>
<td>2</td>
</tr>
<tr>
<td>POP HLTH 640</td>
<td>Foundations in Global Health Practice</td>
<td>Olsen</td>
<td>Spring ‘20 Wednesday 5:00-7:30 (selected dates)</td>
<td>1</td>
</tr>
<tr>
<td>POP HLTH 644</td>
<td>Interdisciplinary Perspectives on Global Health and Disease: East Africa</td>
<td>Evensen</td>
<td>Spring ‘20 Wednesday 5:00-7:30 (selected dates)</td>
<td>1</td>
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<tr>
<td>POP HLTH 644</td>
<td>Interdisciplinary Perspectives on Global Health and Disease: Southeast Asia</td>
<td>Conway</td>
<td>Spring ‘20 Wednesday 5:00-7:30 (selected dates)</td>
<td>1</td>
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<tr>
<td>POP HLTH 644</td>
<td>Interdisciplinary Perspectives on Global Health and Disease: Latin America</td>
<td>Kiefer</td>
<td>Spring ‘20 Wednesday 5:00-7:30 (selected dates)</td>
<td>1</td>
</tr>
</tbody>
</table>

(Please remember that either POP HLTH 640 [for independent field experiences] or POP HLTH 644 [for faculty-led field courses] is required for the certificate.)
## Fall Elective Courses
*Updated for the Fall 2019 Semester*

<table>
<thead>
<tr>
<th>Dept/Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Meeting Time</th>
<th>Cr.</th>
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</thead>
<tbody>
<tr>
<td>AGRONOMY 634</td>
<td>Ecotoxicology: Impacts on Populations, Communities and Ecosystems</td>
<td>Karasov</td>
<td>Mon/Wed/Fri 12:05-12:55</td>
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</tr>
<tr>
<td>AGRONOMY 724</td>
<td>Agroecosystems and Global Change</td>
<td>Kucharik</td>
<td>Tues/Thurs 11:00-12:15</td>
<td>3</td>
</tr>
<tr>
<td>CSCS 501</td>
<td>Global Communities, From Research to Practice</td>
<td>DiPrete Brown</td>
<td>Fri 12:00-3:00</td>
<td>3</td>
</tr>
<tr>
<td>ENVIR ST 5022</td>
<td>Air Pollution and Human Health</td>
<td>Kanarek</td>
<td>Tues/Thurs 1:00-2:15</td>
<td>3</td>
</tr>
<tr>
<td>MM &amp; I 554</td>
<td>Emerging Infectious Diseases and Bioterrorism</td>
<td>Knoll</td>
<td>Tues/Thurs 12:05-12:55</td>
<td>2</td>
</tr>
<tr>
<td>MM &amp; I 704</td>
<td>Infectious Diseases of Human Beings</td>
<td>Woods</td>
<td>Tues/Thurs 2:30-3:40</td>
<td>3</td>
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<tr>
<td>MED HIST 559</td>
<td>Global Health and Greater Good</td>
<td>Kelleher</td>
<td>Tues/Thurs 1:00-2:15</td>
<td>3</td>
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<tr>
<td></td>
<td>Section 1</td>
<td></td>
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<td></td>
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<tr>
<td>POP HLTH 503</td>
<td>Public Health and Human Rights: Care for Orphans and Vulnerable Children</td>
<td>DiPrete Brown</td>
<td>Not offered Fall ‘19</td>
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<tr>
<td>POP HLTH 504</td>
<td>Quality Improvement in Low Resource Settings</td>
<td>DiPrete Brown</td>
<td>Not offered Fall ‘19</td>
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<tr>
<td>POP HLTH 553</td>
<td>International Health and Global Society</td>
<td>Keller</td>
<td>Tues/Thurs 1:00-2:15</td>
<td>3</td>
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<tr>
<td>POP HLTH 560</td>
<td>Health Impact of Global Environmental Change</td>
<td>Patz</td>
<td>Tues/Thurs 9:30-10:45</td>
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<tr>
<td>POP HLTH 712</td>
<td>Leadership in Medicine &amp; Public Health</td>
<td>Remington</td>
<td>Wednesday 5:00-6:30</td>
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<tr>
<td>POP HLTH 728</td>
<td>Climate Change Medicine</td>
<td>Patz</td>
<td>Online</td>
<td>2</td>
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<tr>
<td>POP HLTH 915</td>
<td>International Health Systems and Policy</td>
<td>Oliver</td>
<td>Online</td>
<td>2</td>
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<tr>
<td>SOCIAL &amp; ADMIN PHARM 490</td>
<td>Health Equity and Social Justice</td>
<td>Degrand</td>
<td>Not offered Fall ‘19</td>
<td>2</td>
</tr>
<tr>
<td>Dept/Number</td>
<td>Title</td>
<td>Instructor</td>
<td>Meeting time</td>
<td>Cr.</td>
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</tr>
<tr>
<td>SOC 540</td>
<td>Sociology of International Development, Environment, and Sustainability</td>
<td>Garoon</td>
<td>Tues/Thurs 2:30-3:45</td>
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<tr>
<td>SOC 663</td>
<td>Population and Society</td>
<td>Grant</td>
<td>Not offered Fall ‘19</td>
<td>3</td>
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<tr>
<td>SURG SCI 548</td>
<td>Diseases of Wildlife</td>
<td>Sladky</td>
<td>Mon/Wed/Fri 9:55-10:45</td>
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</tbody>
</table>

**Spring Elective Courses**

*Tentatively updated for Spring 2020; however, UW-Madison classes for Spring 2020 are not yet fully determined. Please check the timetable when released to confirm what will be offered and the meeting times.*

<table>
<thead>
<tr>
<th>Dept/Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Meeting time</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAE 350</td>
<td>World Hunger and Malnutrition</td>
<td>Stiegert, Bach</td>
<td>Mon/Wed 1:20-2:10</td>
<td>3</td>
</tr>
<tr>
<td>AFRICAN 983</td>
<td>Health, Healing and Science in Africa</td>
<td>Kodesh, Wendland</td>
<td>Not offered Spring ‘19</td>
<td>3</td>
</tr>
<tr>
<td>ED POL 600</td>
<td>Sustainability &amp; Global Education</td>
<td>Johnson, Majee</td>
<td>Not offered Spring ‘19</td>
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</tr>
<tr>
<td>ED POL 760</td>
<td>Education in Developing Societies</td>
<td>Thangaraj</td>
<td>Thurs 2:25-5:25</td>
<td>3</td>
</tr>
<tr>
<td>ENVIR ST 471</td>
<td>Introduction to Environmental Health</td>
<td>Kanarek</td>
<td>Tues/Thurs 1:00-2:15</td>
<td>3</td>
</tr>
<tr>
<td>ENVIR ST 513/713</td>
<td>Environment and Health in Global Perspective</td>
<td>Mitman</td>
<td>Not offered Spring ‘19</td>
<td>3</td>
</tr>
<tr>
<td>FAM MED 712</td>
<td>Health Care in Diverse Communities</td>
<td>Lee</td>
<td>Wednesday 5:30-7:30</td>
<td>1</td>
</tr>
<tr>
<td>GEN &amp; WS 535</td>
<td>Women’s Global Health &amp; Human Rights</td>
<td>Alonso</td>
<td>Monday 3:00-5:30</td>
<td>3</td>
</tr>
<tr>
<td>MED HIST 515</td>
<td>Public Health Ethics</td>
<td>Kelleher</td>
<td>Tues/Thurs 11:00-12:15</td>
<td>3</td>
</tr>
<tr>
<td>MED HIST 558</td>
<td>Ethical Issues in Health Care</td>
<td>Streiffer</td>
<td>Tuesday 11:00-12:15</td>
<td>3</td>
</tr>
<tr>
<td>MED HIST 565</td>
<td>The Ethics of Modern Biotechnology</td>
<td>Streiffer</td>
<td>Not offered Spring ‘19</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Instructor</td>
<td>Time</td>
<td>Credits</td>
</tr>
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<tr>
<td>MED HIST 730</td>
<td>Ethical Issues in Population Health</td>
<td>Kelleher</td>
<td>Tues/Thurs 5:30-7:00 3/19-4/30</td>
<td>1</td>
</tr>
<tr>
<td>MM &amp; I 350</td>
<td>Parasitology</td>
<td>Bartholomay</td>
<td>Mon/Wed/Fri 9:55-10:45</td>
<td>3</td>
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<tr>
<td>MM &amp; I 603</td>
<td>Clinical &amp; Public Health Microbiology</td>
<td>Schell</td>
<td>Mon/Wed/Fri 1:20-2:50</td>
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<tr>
<td>MM &amp; I 677</td>
<td>Advances in Infectious Diseases</td>
<td>Schell</td>
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<tr>
<td>PHM PRAC 673</td>
<td>Seminars in Global Health Pharmacy</td>
<td>Seys Ranola</td>
<td>Thursday 11:00-11:50</td>
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<tr>
<td>POP HLTH 621</td>
<td>Introduction to Nutritional Epidemiology</td>
<td>Mares</td>
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<td>1</td>
</tr>
<tr>
<td>POP HLTH 740</td>
<td>Health Impact Assessment of Global Environmental Change</td>
<td>Patz</td>
<td>Not offered Spring '19</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH 786</td>
<td>Social and Behavioral Sciences in Public Health</td>
<td>Baumann, McDermott</td>
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<td>3</td>
</tr>
<tr>
<td>POP HLTH 915</td>
<td>International Health Systems and Policy</td>
<td>Oliver</td>
<td>Online</td>
<td>2</td>
</tr>
<tr>
<td>PUB AFFR 866</td>
<td>Global Environmental Governance</td>
<td>Nemet</td>
<td>Tuesday 11:00-12:55</td>
<td>3</td>
</tr>
<tr>
<td>SOC 630</td>
<td>Sociology of Developing Societies/Third World</td>
<td>Seidman</td>
<td>Mon/Wed 2:30-3:45</td>
<td>3</td>
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**Summer Elective Courses**

*Tentatively updated for the Summer 2020 semester. However, please note that UW-Madison classes for Summer 2020 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.*

<table>
<thead>
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<th>Dept/Number</th>
<th>Title</th>
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<th>Meeting time</th>
<th>Cr.</th>
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</thead>
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<tr>
<td>ANTHRO 365</td>
<td>Medical Anthropology</td>
<td>Lepowsky</td>
<td>Not offered Summer ‘19</td>
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<tr>
<td>NURSING 702</td>
<td>Health Promotion and Disease Prevention in Diverse Communities</td>
<td>Trumbo</td>
<td>Not offered Summer ‘19</td>
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<tr>
<td>POP HLTH 504</td>
<td>Quality Improvement Leadership Institute</td>
<td>DiPrete Brown</td>
<td>Not offered Summer ‘19</td>
<td>1</td>
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<tr>
<td>POP HLTH 713</td>
<td>Epidemiology of HIV/AIDS</td>
<td>Sethi</td>
<td>Mon-Fri 9:00-12:00</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*1 week session 7/29/19-8/4/19</td>
<td></td>
</tr>
<tr>
<td>POP HLTH 915</td>
<td>International Health Systems and Policy</td>
<td>Oliver</td>
<td>Online</td>
<td>2</td>
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</table>
Appendix C
Graduate/Professional/Capstone Certificate in Global Health
Guidelines for Global Health Field Courses/Experiences
Updated July 19, 2019

Overview of Global Health Field Courses/Experiences

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

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

Students may elect to do a faculty-led interdisciplinary group field course *(Option 1)* administered by the UW-Madison Office of International Academic Programs (IAP) or they may design an independent field experience *(Option 2)* at the site of their choice, with approval of an academic advisor and the Certificate 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 and 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 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) Submission of a summary of reflections on the field course/experience – *This may take the form of a self-reflection journal kept throughout the field course/experience, or if a journal was not kept, students should use the template provided (see Attachment A).*
3) Submission of an instructor evaluation of the student (see Attachment B)
4) Submission of the faculty-led field course required project report/paper (varies by course location).
**Independent field experiences**

1) Completion of all academic requirements for the field course
2) Submission of a summary of reflections on the field course/experience – This may take the form of a self-reflection journal kept throughout the field course/experience, or if a journal was not kept, students should use the template provided (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

*Note: Only field experiences conducted after acceptance into the Certificate Program and following completion of the appropriate preparation course will be considered for credit toward the certificate. (With Director’s approval, POP HLTH 644/645 taken in the spring/summer prior to matriculation in the certificate program may count toward the certificate. However, independent field experiences undertaken prior to matriculation and without completion of POP HLTH 640 do not count toward the certificate.) Purely clinical global health experiences (including medicine, physical therapy, veterinary medicine or pharmacy) do not satisfy the expectations of a global health certificate independent field experience. Certificate field experiences must focus substantially on an issue of community/public health.*

I. **Faculty-Led Group Field Courses**

Students may elect to do a faculty-led group field experience (POP HLTH 645). 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 (currently Uganda, Thailand, Ecuador), and are administered through the Office of International Academic Programs (IAP). Students who elect to participate in one of these faculty-led courses must apply through the IAP office, see: studyabroad.wisc.edu. Upon satisfactory completion of the field course, students will receive credit for POP HLTH 645; Global Health Field Study. Please note that POP HLTH 644 is the on-campus course prerequisite for these field courses; students will receive information about POP HLTH 644 course enrollment in the IAP acceptance letter. Please note: for optimal preparation, POP HLTH 718 should be taken prior to POP HLTH 644, if possible.

II. **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 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 non-governmental organizations. POP HLTH 640 is a prerequisite for an independent study. Please note: for optimal preparation, POP HLTH 718 should be taken prior to POP HLTH 640 if possible.
• **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 topic of interest at the site; and, general information about health care delivery and population demographics for the site. Students may find useful information at the Global Health Institute website, [https://ghi.wisc.edu/resources/](https://ghi.wisc.edu/resources/). Once students have completed their own preliminary investigations, they are encouraged to consult with global health faculty and others who have relevant experience or contacts. When choosing a site, health and safety risks in a potential location should be carefully considered – see the following for more information: [https://internationaltravel.wisc.edu/](https://internationaltravel.wisc.edu/).

*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 level 3 or 4 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](https://travel.state.gov/content/passports/en/alertswarnings.html). See page 40 for further information regarding this issue.*

• **Enroll in POP HLTH 640, Foundations for Global Health Practice**

Students are expected to have identified a geographic region and health topic of interest before the start of POP HLTH 640. 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. It includes researching and creating a country profile, developing a project proposal that is of mutual benefit to the student and the counterpart organization, understanding the Institutional Review Board (IRB) process and global health ethics, and preparation for travel (health and safety). Students design an independent field experience at the site of their choice and write a proposal that describes project goals and objectives and outlines a tentative schedule of activities to be reviewed and approved by their advisor and the Certificate Director.

• **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 preliminary 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. The final version of the proposal must be approved by the academic advisor and the field preceptor, as well as the Certificate Director to ensure that it will meet the certificate field experience requirements. The final field experience proposal will be submitted as an assignment in POP HLTH 640, but a preliminary outline will be required early in the course to ensure students are adequately prepared to undertake their project. Note: projects that involve human subjects and require Institutional Review Board (IRB) approval, animal use approvals, or other regulatory oversight may require much more preparation time.

- **Independent Field Experience Affiliation Agreements**

  All students completing independent field experiences are required by the SMPH to have an affiliation agreement in place 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/UW-Madison. As soon as the field experience site is identified, students should contact Betsy Teigland teigland@wisc.edu in the SMPH Office of Global Health 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).

  **Note:** purely clinical global health experiences (including medicine, physical therapy, veterinary medicine or pharmacy) do not satisfy the expectations of a global health certificate independent field experience. Certificate field experiences must focus substantially on an issue of community/public health.

- **Register for Independent Global Health Study**

  Students must register for independent study credit for the field experience in the department of their UW-Madison faculty mentor (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 counting for both programs may register for POP HLTH 788, Public Health Field Experience, in place of a 699. Please note that POP HLTH 640, Foundations for Global Health Practice, is still a prerequisite for POP HLTH 788 for dual MPH/global health certificate students. 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); 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; 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; 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 summary, field experience paper, site evaluation, and preceptor evaluation of the student; compile all field experience requirements for the student's certificate program file

- **Complete Administrative Requirements**

Faculty-led global health field courses (POP HLTH 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 SMPH Office of Global Health. For independent field experiences, students must submit the following information and forms (forms are contained in the "Independent Study Packet") to the SMPH Office of Global Health office **at least 8 weeks before departure:**

1) Confirmation of registration for credit
2) SMPH Office of Global Health Approval Form
3) Student Agreement Form
4) Approval Letter from field site preceptor/organization
5) Contact Information
6) CISO (insurance **REQUIRED** by the **UW System**) - Contact Betsy Teigland in the SMPH Office of Global Health office to ensure that CISO 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 MD students only)

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 level 3 or 4 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 level 3 or 4 warning list should fill out the Warning List Travel Policy and Exemption Form and submit it to the SMPH Office of Global Health 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, 1191F HSLC).

In all cases, students should periodically consult the U.S. 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 described below should be submitted to the SMPH Office of Global Health 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 summary:** The requirement of journaling during an experience is intended to encourage students 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. Submission of a summary of reflections on the field course/experience may take the form of a self-reflection journal kept throughout the field course/experience, or if a journal was not kept, students should use the template provided in Attachment A.

  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 doing an independent field experience 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 Programs Coordinator.
   - Students doing independent field experiences - 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 were 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.
   - Students doing a faculty-led field experience (Ecuador, Thailand, Uganda), should submit the presentation and/or project report required of the field course.

III. 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. Scholarships are available through International Academic Programs/Study Abroad office for students participating in faculty-led field experiences managed through IAP.

Capstone students are eligible to apply for U.S. Department of Education Title IV financial aid. Contact the Division of Continuing Studies on campus for more information about this funding opportunity.

Attachments:
A. Guidelines for reflection summary; B. Preceptor Evaluation form; C. Site Evaluation form
Attachment A:

**Reflection Summary Guidelines**

**UW-Madison SMPH Office of Global Health**

Journaling is a tool that allows for deep reflection on educational experiences and helps to solidify and synthesize new learning and prior knowledge. For students who regularly keep a self-reflection journal throughout the field experience, they may submit that journal. For students who do not regularly keep a journal, a reflection summary can be prepared following the template below. A journal or reflection summary helps the SMPH Office of Global Health to document and evaluate, in part, the student’s achievement of the certificate Learning Objectives related to planning and participation in the practical aspects of the field experience as well as demonstrating professionalism, cultural sensitivity, humility, and adaptability.

Reflection summaries should contain at least (3) reflections: one from the beginning of the experience, one from the middle of the experience, and one at the end of the experience. In each case there will be two standard questions that are to be answered each time, as well as some additional questions that vary.

**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 began your field experience (see page 4 for the full list of Educational Benchmarks and Learning Objectives).

   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.
4) What were your thoughts/views on the role of community in health, based on personal experience or previous coursework as you began 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 page 4 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.
4) How do you understand equity as specifically related to access to health care? Based on your experiences, what were 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 were 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 completed your field experience (see page 4 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.

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 your UW-Madison program.
5) 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 Summary 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).
- Assessment of the Reflection Summary 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

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

These guidelines were adapted from the following resources:
- 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://history.boisestate.edu/westciv/admin/rubricdiscussion.shtml))
- [http://davem2.cotf.edu/mtpe/journrubric.html](http://davem2.cotf.edu/mtpe/journrubric.html)
Attachment B:
Preceptor Evaluation of the Student
UW-Madison SMPH Office of Global Health

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**

<table>
<thead>
<tr>
<th>Cultural Skills</th>
<th>Not Observed</th>
<th>Unacceptable</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects and recognizes cultural differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility in cross-cultural interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural humility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professionalism**

| Interactions with co-workers                         |              |              |                    |                    |                      |             |
| Interactions with clients, patients and/or community members |              |              |                    |                    |                      |             |
| Communication skills, including active listening      |              |              |                    |                    |                      |             |

**Work Habits**

| Reliability                                          |              |              |                    |                    |                      |             |
| Initiative                                           |              |              |                    |                    |                      |             |
| Effectiveness                                        |              |              |                    |                    |                      |             |

**Knowledge**

| General knowledge of the topics/disciplines involved |              |              |                    |                    |                      |             |
| Awareness and openness to new pertinent information  |              |              |                    |                    |                      |             |

**OVERALL ASSESSMENT**

<table>
<thead>
<tr>
<th></th>
<th>Not Observed</th>
<th>Unacceptable</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
<th>Outstanding</th>
</tr>
</thead>
</table>
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 SMPH Office of Global Health

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

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

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: _____________