

**Global Health Certificate Program:
Description and Application Forms
University of Maryland School of Nursing**

For information contact:

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I. Background and Justification

Discussion of educational initiatives in global health (GH) emerged from the School of Nursing's 2005 Strategic Plan which calls on the school to "***establish a global health initiative in education, research and practice***". The plan's specific tactics also identify the importance of developing global health electives, creating GH placement sites, while "determining the viability and need for a GH certificate or specialty program at the graduate level." This certificate also grows out of the work of UMSON's student organization, Nurses for Global Health (NGH), whose work has made it increasingly apparent that there is a widespread interest in GH placement sites and GH experiences on the part of both graduate and undergraduate students. Our collaboration with the Institute for Human Virology (IHV) at UMB has also made it possible to create the opportunity for GH field placement experiences in Nigeria beginning in the summer of 2009.

II. Goals of the GH Certificate

Global health is an interdisciplinary, emerging field that requires a broad knowledge base and the capacity to create innovative solutions to challenging health problems in resource poor environments. The GH Certificate is designed to prepare nurses and other health professionals for careers in global health practice, education and research. Students completing the certificate will develop a knowledge base in the following substantive areas:

1. The fundamentals of international health with an emphasis on the prevailing types of infectious and chronic diseases and their global pattern of distribution.
2. The essential principles of demography and epidemiology that are currently applied in global health in the assessment of the specific vulnerability of particular populations.

3. Global and local strategies that are currently being utilized or envisioned to address global health inequalities and the burden of disease, including, for example, the UN's Millennium Development Goals (<http://www.un.org/millenniumgoals/>) , as well as more local, community-based primary health care initiatives.
4. An introduction to the key institutional and organizational actors in global health including the UN, the WHO, the World Bank, USAID, the Bill and Melinda Gates Foundation, the Clinton Foundation, as well as civil society and social movement organizations.
5. The political, economic and cultural processes of globalization and their impact on population health as well as health care systems from a comparative international perspective.
6. A scientific understanding of the social determinants of health inequities both within and between countries.
7. A familiarity with a global health ethical framework based on human rights, cultural diversity and social justice.
8. The essentials of how to plan, design, and evaluate the effectiveness of community based programs directed at improving global health.
9. A review of current clinical practice in the care and treatment of HIV, malaria, TB and the common water borne diseases that cause diarrhea.
10. An introduction to the practice of global health nursing and the diverse roles the nurse may be engaged in as clinician, researcher, educator, administrator, organizer, advocate, and change agent.

III. Course Requirements

The GH certificate will be a 12 credit program consisting of three 3-credit courses and two capstone courses consisting of a seminar, (1 credit) and a GH field experience and final paper (2 credits). The Community/Public Health, the Family Nurse Practitioner, and other Masters Specialty students may complete the certificate concurrently with their Masters Program. Students with graduate degrees will be able to take all courses sequentially as a post master's certificate since all requirements for the certificate may be completed over the course of two semesters and a summer session. All of the didactic courses are currently being taught, two in the School of Nursing and one in the University-wide MPH program. The GH capstone courses have been created for this certificate. The currently existing didactic courses are as follows:

Nurs 769, Society, Health and Social Justice (3 credits, fall semester)

This course provides a critical conceptual and ethical foundation for community and global health practice and research. It introduces students to the fundamental social, political and economic determinants of health in both developed and developing countries. The course also explores both community based and societal level health programs and policies designed to address health inequities in an era of increasing globalization.

Prev 664, Critical Issues in Global Health (3 credits, spring semester)

This course is designed to give students an overview of global health problems and equip them with tools to navigate the world of international health. The course focuses on the global burden of disease and the pattern of disease variations between and within countries. It includes essentials of demography and epidemiology. It addresses issues such as poverty, environmental degradation and the impact of globalization on health. Topics covered include maternal and child health, gender and violence, nutrition, water and sanitation.

Nurs 732, Program Planning and Evaluation in Community/Public Health (3 credits, spring semester)

The focus of this course is on the foundations of advanced practice in community/public health program planning and evaluation. Emphasis is on the assessment, planning and evaluation of population/community focused health promotion/disease prevention programs and projects. GH Certificate students will work together as a group to complete a GH oriented project. Prerequisite: NURS 622 and NURS 701.

Nurs 678, Global Health Capstone Seminar (1 credit, spring semester)

This course is designed to familiarize students with the challenges of performing GH research and practice. Students will be introduced to the scientific literature on cultural differences in health and illness and issues of cultural competency will be addressed. Students will begin the process of preparing to work and travel abroad by identifying potential sites of interest. Different programmatic opportunities will also be addressed both didactically and through presentations by University faculty and advanced students who have extensive GH experience. The care and treatment of common infectious and water borne disease encountered in developing countries will be reviewed. This course will be conducted as a seminar.

Nurs 6XX, Global Health Capstone Field Experience (2 credits, summer term)

Students will undertake a service learning experience in a GH setting under the supervision of a UMB faculty member(s). It is anticipated that in the first year of the GH Certificate program our students will work in placement sites in Nigeria provided by UMB IHV. In subsequent years placement opportunities will be expanded to include other domestic and international locations. Preference will continue to be

given to supervised, group placements, though in specific instances individually designed capstone experiences may also be permitted. Although every effort will be made to identify funds for travel support, students will be responsible for paying their own travel expenses. This is common practice in most academic 'travel and study abroad' programs. For those students who choose to work in placement settings, such as Nigeria, where infrastructural support like housing and in-country transport can be provided, overall costs will be substantially reduced. Students will complete a GH Capstone paper following their placement experience. They will also be required to present the essentials of their paper in a public forum.

(See the Appendices 1-4 for the syllabus of each course.)

Proposed Course of Study (1 year option)

Fall Semester

Nurs 769, Society, Health and Social Justice (3 credits)

Spring Semester

Nurs 732, Program Planning and Evaluation in Community/Public Health (3 credits)

Prev 664, Critical Issues in Global Health (3 credits)

Nurs 678, Global Health Capstone Seminar (1 credit)

Summer Term

Nurs 6XX, Global Health Capstone Project Field Experience (2 credits)

VI. Global Health Certificate Admission Requirements

In order to be eligible for the GH certificate students must be a current graduate student of the University of Maryland, or hold a graduate level degree (masters or doctoral). Students must have fulfilled the necessary prerequisites in statistics, research methods, health systems and population health (N622, N701 or their equivalents). In addition, a basic course in epidemiology is strongly recommended. Admission to the certificate program will not be restricted to nursing students, although they will be given preference in case of limited space. Admission will be determined by previous academic achievement, previous GH experience, a letter of reference, and their personal essay on GH. Applications will be accepted each semester and reviewed by a committee consisting of the Director, and an additional GH faculty member. Based on the current level of interest we estimate that from 6 to 10 students will be admitted to the program annually. Please see the application for admission, appendix 7.

Appendix 1

Critical Issues in Global Health Course Syllabus

Course Number and Title:

PREV 664 Critical Issues in Global Health

Course: 3 credits

From: January 25 - May 18, 2007

Day of the week: Thursday

Time: 3-6 pm

Room HH224

Course Masters:

Hala Azzam, PhD, MPH and Jeffrey V. Johnson, PhD.

Email hazzam@epi.umaryland.edu

jjohnson@son.umaryland.edu

Course Description:

This course is a series of seminars, lectures and reading assignments designed to give students an overview of the global health problems facing the world today and equip them with tools to navigate the world of international health. The course focuses on teaching students about the global burden of disease and pattern of disease variations between and within countries. It addresses cross cutting issues such as poverty, environmental degradation and the impact of globalization on health. Topics covered include maternal and child health, gender and violence, nutrition, water and sanitation. It will review both pandemics such as HIV, TB, Avian Flu and Malaria, as well as non-communicable diseases such as smoking, cancer, and mental health. The course will also introduce the student to the key players in global health and critical issues in global health governance that impact implementation of international programs. Guest speakers will be invited from UMB, USAID, WHO, World Bank and NGOs. Evaluations will be based on student participation and presentations and two papers that critically assess global health issues within and between countries.

Course objectives

Global Health (GH) issues are complex and require an understanding of social, political, and economic issues in order to understand the burden of disease. No one course could cover all these disciplines in the depth they deserves, however the objective of this course is to provide students with an essential understanding of how they apply to GH issues and the role of GH organizations in order to prepare students for a career in global health. Upon Completion of the course students will be able to:

1. Identify the major infectious and chronic diseases that contribute to the global burden of disease and their unequal global distribution
2. Understand demographic and epidemiologic transitions and the role of population growth in GH
3. Become familiar with critical health outcome indicators (e.g. IMR and DALYS) and economic indicators (e.g. GNP, GDP) and when they should be used
4. Understand the impact of globalization on health and the role of cross cutting issues such as poverty, urbanization and environmental degradation in GH

5. Understand the role of key global health organizations and differentiate between the role of multinationals, governments, non-government organizations and private voluntary organizations
6. Understand the concept of vertical versus horizontal programs
7. Evaluate country-specific strategies to deal with global health issues

Prerequisites for enrolling in course: This course is open to all graduate students who have a strong interest in Global Health.

Course requirements, including evaluation methods

Class participation	10%
Paper 1	40%
Paper 2	30%
Presentations	20%

Class Participation

1. Students are expected to attend class regularly and to miss no more than two class sessions. In the event that you do have to miss class please inform both instructors by email.

2. Students are expected to participate in discussions and take turn in presenting readings in class. They are required to have done the readings before hand, and to be prepared to actively engage in discussion during class. Students not presenting can participate by asking questions of the instructor or of each other; by putting forward a thoughtful comment, a personal insight, or by suggesting an additional perspective on the topic under discussion. Students also participate through attentive listening to the comments of others. Guidelines on how to participate in class and in paper discussions are included below.

Guidelines for class Participation and Paper Discussions

The idea is not to *summarize* the readings, but to bring out the main points and the key assumptions of the readings, to share your reflections on the readings, and to pose questions to the group for discussion. The following points and questions are *guidelines* for leading a seminar discussion.

- ❖ Critically read the required article.
- ❖ Identify and jot down the main ideas or arguments of the readings.
- ❖ Identify key supporting points.
- ❖ What are the underlying assumptions that the author(s) make?
- ❖ Evaluate the merit of the work.
- ❖ Reflect on your reaction to the ideas, issues, and information encountered in the readings.
- ❖ Do you agree or disagree with the author(s)?
- ❖ What questions do the readings raise in your mind?
- ❖ How is the work related to the problem of GH?
- ❖ What underlying assumptions does the work share with previously assigned readings?
- ❖ What are the key points or questions that you would like to raise for group discussion?
- ❖ Do not attempt to summarize every point made in the readings.
- ❖ You may use short direct quotations from the readings to illustrate important ideas or support the points/reflections that you make.

Paper Assignments and Presentations

Assignment 1

Students will write a paper on a global health issue within a country. Assignment 1 is due after spring

break and includes the following items:

- Select a GH problem and describe its manifestation in a country of your choice. Describe the GH problem from both a biomedical and a historical, socioeconomic and political perspective. Use health, social and economic indicators as appropriate to support your conclusion. Are there ethnic differences or urban rural differences in the issue you selected? Identify 1 strategy adopted by the country either through donors or the government to solve the global health issue you described. Evaluate its effectiveness, weaknesses and strengths and propose alternatives. In evaluating the strategy undertaken by the country to solve its global health issue, take into account the country's public health (e.g. disease surveillance or disease prevention), and/or healthcare system (e.g. expenditure, human resources, private versus public, tertiary versus primary, drug availability, access, equity)
- Assignment 1 should include the following elements:
 - Give a brief overview of the major burden of disease in the country you are covering and select a topic of global health importance to address in more depth. Justify why the topic you selected is of global health importance
 - Describe your global health issue in a comprehensive manner. For e.g. if you selected to address a biomedical issue (e.g. HIV/AIDs) complete the picture by describing social, political and economic determinants on your issue. If you selected a social issue (e.g. poverty) describe the impact on health.
 - Create population pyramids (past, present and future) and explain where your country falls in the demographic and epidemiologic transition and what are the expected projections in terms of demographics and disease burden.
 - Create a table of basic indicators (as seen in class lectures) to describe the country's profile. Include indicators of the healthcare system (expenditure, number of healthcare workers, availability of drugs, etc) as appropriate to your issue. Comment on the significance of these indicators.
 - Describe a strategy that the government or donors undertook to deal with the issue you identified. Describe its strength and weaknesses.

Each student should provide a total of 2 hard copies of the paper, one to each instructor and send an electronic version to both instructors. The electronic version should be labeled in the following manner: student lastname_664_sp07_paper 1. The paper should be doubled-spaced, using 12 point font and should have a cover page with your name, email address and title of the project. The overall paper should not exceed 15 pages in length. References, tables, or figures should not be used in determining page length. Please reference all your work. We ask that you use the Vancouver style format for referencing (see end of syllabus for example

Assignment 2

Build on your previous work in assignment 1 and the group work. Briefly describe the conceptual framework you developed as a group for your region. Then pick one aspect and further develop that aspect linking it to your global health issue of interest. How does the one particular aspect of globalization you identified impact your issue? Are there global solutions needed for your issue of concern or can the country you identified solve its problem locally? Provide justification for your answers.

Group work and Presentation

Students will work in groups of 7-8 to analyze global processes that affect public health issues at country and continent level and will present their findings as a group at the end of the class. Students will be able to meet in class to discuss group work as well as have a chat room available on blackboard to facilitate further discussions and meetings. Each group member will also incorporate his/her conclusions in assignment 2. The presentations are approximately 15 minutes and will summarize the groups findings. MS power-point slides should be used. Further details concerning the presentation will be presented in class.

Required textbook

International Public Health edited by Michael H. Merson, Robert E. Black and Anne J. Mills., second edition. A copy will be also available in the library.

Appendix 2

TITLE: Nurs 769: Society, Health, and Social Justice

Credits: 3

FACULTY: Jeffrey V. Johnson, Ph.D.

Professor, Department of Family & Community Health
University of Maryland, School of Nursing
Email: jjohnson@son.umaryland.edu
Phone: 410-706-0799

COURSE OVERVIEW:

This course examines social, cultural, and political-economic determinants of health from sociological and social epidemiological perspectives. The concept of social justice is used as a conceptual framework to investigate population health inequities that exist in social class, race, ethnic and gender groups in the United States. The course addresses the central question: “How does the structure of the society influence the health and illness experience of its population?” The course examines what a ‘society’ is, how it works, and what the pathways are through which social forces differentially impact class, race and gender groups. The course will focus on specific mesosocial contexts, such as the workplace, the community and the physical environment which are particularly important in transmitting macrosocietal forces to the individual. We will also examine the impact of globalization on the relationship between social justice and global health. The course concludes by examining innovations in health policy and practice that are currently emerging in an effort to address the adverse health impact of inequitable social environments.

COURSE OBJECTIVES:

- Define and critically apply the concept of social justice to the study of health inequalities
- Identify and contrast competing conceptual frameworks in social epidemiology
- Distinguish the key paradigms used in the sociological analysis of modern society
- Define how class, race and gender are conceptualized and measured
- Describe the empirical patterns in race, class and gender inequality and their impact on population health
- Analyze how specific exposure contexts – work, community, physical environment, health care institutions -- represent causal links between societal structures and processes and the health of individuals
- Discuss the role of political and economic processes in the formation of health inequities
- Define the globalization process and explain how its impact on health

- Identify and describe health policies and practices designed to reduce health inequality

PREQUISITES: None for masters or doctoral level students, permission of instructor for undergraduate students.

TEXTBOOK REQUIREMENTS:

Hofrichter, Richard. *Health and Social Justice: A Public Health Reader*. San Francisco, CA: Jossey-Bass, 2003.

Farmer, Paul. *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Berkley: University of California Press, 2003.

Kidder, T. *Mountains Beyond Mountains: The Quest of Paul Farmer, a Man Who Would cure the World*. New York: Random House, 2004.

Hofrichter, Richard. *Tackling Health Inequities through Public Health Practice: A Handbook for Action*. Washington, DC. The National Association of County and City Health Officials (NACCHO), 2006.

COURSE REQUIREMENTS

- 1) Paper 1
- 2) Paper 2
- 3) Paper 3 on a topic of the student's choice
- 4) Class presentation
- 5) Class attendance (no more than 3 classes may be missed)
- 6) Completion of reading assignments before class
- 7) Active participation in seminar discussions
- 8) Leading discussions for one or more course readings

EVALUATION AND GRADING

- 1) Methods of Evaluation
Students: Students will be evaluated by the course requirements.
 (Note: Each unexcused absence will reduce the class participation grade by 3 percentage points)

Course: Students evaluate the course through feedback during each class, participation in informal discussions and completion of a final end of course evaluation form.

- 2) Criteria for Final Grade
 1. Paper 1 20%

2.	Paper 2	25%
3.	Paper 3	30%
4.	Class presentation	10%
5.	Class participation	10%
6.	Leading discussion	5%

Class Participation and Paper Assignments

1. Students are expected to attend class regularly. In the event that you do have to miss class please inform the instructor by both email and phone.

2. Students are expected to participate in discussions. They are required to have done the readings before hand, and to be prepared to actively engage in discussion during class. Students can participate by asking questions of the instructor or of each other; by putting forward a thoughtful comment, a personal insight, or by suggesting an additional perspective on the topic under discussion. Students also participate through attentive listening to the comments of others. Each student will have the opportunity to take a leadership role in leading the discussion several of the readings assigned for the class. Guidelines on how to lead a seminar discussion are included below.

3. Students will write three short essay papers over the course of the class. All of these papers should be doubled-spaced, using 12 point font. All papers will be submitted to the instructor electronically to jjohnson@verizon.net. Please use the following format: lastname.paper1.769F07, lastname.paper2.769F07, lastname.paper3.769F07. The first two papers should be at least 5 pages but no more than 10 pages in length, while the final paper should be at least 10 pages, but no more than 15 pages in length. References, tables, or figures should not be used in determining page length. The stylistic requirements of the American Psychological Association (APA) should be used throughout. The general topic of the first two papers will be assigned by the instructor, though students will be able to choose the specific manner in which they choose to address these topics. The topic of the final paper will be chosen by the student after consulting with the instructor. The papers will be graded on clarity of expression, originality of thought, and the degree to which they fully address the topic. Students are expected to 1) retrieve and summarize the relevant scientific literature, 2) analyze the varying perspectives that exist in the literature on their specific topic, and 3) to put forward their own thoughts and ideas. The final paper will be handed in the last day of class.

4. Students will use the paper goals noted above as the foundation for their presentation in class. This approximately 15 minute presentation will be based on the final paper

Appendix 3

Program Planning Syllabus

Title: NURS 732: Program Planning and Evaluation for Community/Public Health

Faculty: Susan Wozenski, J.D., MPH, & Karen S. Kauffman, PhD, CRNP, BC
Wozenski@son.umaryland.edu
kkauffman@son.umaryland.edu

Credits: 3

Time: **Spring**

Course Overview:

Focus is on the systematic inquiry of the foundations of advanced practice in community/public health program planning and evaluation. Emphasis is on the assessment, planning and evaluation of population/community focused health promotion/disease prevention programs and projects.

Pre-requisite or Co-requisites

- NURS 622: Systems and Populations in Health Care
- NURS 701: Research and Science for Advanced Practice or equivalent
- Permission of the Faculty

Course Objectives

1. Apply principles of effective planning, implementation and evaluation to the design of a successful community-focused health program; i.e., needs assessment, community organization, community participation, policy coalition building, advocacy, education, strategic planning, priority setting, resources utilization, available services, access to acceptable services, evaluation of health disparities, assessing health and social policies and communication with the community.
2. Analyze models and theories of health promotion and disease prevention for their utility in health planning for communities and populations.
3. Apply Healthy People 2010; evidenced-based, model programs; best practices; guidelines and consensus reports from national/professional organizations, advocacy groups, and community trials; and national and statewide databases, registries and surveys to program development and evaluation.
4. Analyze social forces that affect health planning and utilization of health services by the community.
5. Analyze a community to determine health needs amenable to community/public health interventions.

6. Apply principles and concepts of management, administration and policy to program planning and evaluation.

Textbook Requirements:

Kettner, P. M., Moroney, R. M., & Lawrence, L. M. (1999). *Designing and managing programs: An effectiveness-based approach*. Thousand Oaks, CA: Sage Publications.

Rossi, P. H., Lipsey, M. W & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage Publications.

Tones, K. & Green, J. (2004). *Health promotion: Planning and strategies*. Thousand Oaks, CA: Sage Publications.

Recommended Text:

Melnik, B. M. & Fineout-Overholt, E. (2005). *Evidence-base practice in nursing and healthcare*. Philadelphia: Lippincott Williams & Wilkins.

IMPORTANT: Additional sources of information are to be sought, selected, and shared by all students. These sources include legitimate web sites on Healthy People 2010; evidenced-based, model programs; best practices; guidelines and consensus reports from national/professional organizations and advocacy groups; community trials; and national and statewide databases, registries and surveys for program development and evaluation.

Listed below are suggested web sites to begin your search. This is not an exhaustive list. Please bring your favorite web sites to class:

United States National Library of Medicine, National Institutes of Health

<http://www.nlm.nih.gov>

Healthy People 2010

<http://www.health.gov/healthpeople/document/tableofcontents.htm>

Healthy People 2010 database

<http://www.cdc.gov/nchs/about/otheract/hpdata2010/aboutdata2010.htm>

Public Health Foundation (Healthy People 2010 toolkits)

<http://www.phf.org/Tools-Resources.htm>

<http://www.health.gov/healthypeople/state/toolkit/>

Health Status Indicators and Priority Data Needs

<http://www.cdc.gov/nchswww/datawh/datawh.htm>

CDC Evaluation Workgroup

<http://www.cdc.gov/eval/>

Community Toolbox (University of Kansas) <http://ctb.lsi.ukans.edu/>

CDC Planned Approach to Community Health (PATCH)

<http://www.cdc.gov/nccdphp/patch/>

Who Will Keep the Public Healthy: Educating Public Health Professionals for the 21st Century (2003).

<http://books.nap.edu/openbook/030908542X/html/index.html>

Evaluation and Grading:

1. Individual: Evidence-based article critique 55%

- A. Select an article from the literature that describes and evaluates a community/public health program.
- B. Briefly describe the program/intervention plan.
- C. Discuss the strengths and weakness of the following:
- a. Review of the literature 5 pts.
 - b. Needs assessment and problem identification 10 pts.
 - c. Program and intervention theories and hypotheses 10 pts.
 - d. Evidence-base of the program design 10 pts.
 - e. Intervention methods 5 pts.
 - f. Budget and use of resources 5 pts.
 - g. Evaluation plan. Include threats to validity and reliability 10 pts.

If any components are missing from the article, discuss possible solutions.

- D. Limit paper to 20 pages in APA format. Page limit does not include title page, references, and appendices.
- E. Attach a copy of the article.

2. Field Experience: Planning Health for A Specific Population Group 45%

Introduction: Students will work in teams of up to 4 students to assess health needs of specific populations. The project includes planning, implementing and evaluating strategies to promote health of the population.

The team assignment comprises 45% of the class grade; however, each team member must contribute to the work of the project to earn points. Persons who make a minimal contribution will receive a proportion of the points earned by the team. Each team is to keep a log documenting each person's contribution. The log must be turned in to the instructor for each member of the team to receive a grade.

- A. By class 2, students will form project teams with peers of similar practice interests and/or expertise. Teams will be based on population groups; e.g., infants, children, adolescents, adults, elders.
- B. Each project team will select a health issue relevant to that population. Such issues might be related to (a) social health; e.g., poverty, health disparities, violence, homelessness; (b) mental health; e.g., suicide, substance abuse, anorexia/bulimia; (c) physical health; e.g.

- asthma, cancer, heart disease; or (d) environmental health; e.g., air pollution, water pollution, noise pollution.
- C. Project teams will focus the issue to a specified geographic location; e.g., State of Maryland, Baltimore County, Baltimore City, or a population served by an HMO or emergency room, etc.
 - D. By class 2, project teams will submit in writing their topic, names of each team member, and obtain faculty approval for the topic
 - E. Project teams will:
 - a. Identify stakeholders and leaders of the population being addressed.
 - b. Gather qualitative and quantitative data as part of the needs assessment.
 - c. Compare data to state and national norms.
 - d. Assess resources available in the community.
 - e. Identify gaps in services.
 - f. State the need or problem.
 - g. Identify and apply a program theory for the intervention.
 - h. Identify goals/objectives for the selected population including health prevention/health promotion behaviors. Link with HP 2010 as appropriate.
 - i. Identify implementation strategies with attention on systems level interventions.
 - j. Identify measurable health indicators to evaluate the effectiveness of the intervention.
 - k. Consider cost effectiveness of intervention.
 - l. Prepare and present/give the plan to the population stakeholders. The presentation will include assessment strategies and results, and plans for implementation and evaluation, including the estimate of costs.
 - m. Submit a brief abstract (1 page, double-spaced) for the project.

During the last several classes, teams will give oral presentations to their peers of their projects and provide at least the following for the class:

- a. Learning objectives for the presentation
- b. Detailed outline of presentation.
- c. Reference list (according to APA format)

Each team will provide the instructor with a copy of the above, plus:

- d. Copies of data collection instruments
- e. A list of persons interviewed or contacted
- f. The team logs

The class will serve as the Funding Board and rate each presentation in terms of fundability.

- Identify sociopolitical, economic, geographical and biomedical factors that have impact on health in developing countries and other vulnerable populations
- Understand the differential distribution of the global burden of disease
- Become aware of the clinical manifestations and treatment options for HIV/AIDS, TB, Malaria, and other significant diseases such as water borne illnesses.
- Become knowledgeable concerning the role of major global health actors and institutions such as the World Health Organization, the World Bank, the World Health Organization, U.S. Aide for International Development, the Gates Foundation, the World Social Forum, and other civil society organizations.
- Successfully identify a global health capstone placement site.
- Develop cooperative working relationships with institutional partners in this global health setting.
- In collaboration with partners, develop a project to be carried out in a global health setting

REQUIRED TEXTBOOK:

Recent journal articles will be utilized.

COURSE REQUIREMENTS & EVALUATION:

1. Participate actively in seminar discussions (20%)
2. Paper: 5 to10 page paper describing and justifying the selection of their capstone placement site, discussing their contacts with host country partners, and presenting their project plan (50%)
3. Present their project concept for discussion in the seminar (20%)
4. Begin and maintain a journal of ideas, thoughts, and reflections on the experience of preparing, planning, and traveling and working in a global health setting. The journal will be shared with the instructor at the midpoint and at the conclusion of the class and will be continued over the course of the capstone field experience. (10%)

Appendix 5

Course Syllabus

COURSE TITLE: Nurs 6XX: Global Health Capstone Field Experience

CREDITS: 2 Credits

FACULTY: Emilia N. Iwu MSN, CRNP-Family, Assistant Professor, UMSON
eiwu@son.umaryland.edu; eiwu@ihv.umaryland.edu and
Jeffrey V. Johnson PhD, Professor, UMSON
jjohnson@son.umaryland.edu

PREREQUISITES:

- Nurs 769, Society, Health and Social Justice
- Prev 664, Critical Issues in Global Health
- Nurs 732, Program Planning and Evaluation in Community/Public Health
- Nurs 678, Global Health Capstone Seminar
- And/or the permission of the instructor(s).

COURSE DESCRIPTION:

Course participants will spend from 4 to 6 weeks working in a public health or clinical setting in a developing country or within a domestic program providing services for an underserved population in a resource constrained environment. Students will undertake a service learning experience under the supervision of a UMB faculty member(s). This capstone project will involve students in the process of critical reflection concerning their own practice as well as an evaluation of their capstone field experience. Students will work closely with their faculty supervisor to carry out their program of practice, critical reflection and research. Student placements will be made based on the interests of the student and the possibilities for practice and research within each international or domestic global health setting. Preference will be given to supervised, group placements, though in specific instances individually designed capstone experiences may also be permitted.

COURSE OBJECTIVES:

In this course students will:

- Demonstrate cultural awareness and sensitivity to local customs and learn to practice behavior appropriate for working in a field setting within a developing country.

- Be able to critically evaluate their role in a global health institution and determine future career opportunities they may be able to derive from this experience.
- Demonstrate cultural and ethical sensitivity in the process of designing a health research project, an intervention, or the evaluation of an existing program in a developing country.
- Keep a diary or log portfolio of fieldwork experiences, assessments, reflections, and a summary of what they have learned over the course of the project.
- Share their experiences and insights with their local mentor and the UMSON faculty advisor on a weekly basis for constructive feedback and assessment
- Be prepared to encounter and overcome obstacles they are likely to face in the implementation of their program plan and to identify alternatives and a plan to mitigate the problem.
- Complete a capstone paper that summarizes their field experience.

COURSE REQUIREMENTS AND EVALUATION:

- 1) Maintain daily log of field work experiences and challenges (20% of grade)
- 2) Participate in weekly review of their program progress with supervising faculty (5% of grade)
- 3) Complete bi-weekly student evaluations with faculty supervisor (5% of grade)
- 4) Participate in Audio/Video conference with fellow students, and supervising and UMSON faculty (5% of grade)
- 5) Prepare and present an overview of their work at their host facility (15% of grade)
- 6) Complete GH Capstone paper (50 % of grade)

TEXTBOOK REQUIREMENTS:

Miller, T.W. Crossing Borders: International Careers in Nursing - Building and Managing a Career in Nursing: Strategies for Advancing Your Career. Sigma Theta Tau International, 2003.

Examples of Global Health Projects for Capstone Experience in Collaboration with the University of Maryland Institute of Human Virology in Nigeria:

1. Evaluation of Community Based Programs

2. Access to Healthcare Assessment: i.e., access to prenatal care, HIV testing sites, and the ability to obtain referrals to specialty centers
3. Patient Flow Assessments: Assess flow of patients via sites and develop ideas to improve the quality of the flow of patient care
4. Patient Satisfaction Survey
5. Improvement of Maternal Child Health Care, specifically nutritional assessments and access to immunizations
6. Male Reproductive Health Education, specifically STI's and programs to increase male involvement in female reproductive health
7. Quality improvement of HIV counseling, specifically for the pediatric population
8. Orphans and Vulnerable Children Improvement Programs
9. Nurses Work and Health Survey
10. Assessment of Quality of Life in HIV Patients
11. Assessment of HIV support groups, IHV has multiple support groups, none have been evaluated.

Appendix 6

**UNIVERSITY OF MARYLAND SCHOOL OF NURSING
GLOBAL HEALTH CERTIFICATE PROGRAM STUDENT TRAVEL RELEASE**

As a student at the University of Maryland Baltimore, School of _____,
and a student in the Global Health Certificate Program of the University of Maryland School
of Nursing, I am planning on participating in a required global health capstone field
experience abroad as follows:

Focus of Field Experience:

Academic Term/Dates: _____

Location/Country: _____

I understand that there are a wide variety of risks associated with any travel to and living in a foreign country, including but not limited to lack of access to health care comparable to that available in the United States, crime, dangers associated with public or private transportation, and the safety of road systems and other means of transportation. I understand that every country has its own laws and culture and that I am responsible for my own actions, activities and behavior while I am outside of the United States. I recognize that I am responsible for all aspects of my living and studying while I am abroad, and understand that I may suffer damages or losses to my person or to my property or both.

I certify that I am covered throughout the travel abroad period and throughout my absence from the United States by a policy of comprehensive health and accident insurance that provides coverage for illnesses or injuries I sustain or experience while abroad. I release the University of Maryland Baltimore and its employees and agents from any responsibility and liability for my injuries, illness, medical bills, charges or similar expenses.

I agree to release and hold harmless the University of Maryland Baltimore and its employees and agents from any and all liability and damages or loses I may suffer to my person or my property or both, that arise out of or occur during my participation in the foreign study and research, except to the extent the danger or losses are caused by the gross negligence or willful misconduct of University employees.

I agree that this Student Travel Release is to be construed in accordance with the laws of the State of Maryland and that if any portion of this agreement is held invalid, the remainder of the agreement shall continue in full force and effect. I acknowledge that I have read this entire document, and I agree to its terms. I am at least 18 years old.

Signature: _____

Date: _____

Print Name: _____ ID Number: _____

Department/Degree Program: _____

Appendix 7
Application for Admission to the Global Health Certificate Program
University of Maryland School of Nursing

Please respond to the following questions in an MS Word document. Do not fill out this application out by hand. Attach a current CV or resume as an appendix to your application. (Note: send only one file.) Completed applications should be submitted by email to Dr. Jeffrey V. Johnson at jjohnson@son.umaryland.edu. The reference letter can be emailed or mailed to Dr. Johnson at the PAHO/WHO Center, University of Maryland School of Nursing, 655 W Lombard St., Baltimore, MD 21201.

Put the date, your name, email address, mailing address and phone numbers on a cover sheet and provide the following additional information:

1. Undergraduate education (Indicate major and minor fields of study and specific courses relevant to global health or international affairs.)
2. Masters and doctoral level education (Indicate your field of specialization and how close you are to graduating; specify whether you have completed any of the required courses for the GH Certificate.)
3. Other certificate or special training programs or personal experiences that you have had that you think may be relevant to global health (e.g. foreign language training, cultural sensitivity and awareness training).
3. Global and international experience. (In chronological order briefly describe travel abroad experiences, specifically those involving educational, health or human development related activities. Specify agencies you have worked for, and/or countries you have lived and worked within. If you were born in another country indicate which one, the length of time you lived there and whether you received any of your professional education within this country.)
4. The global health certificate requires a supervised capstone project. This may involve travel to another country for a period of up to six weeks. There are other alternatives that can also be arranged in settings within the US. Please indicate which you would prefer and (under ideal circumstances) where you would like to go and what you would like to do.
5. Describe in a short essay why you are interested in pursuing a career in global health.
6. Arrange to have a reference letter from a mentor, teacher, employer, fellow student or colleague who could speak knowledgably about your potential to become a global health practitioner and/or researcher sent to Dr. Johnson at the address noted above.