

# Proposal for Certificate of Study Global Health Scholars Program

## Program Description

This program is designed to provide residents and fellows focused training to gain proficiency at the Practitioner-Oriented Operational Level <sup>(1)</sup> in core global health competencies, designed to supplement experiential learning during global health rotations. Modeled after the CUGH (Consortium of Universities for Global Health) Global Health Education Competencies Toolkit <sup>(2)</sup> and G-HEART (Global Health Education And Resident Training) curriculum, the course explores six domains: Globalization and Global Health Systems, Global Health Professionalism, Global Burden of Disease, Global Health Ethics and Vulnerable Groups, Sociocultural and Environmental Determinants of Health, Global Health Intervention and Capacity Strengthening. The program consists of a didactic curriculum with an asynchronous portion (online modules) and in-person lectures/journal clubs. Trainees will also be provided longitudinal mentorship with faculty, be expected to participate in experiential learning through a global health rotation and present a scholarly project.

This is a non-credit certificate of completion program for GME trainees. Trainees are expected to complete the requirements asynchronously within 1-3 years. Each cohort of trainees is accepted into the program through an annual selection process. Trainees will then complete the program independently as they go through their residency or fellowship training. Thus, trainees in each cohort will not all complete the program at the same time but are expected to complete the requirements mentioned below before they graduate from their residency or fellowship program. The program curriculum and modules are housed on the CarmenCanvas Global Health Scholars Program site. To receive a certificate of completion for the program, enrolled trainees must complete all aspects of the program requirements listed in the table below which include Longitudinal Mentorship, Didactic Curriculum, Experiential Learning, and a Scholarly Project.

<sup>(1)</sup> Jogerst K, Callender B, Adams V, Evert J, Fields E, Hall T, Olsen J, Rowthorn V, Rudy S, Shen J, Simon L, Torres H, Velji A, Wilson LL. Identifying interprofessional global health competencies for 21st-century health professionals. *Ann Glob Health*. 2015 Mar-Apr;81(2):239-47. doi: 10.1016/j.aogh.2015.03.006. PMID: 26088089.

<sup>(2)</sup> Astle, B., Faerron Guzman, C. A., Landry, A., Romocki, L. H. S., Evert, J. (Eds.). (2020, August 27). Global Health Competencies Toolkit. Consortium of Universities for Global Health. <https://www.cugh.org/online-tools/competencies-toolkit/>

## Program Information

- The Program objectives and resources provided will give learners proficiency to spend a moderate amount of time, but not necessarily an entire career, working in the field of global health, with opportunity to explore additional resources based on level of interest.
- This is a non-credit program designed to be completed as a 1-3 year asynchronous longitudinal program concurrent with residency or fellowship training



- Application is required, including a 250-word letter of interest and approval from program director
- Applicants will be enrolled into the program in cohorts but will continue the program on a longitudinal basis on their own timeline
- All program materials will be housed on the CarmenCanvas Global Health Scholars Program site
- Longitudinal mentorship with global health experts in learner’s specific field or location
- Didactic portion includes self-learning videos and articles pertaining to core global health competencies
- Participants will earn a certificate of completion as a “Global Health Scholar” after completion of program requirements

## Program Requirements

- Completion of Pre-Program and Post-Program Survey
- Attendance and participation requirements:

Requirements:	
1. Longitudinal mentorship	At least four quarterly meetings with a faculty mentor for each year of participation in the program (4-12 meetings)
2. Didactic curriculum (Self-Learning)	<p>Completion of 6 online modules hosted on CarmenCanvas</p> <ul style="list-style-type: none"> <li>• Globalization and Global Health Systems</li> <li>• Global Health Professionalism</li> <li>• Global Burden of Disease</li> <li>• Global Health Ethics and Vulnerable Groups</li> <li>• Sociocultural and Environmental Determinants of Health</li> <li>• Global Health Intervention and Capacity Strengthening</li> </ul> <p>Must complete module quizzes and post-module surveys</p>
3. Didactic curriculum (Group Learning)	<ul style="list-style-type: none"> <li>• Attend at least 75% of quarterly Global Health lectures / journal clubs (in-person / virtual) in each year of participation in the program. (Minimum of 3 for each year of program participation)</li> </ul>
4. Experiential learning	<ul style="list-style-type: none"> <li>• Pre-Departure Training</li> <li>• Global Health Rotation</li> </ul> <p>International rotation (recommended for at least 4-6 weeks) or local experience (at least 100 hours community organization, to be approved by GHSP faculty)</p> <ul style="list-style-type: none"> <li>• Post-Trip Debriefing</li> </ul>



<p>5. Scholarly project and presentation (choose one of the following options)</p>	<ul style="list-style-type: none"> <li>• Presentation Options: Presentation at the OSUWMC Annual Global Health Symposium or other conference (local / international) / Grand Rounds / abstract/poster presentation</li> <li>• Scholarship Options: Case report, quality improvement project, education, research publication</li> </ul>
--	---

## Program Prerequisites

- GME trainee at OSUWMC, PGY-2 or above, in good standing
- Application, including a 250-word letter of interest
- Approval from program director

## Instructors

- Sharon Clark, MD (Program Director) Internal Medicine - Pediatrics
  - Poorvi Hardman, DO (Assoc. Program Dir.) Internal Medicine
  - Mark Troyer, MD, MPH Internal Medicine
  - Megan Quimper, MD Obstetrics & Gynecology
  - Nadia Khan, MD Internal Medicine
  - Tasha Posid, MA, PhD Surgical Educator/Education Specialist, Urology
  - Vignesh Doraiswamy, MD Internal Medicine – Pediatrics
- Program Manager: Kevin Douglas

Email: [GlobalHealthScholars@osumc.edu](mailto:GlobalHealthScholars@osumc.edu)

## Overall Program Learning Outcomes

1. Analyze global health systems and all the stakeholders that are involved.
2. Connect the social and economic determinants of health to global health outcomes.
3. Apply global health ethics in clinical medicine and research.
4. Demonstrate global health professionalism practices especially relating to special populations (i.e., refugee populations).
5. Determine interventions to achieve global health equity.
6. Implement a successful global program using the resources provided in practice.
7. Articulate the top three causes of mortality and increased disability adjusted life year (DALY) in relation to your field.
8. Identify nuances in clinical practice in your field through a global health rotation either in a LMIC or locally as it relates to resource limited settings.

**From:** [Clinchot, Dan](#)  
**To:** [Smith, Randy](#)  
**Cc:** [Reed, Katie](#)  
**Subject:** Category 4 Certificate  
**Date:** Thursday, May 2, 2024 12:23:31 PM  
**Attachments:** [Global Health Scholars Program Certificate Proposal 04.30.2024\[22\].pdf](#)

---

Randy, the College of Medicine has approved a non-credit category 4 certificate “Global Health Scholars Program”. Attached is the proposal that was approved. Please let me know if you have any questions. Best Dan

# Learning Outcomes by Domain with ACGME Core Competencies

## 1. Globalization and Global Health Systems

- Define globalization. **(MK, SBP)**

### The Impact of Globalization on the Spread of Diseases

- Articulate the impact of globalization on the spread of communicable and non-communicable diseases. **(PC, MK, SBP)**
- Recognize the effects of globalization on consumer goods across countries. **(MK, SBP)**
- Identify the negative impact of companies moving to economically disadvantaged countries for both the industrial nation and the disadvantaged nations. **(MK, SBP)**
- Identify an ecological disadvantage of globalization. **(MK, SBP)**
- Distinguish the difference between a refugee and asylum seeker. **(MK, P)**

### Global Health Systems

- Identify the building blocks of a global health system. **(SBP)**
- Recall the categories that serve to meet the health needs of a population. **(PC, MK, SBP)**
- Recognize the components of a global health system. **(SBP)**
- Determine the five ways that health systems are financed. **(PBLI, SBP)**

### The roles of major Global Health Actors

- Identify the roles of major global health actors (governments/Ministries of Health, academic institutions, WHO, CDC, NGOs, private organizations such as pharmaceutical companies, specialty-based organizations). **(SBP)**
- Define the major types of global health players/stakeholders. **(SBP)**
- Categorize the major global health organizations by their missions. **(SBP)**

### Resources Needed for Global Health Systems

- Identify the resources needed for global health systems improvement. **(PBLI, SBP)**
- Recall the goals in *USAID's Vision for Health Systems Strengthening*. **(SBP)**
- Define *global health systems strengthening*. **(SBP)**
- Define systems design. **(MK, SBP)**

### Models of Healthcare and Payor Systems in Comparable Nations

- Analyze the different models of health care. **(MK, SBP)**
- Compare payor systems in comparable nations. **(MK, SBP)**
- Define the WHO's definition of Universal Health Coverage. **(MK, SBP)**

### The Role of Telehealth in Global Health

- Analyze the role of telehealth and its role in your host institution (stability of infrastructure, internet access, electricity). **(PC, MK, ICS, SBP)**
- Recognize some of the barriers and actions nations must take to make telemedicine more robust. **(PBLI, SBP)**



- Identify gaps in the implementation of telemedicine. **(PBLI, SBP)**
- Investigate the changes in telemedicine frameworks during COVID-19 across the globe. **(PBLI, SBP)**

#### A Multifaceted Approach to and Critical Elements of Disaster Response

- Determine the scope of emergency resources. **(PC, ICS, SBP)**
- Decide which types of disasters can increase the chance of vector borne diseases. **(MK)**
- Identify major global disaster response organizations. **(SBP)**

## 2. Social and Economic Determinants of Health

### Social Determinants of Health and Equity

- Articulate how the different social determinants of health impact the health of individuals and populations **(PC, MK, SBP)**
- Contextualize the concept of health equity in the study of healthcare. **(PC, MK, P, SBP)**

### The Cultural Context of Health

- Describe the cultural context of health. **(PC, MK, ICS, P)**
- Detail the influence of cultural context on health and disease. **(PC, MK, ICS, P)**
- Describe how culture influences the cultural continuum and the range of actions for health care professionals. **(PC, MK, ICS, P)**

### The Environment and Healthcare

- Recognize the impact of planetary health, climate change, and environmental care on the health of humans. **(MK)**
- Identify the role of Community Health Workers (CHW) within a community. **(ICS, P, PBLI, SBP)**
- Recognize examples of global environmental change that affect human health and the steps we need to take to address planetary challenges. **(MK, PBLI, SBP)**
- Analyze the ways that interactions between people and their environment can lead to disparities in disease processes (ex. environmental pollutants) as applied to your specific specialty. **(PC, MK, PBLI, SBP)**

### Government Policies and Healthcare

- Describe how policies at the local, State, Federal, Global level can affect health population. **(MK, SBP)**
- Provide examples of the impact of policies on health. **(MK, SBP)**

## 3. Ethics and Vulnerable Groups

- Define health ethics. **(PC, P)**
- Analyze key ethical issues in global health. **(PC, P, PBLI)**
- Apply WEIGHT Guidelines for global health experiences. **(PC, P, PBLI)**

### Short term medical experiences and ethical considerations

- Review short-term medical experience ethical considerations. **(PC, ICS, P)**
- Apply strategies for dealing with these ethical issues. **(PC, ICS, P, PBLI)**



Providing medical care to vulnerable populations

- Define the terms *refugee*, *immigrant*, *asylee*, and describe unique aspects of their care. **(PC, ICS, P)**

Research ethics in global health

- Understand the foundations (and view through the historical lens) that lead to the creation and development of IRBs or the ethical conduction of research on human subjects. **(P, PBLI, SBP)**
- Contrast the traditional focuses of global health research ethics (ie. the issues that arise within the researcher-participant relationship like risk-benefit and informed consent) with the important focuses that need to place on reducing inequities in global health and achieving health justice in global healthcare. **(ICS, P, PBLI)**
- Set priorities in global health research. **(P, PBLI)**

#### 4. Global Health Professionalism

- Define cultural and spiritual needs, humility and practice self-reflection skills. **(MK, P, PBLI)**
- Identify implicit bias and describe ways to overcome it, especially in the context of global health. **(ICS, P, PBLI)**
- Identify resources for working in unfamiliar settings. **(ICS, PBLI)**
- Recognize the importance of working with local leaders, their expertise, and unique local guidelines. **(ICS, P, SBP)**
- Demonstrate effective and professional methods for using an interpreter in professional settings. **(PC, ICS, P)**

#### 5. Global Burden of Disease

Communicable and Non-Communicable Disease

- Define communicable and non-communicable disease (NCD) and recognize inequalities of NCDs. **(PC, MK)**
- Identify key actions to reduce inequities in NCDs. **(PC, MK, PBLI)**
- Learn how to measure the burden of disease with the DALY. **(MK, PBLI, SBP)**

Specialty specific diseases in low-income countries

- Recognize different specialty specific diseases and their impact on low-income countries. **(MK)**

#### 6. Global Health Interventions and Capacity Strengthening

Combating Global Health Disparities

- Describe the major efforts to reduce global health disparities in the United States and other major countries around the world. **(PBLI, SBP)**

Effective Global Health Efforts

- Identify key components needed for effective global health efforts as well as the limitations of
- these efforts. **(PBLI, SBP)**
- Describe necessary components for health research capacity strengthening in low- and middle-income countries and expand this to conflict-affected areas. **(PBLI, SBP)**



- Review the United Nations Millennium Developmental Goals (MDGs), focusing on those related to global health. **(PBLI, SBP)**

#### Successful Global Health Interventions

- Review the Alma-Ata Declaration of 1978 and reflect on the progress made regarding primary health care globally. **(MK, PBLI, SBP)**
- Describe how the Global Fund successfully implements key principles of effective global health efforts. **(PBLI, SBP)**

#### ACGME Core Competencies

- Patient Care and Procedural Skills **(PC)**
- Medical Knowledge **(MK)**
- Practice-based Learning and Improvement **(PBLI)**
- Interpersonal and Communication Skills **(ICS)**
- Professionalism **(P)**
- Systems-based Practice **(SBP)**

## Other Information

#### Dates

- We started our first cohort in February 2023 and enrolled our second cohort November 2023
- Our plan is to enroll one cohort per year, with a call out for applications in the summer and to start in the fall
- Trainees would then complete the program in 1-3 years, once they complete all the requirements

#### Enrollment / Demand

- We anticipate enrolling 10 trainees per cohort/year.
- We have had 10-11 trainees apply from various specialties since we started the program in 2023.
- Limiting to around 10 per cohort also allows for adequate faculty mentorship / resources.

#### Competitiveness

- There is no other global health certificate program available to residents/fellows at OSU.
- OSU offers a Graduate Interdisciplinary Specialization in Global Health, however these are for graduate and professional students and offered as formal credit hours / courses, which is unreasonable for GME trainees to complete during their training.
- Nationwide Children's Hospital offers an Advanced Competency in Global Health for their pediatric residents.
- In regards to other institutions with similar programs:
  - Northwestern University offers residents the McGaw Global Health Clinical Scholars program, a two-year competency-based global health program
  - Indiana University offers residents the Interdisciplinary Residency Track in Global Health

